

## A collection of colorful 3D paper cutouts of various charts and graphs, including pie charts, donut charts, bar charts, and line graphs, scattered on a dark blue background. A white, cloud-like shape is visible at the bottom edge.

# Course Materials & Supplements

*for academic candidates*

**Ebrahim Tahassoni**  
CELTA, Academic IELTS 9.0



# Master IELTS Visuals

## Academic Writing Task 1

By Ebrahim Tahassoni

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Level 3 Certificate in English, Trained for teaching IELTS courses by IDP Australia &  
Sussex Downs College



**Tenth Edition (ver. 10)**

**March 2026**

In compliance with IELTS assessment criteria, Cambridge model answers, and IDP teaching guidelines



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**INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**  
**Test Report Form** ACADEMIC

**NOTE** Admission to undergraduate and postgraduate courses should be based on the ACADEMIC Reading and Writing Modules. GENERAL TRAINING Reading and Writing Modules are not designed to test the full range of language skills required for academic purposes. It is recommended that the candidate's language ability be reassessed after two years from the date of the test.

Centre Number **56355** Date **25/APR/2009** Candidate Number **000988**

**Candidate Details**

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Repeating IELTS (Y/N) **N** Previous Test Date  Previous Test Centre

**Test Results**

Listening **8.5** Reading **9.0** Writing **9.0** Speaking **8.5** Overall Band Score **9.0**

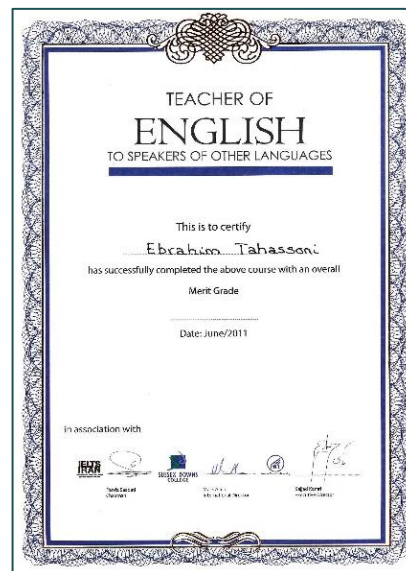
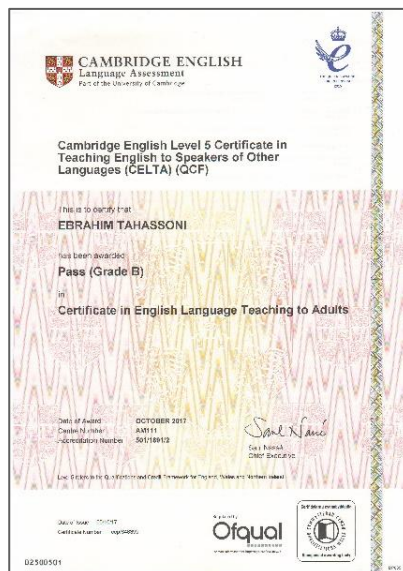
**Administrator Comments**

Writing Examiner Number **998313** Speaking Examiner Number **998987** Date **01/05/2009** Test Report Form Number **0966009988TAHE355A**

Centre stamp: SUSSEX DOWNS COLLEGE  
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# Introduction

## Understanding the Rubric

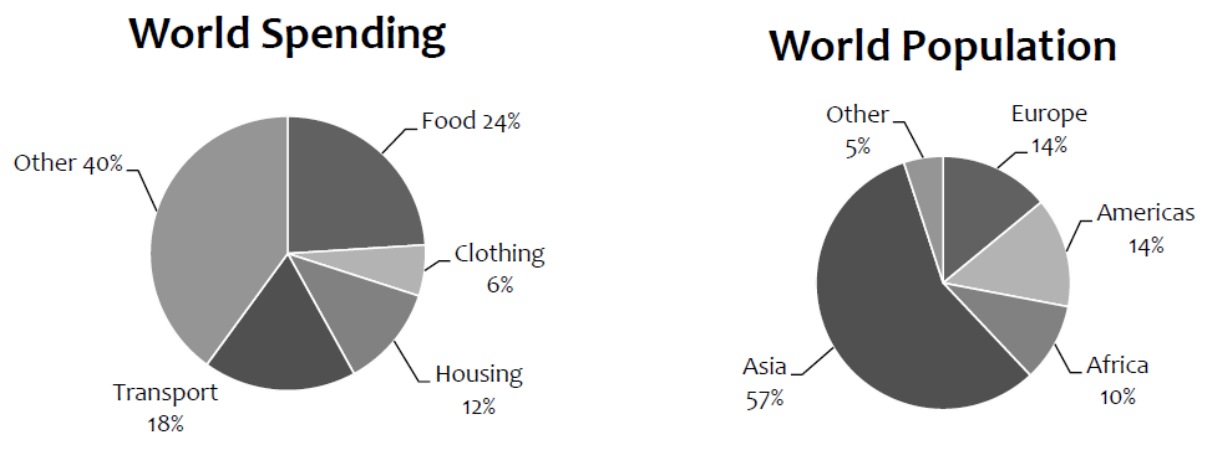
### WRITING TASK 1

You should spend about 20 minutes on this task.

**The charts below give information about world spending and population.**

**Summarise the information by selecting and reporting the main features, and make comparisons where relevant.**

Write at least 150 words.



### The Task

Task 1 involves reporting the data in a visual item or collection of data such as a table. You have to:

- Summarise the information in the visual or set of data:
  - Select the main features
  - Report the main features
- Make comparisons where relevant
- write at least 150 words → at least 165-170 words (sometimes even more words are necessary to cover the main features of more detailed diagrams)

**Note: Finish task 2 first before addressing task 1.** Task 2 has twice as many marks as task 1 and is less flexible in terms of coherence and paragraphing, so if you do not get around to finishing it, you may lose more marks than when you leave task 1 unfinished.

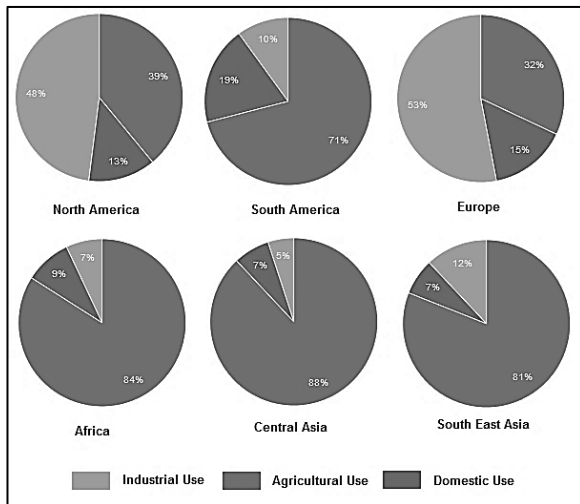
### The Answer Sheet

You will receive separate answer sheets for tasks 1 and 2, and the one for task 1 has red borders. Although you may ask for extra sheets to write your answer in, this is not likely to become necessary since the space you are already provided with is way more than sufficient. You must not write in the blank space at the bottom of the first page or in the scoring section at the bottom of page two. A copy of the answer sheet is available at the end of this coursepack.

## Task Types

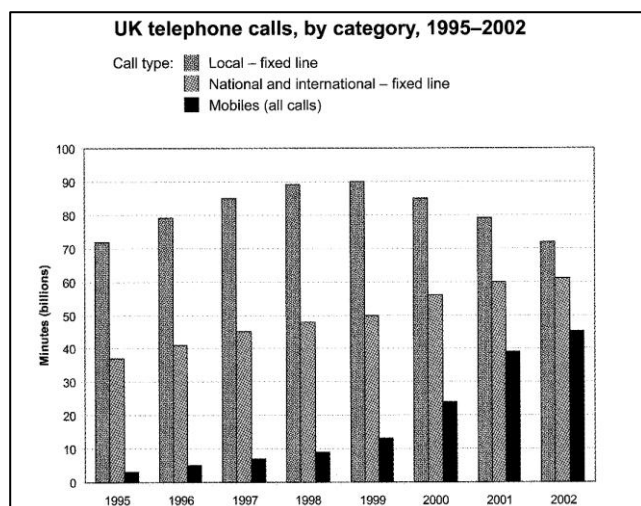
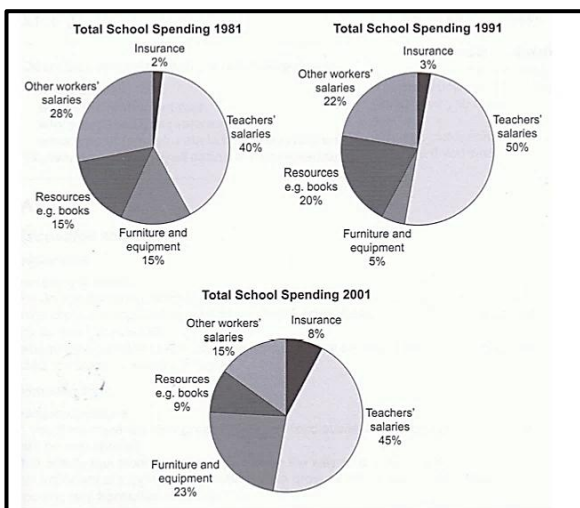
### 1. Data-driven diagrams

#### 1a. Comparison tasks



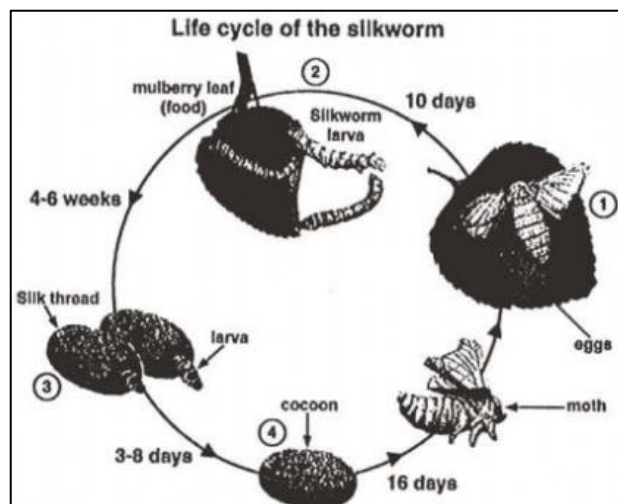
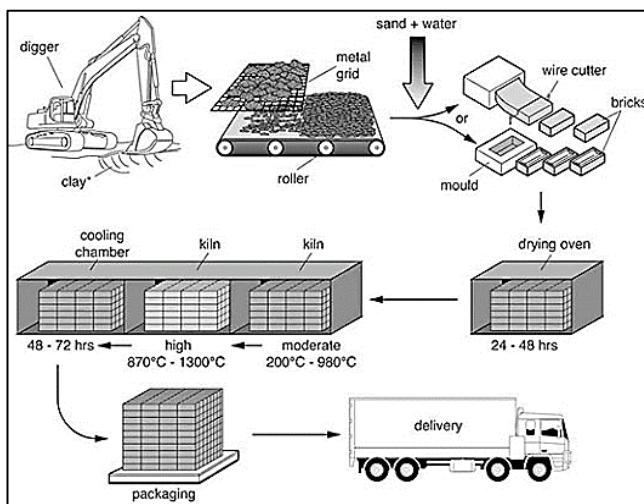
| Country | Food/Drinks/Tobacco | Clothing/Footwear | Leisure/Education |
|---------|---------------------|-------------------|-------------------|
| Ireland | 28.91%              | 6.43%             | 2.21%             |
| Italy   | 16.36%              | 9.00%             | 3.20%             |
| Spain   | 18.80%              | 6.51%             | 1.98%             |
| Sweden  | 15.77%              | 5.40%             | 3.22%             |
| Turkey  | 32.14%              | 6.63%             | 4.35%             |

#### 1b. Trend tasks

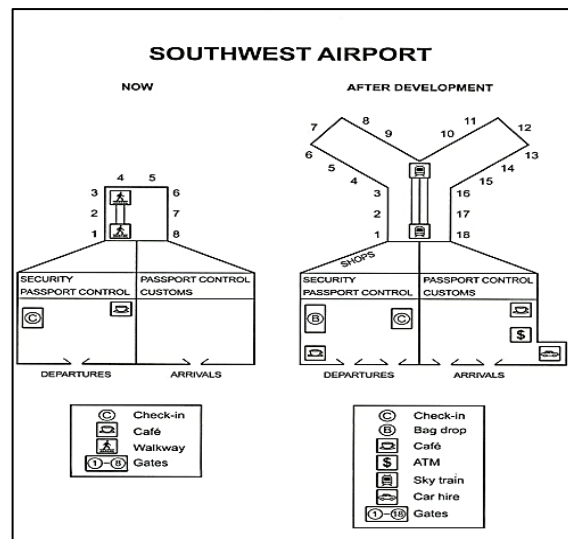
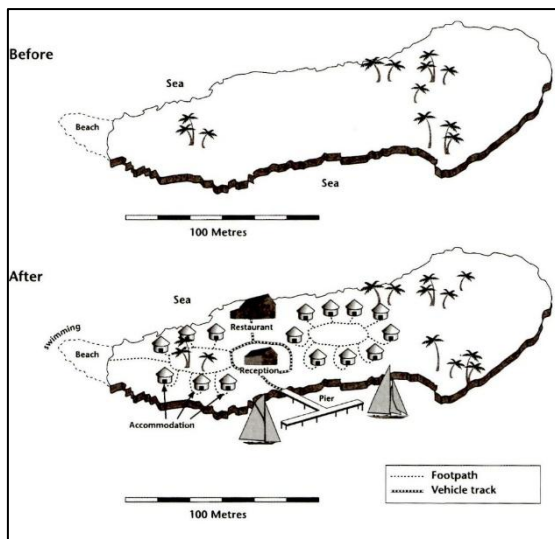


## 2. Non-data-driven diagrams

### 2a. Process diagrams

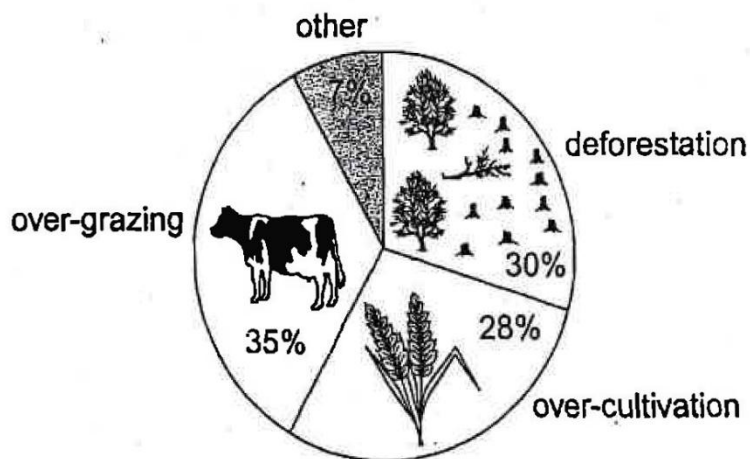


## 2b. Maps



## Mixed Tasks

### Causes of worldwide land degradation



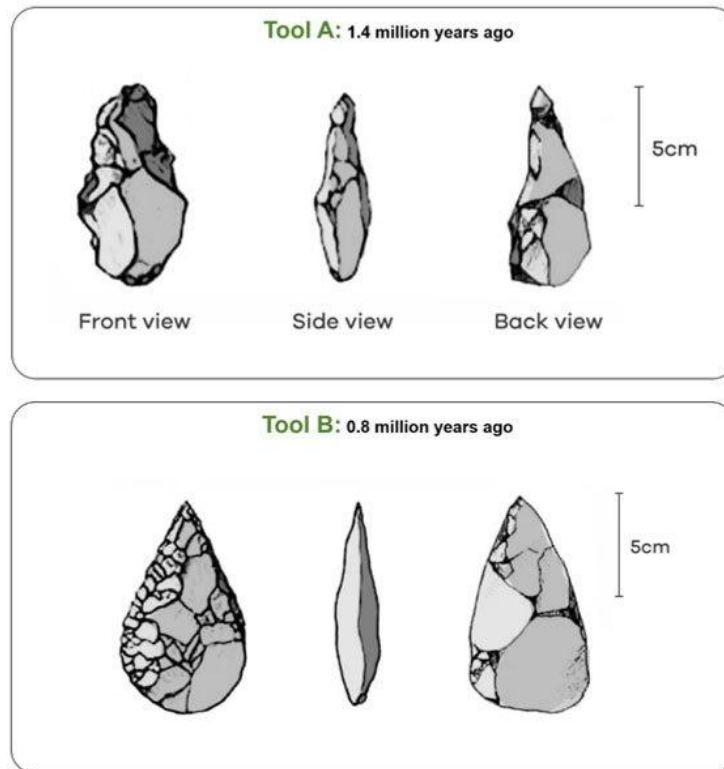
### Causes of land degradation by region

| Region        | % land degraded by... |                  |              |                     |
|---------------|-----------------------|------------------|--------------|---------------------|
|               | deforestation         | over-cultivation | over-grazing | Total land degraded |
| North America | 0.2                   | 3.3              | 1.5          | 5%                  |
| Europe        | 9.8                   | 7.7              | 5.5          | 23%                 |
| Oceania*      | 1.7                   | 0                | 11.3         | 13%                 |

\* A large group of islands in the South Pacific including Australia and New Zealand

## Other Diagrams

The diagrams below show the cutting tools used by man 1.4 million years ago and 800000 years ago. (IELST Exam - 2019)



### Sample answer by E. Tahassoni:

The diagrams show how the stone tools used by early humans for cutting purposes developed between 1.4 million and 800000 years ago.

Overall, while the older tool was rather irregular in form, the more recent one seems more refined, streamlined and sharp-edged, with more evidence of forming and manufacturing.

Tool A was used 1.4 million years ago and is rather irregular in shape, resembling a small piece of rock with a jagged form and rough surfaces. It is significantly narrower from the side, measuring about 10cm by 4cm in the front, 10 by 3 in the back and 10 by 2 from the side. There is little evidence of forming, and it does not seem to have undergone any significant procedures to increase sharpness or facilitate grip.

Tool B dates back to 0.8 million years ago and is tear-drop-shaped with much smoother sides, a rounded bottom and a sharp tip. It also has much narrower and sharper sides. Unlike the first tool, it measures almost the same in the front and back at about 10cm tall and 5cm at its widest point. However, it measures the same as the former from the side.

(193 words)

# Assessment Criteria

Every report is read four times by an examiner and each time, it will be marked on one of the following criteria:

- Task Achievement (TA)
- Coherence and Cohesion (CC)
- Lexical Resource (LR)
- Grammatical Range and Accuracy (GRA)

| OFFICIAL USE ONLY  |                      |                      |                      |                      |                      |             |                      |              |                      |         |                      |           |                      |
|--------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-------------|----------------------|--------------|----------------------|---------|----------------------|-----------|----------------------|
| Candidate Number:  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | TA          | <input type="text"/> | CC           | <input type="text"/> | LR      | <input type="text"/> | GRA       | <input type="text"/> |
| Examiner 2 Number: | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | Underlength | <input type="text"/> | No. of words | <input type="text"/> | Penalty | <input type="text"/> | Off-topic | Memorised            |
|                    |                      |                      |                      |                      |                      |             |                      |              |                      |         |                      |           |                      |
| Candidate Number:  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | TA          | <input type="text"/> | CC           | <input type="text"/> | LR      | <input type="text"/> | GRA       | <input type="text"/> |
| Examiner 1 Number: | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | Underlength | <input type="text"/> | No. of words | <input type="text"/> | Penalty | <input type="text"/> | Off-topic | Memorised            |
|                    |                      |                      |                      |                      |                      |             |                      |              |                      |         |                      |           |                      |

## Task Achievement (TA)

This criterion assesses how appropriately, accurately and relevantly the response fulfils the requirements set out in the task, using the minimum of 150 words.

Academic Writing Task 1 is a writing task which has a defined input and a largely predictable output. It is basically an information-transfer task which relates narrowly to the factual content of the input data or diagram and **NOT** to speculated explanations that lie outside the provided diagram or data.

The examiner has the following questions in mind when assessing this aspect of your report:

1. Have you summarised the information appropriately by selecting and properly reporting the main features?
2. Have you made comparisons properly and sufficiently?
3. Have you provided overviews of the main trends/comparisons/stages?
4. Have you written a clear overview or summary for the report?

## Coherence and Cohesion (CC)

This criterion is concerned with the overall clarity and fluency of the message: how the response organises and links information, ideas and language. **Coherence** refers to the linking of ideas through logical sequencing. **Cohesion** refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.

The examiner has the following questions in mind when assessing this aspect of your report:

5. Have you organised your information logically?
6. Is there an overall flow or progression in your report?
7. Have you used linkers correctly, properly and sufficiently?
8. Have pronouns been used correctly and do they have clear references?
9. Have you organised the text in paragraphs logically and sufficiently?

## Lexical Resource (LR)

This criterion refers to the range of vocabulary the candidate has used and the accuracy and appropriacy of that use in terms of the specific task.

The examiner takes the following points into account when assessing this aspect of your report:

1. Words
  - a. Range and flexibility
  - b. Level
  - c. Precision
  - d. Style
  - e. Collocation
2. Vocabulary mistakes
  - a. Spelling
  - b. Word choice
  - c. Word formation

**Note:** when evaluating mistakes, the effect each has on the reader and the intelligibility of your report is taken into account.

## Grammatical Range and Accuracy (GRA)

This criterion refers to the range and accurate use of the candidate's grammatical resource as manifested in the candidate's writing at the sentence level.

The examiner has the following questions in mind when assessing this aspect of your report:

1. Have you used a variety of sentence structures?
2. How often have you used compound structures?
3. Mistakes
  - a. Grammar
  - b. Punctuation

**Note:** when evaluating mistakes, the effect each has on the reader and the intelligibility of your report is taken into account.

## IELTS Task 1 Writing Band Descriptors (2023)

Parts relating to GT exam have been removed

| Band | Task Achievement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Coherence and Cohesion                                                                                                                                                                                                                                                                                                                                                                                                                         | Lexical Resource                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Grammatical Range and Accuracy                                                                                                                                                                                                                                                                                                                 |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9    | <ul style="list-style-type: none"> <li>All the requirements of the task are fully and appropriately satisfied.</li> <li>There may be extremely rare lapses in content.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>The message can be followed effortlessly.</li> <li>Cohesion is used in such a way that it very rarely attracts attention.</li> <li>Any lapses in coherence or cohesion are minimal.</li> <li>Paragraphing is skilfully managed.</li> </ul>                                                                                                                                                              | <ul style="list-style-type: none"> <li>Full flexibility and precise use are evident within the scope of the task.</li> <li>A wide range of vocabulary is used accurately and appropriately with very natural and sophisticated control of lexical features.</li> <li>Minor errors in spelling and word formation are extremely rare and have minimal impact on communication.</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>A wide range of structures within the scope of the task is used with full flexibility and control.</li> <li>Punctuation and grammar are used appropriately throughout.</li> <li>Minor errors are extremely rare and have minimal impact on communication.</li> </ul>                                    |
| 8    | <ul style="list-style-type: none"> <li>The response covers all the requirements of the task appropriately, relevantly and sufficiently.</li> <li>(Academic) Key features are skilfully selected, and clearly presented, highlighted and illustrated.</li> <li>There may be occasional omissions or lapses in content.</li> </ul>                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>The message can be followed with ease.</li> <li>Information and ideas are logically sequenced, and cohesion is well managed.</li> <li>Occasional lapses in coherence or cohesion may occur.</li> <li>Paragraphing is used sufficiently and appropriately.</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>A wide resource is fluently and flexibly used to convey precise meanings within the scope of the task.</li> <li>There is skilful use of uncommon and/or idiomatic items when appropriate, despite occasional inaccuracies in word choice and collocation.</li> <li>Occasional errors in spelling and/or word formation may occur, but have minimal impact on communication.</li> </ul>                                                              | <ul style="list-style-type: none"> <li>A wide range of structures within the scope of the task is flexibly and accurately used.</li> <li>The majority of sentences are error-free, and punctuation is well managed.</li> <li>Occasional, non-systematic errors and inappropriacies occur, but have minimal impact on communication.</li> </ul> |
| 7    | <ul style="list-style-type: none"> <li>The response covers the requirements of the task.</li> <li>The content is relevant and accurate – there may be a few omissions or lapses. The format is appropriate.</li> <li>(Academic) Key features which are selected are covered and clearly highlighted but could be more fully or more appropriately illustrated or extended.</li> <li>(Academic) It presents a clear overview, the data are appropriately categorised, and main trends or differences are identified.</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Information and ideas are logically organised and there is a clear progression throughout the response. A few lapses may occur.</li> <li>A range of cohesive devices including reference and substitution is used flexibly but with some inaccuracies or some over/under use.</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>The resource is sufficient to allow some flexibility and precision.</li> <li>There is some ability to use less common and/or idiomatic items.</li> <li>An awareness of style and collocation is evident, though inappropriacies occur.</li> <li>There are only a few errors in spelling and/or word formation, and they do not detract from overall clarity.</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>A variety of complex structures is used with some flexibility and accuracy.</li> <li>Grammar and punctuation are generally well controlled, and error-free sentences are frequent.</li> <li>A few errors in grammar may persist, but these do not impede communication.</li> </ul>                      |
| 6    | <ul style="list-style-type: none"> <li>The response focuses on the requirements of the task and an appropriate format is used.</li> <li>(Academic) Key features which are selected are covered and adequately highlighted. A relevant overview is attempted. Information is appropriately selected and supported using figures/data.</li> <li>Some irrelevant, inappropriate or inaccurate information may occur in areas of detail or when illustrating or extending the main points.</li> <li>Some details may be missing (or excessive) and further extension or illustration may be needed.</li> </ul> | <ul style="list-style-type: none"> <li>Information and ideas are generally arranged coherently and there is a clear overall progression.</li> <li>Cohesive devices are used to some good effect but cohesion within and/or between sentences may be faulty or mechanical due to misuse, overuse or omission.</li> <li>The use of reference and substitution may lack flexibility or clarity and result in some repetition or error.</li> </ul> | <ul style="list-style-type: none"> <li>The resource is generally adequate and appropriate for the task.</li> <li>The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice.</li> <li>If the writer is a risk-taker, there will be a wider range of vocabulary used but higher degrees of inaccuracy or inappropriacy.</li> <li>There are some errors in spelling and/or word formation, but these do not impede communication.</li> </ul> | <ul style="list-style-type: none"> <li>A mix of simple and complex sentence forms is used but flexibility is limited.</li> <li>Examples of more complex structures are not marked by the same level of accuracy as in simple structures.</li> <li>Errors in grammar and punctuation occur, but rarely impede communication.</li> </ul>         |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                             |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <ul style="list-style-type: none"> <li>The response generally addresses the requirements of the task. The format may be inappropriate in places.</li> <li>(Academic) Key features which are selected are not adequately covered. The recounting of detail is mainly mechanical. There may be no data to support the description.</li> <li>There may be a tendency to focus on details (without referring to the bigger picture).</li> <li>The inclusion of irrelevant, inappropriate or inaccurate material in key areas detracts from the task achievement.</li> <li>There is limited detail when extending and illustrating the main points.</li> </ul> | <ul style="list-style-type: none"> <li>Organisation is evident but is not wholly logical and there may be a lack of overall progression. Nevertheless, there is a sense of underlying coherence to the response.</li> <li>The relationship of ideas can be followed but the sentences are not fluently linked to each other.</li> <li>There may be limited/overuse of cohesive devices with some inaccuracy.</li> <li>The writing may be repetitive due to inadequate and/or inaccurate use of reference and substitution.</li> </ul> | <ul style="list-style-type: none"> <li>The resource is limited but minimally adequate for the task.</li> <li>Simple vocabulary may be used accurately but the range does not permit much variation in expression.</li> <li>There may be frequent lapses in the appropriacy of word choice, and a lack of flexibility is apparent in frequent simplifications and/or repetitions.</li> <li>Errors in spelling and/or word formation may be noticeable and may cause some difficulty for the reader.</li> </ul> | <ul style="list-style-type: none"> <li>The range of structures is limited and rather repetitive.</li> <li>Although complex sentences are attempted, they tend to be faulty, and the greatest accuracy is achieved on simple sentences.</li> <li>Grammatical errors may be frequent and cause some difficulty for the reader.</li> <li>Punctuation may be faulty.</li> </ul> |
| 4 | <ul style="list-style-type: none"> <li>The response is an attempt to address the task.</li> <li>(Academic) Few key features have been selected.</li> <li>The format may be inappropriate.</li> <li>Key features/bullet points which are presented may be irrelevant, repetitive, inaccurate or inappropriate.</li> </ul>                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Information and ideas are evident but not arranged coherently, and there is no clear progression within the response.</li> <li>Relationships between ideas can be unclear and/or inadequately marked. There is some use of basic cohesive devices, which may be inaccurate or repetitive.</li> <li>There is inaccurate use or a lack of substitution or referencing.</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>The resource is limited and inadequate for or unrelated to the task. Vocabulary is basic and may be used repetitively.</li> <li>There may be inappropriate use of lexical chunks (e.g. memorised phrases, formulaic language and/or language from the input material).</li> <li>Inappropriate word choice and/or errors in word formation and/or in spelling may impede meaning.</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>A very limited range of structures is used.</li> <li>Subordinate clauses are rare and simple sentences predominate.</li> <li>Some structures are produced accurately but grammatical errors are frequent and may impede meaning.</li> <li>Punctuation is often faulty or inadequate.</li> </ul>                                      |
| 3 | <ul style="list-style-type: none"> <li>The response does not address the requirements of the task (possibly because of misunderstanding of the data/diagram/situation).</li> <li>Key features/bullet points which are presented may be largely irrelevant. Limited information is presented, and this may be used repetitively.</li> </ul>                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>There is no apparent logical organisation. Ideas are discernible but difficult to relate to each other.</li> <li>Minimal use of sequencers or cohesive devices. Those used do not necessarily indicate a logical relationship between ideas.</li> <li>There is difficulty in identifying referencing.</li> </ul>                                                                                                                                                                               | <ul style="list-style-type: none"> <li>The resource is inadequate (which may be due to the response being significantly underlength).</li> <li>Possible over-dependence on input material or memorised language.</li> <li>Control of word choice and/or spelling is very limited, and errors predominate. These errors may severely impede meaning.</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>Sentence forms are attempted, but errors in grammar and punctuation predominate (except in memorised phrases or those taken from the input material). This prevents most meaning from coming through.</li> <li>Length may be insufficient to provide evidence of control of sentence forms.</li> </ul>                               |
| 2 | <ul style="list-style-type: none"> <li>The content barely relates to the task.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>There is little relevant message, or the entire response may be off-topic.</li> <li>There is little evidence of control of organisational features.</li> </ul>                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>The resource is extremely limited with few recognisable strings, apart from memorised phrases.</li> <li>There is no apparent control of word formation and/or spelling.</li> </ul>                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>There is little or no evidence of sentence forms (except in memorised phrases).</li> </ul>                                                                                                                                                                                                                                           |
| 1 | <ul style="list-style-type: none"> <li>Responses of 20 words or fewer are rated at Band 1.</li> <li>The content is wholly unrelated to the task.</li> <li>Any copied rubric must be discounted.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Responses of 20 words or fewer are rated at Band 1.</li> <li>The writing fails to communicate any message and appears to be by a virtual non-writer.</li> </ul>                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Responses of 20 words or fewer are rated at Band 1.</li> <li>No resource is apparent, except for a few isolated words.</li> </ul>                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Responses of 20 words or fewer are rated at Band 1.</li> <li>No rateable language is evident.</li> </ul>                                                                                                                                                                                                                             |
| 0 | Should only be used where a candidate did not attend or attempt the question in any way, used a language other than English throughout, or where there is proof that a candidate's answer has been totally memorised.                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                             |

# Section 1

## Comparison Diagrams

## Comparison and Contrast Linkers

### Transitions *(less preferable)*

Over 90% of exports were fruits; **however**, industrial exports contributed none.

Almost all female students were interested in art activities. **In contrast**, the figure for male students was a mere 15%.

Most of the farmland in Europe was damaged by overgrazing. **On the other hand**, the most significant cause of damage in Asia was wind erosion.

### Subordinating Conjunctions *(more preferable)*

Over 90% of exports were fruits, **whereas / while** industrial exports contributed none.

**Whereas / While** over 90% of exports were fruits, industrial exports contributed none.

**Although** almost all girls were interested in art activities, only 15% of boys took part in them.

## Approximation

|       |                                                                                                                |
|-------|----------------------------------------------------------------------------------------------------------------|
| 12.1% | approximately/around/about 12%<br>just over 12%<br>slightly/a little more than 12%                             |
| 11.9% | approximately/around/about 12%<br>almost/nearly 12%<br>slightly/a little less than 12%<br>just below/under 12% |
| 146kg | approximately/around/about 150kg<br>almost/nearly 150kg<br>slightly less than 150kg                            |

## Reporting Proportions

|   |     |                                                   |       |
|---|-----|---------------------------------------------------|-------|
| 1 | the | share<br>proportion<br>percentage<br>contribution | of... |
|---|-----|---------------------------------------------------|-------|

The share of consumer expenditure in this category was similar in 3 countries, namely Turkey, Spain and Ireland.

The contribution of other factors [to degradation] was 1/4 as high as [that of] overcultivation.

|   |   |                                                             |          |
|---|---|-------------------------------------------------------------|----------|
| 2 | x | formed<br>accounted for<br>was responsible for<br>comprised | y% of... |
|   | X | contributed                                                 | y% to... |

Money spent on leisure and education in Turkey accounted for 4.35% of spending there, which was the largest proportion among the five countries.

Money spent on leisure and education in Turkey contributed 4.35% to spending there, which was the largest proportion among the five countries.

|   |                  |
|---|------------------|
| 3 | The remaining x% |
|---|------------------|

The remaining 40% was allocated to a variety of other items.

# Comparison Language

## A. Introducing Differences

|                     |                          |                  |
|---------------------|--------------------------|------------------|
| Generally, there is | a significant difference | between a and b. |
|                     | a wide disparity         |                  |

## B. Comparative Structures

|   |                                                                                                               |                                                                                             |
|---|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 1 | A is x/ranks first at x, while B is larger/smaller<br>A is x/ranks first at x, which is larger/smaller than B | by a narrow/wide margin.<br>by a negligible/marginal x.<br>by a considerable/substantial x. |
|---|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|

|   |      |                                                   |                                                            |
|---|------|---------------------------------------------------|------------------------------------------------------------|
| 2 | A is | [approximately] x                                 | larger/higher/greater [than B].<br>smaller/lower [than B]. |
|   |      | considerably/substantially<br>marginally/slightly |                                                            |

|   |      |                       |                     |
|---|------|-----------------------|---------------------|
| 3 | A is | [almost/roughly /...] | as large/high as B. |
|---|------|-----------------------|---------------------|

|   |                   |                          |                     |
|---|-------------------|--------------------------|---------------------|
| 4 | A is [under/over] | twice<br>two/three times | as large/high as B. |
|---|-------------------|--------------------------|---------------------|

|   |                         |                                                         |         |
|---|-------------------------|---------------------------------------------------------|---------|
| 5 | A produces/consumes/... | more/less + uncountable n.<br>more/fewer + countable n. | than B. |
|   |                         | the same amount/number/quantity of + n.                 | as B.   |

## C. Superlative Structures

|   |                                   |
|---|-----------------------------------|
| 1 | A ranks/stands first/second/last. |
|---|-----------------------------------|

|   |                                                                  |
|---|------------------------------------------------------------------|
| 2 | A has the [second/third] greatest/widest/most significant... + n |
|---|------------------------------------------------------------------|

|   |                                                                                     |
|---|-------------------------------------------------------------------------------------|
| 3 | A is the [second/third] largest/smallest/most significant/most productive/... + n.. |
|---|-------------------------------------------------------------------------------------|

|   |   |                              |                                     |                                                                                                  |
|---|---|------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------|
| 4 | A | Uses<br>produces<br>consumes | the largest/highest/smallest/lowest | proportion of + n.<br>quantity of + n.<br>amount of + uncountable n.<br>number of + countable n. |
|---|---|------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------|

**Practice:** The table below gives information on consumer spending on different items in five different countries in 2002. (source: Cambridge IELTS Book 7, test 1)

| Country | Food/Drinks/<br>Tobacco | Clothing/<br>Footwear | Leisure/<br>Education |
|---------|-------------------------|-----------------------|-----------------------|
| Ireland | 28.91%                  | 6.43%                 | 2.21%                 |
| Italy   | 16.36%                  | 9.00%                 | 3.20%                 |
| Spain   | 18.80%                  | 6.51%                 | 1.98%                 |
| Sweden  | 15.77%                  | 5.40%                 | 3.22%                 |
| Turkey  | 32.14%                  | 6.63%                 | 4.35%                 |

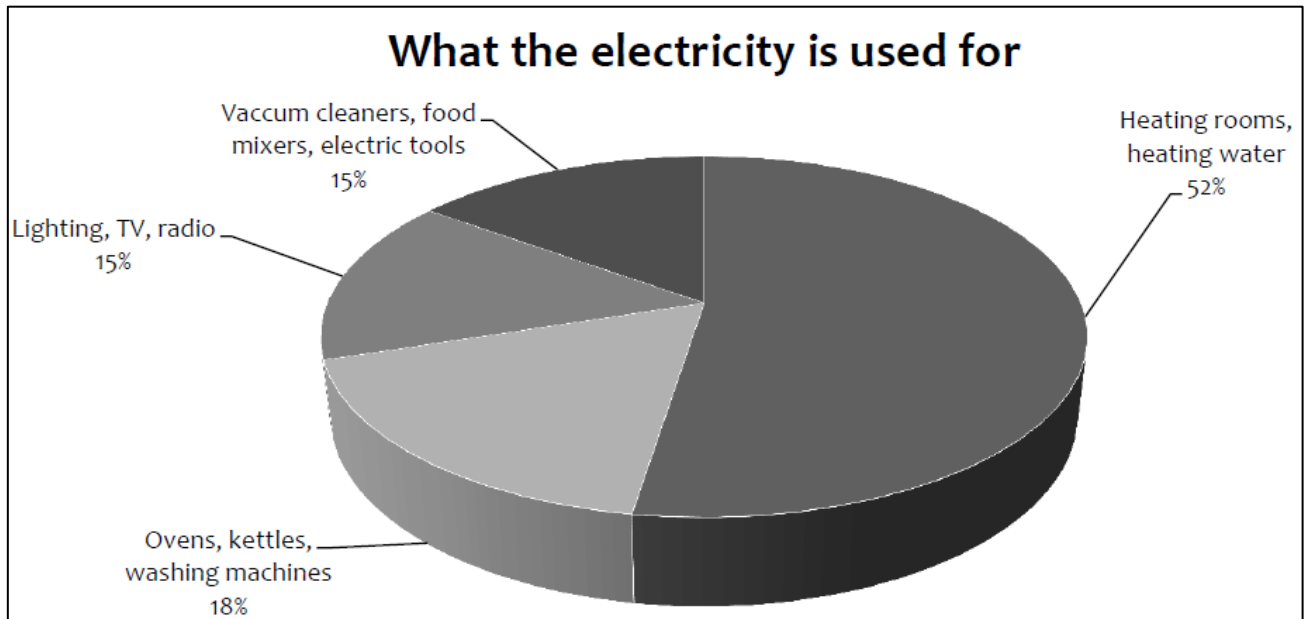
**Practice:** The table below shows social and economic indicators for four countries in 1994, according to United Nations statistics.

(Source Unknown – Not necessarily a standard IELTS task)

| Indicators                         | Canada | Japan | Peru | Angola |
|------------------------------------|--------|-------|------|--------|
| Annual income per person (in \$US) | 11100  | 15760 | 160  | 130    |
| Life expectancy at birth (years)   | 76     | 78    | 51   | 47     |
| Daily calorie supply per person    | 3326   | 2846  | 1927 | 1749   |
| Adult literacy rate                | 99%    | 99%   | 68%  | 34%    |

**Practice:** The pie chart shows how electricity is used in an average English home.

(source: Cambridge IELTS Book 4, test 2)



Fill the gaps below using words from the following list.

**appliances    remaining    account    proportion    for    largest    household**

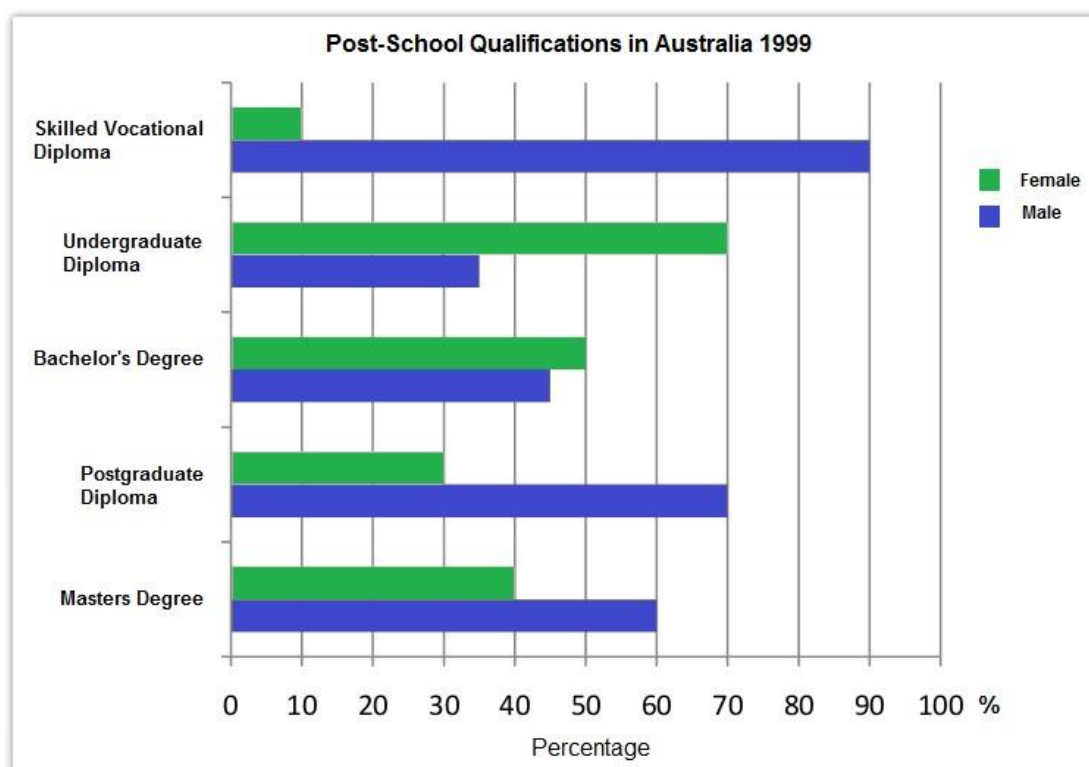
In an average English home, the \_\_\_\_\_ of electricity, 52%, is used for heating rooms and water.

Three kitchen \_\_\_\_\_, namely ovens, kettles and washing machines, \_\_\_\_\_ 18% of \_\_\_\_\_ electricity use.

The \_\_\_\_\_ 30% of electricity is used for lighting, televisions and radios (15%), and vacuum cleaners, food mixers and electric tools (15%).

Activity taken from [www.ielts-simon.com](http://www.ielts-simon.com)

The chart below shows the different levels of post-school qualifications in Australia and the proportion of men and women who held them in 1999. (From Cambridge IELTS Book 4, test 3)



The bar chart shows the difference between the ..... of females and males in different post-school qualifications in ..... in .....

Overall, women had the ..... share in two qualifications, while men ..... first in three. The highest ..... for women and men were reported in ..... and ....., respectively.

There was a ..... between the ..... of males and females in skilled vocational diploma, with the former standing first with .....

The disparity between the two figures was almost ..... in undergraduate diploma and postgraduate diploma. ...., women had the ..... in the former with 70%, whereas men ..... for the largest percentage in the latter with .....

Women also ..... first in bachelor's degree, ..... the share of men was lower by ..... (55% and 45%, respectively). In contrast, in master's degree, the ..... of females was 2/3 as high as that of males, as the ..... was responsible for the ..... with 60%.

## Writing Task 1

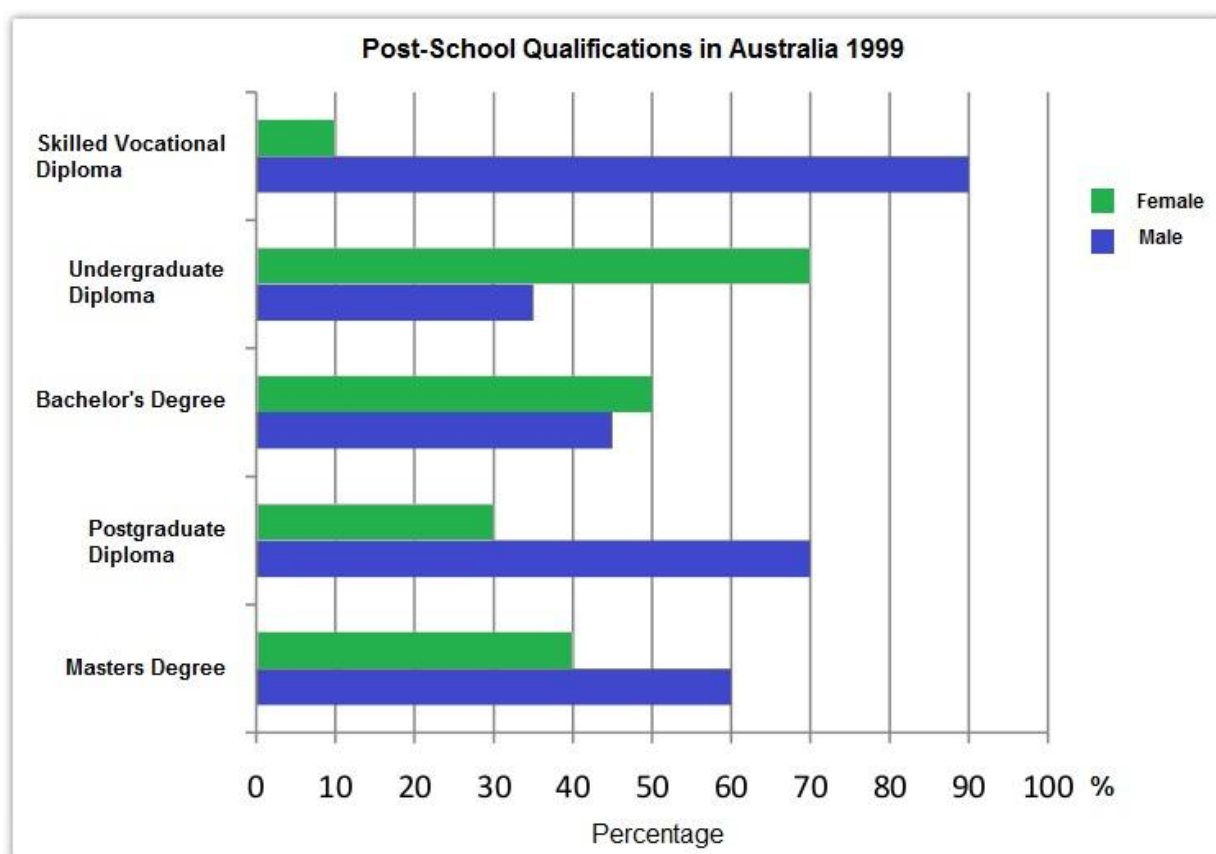
(From Cambridge IELTS Book 4, test 3)

You should spend about 20 minutes on this task.

The chart below shows the different levels of post-school qualifications in Australia and the proportion of men and women who held them in 1999.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample answer:

The bar chart shows the difference between the percentage of females and males in different post-school qualifications in Australia in 1999.

Overall, women had the highest share in two qualifications, while men ranked first in three. The highest figures for women and men were reported in undergraduate diploma and skilled vocational diploma, respectively.

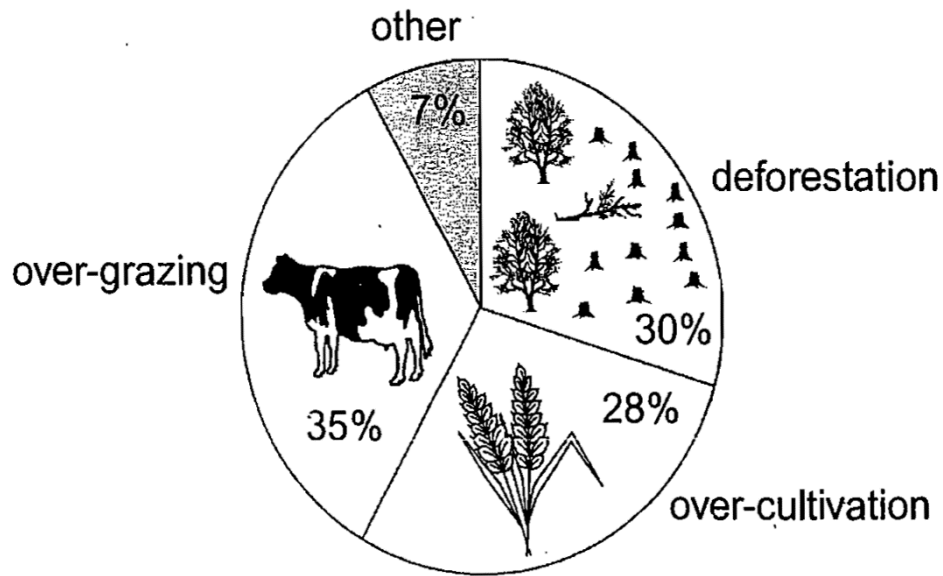
There was a significant difference between the proportions of males and females in skilled vocational diploma, with the former standing first with 90%.

The disparity between the two figures was almost the same in undergraduate diploma and postgraduate diploma. However, women had the highest share in the former with 70%, whereas men accounted for the largest percentage in the latter with 70%.

Women also ranked first in bachelor's degree, whereas the share of men was lower by a narrow margin (55% and 45%, respectively). In contrast, in master's degree, the contribution of females was 2/3 as high as that of males, as the latter was responsible for the largest share with 60%.

(165 words)

## Causes of worldwide land degradation



(Source: Cambridge IELTS Book 8, test 1)

### Introduction and Overview:

The pie chart compares the most important reasons for land degradation. Overall, there are three main reasons, among which over-grazing ranks first.

### A wordy body paragraph:

Over-grazing is responsible for the most significant share of land degradation (35%). There is little difference between the figures for deforestation and over-cultivation, as the former contributes the second highest percentage with 30%, while the share of the latter is marginally lower (28%). The remaining 7% is accounted for by a range of other factors. (55 words)

### A leaner body paragraph:

Over-grazing is responsible for the most significant share of land degradation with 35%, followed by deforestation (30%). The contribution of over-cultivation is lower than deforestation by a margin of 2%, and the remaining 7% is accounted for by a range of other factors. (43 words)

### An even leaner body paragraph:

Over-grazing causes the largest share of land degradation with 35%, followed by deforestation (30%). Over-cultivation ranks third with 28%, and the remaining 7% results from other factors. (27 words)

## Writing Task 1

(Source Unknown – Not necessarily a standard IELTS task)

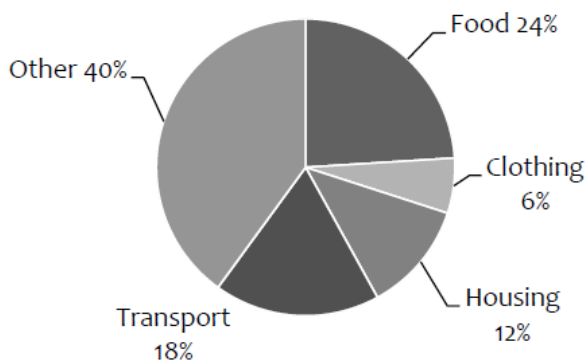
You should spend about 20 minutes on this task.

The charts below give information about world spending and population.

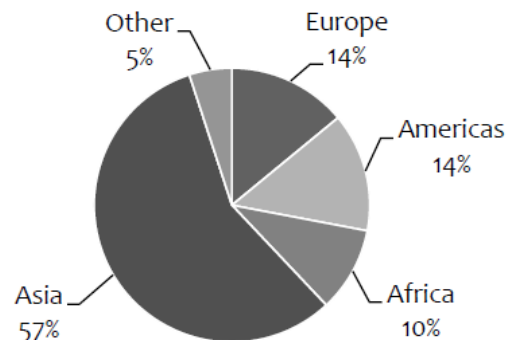
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

### World Spending



### World Population



### Sample answer by E. Tahassoni:

The pie charts compare the shares of four major items in global expenditure, as well as how global population is distributed.

Overall, the largest proportion of money in the world is allocated to food, while transport, housing and clothing are other significant items. Moreover, the population of Asia is responsible for the largest group of humans.

According to the first chart, the most significant amounts are paid for food (almost a quarter of global expenditure) and transport (almost 20%), while housing also accounts for a considerable proportion. The least among the four is spent on clothing (merely 6 percent) and the remaining 40% is spent on a variety of other items.

The second chart shows that there is a significant difference between the population of Asia and that of other continents since approximately 3 out of every 5 human beings live in Asia. Europe and the Americas share similar proportions and together are host to roughly one-third of the world's population, while the inhabitants of Africa form a mere one-tenth.

(170 words)

## Writing Task 1

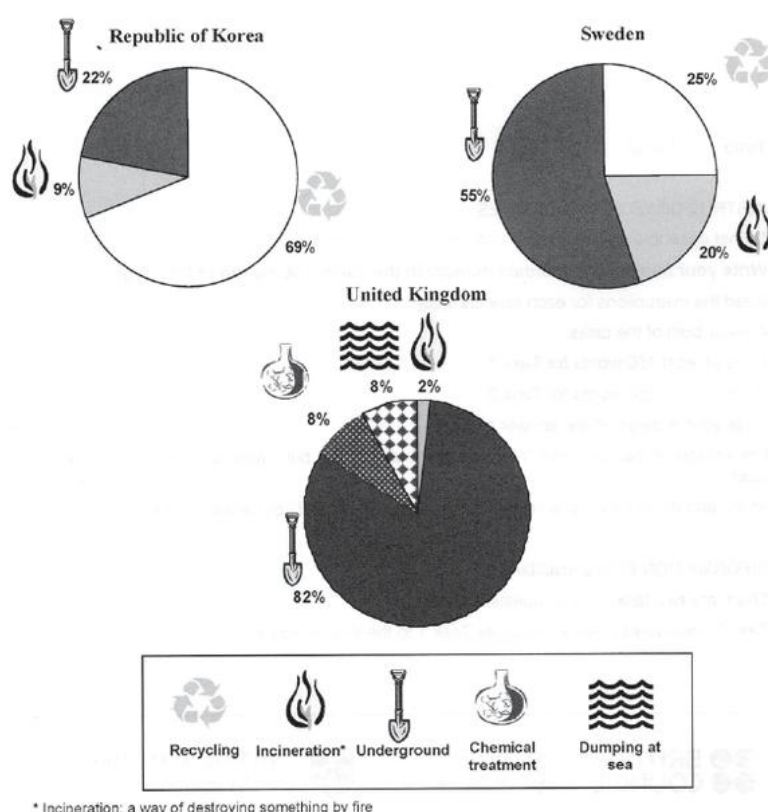
(From Official IELTS Practice Materials 2)

You should spend about 20 minutes on this task.

The pie charts below show how dangerous waste products are dealt with in three countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample answer by E. Tahassoni:

The charts compare three countries in terms of the methods they use to treat hazardous waste products.

Overall, recycling is the most widely used approach to treating hazardous waste in Korea, in contrast to Sweden and the UK which rely mainly on landfills. Furthermore, the United Kingdom employs a more varied set of waste handling schemes.

In Korea, the most significant share of dangerous waste (69%) is recycled. The second highest proportion, 22%, is buried underground while less than half this figure is incinerated.

Sweden, on the other hand, favours landfills over the other two approaches since more than half of all dangerous waste is buried underground. There is little difference between the shares of recycling and burning, as the former accounts for 25% whereas the share of the latter is lower by a margin of 5%.

The most popular method in the United Kingdom, like in Sweden, is burying which contributes 82%. The UK also dumps 8% of its waste at sea while treating a similar proportion with chemicals to render it harmless. Incineration is responsible for a mere 2%.

(181 words)

## Writing Task 1

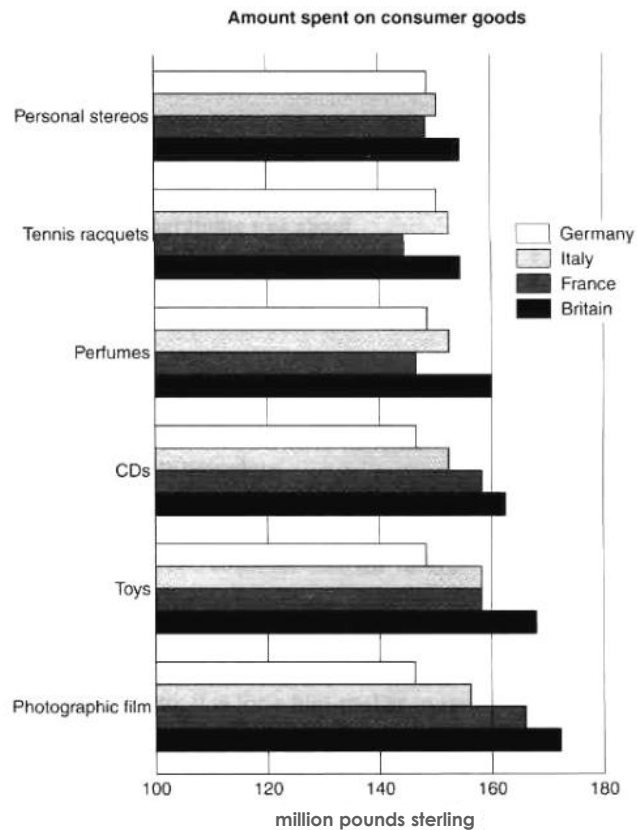
(From Cambridge IELTS Book 3, test 2)

You should spend about 20 minutes on this task.

The chart below shows the amount spent on six consumer goods in four European countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample answer by E. Tahassoni:

The diagram compares how much money was spent on six different products in Germany, Italy, France and Britain.

Overall, more money was spent on toys and photographic film than on any other product. Also, the British were the biggest spenders in all six categories, while German consumers generally had the lowest figures.

In Britain, the highest amount of money was spent on photographic film at more than 170 million (170m) pounds, while similar amounts were spent on personal stereos and tennis racquets, which together ranked last at £155m.

The French spent the second highest amount of money among the four nations on compact disks, toys and photographic film, at £158m, £158m and £168m respectively, while they ranked last in personal stereos, tennis racquets and colognes (about £150m each).

Italian consumers spent more money on toys than on any other product (almost £160m), but they also paid significantly for photographic film (£157m).

Germans spent the least overall, having similar spending figures for all 6 products compared in the chart (about £150m).

(170 words)

## Writing Task 1

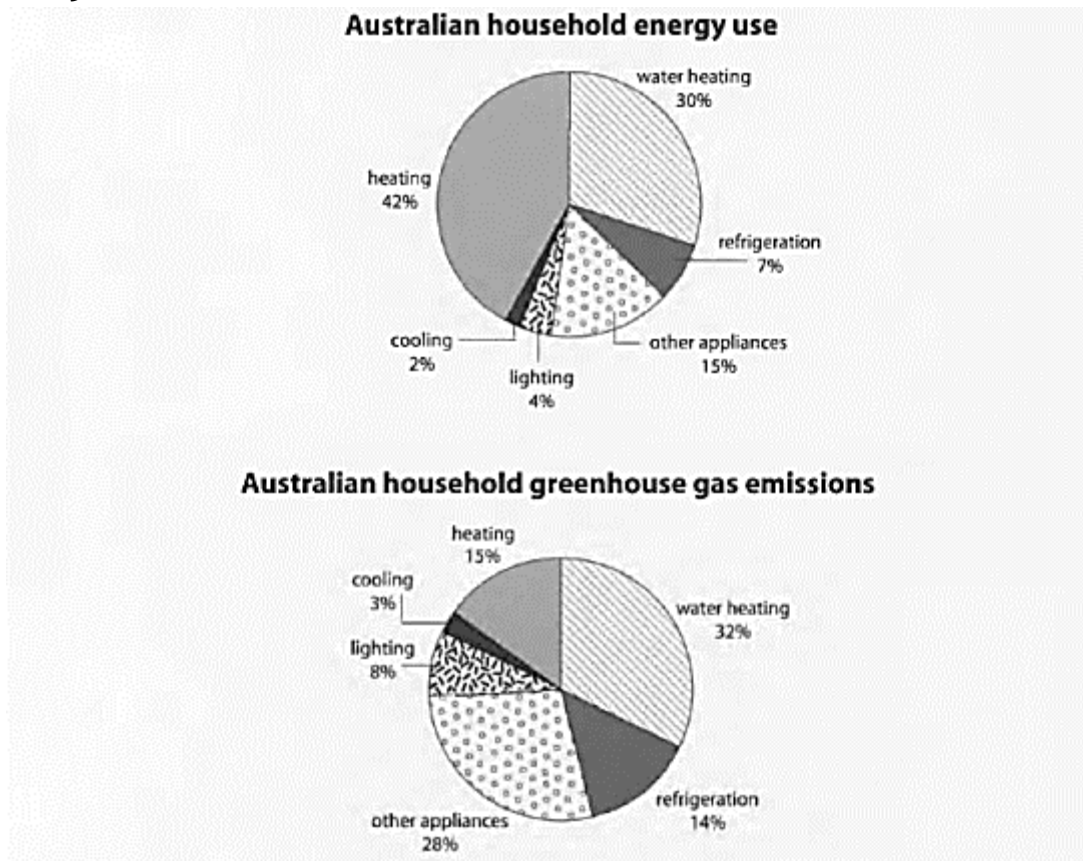
(From Cambridge IELTS Book 10, test 1)

You should spend about 20 minutes on this task.

The first chart below shows how energy is used in an average Australian household. The second chart shows the greenhouse gas emissions which result from this energy use.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample answer by E. Tahassoni:

The pie charts illustrate the proportion of energy consumed for different tasks by average households in Australia, as well as the subsequent greenhouse gas emissions.

Overall, heating and water heating are by far the greatest contributors, both in terms of energy consumption and emissions. Consumption percentages generally correspond to emission figures, except for heating and "other appliances", for which the correlation is inverse.

The largest proportion of energy, 42%, is used for heating purposes, followed by water heating at 30%. The share of refrigeration is approximately equal to those of lighting and cooling combined (7%, 4% and 2%, respectively), while other appliances account for the remaining 15%.

The second chart shows that a third of all domestic greenhouse gas emissions are produced by heating water. Heating ranks second at 15%, with refrigeration contributing almost as much. The figure for lighting is almost three times as high as cooling (8% and 3% respectively), and the remainder of emissions, 28%, are generated by other appliances.

(163 words)

## Writing Task 1

(From Cambridge IELTS Book 15, test 4)

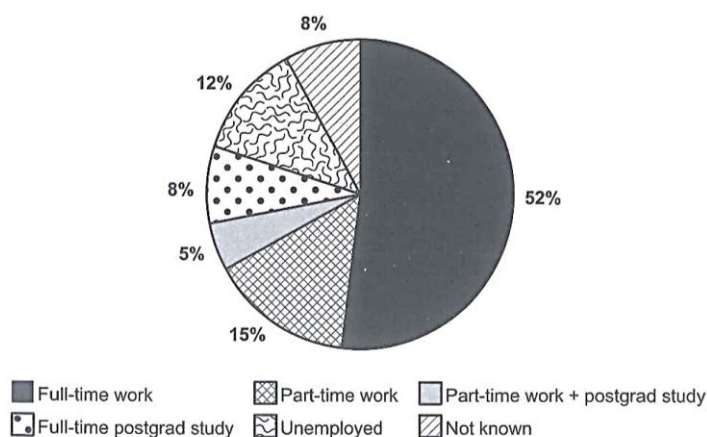
You should spend about 20 minutes on this task.

The chart below shows what Anthropology graduates from one university did after finishing their undergraduate degree course. The table shows the salaries of the anthropologists in work after five years.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Destination of Anthropology graduates (from one university)



Salaries of Anthropology graduates (after 5 years' work)

| Type of employment    | \$25,000–49,999 | \$50,000–74,999 | \$75,000–99,999 | \$100,000+ |
|-----------------------|-----------------|-----------------|-----------------|------------|
| Freelance consultants | 5%              | 15%             | 40%             | 40%        |
| Government sector     | 5%              | 15%             | 30%             | 50%        |
| Private companies     | 10%             | 35%             | 25%             | 30%        |

### Sample answer by E. Tahassoni:

The pie chart shows that there were five main destinations for those who had finished their undergraduate degree studies in anthropology at one university. Full-time employees formed the largest proportion at 52%. There was little difference between the figures for part-time workers and the unemployed, at 15% and 12%, respectively. Those engaged in full-time postgraduate studies accounted for 8%, while those who simultaneously worked part-time formed a marginally smaller group (3%). The destination of the remaining 8% was unknown.

There are variations in the salaries anthropologists can make in different sectors after five years of employment. Public sector employees generally make the highest, with half of them making \$100,000 or more, followed by 30% who make \$75,000-99,999. In comparison, the figures for those who become freelance consultants are 40% and 40%, respectively. In both groups, those making \$50,000-74,999 and \$25,000-49,999 account for 15% and 5%, respectively. On the other hand, most anthropologists working at private companies (35%) make \$50,000-74,999, and only 30% of them make +\$100,000. The figure for those making \$75,000-99,999 is slightly smaller at 25%, with the low earners ranking last.

Overall, anthropologists in government employment earn the most, followed closely by freelance consultants.

(196 words)

## Writing Task 1

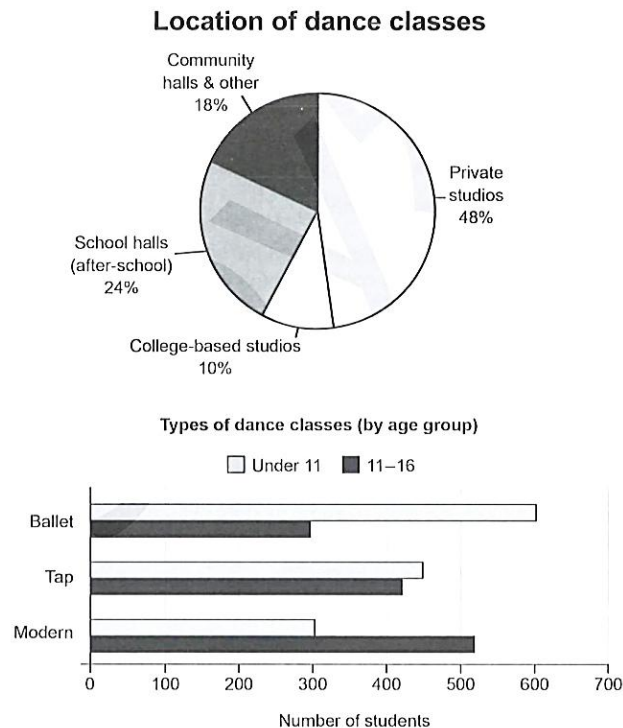
(From Cambridge IELTS Book 19, test 4)

You should spend about 20 minutes on this task.

The charts below give information on the location and types of dance classes young people in a town in Australia are currently attending.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample answer by E. Tahassoni:

The pie chart compares where the dance classes attended by young people in an Australian town are located, while the bar chart illustrates the type of classes they take according to age group.

Private studios account for the most classes by far at 48%, whereas the share of school halls, which host after-school classes, is half as high (24%), ranking second. The figure for community halls and other locations is slightly lower at 18%, with college-based studios contributing the remaining 10%.

According to the second chart, ballet classes are the most popular type among under-11-year-olds with 600 attendees, which is 150 more than tap dancing classes. Modern dance is the least popular in this age group, with half as many students as ballet. In contrast, the latter ranks first in the 11-16 age group with about 510 students, followed by tap dancing and ballet classes at 450 and 300, respectively. It is noteworthy how the relative popularity of these classes in one age group is almost exactly the opposite of that in the other.

Overall, the most significant proportion of dance classes are sited in private studios. Ballet and modern dances are attended by the most youngsters in the under-11 and 11-16 age groups, respectively.

(205 words)

# Section 2

## Trend Diagrams

While this section focuses on the language needed to report data that change through time, it is necessary to use comparison language from section 1 to make comparisons.

# Vocabulary for Describing Trends

| Trend                                                                             | Verbs                                                                                                                                                                                                          | Nouns                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>rise (rose-risen)</li> <li>increase</li> <li>grow (grew-grown)</li> <li>double/triple</li> <li>rise/grow/increase + twofold/threefold/...</li> <li>soar/Jump</li> </ul> | <ul style="list-style-type: none"> <li>a rise</li> <li>an increase</li> <li>a growth</li> <li>a doubling in + n.</li> <li>a trebling in + n.</li> <li>a twofold/threefold/... + rise/growth/increase</li> </ul> |
|  | <ul style="list-style-type: none"> <li>fall (fell-fallen)</li> <li>decline</li> <li>decrease</li> <li>drop (dropped)</li> <li>halve</li> <li>dive</li> </ul>                                                   | <ul style="list-style-type: none"> <li>a fall</li> <li>a decline</li> <li>a decrease</li> <li>a drop</li> </ul>                                                                                                 |
|  | <ul style="list-style-type: none"> <li>maintain the same level</li> <li>remain stable/unchanged</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>no change</li> </ul>                                                                                                                                                     |
| <b>Constant Change</b>                                                            | <ul style="list-style-type: none"> <li>fluctuate</li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>fluctuation</li> </ul>                                                                                                                                                   |
| <b>Position</b>                                                                   | <ul style="list-style-type: none"> <li>stand at (stood at)</li> <li>level off (levelled off)</li> <li>plateau (plateaued)</li> <li>peak [at x]</li> <li>reach</li> <li>hit</li> </ul>                          | <ul style="list-style-type: none"> <li>a levelling off</li> <li>a plateau</li> <li>hit/reach a high [of x]</li> <li>hit/reach a peak [of x]</li> <li>hit/reach a low [of x]</li> </ul>                          |

## Adjectives and adverbs for degree of change:

|                              | Adjective                                           | Adverb                                                  |
|------------------------------|-----------------------------------------------------|---------------------------------------------------------|
| <b>Very extensive change</b> | Dramatic                                            | dramatically                                            |
| <b>Extensive change</b>      | substantial/significant/<br>considerable/remarkable | substantially/considerably/<br>significantly/remarkably |
| <b>Average change</b>        | noticeable/moderate/<br>marked                      | noticeably/markedly/<br>moderately                      |
| <b>Small change</b>          | slight/minimal                                      | slightly/minimally                                      |

## Adjectives and adverbs for speed of change:

|                          | Adjective         | Adverb                  |
|--------------------------|-------------------|-------------------------|
| <b>Quick change</b>      | sharp/rapid/steep | sharply/rapidly/steeply |
| <b>Slow change</b>       | steady/gradual    | steadily/gradually      |
| <b>Unexpected change</b> | sudden/abrupt     | suddenly/abruptly       |

# Grammar for Describing Trends

## Past tenses

**Past simple:** Used for reporting consecutive trends and events in the past:

There **was** a significant rise **in 1964**, but the figure **dipped** sharply **in 1980**.

**Past perfect:** Used for reporting what happened by a given time in the past:

There was a significant rise in 1964, but the figure dipped sharply and **had reached** 5 **by 1980**.

## Present tenses

**Present simple:** Used for reporting trends that have no specific time and occur regularly (e.g every day), or for reporting the present value or figure of a variable:

There **is** a significant rise **at 6am every morning**, but the figure **increases** sharply **at 8am**.

The number of people suffering from diarrhea now **stands** at 158.

**Present perfect:** Used for reporting trends that started in the past and have continued until the present time or continue into the future:

There **has been** a significant rise **since 2013**, and the figure now stands at 15000.

There **has been** a significant rise **since 2013**, and the figure is expected to reach 15000 in 2020.

## Future

Future forms are used to describe trends that are *predicted* and *projected* for future times and dates. You should note that none of these predictions are certain, and therefore a level of uncertainty is desirable in your report.

The figure **will/should reach** 15000 in 2020.

|               |                             |                                                         |
|---------------|-----------------------------|---------------------------------------------------------|
| The figure/It | is predicted<br>is expected | to increase and reach 800 in 2050.                      |
| It            | is predicted<br>is expected | that the figure/it will increase and reach 800 in 2050. |

### Example

Notice how the verbs in the following paragraphs have been changed from past forms into future forms\*:

The proportion of people using the Internet in the USA **is** about 20%, while the figures for Canada and Mexico **are** lower, at about 10% and 5% respectively.



In **1999**, the proportion of people using the Internet in the USA **was** about 20%. The figures for Canada and Mexico **were** lower, at about 10% and 5% respectively. In **2005**, Internet usage in both the USA and Canada **rose** to around 70% of the population, while the figure for Mexico **reached** just over 25%.



In **2025**, the proportion of people using the Internet in the USA **is expected to be** about 20%. The figures for Canada and Mexico **will be** lower, at about 10% and 5% respectively. In **2035**, **it is predicted that** Internet usage in both the USA and Canada **will rise** to around 70% of the population, while the figure for Mexico **is expected to reach** just over 25%.

*\*adapted from the original at [www.ielts-simon.com](http://www.ielts-simon.com)*

# Linking

## First event:

At first,/Initially/In the first year,/In 1999

## Middle events:

**[normally redundant and avoided]** Then/Next,/After this,/Following this,/Afterwards,

However/Nevertheless,

...and/but...

while/whereas/although/though

This is followed by + <n/n.p>

...following/after which... **or** ...which is followed by... + <n/n.p>

...until...after/following which...

...until...when...

...before... + <sentence or n.p.> **or** After + <sentence or n.p.> , ...

during/over the next...years **or** ...years later,

---

# Approaches to reporting figures

**Common:**  $x \rightarrow y$

**Less Common:**  $x \pm \Delta$ ,  $x \pm \text{proportion}$

## Rounding

### – For Trends:

relatively/rather/almost

### – For Values:

See page 11

## Referencing

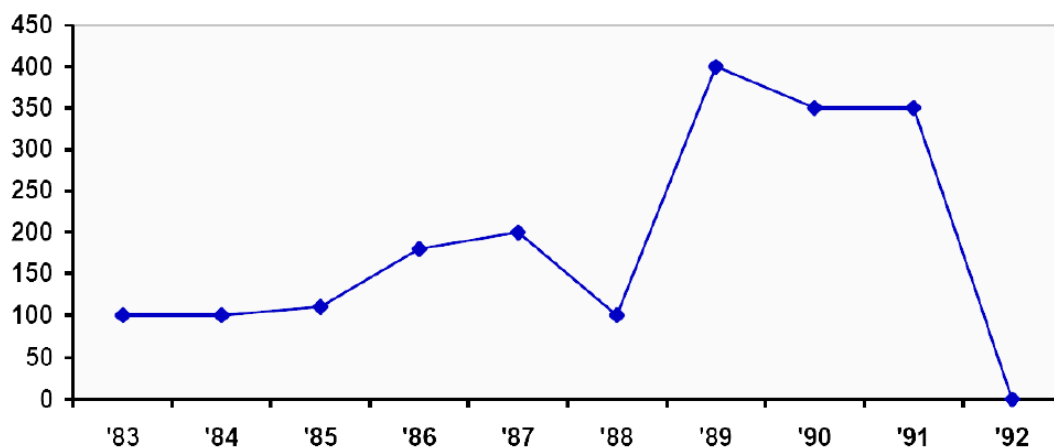
Referencing is reporting a figure by comparing it to a relevant previously-reported figure on the same line or one of the lines already report. The new figure can be reported as a multiple or proportion of the referenced figure:

**Practice:** Look at the data in the table and correct the following paragraph where necessary:  
(Source: IELTS for Academic Purposes)

| Attendance at cultural events<br>(The UK) | Percentages attending type of event |            |            |
|-------------------------------------------|-------------------------------------|------------|------------|
|                                           | first year                          | fifth year | tenth year |
| Cinemas                                   | 33                                  | 47         | 49         |
| Theatres                                  | 20                                  | 24         | 26         |
| Art galleries                             | 11                                  | 13         | 6          |
| Classical music concerts                  | 10                                  | 7          | 5          |
| Ballet                                    | 6                                   | 2          | 8          |
| Opera                                     | 5                                   | 7          | 6          |

*It can be seen that the number of people attending the cinema dropped sharply (from 33% to 47%) before rising slightly. Cinemas were attended by approximately half the population in the fifth and tenth years of the study. The number of people going to the theatre showed a significant increase over ten years, from 20% to 26%, while attendance at art galleries rose slightly to 13% before gradually dropping to 6% over the last five years of the study.*

**Practice:** The graph below gives information about the number of cases of diarrhea in Mashhad between 1983 and 1992.



At the beginning, it ..... at 100 cases and ..... the same level ..... 1985. The figure ..... grew to 200 cases during the ....., which was ..... by a decline of about 50% in 88. ...., it suddenly rose fourfold and ..... a peak of 400 cases **by 1989**. One year later, it ..... by 50, following which it remained stable for a year ..... diving dramatically and hitting a ..... of zero cases in 1992.

## Writing Task 1

(Source Unknown – Not necessarily a standard IELTS task)

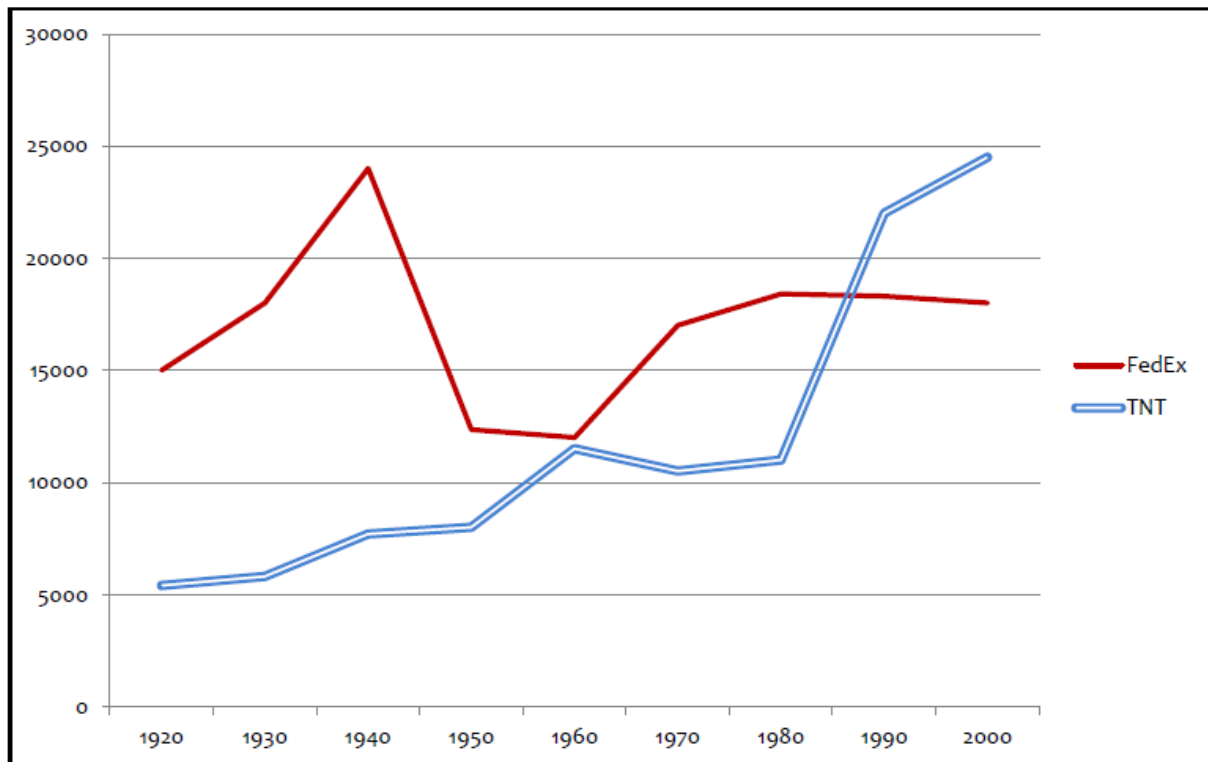
You should spend about 20 minutes on this task.

The diagram below gives information about the number of parcels delivered by two major mail services companies from 1920 to 2000.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

**Parcels delivered by Federal Express and TNT Mail Services**



## Writing Task 1

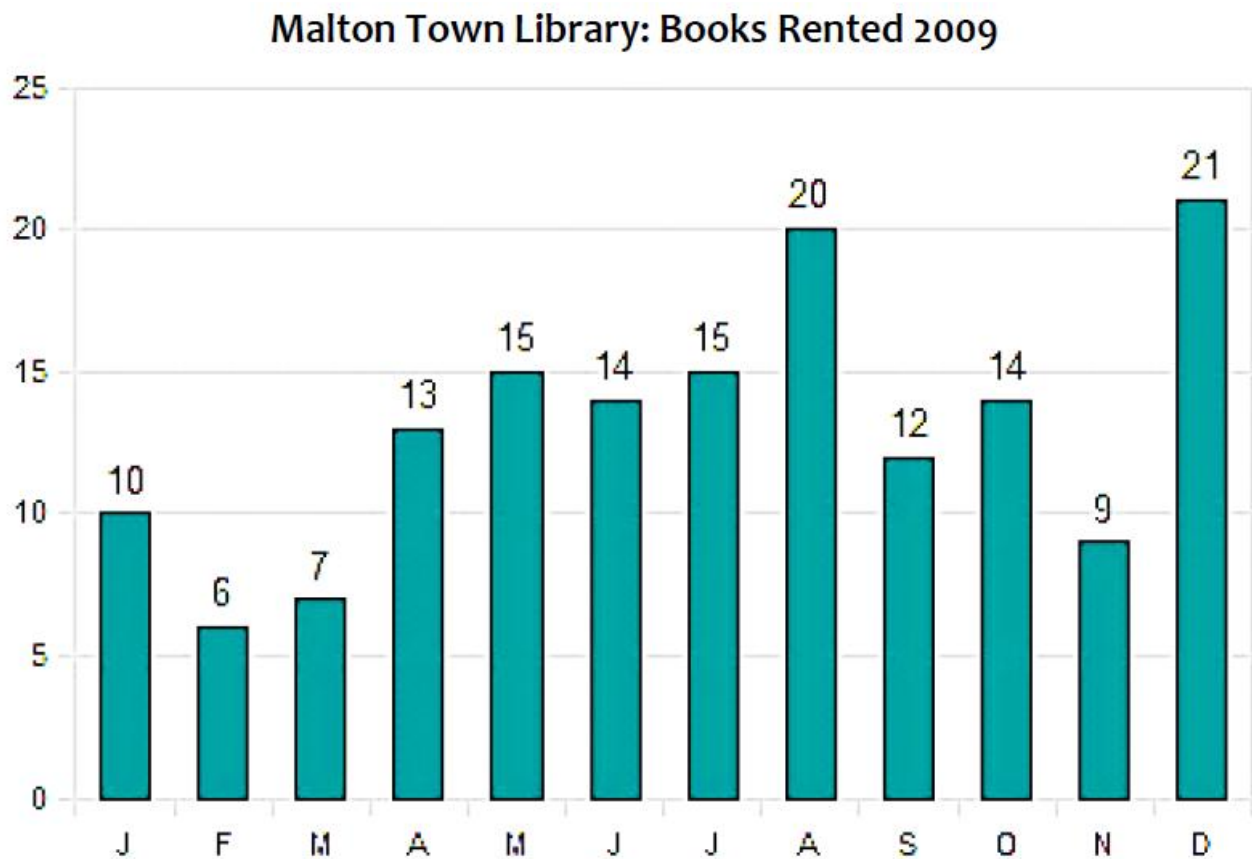
(Source Unknown – Not necessarily a standard IELTS task)

You should spend about 20 minutes on this task.

The chart below gives information about the number of books rented in a British local library in 2009.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



## Writing Task 1

(Source Unknown – Not necessarily a standard IELTS task)

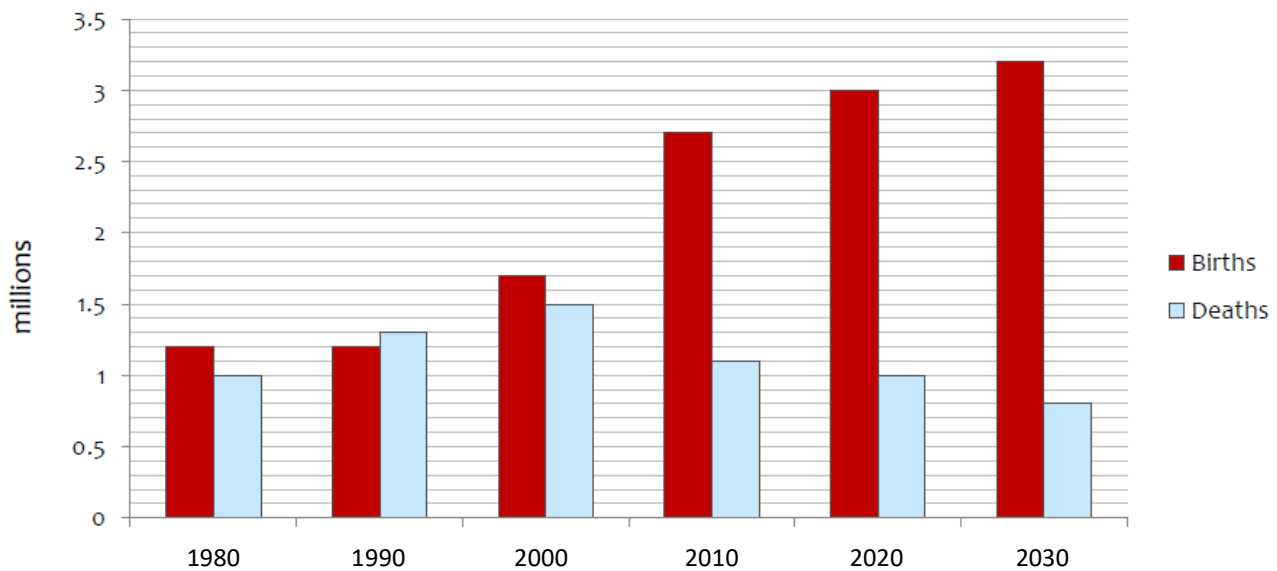
You should spend about 20 minutes on this task.

The chart below gives information about birth and death rates in Switzerland from 1980 to 2030 according to United Nations statistics.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

**Switzerland birth and death rates 1980-2030**



## Writing Task 1

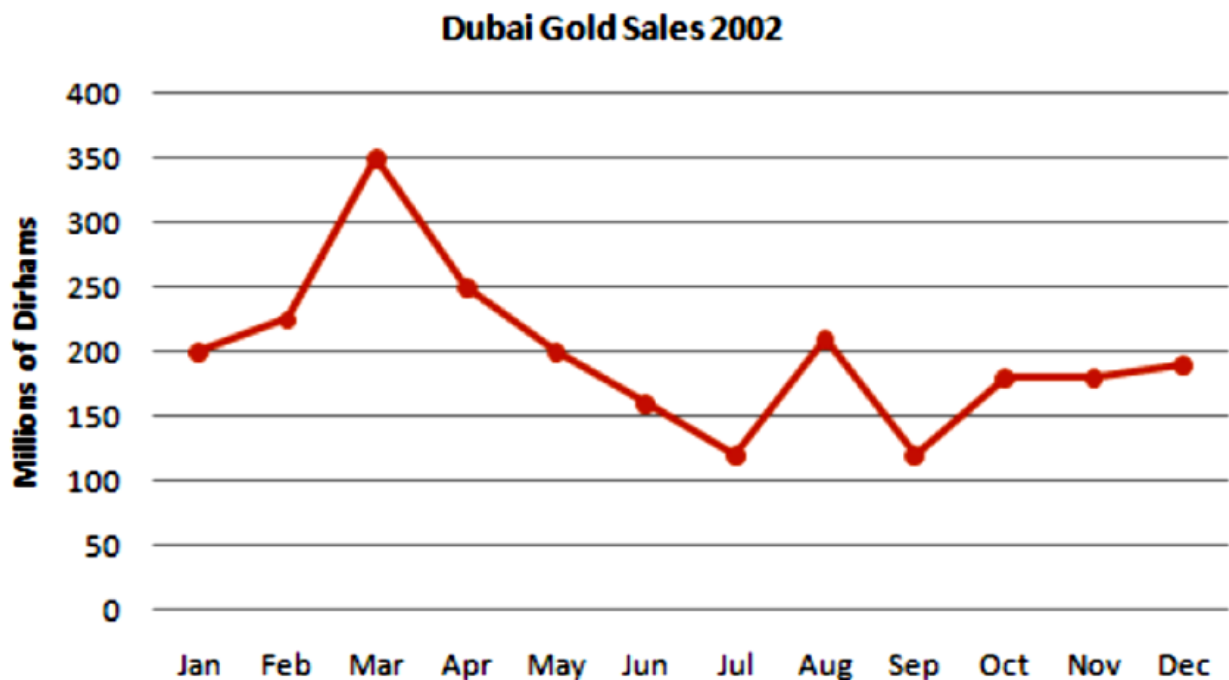
(Source Unknown – Not necessarily a standard IELTS task)

You should spend about 20 minutes on this task.

The graph below gives information about Dubai gold sales in 2002.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 9 response by E. Tahassoni:

The diagram illustrates how gold sales in Dubai changed from January to December 2002.

Overall, the figure fluctuated widely before returning to its original level at the end of the year. Besides, gold sales were at their highest in March, while the weakest figures could be observed in July and September.

In January the figure stood at 200 million (200m) dirhams and rose slightly to reach about 225m in February. This was followed by another increase, although much steeper, in March, when sales hit 350m. However, this upward trend was suddenly broken, and sales declined dramatically over the next 4 months to reach a little over 100m in July. August sales saw a significant rise back to January levels, as the figure nearly doubled, but it dropped again in September to the same level as it was in July. There was a small increase of about 100m dirhams in October, after which the figure levelled off and remained relatively unchanged over the last two months of 2002.

(167 words)

## Writing Task 1

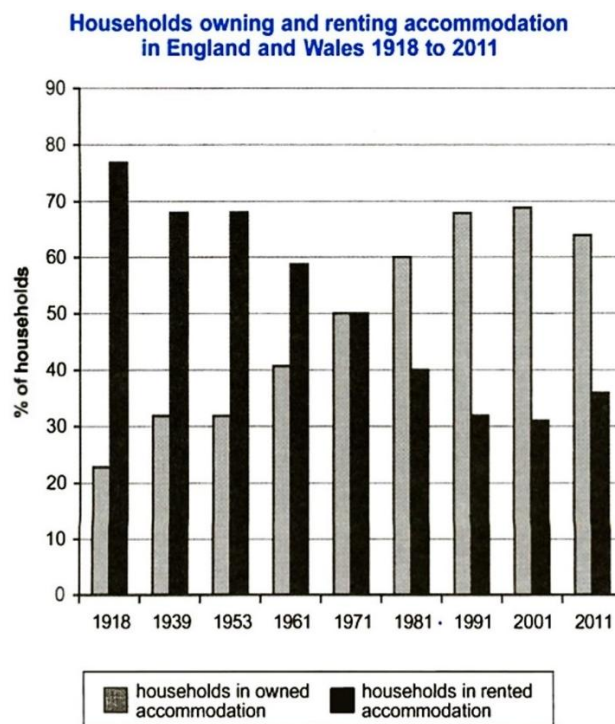
(From Cambridge IELTS Book 13 Academic, test 2)

You should spend about 20 minutes on this task.

The chart below shows the percentage of households in owned and rented accommodation in England and Wales between 1918 and 2011.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 9 response by E. Tahassoni:

The bar chart illustrates what proportion of households lived in rented and owned accommodation in Wales and England from 1918 to 2011.

Overall, although the share of those in rented accommodation initially ranked first, it fell and was overtaken in the second half of the period by owned, which generally rose. The two figures were equal in 1971.

The figure for renters dropped from an initial 77% to 68% in 1939, after which it levelled off for 14 years. This was followed by a dramatic fall until 2001, when it hit a low of just over 30%, before experiencing a slight increase to 36% in 2011.

Households in owned accommodation accounted for about 23% in 1918. After their share increased to 32% in 1939, it levelled off until 1953. There was a dramatic rise afterwards, as it overtook the share of renters at 50% in 1971 and reached a high of just under 70% in 2001, though it declined slightly to 65% at the end of the period.

(168 words)

## Writing Task 1

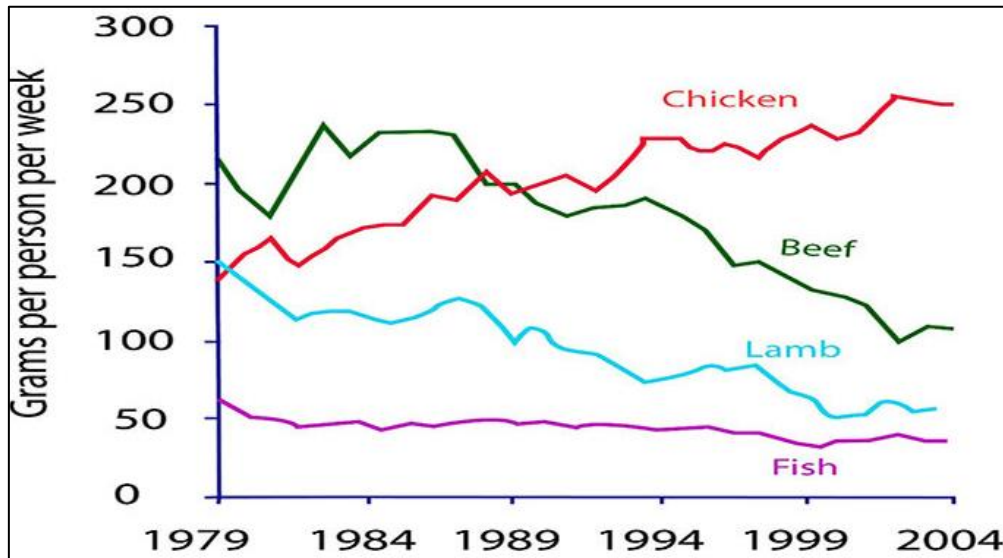
(From Cambridge IELTS Book 7, test 2)

You should spend about 20 minutes on this task.

The graph below shows the consumption of fish and some different kinds of meat in a European country between 1979 and 2004.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 9 response by E. Tahassoni:

The diagram compares how much fish and three types of meat was consumed in a country in Europe from 1979 to 2004. Overall, although beef was initially the most popular, it was overtaken by chicken towards the middle of the survey, with the figure for fish remaining the least significant throughout the period.

In the first year, beef stood at about 225 grams per person per week, after which it experienced a sudden drop of 50 before increasing to about 230 in 1984. There was some slight fluctuation until 1989, which was followed by a dramatic decrease to around half as high as its original level in 2004.

The figure for lamb was initially almost as high as that for chicken (around 150). However, while the former declined gradually, as it reached approximately 60 in the last year, the latter saw a considerable growth and outstripped beef consumption in 1989, peaking at 250 in 2004.

Fish consumption was originally recorded at approximately 60 and, after an initial fall of 10 grams during the first 3 years, fluctuated for the remainder of the period.

(183 words)

## Writing Task 1

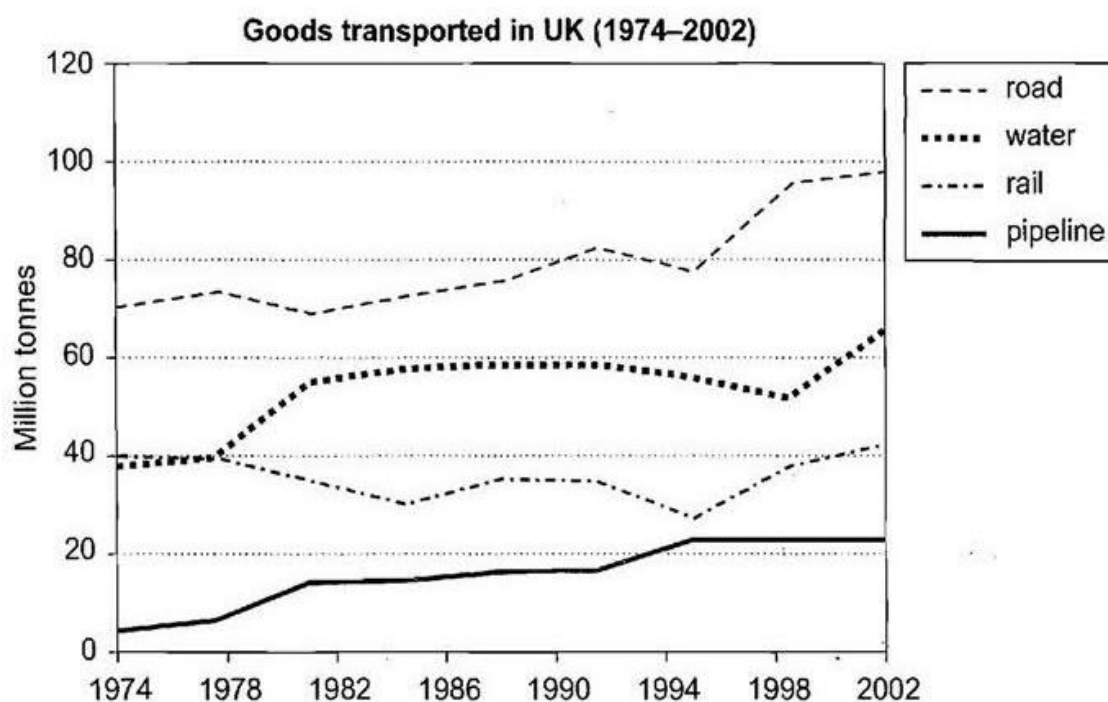
(From Cambridge IELTS Book 8, test 4)

You should spend about 20 minutes on this task.

The graph below shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 9 response by E. Tahassoni:

The diagram compares the different quantities of goods that were transported in the United Kingdom using four means of transportation from 1974 to 2002.

Overall, road ranked first throughout the period and rose along with water and pipeline, with the latter standing last, while railways mainly showed fluctuation.

Road transport initially stood at 70 million (70m) tonnes and fluctuated until 1981, before rising rather steadily to just over 80m in 1992. After a slight drop in 1996, it rose again, reaching a high of almost 100m in 2002.

The figures for water and rail transport remained stable at 40m from 1974 to 1978. The former increased significantly to about 60m before dropping slightly in 1999, followed by another increase to 65m in 2002. Rail fell to about 30m in 1984, fluctuating widely until 1995 and rising back to its initial figure in 2002.

Goods transported via pipeline rose gradually from 5m in 1974 to just over 20m in 1995, following which the figure levelled off.

(165 words)

## Writing Task 1

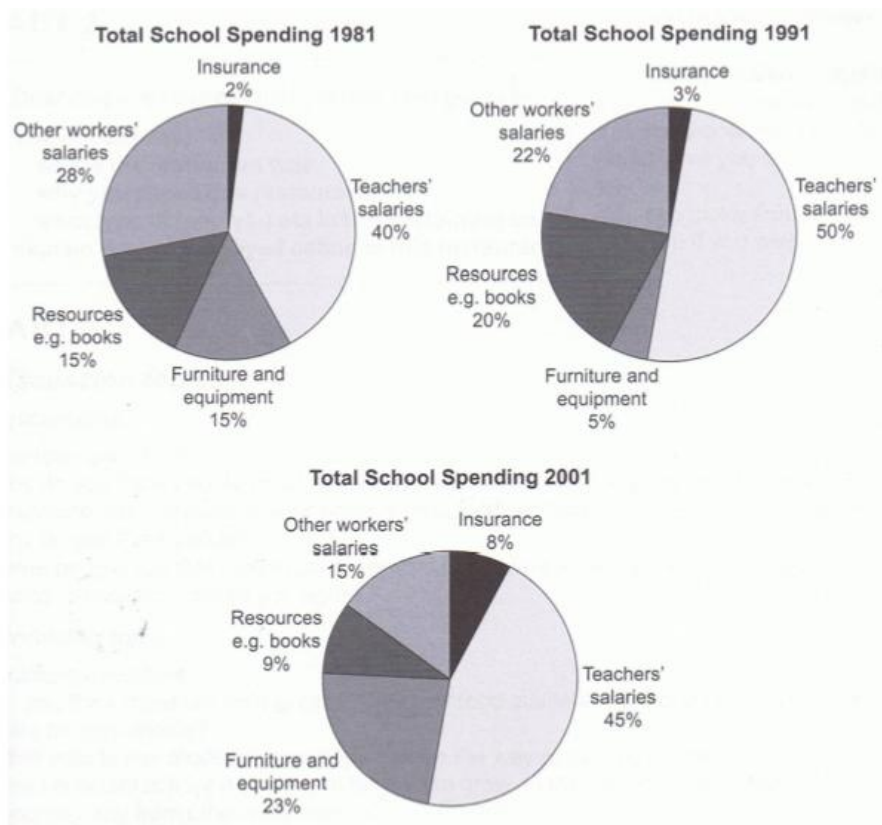
(From Cambridge IELTS Book 8, test 2)

You should spend about 20 minutes on this task.

The three pie charts below show the changes in annual spending by a particular UK school in 1981, 1991 and 2001.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 9 response by E. Tahassoni:

The charts illustrate how the shares of five different items comprising the yearly expenses of a British school changed between 1981 and 2001.

Overall, academic staff salaries contributed the largest share throughout the survey, whereas insurance had the smallest. While they rose along with furniture and equipment, there were significant declines in the contributions of other workers' salaries and resources.

Wages paid to the teaching staff accounted for the most significant proportion of expenditure in 1981 (40%) and went up by a quarter in 1991 before declining slightly to 45% in 2001. In comparison, the salaries of non-academic employees were responsible for 28% of all expenses in 1981, but their share gradually dropped to 15% over the course of these 20 years.

The share of furniture and equipment was initially as high as that of educational resources (15%), but while the former dropped by 2/3 before rising almost fivefold to 23%, the latter experienced a marked rise, after which it halved, reaching just below 10%.

The contribution of insurance remained almost stable at 2-3% during the first 10 years, but it had increased almost threefold by 2001.

(187 words)

## Writing Task 1

(From Cambridge IELTS Book 10, test 2)

You should spend about 20 minutes on this task.

The tables below give information about sales of Fairtrade-labelled coffee and bananas in 1999 and 2004 in five European countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

**Sales of Fairtrade-labelled coffee and bananas (1999 & 2004)**

| Coffee      | 1999<br>(millions of euros) | 2004<br>(millions of euros) |
|-------------|-----------------------------|-----------------------------|
| UK          | 1.5                         | 20                          |
| Switzerland | 3                           | 6                           |
| Denmark     | 1.8                         | 2                           |
| Belgium     | 1                           | 1.7                         |
| Sweden      | 0.8                         | 1                           |

| Bananas     | 1999<br>(millions of euros) | 2004<br>(millions of euros) |
|-------------|-----------------------------|-----------------------------|
| UK          | 15                          | 47                          |
| Switzerland | 1                           | 5.5                         |
| Denmark     | 0.6                         | 4                           |
| Belgium     | 1.8                         | 1                           |
| Sweden      | 2                           | 0.9                         |

### Sample band 7 response by E. Tahassoni:

The tables show how fairtrade coffee and banana sales changed in five countries in 2004 compared to 1999. Overall, coffee sales rose in all countries, with the UK experiencing the greatest change and ranking first in 2004. Banana sales rose in all but two countries, and were highest in the UK.

In 1999, the most significant coffee sales, 3 million (3m) euros, were reported in Switzerland, and they doubled in 2004. The figure for the UK was originally 50% lower than that for Switzerland (1.5m), while sales in Denmark were slightly higher (1.8m). However, whereas the former rose dramatically to 20m, the latter remained relatively stable. There was little difference between the figures for Belgium (1m) and Sweden (0.8m), and both experienced noticeable increases to 1.7m and 1m, respectively.

UK had the highest banana sales in both years, as they rose over threefold from 15 million euros to 47m. Swiss sales were originally almost twice as high as those of Denmark (1 and 0.6m, respectively), and both surged, reaching 5.5 and 4m. There was little difference between the figures for Sweden and Belgium (2 and 1.8m, respectively), and both nearly halved to reach about 1m in 2004.

(197 words)

## Writing Task 1

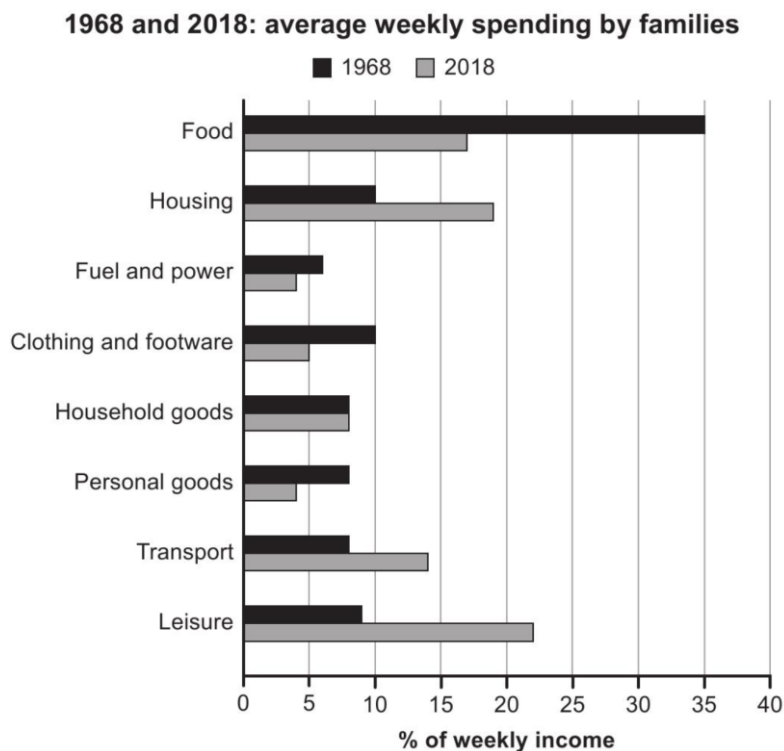
(From Cambridge IELTS Book 17, test 3)

You should spend about 20 minutes on this task.

The chart below gives information about how families in one country spent their weekly income in 1968 and in 2018.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 8 response by E. Tahassoni:

The bar chart illustrates what proportion of the weekly income of families in a certain country was allocated to various items in 1968 and 2018.

Overall, although food had the largest contribution in 1968, its share fell along with those of fuel/power, clothing/footwear, and personal goods, and was overtaken by leisure, whose share rose alongside housing and transport. Household goods remained unchanged.

The share of food initially ranked first at 35%, falling dramatically by half in 2018.

In 1968 housing and clothing/footwear contributed equal shares at 10% each. While the former rose significantly to 18%, the latter fell by half.

Leisure saw a sharp rise from 9% to 22%, overtaking food. There was initially no difference between the shares of household goods, personal goods and transport at 8% each, but whereas the former remained unchanged in 2018, personal goods dropped to 4% and transport increased to 14%.

Fuel/power accounted for the smallest share in 1968 and experienced the least significant change, falling from 6% to 4% and ranking last alongside personal goods.

(172 words)

## Writing Task 1

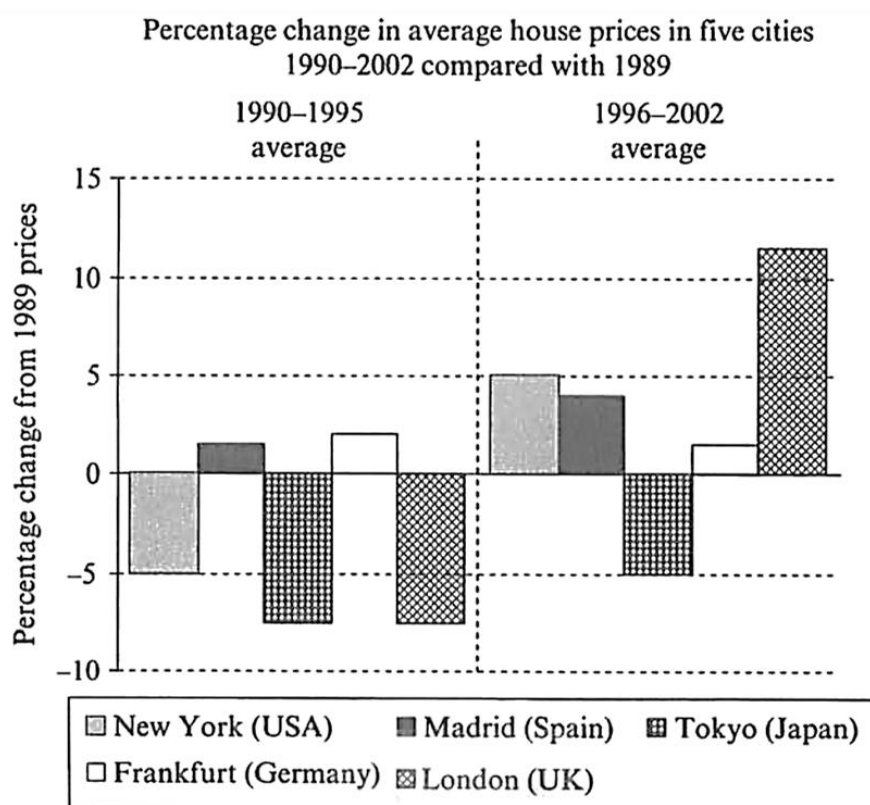
(From Cambridge IELTS Book 7, test 3)

You should spend about 20 minutes on this task.

The chart below shows information about changes in average house prices in five different cities between 1990 and 2002 compared with the average house prices in 1989.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample answer by E. Tahassoni:

The bar chart illustrates how average house prices changed in a number of cities over two periods from 1990 to 2002 in comparison with 1989 prices.

Overall, while three cities showed decreases during 1990-1995, two experienced rises. Over 1996-2002, however, prices rose everywhere except in Frankfurt, where they fell. The widest fluctuation was observed in London, while Frankfurt showed the least change.

During the first period, 1990 to 1995, average prices fell markedly compared to those from 1989 in three cities, namely New York, Tokyo, and London. The figure fell by 5% in the former and by 7.5% in the other two. In the meantime, the figures for Madrid and Frankfurt rose slightly by about 2% and 2.5%, respectively.

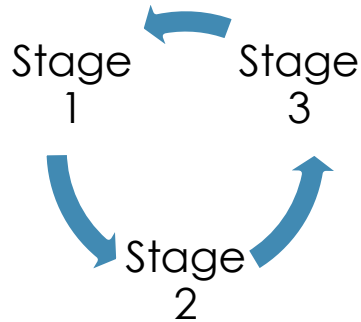
Between 1996 and 2002, average house prices soared in New York and London to 5% and 12% above 1989 figures, respectively. There were much less significant increases in Madrid and Tokyo, with figures reaching 4% above and 5% below the reference price. Frankfurt was the only city where the figure fell by about 1% in this period.

(176 words)

# Section 3

## Process Diagrams

This section addresses diagrams that show natural and artificial procedures.

**Process:****Cycle:**

...and the process/procedure/cycle starts over again.

**Grammar:****A. Tenses:**

Generally, the present simple tense is used to report actions which regularly happen in a process.

The larvae feed on mulberry leaves for up to 6 weeks.

Sometimes, the present perfect may also be used to signify the completion of a stage.

Once the electricity **has been generated**, it is transmitted to the station.

**B. Passive vs. Active form****I. Natural events**

For events which happen autonomously in nature, such as rain, formation of clouds or erosion of mountains, generally use the active form unless you need to shift focus from the subject to the object of the stage.

The larvae **begin** forming cocoons around themselves using silk threads.

Numerous eggs **are laid by a moth** and hatch after 10 days.

**II. Artificial events**

In artificial stages, the human subjects are usually ignored so use the passive to focus on what is being done. If the subject has also been mentioned in the diagram, add it as an "agent".

Energy **is sent** to the substations by means of transmission lines.

## Describing Purpose:

When you need to report the means or tool used to perform a stage, avoid using "by":

- **For tools:** It is done using/through the use of/by means of ...

The mixture is cut into individual bricks using a wire cutter.

- **For ways and methods:** It is done through/via/by means of ...

The oil is transferred to the refinery through a pipeline.

## Linking

### The First Stage

First,  
Firstly,  
First off,  
First of all,  
In the first stage,  
At/In the beginning,

The first stage is when...

The process begins/starts/commences when...

The process begins with + <n./n.p.>

### Middle Stages: Avoid transition linkers\* as much as possible

\*Next,

\*Then

\*After this/that,

\*Following this/that,

\*Afterwards,

\*In the following stage,

\*In the stage after/following this,

In the stage that follows,

This is followed by + <n./n.p.>

When/After/Once <stage A>, <stage B>

<stage A>. When/Once this stage is complete, <stage B>

<stage A> before <stage B as n./n.p. or clause>

Before <stage B>, <stage A>

<stage A> after/following which <stage B>

<stage A> which is followed by <stage B as n./n.p.>

### The Last Stage:

Finally,

Ultimately,

Eventually,

The last/final stage is when ...

The process ends when ...

The process ends with + <n./n.p.>

<stage A> before finally <stage B as n./n.p.>

## Writing Task 1

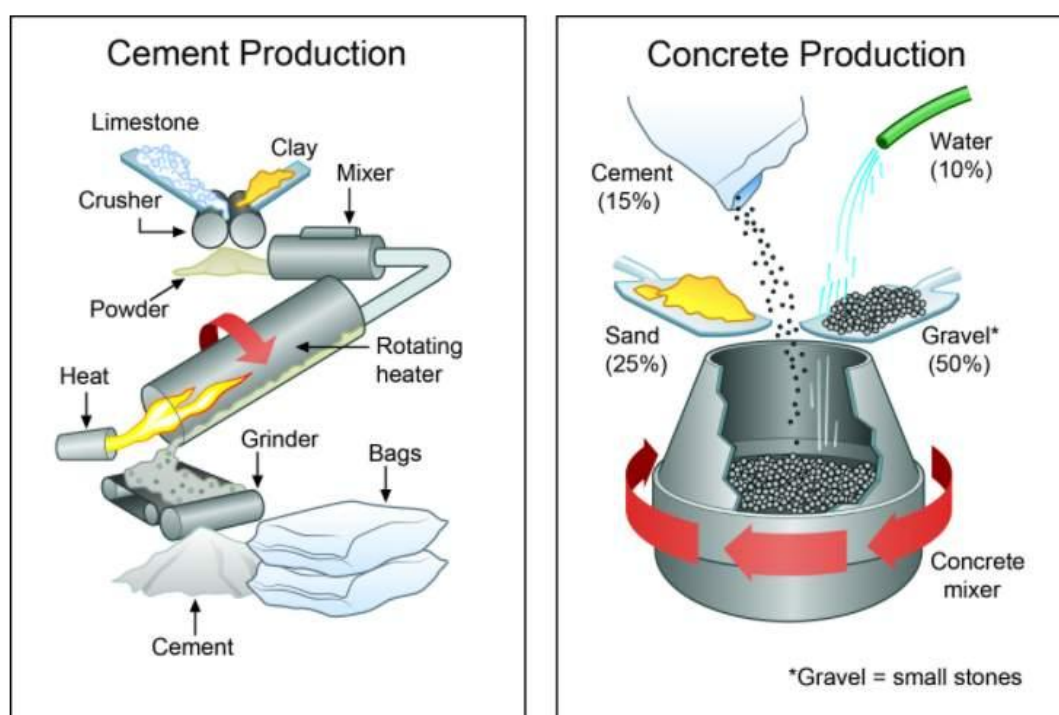
(From Cambridge IELTS Book 8, test 3)

You should spend about 20 minutes on this task.

The diagrams below show the stages and equipment used in the cement-making process, and how cement is used to produce concrete for building purposes.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 9 response by E. Tahassoni:

The diagrams show how cement and concrete are produced. Overall, there are five stages in the production of cement, namely crushing, mixing, heating, grinding, and packing, while the procedure for producing concrete from cement and a few other simple ingredients involves a single mixing stage.

Cement production begins when the initial raw materials, namely limestone and clay, are crushed using two rotating drums to make a fine powder which is then mixed in a cylindrical mixer. The next stage involves a tube-like rotating heater with a blowtorch mounted at its bottom opening. The mixed powder is fed from the top and simultaneously heated and blended, after which it is transferred to a grinder using a conveyor belt. There, it is milled to yield the final cement product which is eventually packed in bags.

This cement is used as raw material in the production of concrete in a second process. An initial mixture comprising 15% cement, 10% water, one-quarter sand and half gravel is fed into a rotating concrete mixer, where the ingredients are stirred until the concrete mix is ready for construction purposes.

(183 words)

## Writing Task 1

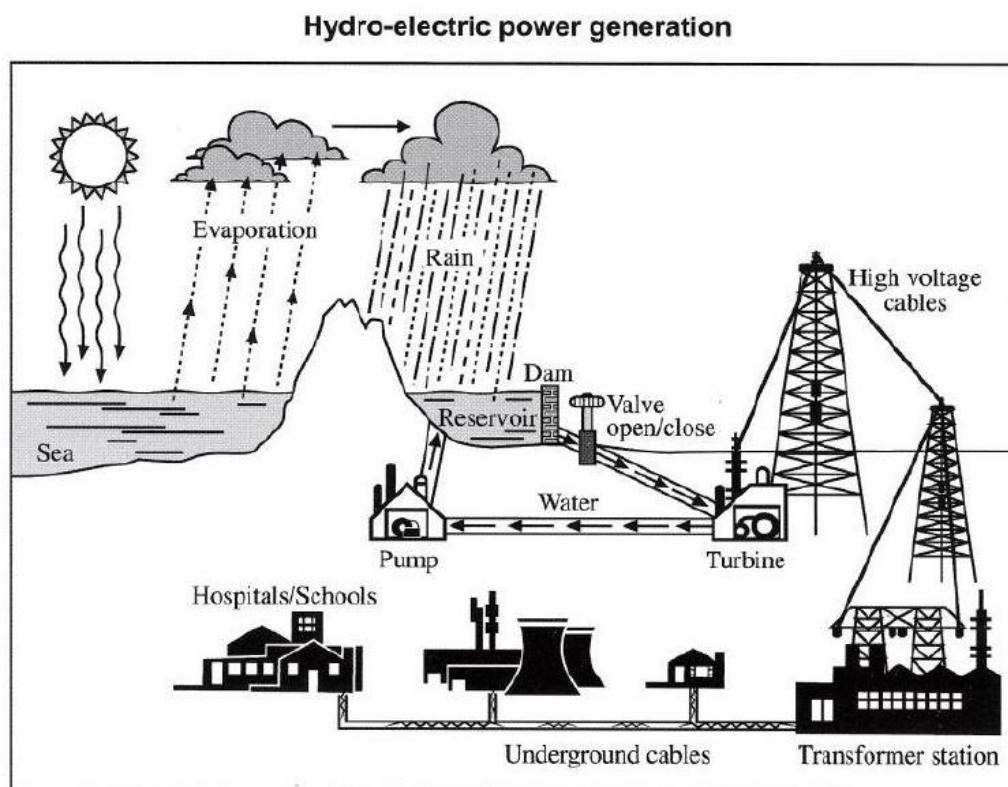
(From Official IELTS Practice Materials 1)

You should spend about 20 minutes on this task.

The diagram below shows the process of using water to produce electricity.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 9 response by E. Tahassoni:

The diagram shows the process through which water is used to produce electrical power. Overall, hydroelectric power is generated using water from the sea through a relatively sophisticated procedure which comprises over ten stages, including the rainwater collection and electricity generation, transformation and delivery.

The process begins when seawater is heated by the sun and evaporates to form small clouds in the sky. They merge into a storm cloud, which then rains over the mountain. This rainwater is gathered in the reservoir behind a dam.

The following steps involve a pipe which connects the reservoir to a turbine as well as a pump, and is controlled using a valve. Once this valve is opened, water flows into the turbine and rotates it to produce electrical current, following which it is pumped back into the reservoir.

The electricity produced by the turbine is transferred to the transformer station through high voltage cables before being delivered to domestic and industrial consumers, as well as educational and medical facilities.

(166 words)

## Writing Task 1

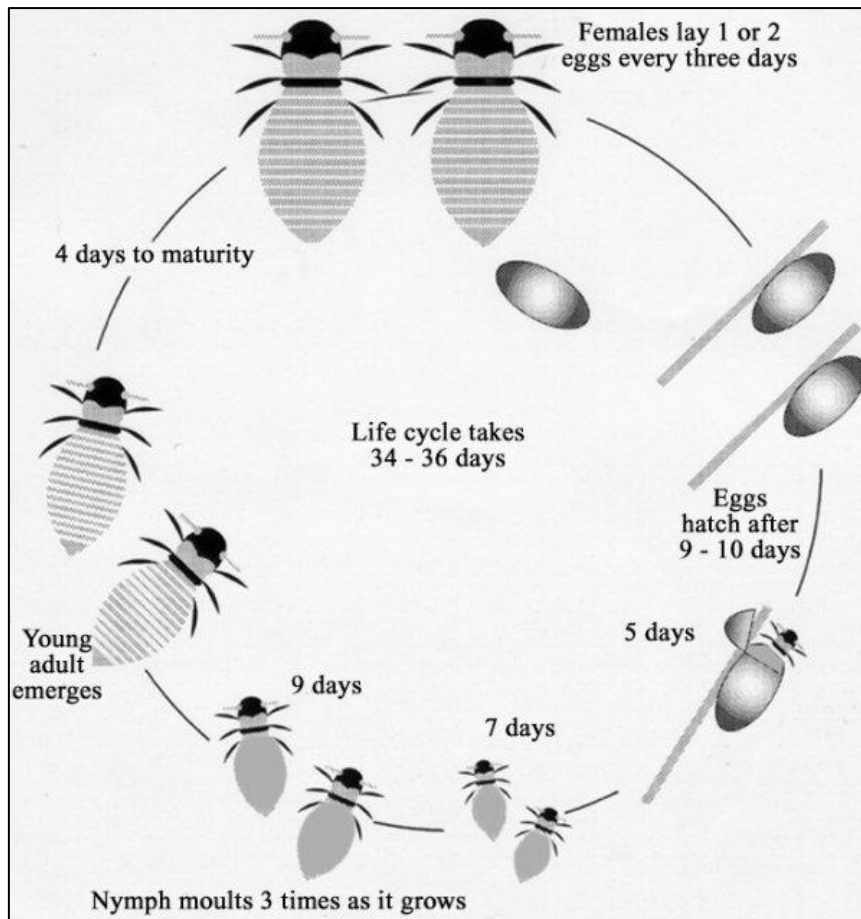
(from IELTS-simon.com – Not necessarily a standard IELTS task)

You should spend about 20 minutes on this task.

The diagram below shows the life cycle of the honey bee.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 9 response by E. Tahassoni:

The chart illustrates the stages in the life of honey bees. Overall, this life cycle is comprised of six stages, including eggs, nymphs, adults and fully mature bees, which take approximately five weeks to complete.

The first stage is when the female bee lays up to 2 oval eggs once every 72 hours. These eggs hatch between nine and ten days later, and immature bees, called nymphs, emerge, lacking the typical bee stripes.

Over the next 3 weeks, the nymphs experience three moulting stages, that is, they shed their skins to allow further growth to occur: The first moulting happening 5 days after the eggs hatch, a week after which the second one takes place. Nine days later, the nymphs moult for a third time, becoming young adult honey bees which are characterised by their striped backs. These take four more days to mature into larger adult bees whose backs are marked with bolder and darker stripes, and the cycle starts over again.

(163 words)

## Writing Task 1

(From IELTS Scores Explained DVD)

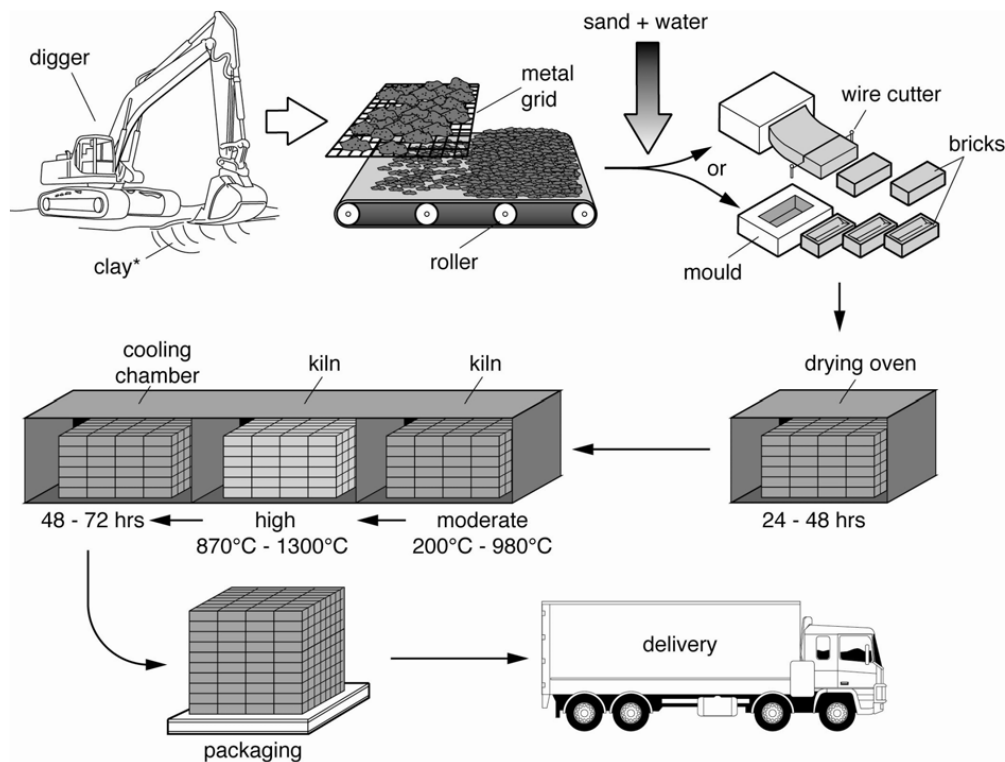
You should spend about 20 minutes on this task.

The diagram below shows the process by which bricks are manufactured for the building industry.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

### Brick manufacturing



### Sample answer by A. Tootoonchi (TA: 7 | CC: 8 | LR: 7 | GRA: 8 | Overall: 7.5)

The picture illustrates how bricks are produced.

The process begins when clay is dug out through the use of a digger, which is followed by clay passing through a metal grid. Fine clay is then carried by a roller after which sand and water are added to it. In the next stage, either this mixture is pressed through a frame and cut into bricks using a wire cutter, or it is put into moulds and formed into bricks. Following that, the bricks are dried in a drying oven for one to two days. The next three stages involve two kilns connected to a cooling chamber. The dried bricks are first heated from 200 to 980 degrees centigrade, before being exposed to high temperature (870 to 1300 degrees). They are then cooled within 48 to 72 hours. Eventually, they are packed and delivered to customers by trucks. Overall, the procedure for producing bricks is comprised of ten stages which are rather simple.

(161 words)

## Writing Task 1

(From IELTS Scores Explained DVD)

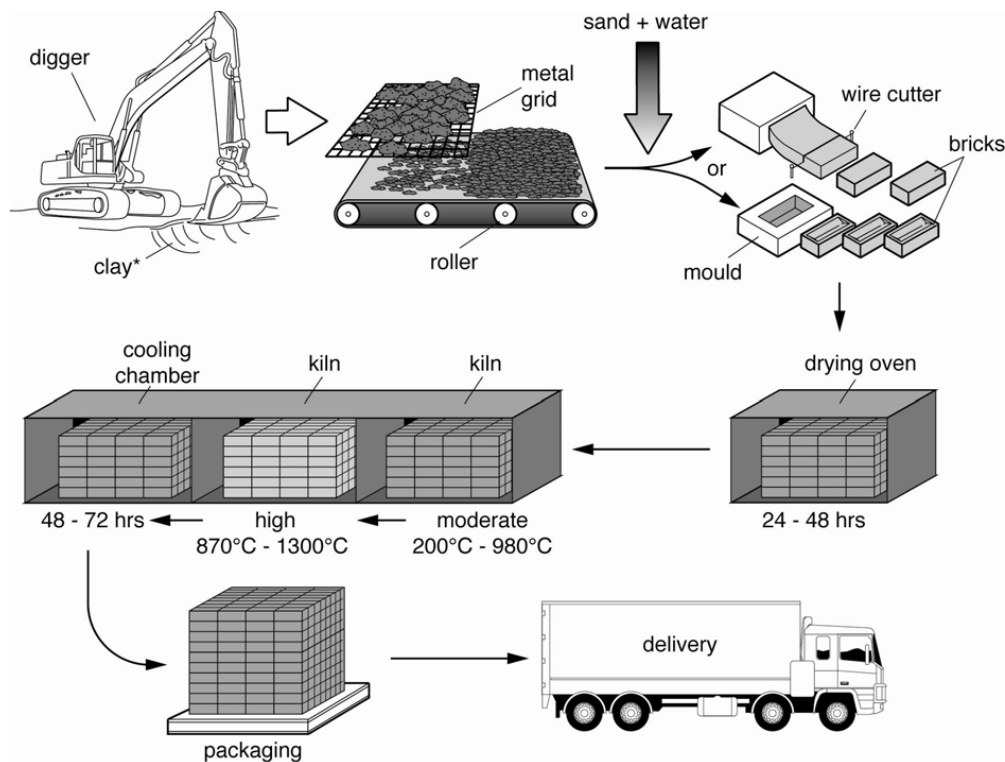
You should spend about 20 minutes on this task.

The diagram below shows the process by which bricks are manufactured for the building industry.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

### Brick manufacturing



### Sample band 9 response by E. Tahassoni:

The diagram illustrates the procedure for producing construction bricks from clay, sand and water through ten stages, including digging, mixing, cutting or moulding, drying, and baking. It commences when raw clay is dug using a digger machine, following which it is sifted through a metal grid into finer fragments which then fall onto a conveyor belt. Water and sand are added, and the resulting mixture is either pushed through a frame and cut into simple bricks, or is moulded into specially-formed ones.

The bricks are placed in a drying oven for one or two days in order to minimise their moisture content, after which they are transferred to a kiln. There, they are heated moderately to reach a temperature of between 200 and 980 degrees centigrade before being subjected to higher temperatures (870 to 1300 degrees). They are then allowed to cool down for two to three days in a cooling chamber. The process ends with the bricks being packed on pallets and delivered to end users on trucks.

(169 words)

## Writing Task 1

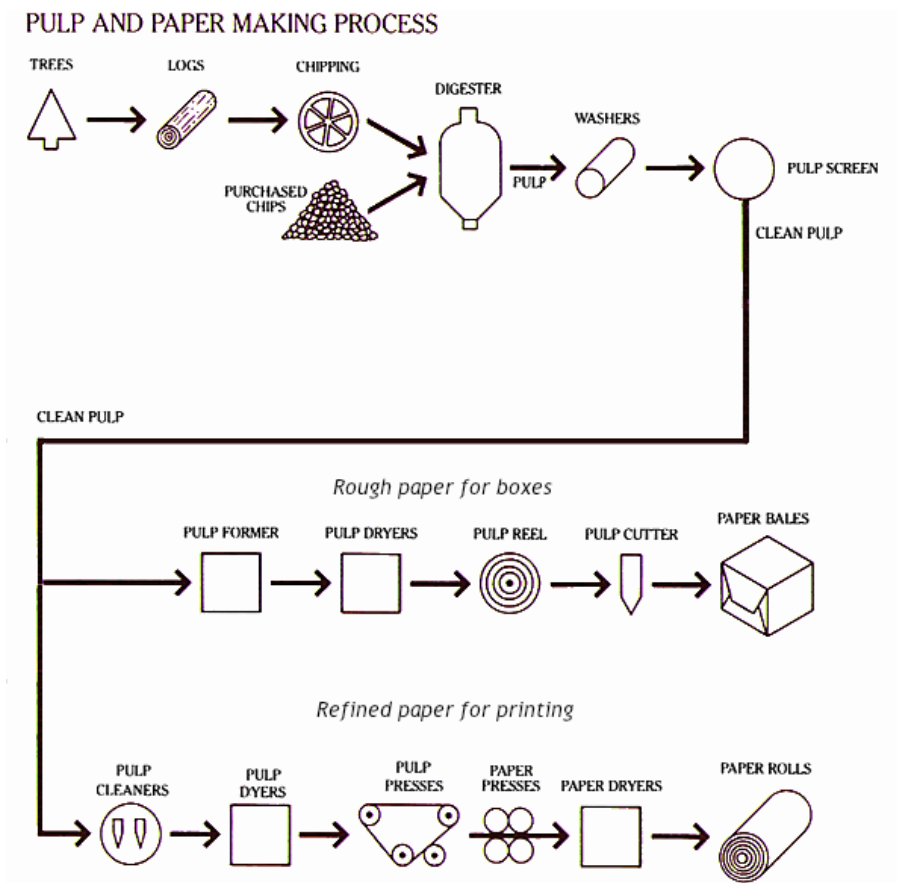
(Source Unknown – Not necessarily a standard IELTS task)

You should spend about 20 minutes on this task.

The diagram gives information about the process for making pulp and paper.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 8.5 response by E. Tahassoni:

The diagram shows the process through which wood is used to manufacture pulp and paper for printing and box production purposes. Overall, it is rather sophisticated and is comprised of more than ten stages, including logging, digesting, washing, forming, drying, and sometimes cutting or rolling.

The process begins when trees are cut down to produce logs, after which they are chipped and combined with purchased wood chips in a digester. The resulting pulp is then washed and screened to make clean pulp.

This pulp can then be used to produce rough paper for making boxes. After being formed in a former device, it is dried and formed into a reel, which is cut into paper bales and packed.

Alternatively, the clean pulp may be used to make refined paper for printing purposes. Once it is cleaned in pulp cleaners, it is dried and pressed, first in pulp presses and then in paper presses. Ultimately, it goes through another drying stage in paper dryers before being rolled.

(166 words)

## Writing Task 1

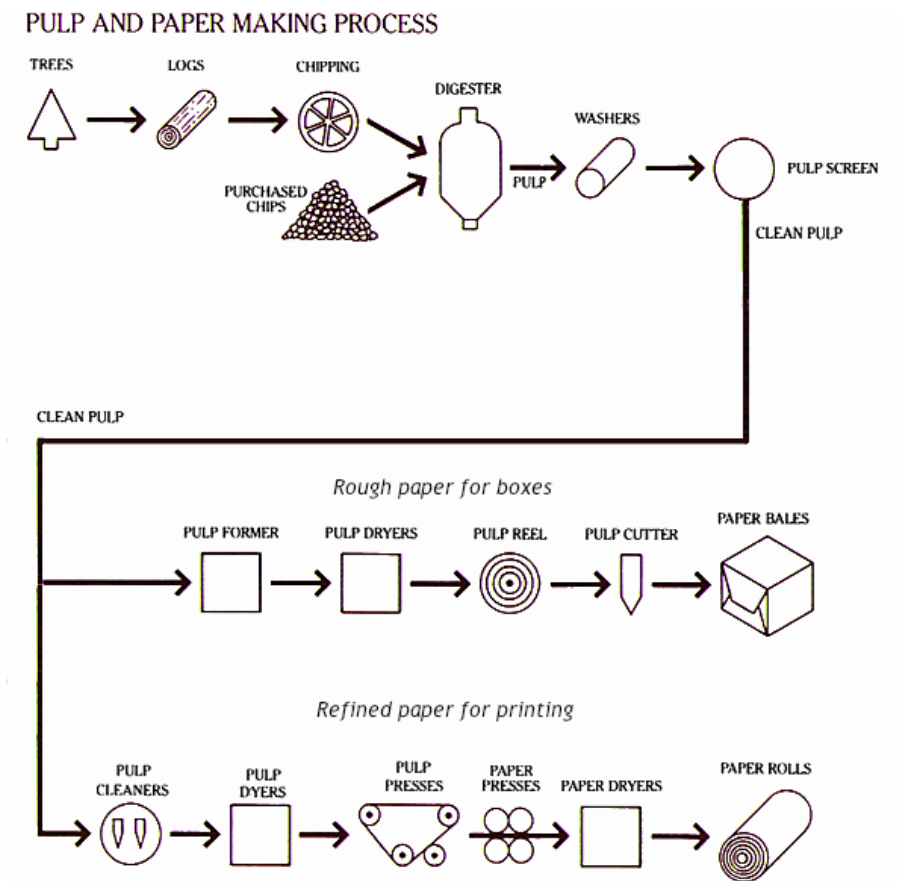
(Source Unknown – Not necessarily a standard IELTS task)

You should spend about 20 minutes on this task.

The diagram gives information about the process for making pulp and paper.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 7.5 response by E. Tahassoni:

The diagram shows the process through which wood is used to manufacture pulp and paper for printing and box production purposes. Overall, it is rather sophisticated and is comprised of more than ten stages.

The process begins when trees are cut down to produce logs, after which they are chipped and combined with purchased wood chips in a digester. The resulting pulp is then washed and screened to make clean pulp.

What happens next depends on the type of paper that needs to be produced: if it is rough paper for packaging purposes, the pulp is formed in a former device before it is dried and formed into a reel, which is cut into paper bales and packed.

Alternatively, if the pulp is used to produce refined paper for printing purposes, it is cleaned further in pulp cleaners, following which it is dried and pressed, first in pulp presses and then in paper presses. Ultimately, it goes through another drying stage in paper dryers before being rolled.

(167 words)

## Writing Task 1

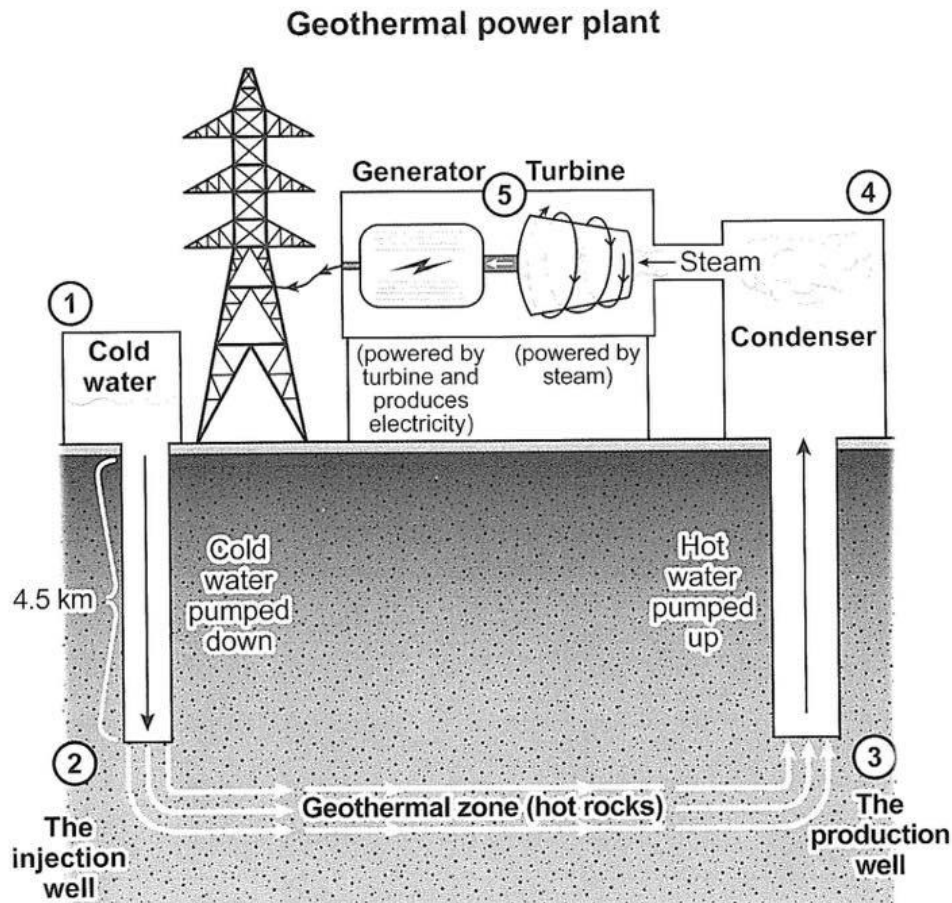
(From Cambridge IELTS Book 12, test 8)

You should spend about 20 minutes on this task.

The diagram below shows how geothermal energy is used to produce electricity.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 9 response by E. Tahassoni:

The diagram shows that there are five main stages in the production of electricity through the use of geothermal energy. The main stages include passing cold water through the geothermal zone, condensing it and using the steam to power a generator.

The process begins with cold water being pumped from the surface of the earth down into a 4.5 kilometer-deep injection well. From there, it is transferred to the geothermal zone, a subterranean region composed of hot rocks, before reaching the production well, which is similar to the injection well though slightly wider.

In the stage that follows, the hot water is pumped up through the production well into a condenser on the surface where it is converted into steam, following which it is used to power a turbine and rotate it. This turbine is connected to an electricity generator which, when rotated by the turbine, produces electricity. The process ends when the electricity generated by the generator is transferred to the power grid for consumption by end users.

(173 words)

## Writing Task 1

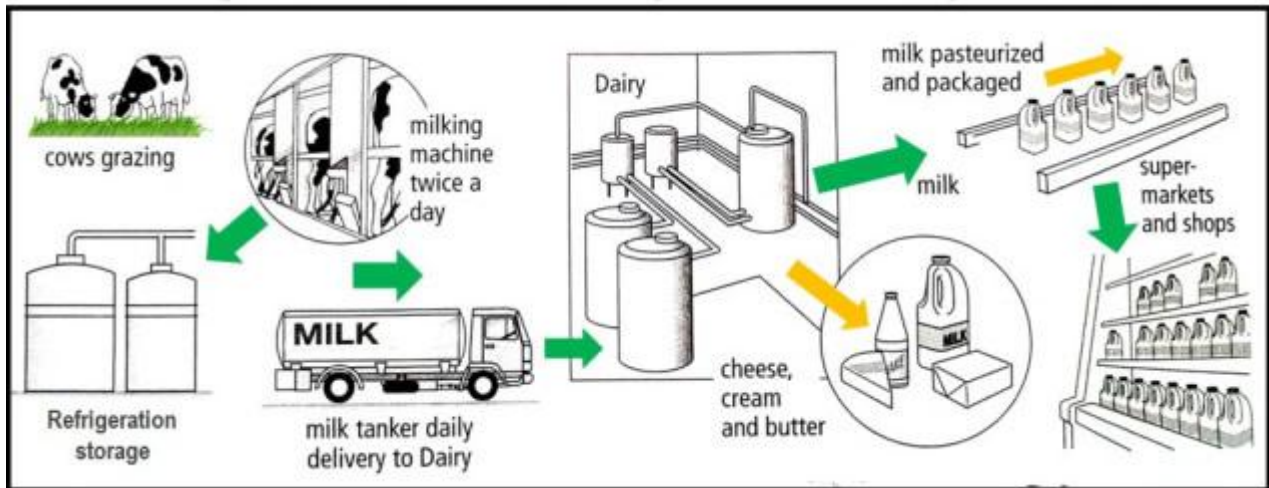
(Source Unknown – Not necessarily a standard IELTS task)

You should spend about 20 minutes on this task.

The diagram below shows the production and processing of milk and dairy products for commercial sale.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 9 response by E. Tahassoni:

The diagram shows how milk and dairy goods are produced and processed for commercial sale.

The first stage is when cows are grazed in pastures and milked twice daily by means of milking machines at the dairy farm. The milk is stored in refrigerated silos, and is later transferred to milk tankers, which deliver it on a daily basis to the dairy factory.

There, the milk is stored and processed in a series of containers and tanks connected to each other via pipes. It then undergoes pasteurisation before being packaged and delivered to grocery shops and supermarkets for consumers to buy. Alternatively, it may be used as the basic ingredient in the production of a range of dairy products, from cheese to cream and butter, which are then made available to consumers.

To sum up, there are eight stages, including milking, refrigeration, pasteurizing and packaging, in the production of pasteurised milk and various dairy products using the milk obtained from cows.

(161 words)

# Section 4

## Maps

This section addresses development map diagrams.

## Describing Position and Location:

... **lies/is situated/is located/is sited** + to the right of/to the north of/around/below/inside/near ...

north, south, east, west, northeast, northwest, southeast, southwest

at the top/bottom

on the right/left side

in the top/bottom right/left hand corner

10 miles from

10 miles to the right of

10 miles north of

in the middle / at the centre

along / off

across [from]

opposite

close to / near / in the vicinity of

adjacent to / next to / beside

... is surrounded by...

... is covered with ...

... is connected to ... via/through/by means of ...

## Examples:

There are two changing rooms to the south of the gym.

A tennis court is located near the entrance.

The main building is connected to the car park via a footpath./A footpath connects the main building to the car park./A footpath runs from the main building to the car park.

The main road is surrounded by shops on both sides.

The surrounding area is covered with woodland.

A post office lies 200 miles east of the river.

A new restaurant has been built to the right of the church.

The new post office is located across from the cemetery.

The residential areas are connected to the city centre via a number of access roads.

The city was surrounded by farmland.

## Useful Vocabulary for Describing Maps:

**Residential/housing area/district:** an area that has lots of houses and some schools.

**Industrial area:** an area that has lots of factories

**Commercial area:** an area that has lots of stores

**Hospital:** a health facility where patients receive treatment

**Zoo:** a place where people can go and see many kinds of animals

**Post office:** a place where you can send mail (letters and packages)

**Fire station:** a station housing fire apparatus and firemen

**Airport:** an airfield equipped with control tower and hangers as well as accommodations for passengers and cargo

**Park:** a recreational area where people can play football and have picnics

**Skyscraper:** a very tall building

**Warehouse:** a building where things are kept until they are sold.

**Parking lot:** an area where people can park cars

**Museum:** a place that displays things of scientific or historical or artistic value

**Supermarket:** a large store that sells mostly food but sometimes other items such as clothes and furniture.

**Factory:** an industrial plant, a production facility,

**Woodland:** an area with lots of trees

**River:** a large natural stream of water (larger than a creek)

**Street:** the place where cars drive

**Intersection/Junction:** the point where several streets meet.

**Facilities** (*usually used in the overview*): recreation/recreational facilities, entertainment facilities, transport facilities, medical facilities, educational/academic facilities, sports facilities, sanitation facilities, tourist facilities,...

**Develop:** to make or build | to expand

**Construct:** to build

**Demolish:** to destroy a building or other structure completely

**Remove:** remove something concrete, as by lifting, pushing, taking off, etc.

**Relocate:** to move a structure or facility to a different location

**Replace:** to take the place of or substitute for somebody or something

**Convert:** turn into something else

**Expand:** to become or make something become larger

**Shrink (p.p. shrunk):** to be reduced in size

## Writing Task 1

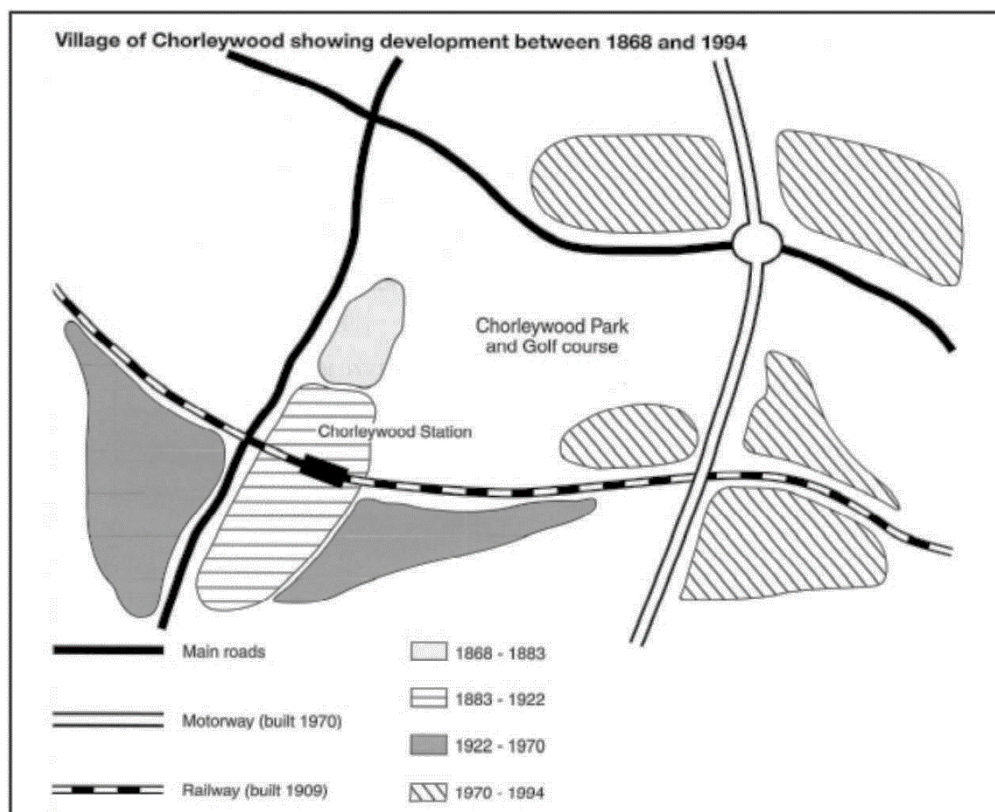
(From Cambridge IELTS Book 1)

You should spend about 20 minutes on this task.

Chorleywood is a village near London whose population has increased steadily since the middle of the nineteenth century. The map below shows the development of the village.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 9 response by E. Tahassoni:

The map shows how a village called Chorleywood developed over a period of 126 years. Overall, it saw considerable growth, both in the establishment of new residential areas and transportation routes, which occurred over four phases.

From 1868 to 1883 there were only two main roads in the region with Chorleywood covering a small area along one of them. Over the next 40 years, the village grew southward alongside the road and a railway was built in 1909 passing through this part. Chorleywood station is also located in this area of the village.

Over the period between 1922 and 1970, the railway was the line along which Chorleywood expanded, both towards the east and west. However, a motorway was constructed in 1970 parallel to one of the main roads and further development of the village occurred around its intersections with the other main road and the railway between 1970 and 1994. Furthermore, Chorleywood Park and Golf course is now located in an area enclosed by the two main roads, the railway and this motorway.

(174 words)

## Writing Task 1

(From Official IELTS Practice Materials 2)

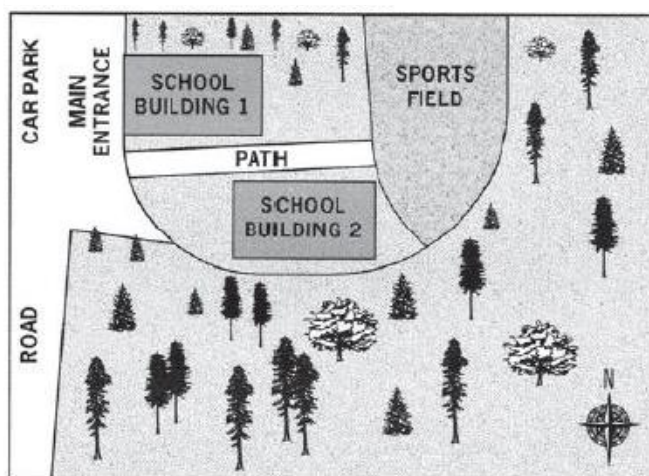
You should spend about 20 minutes on this task.

The diagrams below show the site of a school in 2004 and the plan for changes to the school site in 2024.

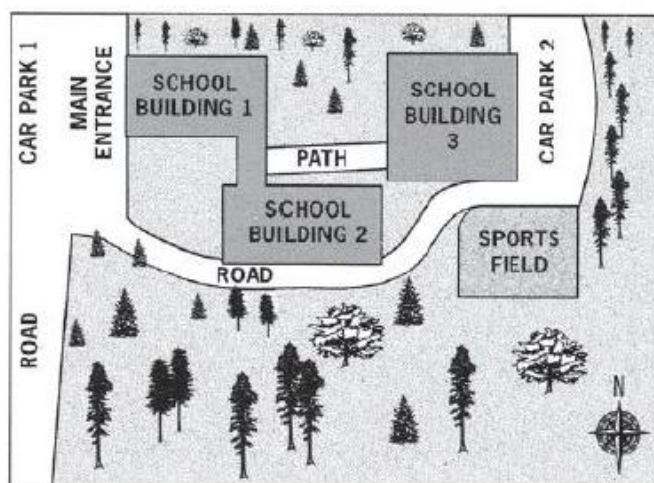
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

**School site – 2004: 600 students**



**School site – 2034: 1000 students**



### Sample band 9 response by E. Tahassoni:

The maps illustrate how a school site is planned to be developed over a 30-year period. Overall, there will be rather extensive developments concerning school buildings, parking and sports facilities, and roads, with the number of students increasing significantly, as well.

In 2004, there was only one car park to the west of the site where the main entrance to the school was located. There were also two school buildings which accommodated 600 students altogether and were separated by a path running from the main entrance to the sports field in the east. The school was surrounded by woodland in the north, south and east.

There are plans to increase the number of students served by the school by 400 in 2034. As a result, a new school building will replace the old sports field, and the two original buildings are going to be joined together. The old path will then connect these to the new building number 3, no longer running to the main entrance. Furthermore, a part of the woodland in the east is planned to be deforested and replaced by a new car park as well as a new, smaller sports field. Finally, a new road will be paved passing south of the school building, which will connect the two car parks.

(215 words)

## Writing Task 1

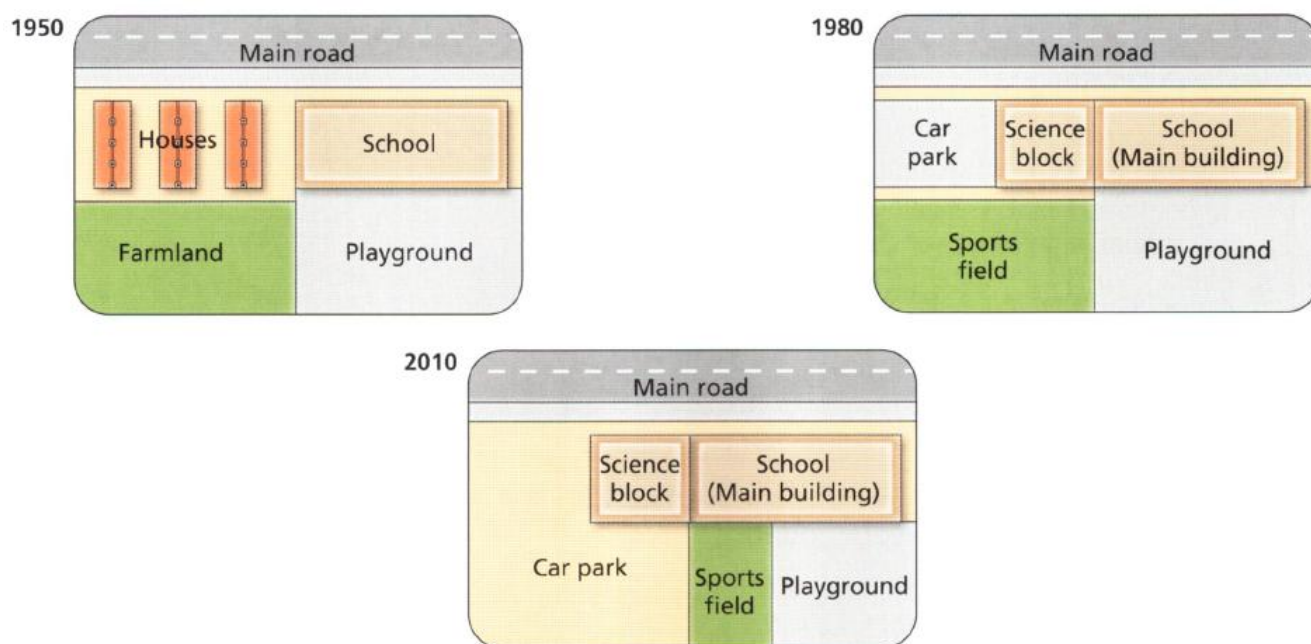
(From the Official Cambridge Guide to IELTS)

You should spend about 20 minutes on this task.

The diagrams below show the changes that have taken place at West Park Secondary School since its construction in 1950.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 9 response by E. Tahassoni:

The diagrams illustrate how West Park Secondary School has developed since 1950 when it was built. Overall, the school saw significant growth although its recreational facilities did not develop as much as its buildings and parking space.

In 1950, the school was a single building located along the main road and to the right of a series of houses. There was a large playground which was located right behind the school building to the right of some farmland.

Thirty years later in 1980, the houses were demolished and replaced by a car park, as well as a new science block, for the school while the old school building was changed into its main building. The farmland was also converted to a new sports field, but the playground remained unchanged.

In the last year, 2010, the car park was extended, as a result of which the land previously allocated to the sports field was added to it. However, about a third of the old playground was turned into a new, yet much smaller, sports field.

(174 words)

## Writing Task 1

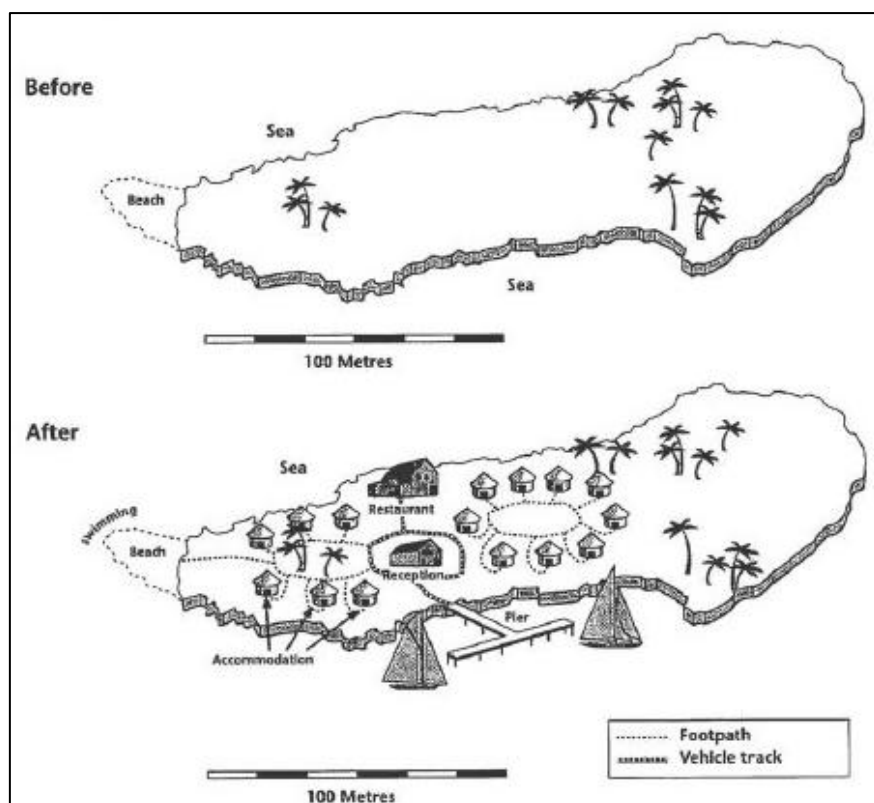
(From Cambridge IELTS Book 9, test 1)

You should spend about 20 minutes on this task.

The two maps below show an island, before and after the construction of some tourist facilities.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Sample band 9 response by E. Tahassoni:

The maps illustrate how an island has changed following the development of various facilities for visitors.

Overall, there have been significant developments in terms of accommodation, transport, recreational and other facilities for tourists, turning the almost barren island into a resort. It is noteworthy that these developments have occurred without any noticeable damage to the trees.

The length of the island is over 1200 metres, while its width varies from about 200 to 500 in different places. The only significant features before the constructions were a beach in the west and a few palm trees in the eastern and western halves, apart from which the island was completely bare and surrounded by cliffs.

The beach has now been equipped with swimming facilities, and the western woodland is surrounded by a series of huts which are connected to each other and to the beach via footpaths. There is also a restaurant in the northern part which is connected to a reception building in the middle of the island, as well as a new pier to the south, by means of a vehicle track. Finally, a larger set of huts have been constructed between the reception and the eastern woodland.

(198 words)

## Writing Task 1

(From Cambridge IELTS Book 19, test 2)

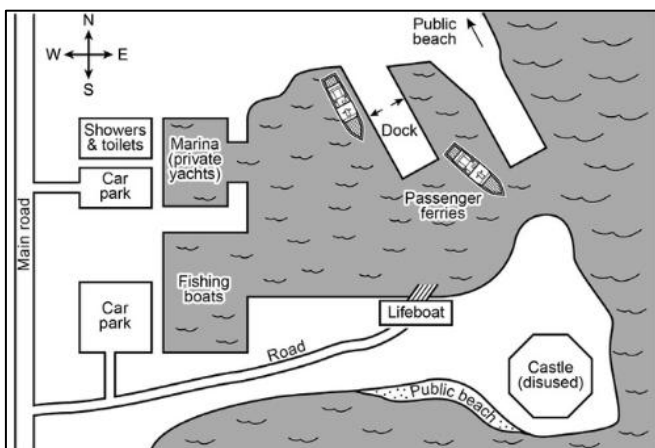
You should spend about 20 minutes on this task.

The plans below show a harbour in 2000 and how it looks today.

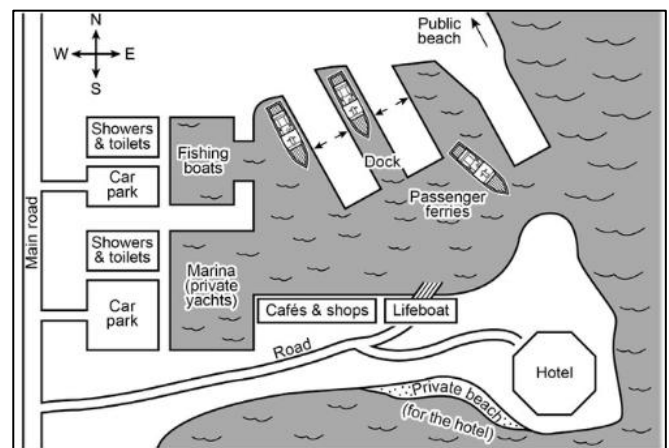
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

**Porth Harbour (in 2000)**



**Porth Harbour (today)**



### Sample band 9 response by E. Tahassoni:

The maps illustrate how Porth Harbour has changed since the year 2000.

Overall, there have been significant developments in docks and transport, accommodation, sanitation and recreation facilities, despite some docking, swimming and safety facilities and roads remaining intact.

In 2000, the main road ran north-south to the west of the harbour. In the north, it was connected to a car park located next to a series of showers and toilets. There was a marina for private yachts, as well as a dock for passenger ferries and a public beach, from west to east, respectively. In the south, a road connected the main road to a lifeboat centre. Another car park used to be connected to this road near where fishing boats docked, while a disused castle and public beach lied to the east.

According to the second map, the location of the marina and fishing boat dock has been swapped, and a second dock has been constructed to accommodate more ferries, with the old dock and public beach remaining unchanged. In the south, new showers and restrooms have been built next to the car park, which itself is now accessible directly from the main road. A number of cafes and shops have also opened to the west of the lifeboat centre. Finally, the castle has been converted to a hotel with its own access road and now-private beach.

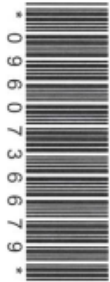
(228 words)

# Appendix

## Official IELTS Writing Task 1 Answer Sheet (Paper Exam)



## IELTS Writing Answer Sheet - TASK 1

Candidate  
Name

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## Test Module

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If you need more space to write your answer, use an additional sheet and write in the space provided to indicate how many sheets you are using:

Sheet

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Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1

Do not write below this line

Do not write in this area. Please continue your answer on the other side of this sheet.



23505



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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| Examiner 2<br>number |  |  |  |  | TA | CC | LR | GRA | Underlength | No. of words | Penalty | Off-topic | Memorised | Illegible |
| Candidate<br>No.     |  |  |  |  |    |    |    |     |             |              |         |           |           |           |
| Examiner 1<br>number |  |  |  |  | TA | CC | LR | GRA | Underlength | No. of words | Penalty | Off-topic | Memorised | Illegible |
| Candidate<br>No.     |  |  |  |  |    |    |    |     |             |              |         |           |           |           |

