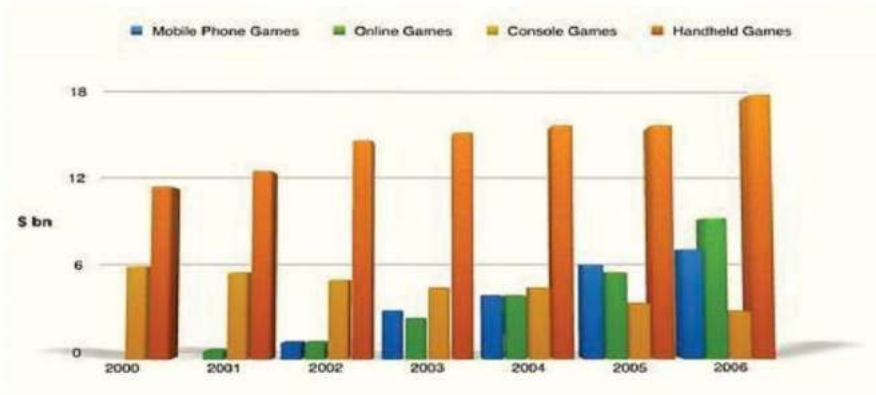


TASK 1:

The bar graph shows the global sales (in billions of dollars) of different types of digital games between 2000 and 2006



The graph highlights the amount-number of different types of digital games, which were sold in the world over a 7-year period from 2000 to 2006.

Overall, what stands out from the bar chart is that Handheld Games' popularity increased dramatically in comparison with other types of games. However, both Mobile Phone Games and Online Games saw a gradual rise in this period. Moreover, it is noticeable that the amount of selling Console Games were-was declined markedly.

Looking at the details, the Handheld Games were sold almost 11 \$ billions in 2000, while it reached a peak at about 17 \$ billions in 2006. Furthermore, Online Games were climbed by approximately 9 \$ billions to 10 \$ billions in a 5-year period.

In 2000, although Console Games reached a peak at of 6 \$ billions, it saw a sharply reduction compared with other types of games, a drop of almost 3 \$ billions. At this time, both Mobile Phone Games and Online Games were not sold /anything/ at all/; also, they had-were at the same level in 2002.

Commented [A1]: Number or amount:

Amount and **number** both refer to quantity, but each word has its own specific use. **Number** is used with nouns that can be individually counted, like stars. **Amount** is used for nouns that cannot be individually counted, like starlight.

Commented [A2]: Faulty subject-verb agreement (amount)

Commented [A3]: When we talk about a specific large number, we do not add to the number:

200,000 = *two hundred thousand* (not *two hundred thousands*)

10,000,000 = *ten million* (not *ten millions*)

The noun that follows is always plural:

There must have been at least three thousand students at the protest.

We use the plural form of large numbers + *of* to give an approximate idea of how many:

There must have been thousands of students at the protest.

Commented [A4]: Adjective + noun combination

Commented [A5]: the same

exactly like another or each other

My twin sister and I have got the same nose.

She was wearing exactly the same dress as I was.

Hilary's the same age as me.

Time: ?? Let us know the time given to the very task in your next attempt.

Words: 150

Readability Grade: 12.52 (Grade 11) --- > College

General English Grade: 77 C out of 100 A

Sentence fragments: 0

Simple sentences: 2

Compound sentences: 0 --- > 2

Complex sentences: 5 --- > 7

Compound-complex sentences: 0 --- > 1

>>>Long sentences: 1 (Avoid writing long sentences)

| Task 1 | Task Achievement | Coherence and Cohesion | Lexical Resources | Grammatical Range and Accuracy |
|--------|------------------|------------------------|-------------------|--------------------------------|
| Band | <u>7.0</u> | <u>7.0</u> | <u>6.0</u> | <u>6.0</u> |

Estimated Band Score: 6.5

Comments:

Dear candidate: You addressed the requirement of the task and presented the key features of the bar chart adequately. The cohesive devices were used effectively, but it could have done much more appropriately and logically. Needless to say, you used an adequate range of vocabulary for the task, however, that was not sufficient to allow some flexibility and precision. Simple expressions are used repetitively. However, the limited linguistic range and weak control prevent it from reaching Band 7.

Suggestions:

1. You have to have at least 6 different instances of (V.+ Adv.), for example, fell consistently, rose significantly, etc.

2. You have to have at least 4 different instances of (A4 + N1), for example, a flightless, a dramatic fall, etc.
3. Try to use words like "approximately, respectively, interestingly, while, whereas, but, however, yet, etc."
4. Write at least 100 words and a maximum of 200 words for task 1.

Sample Answers:

NOTE: Sample answers are presented just to let you know how other candidates have done on the same topic. There might be errors in the cases of grammar and vocabulary choice, and they have not been corrected regarding the very cases. Just enjoy reading more! Readers are Leaders!

(1)

The bar graph compares the worldwide turnover for four kinds of electronic games for a period of seven years, starting from 2000 to 2006.

Overall, it can be observed that sales for most of the digital games experienced an upward trend, except for console games. Handheld games had by far the highest number of sales throughout this period.

In 2000, the sales figure for handheld games was close to 10 billion dollars, this figure rose gradually to reach its peak at slightly under 18 billion dollars. In contrast, at 6 billion dollars sales figures, console games were the second most popular games in the year 2000. Between 2000 and 2006, this figure continued to drop to hit its lowest point of fewer than 3 billion dollars.

Global sales for online games and mobile phone games followed a similar pattern with both sales numbers went up considerably for the first 6 years. By the seventh year, sales revenues for both types of games were over 6 billion dollars.

(2)

The chart gives us information about the international sales of four different varieties of digital games (mobile phone games, handheld games, console games and online games) during the period of seven years i.e. from 2000-2006. Units are measured in billion dollars.

Overall, handheld games had the highest sales throughout the seven years. online games and mobile phone games were introduced in the year 2001 and 2002 respectively. There is a significant decline in the sales of console games.

From the chart, it can be observed that the amount obtained from the sales of handheld games was around 11 billion dollars in the year 2000. But the sales increased gradually and ended

peaking at around 17.5 billion dollars in the year 2006. The sales of console games were highest during the year 2000 (approximately 5 billion dollars) but then declined steadily over the seven years. These console game sales were least in the year 2006 (around 2.5 billion dollars).

From the chart, it is evident that online game sales and mobile phone game sales initially made around 0.5 billion dollars in the year 2001 and 1 billion dollars in the year 2002 respectively. The amount made by these two digital games increased steadily and finished highest in the year 2006 earning 7 and 8 billion dollars respectively.

More Statistics on Your Task:

Passive Voice: 166.67 < 100.00

Prepositional Phrase: 133.33 < 100.00

Unique words: 79

Repeated words: 71

Adverbs: 8

Function words: 60

Pronouns: 15

Sentences: 7 --- > 10-12

Average sentence length: 21.43 words --- > 23.0 words

Detailed Explanations on Statistical Information:

General English Grade:

This grade takes into account spelling, grammar, word choice, style, vocabulary, and more; but it does NOT measure the meaning of your words, how your ideas are structured, or how well your arguments are supported.

Function words:

Function words carry little meaning but serve as the glue for sentences. We recommend that you use this detector to check, since function words are so common.

More information: [https://en.wikipedia.org/wiki/Function_\(mathematics\)](https://en.wikipedia.org/wiki/Function_(mathematics))

Adverbs:

They aren't used in small quantities, but consider writing your document if more than 5.7% of its words are adverbs.

Passive voice:

This is a measure of how frequently the passive voice is used. Consider writing the document if it scores over 100.

Propositional phrases index:

This is a measure of how frequently the propositional phrases are used. Consider writing the document if it scores over 100.

Automated Readability Index:

This is an estimate of the minimum grade level required to understand the text. For more readability reading and better comprehension, aim three to five levels below the target audience's expected level of education. Popular articles aimed at American adults tend to be written at 11 to 12th grade range, which is in line with 12th to 13th grade reading capability of the American adult.

More information: https://en.wikipedia.org/wiki/Automated_readability_index

| Score | Age | Grade Level |
|-------|------|--------------|
| 1 | 5-6 | Kindergarten |
| 2 | 6-7 | First Grade |
| 3 | 7-8 | Second Grade |
| 4 | 8-9 | Third Grade |
| 5 | 9-10 | Fourth Grade |

| | | |
|----|-------|----------------|
| 6 | 10-11 | Fifth Grade |
| 7 | 11-12 | Sixth Grade |
| 8 | 12-13 | Seventh Grade |
| 9 | 13-14 | Eighth Grade |
| 10 | 14-15 | Ninth Grade |
| 11 | 15-16 | Tenth Grade |
| 12 | 16-17 | Eleventh grade |
| 13 | 17-18 | Twelfth grade |
| 14 | 18-22 | College |

Sentence fragments:

A sentence must have at least one noun and one verb. Anything that does not is a fragment, and if it occurs outside of dialog, it should probably be rewritten.

Simple sentences:

A simple sentence has one independent clause, and no dependent clauses.

Independent clause>> https://en.wikipedia.org/wiki/Independent_clause

Dependent clause>> https://en.wikipedia.org/wiki/Dependent_clause

More information>> <https://owl.purdue.edu/owl/grammar/rules/sentences/1732>

Compound sentence:

A compound sentence has more than one independent clause, and no dependent clause.

More information: https://owl.purdue.edu/owl/online_writing_lab/grammar/7732/

Complex sentences:

A complex sentence has one independent clause, and one or more dependent clauses.

More information: https://owl.purdue.edu/owl/online_writing_lab/grammar/7732/

Compound-complex sentences:

A compound-complex sentence has more than one independent clause, and one or more dependent clauses.

More information: https://owl.purdue.edu/owl/online_writing_lab/grammar/7732/

Long sentence:

Long sentences tend to be more difficult to read, making them good candidates for trimming and splitting. Alternatively, parallelism may be used to improve their readability, though this will not decrease the Automated Readability Index score.