

The background of the image is a scenic tropical beach. Large, light-colored granite boulders are scattered across the sandy shore. Several palm trees stand tall against a bright blue sky with a few wispy white clouds. The water in the foreground is a clear, turquoise-blue.

IELTS Writing Compact

GRAPH REVIEW

(Academic Task 1)

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To Atiyeh, my dearest

About the Author



Alireza Ramedani has been a very active language instructor for the past ten years. He has taught in several language institutes, colleges and universities and has supervised a couple of them for the last ten years.

With a bachelor's degree in English language and literature and a master's degree in TEFL from a prestigious university (FUM) he is more than qualified to run almost all types of language courses. However, to further his career, he has participated in different workshops such as one held by Sussex Downs. He also graduated from a TESOL course ran by Sussex Downs in collaboration with Sanjesh, Imam Reza University and Iran IELTS with a merit degree. He has passed some courses held for IELTS examiner candidates.

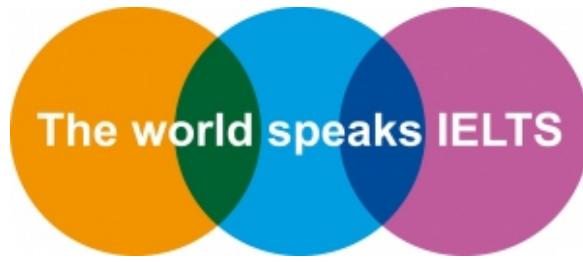
Preface

This book is the result of over 10 years of teaching IELTS writing skills in Rah Pouyandegan Language School as well as a couple of other institutes in Mashhad. I must confess that some excerpts are chosen from different other books. I was not very resourceful when it came to finding pictorials. As a result I used parts of their printed material. My purpose here was to create a to-the-point and complete account of how task 1 and task 2 of IELTS writing modules should be dealt with. Most books I have taught are either not cohesively sound or unnecessarily detailed. When it comes to exam preparation in Iran, the milestone is concision and simplicity. This set of materials attempt to prepare individuals within the context of a classroom or in the comfort of their homes for those who prefer to self-study.

Alireza Ramedani
Winter, 2012

Acknowledgement

I must thank the management of Rah Pouyandegan International Language School as well as all my coworkers for their support in the process of compiling this piece of work.



Dear Teachers and Students,

The IELTS Academic Task 1 Writing is not an easy part of the exam. Describing a graph well in 20 minutes is not something most people can do straight away whether they are English speakers or not. The fact that it is in a foreign language for you as well does not help. Practice is the magic word though. Even good English users need practice with IELTS practice tests and it could mean all the difference between pass and fail. There is limited practice available and it's quite expensive.

The Task for the IELTS Academic Task 1 Writing

Basically the IELTS Academic Task 1 Writing is an information transfer task related to the factual content of an input text, graph, table or diagram. It can be combinations of these inputs. Usually you will have to describe the information given in 1, 2 or 3 inputs but sometimes you will have to describe a process shown in a diagram. Here you are required to write a minimum of **150 words**.

The Task for the IELTS Academic Task 2 Writing

The IELTS Academic Writing Task 2 asks you to write a short essay of a minimum of **250 words**. The essay is usually a discussion of a subject of general interest. You may have to present and justify your opinion about something, give the solution to a problem or compare differing ideas or viewpoints.

Marking for the IELTS Academic Tasks

The IELTS Academic Tasks 1 and 2 Writing will be marked in four areas. You will get a mark from 1 to 9 on Task Achievement, Coherence & Cohesion, Lexical Resource and Grammatical Range and Accuracy. Your final band for tasks 1 and 2 will be effectively an average of the four marks awarded in these areas. Task 1 writing is less important than task 2 and to calculate the final writing mark, more weight is assigned to the task 2 mark than to task 1's mark. To get a good overall mark for The IELTS Academic Task 1 Writing though, both tasks have to be well answered so do not hold back on task 1 or give yourself too little time to answer it properly.

Task Achievement (did you give what they are looking for?)

This is where you can really make a difference through careful preparation. This mark grades you on basically "have you answered the question?". It marks whether you have covered all requirements of the task sufficiently and whether you presented, highlighted and illustrate the key points appropriately.

Coherence and Cohesion (Is it logically ordered?)

These two are interrelated which is why they are done together. Cohesion is how your writing fits together. Does your writing with its ideas and content flow logically? Coherence is how you are making yourself understood and whether the reader of your writing understands what you are saying. An example of bad coherence and cohesion would be as follows:

1 We went to the beach because it was raining.

Probably the writer of this sentence does not mean "because" as people don't usually go to the beach when it is raining. The writer should have written:

2 We went to the beach although it was raining.

Sentence 1 has made a cohesion and coherence error (as well as a vocabulary one). "Because" does not join the ideas of the sentence together correctly and, as a result, the reader does not understand what the writer wants to say. This is an exaggerated example but it shows what I mean. Good cohesion and coherence is not noticeable as it allows the writing to be read easily. Good cohesion and coherence also includes good and appropriate paragraph usage.

Lexical Resource (the right words, the good words)

This area looks at the your choice of words. The marker will look at whether the right words are used and whether they are used at the right time in the right place and in the right way. To get a good mark here, the word choice should not only be accurate but wide ranging, natural and sophisticated.

Grammatical Range and Accuracy:

Here the examiner will mark your appropriate, flexible and accurate use of grammatical structures. Many people are worried about their grammar but, as you can see, grammar is only one section of four used to grade your writing. IELTS is much more interested in communication rather than grammatical accuracy. It is, of course, still part of the marking scheme and important as such.

table of content

	page
Chapter 1: graphs, charts and tables	5
Introduction	6
Graphs, charts and tables	6
Basic terminology	6
Types of graphs	7
Unit 1:Diachronic graphs	9
List of verbs	9
List of nouns.....	10
List of adjectives.....	10
List of adverbs	11
Unit 2: Synchronic Graphs	14
How to make comparisons	14
Adverbs in comparison	15
Highest or the highest	16
Unit 3: How to Use	17
How to use expressions of approximation	17
How to talk about the highs and the lows	17
How to use expressions of time	18
How to talk about the future	19
How to use the expressions of future	19
How to talk about age groups	22
How to talk about numbers and statistics	23
How to use prefabricated forms	25
Word family for comparison	26
How to use proportions	26
Unit 4: How to write reports on graphs	27
How to write a good introduction.....	27
Changing the question prompt	28
How to use percentages.....	32
Paraphrasing.....	32
Unit 5: How to write good body paragraphs	33
Synthesizing	33
Unit 6: How to write a good overview paragraph	38
Trend	39
Correlation	40
Unit 7: tables	41
Unit 8: Further Samples and Exercises	45
Chapter 2: Processes	48
Unit 9: What is a process.....	49
Enumeration.....	49
Clauses of time.....	50
How to write reports on processes	52
Types of processes.....	52
Natural processes.....	52
Manufacturing processes.....	53
Linear and circular processes.....	57
How to use the passive voice.....	59

Chapter 3: Maps	62
Unit 10: Describing a map	63
Types of maps.....	63
How to write reports on maps.....	63
Useful vocabulary.....	64
Especial tenses.....	68
Prepositions.....	68
Chapter 4 Samples and Model Answers	71

Chapter 1

graphs/charts/tables

Introduction

Graphs, charts and tables

First things first:

There are different questions which may occur in the first task of the IELTS writing test. They include:

1. graphs, charts, and tables
2. processes
3. maps

You are allotted 20 minutes to write a report of at least 150 words. Marks are not taken off for exceeding this limit. However, it is advisable not to write much more as it will definitely cut down on your review time.

What constitutes a word? words are basically everything you write: nouns, verbs, adjectives and adverbs as well as prepositions are all words. Numbers are even counted. Let's look at an example:

We need to reduce our carbon footprint by 30 percent. (10 words)

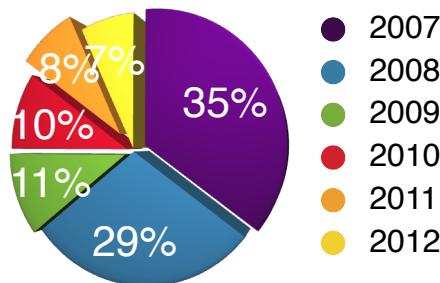
But remember that signs are not counted. So

We need to reduce our carbon footprint by 30%. (9 words)

Basic terminology:

Pie charts:

A pie chart (or a circle graph) is a circular chart divided into sectors, illustrating proportions.

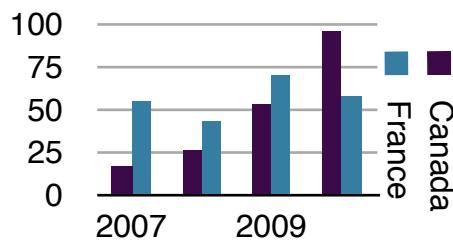


Note:

A bar chart with two variables is called a *double bar chart*.

Bar graphs:

A bar graph or bar chart is a chart with rectangular bars with lengths proportional to the values that they present. It can be plotted vertically or horizontally.

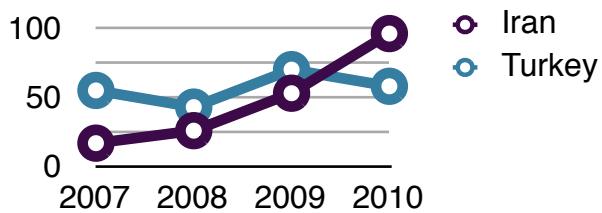


Line graphs:

A line graph or line chart is a type of graph, which displays information as a series of data points connected by straight line segments.

Note:

A line chart with two variables is called a double line chart

**Tables:**

A table is a means of arranging data in rows and columns

Location	Production (tons)	% of goal
North 40	87	102%
South 40	93	110%

Types of graphs:**1. Synchronic graphs**

In such graphs there are some variables compared at a fixed point in time.

2. Diachronic graphs

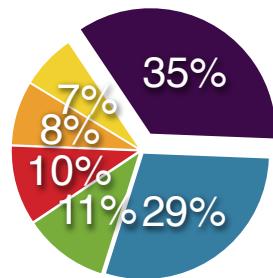
Here one variable is illustrated across a period of time or in different points of time

3. Syncho-diachronic graphs

These graphs are a combination of both types.

What kind of graph is it?

How a student spends his money on average



What about this one?

Year	China	Japan	Iran
2000	230	200	190
2010	145	400	200
2020	100	450	400

the amount of metal ores mined in million tones

Now that we are acquainted with different types of graphs it is time for us to learn the appropriate jargon to deal with them.

Unit 1

Diachronic Graphs

In these graphs we deal with variables which increase, decrease, fluctuate or stay constant over a period of time. As a result we need vocabulary which shows change.

Verbs and nouns show the direction of change.
Adjectives and adverbs show the degree of change.

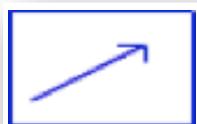
Compare these sentences:

The number of tourists increased by 500,000.

The number of tourists increased dramatically by 500,000.

The second sentence gives us more information about the degree of change (i.e. dramatically). Using adjectives and adverbs is like using colors. If you only employ verbs and nouns in your report it is as if you used only black and white in your painting. Adjectives and adverbs are like colors which give your composition vitality and vibrance.

List one: Verbs



rise

go up

improve

pick up

climb

increase



decline

go down

drop

fall (back)

decrease

reduce



oscillate

be erratic

vacillate

be unpredictable

fluctuate

reach a plateau



stay constant

stay static

level off/out

maintain the same level

plateau (v)

stabilize

hold steady

boom

leap

rocket

shoot (up)

soar

surge

plunge

slump

dive

plummet

go into a nosedive

How to use “by” and “to”:

In IELTS writing task 1, you might need to use verbs like increase, decrease, rise and fall. These verbs can be followed by the words 'by' and 'to', but what's the difference?

Let us use these figures:

Company profit in 2005 = £20,000

Company profit in 2010 = £25,000

Now compare these sentences:

- Company profit rose **to** £25,000 in 2010.
- Company profit rose **by** £5,000 between 2005 and 2010.

It's easy: 'to' is used before the new figure, and 'by' is used to show the change. It's the same when you are talking about a fall.

List two: Nouns

When describing changes I prefer to avoid words like *soar*, *rocket* and *plummet* because they are too "sensationalist" - they exaggerate too much, and are more journalistic than academic in style. So be careful about them and use them with care

rise	decline	oscillation	stability
growth	reduction	vacillation	leveling out/off
increase	decrease	fluctuation	plateau
improvement	drop		
surge	fall		
upsurge	downturn		
boom	dive		
leap			
jump			

Try to show a good command of English grammar by using both noun and verb forms.

- London saw **a significant increase** in the cost of homes. (noun)
- The cost of homes in London **increased significantly**. (verb)

- There was **a rise** in house prices between 1990 and 1995. (noun)
- House prices **rose** between 1990 and 1995. (verb)

- There was **a 7% fall** in the average house price in Tokyo. (noun)
- The average Tokyo house price **fell** by 7%. (verb)

List three: Adjectives

a high degree of change	a medium degree of change	a low degree of change
dramatic	moderate	slow
steep	steady	slight
sharp	progressive	insignificant
significant	constant	negligible
marked		gradual
exponential		marginal
remarkable		minimal

a high degree of change	a medium degree of change	a low degree of change
sudden		
radical		

**Exercise 1.1.1**

Complete sentences 1-10 with a word from the box below. Make any necessary changes.

surge	breakdown	fluctuate	remain steady	trend
decline	plummet	downward	show	noticeable

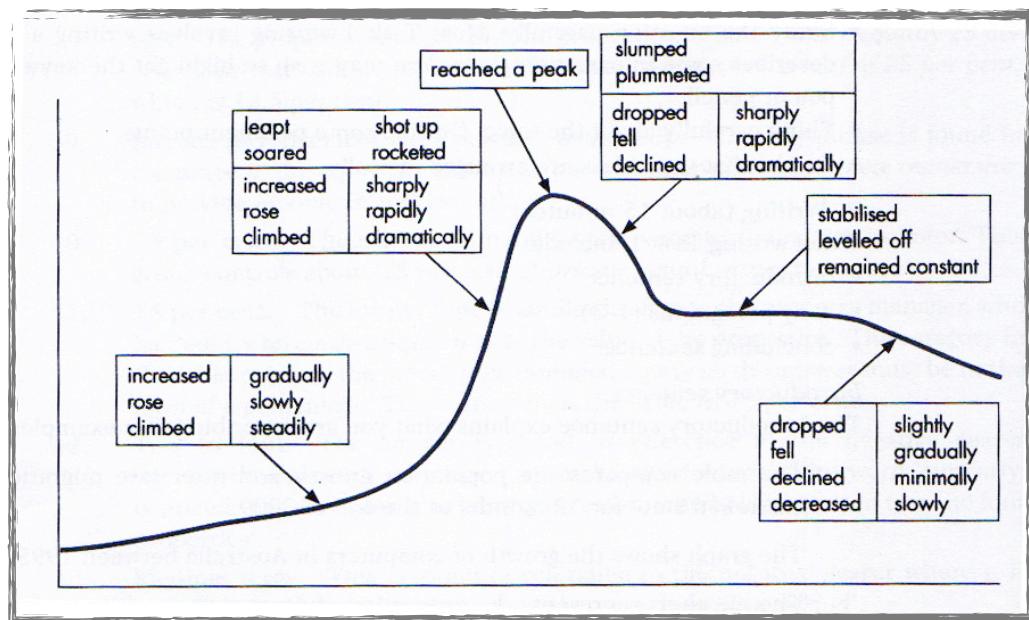
- 1 The most feature of the chart was the sharp fall in theater attendances.
- 2 The graph the increase in the market share of Modern TEC compared to the other two sites.
- 3 Shopper numbers over most of the year , but the last three months were less erratic.
- 4 There was a in visitors to the site during the holiday period with numbers almost doubling.
- 5 The amount of energy used throughout the first nine months and then it began to increase.
- 6 Sales in September, hitting a low for the year.
- 7 There was a gradual in profits over last year.
- 8 The trend for two of the sites was upward, with the other being clearly
- 9 There was very little difference between in sales for all five companies, with the exception of Iran Khodro.
- 10 The chart provides a of the number of passenger miles travelled according to different modes of transportation.

List four: Adverbs

a high degree of change	a medium degree of change	a low degree of change
dramatically	moderately	slowly
steeply	steadily	slightly
sharply	progressively	insignificantly
significantly	constantly	negligibly
markedly		gradually

a high degree of change	a medium degree of change	a low degree of change
exponentially		marginally
remarkably		minimally
suddenly		
radically		

Look at the following picture and check the vocabulary used:



Exercise 1.1.2

Underline the two adverbs that have a similar meaning.

- 1 Sales figures dropped **sharply/suddenly/gradually** in April 2007.
- 2 The amount of time spent on leisure activities was **exactly/approximately/roughly** 20%.
- 3 Membership rose **steeply/slightly/significantly** during the summer month.
- 4 The number of accidents fell **rapidly/steadily/progressively** during 2009.
- 5 The percentage was **relatively/comparatively/marginally** higher in the following year.
- 6 The figure in 1997 was **vastly/somewhat/rather** lower to the 1996 figure.

How to change adjective+noun structures to verb+ adverbs:

You can change the form of the words by using an adjective+noun combination instead of a verb+adverb

- There is/was/has been + a/an+ (adverb) + adjective + noun

The number of attendees rose dramatically.
There was a dramatic rise in the number of attendees.

- There are/were/have been + (adverb) + adjective + noun

The prices fluctuated wildly during the last few months.
There were wild fluctuations during the last few months.



Exercise 1.1.3

Rewrite the following sentences by changing the verb in *italics* into a noun.

- 1 The number of people owning mobile phones *rose dramatically* between 1990 and 1995.

There the number of people owning mobile phones between 1990 and 1995.

- 2 Migration from rural regions to urban centers *has leveled out* over the last ten years.

Over the last ten years there migration from rural regions to urban centers.

- 3 The amount of time spent on leisure activities *fell slightly* in 2008.

2008 saw the amount of time spent on leisure activities.

- 4 Newspaper circulation during 1990s *fluctuated considerably*.

There newspaper circulation during the 1990s.

- 5 The rate of application for the nursing profession *plateaued* between 2001 and 2007.

The rate of applications for the nursing profession between 2001 and 2007.

Unit 2

Synchronic Graphs

Synchronic graphs are about comparisons. Here you have to use comparative and superlative adjectives frequently. Check your grammar references and review how such adjectives are made.

1 How to make comparisons

more + noun + than: *More males than females chose the TV.*

adjective+ -er+ than: *The price of an apartment was lower in 1946 than 1999.*

fewer +noun + than: *Fewer females than males chose the TV.*

more/less + adjectives+ than: *The TV was more popular among males than females.*

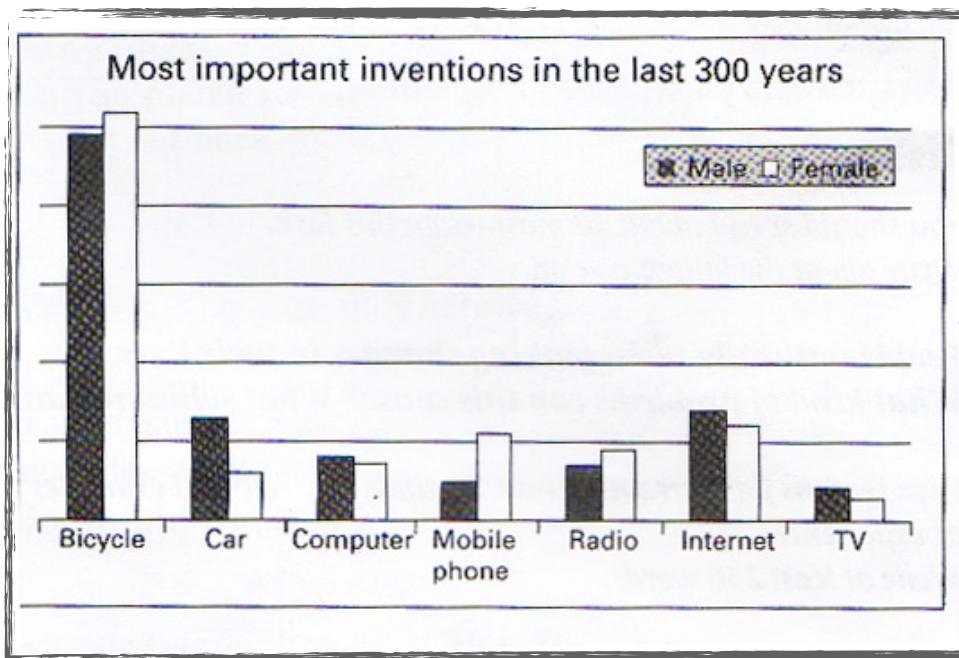
the most/least + adjective: *The most popular form of communication was the Internet.*

the+ adjective+ -est: *The fastest means of communication is emailing.*

as many as: *As many females as males chose the computer.*

not as many as: *Not as many males as females chose the radio*

Look at the following examples:



Exercise 1.2.1

True or False

- 1 More males than females chose the TV.
- 2 Fewer males than females chose the TV.
- 3 The TV was more popular among females than males.
- 4 The most popular form of communication was the mobile phone.

 **Exercise 1.2.2**
Fill in the blanks.

- a More females males chose the bicycle.
- b The bicycle was more than any other invention.
- c The car was popular among females than males.
- d invention among both genders was the TV.
- e women than men voted for the mobile phone.
- f invention among both genders was the bicycle.
- g males than females picked the radio.
- h The computer was for women than for men.
- i More people selected the bicycle any other invention.
- j The TV was popular than any other invention.

2 Adverbs in comparison

In order to make comparisons more accurate consider using adverbs to modify the words you use to compare items.

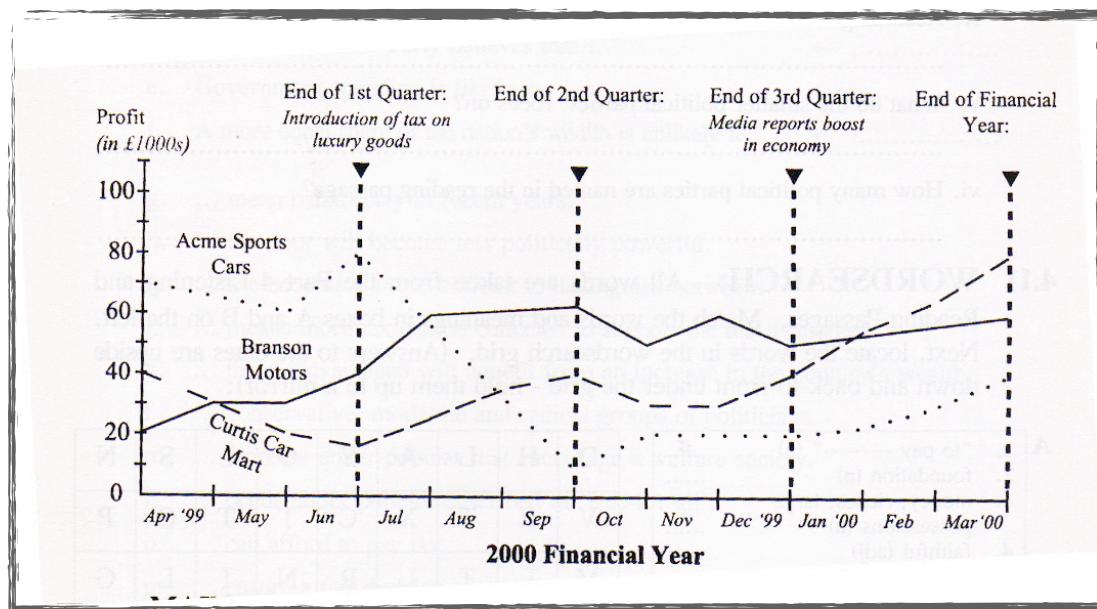
- ⌚slightly more/less than
- ⌚considerably more/less than
- ⌚many more than
- ⌚substantially more/less
- ⌚significantly fewer + count nouns
- ⌚far fewer/more +count nouns
- ⌚much more/less + adjective
- ⌚nearly as many as
- ⌚quite as many as
- ⌚practically as many as

 **Exercise 1.2.3**
Look at the following examples and underline the adverbs to comparison.

- 1 Slightly more women than men voted for the bicycle.
- 2 In the past, considerably more people lived in the countryside than towns.
- 3 Many more people can use a computer today than thirty years ago.
- 4 Substantially less time is now spent doing housework than before.
- 5 There are significantly fewer people now working in manufacturing than in the past.
- 6 Sports programs are watched by practically as many people now as in the past.
- 7 The exhibition about cinema attracted far fewer visitors than expected.
- 8 Illiteracy is much less common than in previous generations.
- 9 Nearly as many children as adults watch programs about ancient history.

**Exercise 1.2.4**

Now look at the following graph and answer the questions.



1. monthly profit began higher than that of
2. By the end of the financial year monthly profit was three times what it was at the beginning of the year...
3. ... whereas the monthly profit of had almost halved.
4. The worst quarter¹ for Acme Sports Cars was from to
5. The best two months for Branson Motors were between and
6. The profit situation for Branson Motors fluctuated between and
7. The introduction of the luxury goods tax badly affected
8. The monthly profit of Acme Sports Cars peaked at

3 IELTS Grammar: 'highest' or 'the highest'

Most grammar books will tell you that you need "the" before a superlative like "highest" or "lowest", but this is not always true.

We use "the" when there is a noun after the adjective e.g. the highest number, the highest proportion.

When we put the noun before, we don't need "the" e.g. the number was highest, the proportion was highest.

So, compare these 2 sentences:

The UK had the highest rate of unemployment.

The unemployment rate was highest in the UK.

¹ A period of three months

Unit 3

How to Use ...

1 How to use expressions of approximation

In order to show approximate numbers we can use the following expressions:

X is **just under**
 X is **just over**
 X is **well under**
 X is **well over**
 X is **approximately**
 X is **roughly** ...
 X is **about**

Now put the expressions above in this table

- (less)	+/- (about the same)	+ (more)

What is the difference between *well over* and *just over*?



Exercise 1.3.1

Rewrite the sentences replacing the exact numbers with approximate ones using **just/well over** and **just/well under**.

1 Last year we sold 90,083 mobile phones in Italy.

.....

2 14.8% of the people asked said they were unhappy with the new design.

.....

3 We will be spending € 1.98 m on this technology.

.....

4 Our laboratory says that the ideal temperature is 18.1°C.

.....

5 It will cost \$3.97 to produce this item.

.....

6 The new office is 389 m².

.....

2 How to talk about the highs and the lows

X reached an all time high of...(amount)... in/at/on ... (time) ...
 X reached a peak at ... (amount) ... in /at/on ... (time) ...
 X peaked at ... (amount) ... in /at/on ... (time) ...

e.g. Visitor numbers reached an all time high of 20,000 in the summer months.

e.g. Sales peaked at 2,000,000 dollars in the first half of the year.

X reached an all time low of ... (amount) ... in /at/on ... (time) ...
X bottomed out at ... (amount) ... in /at/on ... (time) ...
X hit a low of ... (amount) ... in /at/on ... (time) ...

e.g. The temperature bottomed out at minus three degrees on July 4.

NB The expression **X dipped at ... (amount) ... in ... (time) ...** means that the value of something has dropped down and then rose to its former position again.



Exercise 1.3.2

Look at example 1.2.4 Try to make sentences about the highest and lowest profits.

3 How to use expressions of time

- From January to July
- In 1987/2000/2040
- In the winter months
- In the first quarter of the year (3 months)
- In the first/second half of the year
- In years to come
- In the future

Expressions of time can come either at the beginning or the end of the sentence.

- ❖ In 2000, 40 percent of parents were able to afford extracurricular activities for their children.
 - ❖ 40 percent of parents were able to afford extracurricular activities for their children in 2000.

NB we can use the verb “see” to talk about a particular year, month, etc.

- ❖ 2000 **saw** a drop in the number of visitors to the art museum.
 - ❖ Britain **saw** a dramatic increase in CD sales in the 1980s.
 - ❖ The 1980s **saw** a dramatic increase in CD sales in Britain.
 - ❖ British shops **saw** CD sales increase dramatically in the 1980s.

Using ‘in’ and ‘by’

Look at the following example first:

In 2002, the cost of an average house in the UK was around £130,000. By 2007, the average house price had risen to almost £190,000, but it fell back to just under £150,000 in 2008.

Notice the verbs used with "in" and "by":

- "In" is used with the past simple (was, fell).
- "by" is used with the past perfect (had risen) to give the idea that the increase had happened in the years leading up to 2007.
- To avoid worrying about "by + past perfect" you could write: "Between 2002 and 2007, the average house price rose to 190,000 pounds."

4 How to talk about the future

Sometimes the graph is in the future. It is time we learnt about using future tenses.

1. Future with 'Will'

Use future simple to make a future prediction or show you are thinking about future possibilities.

2. Future Continuous (Subject+will be+ ...ing)

Use future continuous to speak about an activity that will be happening at a precise point in time in the future.

3. Future Perfect (Subject+will have+pp)

Use future perfect to express something that will have been done up to a precise point in time in the future.

5 How to use expressions of the future

We can start our sentences using expressions that show we are predicting something. Let us first take a look at how such expressions are made first. There are some nouns and verbs we can use to make these expressions:

nouns	prediction	forecast	anticipation	projection
verbs	predict	forecast	anticipate	project

The following phrases can be used to introduce data in your report:

- 1 It is anticipated that ...
- 2 It is forecast that ...
- 3 It is projected that ...
- 4 The chart shows forecast that ...
- 5 The forecast for ... is that ...
- 6 is set to
- 7 The expectations are that ...
- 8 is likely to be ...

Now let us take a look at how we can write about future and compare it to the past.

Past:

Note:
Remember that
there is no plural ‘-s’ in million,
thousand, etc:

e.g. 10 million
people
20 thousand dollars

but when “of” is
added to phrase
then it can have a
plural ‘-s’:

e.g. hundreds of
thousands of
people

Be careful not to
misinterpret the
information or
you will be
severely
penalized.
Numbers should
be represented
correctly. Any
carelessness in
reporting exact
figures will also
be penalized.

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%.

Future:

In 2015, the proportion of people using the Internet in the USA is expected to be about 20%. The figures for Canada and Mexico are likely to be lower, at about 10% and 5% respectively. In 2025, 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 should reach just over 25%.



Exercise 1.3.3

Use appropriate words to fill in the blanks (will, predict, prediction).

- 1 The number of solar-powered buildings increase to 500 million in 2025.
- 2 It is that the number of solar-powered buildings increase in the future.
- 3 The is that the number of buildings powered by solar energy increase.
- 4 The number is to increase to 500 million in 2025.



Exercise 1.3.4

Complete sentences 1-8 with the correct forms of the verbs in brackets (present simple/future simple).

- 1 It predicted that in 2025, solar energy (provide) energy for 500 million buildings worldwide.
- 2 In 2015, about 25 million buildings (expect) to receive energy from wind power.
- 3 In 2025, much more energy to power buildings (come) from solar energy compared to wind power.
- 4 In the future, solar energy (forecast) to be a much greater source of energy than wind power.
- 5 In years to come, it (projected) that wind power(be) a less important source of energy than solar energy.
- 6 In the future, wind power (not expected) to be as great a source of power as solar energy.
- 7 Solar energy (set) to assume greater importance as a source of energy in the future.
- 8 In 2015, it (anticipate) that solar energy and wind power each (provide) approximately the same amount of energy.



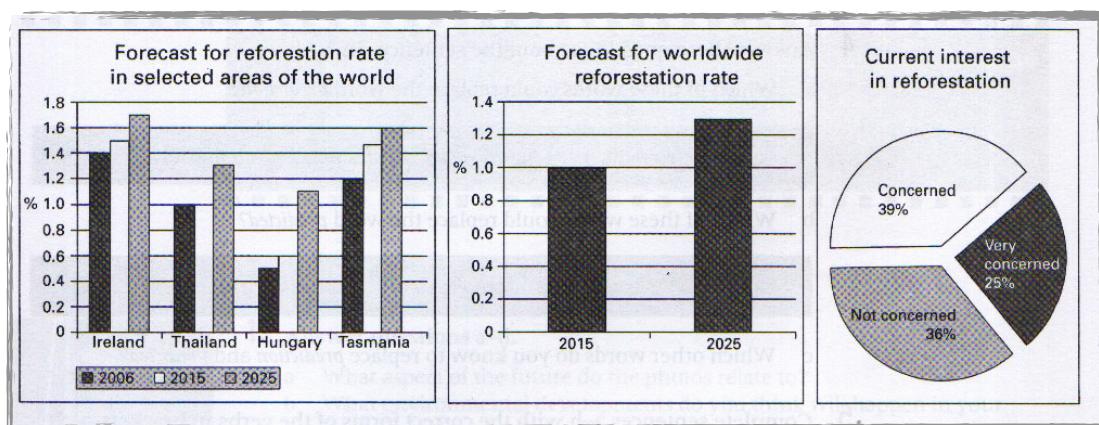
Exercise 1.3.5

Complete sentences 1-5 with the correct form of the verbs in brackets (future with ‘will’, future progressive, future perfect).

- 1 By 2020, it is expected that 20 million buildings (use) wind power.
- 2 By 2025, very few people (live) in the countryside.
- 3 In 2020, more bicycles (sell).
- 4 By 2020, it is predicted that many animals (become) extinct.
- 5 By the year 2015, it is anticipated that many natural habitats (destroy).

 **Exercise 1.3.6**
A Look at the Charts then answer questions a-f.
Note:

Do not use abbreviations in your reports



- Which chart provides more general information?
- What trends can you see considering the reforestation process?
- Which region has the most striking figures?
- What tenses can we use to describe these charts?
- Which chart contains information which can be used for a conclusion?
- In general, are people concerned about reforestation or not?

B Now fill in the blanks using the correct data from the chart.
Note:

Pie charts are usually used in the conclusion paragraph

The charts show forecast for the annual reforestation rate in selected regions and worldwide, together with the current attitude towards concern for tree loss.

Generally, it is forecast that the reforestation rate in the four regions will grow until, though at varying rates. It is projected that Ireland will have the highest rate in 2025 at percent followed closely by Tasmania. The forecast for both regions is the same at in 2015. Hungary, by contrast, with the lowest projected rate throughout the period, will experience the greatest overall increase. It is anticipated that the figure will climb from percent in

2006 to percent and then rise more sharply to 1.1 percent.

It is also worth noting that the reforestation rate in Thailand is anticipated to be exactly in line with the worldwide average for both 2015 and, 1 percent and 1.3 percent respectively. Meanwhile Hungary will be below the international rates, while both Ireland and Tasmania will exceed them.

From the pie chart, it can be seen that there is some obvious concern about the need for planting trees ('concerned' percent, and 'very concerned' percent), while at the same time there is a sizable proportion of people who are not concerned.

Note:

the comma placed before respectively is optional.

C Answer the following questions:

1. What expression is used to start the report?
2. What word is used to link the two graphs in the introduction?
3. What words in the second paragraph mean 'increase'?
4. What is the difference between "percent" and "percentage"?
5. What is the difference between "percent" and "per cent"?
6. What does 'at varying rates' in paragraph 2 mean?
7. How the word 'respectively' is used in paragraph 3?
8. What does the transition 'meanwhile' in paragraph 3 suggest?

What is what?

look at the following signs which you may come across in section 1. See if you can say what they stand for.

sign	stands for ...	sign	stands for ...
m	\$
000s	%
bn	€
m^2	£
m^3	₵

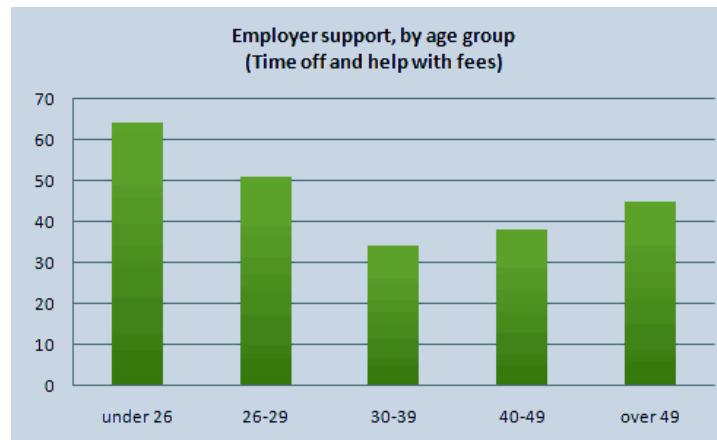
6 How to talk about age groups

Often the graphs employ age groups to break down a total amount. Here we can use the following expressions:

- 1 age group/profile/bracket/range
half of 20-30 age profile expressed their dissatisfaction.
- 2 the younger/older/youngest/oldest age group/profile/range/bracket
The younger age group are significantly more involved in various societies.
- 3 People aged
People aged 40 or more are more willing to invest in stable industries.
- 4-.... year-olds
20-30 year-olds pay more attention to their physical appearance.

Exercise 1.3.7

This chart is about how much support employees receive for pursuing their education at different ages. Write four sentences about this chart using the four different styles introduced above.



7 How to talk about numbers and statistics

1. Using numbers, fractions, or percentages:

Look at the following table that shows the price of X in different years.

year	1990	1995
value	\$1200	\$1800

- The price of X went up by 600, from \$1200 to \$1800. (numbers)
- The price of X went up by half, from \$1200 to \$1800. (fractions)
- The price of X went up 50%, from \$1200 to \$1800. (percentages)

2. Using 'double', 'treble', '-fold', and times:

Compare how each word/phrase is used in the following examples:

'double' (verb)

The number of unemployed people doubled between 2005 and 2009.

'twice as...as/compared to', 'three times as...as/compared to'

There were twice as many unemployed people in 2009 as in 2005.

Twice as many people were unemployed in 2009 compared to 2005.

'twofold', 'threefold' (adjective or adverb)

There was a twofold increase in the number of unemployed people between 2005 and 2009. (adjective with the noun 'increase')

The number of unemployed people increased twofold between 2005 and 2009. (adverb with the verb 'increase')

Now look at some more examples here:

1992	1994	1996	1998
500	1000	3000	12000

- The figure doubled between 1992 and 1994.
- The figure trebled between 1994 and 1996.
- The figure quadrupled from 1996 to 1998.
- There was a twofold increase between 1992 and 1994.
- The number went up sixfold between 1992 and 1996.
- The number in 1996 was six times more than the 1992 figure.
- The figure in 1998 was four times the 1996 figure.

3. Using Fractions:

1992	1994	1996	1998
1000	800	400	100

- Between 1992 and 1994, the figure fell by one-fifth.
- Between 1994 and 1996, the figure went down by a half.
- The figure in 1998 was one-tenth the 1992 total.

Now let us take a brief look at how fractions are formed.

singular	plural
a half	two halves
one-third	two-thirds
a quarter	two quarters
one-fifth	two-fifths
one-sixth	two-sixths

4. Using adjectives to modify numbers:

adjective	usage	example
hefty/staggering/	use for big numbers	a hefty 90 percent of ...
massive		a massive 85 percent of ...
modest	use for percentages between 15 and 40%	a modest 20 percent of ...
mere/tiny	use for small numbers	a mere 10 percent of ... a tiny 10 percent of ...
overwhelming	use with the word “majority”	an overwhelming majority of ...
small/tiny	use with the word “minority”	a small minority of ...

IELTS Grammar: number, amount, proportion, figure

number:

- Use "the number of + plural noun" e.g. the number of visitors.
 - Do not use it to describe percentages or uncountable nouns e.g. money.

amount:

- Use "the amount of + uncountable noun" e.g. the amount of money.
 - Do not use it with countable nouns e.g. the amount of person/people.

proportion:

- Only use this to describe percentages (not numbers).
 - Use "the proportion of + plural noun" e.g. the proportion of people.

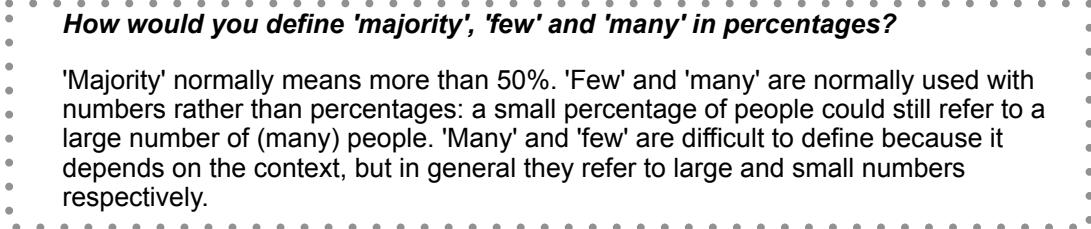


figure:

- Use "the figure for + plural noun" e.g. the figure for visitors to the UK.
 - Use it with uncountable nouns e.g. the figure for unemployment.
 - Use it with countries e.g. the figure for Canada.
 - Use it with percentages e.g. the figure (for...) rose to 10%.



Exercise 1.3.8

Rewrite the sentences, replacing the phrases in *italics* with an alternative expression.

- ❖ We see from the chart that *23 percent* of the students failed to finish their university degree.
 - ❖ In 1990, *nine out of ten* engineering students were male, but by 2000 this figure had fallen to *exactly three quarters*.
 - ❖ in 1960, *34 percent* of science graduates went into the teaching profession but in 1970, the figure was just *ten percent*.

- ❖ *Exactly one half* of the student population were members of the union in 2001, but five years later the figure was *64 percent*.
- ❖ *Ninety-two percent* of people surveyed felt that mixed schools were not preferable.

8 How to use prefabricated forms

The following expressions are worth being memorized. They help you improve your report.

- 1 It is evident that ...
- 2 It is noticeable that ...
- 3 We can see from the data that ...
- 4 From the pie chart it can be seen that ...
- 5 It is worth noting that ...
- 6 The pattern is a complete reverse when it comes to ...
- 7 For ... the pattern is reversed.
- 8 ... clearly appeals more to ...
- 9 on a weekly/monthly/... basis
- 10 During the same period, ...
- 11 ... at a slower/faster pace
- 12 to show in percentage terms ...

9 word family for 'compare'

Let's look at the word family for 'compare'. Remember that we are looking at usage, not meaning (I'm sure you know the meaning of these words). **To compare to** is to point out or imply resemblances between objects regarded as essentially of a different order **to compare with** is mainly to point out differences between objects regarded as essentially of the same order.

Thus, life has been compared **to** a pilgrimage, **to** a drama, **to** a battle; Congress may be compared **with** the British Parliament. Paris has been compared **to** ancient Athens; it may be compared **with** modern London.

- The graph compares the number of males and females...
- 10% of males were unemployed, compared to only 8% of females.
- The unemployment rate was high in 2008 compared with previous years.
- The unemployment rate was high in 2008 in comparison with...
- By/in comparison, the unemployment rate in 2008 increased to...
- Figures for the USA were comparable with/to those for the UK.
- The figure for females was comparatively low, at only 8%.

You have probably noticed that this word family is really useful for writing task 1.

10 How to use 'proportion':

A proportion is concerned with the relationship among the parts that make up a whole. Like a ratio, it can compare one part to another part in terms of number. It can also compare parts in terms of importance, size, degree, or other factors.

*the largest **proportion** of undergraduates is made up of women.*

The two adjectives(proportional and proportionate) and their adverbs are interchangeable.

*An enormous TV took up a **disproportionally** large area of the room.*

Each roommate had a proportionate amount of space in the closet.

Note:

Remember, however, that you should paraphrase the words and phrases in the question. Copying the exact words and phrases from the question onto the answer sheet results in a huge penalty.

Also you can use the two expressions *in proportion* and *out of proportion*.

Unit 4

How to write reports on graphs

single graphs

introduction	Here you should state what the graph shows.
short body paragraph	State the most important piece of information here (summary/overview*)
main body paragraphs	Here you need to make comparisons and state the important features of the graph.(usually 2 paragraphs)

* include all the details which are relevant. Remember that this paragraph can be written as our conclusion too. It is a personal choice where to put it.

double graphs

introduction	Write one sentence, but introduce each chart separately e.g. "The first bar chart shows..., and the second chart illustrates.."
short body paragraph	Write 2 sentences. If the information in the charts is not connected, find one main point or general trend for each chart. If the charts are connected, try to make comparisons.
main body paragraphs	If the 2 charts are completely different (e.g. a graph and a table), write a separate paragraph about each. If the charts are the same, and show the same information (e.g. 2 pie charts), do not describe them separately; the examiner will want to see comparisons. In this case, you could write one paragraph describing all of the information, but it is still more preferable to write 2 paragraphs because it makes the essay look more organized.

This is just one possible model to do this task. In this book other varieties are also explored in examples and exercises. Please pay attention those layouts as well.

How to write a good introduction:

Writing a good introduction is a no-brainer. There are various methods to write an introduction. The simplest and by far the most effective though is this:

single graphs:

The bar graph/pie chart/ line graph/table provides information about ...(+ what + where+ when)...

double graphs:

The bar graph/pie chart/ line graph/table provides information about ...(+ what + where+ when)..., while the line/bar/pie chart indicates (+ what+ where+ when)

The bar graph/pie chart/ line graph/table provides information about ...(+ what + where+ when)..., with the line/bar/pie chart indicating (+ what+ where+ when)

Changing the question prompt

In order to change the prompt one or all the following methods can be used:

1 Use derivatives of a word:

contribute (v): contribution (n)

Young people **contributed** to the plan significantly:
The **contribution** of young people to the plan was significant.

2 Convert active sentences into passive ones and vice versa:

Children used the books more eagerly when they were illustrated.
The books were used more eagerly (by children) when they were illustrated.

NB Try to avoid replacing too many active verbs with passive verbs; active verbs are preferable because they are stronger than passive verbs.

3 Use synonyms and antonyms:

The graph provides information on the number of cars *bought* per head of population in China.

The graph provides information on the number of cars *purchased* per head of population in China.

NB It is not a good idea to use synonyms for concept words, technical terms, or proper nouns (words that begin with capital letters, such as names)

4 Using how much, how many and how+...

Look at the following examples to see how such phrases can help you in paraphrasing the question and can be used in place of prompt instructions:

- The bar graph shows the number of students who visited the museum in the past month.

The bar graph shows **how many** (countable noun) students visited the museum in the past month.

- The pie charts show the amount of water used for domestic purposes.
The pie charts show **how much** water was used for domestic purposes.

- The table shows different devices which were used to access the Internet by university students in a dormitory over the last year.

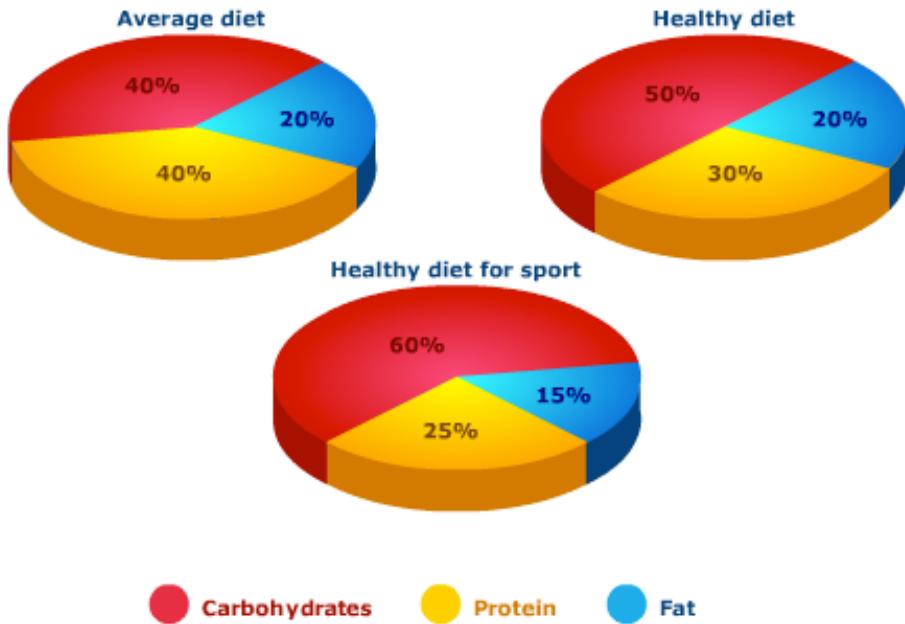
The table shows **how** the Internet was accessed by university students in a dormitory over the last year.

Substitutes of “show”

In order to avoid repetition, you may want to replace “show” with verbs such as *present*, *provide*, *compare*, *indicate*, or *illustrate*.

Example 1

Look at the following graph and the introduction written for it.

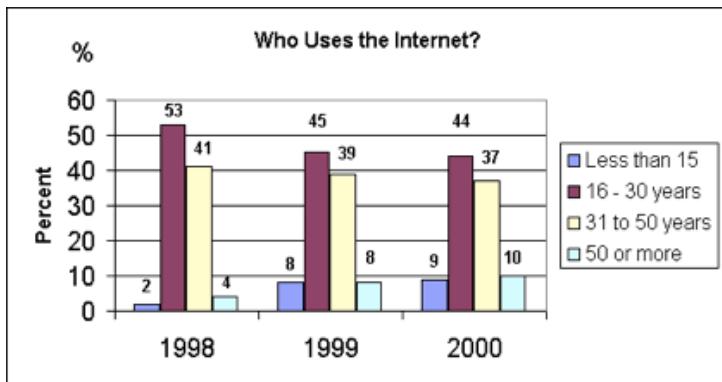


Introduction:

The pie charts compare the proportion of carbohydrates, protein and fat in three different diets (what), namely an average diet, a healthy diet, and a healthy diet for sport.

My suggestion: Don't try to 'show off' in your introduction. Just use 'show', 'compare' or 'illustrate'; don't use words like 'depict'.

Example 2



Introduction:

The bar graph provides information about the distribution of internet users in four different age brackets (**what**) in Thailand (**where**) over three consecutive years (1998-2000) (**when**).

Tip:
"The figure for / figures for" is a great phrase that not many people use (e.g. the graph shows figures for unemployment in three countries).

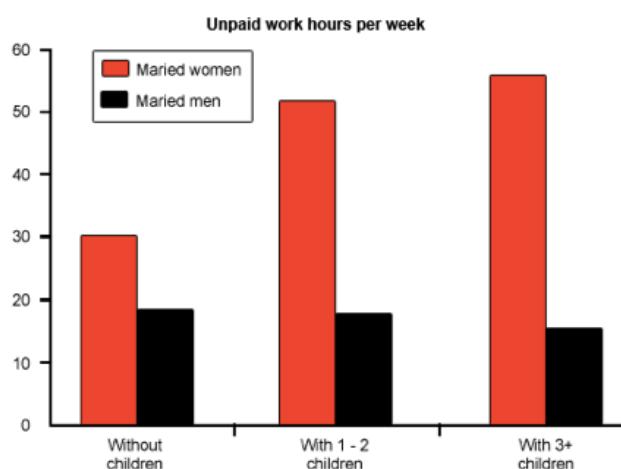
Example 3

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

Introduction:

A glance at four indicators of economic and social conditions in four countries, Canada, Japan, Peru and Zaire (**where**), in 1994 (**when**) reflects the great differences that exist between wealthier and poorer nations (**what**).

Example 4



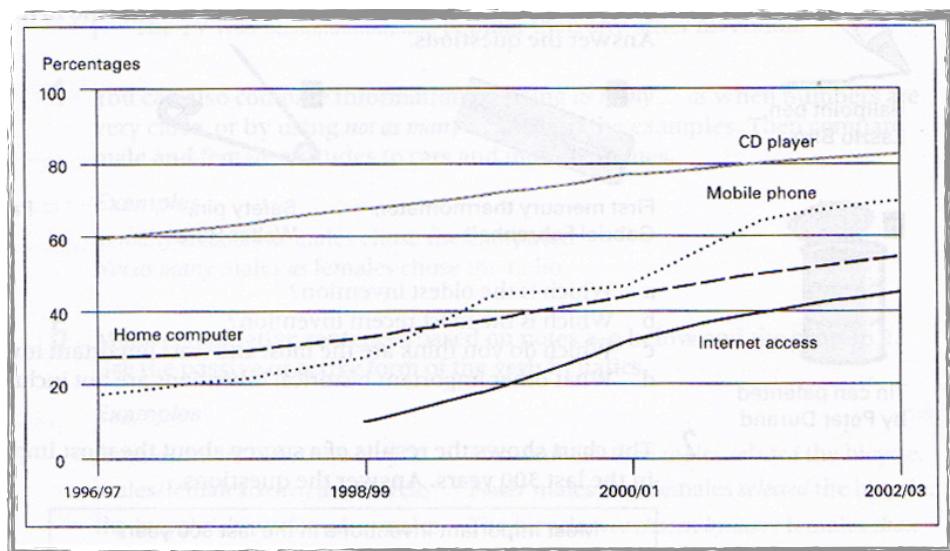
Introduction:

The double bar chart provides information about how many unpaid work hours (**what**) men and women in different categories (**where**) spend in a week (**when**). These categories are based on how many children they have.

**Exercise 1.4**

Write a good introduction paragraph for this graph.

The graph below shows in percentage terms the changing patterns of domestic access to modern technology in homes in the UK.

**How to use percentages**

Let's look at a few ways to write a sentence that describes a percentage.

Family type	Proportion of people living in poverty
single aged person	6%
aged couple	4%

You could either put the percentage at the beginning of the sentence (example 1), or put it at the end of the sentence (example 2):

1. 6% of single aged people were living in poverty.
2. The level of poverty among single aged people stood at 6%.

You could also add a comparison:

1. 6% of single aged people were living in poverty, **compared to** only 4% of aged couples.
2. The level of poverty among single aged people stood at 6%, **whereas** the figure for aged couples was only 4%.

Which sentence do you think is clearer? Also, why have "people" and "couples" are used in these sentences when the table says "person" and "couple"?

Some prefer to include the overview in their introduction. Still another possibility is to bring the overview in the conclusion. It in fact does not matter where it is placed as far as it is included in your report.

Paraphrasing

The easiest way to start your Task 1 essay is by paraphrasing the question. Paraphrasing means writing something in a different way (using your own words).

Here are some simple changes you can make:

- graph = line/bar graph
- chart = line/bar chart
- diagram = figure
- shows = illustrates (or 'compares' if the graph is comparing)
- proportion = percentage
- information = data (data is plural and requires a plural verb)
- the number of = the figure for
- the proportion of = the figure for
- people in the USA = Americans
- from 1999 to 2009 = between 1999 and 2009
- from 1999 to 2009 = over a period of 10 years
- how to produce = the process of producing
- in three countries = in the UK, France and Spain (i.e. name the countries)

Unit 5

How to write good body paragraphs:

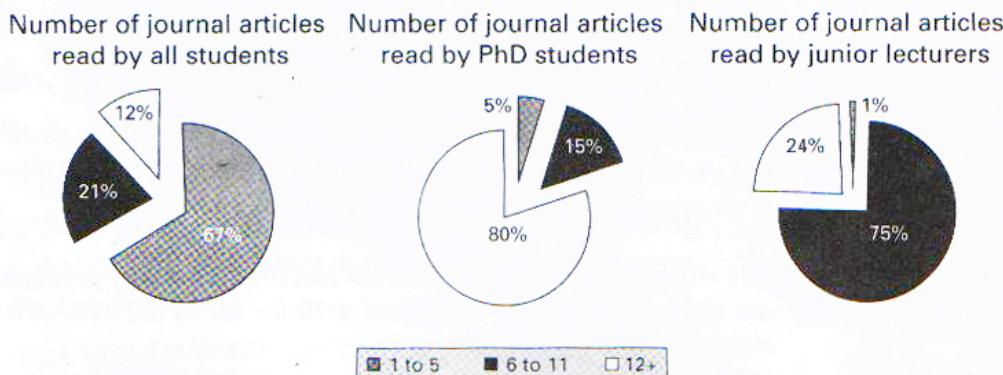
The key to writing a good body paragraph is to find relevant information. Keep the following hints in mind when looking for such information:

- No variable should be left out. You must include all the variables.
- Instead of giving each piece of information separately (which makes your report dull) categorize them into packages to eliminate unnecessary repetition.
- There is usually a trend or an overall statement that needs to be clearly stated. This is called the **overview**. Failing to state the overview clearly results in a huge penalty.

Synthesizing

When we have information which can be packaged together to produce more holistic sentences packed with information we call it synthesis. It is effective to produce longer sentences. Below you can find several examples of how it is done.

The pie charts below illustrate the number of journal articles read per week by all students, PhD students, and junior lecturers at an Australian university.



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

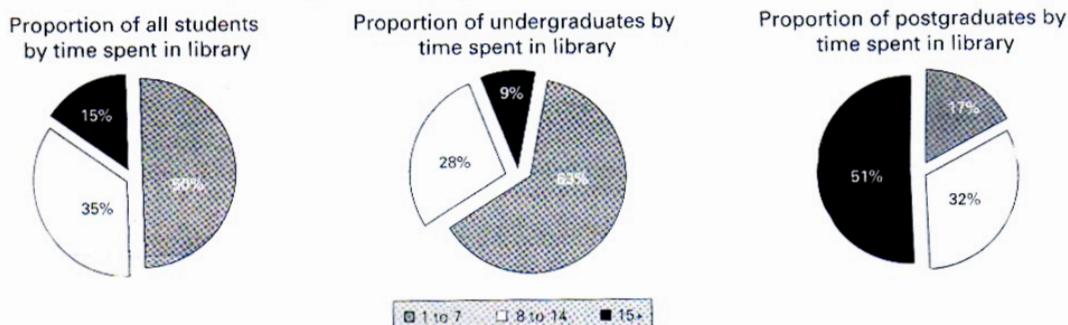
1. Only five percent of PhD level students read between one and five articles, whereas the average for all students in this category is a hefty 67 percent.
2. Most read six or more articles per week (99 percent), but out of this total 24 percent read twelve or more, which is almost a third of the corresponding figure for PhD level students. (the last pie chart)

Note:
 Don't worry about the repetition of "incidents and injuries" in this essay. There are no perfect synonyms for these words, although we managed to use "problems" and "such events" later in the essay. The most important thing is to describe the data clearly and make some good comparisons.

Exercise 1.5.1

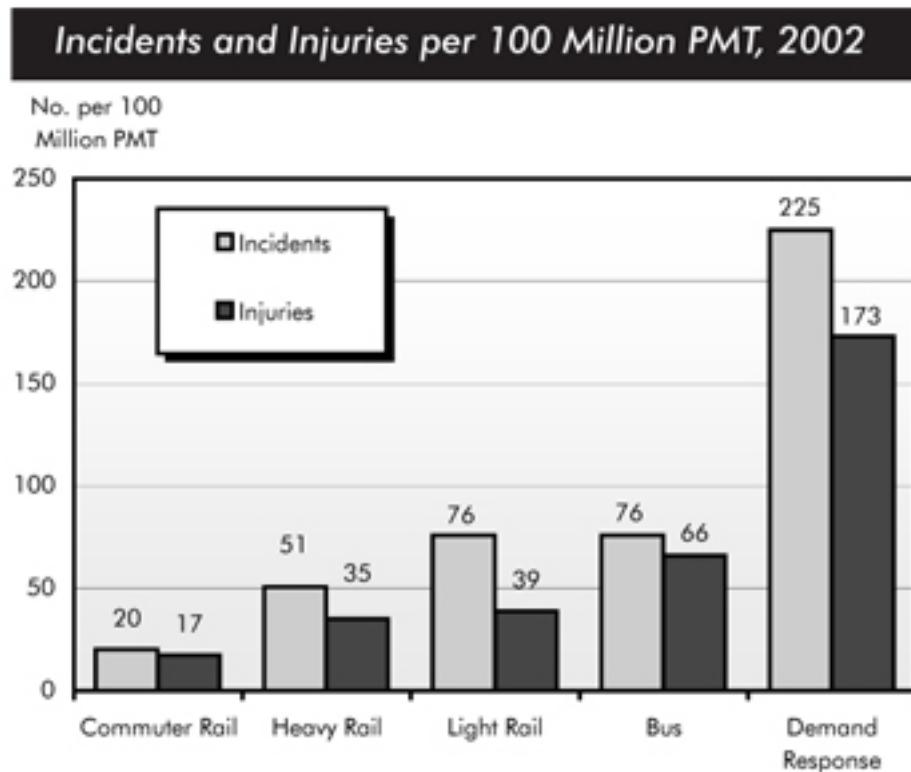
Now try to do the same thing for the figure below.

The pie charts below show the number of hours spent in a British university library by undergraduates, postgraduates, and the total student population.



Let us look at a full report on this graph:

The chart below shows numbers of incidents and injuries per 100 million passenger miles travelled (PMT) by transportation type in 2002.

**Tips**

It is not important whether you use American or British English when you write. However, you must keep your language consistent.

The bar chart compares the number of incidents and injuries for every 100 million passenger miles travelled on five different types of public transport in 2002.

It is clear that the most incidents and injuries took place on demand-response vehicles. By contrast, commuter rail services recorded by far the lowest figures.

A total of 225 incidents and 173 injuries, per 100 million passenger miles travelled, took place on demand-response transport services. These figures were nearly three times as high as those for the second highest category, bus services. There were 76 incidents and 66 people were injured on buses.

Rail services experienced fewer problems. The number of incidents on light rail trains equalled the figure recorded for buses, but there were significantly fewer injuries, at only 39. Heavy rail services saw lower numbers of such events than light rail services, but commuter rail passengers were even less likely to experience problems. In fact, only 20 incidents and 17 injuries occurred on commuter trains.

(165 words, band 9)

Exercise 1.5.2

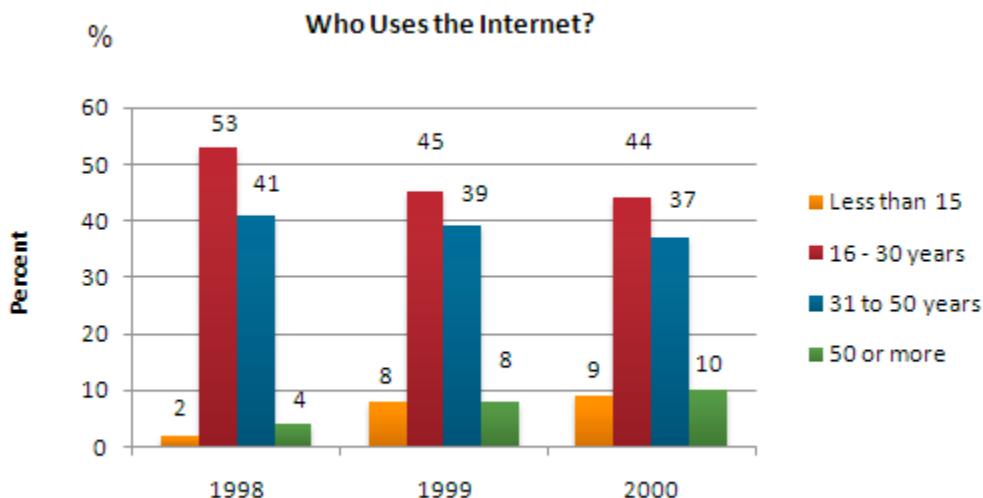
Now try to fill in the blanks using the information given in the box.

The graph shows Internet Usage in Taiwan by Age Group, 1998-2000.

1998	45%	30	1999
8%	half of	37%	2000

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

- You should write at least 150 words.
- You should spend about 20 minutes on this task.



model answer:

The graph shows changes in the age profile of Internet users in Taiwan between and

The main users of the Internet in Taiwan were young adults between 16 and years old. In 1998, they accounted for more than all users. In 1999 the number dropped slightly to, but even in 2000 they were the biggest group.

The second biggest group of users was aged between 31 and 50. They made up 41% in 1998, falling slightly to in 2000. When combined with the 16-30 age group, over 94% of users in 1998 were between 16 and 50. However, this number dropped steadily as more children and older users logged on. In, the number of children online quadrupled² from 2% to, and it continued to increase in 2000. There were similar increases for older users, rising from 4% in 1998 to 10% in 2000.

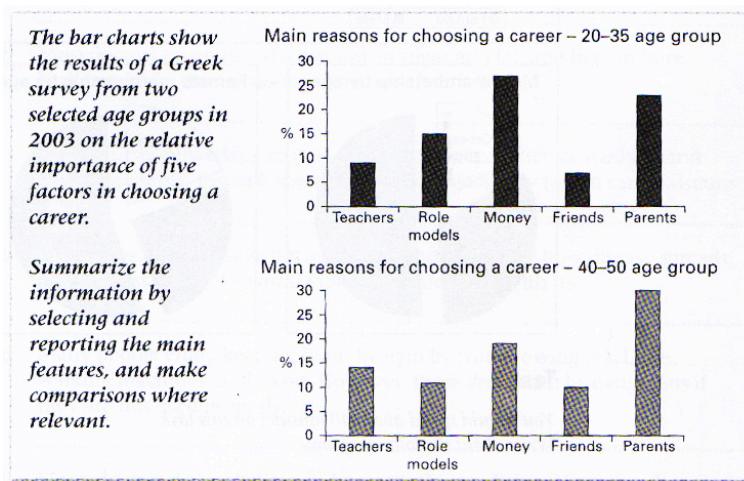
In summary, while adults between 16 and 50 represent the great majority of Internet users in Taiwan, their share was declining as more children and older users joined the web.



Exercise 1.5.3

Reorder the words in **italics** in the model text below.

² increased four times



The bar charts provide information from a Greek survey about reasons/the/for/main/career/a/choosing among two age groups.

It is clear that the two groups the/influenced/were/various/by/factors to different degrees, with the most influential factors which contributed to career choice for the 20-25 age group being money (approximately 27%) and then parents (23%). However, the factors the/age/were/for/reverse/group/the/40-50 with parents affecting them most at 30 percent.

Teachers/as/regards/role/and/models, the relative importance of each was again the other way around. Nine/fifteen/and/respectively/group/percent/for/younger/the, and fourteen and eleven per cent for the older.

similarity/only/the/the/two/groups/between/age was that friends had less influence over career choice for the older and younger groups factors/than/any/other, seven and ten percent respectively.

Answer the following questions:

- 1 'It is clear that' is a stock phrase. What other substitute can you suggest for it?
- 2 What does 'the other way around' mean?
- 3 What does the word 'contribute' mean?
- 4 What about "as regards"? What other synonyms do you know for it?

Repetition! Is it a crime?

Students often worry about repeating the same words in writing task 1. No! Repeating a key word or phrase a few times is not a problem; sometimes it is necessary to show that you are consistently talking about the same thing. If you try to use too much variety, there is a danger that you will confuse the reader or write something that does not mean what you want it to mean.

It's fine to either repeat the key words or make small changes. Look at these examples of small changes which can be made to the phrase **average weekly spending**:

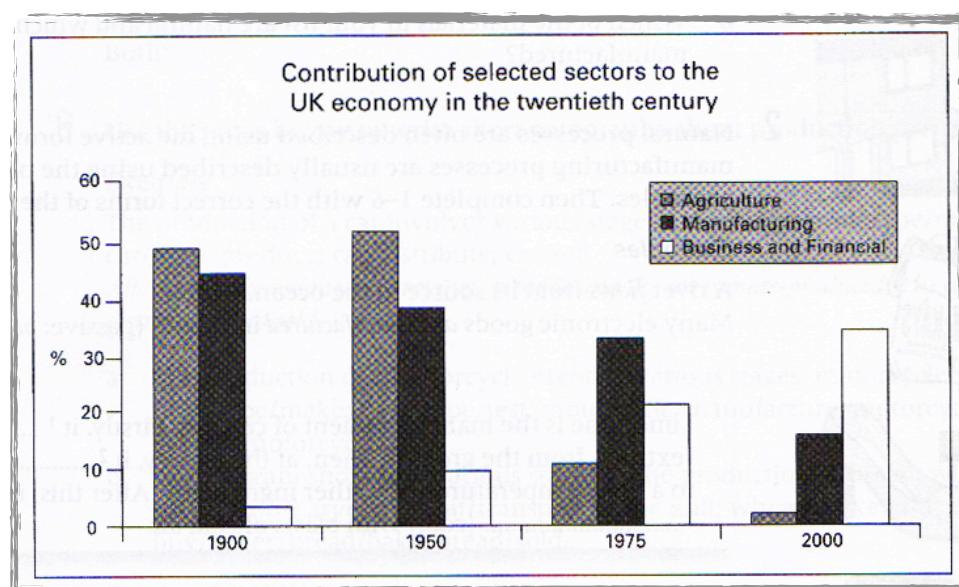
- spent on average

- average expenditure
- weekly spending figures
- levels of spending
- spent per week
- expenditure per week

✍ Exercise 1.5.4

Write a good introduction and body paragraph for this graph.

The graph below shows the contribution of three sectors- agriculture, manufacturing, and business and financial services- to the UK economy in the twentieth century.



Unit 6

How to write a good overview paragraph

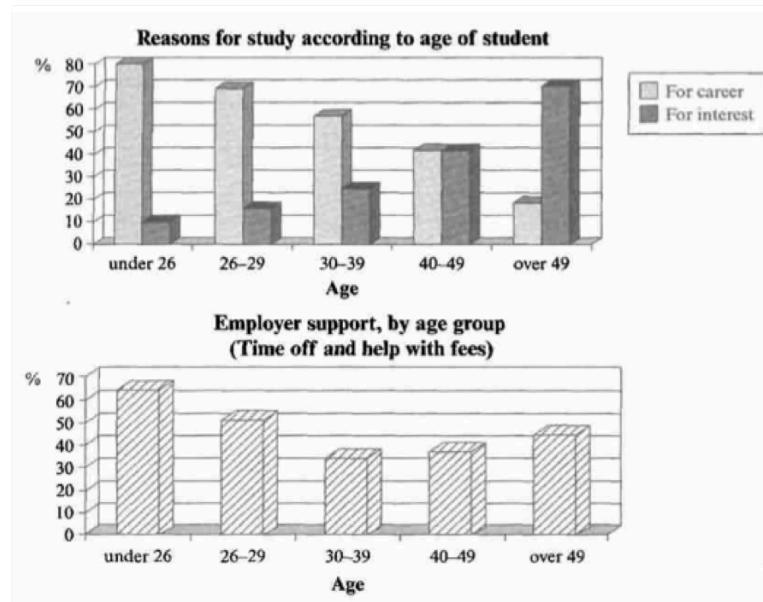
Remember that you do not need to write a conclusion for IELTS writing task 1. You can write an "overview" of the information. An overview is the most important message a graph tries to convey. In fact, it is a description of the most important fact(s) in your report. Generally, trends and correlations are the best indicators of your overview. Sometimes some writers prefer to write the overview immediately after the introduction in a separate paragraph.

But why do not you need to write a conclusion? What's the difference between a conclusion and an overview?

First, a conclusion is really a final judgement, decision or opinion. This is perfect for the task 2 essay, but task 1 asks you to write a description without analysis or opinions. On the other hand, an "overview" is a simple description of the main points. It is a summary of the information shown in the graph or chart.

Second, a conclusion should be at the end of a piece of writing. An overview or general summary could go either at the end or near the beginning. Admittedly, it's a good idea to describe the main features of the graph or chart near the beginning of your essay.

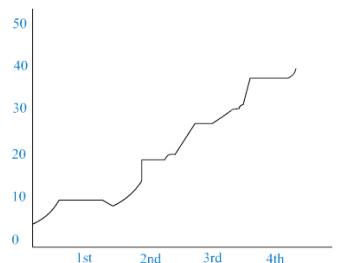
Look at the following graph and its overview:



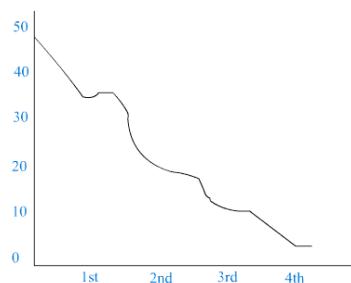
It is clear that the proportion of people who study for career purposes is far higher among the younger age groups, and decreases steadily with age. The need for employer support also decreases with age, but only up to the point when employees enter their forties.

Trend

We have two trends: **upward and downward**

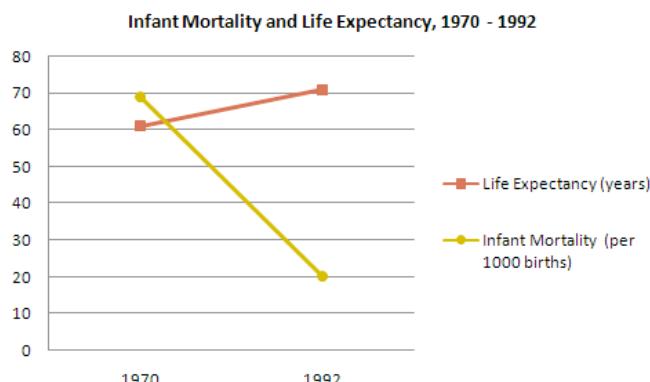


There was an **upward** trend over the period.



There was a **downward** trend over the period.

Now look at this example



Look at life expectancy in the graph above. We can see that the figure in 1970 stood at 60 and 22 years later it rose to 70. There is an upward trend for life expectancy. Now take a look at the other variable- infant mortality. In 1970, the figure was 70 per 1000 births. It then declined to 20. There is a downward trend here.

Let us now review some important points again:

- An overview is simply a summary of the main things you can see.
- Because the overview is so important, I recommend putting it at the beginning of your essay, just after the introduction sentence.
- I write two overview sentences. A one-sentence overview is not really enough.
- Try not to include specific numbers in the overview. Save the specifics for later paragraphs.
- Look at the 'big picture' e.g. the overall change from the first year to the last year (if years are shown on the chart), the differences between whole categories rather than single numbers, or the total number of stages in a process.

Exercise 1.6

Task 1

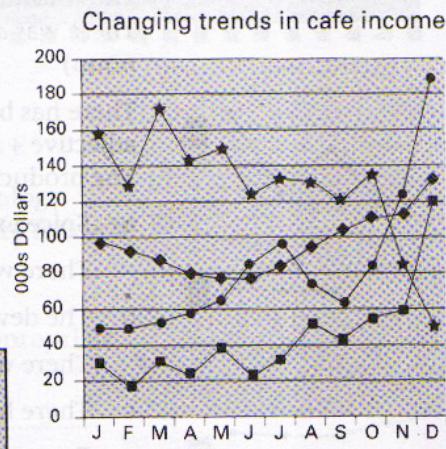
You should spend about 20 minutes on this task.

The graph shows the income of four cafes in New York over last year.

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

Write at least 150 words.

- ▲ The Tea Room
- Internet Express
- ◆ Wi-Fi Cafe
- Cafe Cool



The graph provides information about the income trends of four cafes over the last year.

There are two basic general trends: downward and upwards. As regards the first, the earnings for The Tea room were down over the year, falling1..... from almost 160,000 earnings a month to just under \$50,000 in December.

By contrast, the income for the other three cafes went up by varying degrees. There was2..... in Cafe Cool's sales over the first ten months, followed by a sudden increase to \$120,000. Furthermore, the income for both Internet Express and Wi-Fi Cafe3..... in December. The former experienced5..... to June, but after that, income rose4..... ending the year at approximately \$130,000. Likewise, the trend for Wi-Fi was upward. Between January to July, earnings6..... from \$50,000 to \$100,000 and7..... to around \$190,000.

It is noticeable that the income for The Tea Room is lower in the winter months than for other three cafes.

match options a-g with gaps 1-7 in the model text.

- a steadily
- b then rocketed
- c doubled
- d significantly
- e also ended the year up
- f a steady fall
- g a rise

Correlation

What is a correlation? A correlation is a relationship between two things, two variables. For example, it is generally true that the more junk food you eat, the fatter you get. This is a **positive correlation**- there is a strong relationship.

A **negative correlation** means that there is a strong relationship between two variables, but in the opposite direction. For example, the older a second-hand car is, the lower the price.

Zero correlation happens when there is a strong relationship between two things- when they do not affect each other. For example, the number of times you go to the movies a year is probably not related to the number of brothers and sisters you have ... or is it?

Unit 7

Tables

Tables seem difficult when they contain a lot of numbers. Here's some advice:

- Try to write 4 paragraphs - introduction, summary of main points, 2 detail paragraphs.
- Before you start writing, highlight some key numbers. Choose the biggest number in each category in the table (i.e. in each column and row). If the table shows years, look for the biggest changes in numbers over the time period. You could also mention the smallest numbers, but you can ignore 'middle' numbers (neither biggest nor smallest).
- For your summary paragraph, try to compare whole categories (columns or rows) rather than individual 'cells' in the table. If you can't compare whole categories, compare the biggest and smallest number. Write 2 sentences for the summary.
- In your two 'details' paragraphs, never describe each category (column or row) separately. The examiner wants to see comparisons. Try to organize the numbers you highlighted into 2 groups - one for each paragraph (e.g. highest numbers for all categories together, and lowest numbers together).
- Describe / compare the numbers you highlighted - include at least 3 numbers in each paragraph.
- Use the past simple for past years, and 'will' or 'is expected/predicted to' for future years. If no time is shown, use the present simple.

The chart below shows average hours and minutes spent by UK males and females on different daily activities.

	Hours and minutes per day	
	Males	Females
Sleep	8.04	8.18
Resting	0.43	0.48
Personal care	0.40	0.48
Eating and drinking	1.25	1.19
Leisure		
Watching TV/DVD and listen to radio/music	2.50	2.25
Social life and entertainment/culture	1.22	1.32
Hobbies and games	0.37	0.23
Sport	0.13	0.07
Reading	0.23	0.26
All leisure	5.25	4.53
Employment and study	3.45	2.26
Housework	1.41	3.00
Childcare	0.15	0.32
Voluntary work and meetings	0.15	0.20
Travel	1.32	1.22
Other	0.13	0.15

 **Exercise 1.7**
FIII in the blanks using the given words

doing, up, over, spent, while, sleeping, sleep, twice, amount, takes

The table compares the average _____ of time per day that men and women in the UK spend _____ different activities.

It is clear that people in the UK spend more time _____ than doing any other daily activity. Also, there are significant differences between the time _____ by men and women on employment/study and housework.

On average, men and women in the UK _____ for about 8 hours per day. Leisure _____ the second largest proportion of their time. Men spend 5 hours and 25 minutes doing various leisure activities, such as watching TV or doing sport, _____ women have 4 hours and 53 minutes of leisure time.

It is noticeable that men work or study for an average of 79 minutes more than women every day. By contrast, women spend 79 minutes more than men doing housework, and they spend _____ as much time looking after children.

My thinking steps

Example 1

I am going to explain my thinking process when I answer an IELTS Writing Task 1 question. We will use this question (Cambridge IELTS 7, page 30):

The table below gives information on consumer spending on different items in five different countries in 2002.

Percentage of national consumer expenditure by category - 2002

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%

Before I worry about what language to use, it is really important to understand the information, and decide how to organize it. This is what I'm thinking:

1. I know that I can write a short introduction by paraphrasing the question.
2. I look for an overall trend. I can see that the food/drinks/tobacco category has the highest percentages, and leisure/education has the lowest.
3. Now I want to write two main body paragraphs. I need to select something to say about each country. Remember, there is no rule about what information you select; everyone will do this differently.

4. I look for the highest figures in each category: I can see that Turkey has the highest figure for food/drinks/tobacco AND for education/leisure. Italy has the highest figure for clothing/footwear.
5. So, I'll write a paragraph about Turkey and Italy.
6. My final paragraph needs to talk about Ireland, Spain and Sweden.
7. Maybe I'll point out that Ireland has a high figure for the first category, Spain has the lowest figure for education/leisure, and Sweden has the lowest figures for the first AND second categories.
8. I don't need a conclusion because I have already mentioned a general trend in point 2.

Now let us take a closer look at a good report.

The table shows percentages of consumer expenditure for three categories of products and services in five countries in 2002.

It is clear that the largest proportion of consumer spending in each country went on food, drinks and tobacco. On the other hand, the leisure/education category has the lowest percentages in the table.

Out of the five countries, consumer spending on food, drinks and tobacco was noticeably higher in Turkey, at 32.14%, and Ireland, at nearly 29%. The proportion of spending on leisure and education was also highest in Turkey, at 4.35%, while expenditure on clothing and footwear was significantly higher in Italy (9%) than in any of the other countries.

It can be seen that Sweden had the lowest percentages of national consumer expenditure for food/drinks/tobacco and for clothing/footwear, at nearly 16% and just over 5% respectively. Spain had slightly higher figures for these categories, but the lowest figure for leisure/education, at only 1.98%.

Example 2

The table below shows the proportion of different categories of families living in poverty in Australia in 1999.

Family type	Proportion of people from each household type living in poverty
single aged person	6% (54,000)
aged couple	4% (48,000)
single, no children	19% (359,000)
couple, no children	7% (211,000)
sole parent	21% (232,000)
couple with children	12% (933,000)
all households	11% (1,837,000)

The table gives information about poverty rates among six types of household in Australia in the year 1999.

It is noticeable that levels of poverty were higher for single people than for couples, and people with children were more likely to be poor than those without. Poverty rates were considerably lower among elderly people.

Overall, 11% of Australians, or 1,837,000 people, were living in poverty in 1999. Aged people were the least likely to be poor, with poverty levels of 6% and 4% for single aged people and aged couples respectively.

Just over one fifth of single parents were living in poverty, whereas only 12% of parents living with a partner were classed as poor. The same pattern can be seen for people with no children: while 19% of single people in this group were living below the poverty line, the figure for couples was much lower, at only 7%.

Example 3

The table below shows the amount of waste production (in millions of tonnes) in six different countries in three different years over a twenty-year period.

	1980	1990	2000
Ireland	0.6	*	5
Japan	28	32	53
Korea	*	31	19
Poland	4	5	6.6
Portugal	2	3	5
US	131	151	192

*Figure not available

Here are my thinking steps for this questions:

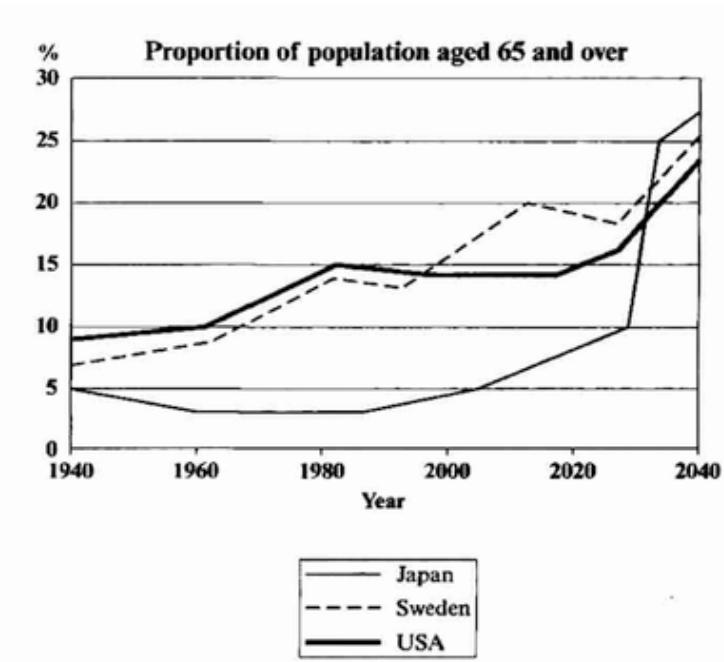
1. It's fine to repeat the word 'waste' because there isn't really an ideal synonym ('rubbish' and 'garbage' have a more limited meaning). However, we can vary our sentences by writing things like 'waste output', 'waste materials' or 'the waste that was produced'.
2. The most noticeable feature must be that the US produced by far the most waste in all 3 years. Use this idea in your 'overview' paragraph.
3. The general trend is that waste production rose in every country apart from Korea. This could be your second 'overview' idea.
4. I would write one main paragraph comparing the 3 countries with the highest figures (US, Japan, Korea), and a separate paragraph about Ireland, Poland and Portugal. Try to use some 'comparing' language when describing the countries (e.g. while, whereas, by contrast) and some 'trend' language when describing the years (e.g. increased, rose, fell).

Unit 8

Further Samples and Exercises

Example 1

The graph below shows the proportion of the population aged 65 and over between 1940 and 2040 in three different countries.



Here are the steps I would follow to write my essay:

1. **Introduction:** write one sentence to introduce what the graph shows. Just paraphrase the question statement (i.e. change a few words).
2. **Summary:** describe 2 main things e.g. the overall trend for all 3 countries, and the biggest change that you can see.
3. **Details:** compare all 3 countries in 1940, then in 1990.
4. **Details:** describe the dramatic increase predicted for Japan, and compare all 3 countries in 2040.

The line graph compares the percentage of people aged 65 or more in three countries over a period of 100 years.

It is clear that the proportion of elderly people increases in each country between 1940 and 2040. Japan is expected to see the most dramatic changes in its elderly population.

In 1940, around 9% of Americans were aged 65 or over, compared to about 7% of Swedish people and 5% of Japanese people. The proportions of elderly people in the USA and Sweden rose gradually over the next 50 years, reaching just under 15% in 1990. By contrast, the figures for Japan remained below 5% until the early 2000s.

Looking into the future, a sudden increase in the percentage of elderly people is predicted for Japan, with a jump of over 15% in just 10 years from 2030 to 2040. By 2040, it is thought that around 27% of the Japanese population will be 65 years old or

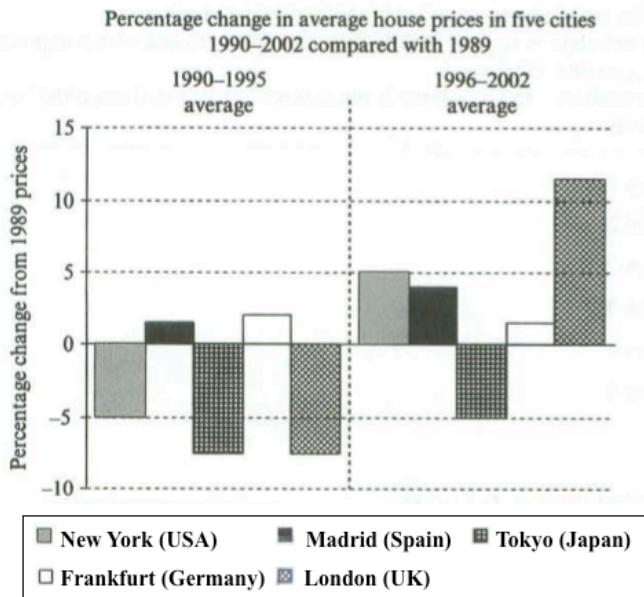
more, while the figures for Sweden and the USA will be slightly lower, at about 25% and 23% respectively.

(178 words, band 9)

Example 2

The question below comes from Cambridge IELTS book 7. Students tend to find this question difficult.

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.



Some advice:

- Introduction: paraphrase the question.
- Summary: compare the two periods (prices fell overall from 1990-95, but rose from 1996-2002), and mention that London prices changed the most.
- Details: write one paragraph about each period.
- Note: don't write -5%, write "fell by 5%".

Now look at the model answer done for you:

The bar chart compares the cost of an average house in five major cities over a period of 13 years from 1989.

We can see that house prices fell overall between 1990 and 1995, but most of the cities saw rising prices between 1996 and 2002. London experienced by far the greatest changes in house prices over the 13-year period.

Over the 5 years after 1989, the cost of average homes in Tokyo and London dropped by around 7%, while New York house prices went down by 5%. By contrast, prices rose by approximately 2% in both Madrid and Frankfurt.

Between 1996 and 2002, London house prices jumped to around 12% above the 1989 average. Homebuyers in New York also had to pay significantly more, with prices rising to 5% above the 1989 average, but homes in Tokyo remained cheaper than they were

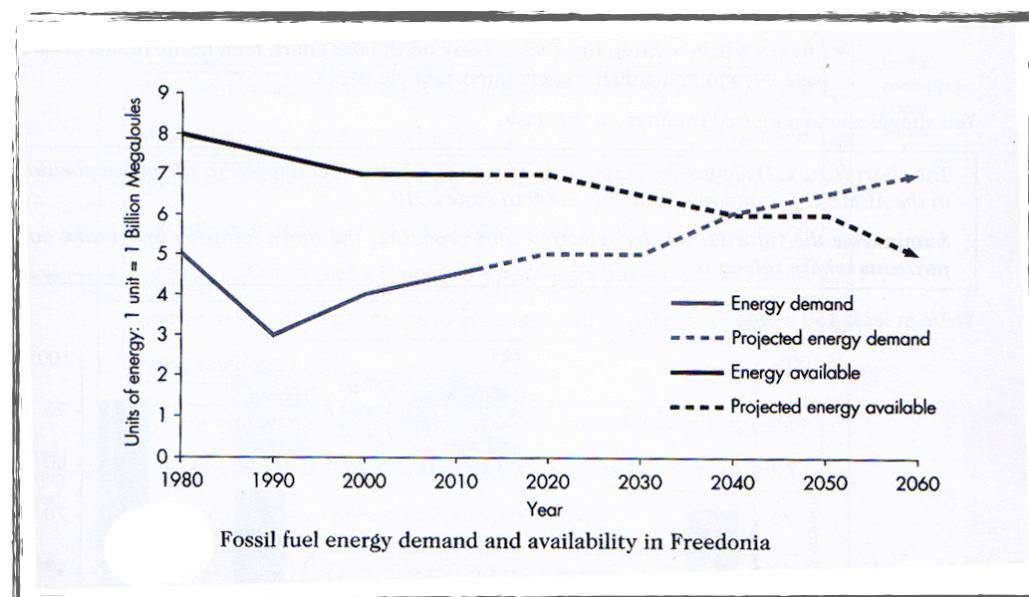
in 1989. The cost of an average home in Madrid rose by a further 2%, while prices in Frankfurt remained stable.

Example 3

Now it is your turn to describe this graph:

The graph below gives information about fossil fuel energy demand and availability in the country of Freedonia from 1980 to 2060 (projected).

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



A final word of advice:

Here are some mistakes that can really affect your IELTS score:

1. Writing less than 150 words. My advice: count how many words you write, on average, per line. If you write about 10 words per line, make sure that you write more than 15 lines for writing task 1.
2. Not separating paragraphs. Your score will immediately drop if you do not separate paragraphs clearly. My advice: leave a full line between paragraphs.
3. Not answering the question. My advice: in the writing exam, keep checking the question to make sure you are answering it fully.

Chapter 2

Processes

Unit 9

What is a process?

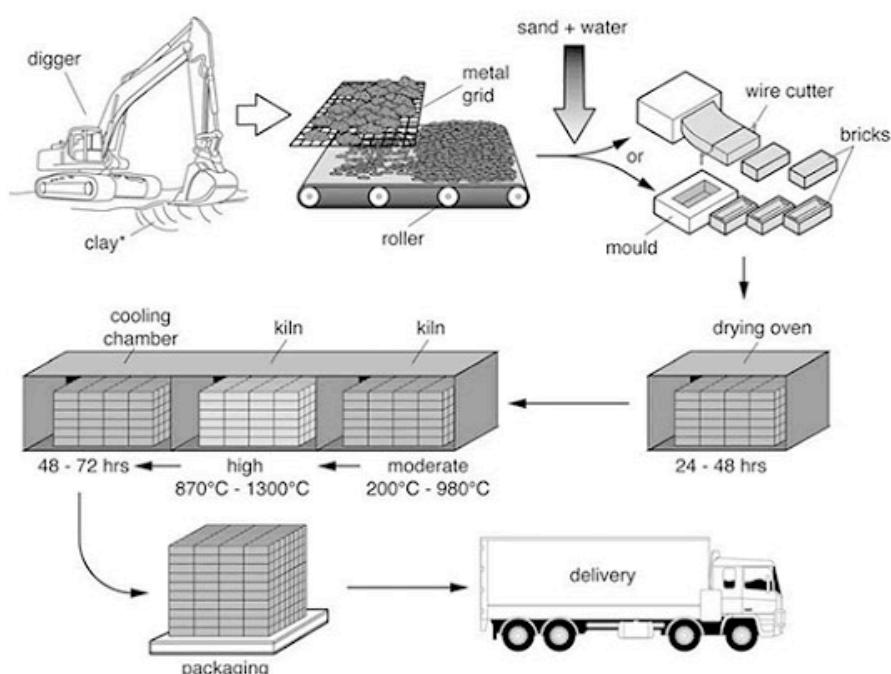
To begin, look at this question:

You should spend about 20 minutes on this task.

The diagram illustrates the process that is used to manufacture bricks for the building industry.

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

Write at least 150 words.



It is less common in the writing test, but sometimes you will get a **process diagram** to describe. An IELTS process diagram is different from a line, bar, pie chart or table in that there are not usually key changes or trends to identify. However, you should still give an **overview** of what is taking place.

Enumeration

A process is a **series of events**, one taking place after the other. Therefore, to connect your stages, you should use '**time connectors**'. Here is the rest of the answer with the time connectors highlighted (notice that you simply go from the beginning to the end of the process):

To begin, the clay used to make the bricks is dug up from the ground by a large digger. This clay is **then** placed onto a metal grid, which is used to break up the clay into smaller pieces. A roller assists in this process.

Following this, sand and water are added to the clay, and this mixture is turned into bricks by either placing it into a mould or using a wire cutter. **Next**, these bricks are placed in an oven to dry for 24 – 48 hours.

In the subsequent stage, the bricks go through a heating and cooling process. They are heated in a kiln at a moderate and **then** a high temperature (ranging from 200c to 1300c), **followed by** a cooling process in a chamber for 2 – 3 days. **Finally**, the bricks are packed and delivered to their destinations.

Here is an example using stages four and five:

Before being dried in the oven, the mixture is turned into bricks by either placing it into a mould or using a wire cutter.

Now let us take a look at **enumerators** in detail. There are generally two types of enumerators. Pay attention to how punctuation is applied to either group:

Group 1

First/To begin, there is ...
 Second,
 Third,
 Fourth/Next/Then, ...
 Following that,
 Finally,

Group 2

The first stage is ...
 The second phase is ...
 The third/next step is ...
 In the subsequent stage ...
 The last stage is ...

Note:

These connectors are the same you would use to write a graph over time when you explain a series of changes.

Model Paragraph for Enumeration

There are **three basic kinds** of materials that can be found in any good library. **First**, there are books on all subjects, both in English and in many other languages. These books are organized according to subject, title, and author in a central file called the card catalog. Books can be generally checked out of library and taken home for a period of two to four weeks. **Second**, there are reference works, which include encyclopedias, dictionaries, bibliographies, atlases, and so forth, and which generally must be used in the library itself. **Third**, there are periodicals - magazines, newspapers, pamphlets - which are filed alphabetically in racks, or which have been microfilmed to conserve space. Like reference works, periodicals usually cannot be removed from the library.

CLAUSES OF TIME

SIMULTANEOUS ACTIONS (while/as) are used to show that a shorter action happens in the middle of a longer action:

As/While the butter is melting, break three eggs into a bowl.

SEQUENTIAL ACTIONS (when, before, after, until) are used to show that one action follows another action:

After/when the eggs thicken/have thickened , serve them with toast.
 (first action) (second action)

The eggs must thicken BEFORE you serve them.
 (first action) (second action)

Do not serve the eggs UNTIL they thicken/have thickened.
 (second action) (first action)

Participial phrases are used to make a longer complex sentence shorter by omitting the repeated subject and converting its verb into a gerund.

Clause: while you are melting the butter, break three eggs into a bowl.
Phrase: **while melting the butter**, break three eggs into a bowl.

Clause: After/when you have beaten the eggs, pour them into the pan.
Phrase: **having beaten the eggs**,
After having beaten the eggs,

Clause: you must beat the eggs before you pour them into the pan.
Phrase: **before pouring them into the pan**.



Exercise 2.9.1

Now read the following paragraph and try to fill in the blanks with the given words.

How to make a computer functional

First	When	therefore	following
Next	However	Finally	after

When a computer is purchased, normally the software and applications needed to run it are not installed. The thing one needs to do is installing an operating system such as Windows or Linux. The operating system, also called OS, is a set of programs that is necessary to make the commands and functions applicable. The user needs to choose one of these systems he is acquainted with and install it on his or her computer.you want to install such a program, you need a bootable CD/DVD inserted in your CD/DVD ROM. the simple instructions provided by the programming company and choosing the drive on which you install the program, you can finish the process with no difficulty., you need to install all the drivers such as the graphic card, the sound card and the motherboard on your PC or Laptop. This may take some time. Our computer is now ready., we need to install some essential programs hereafter in order to do different tasks., we choose the set of programs that are necessary for everyday use and our jobs and install them one by one., we can restart the computer for the operating system to apply the changes. the system rebooted, it is ready for use.

How to write reports on processes

single processes

Type 1:

introduction	Here you should state what the process shows.
body	State the overview
conclusion	Start from the first stage and move from step to step. Do not skip any stages.

Type 2:

introduction	Here you should state what the process shows.
body	Start from the first stage and move from step to step. Do not skip any stages.
conclusion	State what the outcome of the process is (linear processes) or State that the process repeats itself (circular processes)

double processes³

introduction	Here you should state what each process or the process and graph show.
body	Paragraph 1: Here describe the first process in an organized fashion. Paragraph 2: Now turn to the second process/graph and describe it
conclusion	Establish the relationship between the first and the second process/graph.

Types of processes:

1 Natural processes:

Natural processes take place in the nature. We use active sentences to describe them. These processes might be circular or linear. A good illustration of linear natural process is the process in which coal was formed, and an example of a circular natural process is the formation of rain.

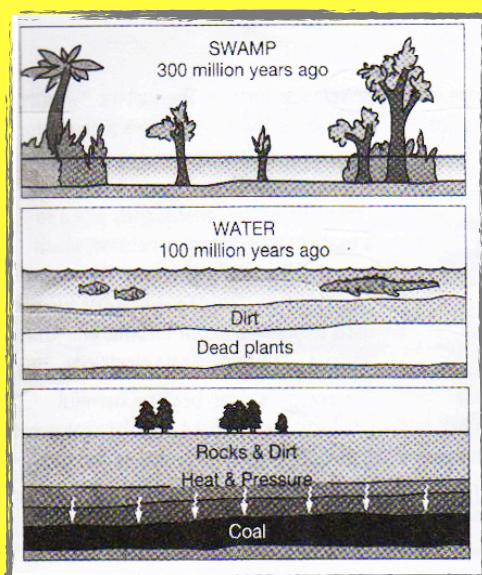
³ You may have a combination of two processes or a process and a graph

**Exercise 2.9.2**

Look at the diagram below and fill in the blanks using the given words.

- | | |
|---------------------------|-----------------------|
| a died and dropped | e was trapped |
| b was formed | f turned |
| c lived | g is now mined |
| d was covered | h built up |
| e was trapped | |

The diagram shows the process by which coal1.....over a period of millions of years. First of all, large plants2..... in enormous swamps a long time ago. These3.....to the bottom of the water. Over the years, the dead plants formed a layer, which became deeper and deeper. More and more earth and dirt4..... on top of this layer. Subsequently, this layer5..... by rocks and dirt, and so the energy of the dead plants6..... underneath. As the pressure and heat grew over time, the layer of dead plants7..... into coal. Seams of coal were formed, and coal8.....



2 Manufacturing processes:

In these processes, a product is made in a factory or workshop. Because the person/people who do the process are not very important to us we use passive voice in our report. Take a look at the example below and how the report is done for you. Choose the correct alternative.

Some useful terminology to be used in process are as follows:

to run a turbine	to distill	to powder
conveyor belt	to condense	to package
to pipe something	to contract	to ship
to heat something	to power generators	raw material
to cool something	to expand	ingredients
blasts of cold air	to evaporate	byproduct
furnace	to add/mixblend	to apply pressure
slag	a mixtureblend	to apply heat

Process diagram summary

When describing a process diagram, most students have no problem describing the stages in the process step by step. However, not many students are able to write a good summary (or 'overview') of the process as a whole. The '**public band**

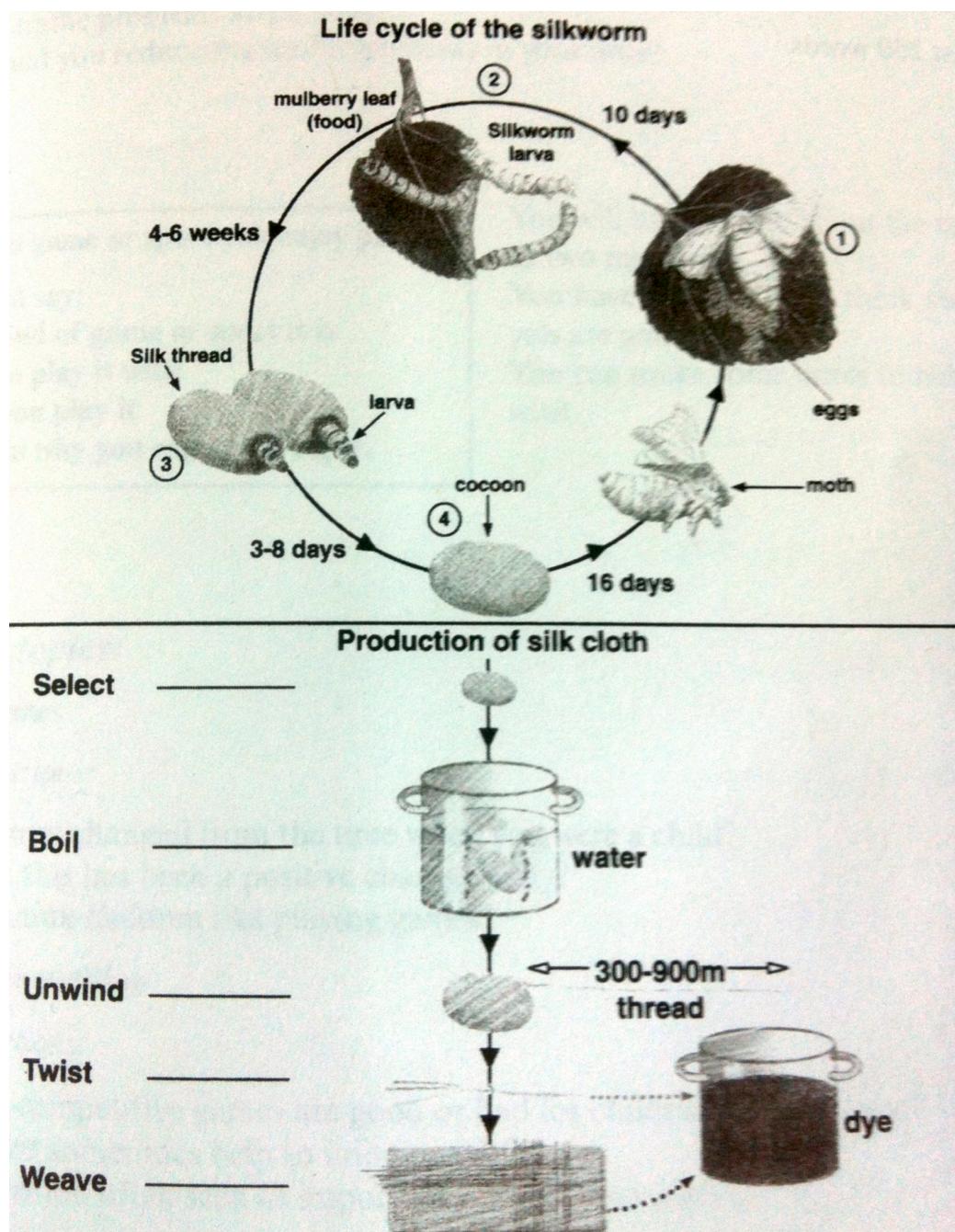
descriptors' state that to achieve a band 6 or more for '**task response**' the student must **provide an overview** in a task 1. As there are no trends to comment on, you can make a comment on, for example, the **number of stages in the process** and how it **begins and ends**:

Overall, there are eight stages in the process, beginning with the digging up of clay and culminating in delivery.

Note:

Manufacturing and natural processes can be either circular or linear

Exercise 2.9.3

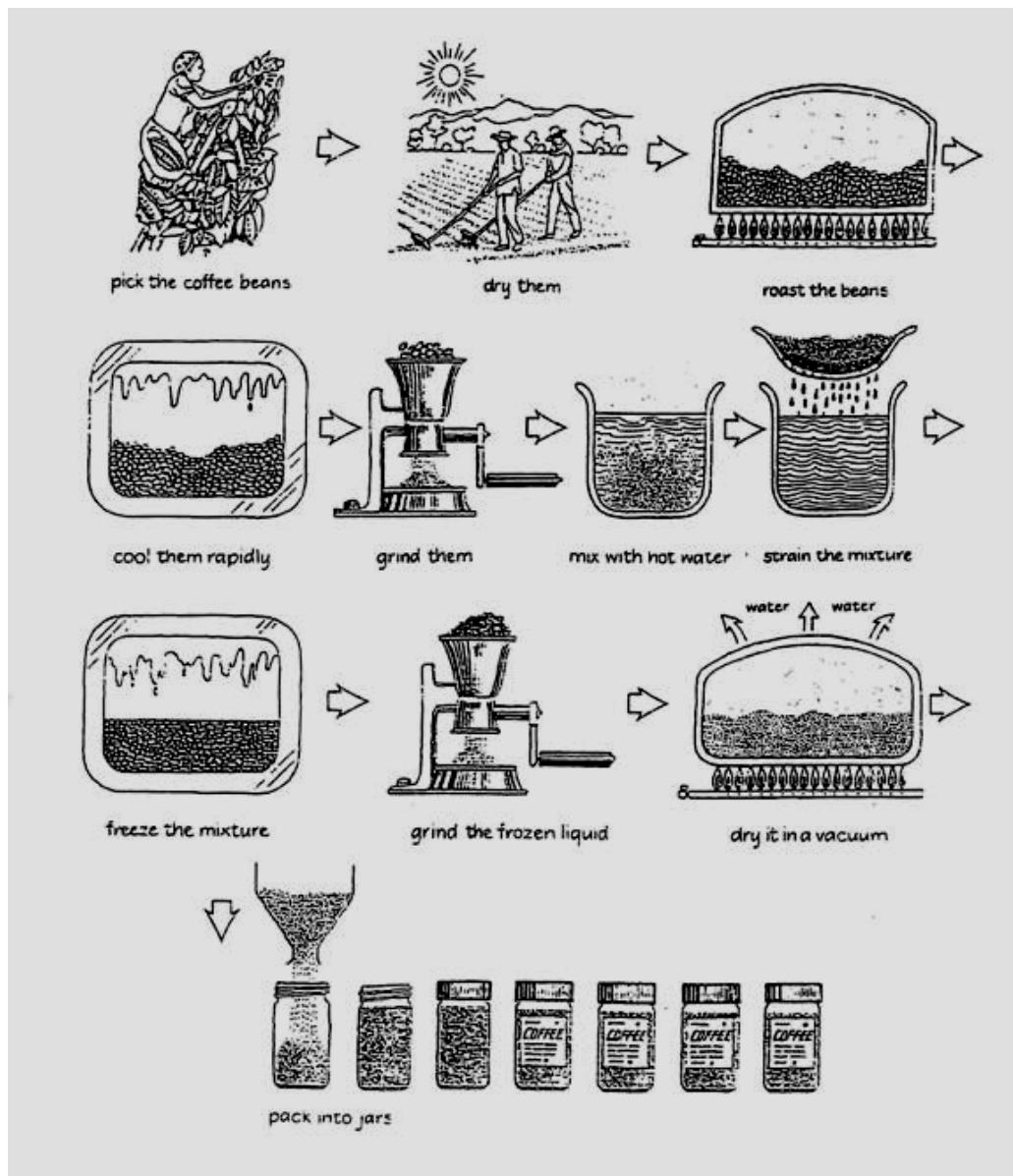


Look at the following natural process and write a report on it.

 Exercise 2.9.4

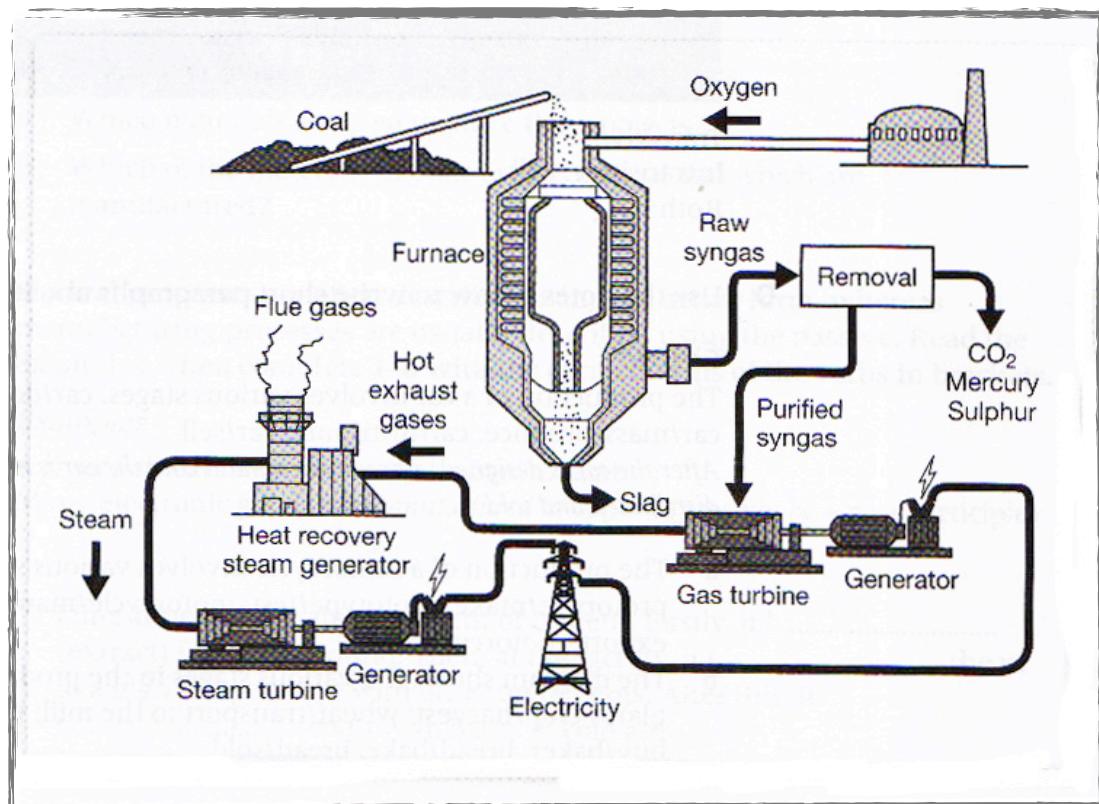
The diagram below shows how coffee is produced and prepared for sale in supermarkets and shops.

Write a summary paragraph for the above diagram.



 **Exercise 2.9.5**

Choose the correct word or phrase.



The diagram shows the various stages in the production of clean energy from coal.

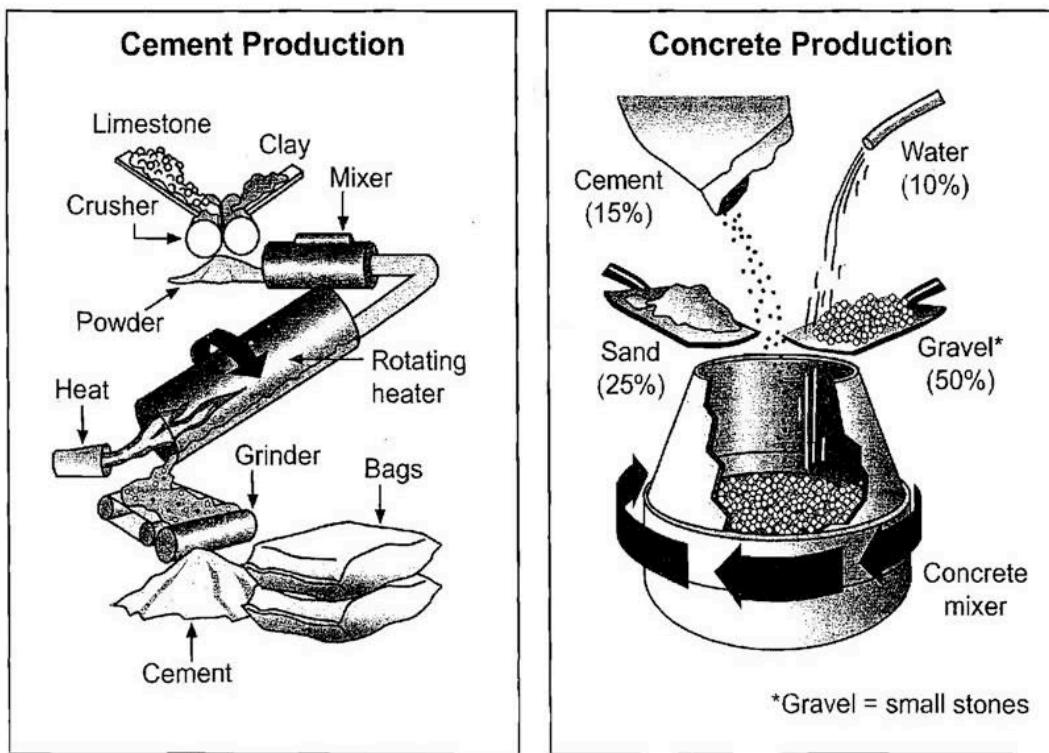
First of all/At first/One, the coal is mined in deep pits underground and then carried to the surface. Furthermore/After that/As a result, it is carried along a conveyor belt to a power plant where/then it is burned in a large furnace to which oxygen is added. Otherwise/From this/Therefore, raw syngas is produced. At the next stage of the process harmful substances such as carbon dioxide, mercury, and sulfur are removed. Following that/Following Subsequent, the purified gas is used to

drive a gas turbine. The turbine in turn/ afterwards/therefore powers a generator, producing electricity. The gas turbine also produces hot exhaust gases. These are then/therefore/consequently piped to a heat recovery steam generator, which converts the heat into steam. The steam is consequently/subsequent/subsequently used to power a steam turbine, which again is used to generate electricity.

The energy is clean because the harmful products are removed and the coal is not transported to another site to produce electricity.

**Exercise 2.9.6**

Look at the following diagram from Cambridge 8 and try to write a report on it.

**Linear and circular processes:**

Those processes in which there is a point of commencement and a point of termination are called linear processes. These processes have an output which cannot, in turn, produce the ingredients necessary to restart the process. Circular processes are those processes which can continue non-stop. There is no point of commencement and no point of termination.

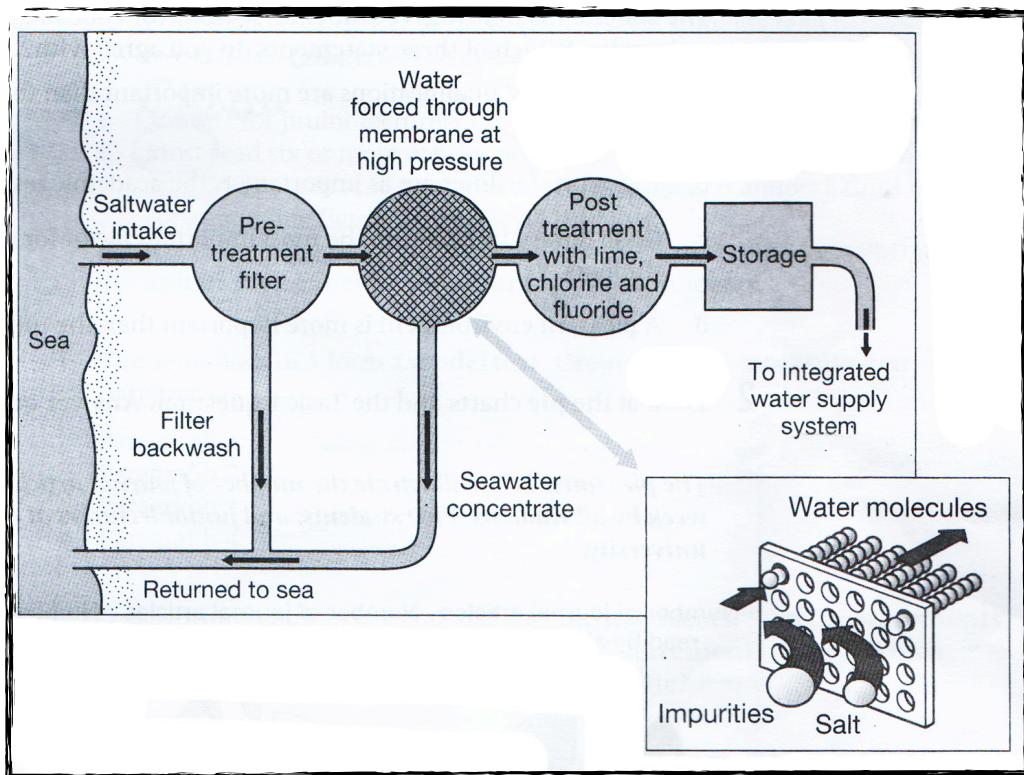
There are several phrases you can use to make your paragraph more coherent:

1. At the first stage of this process
2. After, in the next stage,
3. Following that,
4. Subsequently,
5. At the next phase of this process,
6. Finally/ ultimately,
7. In turn
8. Consequently

 **Exercise 2.**

The diagram below shows how salt is removed from sea water to make it drinkable.

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



How to use the passive voice

When we describe an IELTS process, the focus is on **the activities**, NOT the person doing them (especially in manufacturing processes). When this is the case, we use **the passive voice**, not the active. This is a brief explanation of how to use the passive voice, but if you are new or unsure about using it, you should do some further study and practice.

Most sentences use this structure:

Subject + Verb + Object

(S) A large digger (V) digs up (O) the clay in the ground.

In the active voice (as above), the digger is doing the verb i.e. the digger is doing the digging.

When we use the passive voice, we make the object (the clay) the subject, and make the subject (the digger) the object. We also add in the verb 'to be' and the past participle (or Verb 3).

(S) The clay in the ground (V) is dug up (O) by the digger.

So throughout most of your description for your IELTS process diagram, you should be using the passive voice.

This is difficult as some verbs cannot take the passive. For example, 'to go' cannot be passive, so it is kept in the active voice:

...the bricks go through a heating and cooling process.

This is why you need to make sure you practice the passive so you know exactly how to use it.

Here is the same example description with uses of the passive highlighted:

Now let us take a look at how different passive tenses are formed:

Present Simple

am

..... is past participle

are

We are always divided into three teams by the coach.

The immigration rules and regulations are changed every September.

Your own example:

.....

Present Continuous

am

..... is being past participle+

are

The Beethoven's 5th symphony is being played at the moment.

The measures are being taken smoothly.

Your own example:

.....

Past Simple

..... **was** **past participle+**
 **were**

The trees were cut by the villagers to make room for new farms.

Jews were massacred by Nazis.

He was discriminated against because of his race.

Your own example:

.....

Past Continuous

..... **was** **being** **past participle+**
 **were**

She was being taken to the hospital when I arrived there.

Your own example:

.....

Present Perfect

..... **have** **been** **past participle+**
 **has**

We have been forced into accepting whatever they say.

The mother has been diagnosed with AIDS.

Your own example:

.....

Past Perfect

..... **had** **been** **past participle+**

He had been murdered when the police arrived at the premises.

She had been arrested four times before she was killed in a bank robbery.

Your own example:

.....

Modals

..... verb	modal	be past participle+.....
---------------	-------	-------------------------------

The substance can be kept in a cool environment.

She may be admitted at our university due to her excellent research background.

Your own example:

.....

Some advice

- Write the introduction by paraphrasing the question (rewrite it by changing some of the words).
- For your summary, first say how many steps there are in the process. Then say where/how the process begins and ends (look at the first and last stages).
- Describe the process step by step. Include the first and last steps that you mentioned in the summary, but try to describe them in more detail or in a different way.
- You could describe the steps in one paragraph, but it looks more organized if you break the description into two paragraphs. Just start paragraph 4 somewhere in the middle of the process.
- Mention every stage in the process.
- Use 'sequencing' language e.g. at the first / second / following / final stage of the process, next, after that, then, finally etc.
- Times (e.g. past dates) are not usually shown, so use the present simple tense.
- It's usually a good idea to use the passive e.g. 'At the final stage, the product is delivered to shops' (because we don't need to know who delivered the product).

Chapter 3

Maps

Unit 10

Describing a map

Types of maps

Generally there are two types of maps in the IELTS test. First, they may give us two maps of the same place but in different times (e.g 1940, 2010). They ask us to write a report on how this place had changed over time. Let's call such maps **diachronic**. Second, they give us one single map and ask us to describe two locations on them or even compare them. Let's call them **synchronic** maps.

How to write reports on maps

Diachronic maps

introduction	Here you should state what the maps show.
body	Start with the most obvious changes and then try to cover all the changes.
conclusion	State what the direction of change is (is the city more modernized, has it turned to a tourist attraction/resort, etc.)

Synchronic maps

introduction	Here you should state what the map shows.
body	Compare the two points
conclusion	Depending on what the purpose of those points are, give an opinion about which one may serve our purpose better

Sample introductory sentence

The maps show the developments which took place in ... (the name of the town/city) between and

The maps show the developments which (the name of the town/city)..... experienced over a period of ... (the span of time).... years between and

Sample conclusion sentence

Overall, a comparison of the two maps reveals a change from to

Useful Vocabulary

When describing maps the following expressions can be handy:

(of trees) to be chopped, to be cut down, to be cleared, to make way for, to make room for, to be felled

to be planted

e.g. *The trees north of the river were chopped down to make way for new skyscrapers.*

(of buildings) to be demolished, to be erased, to be knocked down, to be cleared, to be destroyed, to be pulled down

to be put up, to spring up, to be constructed, to be built

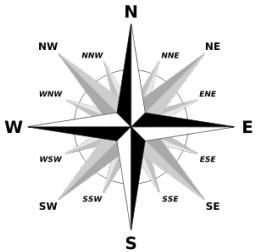
e.g. *The rows of houses were cleared to make room for a new factory.*

(of roads, railway lines, rivers) to run, a stretch of, along, across

e.g. *A new stretch of railway was built running directly north.*

(developments) to experience dramatic change, to witness change, changes were implemented, to be substituted with, to be converted into, to undergo change, to be renovated

(geographical directions)



Nouns: north, north-east, north-west, south, south-east, south-west, east, west

Adjectives: northern, north-eastern, north-western, southern, south-eastern, south-western, eastern, western

Other adjectives: The northernmost/southernmost/easternmost/westernmost tip/extremity/point of ...

e.g. *The northernmost tip of the island is full of trees.*

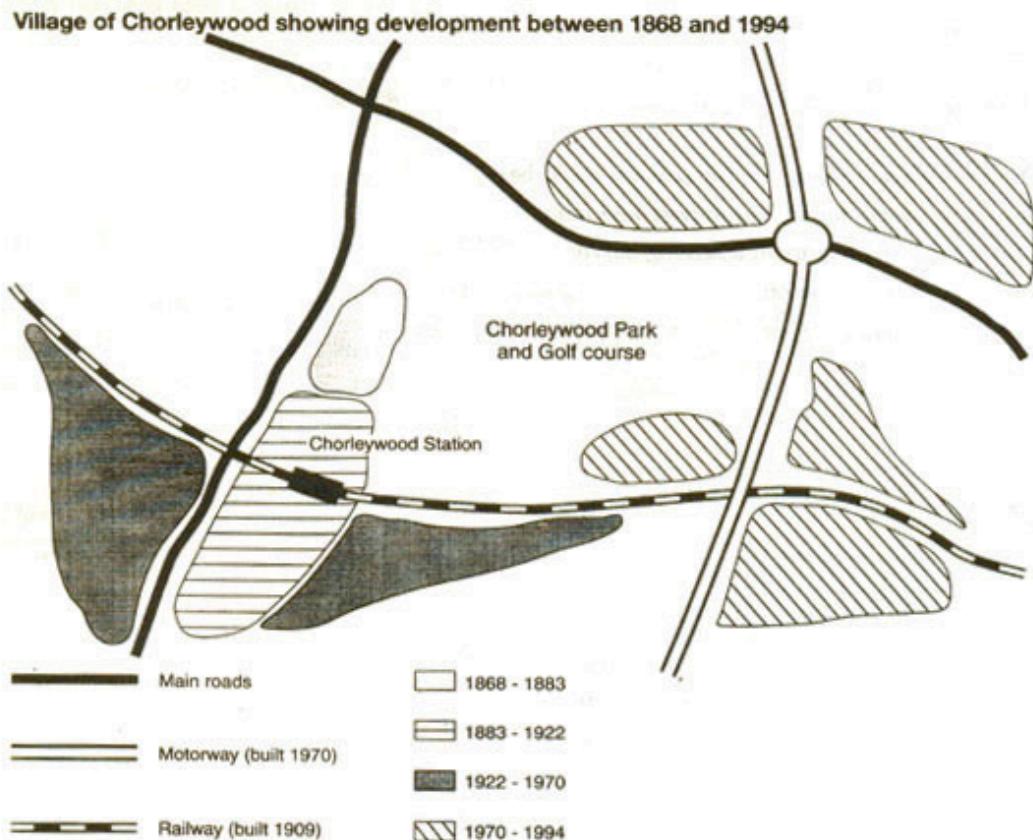
(of places) rural landscape, urban landscape, coastal town, tourist resort, marina, harbor, warehouse, industrial zone/estate, campus, woodland, banks of a river, seaside, shores of a lake



Exercise 3.10.1

Fill in the blanks with the appropriate form of the verbs in brackets.

1. The row of old houses (knocked down) to make way for a road.
2. The forest (cut down) to build a railway.
3. The area (redeveloped) completely.
4. The factory (converted) into an art gallery.
5. The city center (undergo) a total transformation.
6. The row of old terrace houses in the city (pull down) and (replace) by a block of flats.
7. A sports complex (construct) in the suburbs.
8. A number of spectacular changes (take place)
9. The whole center of the town (transform) by new developments.



Look at the map below:

Now look at the following example report:

The map shows the growth of a village called Chorleywood between 1868 and 1994.

It is clear that the village grew as the transport infrastructure was improved. Four periods of development are shown on the map, and each of the populated areas is near to the main roads, the railway or the motorway.

From 1868 to 1883, Chorleywood covered a small area next to one of the main roads. Chorleywood Park and Golf Course is now located next to this original village area. The village grew along the main road to the south between 1883 and 1922, and in 1909 a railway line was built crossing this area from west to east. Chorleywood station is in this part of the village.

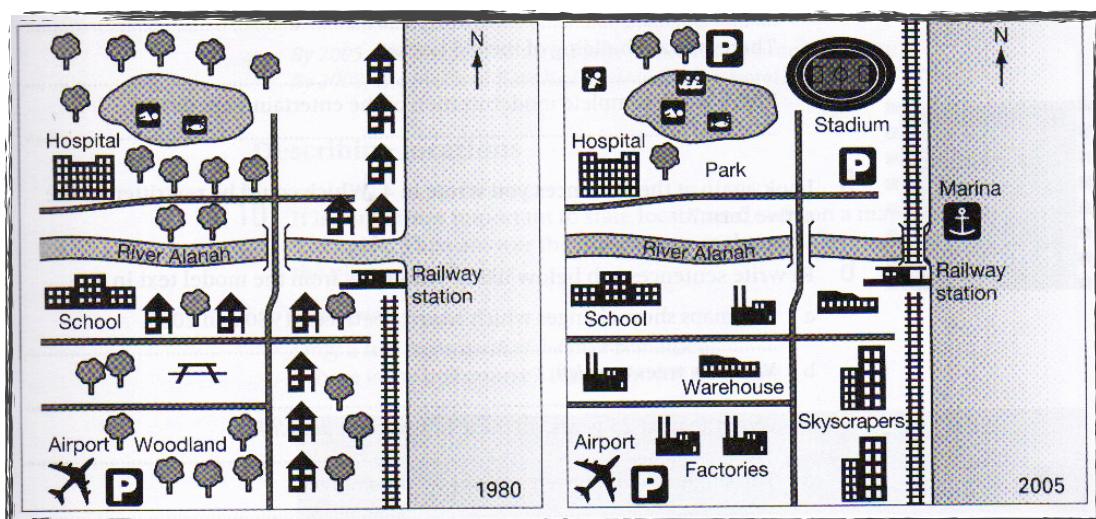
The expansion of Chorleywood continued to the east and west alongside the railway line until 1970. At that time, a motorway was built to the east of the village, and from 1970 to 1994, further development of the village took place around motorway intersections with the railway and one of the main roads.

Spend some time analyzing it:

- In what order was the information described?
- What information was chosen for paragraphs 3 and 4?
- What good vocabulary does the essay contain?

 **Exercise 3.10.2**

Now look at the following map and fill in the blanks.



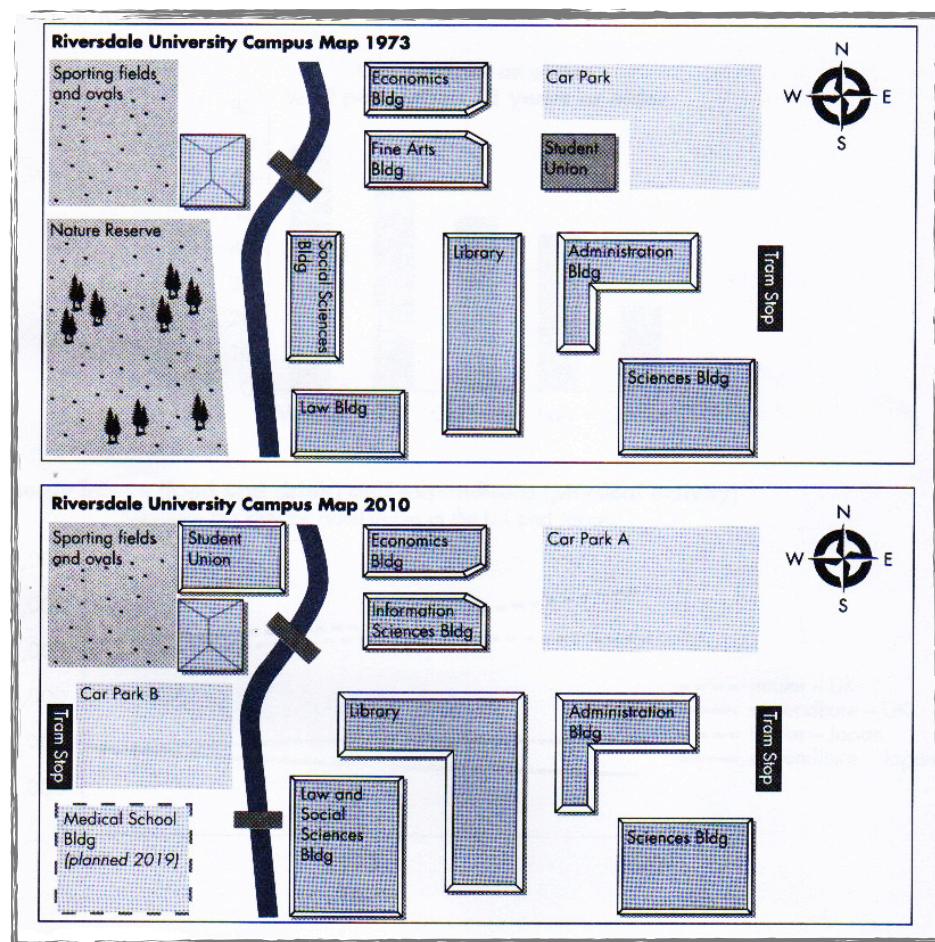
houses	experienced	noticeable	factories	developments
comparison	residential	corner	facilities	construction

The maps show the developments which took place in the coastal town of Youngsville between 1980 and 2005.

In 1980, the town was a much greener area with a large number of trees and individual houses, but during the next 25 years the town a number of dramatic changes. The most is that all of the trees south of the River Alanah were cut down, with all the along the railway line being knocked down and replaced by skyscrapers. Moreover, a new industrial estate with and warehouses sprang up around the airport and school.

Only a few trees north of the river remained. The woodland was cleared to make way for a park, a golf course, and car parking Further developments were the of a stadium near the north-east of the lake and a new stretch of railway from the river running directly north. A marina was also built at the mouth of the river. Overall a of the two maps reveals a change from a largely rural to a mainly urban landscape.

Now look at this example.



The two maps reveal several changes to Riversdale University Between 1973 and 2010.

By 2010, improvements had been made to service facilities. The nature reserve in the campus's south west in 1973 made way for a second car park adjacent to a new tram stop. The previous car park located in the north-east corner had also been extended. In 2010, two bridges joined the two parts of the campus, compared with only one in 1973. In addition, there was a relocation of the student union building north of the existing sports centre.

There were also noticeable changes to the educational facilities. The library, which remained in the centre of the campus, was extended. South of this, a large, new building became the shared home of Law and Social Sciences. In the 37-year period, there were no changes to the Sciences, Economics and Administration buildings. In contrast, Fine Arts no longer appeared to exist and the Information Sciences Faculty took over this facility. A future plan includes the building of a medical school by 2019.

Overall, by 2010, there was several new developments that showed an improvement to amenities and reflected new trends in university studies.

Now look at these expressions from the report:

- 1 improvements had been made to ...
- 2 in the north-east corner of ...
- 3 a relocation of ...
- 4 to be adjacent to ...
- 5 to take over ...

Especial tenses

We can use **past perfect (had+pp)** to talk about events which took place before a specific time in the past.

By 2010, improvements had been made to service facilities.

By 2005, The block of flats had been turned into a hotel.

Now take a looked at the previous map and see how past perfect was used to identify changes.

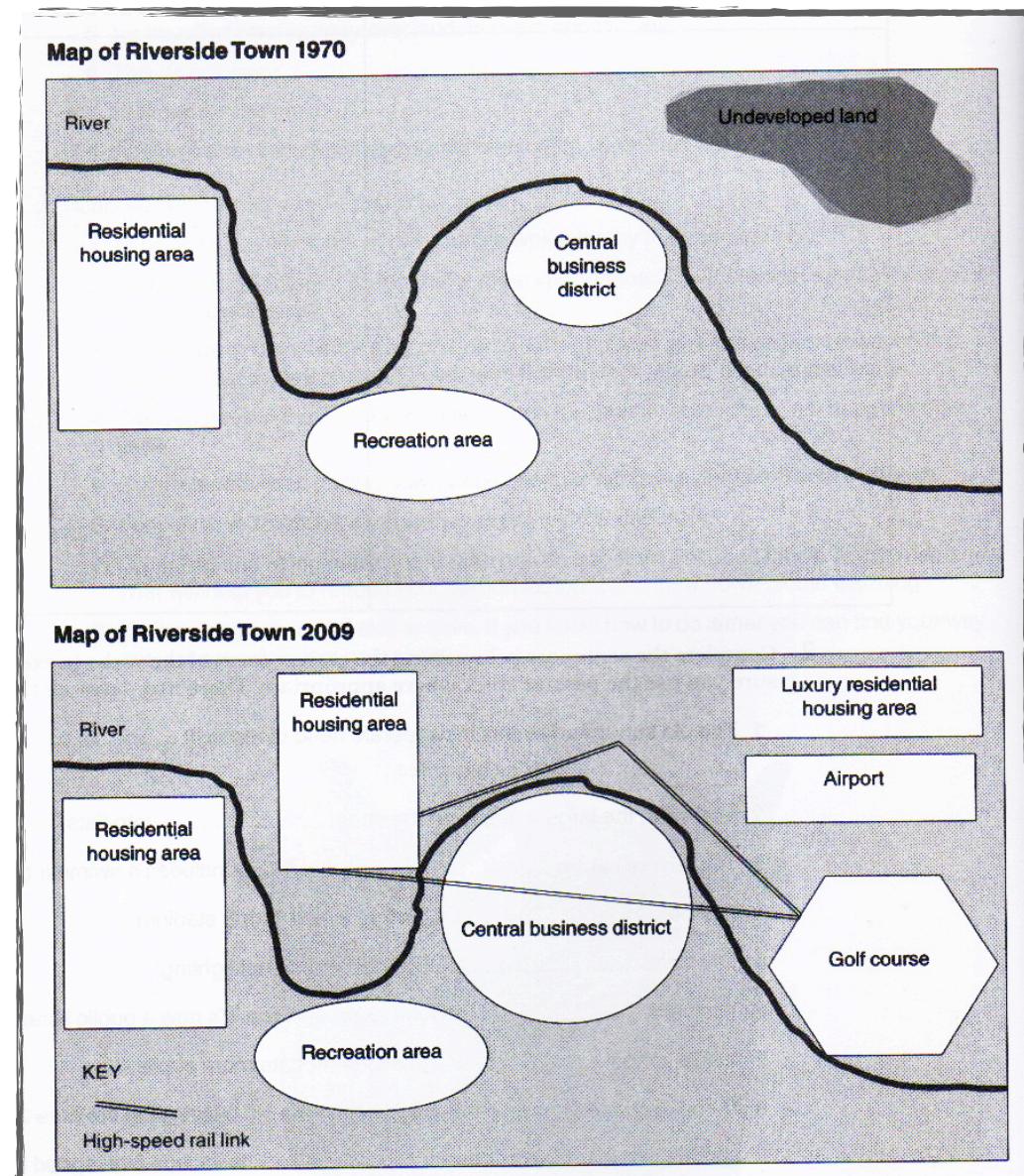
Prepositions



Exercise 3.10.3

Choose the right preposition.

- 1 Several changes took place at/in/on the town of Northgate.
- 2 North of the town there is a lake surrounded in/of/by trees.
- 3 A number of new houses were built beside/at/on the railway line.
- 4 There was a large industrial area located in/on/at the north.
- 5 A new railway was constructed which ran from/at/in north to south.
- 6 Two new hotels were erected on/in/at the banks of the river.
- 7 A large number of new villas were built beside/at/to the sea.
- 8 A yachting club was set up on/in/at the shores of the lake.
- 9 20 new wind turbines were placed in the sea, just off/on/to the coastline.

 **Exercise 3.10.4**
Write report for the following maps.



Exercise 3.10.5
Write a report for the following maps.

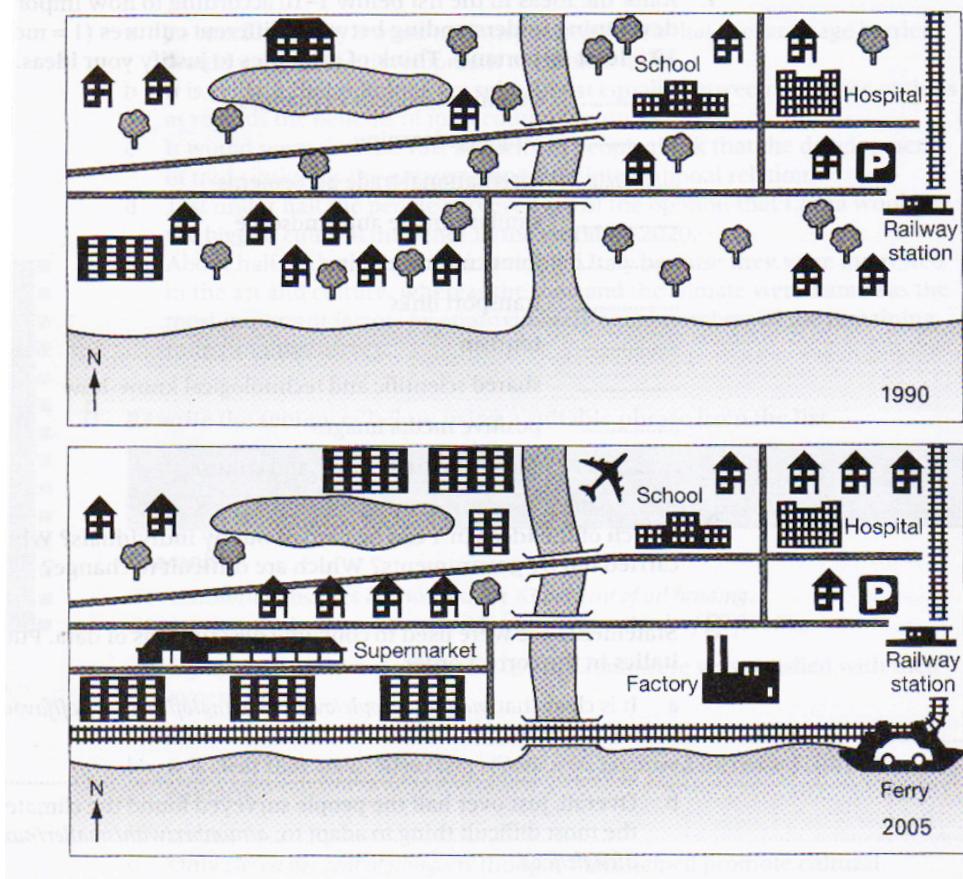
Task 1

You should spend about 20 minutes on this task.

The maps below show the changes that have taken place at the seaside resort of Templeton between 1990 and 2005.

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

Write at least 150 words.



Chapter 4

Samples and Model Answers

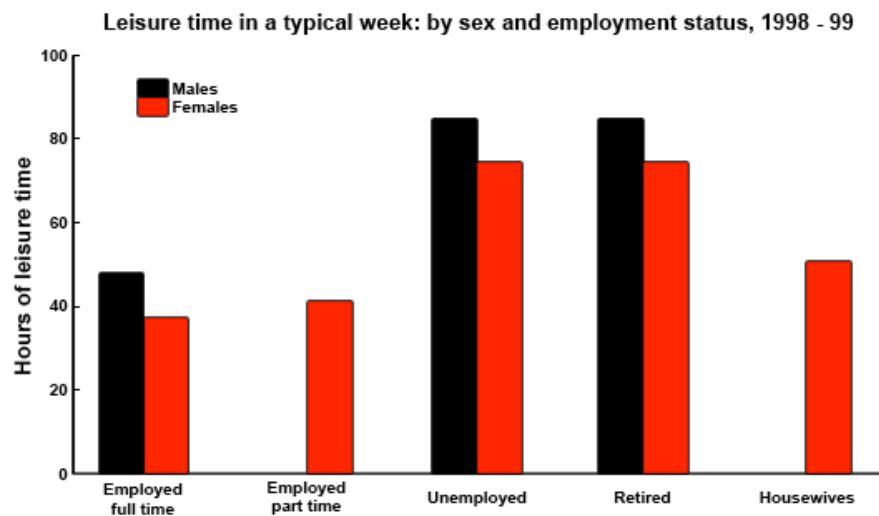
The following samples are taken from different websites and therefore may not adhere to the methods prescribed by the author of this book. However it is useful to take a look at them and see how they are composed. The scores each piece can receives varies from a minimum of 7.5 to a high of 9.

IELTS WRITING TASK 1 Checklist	
1	Have you written at least 150 words?
2	Have you completed the task according to the rubrics?
3	Have you paraphrased the rubric in your introduction or
4	Have you summarized the information and not listed every piece of data?
5	Have you written an overview?
6	Have you included any information that is not included?
7	Have you left any important data out?
8	Have you just listed information or have you compared it?
9	Have you divided your answer into paragraphs?
10	Have you written too many words?
11	Have you mentioned any striking features?
12	Have you avoided repetition of words and structures?
13	Have you used a range of grammar, vocabulary, and complex structures?
14	Have you used the correct tenses?
15	Have you checked your writing for mistakes?
Additional questions for maps	
1	Have you included an overview
2	Have you used appropriate adverbs/adverbial phrases of location
3	Have you used a range of synonyms
Additional questions for processes	
1	Have you used the passive correctly
2	Have you used the correct tenses?
3	Have you used the appropriate linking devices

Sample #1

The chart below shows the amount of leisure time enjoyed by men and women of different employment status.

Write a report for a university lecturer describing the information shown below.



model answer:

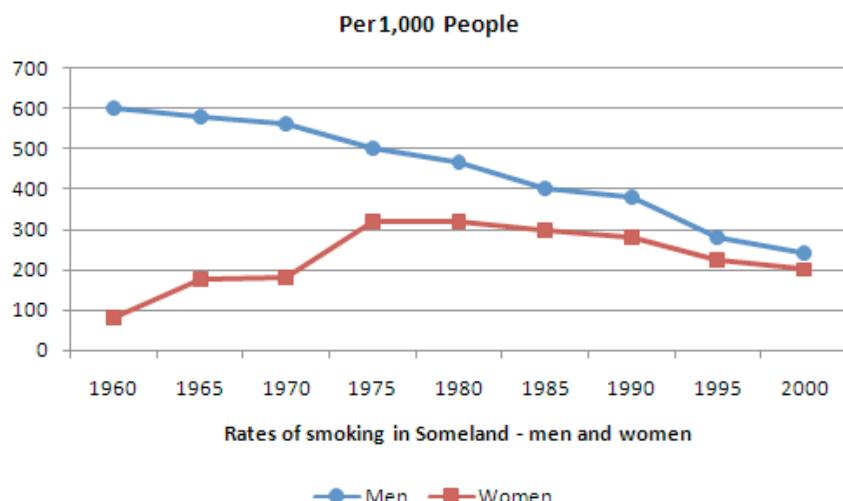
The chart shows the number of hours of leisure enjoyed by men and women in a typical week in 1998-9, according to gender and employment status.

Among those employed full-time, men on average had fifty hours of leisure, whereas women had approximately thirty-seven hours. There were no figures given for male part-time workers, but female part-timers had forty hours of leisure time, **only slightly more than** women in full-time employment.

In the unemployed and retired categories, leisure time showed an increase for both genders. Here too, men enjoyed more leisure time at over eighty hours, compared with seventy hours for women.

Lastly, housewives enjoyed approximately fifty-four hours of leisure, on average. There were no figures presented for men in this category, though. Overall, the chart demonstrates that in the categories for which statistics on male leisure time were available, men enjoyed at least ten hours of extra leisure time.

Sample #2



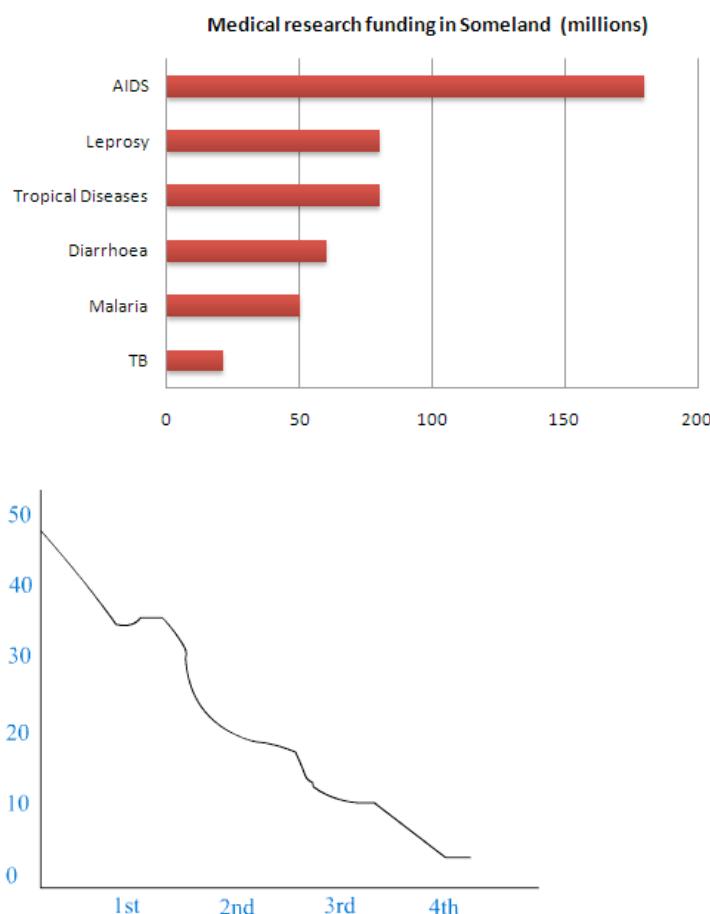
model answer:

The graph compares the rate of smoking in men and women in Someland between the years 1960 and 2000. It can be clearly seen that the rate of smoking for both men and women was declining for the last 20 years and that fewer women had smoked throughout the period.

In 1960, 600 men in every 1,000 was smoking. This number decreased gradually to 500 by 1974 and continued to decrease but more steeply to 250 in 2000. In contrast, the rate of smoking in women in 1960 was very low at only 80 in every 1,000. By 1968 this increased to 170, and increased again but more steeply to 320 in 1977. The rate of female smokers then remained stable at 320 **until 1984 at which point** the figures began to decline and had dropped to 200 by 2000.

In conclusion we can see that the rate of smoking in men dropped throughout the whole period but was always at a higher level than the female figures. The rate of smoking in women increased until 1977 but then decreased for the rest of the period.

Sample #3

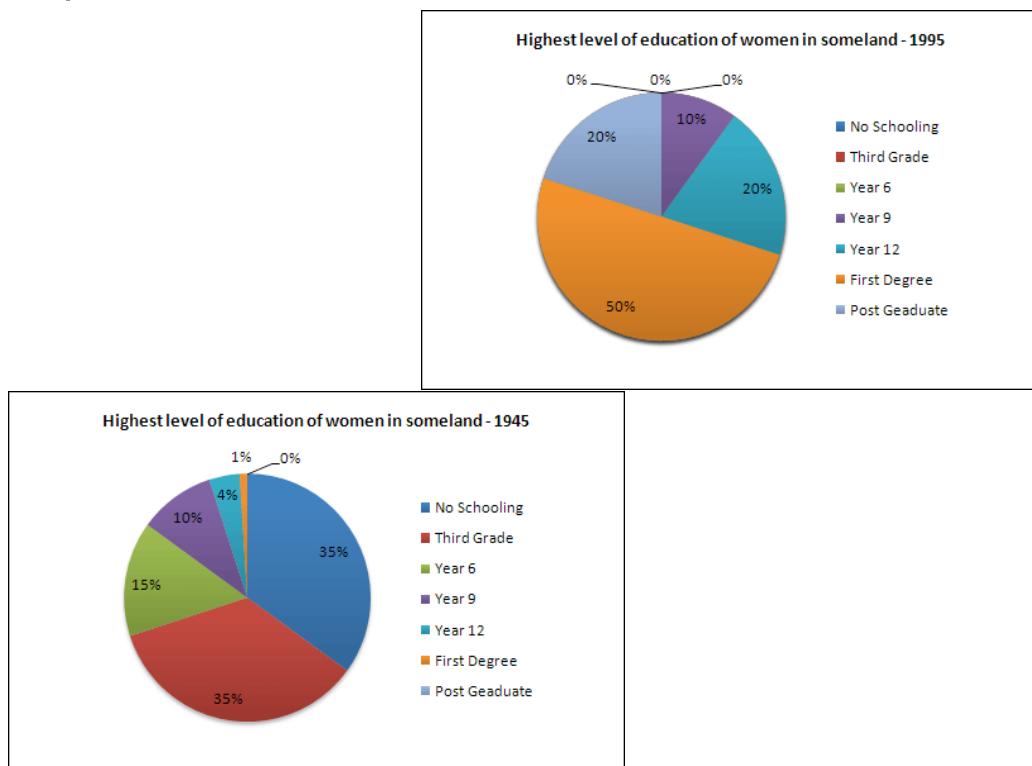
***model answer:***

The graphs compare the number of deaths caused by six diseases in Someland in 1990 with the amount of research funding allocated to each of those diseases. It can be clearly seen that the amount of research funding in many cases did not correlate with the seriousness of the disease in terms of numbers of deaths.

In 1990 there were around 0.2 million deaths from AIDS, 0.1 million deaths from leprosy, 0.3 million deaths from tropical diseases, 0.5 million deaths from diarrhea, 0.4 million deaths from malaria and 1.8 million deaths from TB. These figures can be contrasted with the amount of funding allocated for each disease. In 1990 AIDS received 180 million dollars in research funding, leprosy 80 million dollars in research funding, tropical diseases 79 million dollars in research funding, diarrhea 60 million dollars in research funding, malaria 50 million dollars and TB 20 million dollars in research funding.

In conclusion it is clear that funding allocation for disease research in Someland is not wholly determined by the number of deaths for which each disease is responsible in a given year.

Sample #4



model answer:

The pie charts compare the highest level of education achieved by women in Someland **across two years**, 1945 and 1995. It can be clearly seen that women received a much higher level of education in Someland in 1995 than they did in 1945.

In 1945 only 30% of women completed their secondary education and 1% went on to a first degree. No women had completed post-graduate studies. This situation had changed radically by 1995. In 1995, 90% of women in Someland had completed secondary education and of those, half had graduated from an initial degree and 20% had gone on to postgraduate studies. At the other end of the scale we can see that by 1995 all girls were completing lower secondary, although 10% ended their schooling at this point. This is **in stark contrast** with 1945 when only 30% of girls completed primary school, 35% had no schooling at all and 35% only completed the third grade.

In conclusion, we can see that in the 50 years from 1945 to 1995 there have been huge positive developments to the education levels of women in Someland.

Sample #5

	Hours of leisure time per year in Someland						
	Teens	20s	30s	40s	50s	60s	70s +
Watching TV/videos	1,200	700	400	500	600	700	1,100
Socialising with 4 or less people	150	150	300	250	250	200	200
Socialising with 4 or more people	350	350	50	50	25	25	25
Individual exercise	150	100	200	200	50	75	150
Group exercise/sport	450	350	200	150	50	0	0
Cinema	100	75	50	25	25	50	75

model answer:

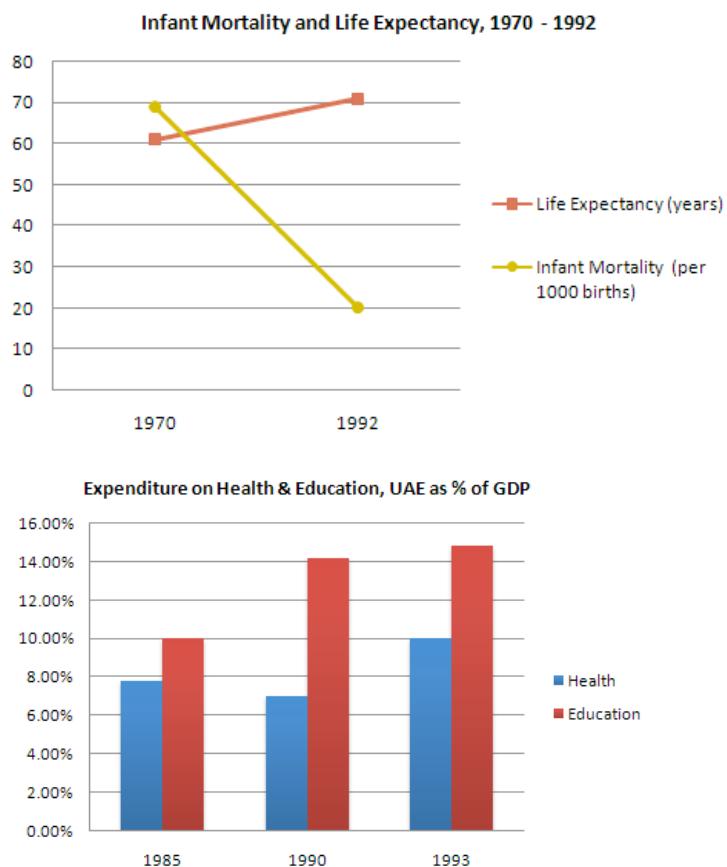
The table shows how people in different age groups spend their leisure time in Someland **over the course of a year**. It can be clearly seen that the amount of leisure time available varies considerably across the age groups and that people of different age levels have very different ways of spending their leisure time.

According to the figures, as people age in Someland their social lives reduce. Teenagers and people in their twenties spend on average 500 hours per year on socializing and 350 hours of that time is with a group of more than 4 people. Although the total hours of socializing in their 30s, 40s, 50s and 60s is fairly constant (between 300-350), socializing with more than 4 people drops dramatically to 50 hours in the 30s and 40s age groups and only 25 from 50 years old. Group and individual exercise follow a similar pattern.

People of all ages spend a good part of their leisure time on entertainment such as TV/video viewing and cinema. In both cases, teenagers and retired people spend around twice as much time as those who are at working age. Home entertainment ranges from just over a thousand hours for teenagers and retired people and an average of 600 hours for everyone else. Cinema accounts for 100 hours of the teenagers and retired people's leisure time and 25-50 hours for the rest.

In conclusion, we can see there is a significant trend towards solitary and smaller group activities as people grow older and that teenagers and retired people spend a lot more time on entertainment than those of working age do.

Sample #6



model answer:

The graphs show health and education spending and changes in life expectancy and infant mortality in the UAE.

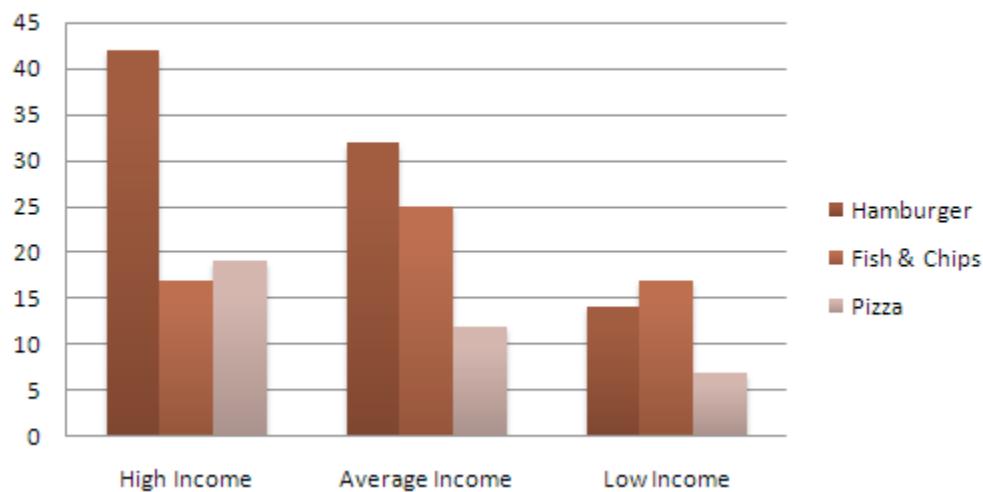
The bar graph shows the percentage of GDP spent on health and education between 1985 and 1993. There were big increases in both areas. Health spending stood at about 8% in 1985 but rose to 9% in 1990 and 10% in 1993. Spending on education was even higher. It was 10% in 1985, and shot up to 14% in 1990 and 15% in 1993, a 50% increase in just 8 years.

The line graph shows improvements in life expectancy and infant mortality between 1970 and 1992. Life expectancy was just 60 in 1970 but rose to almost 72 in 1992. In contrast, the number of babies dying dropped dramatically, from 60 per 1000 in 1970 to only 22 in 1992.

Overall, as the percentage spent on health and education increases, infant mortality and life expectancy improve.

Sample #7

Expenditure on Fast Foods by Income Groups, UK 1990

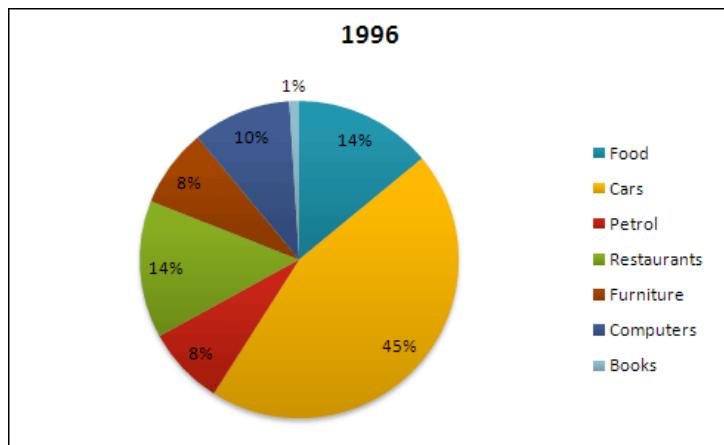
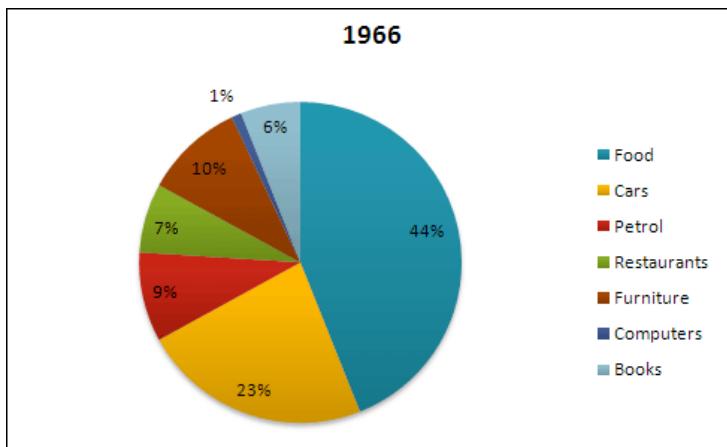
***model answer:***

The graph shows weekly expenditure on fast food including hamburger, fish and chips and pizza in Britain by food and income group.

The amount of money spent on fast food has a positive correlation with income. People in the high-income group spent the most - over 85 pence per person per week. People in the low-income group spent the least - less than half of what the high-income earners spent.

The type of fast food eaten also depends on the group. High-income earners spent 3 times more on hamburgers than people in the low-income group. Pizza was generally the least favorite food. Fish and chips was the most popular food with the low-income group but consumption was fairly similar among all groups.

Sample #8



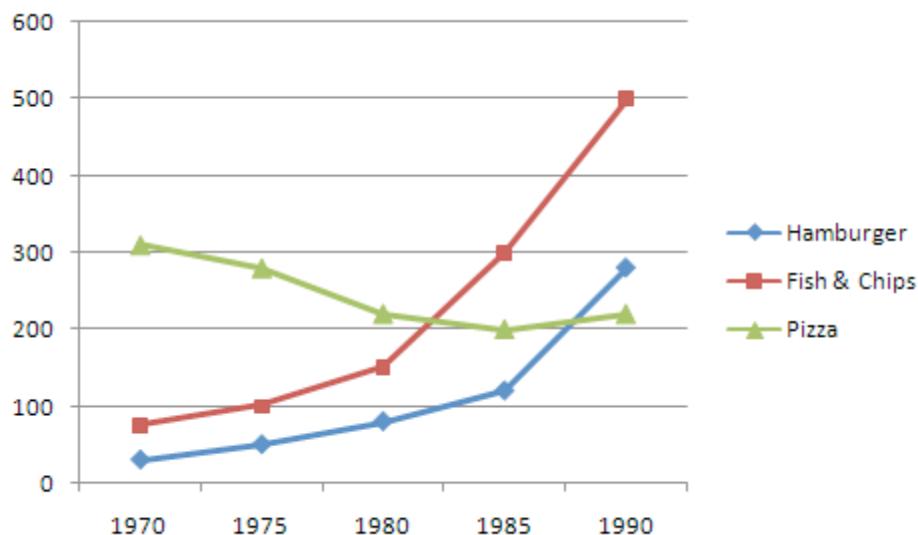
model answer:

The pie charts show changes in American spending patterns between 1966 and 1996.

Food and cars made up the two biggest items of expenditure in both years. Together they comprised over half of household spending. Food accounted for 44% of spending in 1966, but this dropped by two thirds to 14% in 1996. However, the outlay on cars doubled, rising from 23% in 1966 to 45% in 1996. Other areas changed significantly. Spending on eating out doubled, climbing from 7% to 14%. The proportion of salary spent on computers increased dramatically, up from 1% in 1966 to 10% in 1996. However, as computer expenditure rose, the percentage of outlay on books plunged from 6% to 1%. Some areas remained relatively unchanged. Americans spent approximately the same amount of salary on petrol and furniture in both years.

In conclusion, increased amounts spent on cars, computers, and eating out were made up for by drops in expenditure on food and books.

Sample #9

***model answer:***

The graph shows changes in the amount of fast food consumed in the UK between 1970 and 1990. Several trends are apparent. First, Britons are eating more and more fast food. Secondly, the type of fast food has changed.

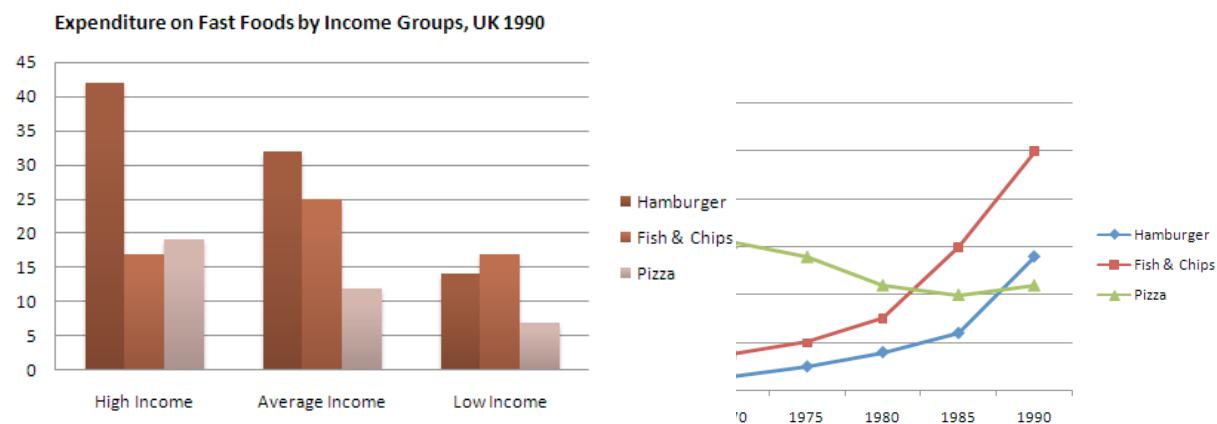
In 1970, the most popular fast food was fish and chips. Over 300g were consumed each week. By 1990, however, this had fallen to just over 200g - a 50% drop. Consumption of other fast foods such as pizza and hamburgers increased, however. The amount of pizza eaten shot up from about 20g a week to more than 270g, overtaking fish and chips in the late 1980s. Hamburger consumption also increased, rising from about 80g in 1970 to almost 300g in 1990.

Accompanying this change in the choice of foods was an increase in the amount of fast food consumed. In 1970, British consumers ate about 450g a week of fast food. In 1990, on the other hand, this had more than doubled, to 1000g.

Sample #10

The chart below shows the amount of money per week spent on fast foods in Britain. The graph shows the trends in consumption of fast foods.

Write a report for a university lecturer describing the information shown below.



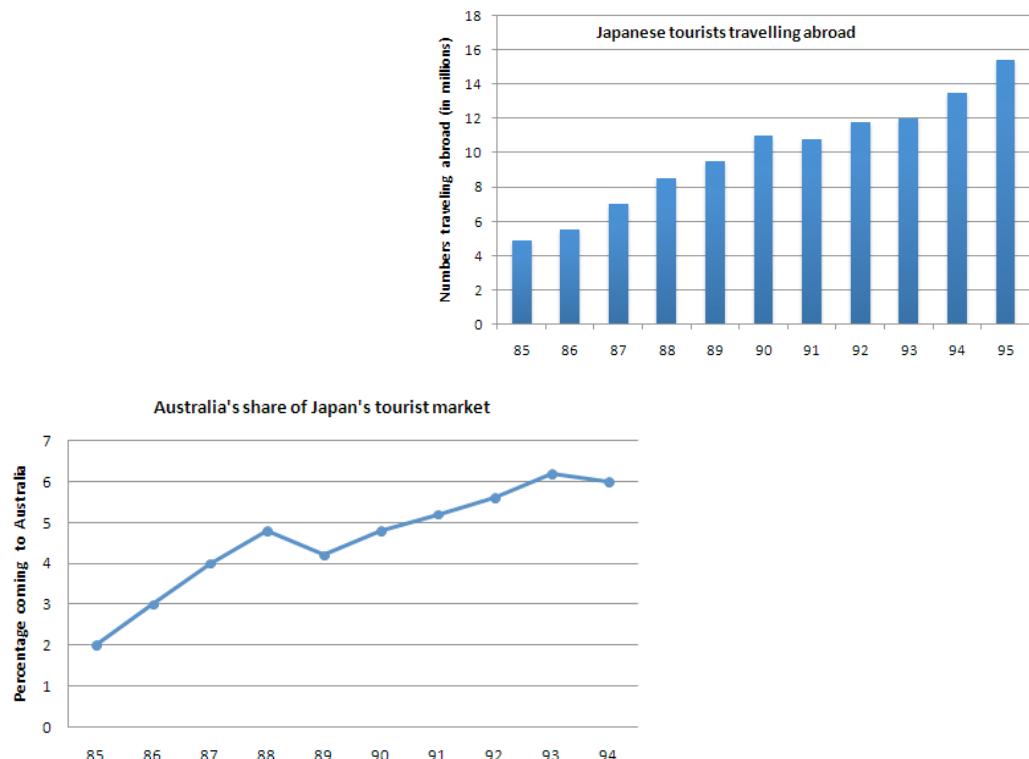
model answer:

The chart shows that high income earners consumed considerably more fast foods than the other income groups, spending more than twice as much on hamburgers (43 pence per person per week) than on fish and chips or pizza (both under 20 pence). Average income earners also favored hamburgers, spending 33 pence per person per week, followed by fish and chips at 24 pence, then pizza at 11 pence. Low income earners appear to spend less than other income groups on fast foods, though fish and chips remains their most popular fast food, followed by hamburgers and then pizza.

From the graph we can see that in 1970, fish and chips were twice as popular as burgers, pizza being at that time the least popular fast food. The consumption of hamburgers and pizza has risen steadily over the 20 year period to 1990 while the consumption of fish and chips has been in decline over that same period with a slight increase in popularity since 1985.

Sample #11

The charts below show the number of Japanese tourists travelling abroad between 1985 and 1995 and Australia's share of the Japanese tourist market.

***model answer:***

This chart shows us that Japanese tourists go abroad for travelling in a decade and Australians share of marketing for Japanese tourists. Between 1985 and 1995 Japanese tourists travelling abroad was dramatically increased. In 85 there was about 5 million traveler go abroad. Since 85 number of traveler went up dramatically until 40. It was almost twice then between 90 and 93 the number remain stateable, which is about 12 millions. From 93 to 95 it rose slightly. Therefore in 1995 there were about 15 million people went abroad.

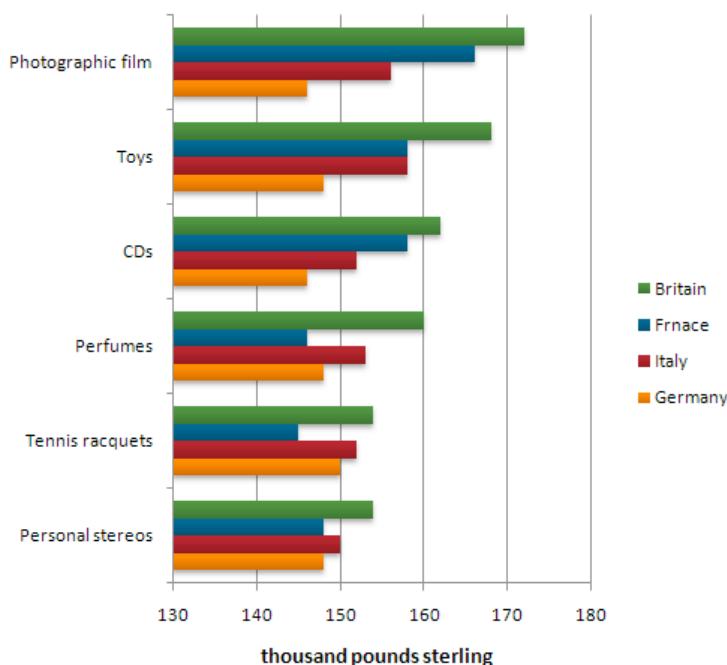
I am going to write about the other chart, which is Australians share of Japaneses tourist market. This is also between 1985 and 1995. About 2 million Japanese tourist went to Australia in 1985. Between 85 and 89 people went there is increased sharply, which is almost 3 times more. In 1990 it fall number slightly but from 90 to 94 number is went up. However 94 to 95 is not so went up number of people who went to Australia. It remain is the same or slightly decreased.

Sample #12

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

Write a report for a university lecturer describing the information shown below.

- You should write at least 150 words.
- You should spend about 20 minutes on this task.



model answer:

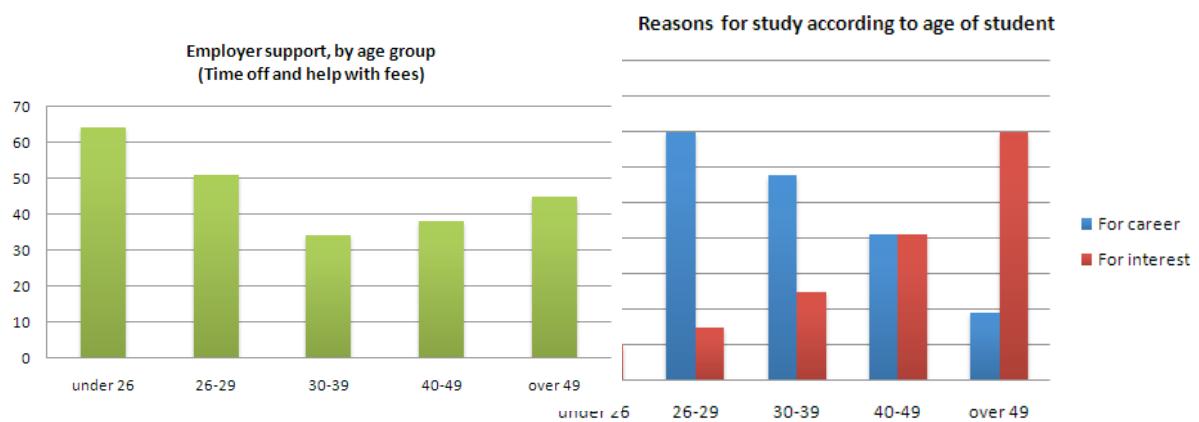
The chart shows that Britain, among the four European countries listed, has spent most heavily on the range of consumer goods included. In every case, British spending is considerably higher than that of other countries; only in the case of tennis racquets does another country, Italy, come close.

In contrast, Germany is generally the lowest spender. This is most evident in photographic film, where Germany spends much less than Britain. Germany only spends more than another country, France, in two cases; tennis racquets and perfumes.

Meanwhile, France and Italy generally maintain middle positions, averaging approximately similar spending overall. Specifically, France spends more on CDs and photographic film but less on tennis racquets than Italy does. Italy's spending on personal stereos is only marginally greater than that of France, while spending on toys is equal between the two.

It is clear from the data given that there are some significant differences in spending habits within Europe.

Sample #13

***model answer:***

The first graph shows that there is a gradual decrease in study for career reasons with age. Nearly 80% of students under 26 years, study for their career.

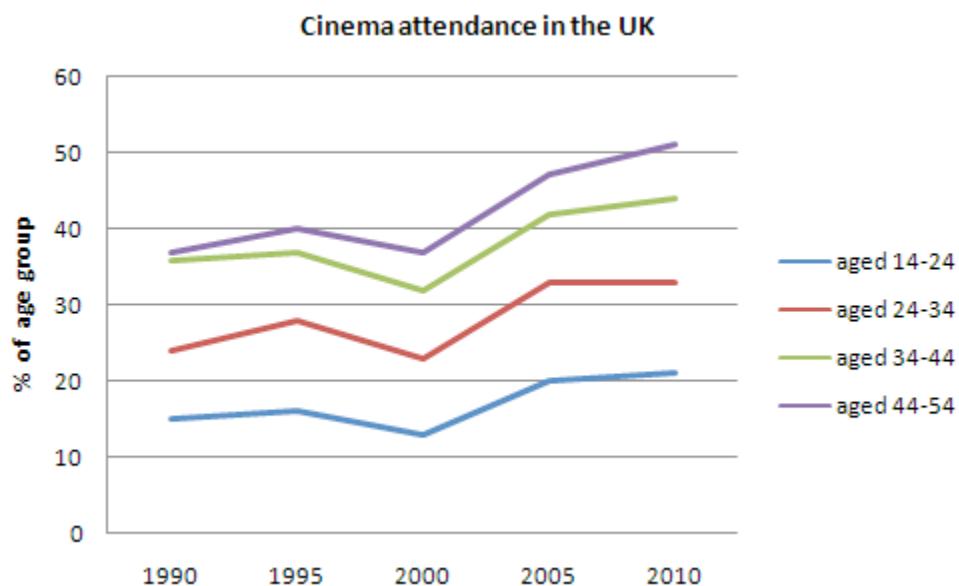
This percentage gradually declines by 10-20% every decade. Only 40% of 40-49yr olds and 18% of over 49yr olds studying for career reasons in late adulthood.

Conversely, the first graph also shows that study stemming from interest increases with age. There are only 10% of under 26yr olds studying out of interest. The percentage increases slowly till the beginning of the fourth decade, and increases dramatically in late adulthood. Nearly same number of 40-49yr olds study for career and interest. However 70% of over 49yr olds study for interest in comparison to 18% studying for career reasons in that age group.

The second graph shows that employer support is maximum (approximately 60%) for the under 26yr students. It drops rapidly to 32% up to the third decade of life, and then increases in late adulthood up to about 44%. It is unclear whether employer support is only for career-focused study, but the highest level is for those students who mainly study for career purposes.

Sample # 14

The line graph below gives information on cinema attendance in the UK.
Write a report for a university lecturer describing the information given.



model answer:

The given line graph illustrates information on the percentage of people who went to the movies in the United Kingdom between 1990 and 2010. The people's attendance is divided into four different age groups.

Overall, younger people seemed to, and are predicted to, be more active in movie going than their older counterparts. However, all four age groups showed a gradual increase in attendance numbers during the given period, except for a slight drop between 1995 and 2000.

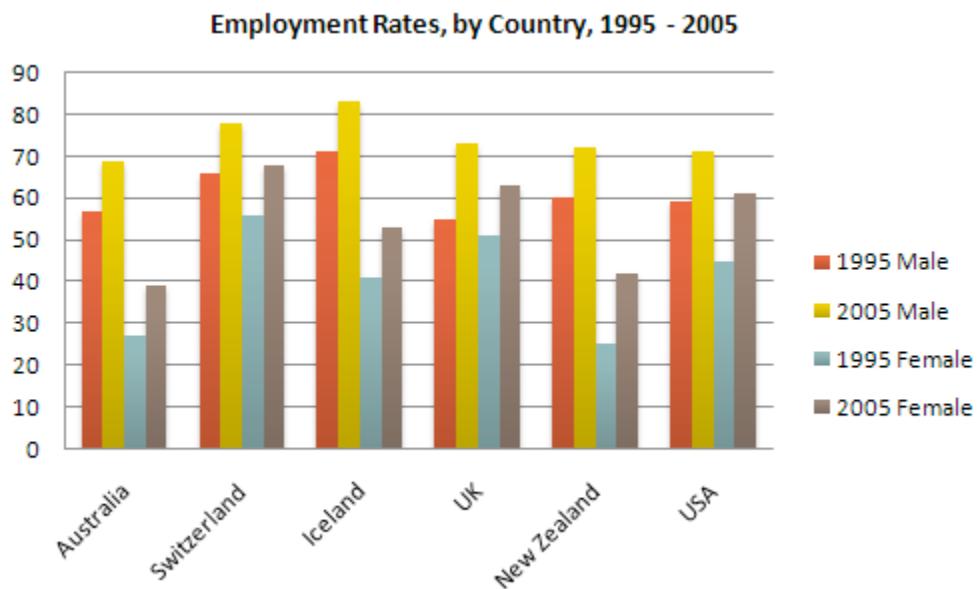
To be specific, a larger percentage of people between the ages of 24 and 34 went to, and are expected to, go to the cinema than those in any other age group. Approximately 51% of the respondents from this age group are expected to attend movies in 2010 compared with only 38% in 1990. Even in the group that had the smallest number of movie goers, those between the ages of 44 and 54, there was an increase of 6% in their attendance.

(161 words)

Sample #15

The graph above show information of employment rates across 6 countries in 1995 and 2005.

Summarize the information by choosing and describe the main idea, and make comparisons where appropriate.

***model answer***

The graph shows changes in employment rates in six countries between 1995 and 2005, for men and women. Overall more and more people of working age are employed, and there have been significant improvements for women, although they lag behind men in entering the workforce.

The most obvious trend in the graph is that women have lower employment rates in most of the countries in the graph. For example, in Australia in 1995, 57 percent of men could find work or retain a job, but only 27 percent of women. The difference was even bigger in New Zealand, with 60 percent of women. Even in Switzerland and Iceland, slightly more men than women were in the job market.

The second biggest trend in the graph is the improvement in employment between 1995 and 2005. In all countries shown, figures for both men and women improved. The biggest change was in the United Kingdom, from 55 percent of men in 1995 to 73 percent over a ten year period.

Furthermore, the increases in employment rates for women were much higher in New Zealand. The percentage of working women jumped from 25 percent to 42 percent, and in the United States from 45 percent to 61 percent over the decade.

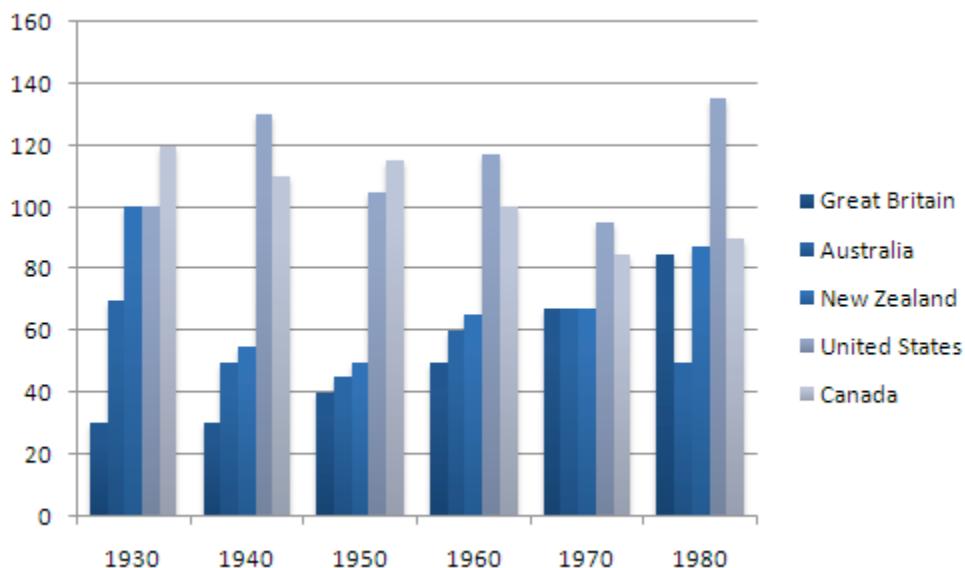
In conclusion, all the countries in the graph showed at least a 12 percent increase in employment rates of both men and women over the ten years. While men had relatively higher employment rate throughout the period, more and more women appear to be entering the labour market.

Sample #16

The table below shows the figures for imprisonment in five countries between 1930 and 1980.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.



model answer:

The table shows that the figures for imprisonment in the five countries mentioned indicate no overall pattern of increase or decrease. In fact there is considerable fluctuation from country to country.

In Great Britain the numbers in prison have increased steadily from 30 000 in 1930 to 80,000 in 1980. On the other hand in Australia, and particularly in New Zealand the numbers fell markedly from 1930 to 1940. Since then they have increased gradually, apart from in 1980 when the numbers in prison in New Zealand fell by about 30,000 from the 1970 total. Canada is the only country in which the numbers in prison have decreased over the period 1930 to 1980, although there have been fluctuations in this trend. The figures for the United States indicate the greatest number of prisoners compared to the other four countries but population size needs to be taken into account in this analysis. The prison population in the United States increased rapidly from 1970 to 1980 and this must be a worrying trend.

Sample #17

The table below shows the consumer durables (telephone, refrigerator, etc.) owned in Britain from 1972 to 1983.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.

Consumer durables	1972	1974	1976	1978	1979	1981	1982	1983
Percentage of households with:								
central heating	39	43	48	52	55	59	60	64
television	93	95	96	96	97	97	97	98
video								18
vacuum cleaner	87	89	92	92	93	94	95	
refrigerator	73	81	88	91	92	93	93	94
washing machine	66	68	71	75	74	78	79	80
dishwasher				3	3	4	4	5
telephone	42	50	54	60	67	75	76	77

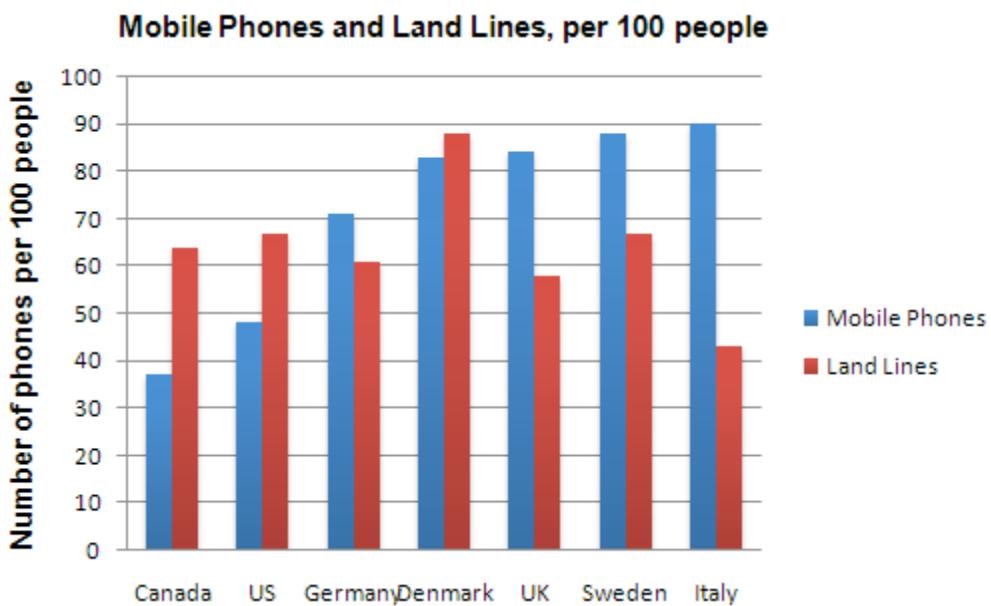
model answer:

The chart shows that the percentage of British households with a range of consumer durables steadily increased between 1972 and 1983. The greatest increase was in telephone ownership, rising from 42% in 1972 to 77% in 1983. Next came central heating ownership, rising from 37% of households in 1972 to 64% in 1983. The percentage of households with a refrigerator rose 2 1% over the same period and of those with a washing machine by 14%. Households with vacuum-cleaners, televisions and dishwashers increased by 8%, 5% and 2% respectively. In 1983, the year of their introduction, 18% of households had a video recorder.

The significant social changes reflected in the statistics are that over the period the proportion of British houses with central heating rose from one to two thirds, and of those with a phone from under a half to over three-quarters. Together with the big increases in the ownership of washing machines and refrigerators, they are evidence of both rising living standards and the trend to lifestyles based on comfort and convenience.

Sample #18

The chart shows the number of mobile phones and landlines per 100 people in selected countries.



model answer:

The graph shows the number of mobile phones and landlines per 100 users, for selected countries. Overall, most of the countries included in the graph have more mobile phones subscribers than landlines.

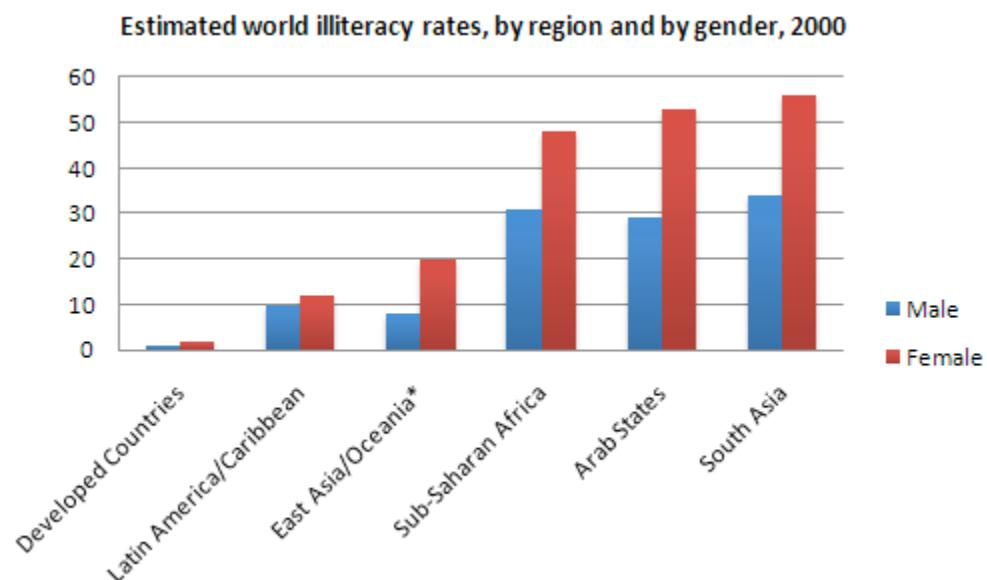
Most European countries have high mobile phone use. The biggest users of mobile phones are the Italians, with 88 cell phones per 100 people. For example, Italy has twice as many mobile phones as landlines, with 88 mobiles per hundred people compared to 45 for landlines. Mobile phone use is low in Canada, with fewer than 40 phones per 100 people. Denmark is also unusual because it has slightly more landlines than mobile phones.

However, in some countries, the number of landlines is higher than the number of mobile phones. One example is the USA, where the number of mobiles, at 50 per 100 people, is much lower than the number of landlines, at almost 70 per hundred. A similar pattern can be seen in Canada. The highest number of landlines in the graph is in Denmark, with about 90 per 100 people. In contrast, the lowest figures for fixed lines are in Italy and the UK.

In conclusion, it seems that mobile phone use is higher in Europe than in North America.

Sample #19

The chart below shows estimated world literacy rates by region and by gender for the year 2000.



The bar chart shows the estimated world illiteracy rates by gender and region for the year 2000.

First I will look at male illiteracy for the 6 areas shown. The lowest rates were in Developed Countries, Latin America/Caribbean and East Asia/Oceania with rates of 1% (approximately), 10% and 8% (approximately) respectively. The rates for the next three areas were much higher and quite similar to each other. Sub-Saharan Africa, the Arab States and South Asia had rates of approximately 31%, 29% and 34%.

Female illiteracy was much higher relatively in each area except Latin America/Caribbean where it was only slightly higher. The lowest rates for female illiteracy were again Developed Countries, Latin America/Caribbean and East Asia/Oceania with rates of approximately 2%, 12% and 20%. Again the rates for the next three areas were much higher and quite similar to each other. Sub-Saharan Africa, the Arab States and South Asia had rates of approximately 48%, 52% and 56%.

Sample #20

The table below gives information about the underground railway systems in six cities.

City	Date opened	Kilometres of route	Passengers per year (in millions)
London	1863	394	775
Paris	1900	199	1191
Tokyo	1927	155	1927
Washington DC	1976	126	144
Kyoto	1981	11	45
Los Angeles	2001	28	50

model answer:

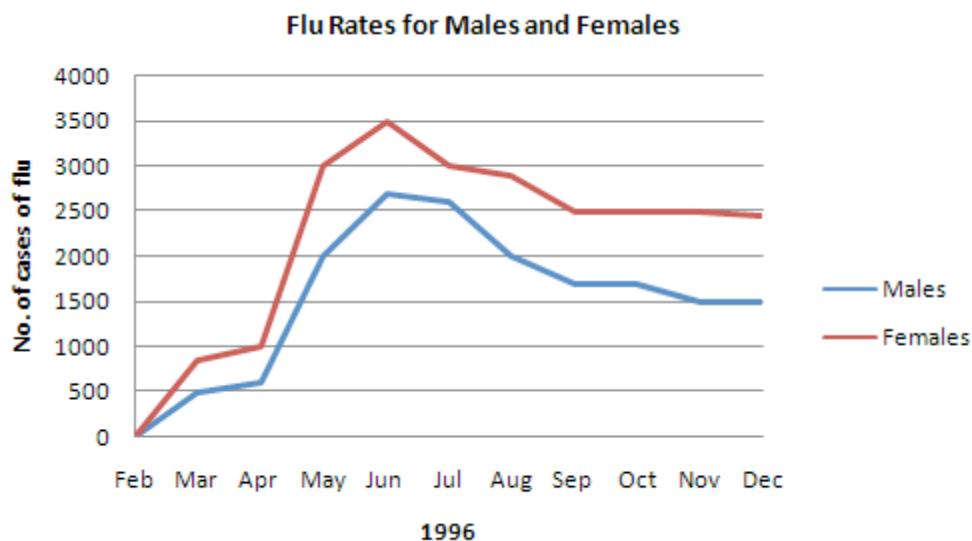
The table shows data about the underground rail networks in six major cities.

The table compares the six networks in terms of their age, size and the number of people who use them each year. It is clear that the three oldest underground systems are larger and serve significantly more passengers than the newer systems.

The London underground is the oldest system, having opened in 1863. It is also the largest system, with 394 kilometres of route. The second largest system, in Paris, is only about half the size of the London underground, with 199 kilometres of route. However, it serves more people per year. While only third in terms of size, the Tokyo system is easily the most used, with 1927 million passengers per year.

Of the three newer networks, the Washington DC underground is the most extensive, with 126 kilometres of route, compared to only 11 kilometres and 28 kilometres for the Kyoto and Los Angeles systems. The Los Angeles network is the newest, having opened in 2001, while the Kyoto network is the smallest and serves only 45 million passengers per year.

Sample #21

***model answer:***

The diagrams show data for a flu epidemic which hit a large country town in 1996. Figure 1 gives the number of persons who died; Figure 2 shows the percentage breakdown of females who received a new flu vaccine; and Figure 3 gives the number of cases of flu before and during the epidemic.

In Figure 1 it can be seen that the flu was responsible for the deaths of 2 females but no males in the period from March to May. However, from June to August, there were 4 female deaths and 1 male death.

According to the pie chart in Figure 2, only those females most at risk were given the new flu vaccine; 28% did not take part in the trial. Of those females who took part, 35% were aged (over 65 years old); 24% were babies or children; and 13% were either hospitalised or receiving other medical attention.

From Figure 3 it is clear that the new vaccine had a positive effect on the number of new cases of flu reported in females. There were just over 1000 cases reported in March, climbing rapidly to a peak of 3500 in June. Thereafter, the number of cases dropped slowly to about 2800 in August, before levelling off at 2500 for the rest of the year. For males, the figures were lower but showed a similar trend throughout the epidemic.

(232 words)

Sample #22

You should spend about 20 minutes on this task.

The table below shows the sales at a small restaurant in a downtown business district.

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

You should write at least 150 words.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Sales: week of October 7-13

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Lunch	\$2,400	\$2,450	\$2,595	\$2,375	\$2,500	\$1,950	\$1,550
Dinner	\$3,623	\$3,850	\$3,445	\$3,800	\$4,350	\$2,900	\$2,450

model answer:

The sales at this small restaurant during the week of October 7 to 13th followed a fairly set pattern from Monday to Friday, and then showed notable shift on the weekend. The lunch and dinner sales during the week peaked on Friday and then dipper down as the weekend set in.

During the week of October 7-14th, the lunch sales averaged at approximately \$2,400. The highest lunch sales occurred on Friday, and the lowest occurred on Sunday. Sunday's lunch sales were approximately \$1,000 less than the average lunch sales during the rest of the week.

Dinner sales, which generated at least \$1,000 to \$1,500 more a day than lunch sales, also remained steady during the week. Just like the lunch sales, the dinner sales peak on Friday and dipped down for the weekend.

Excluding Wednesday and Thursday, the lunch and dinner sales from October 7-11 rose gradually until the end of the business week. Midweek, on Wednesday and Thursday, the sales were slightly lower than they were on Tuesday.

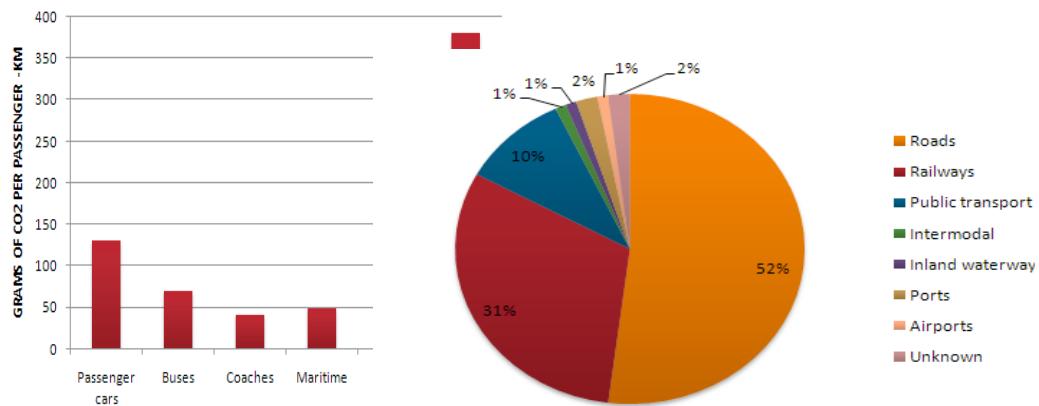
According to the sales report, this restaurant has a steady lunch and dinner crowd. The most profitable day during the second week of October was Friday. Sunday, was the least profitable day, with the full day's sales totaling/totalling less than the Friday dinner sales. These numbers are reflective of a restaurant that is located in a business/financial district where business hours are Monday through Friday.

(234 words)

Sample #23

The table below shows CO₂ emissions for different forms of transport in the European Union.

The Pie Chart shows the percentage of European Union funds being spent on different forms of transport.

***model answer:***

The chart shows CO₂ emissions per passenger kilometer for various methods of transport in the European Union while the pie chart shows European Union spending on transport. Flying by air produces by far the greatest CO₂ emissions, approximately three times as much as passenger cars which are the next largest producers. Very little is spent by the EU on air travel while roads make up more than half of the EU transport budget.

Trains produce about three times less CO₂ emissions per passenger kilometer than passenger cars and eight times less than air travel. Nearly a third of EU transport funds are spent on railways.

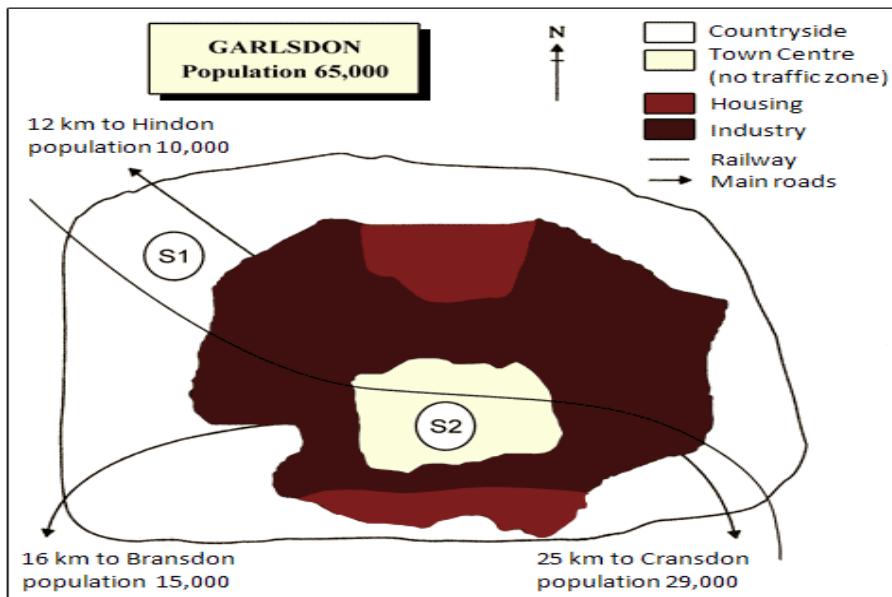
Ships are a clean form of transport and produce about the same amount of CO₂ per passenger kilometer as trains do. However, only 2 percent of EU funds are spent on ports. A further one percent is spent on inland waterways.

Coaches are the cleanest form of transport. Emissions of CO₂ per passenger kilometer from coaches are half those of buses. Buses emit less than half as much CO₂ per passenger kilometer as cars. The European Union spends 10 percent of its transport budget on public transport, such as buses and coaches.

(197 words)

Sample #24

The map below is of the town of Garlsdon. A new supermarket (S) is planned for the town. The map shows two possible sites for the supermarket.



model answer:

The first potential location (S1) is outside the town itself, and is sited just off the main road to the town of Hindon, lying 12 kms to the north-west. This site is in the countryside and so would be able to accommodate a lot of car parking. This would make it accessible to shoppers from both Hindon and Garlsdon who could travel by car. As it is also close to the railway line linking the two towns to Cransdon (25 km to the south-east), a potentially large number of shoppers would also be able to travel by train.

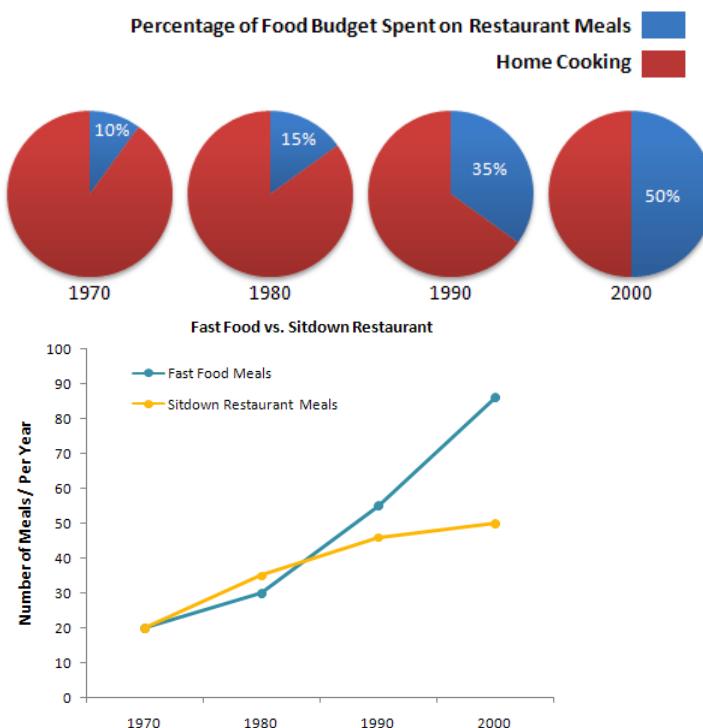
In contrast, the suggested location, S2, is right in the town centre, which would be good for local residents. Theoretically the store could be accessed by road or rail from the surrounding towns, including Bransdon, but as the central area is a no-traffic zone, cars would be unable to park and access would be difficult.

Overall, neither site is appropriate for all the towns, but for customers in Cransdon, Hindon and Garlsdon, the out-of-town site (S1) would probably offer more advantages.

(179 words)

Sample #25

The charts below show the percentage of their food budget the average family spent on restaurant meals in different years. The graph shows the number of meals eaten in fast food restaurants and sit-down restaurants.

***model answer:***

Over the past 30 years, the average family has dramatically increased the number of meals that they eat at restaurants. The percentage of the family's food budget spent on restaurant meals steadily climbed. Just 10 percent of the food budget was spent on restaurant meals in 1970, and 15 percent in 1980. That percentage more than doubled in 1990, to 35 percent, and rose again in 2000 to 50 percent.

Where families eat their restaurant meals also changed during that 30-year period. In 1970, families ate the same number of meals at fast food and sit-down restaurants. In 1980, families ate slightly more frequently at sit-down restaurants. However, since 1990, fast food restaurants serve more meals to the families than do the sit-down restaurants. Most of the restaurant meals from 2000 were eaten at fast food restaurants. If this pattern continues, eventually the number of meals that families eat at fast food restaurants could double the number of meals they eat at sit-down restaurants.

Sample #26

The table below shows the proportion of different categories of families living in poverty in Australia in 1999.

Family type	Proportion of people from each household type living in poverty
single aged person	6% (54,000)
aged couple	4% (48,000)
single, no children	19% (359,000)
couple, no children	7% (211,000)
sole parent	21% (232,000)
couple with children	12% (933,000)
all households	11% (1,837,000)

model answer:

The table gives a breakdown of the different type of family who were living in poverty in Australia in 1999.

On average, 11% of all households, comprising almost two million people, were in this position. However, those consisting of only one parent or a single adult had almost double this proportion of poor people, with 21% and 19% respectively.

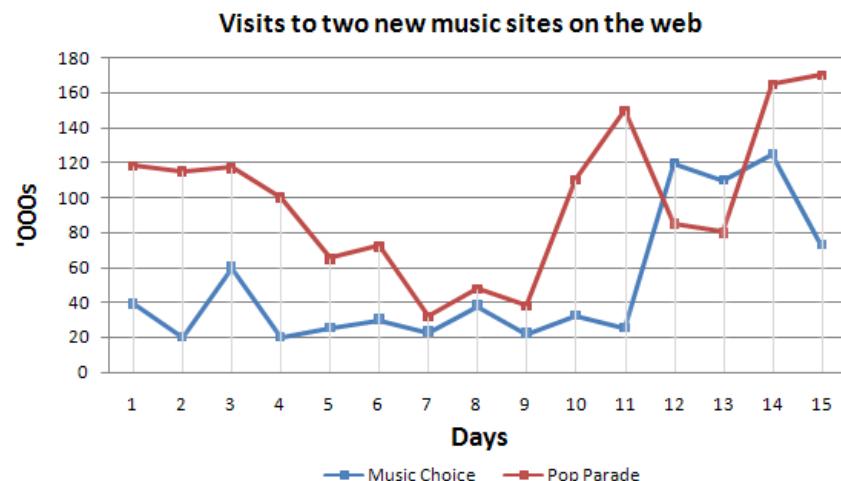
Couples generally tended to be better off, with lower poverty levels for couples without children (7%) than those with children (12%). It is noticeable that for both types of household with children, a higher than average proportion were living in poverty at this time.

Older people were generally less likely to be poor, though once again the trend favoured elderly couples (only 4%) rather than single elderly people (6%). Overall the table suggests that households of single adults and those with children were more likely to be living in poverty than those consisting of couples.

(154 words)

Sample #27

The graph below compares the number of visits to two new music sites on the web.

***model answer:***

The graph shows people using new music places on the Internet in fifteen days period of time namely personal choice and trendy pop music.

The overall trend shows fluctuation with slight Increased towards the end of the period.

Starting with Music Choice websites; 40,000 people went on this new site on first-day. Half of them backed out the next day. In Contrast to this Pop Parade net sites were visited by 120,000 music lovers on day one which decreased slightly on the next day thereafter regaining the same fame on 3rd day.

After 3rd day the enthusiasm for both music lines on Internet dropped slowly- reaching maximum fall of 40,000 on 7th day. Whereas Music choice gained popularity, slightly Improving to get the original strength of 30,000 viewers on screen, but was getting still less visitors than their opponent Pop group i.e. 40,000 on day 7.

In the beginning of the next week both gained remarkable recovery after a few fluctuations for 8th and 9th day having 40,000 and 50,000 visitors respectively, reaching to their peaks of one and a half thousand new viewers for Pop Parade on 11th day showing a contrast of very few people visiting Music choice for the same day. Thereafter Music choice gained popularity on 12th day for having more than 120,000 new visitors on web.

In the end of the period Pop sites were visited by maximum viewers of 180,000 whereas sites located to Music choice were not explored by more than 80,000 explorers on the last day of the report.

(257 words)

Bandscore 6

Sample #28

The table below provide information on rental charges and salaries in three areas of London.

Area	Weekly rents per property (£/w)		
	1 bed	2 bed	3 bed
Notting Hill Regent's Park Fulham	375 325 215	485 450 390	738 650 600
Area		Salaries needed (£/year)	
Notting Hill Regent's Park Fulham	98500 85000 56000	127500 118000 102000	194000 170000 157000

model answer:

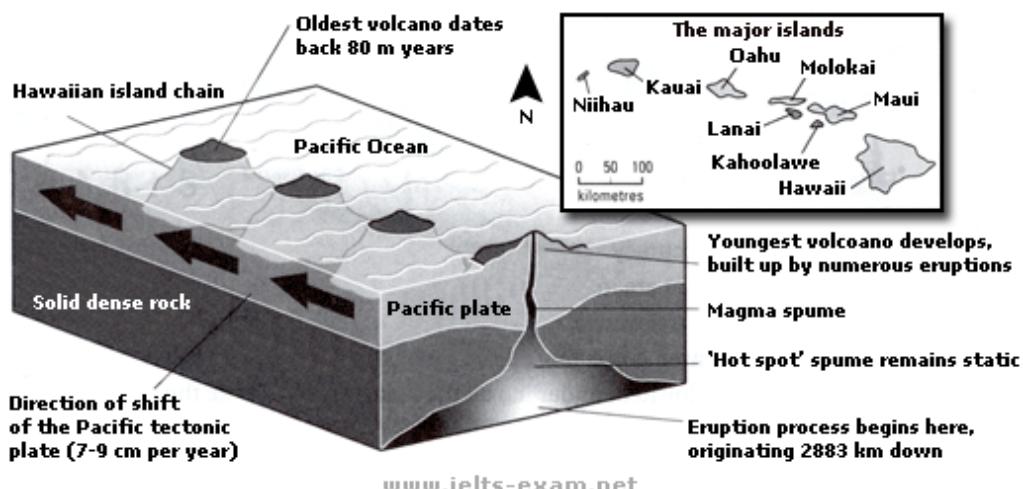
The table shows two sets of related information: the relative cost, in pounds, of renting a property with one, two or three bedrooms in three different suburbs of London and an indication of the kind of annual salary you would need to be earning to rent in these areas.

Of the three areas mentioned, Notting Hill is the most expensive with weekly rents starting at £375 (salary approximately £100,000) and rising to £738 per week for a 3-bedroom property. To afford this, you would require a salary in the region of £200,000 per annum. Alternatively, Fulham is the cheapest area shown with rents ranging from £215 per week for a one bedroom property to £600 per week for a 3-bedroom property. To rent in this area, salaries need to be somewhere between £85,000 and £170,000 depending on the number of bedrooms required. For those able to pay in the middle price range for accommodation, Regent's Park might be a more suitable district.

(163 words)

Sample #29

The diagram below gives the information about the Hawaiian island chain in the centre of the Pacific Ocean.

*model answer:*

The Hawaiian island chain, in the centre of the Pacific Ocean, is approximately 2,700 km in length. It is formed of volcanoes and the active ones are at the south-east tip of the archipelago, where Hawaii itself is located.

It is believed that the chain began to form nearly 80 million years ago. Each island started to evolve after an eruption on the sea floor. First, a 'hot spot' existed on the ocean bed, which let out a plume of material called magma. This magma may originate as deep as 2,883km below the ocean bed. Next, further eruptions took place, which built up the volcano. Eventually, it emerged above the surface of the ocean.

Since that time, the spume of magma has remained static as the Pacific tectonic plate moves in a north-west direction across it at a speed of 7-9cm per year. As it moves, a volcano forms as it passes over the hotspot and then becomes inactive when it has passed it.

(164 words)

Sample #30

The table below provide information on rental charges and salaries in three areas of London.

Area	Weekly rents per property (£/ w)			Salaries needed (£/year)		
	1 bed	2 bed	3 bed	1 bed	2 bed	3 bed
Notting Hill	375	485	738	98,500	127,500	194,000
Regent's Park	325	450	650	85,500	118,000	170,500
Fulham	215	390	600	56,500	102,500	157,500

model answer:

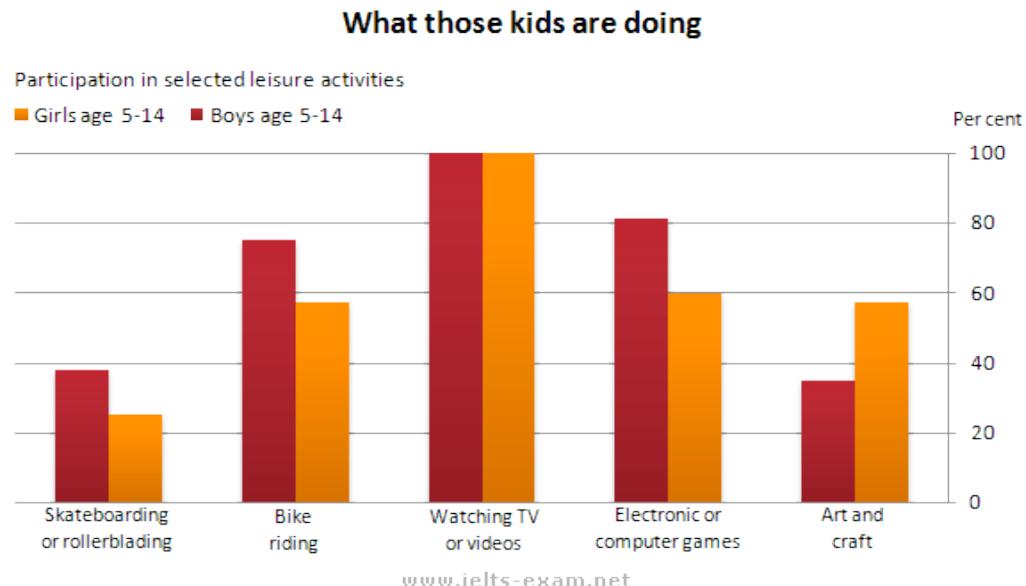
The table shows two sets of related information: the relative cost, in pounds, of renting a property with one, two or three bedrooms in three different suburbs of London and an indication of the kind of annual salary you would need to be earning to rent in these areas.

Of the three areas mentioned, Notting Hill is the most expensive with weekly rents starting at £375 (salary approximately £100,000) and rising to £738 per week for a 3-bedroom property. To afford this, you would require a salary in the region of £200,000 per annum. Alternatively, Fulham is the cheapest area shown with rents ranging from £215 per week for a one bedroom property to £600 per week for a 3-bedroom property. To rent in this area, salaries need to be somewhere between £85,000 and £170,000 depending on the number of bedrooms required. For those able to pay in the middle price range for accommodation, Regent's Park might be a more suitable district.

(163 words)

Sample #31

The graph below gives information about the preferred leisure activities of Australian children.

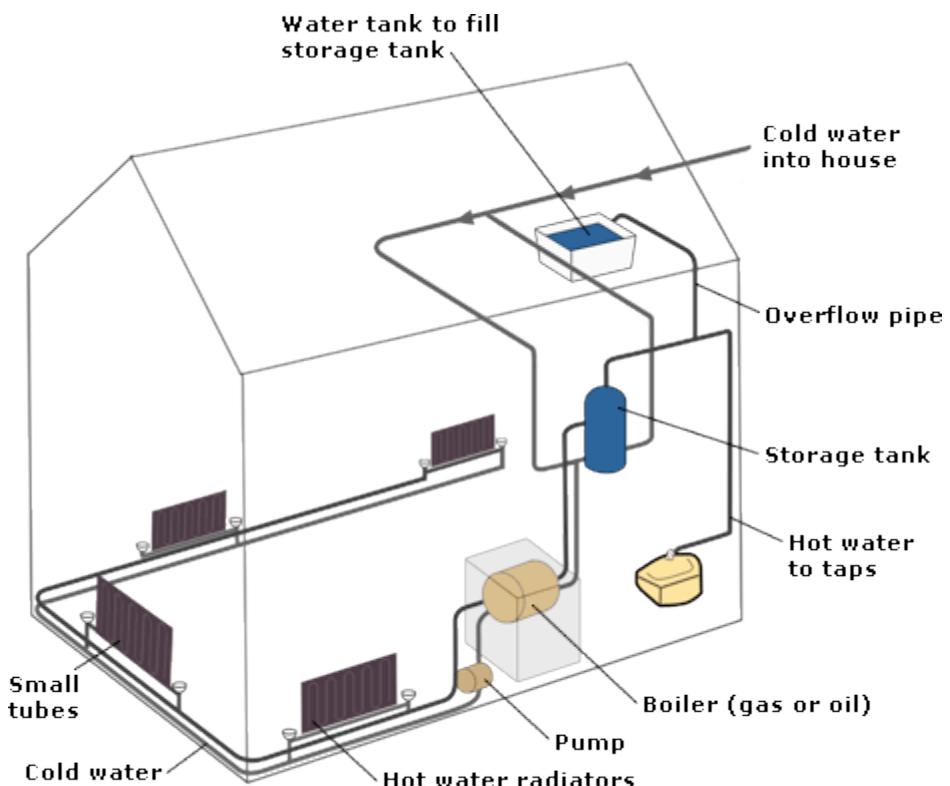
**model answer:**

The graph shows the preferred leisure activities of Australian children aged 5-14. As might be expected, it is clear from the data that sedentary pursuits are far more popular nowadays than active ones.

Of the 10,000 children that were interviewed, all the boys and girls stated that they enjoyed watching TV or videos in their spare time. In addition, the second most popular activity, attracting 80% of boys and 60% of girls, was playing electronic or computer games. While girls rated activities such as art and craft highly – just under 60% stated that they enjoyed these in their spare time – only 35% of boys opted for creative pastimes. Bike riding, on the other hand, was almost as popular as electronic games amongst boys and, perhaps surprisingly, almost 60% of girls said that they enjoyed this too. Skateboarding was relatively less popular amongst both boys and girls, although it still attracted 35% of boys and 25% of girls.

Sample #32

The diagram below shows how a central heating system in a house works.



www.ielts-exam.net

model answer:

This diagram provides an overview of a domestic central heating system. It shows how the tank, boiler and pipes ensure a constant flow of hot water to both the radiators and the taps.

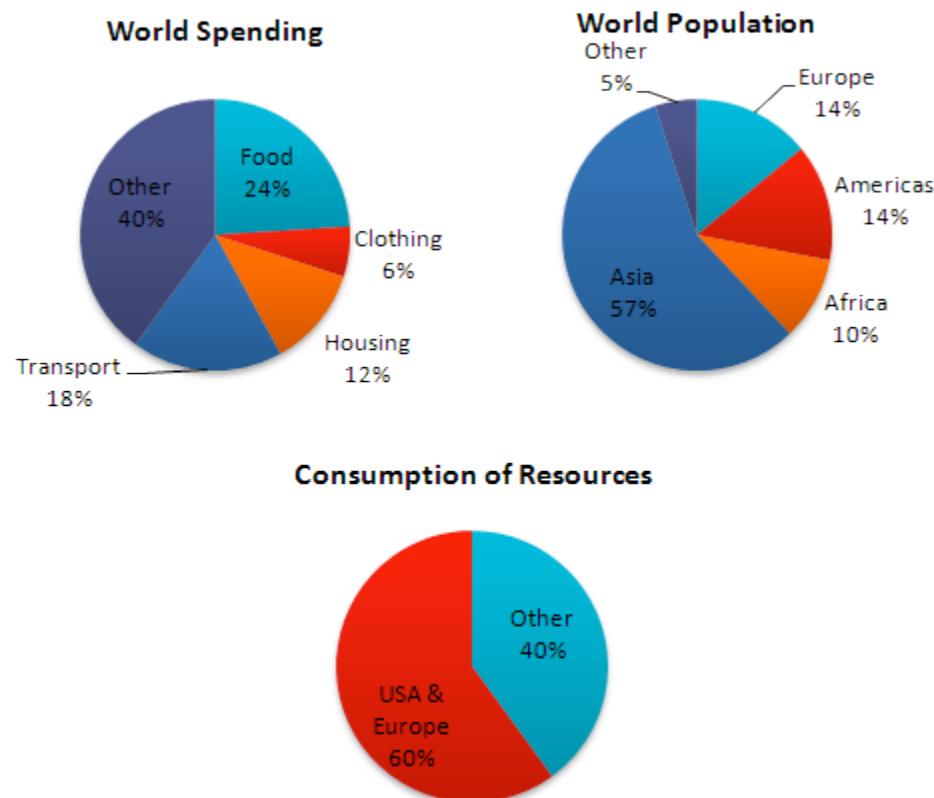
The cold water enters the house and is stored in a water storage tank in the roof. From there it flows down to the boiler, located on the ground floor of the house.

The boiler, which is fuelled by gas or oil, heats up the water as it passes through it. The hot water is then pumped round the house through a system of pipes and flows into the radiators, located in different rooms. The water circulates through the radiators, which have small tubes inside them to help distribute the heat, and this warms each of the rooms. Some of the water is directed to the taps to provide hot water for the house.

Once the water has been through the pipes and radiators, it is returned to the boiler to be re-heated and circulated round the house again.

Sample #33

Write a report for a university lecturer describing the information shown below.



www.ielts-exam.net

model answer:

In this analysis we will examine three pie charts. The first one is headed 'World Spending.' The second is 'World Population' and the third is 'Consumption of Resources.'

In the first chart we can see that people spend most of their income (24%) on food. In some countries this percentage would obviously be much higher. Transport and then housing are the next major expenses at 18% and 12% respectively. Only 6% of income is spent on clothing.

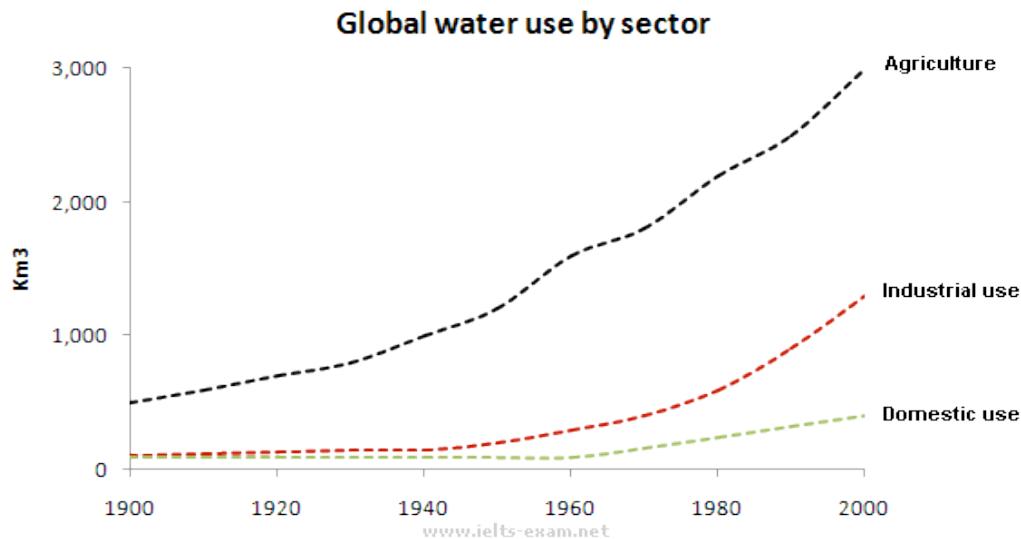
In the second chart entitled 'World Population', it is not surprising to find that 57% of people live in Asia. In fact China and India are two of the most populated countries in the world and they are both situated on this continent. Europe and the Americans account for nearly 30% of the total, whilst 10% of people live in Africa.

Finally, the third chart reveals that the USA and Europe consume a huge 60% of the world's resource.

To sum up, the major expenditure is on food, the population figures are the highest for Asia and the major consumers are the USA and Europe.

Sample #34

The graph and table below give information about water use worldwide and water consumption in two different countries.



Country	Population	Irrigated land	Water consumption per person
Brazil	176 million	26,500 km ²	359 m ³
Democratic Republic of Congo	5.2 million	100 km ²	8 m ³

model answer:

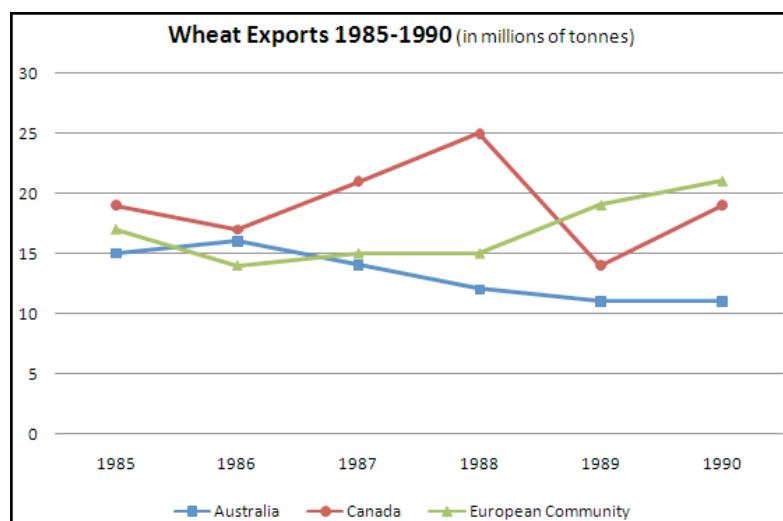
The graph shows how the amount of water used worldwide changed between 1900 and 2000.

Throughout the century, the largest quantity of water was used for agricultural purposes, and this increased dramatically from about 500 km³ to around 3,000 km³ in the year 2000. Water used in the industrial and domestic sectors also increased, but consumption was minimal until mid-century. From 1950 onwards, industrial use grew steadily to just over 1,000 km³, while domestic use rose more slowly to only 300 km³, both far below the levels of consumption by agriculture.

The table illustrates the differences in agriculture consumption in some areas of the world by contrasting the amount of irrigated land in Brazil (26,500 km³) with that in the D.R.C. (100 km²). This means that a huge amount of water is used in agriculture in Brazil, and this is reflected in the figures for water consumption per person: 359 m³ compared with only 8 m³ in the Congo. With a population of 176 million, the figures for Brazil indicate how high agriculture water consumption can be in some countries.

Sample #35

The graph below shows the differences in wheat exports over three different areas.

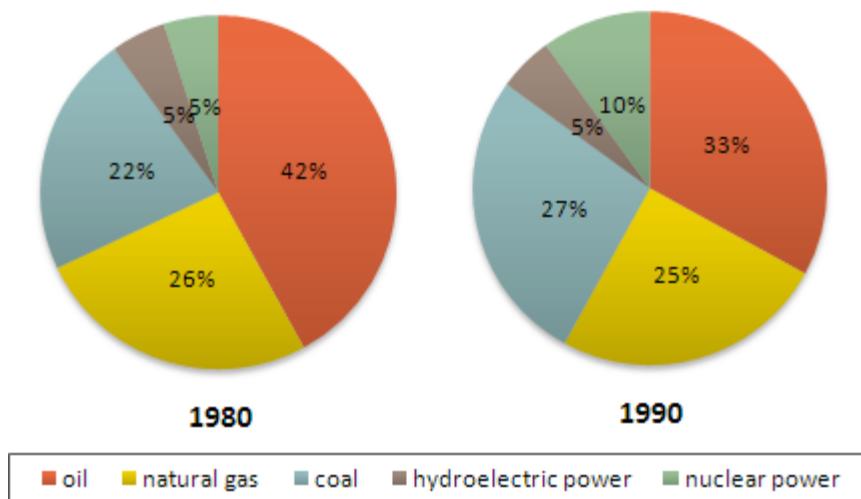
***model answer:***

The three graphs of wheat exports each show a quite different pattern between 1985 and 1990. Exports from Australia declined over the five-year period, while the Canadian market fluctuated considerably, and the European Community showed an increase.

In 1985, Australia exported about 15 millions of tones of wheat and the following year the number increased by one million tones to 16 million. After that, however, there was a gradual decline until 1989 and 1990 when it stabilized at about 11 million tones. Over the same period, the amount of Canadian exports varied greatly. It started at 19 million tones in 1985, reached a peak in 1988 of 24 million, dropped dramatically in 1989 to 14 million tones and then climbed back to 19 million in 1990. Seventeen million tones were exported from the European Community in 1985, but this decreased to 14 million tones in 1986 and then rose to 15 million in 1987 and 1988 before increasing once more to 20 million in 1990.

Sample #36

The two graphs show the main sources of energy in the USA in the 1980s and the 1990s.



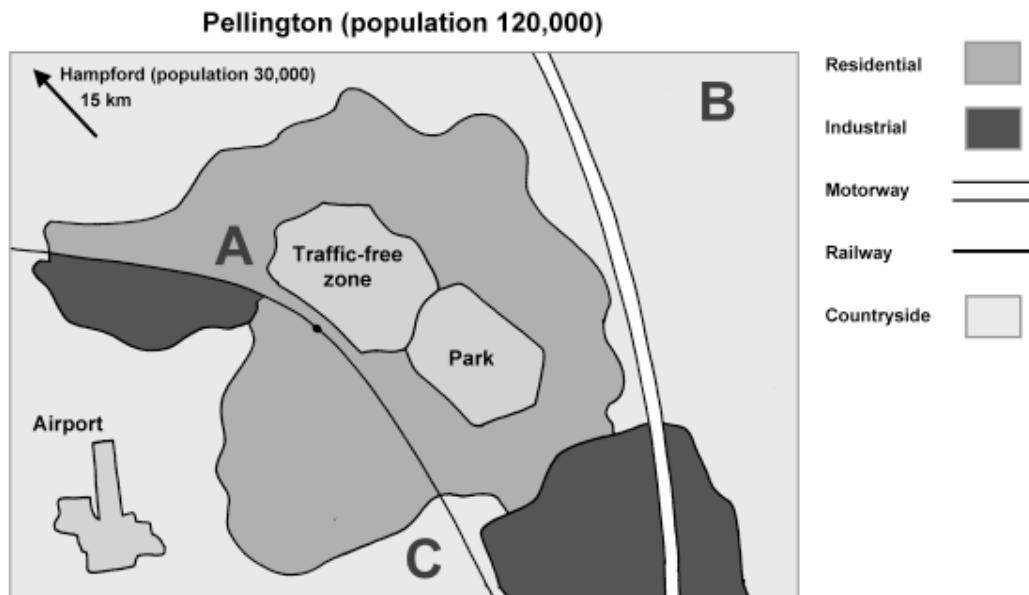
www.ielts-exam.net

model answer:

The two graphs show that oil was the major energy source in the USA in both 1980 and 1990 and that coal, natural gas and hydroelectric power remained in much the same proportions. On the other hand, there was a dramatic rise in nuclear power, which doubled its percentage over the ten years.

Oil supplied the largest percentage of energy, although the percentage decreased from 42% in 1980 to 33% in 1990. Coal in 1990 was the second largest source of energy, increasing its proportion to 27% from 22% in the previous decade. Natural gas, the second largest source in 1980 at 26%, decreased its share very slightly to provide 25% of America's energy ten years later. There was no change in the percentage supplied by hydroelectric power which remained at 5% of the total energy used. Nuclear power the greatest change: in 1990 it was 10%, twice that of the 1980s.

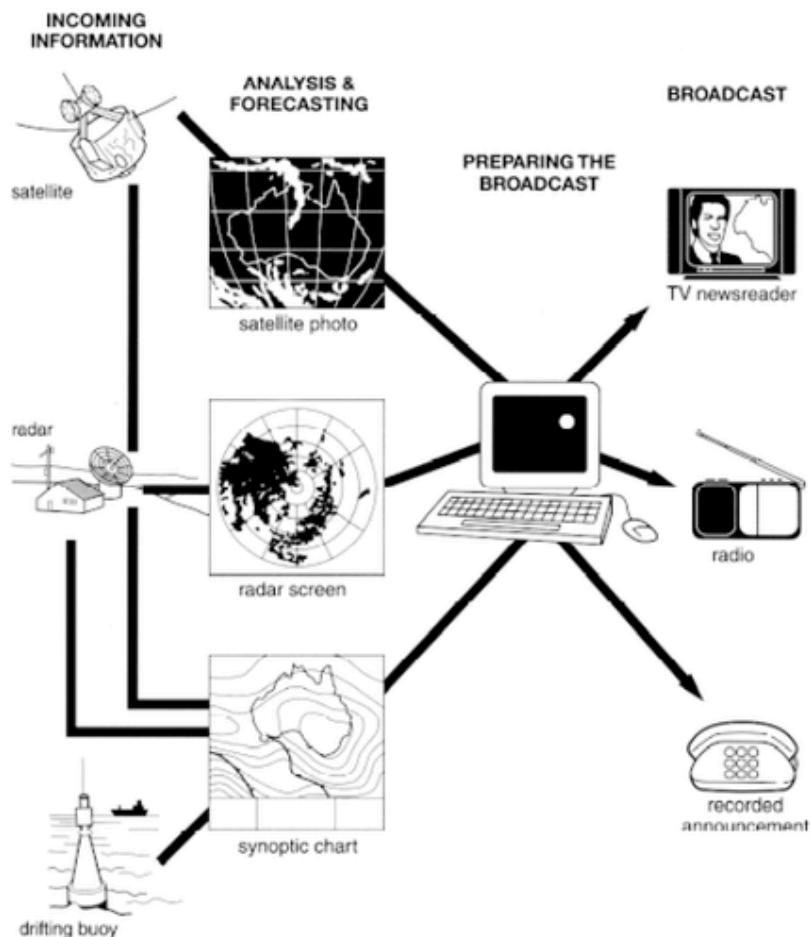
Sample #37

***model answer:***

There are three proposed sites in Pellington shown in the map where a new hypermarket is going to be built.

As can be seen, the population in Pellington is 120,000 which is quite a large city. Hence, there is a need to carefully select which area is the most suitable. Firstly, site A seems to have the largest residential area in the region with a traffic-free zone and a medium sized park situated in the middle. Moreover, the industrial area in site A is also the largest compared to the same areas in site B and C. Next, considering site B which is on the east side of site A, around 80% of site B is countryside and the rest is for industries. There is a long and straight motorway dividing site A and B from the north to the south. Finally, let us consider site C. Site C has the second largest residential area in Pellington and there is an airport on the west side. Site A and C are separated by a long railway which is close to the traffic-free zone of site A.

Sample #38



model answer:

The figure illustrates the process used by the Australian Bureau of Meteorology to forecast the weather.

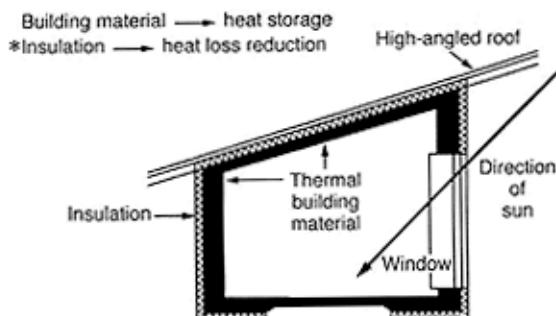
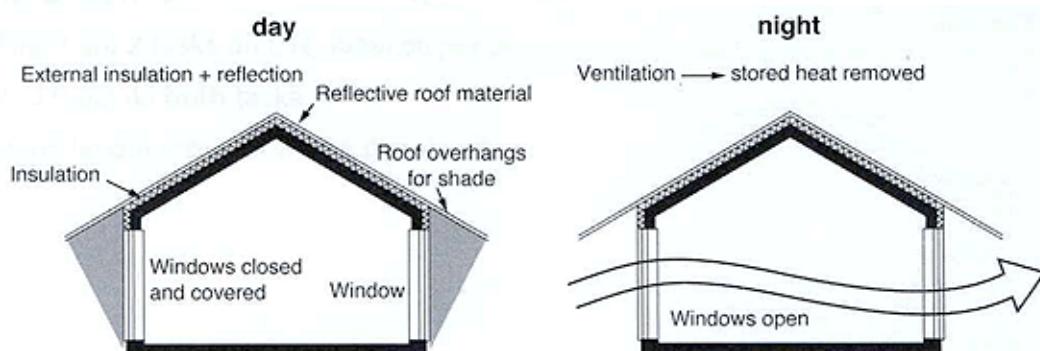
There are four stages in the process, beginning with the collection of information about the weather. This information is then analysed, prepared for presentation, and finally broadcast to the public.

Looking at the first and second stages of the process, there are three ways of collecting weather data and three ways of analysing it. Firstly, incoming information can be received by satellite and presented for analysis as a satellite photo. The same data can also be passed to a radar station and presented on a radar screen or synoptic chart. Secondly, incoming information may be collected directly by radar and analysed on a radar screen or synoptic chart. Finally, drifting buoys also receive data which can be shown on a synoptic chart.

At the third stage of the process, the weather broadcast is prepared on computers. Finally, it is delivered to the public on television, on the radio, or as a recorded telephone announcement.

Sample #39

The diagrams below show some principles of house design for cool and for warm climates.

Cool Climate**Warm Climate*****model answer:***

The diagrams show how house designs differ according to climate.

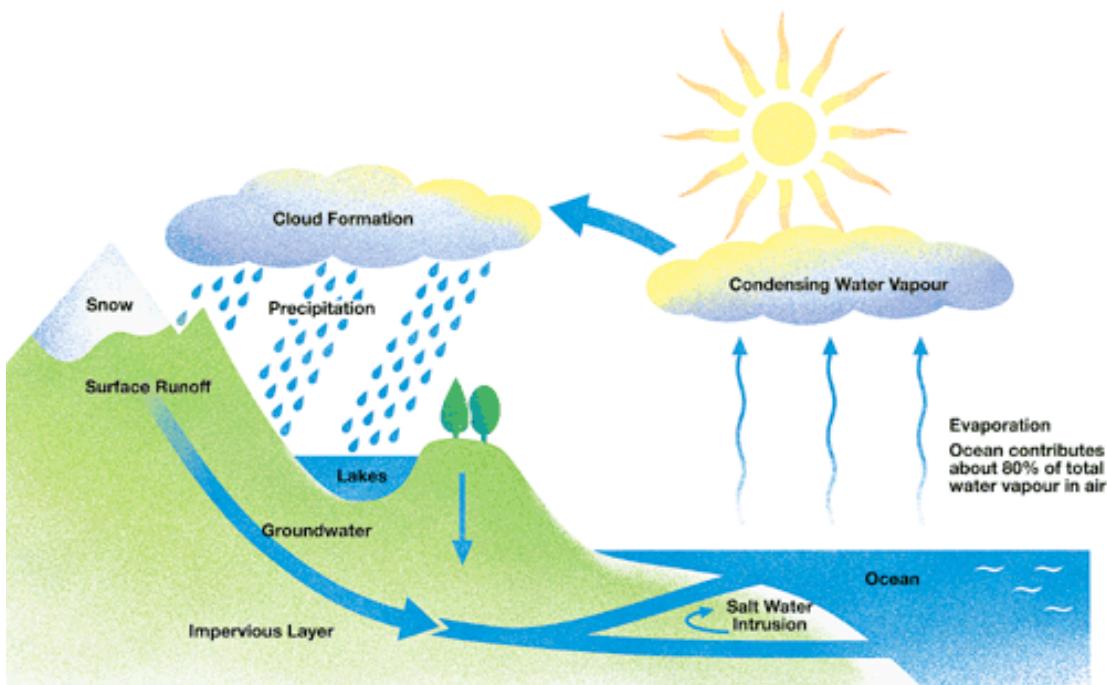
The most noticeable difference between houses designed for cool and warm climates is in the shape of the roof. The designs also differ with regard to the windows and the use of insulation.

We can see that the cool climate house has a high-angled roof, which allows sunlight to enter through the window. By contrast, the roof of the warm climate house has a peak in the middle and roof overhangs to shade the windows. Insulation and thermal building materials are used in cool climates to reduce heat loss, whereas insulation and reflective materials are used to keep the heat out in warm climates.

Finally, the cool climate house has one window which faces the direction of the sun, while the warm climate house has windows on two sides which are shaded from the sun. By opening the two windows at night, the house designed for warm climates can be ventilated.

Sample #40

The diagram below shows the water cycle, which is the continuous movement of water on, above and below the surface of the Earth.



model answer:

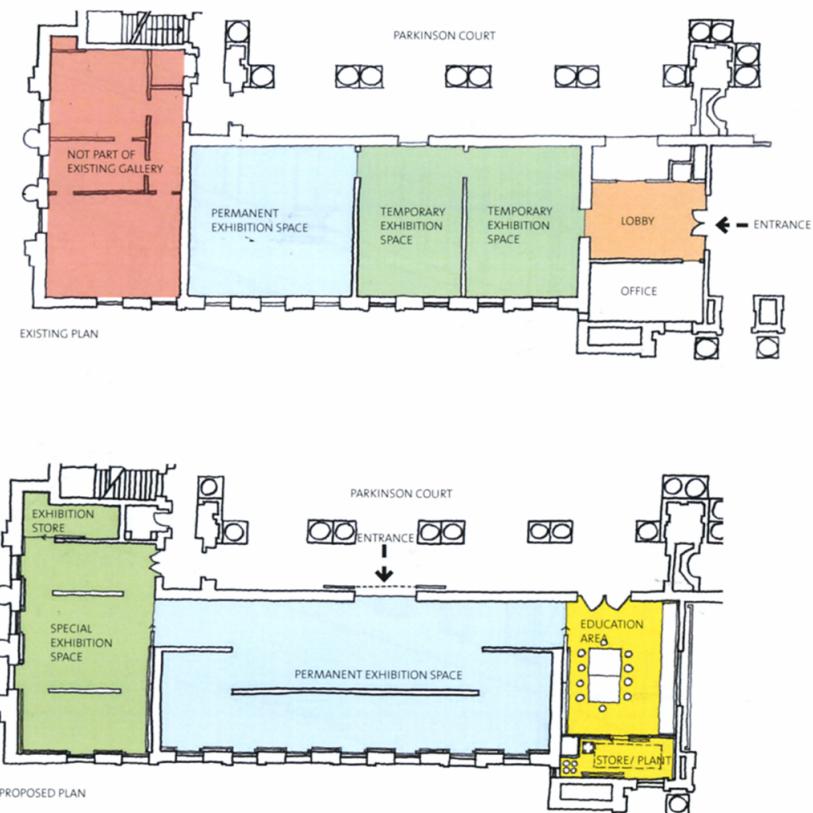
The picture illustrates the way in which water passes from ocean to air to land during the natural process known as the water cycle.

Three main stages are shown on the diagram. Ocean water evaporates, falls as rain, and eventually runs back into the oceans again.

Beginning at the evaporation stage, we can see that 80% of water vapour in the air comes from the oceans. Heat from the sun causes water to evaporate, and water vapour condenses to form clouds. At the second stage, labelled 'precipitation' on the diagram, water falls as rain or snow.

At the third stage in the cycle, rainwater may take various paths. Some of it may fall into lakes or return to the oceans via 'surface runoff'. Otherwise, rainwater may filter through the ground, reaching the impervious layer of the earth. Salt water intrusion is shown to take place just before groundwater passes into the oceans to complete the cycle.

Sample #41

***model answer:***

The first picture shows the layout of an art gallery, and the second shows some proposed changes to the gallery space.

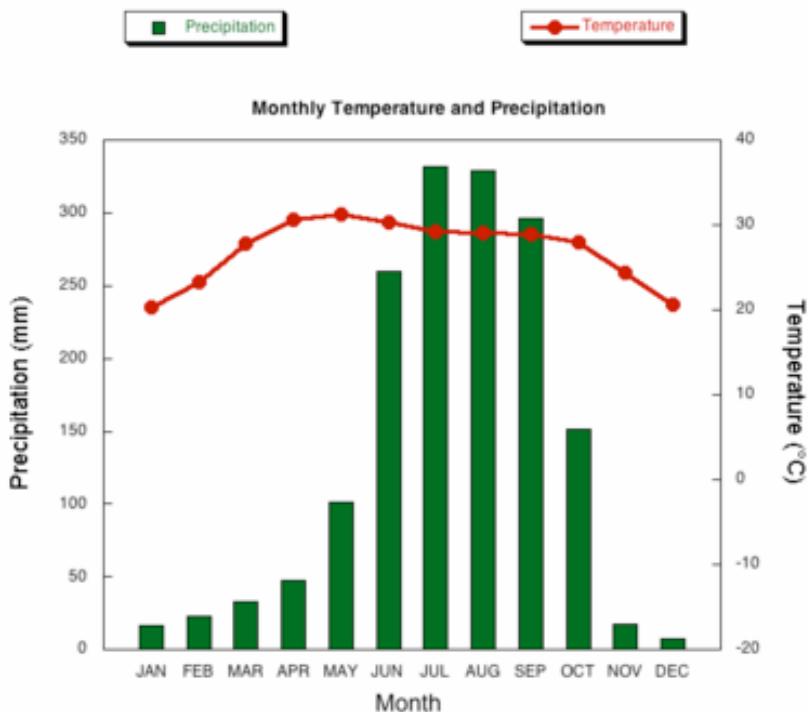
It is clear that significant changes will be made in terms of the use of floor space in the gallery. There will be a completely new entrance and more space for exhibitions.

At present, visitors enter the gallery through doors which lead into a lobby. However, the plan is to move the entrance to the Parkinson Court side of the building, and visitors will walk straight into the exhibition area. In place of the lobby and office areas, which are shown on the existing plan, the new gallery plan shows an education area and a small storage area.

The permanent exhibition space in the redeveloped gallery will be about twice as large as it is now because it will occupy the area that is now used for temporary exhibitions. There will also be a new room for special exhibitions. This room is shown in red on the existing plan and is not currently part of the gallery.

Sample #41

The climograph below shows average monthly temperatures and rainfall in the city of Kolkata.



model answer:

The chart compares average figures for temperature and precipitation over the course of a calendar year in Kolkata.

It is noticeable that monthly figures for precipitation in Kolkata vary considerably, whereas monthly temperatures remain relatively stable. Rainfall is highest from July to August, while temperatures are highest in April and May.

Between the months of January and May, average temperatures in Kolkata rise from their lowest point at around 20°C to a peak of just over 30°C. Average rainfall in the city also rises over the same period, from approximately 20mm of rain in January to 100mm in May.

While temperatures stay roughly the same for the next four months, the amount of rainfall more than doubles between May and June. Figures for precipitation remain above 250mm from June to September, peaking at around 330mm in July. The final three months of the year see a dramatic fall in precipitation, to a low of about 10mm in December, and a steady drop in temperatures back to the January average.

(173 words, band 9)