

Task 1

Academic Writing TASK 1

How to write at a band 9 level



ABBASOVA

IELTS

Academic writing task 1

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Assessment Criteria

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

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

OFFICIAL USE ONLY											
Candidate Number:						TA	CC	LR	GRA		
Examiner 2 Number:						Underlength	No. of words	Penalty	Off-topic	Memorised	Illegible
Candidate Number:						TA	CC	LR	GRA		
Examiner 1 Number:						Underlength	No. of words	Penalty	Off-topic	Memorised	Illegible

Task Achievement (TA)

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

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

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

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

Coherence and Cohesion (CC)

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

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

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

Lexical Resource (LR)

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

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

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

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

Grammatical Range and Accuracy (GRA)

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

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

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

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

IELTS Task 1 Writing Band Descriptors (Public Version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> fully satisfies all the requirements of the task clearly presents a fully developed response 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skilfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> covers all requirements of the task sufficiently presents, highlights and illustrates key features/ bullet points clearly and appropriately 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are errorfree makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> covers the requirements of the task (Academic) presents a clear overview of main trends, differences or stages (General Training) presents a clear purpose, with the tone consistent and appropriate clearly presents and highlights key features/bullet points but could be more fully extended 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under/over-use 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6	<ul style="list-style-type: none"> addresses the requirements of the task (Academic) presents an overview with information appropriately selected (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication

5	<ul style="list-style-type: none"> • generally addresses the task; the format may be inappropriate in places • (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description (General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate • presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details 	<ul style="list-style-type: none"> • presents information with some organisation but there may be a lack of overall progression • makes inadequate, inaccurate or overuse of cohesive devices • may be repetitive because of lack of referencing and substitution 	<ul style="list-style-type: none"> • uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> • uses only a limited range of structures • attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	<ul style="list-style-type: none"> • attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate (General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate 	<ul style="list-style-type: none"> • presents information and ideas but these are not arranged coherently and there is no clear progression in the response • uses some basic cohesive devices but these may be inaccurate or repetitive 	<ul style="list-style-type: none"> • uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task has limited control of word formation and/or spelling; errors may cause strain for the reader 	<ul style="list-style-type: none"> • uses only a very limited range of structures with only rare use of subordinate clauses some structures are accurate but errors predominate, and punctuation is often faulty
3	<ul style="list-style-type: none"> • fails to address the task, which may have been completely misunderstood • presents limited ideas which may be largely irrelevant/repetitive 	<ul style="list-style-type: none"> • does not organise ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas 	<ul style="list-style-type: none"> • uses only a very limited range of words and expressions with very limited control of word formation and/or spelling errors may severely distort the message 	<ul style="list-style-type: none"> • attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
1	<ul style="list-style-type: none"> • answer is barely related to the task 	<ul style="list-style-type: none"> • has very little control of organisational features 	<ul style="list-style-type: none"> • uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> • cannot use sentence forms except in memorised phrases
0	<ul style="list-style-type: none"> • does not attend • does not attempt the task in any way • writes a totally memorised response • does not attempt the task in any way • writes a totally memorised response 			

Section 1

Line graphs

Vocabulary for Describing Trends

A) Verbs and nouns for describing trends and changes:

Trend	Verbs	Nouns
↗	<ul style="list-style-type: none"> rise (rose-risen) increase go up (went up-gone up) climb grow double treble/triple soar surge rocket boom 	<ul style="list-style-type: none"> a rise an increase a growth an upward trend a doubling in + n. a trebling in + n. a boom a surge
↘	<ul style="list-style-type: none"> fall (fell-fallen) decline decrease dip (dipped) drop (dropped) go down (went down-gone down) halve plummet slump plunge dive deteriorate 	<ul style="list-style-type: none"> a fall a decline a decrease a drop a reduction a slump a plunge
→	<ul style="list-style-type: none"> do not change (did not change) maintain the same level remain/stay + stable/steady/constant/static/unchanged 	- no change
Constant Change	fluctuate [around]	- a fluctuation
Position	<ul style="list-style-type: none"> stand at (stood at) level off (levelled off) plateau (plateaued) level out (levelled out) stabilise peak reach 	<ul style="list-style-type: none"> a levelling off a plateau a stability *hit/reach a high/peak of hit/reach a low of

B) Adjectives and adverbs for degree of change:

Degree	Adjective	Adverb
Very extensive change	dramatic	dramatically
	huge	-
	enormous	enormously
	tremendous	tremendously
Extensive change	substantial	substantially
	considerable	considerably
	significant	significantly
	remarkable	remarkably
Average change	noticeable	noticeably
	marked	markedly
	moderate	moderately
Small change	slight	slightly
	small	-
	minimal	minimally

C) Adjectives and adverbs for speed of change:

Speed	Adjective	Adverb
Quick change	rapid	rapidly
	quick	quickly
	sharp	sharply
	swift	swiftly
	steep	steeply
Slow change	steady	steadily
	gradual	gradually
	slow	slowly
Unexpected change	sudden	suddenly
	unexpected	unexpectedly
	abrupt	abruptly

Reporting Proportions (for trend)

Representations of Common Proportions

75% → three-quarters → three out of every 4 people/penguins/patients/...

Out of every \$100 spent by the Turkish, just over \$30 was spent on food, beverages and smoking products, which ranked first among the nations compared in the survey.

Other Structures

1	the	share contribution proportion percentage	of...
---	-----	---	-------

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

2	x	formed accounted for was responsible for comprised	y% of...
	X	contributed	y% to...

Money spent on leisure and education in Turkey accounted for just below 4.5% of spending there, which was the largest proportion among the five countries .

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

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

Written form	percentage	fraction
A half	50%	$\frac{1}{2}$
A third	33%	$\frac{1}{3}$
Two thirds	66%	$\frac{2}{3}$
Three quarters	75%	$\frac{3}{4}$
a quarter	25%	$\frac{1}{4}$

Fraction

24%-just under/just below/ about/approximately/almost/nearly/around/a quarter or one-fourth.

28%-well above/well beyond/ well over a quarter.

49%-about/approximately/almost/nearly/around/roughly a half.

98%-just below/just beneath/just under/a hundred.

1%-a tiny fraction.

77%-about/approximately/around/more than/just over/just above/just bigger/just beyond/just across three quarters.

32%-about/approximately/almost/nearly/roughly/around one-third or a third

10%-one in ten

20%-exactly one-fifth

40%-two-fifth

60%-three-fifth

80%-four-fifth

24%-almost a quarter

49%-around a half

1%- a tiny proportion or a very small proportion

77%-more than three-quarter

Grammar for Describing Trends

Past tenses

Past simple:

Used for reporting consecutive trends and events in the past:

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

Past perfect:

Used for reporting what happened (e.g. the figure reached) **by** a given time in the past:

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

Present tenses

Present simple:

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

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

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

Present perfect:

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

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

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

Future

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

The figure **will probably/likely reach** 15000 in 2020.

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

The figure **is likely to reach** 15000 in 2020.

It seems likely that the figure **will reach** 15000 in 2020.

Predictions Forecasts Estimates Evaluations Calculations	show reveal indicate	that the figure will increase and reach 800 in 2050.
--	----------------------------	--

It is	predicted expected anticipated forecast estimated evaluated calculated	that the figure will increase and reach 800 in 2050.
-------	--	--

The figure is	predicted expected anticipated forecast estimated evaluated calculated	to increase and reach 800 in 2050.
---------------	--	------------------------------------

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

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



In **2050**, 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 **2060**, **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%.

Linking

First event:

At/In the beginning,

At first,

In the first year,

In 1999,

In the first year, 1999,

In the first year (1999),

Middle events:

...and/but...

However/Nevertheless,

Then

Next,

After this/that,

Following this/that,
Afterwards,
This is followed by + **<np>**

...following which...
...after which...
...which is followed by... + **<np>**

...until...after which...
...until...following which...
...until...when...

...before... + **<sentence or np>**

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

3. Final event:

Finally,
Ultimately,
...before finally...

Approaches to reporting figures

1. $x \rightarrow y$
2. $x \pm \Delta$
3. Proportional changes

4. Rounding

For Trends:

Relatively

Rather

Almost

For Values:

Roughly

Almost

(just) about

Approximately

Around

Just about

(just) above/under

(just) above/over

A little/more than

A little/slightly less than

5. Referencing

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

In 2000 the figure reached the same level as in 1960.

It rose significantly in 2000 when it was half as high as it was in 1985.

Introduction styles

1.The line graph shows how much wheat was exported from three different countries between 1970 and 2000.

2.The line graph shows how many potatoes were sold to three different countries from 1970 to 2000.

3.The line graph illustrates how many people committed crime in two different countries over a period of 12 months.

4.The line graph compares/shows changes in the percentages of three items (one) which comprised the yearly/daily/monthly/weekly expenditure between 1980 and 1990.

5.The line graph compares/shows changes in the percentages of people used/using internet in three different countries during 10 years.

6.The line graph shows the difference between the percentages / numbers of females/women/girls and males/men/boys in different qualifications in Australia in 2007.

7.The line graph illustrates how temperature/rainfall/currency changed over a period of 12 months.

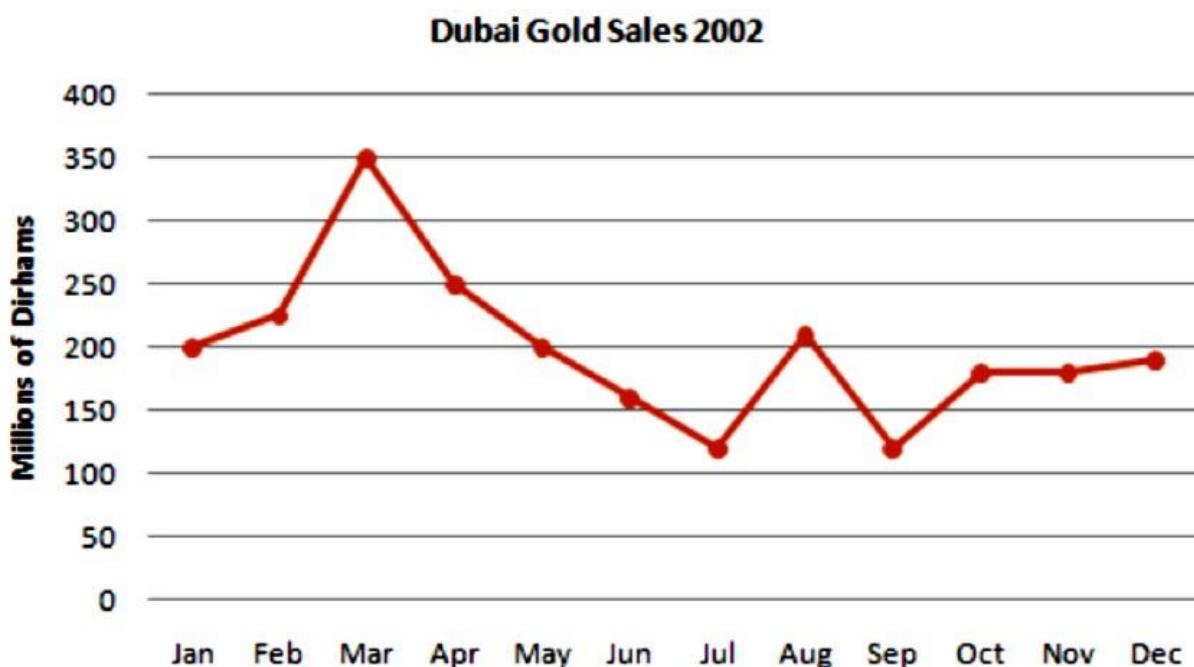
Sample

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



The diagram illustrates how much gold was sold in Dubai over a period of 12 months.

Overall, gold sales in Dubai remained relatively unchanged at the end of 2002 despite violent fluctuations throughout the year. Besides, they were at their highest in March while the weakest sales figures could be observed in July and September.

In the first month of 2002, they stood at 200 million dirhams and rose slightly to reach about 225 million in February. This was followed by another increase, although much steeper, in March when sales were almost 125 million dirhams higher than in February. However, this upward trend was suddenly broken and sales plummeted dramatically over the next 4 months to reach a little over 100 million dirhams in July. August sales saw a significant rise back to January levels as figures nearly doubled, but they dropped again in September to the same level as they were in July. There was a small increase of about 100 million dirhams in October, after which the figure levelled off and remained relatively static over the last two months of 2002.

(182 words)

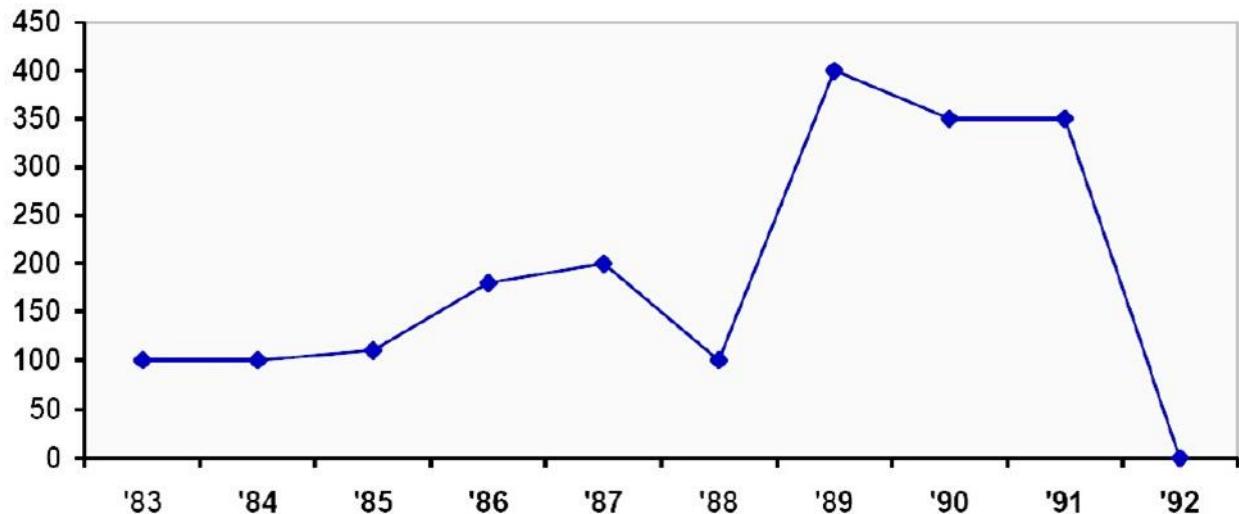
Sample

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



The line graph shows how many people suffered from diarrhea in Mashhad from 1983 to 1992.

Overall, the amounts of people suffering from diarrhea dropped significantly throughout the survey. Besides, they were at their highest in 1989 while the weakest disease figure could be observed in 1992.

At the beginning, the number of people who were infected by diarrhea stood at 100 cases and maintained the same level until 1985. The figure abruptly grew to 200 cases during the next two years, which was followed by a decline of about 50% in 1988. However, the figure for suffered people from illness suddenly rose fourfold and had reached a peak of 400 cases by 1989. One year later, the level of sufferers declined by 50, following which it stayed steady for a year before diving dramatically and hitting a low of zero cases in 1992.

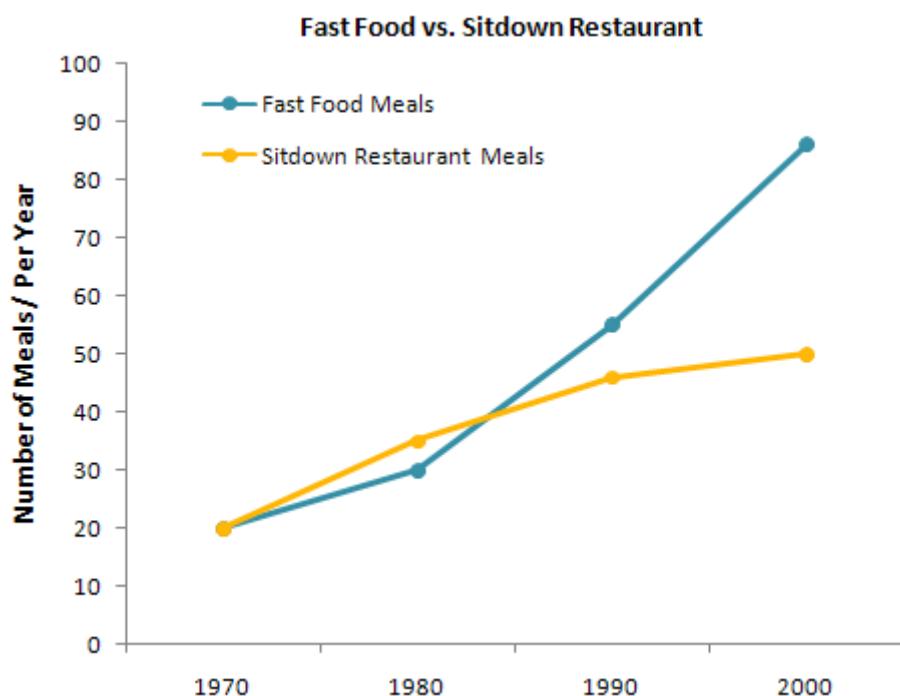
Sample

You should spend about 20 minutes on this task.

The graph shows the number of meals eaten in fast food restaurants and sit-down restaurants between 1970 and 2000.

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

Write at least 150 words.



The diagram illustrates how many meals were eaten in two different restaurants including fast food and sitdown restaurants over a period of 30 years from 1970 to 2000.

Overall, although the number of meals consumed in two restaurants such as fast food and sitdown was the same, the gap between two types of meals that were eaten widened towards the end of the survey.

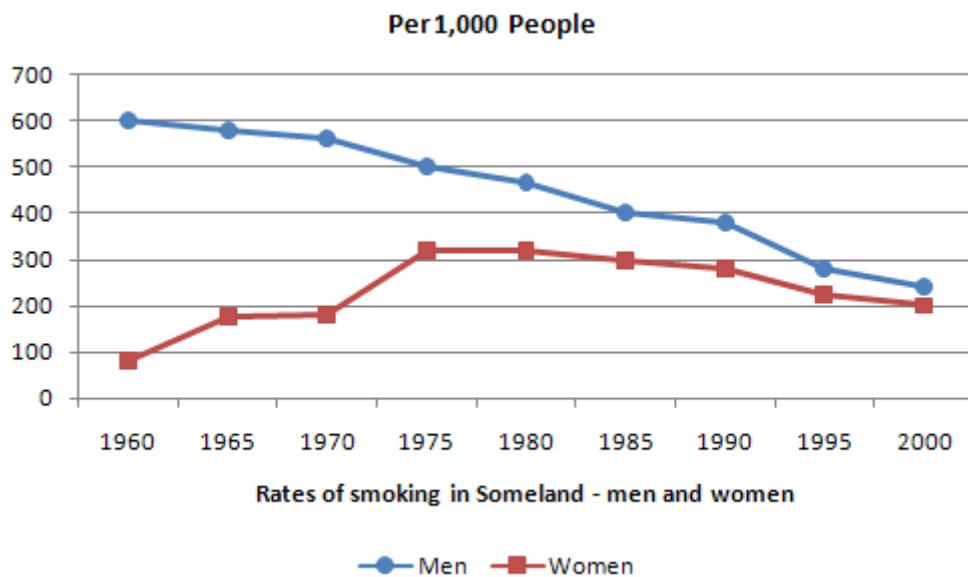
At the beginning, the number of consumed sitdown meals was as high as that for fast food meals (20 meals eaten). However, while the former saw a significant and gradual development of 30 at the end of the period; the latter grew slightly to 25 meals before it saw a considerable rise and outstripped sitdown dishes, hitting a peak of just below 90 over the rest of the period.

Sample

You should spend about 20 minutes on this task..

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

Write at least 150 words.



The diagram illustrates the difference between the number of females and males in smoking cigarette in someland over a period of 40 years.

Overall, although the number of males and females smoking cigarette was different, the gap between both genders narrowed towards the end of the survey.

At the beginning, the figure for male who consumed tobacco products stood at 600 and dropped by 100 until 1975, which was followed by a significant fall to just over 250 from 1975 to 2000.

In comparison, the ratio for women who are interested in consuming cigarette was initially almost six times as low as that for males. Then, the figure suddenly doubled and reached 200. After a stability between 1965 and 1970, they continued to grow by 50% before a gradual decline back to the same level as for men in the period of 2000.

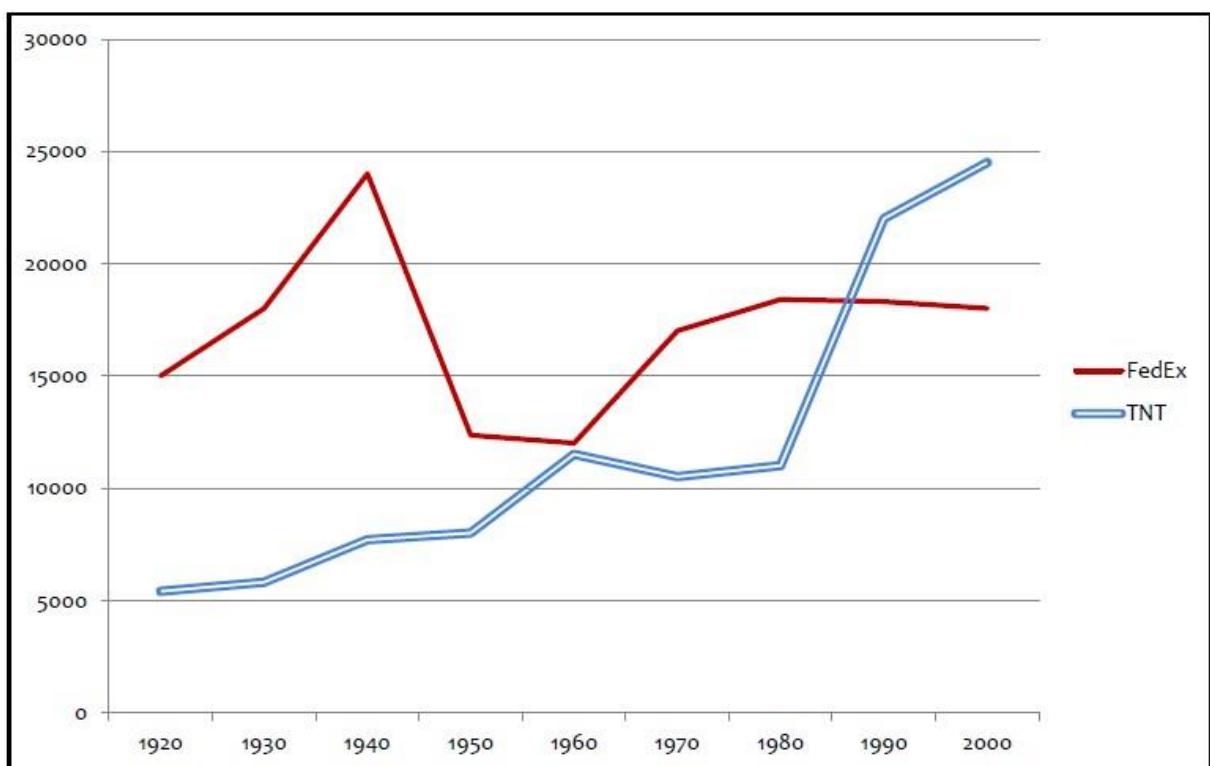
Sample

You should spend about 20 minutes on this task.

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

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

Parcels delivered by Federal Express and TNT Mail Services



The diagram illustrates how many parcels were delivered by two major mail services companies including FEDEX and TNT over a period of 80 years from 1920 to 2000.

Overall, although FEDEX was the most popular type of mail company which delivered parcels at first, it was replaced by TNT towards the end of the survey.

At the beginning, the number of parcels which was conveyed by FEDEX stood at 15,000 and rose significantly to reach 23,000 in 1940. However, this upward trend was suddenly broken and plummeted sharply to around 13,000 in the year of 1950 before a stability until 1960. Nonetheless, the figure experienced a sudden rise of 5000, which was followed by a levelling off over the last 40 years.

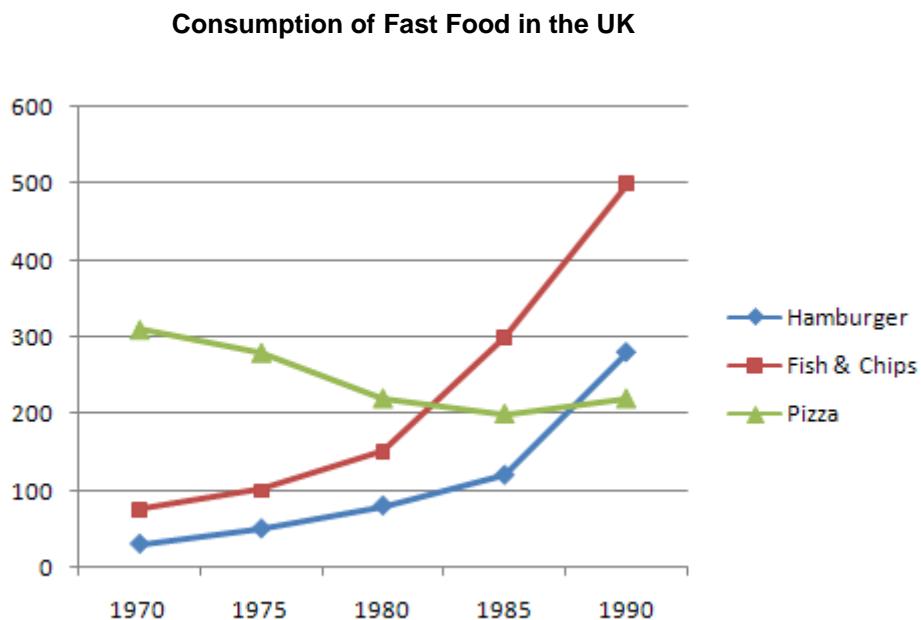
The ratio for TNT was initially almost three times as low as that for FEDEX. The major mails which were conveyed by TNT increased gradually and significantly as it reached approximately till 1940. This was followed by a stability but reached almost the same level for FEDEX in the period of 1960. Then, the statistical data dropped by 3000 before a levelling-off in 1980. Finally, it saw a considerable growth in 1990 and outstripped FEDEX mail company, peaking at around 25,000 in the year of 2000s.

Sample

You should spend about 20 minutes on this task..

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

Write at least 150 words.



The diagram illustrates how much different kinds of fast food including pizza,fish&chips as well as hamburger was consumed over a period of 20 years from 1970 to 1990.

Overall, although pizza was the most popular type of junk food eaten at first,it was replaced by fish&chips and hamburger towards the end of the survey.

At first, the figure for pizza consumption was initially almost three times as high as that for fish and chips (300 grammes vs 100 grammes).However, while the former experienced a sudden plunge of 50% before remaining relatively static until 1990,the latter saw a considerable growth in 1980 and outstripped pizza eating, peaking at 500 grammes in 1990.

Finally, the level of hamburger consumed was originally 20 grammes and increased slightly and gradually as it reached approximately 300 grammes as it was at the beginning of the period for pizza popularity.

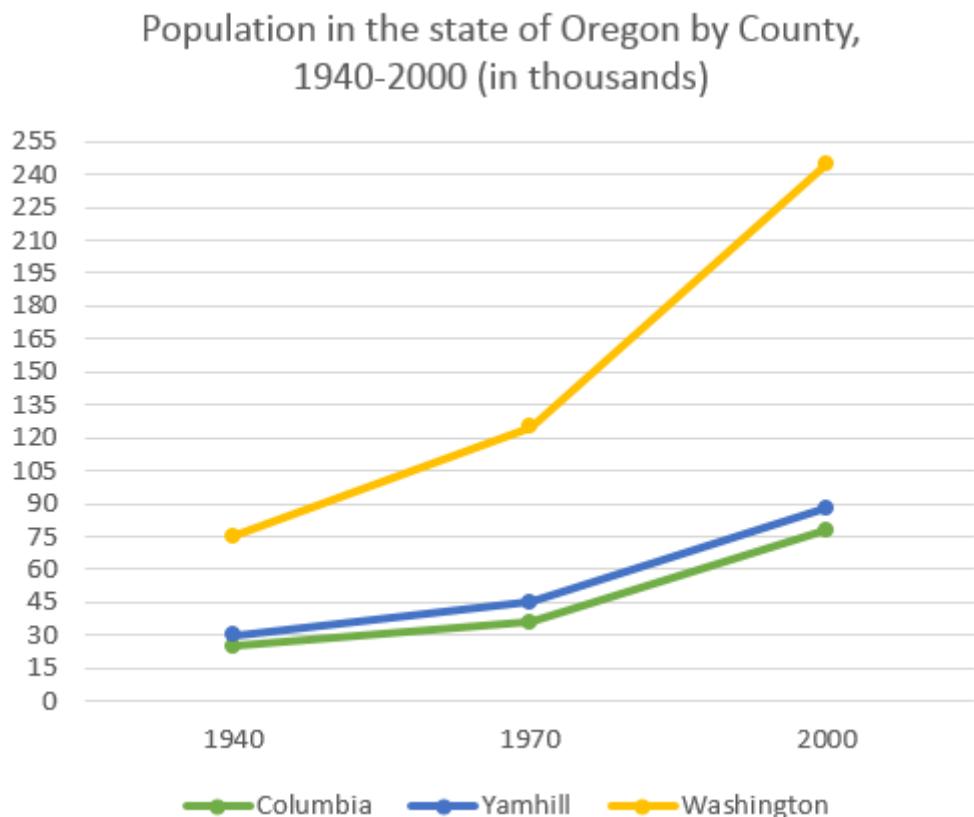
Sample

You should spend about 20 minutes on this task.

The graph below shows the population change between 1940 and 2000 in three different counties in the U.S. state of Oregon.

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

Write at least 150 words.



The diagram illustrates how many people lived in three different counties including Columbia, Yamhill and Washington over a period of 60 years from 1940 to 2000.

Overall, Washington was the most popular type of county in the size of population throughout the survey, while the remaining two counties remained less significant throughout the period

At the beginning of the period, the amount of population in Washington was the most common with a number of 75,000 and the figure for populace grew gradually and tremendously as it reached 240,000 in the year of 2000.

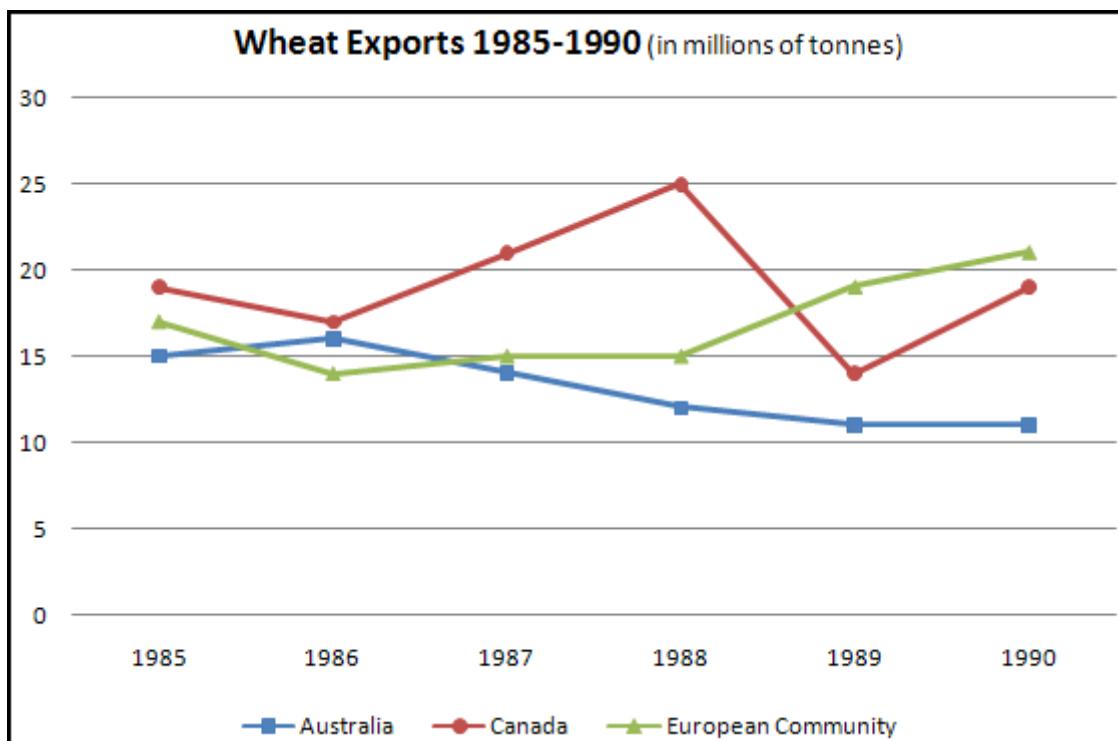
Finally, the level of people living in Yamhill was initially almost as high as that for population lived in Columbia (30,000). Both counties showed similar tendency to climb moderately to reach approximately 90,000 and 75,000 accordingly over the rest of the period.

Sample

You should spend about 20 minutes on this task.

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

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



The diagram illustrates how much wheat was exported from three different countries including Canada, European Community and Australia over a period of six years from 1985 to 1990.

Overall, although the figure for Canada was the most popular type which exported wheat at first, it was replaced by European Community towards the end of the survey. In contrast, Australia remained the least significant throughout the period.

At first, Canada was the most popular with exportation of below 20 million tonnes and the figure decreased by 3 million tonnes, after which it grew dramatically and had reached a peak of 25 million tonnes by 1988. However, this upward trend was suddenly broken and plummeted sharply over the next year to reach around 14 million tonnes before reaching almost the same level as it was at the beginning of the period.

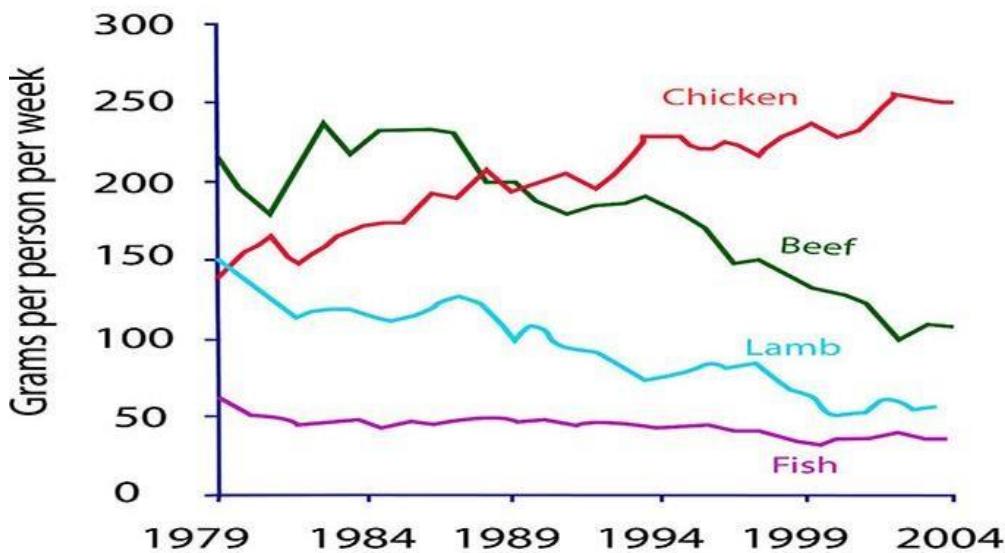
Finally, the figure for European community was initially almost 2 million tonnes higher than that for Australia's cereal sales (17 million tonnes vs 15 million tonnes). However, while the former went down slightly by 4 million tonnes, following which it remained relatively stable before climbing and outstripping Canada in 1989, peaking at over 20 million tonnes in 1990; the latter experienced a small growth of 2 million tonnes, which was followed by a moderate fall before a plateau over the rest of the period.

Sample

You should spend about 20 minutes on this task.

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

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



The diagram shows how much different kinds of meat and fish was consumed in a country in Europe from 1979 to 2004.

Overall, although beef was the most popular type of meat at first, it was replaced by chicken towards the end of the survey. In contrast, fish and lamb remained the least significant throughout the period.

In the first year, beef was the most popular with a consumption of about 225 grams per person per week. Then, this figure experienced a sudden plunge of 50 before surging to about 230 in 1984. Following this, there were some fluctuations until 1989, after which it decreased dramatically to around half as high as its original level in 2004.

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

Fish consumption was originally approximately 60 and experienced a small fall of about 10 over the period.

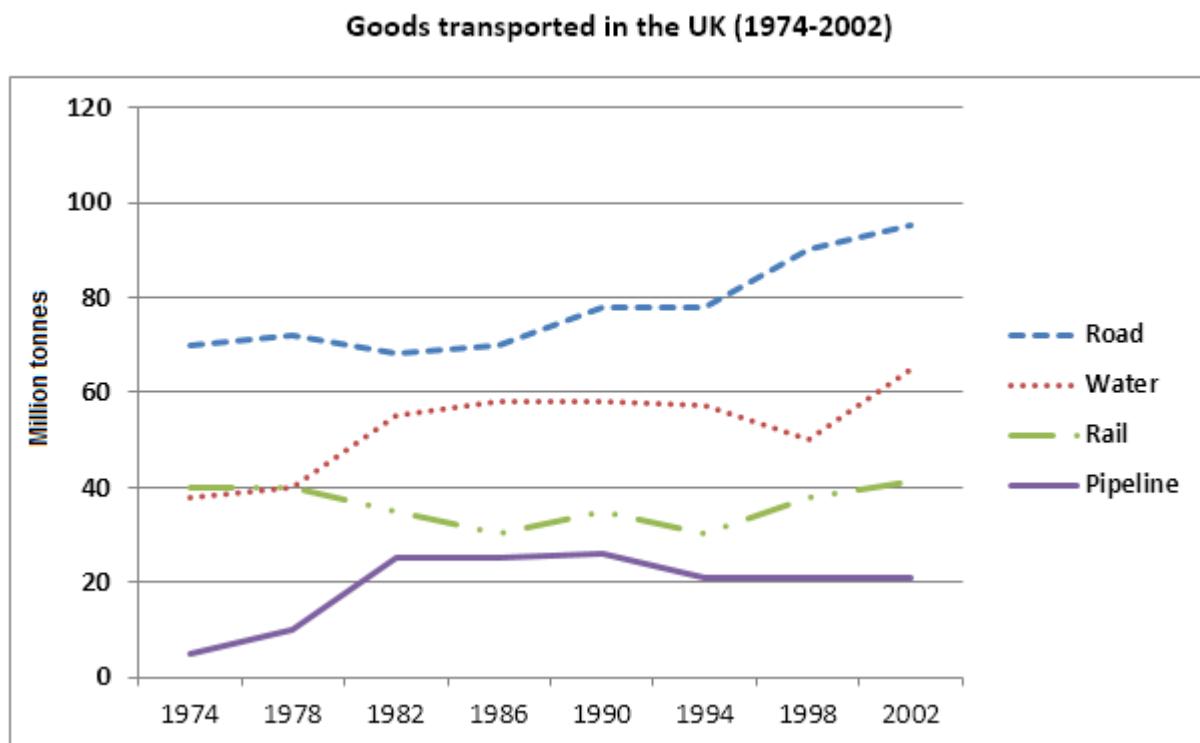
(183 words)

Sample

You should spend about 20 minutes on this task.

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

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



The diagram shows how many goods were transported using four means of transportation in the United Kingdom from 1974 to 2002.

Overall, the figure for road ranked first throughout the period, while that for pipeline stood last. All modes experienced rises, except for railways which mainly showed fluctuations.

Road transport initially stood at 70 million tonnes, rising rather steadily until 1992 when it reached about 80 million. After a sudden surge in 1999, it continued to rise steadily for another 3 years to reach a high of just below 100 million in 2002.

The figures for water and rail transport remained stable at 40 million from 1974 to 1978, after which the former rose significantly to about 60 million before dropping slightly in 1999, followed by another increase to 65 million in 2002. In contrast, the latter fluctuated widely over the rest of the period, returning to its initial figure in 2002.

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

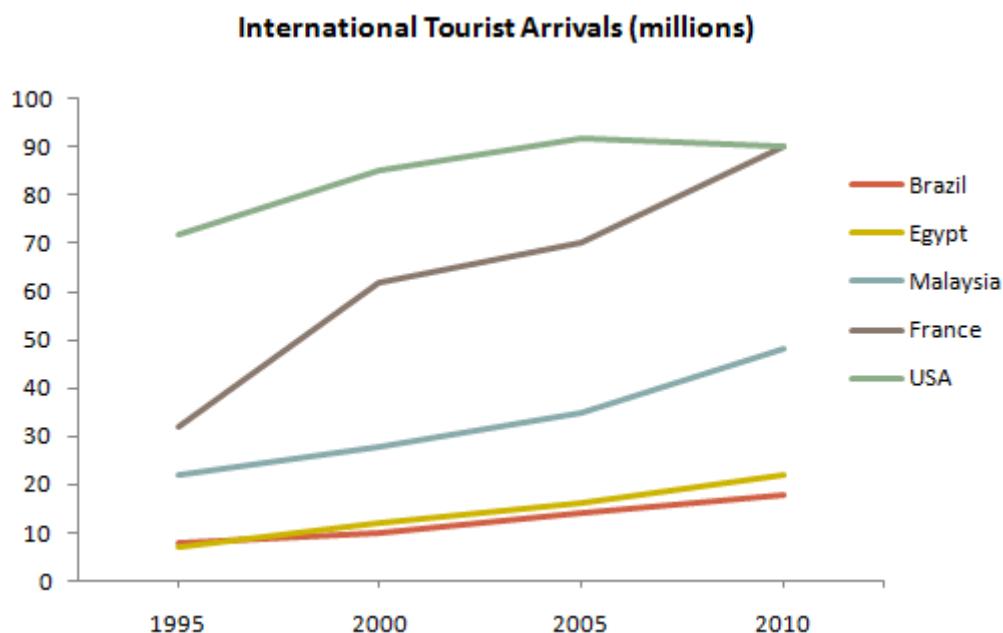
Sample

You should spend about 20 minutes on this task.

The graph below gives information about international tourist arrivals in five countries.

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

Write at least 150 words.



The line graph shows how many people travelled to five different countries over a period of 15 years.

Overall, the level of people travelling to USA ranked first throughout the period, while those for Brazil and Egypt stood last. Besides, all countries experienced rises towards the end of the survey.

At the beginning, the travelling tourists to USA was initially almost 40 million higher than that for France (70 million vs 30 million). However, while the former rose considerably to 90 million, which was followed by a slight drop by 5 million from 1995 to 2010, the latter saw a rapid growth of 30 million tourists, after which the French people experienced a noticeable rise to the same level as in USA.

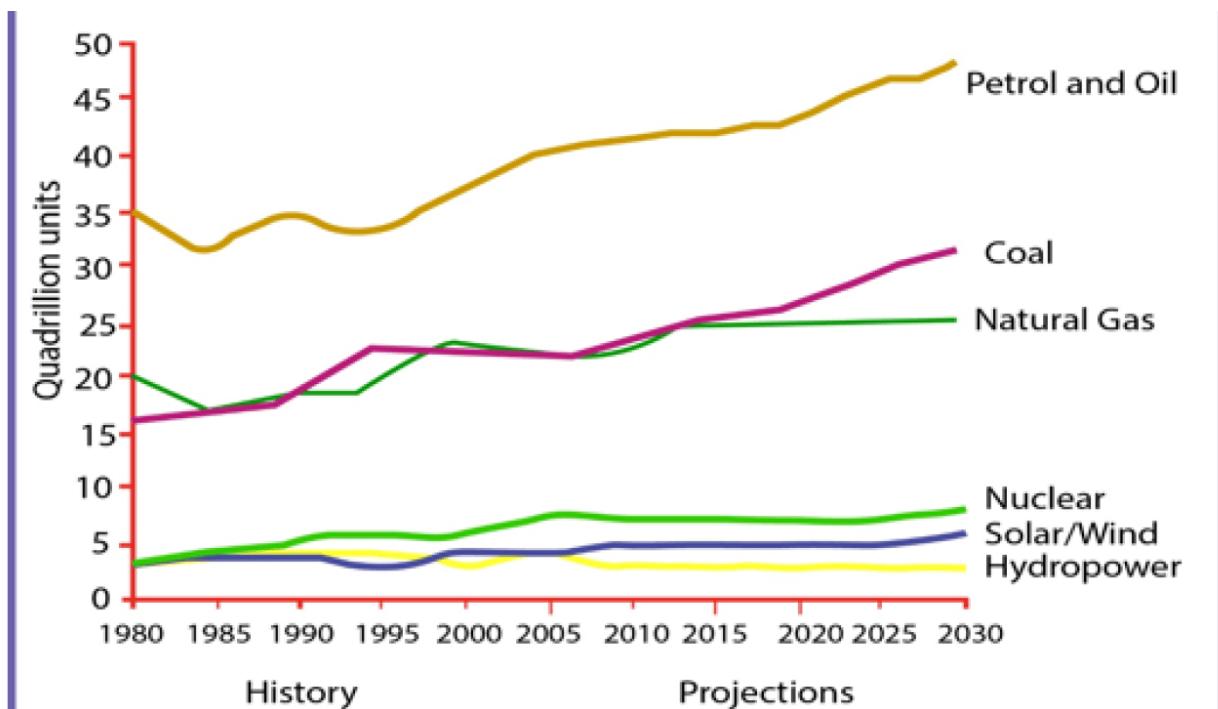
The ratio for Malaysia was originally 20 million travelers and dramatically surged to around twice as high as its original level in 2010.

Finally, the amount of travelers to Egypt was initially almost as high as that of Brazil (5 million). However, both showed similar tendency to climb significantly to reach 20 million and 15 million respectively over the rest of the period.

Sample

You should spend about 20 minutes on this task.

The graph below gives information from Annual Energy Outlook 2008 about consumption of energy in the USA since 1980 with projection until 2030.



The diagram shows how much energy was consumed in the US from 1980 to 2021 and projected consumption to 2030.

Overall, although the US will continue to rely on fossil fuels, the remaining sustainable and nuclear energy sources are likely to remain relatively insignificant towards the end of the survey.

Petrol and oil were the dominant fuel resources throughout this period, with 35 quadrillion (35q) unit used in 1980, rising to 42 q in 2021. Despite some initial fluctuations, from 1995 there was a steady increase until 2021. This is expected to continue, reaching 47 q in 2030.

Consumption of energy derived from natural gas was initially almost 5q higher than that for coal (20q vs 15q). However, while the former showed an initial fall by 4q, which was followed by a wild fluctuation and a stability between 1985 and 2021. Evaluations reveal that gas consumption will stay static at 25q for 2030. The latter saw a gradual increase of 8q till 1995, when it has remained unchanged since 1985 before growing moderately to 27q. It is predicted that the figure will surge steadily to 31 q in 2030.

In 1980, energy from nuclear, hydro and solar/wind power was equal at only 4 q. Nuclear has risen by 3 q, and solar/wind by 2 q. After slight increases, hydropower has fallen back to the 1980 figure. It is expected to maintain this level until 2030, while the others should rise slightly after 2025.

Section 2

Bar graphs
(with years)

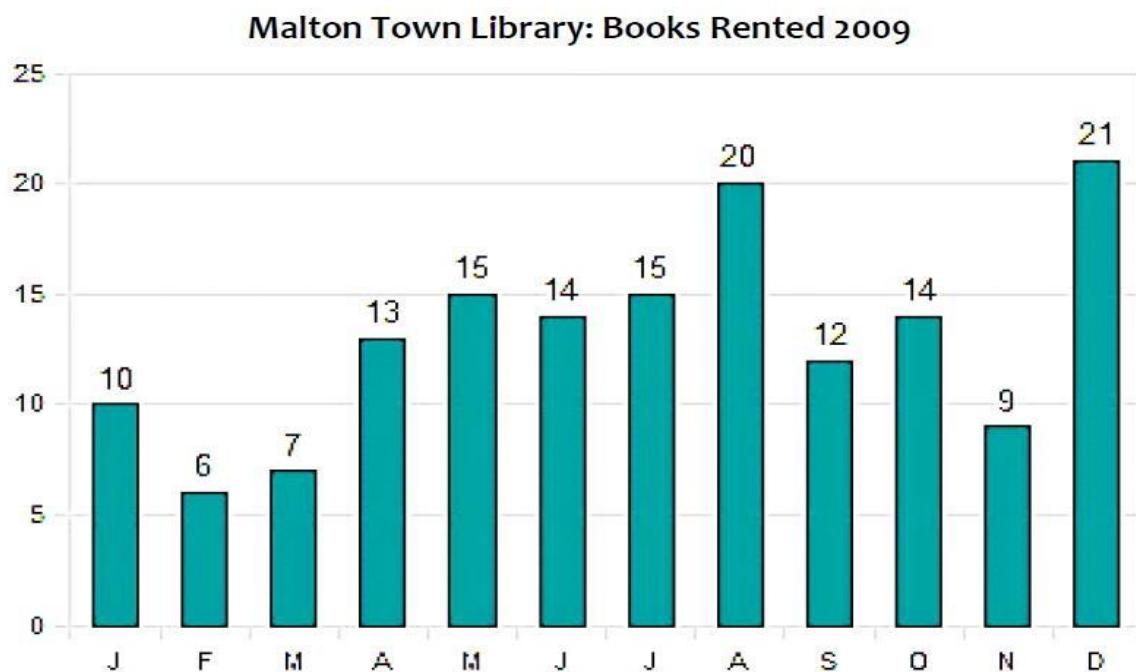
Sample

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



The bar graph shows how many books were rented in a British library so called Malton Town over a period of 12 months in 2009.

Overall, the books rented from a local library increased steeply throughout the survey. Besides, they were at their highest in December while the weakest rental figure could be observed in February.

At first, the number of books rented from a library stood at 10 and dropped significantly to reach 6 in February. This was followed by another rise to 7 in the month of March. Furthermore, there was a remarkable growth of 8 books, following which it remained relatively static until June before growing to 20 books. Finally, the borrowed books experienced a dramatic fall of 8, after which they reached the same as it was in June from August to October, which was accompanied by a moderate decline before reaching a peak of 21 books between November and December.

Sample

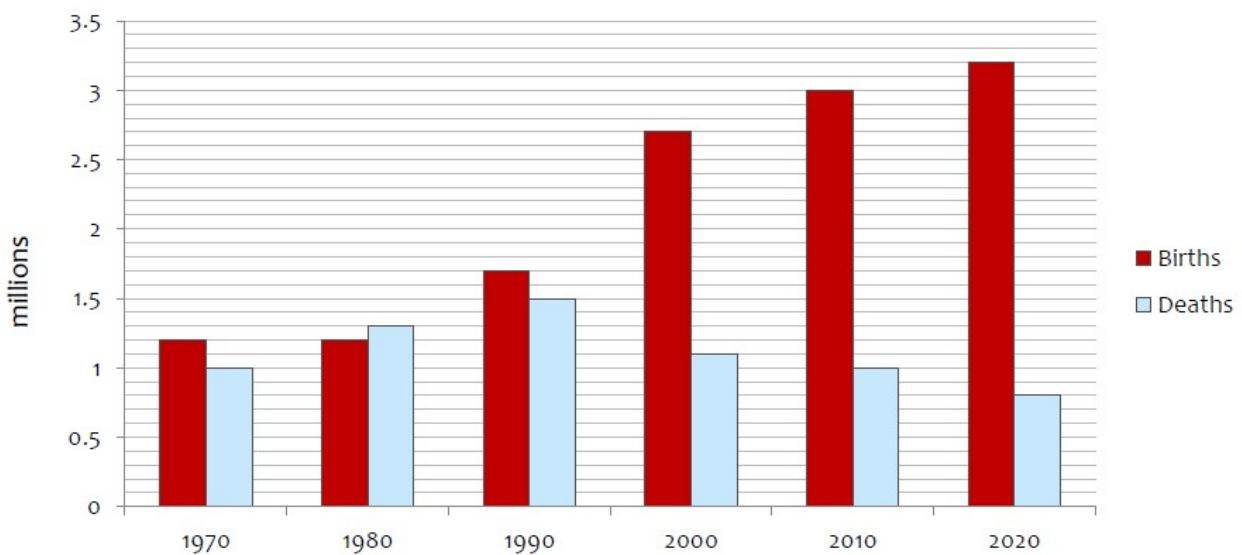
You should spend about 20 minutes on this task.

The chart below gives information about birth and death rates in Switzerland from 1970 to 2020 according to United Nations statistics.

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

Write at least 150 words.

Switzerland birth and death rates 1970-2020



The bar graph shows how many people were born and dead in Switzerland over a period of 50 years.

Overall, although childbirth and mortality were still the same at first, the gap between two rates of birth and death has widened considerably over the last fifty years.

At first, the figure for fertility in Switzerland stood at 1.3 million and remained stable until 1980. This was followed by another rise to reach 1.7 million in 1990. After a significant escalation in 2000, it continued to climb gradually and reach a peak of 3.2 million in the last few years.

The figure for mortality was 0.2 million lower than that for childbirth. In 1980, fatality saw a slight growth and outstripped births, reaching 1.3 million. Moreover, there was a minimal increase of 0.2 million in the proportion of dead people, which was followed by a moderate drop to reach a low of 0.8 million.

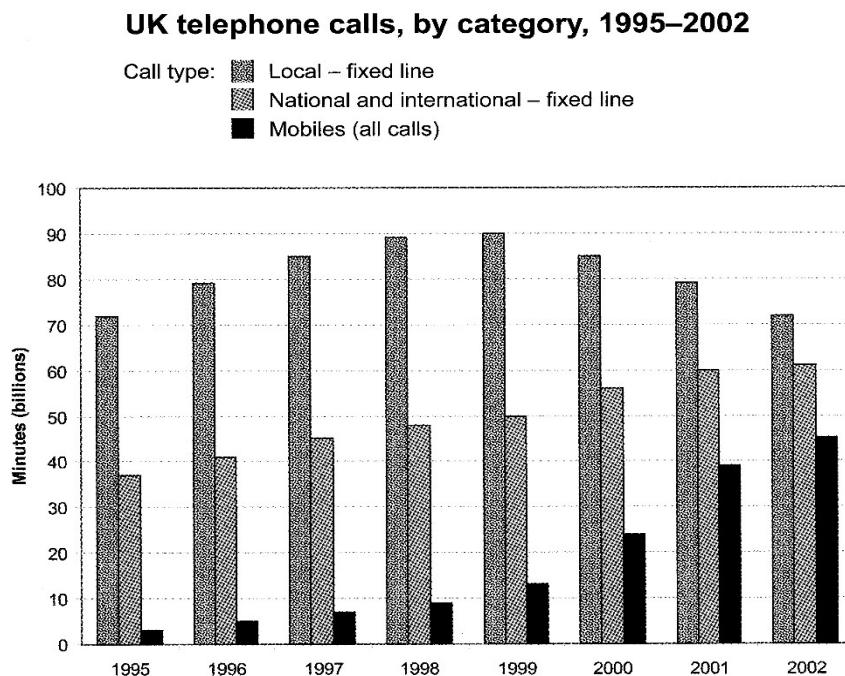
Sample

You should spend about 20 minutes on this task.

The chart below shows the total number of minutes (in billions) of telephone call in the UK, divided into three categories, from 1995-2002.

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

Write at least 150 words.



The chart shows how much time was spent by UK residents on different types of telephone calls between 1995 and 2002.

Overall, although local fixed line calls were still the most popular in 2002, the gap between the three categories had narrowed considerably over the second half of the period in question.

At the beginning, local fixed line calls were the highest throughout the period, rising from 72 billion minutes in 1995 to just under 90 billion in 1998. After peaking at 90 billion the following year, these calls had fallen back to the 1995 figure by 2002.

National and international fixed line calls grew steadily from 38 billion to 61 billion at the end of the period in question, though the growth slowed over the last two years.

There was a dramatic increase in mobile calls from 2 billion to 46 billion minutes. This rise was particularly noticeable between 1999 and 2002, during which time the use of mobile phones tripled.

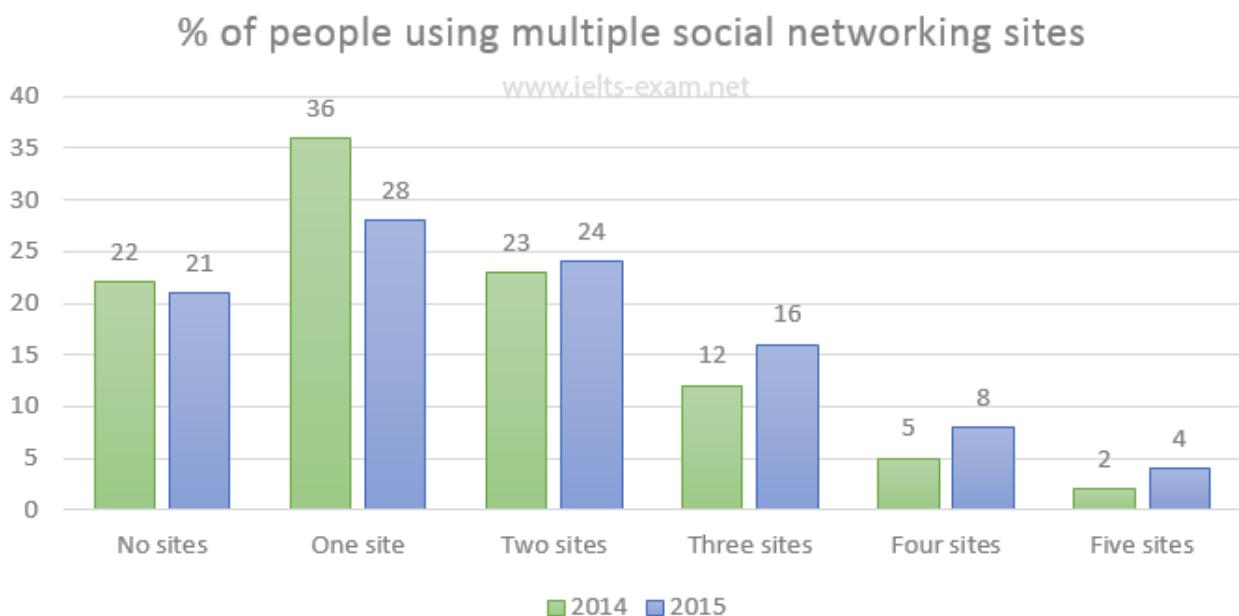
Sample

You should spend about 20 minutes on this task.

The chart below gives information about the number of social networking sites people used in Canada in 2014 and 2015.

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

Write at least 150 words.



The bar graph compares changes in the shares of people rising various types of sites through social networking between 2014 and 2015.

Overall, while the share of individuals accessing to four sites experienced rises, there were declines in the remaining two. Besides, one site contributed the largest proportion of access throughout the survey but five sites had the smallest share.

At first, the share of people having an access to one site accounted for 36% and dropped by 8% in 2015. In comparison, the ratio for no sites was initially 1% lower than that of two sites (22% vs 23%). However, while the former fell to 21%, the latter rose slightly in 2015.

The contribution of three sites and four sites climbed gradually from 12% and 5% to 16% and 8%, respectively between 2014 and 2015. Finally, the proportion of people surfing five sites in day-to-day lives had doubled from 2% to 4% by 2015.

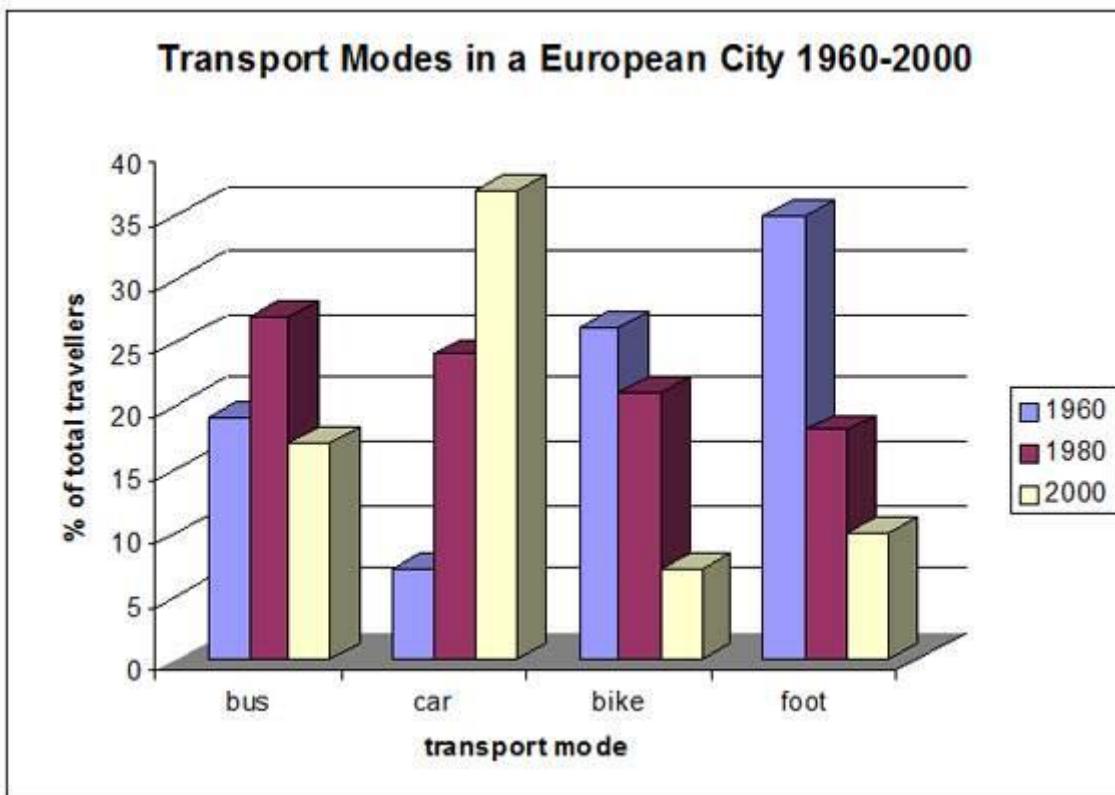
Sample

You should spend about 20 minutes on this task.

The following bar chart shows the different modes of transport used to travel to and from work in one European city in 1960, 1980 and 2000.

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

Write at least 150 words.



The bar graph compares changes in the percentages of people travelling to work using three different means of transport between 1960 and 2000.

Overall, while the shares of people going to work on a daily basis using a car experienced a rise, there were declines in the remaining three. Moreover, the car contributed the largest proportion of usage throughout the survey, whereas bike had the smallest share.

At the beginning, the ratio for car travelers was initially almost 29% lower than that for foot users (5% vs 34%). However, while the former gradually escalated to reach about just above 35%, the latter saw a considerable decline, which was followed by a minimal fall until 2000.

The percentage of people using bus accounted for below a fifth and increased to over a quarter before dropping moderately to reach just 15% in the period from 1980 to 2000. In comparison, the share of bike passengers fell slightly and significantly as it reached 5% during 40 years.

Sample

You should spend about 20 minutes on this task.

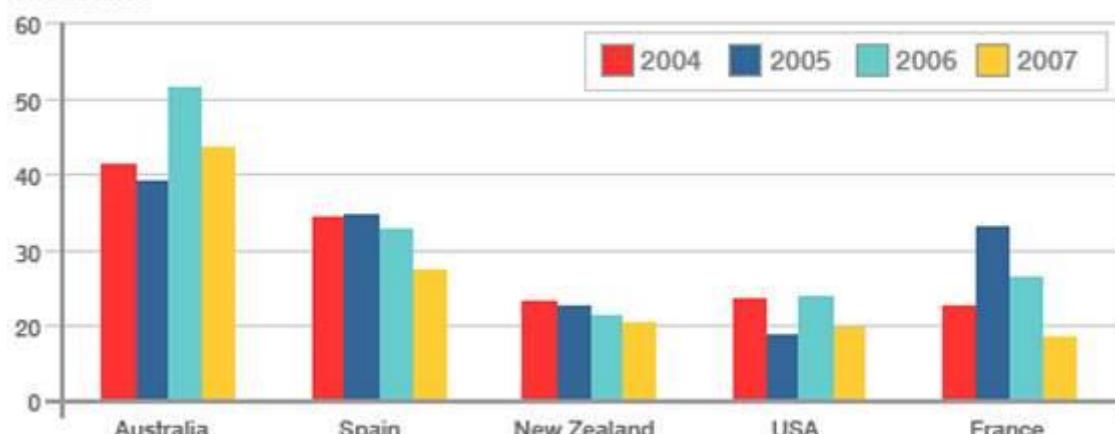
The chart shows British Emigration to selected destinations between 2004 and 2007.

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

Write at least 150 words.

BRITISH EMIGRATION TO SELECTED DESTINATIONS - 2004-2007

Thousands



SOURCE: International Passenger Survey/ONS

The bar shows how many people emigrated to five different countries from Great Britain between 2004 and 2007.

Overall, while the number of British people emigrated to Australia experienced a rise, there were declines in the remaining four. Moreover, Australia contributed the largest amount of emigration throughout the survey, whereas USA had the smallest figure.

At first, the emigration of Australian people accounted for the most significant (41,000) and declined slightly to reach below 40,000, which was followed by a significant growth before dropping to 44,000. In comparison, the figure for Spain travelers maintained the same level at 33,000 from 2004 to 2005, following which it experienced a slow drop until 2007.

Furthermore, the contribution of France in terms of British emigration rose dramatically to reach a peak of over a third; however, there was a remarkable fall to just under a fifth.

Finally, USA in case of emigration fell by 5,000 when it was less popular in 2005, after which it reached the same level in 2005 as it was in 2007 before slumping to exactly 20,000. Regarding to New Zealand, the moving rate slowly reduced from 22,000 to just 20,000 in the surveyed years.

Section 3

Pie charts

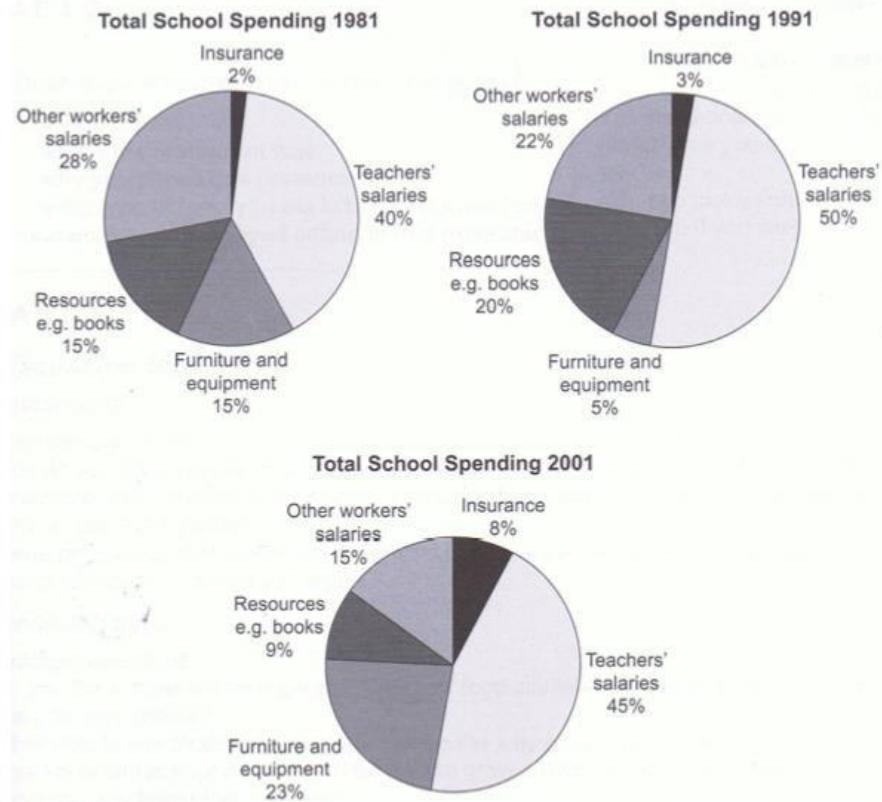
(with years)

Sample

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

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

Write at least 150 words.



The charts compare changes in the shares of five different items which comprised the yearly expenses of a British school between 1981 and 2001.

Overall, while the shares of three items experienced rises, there were declines in the remaining two. Moreover, academic staff salaries contributed the largest proportion of expenditure throughout the survey, whereas insurance had the smallest share.

Wages paid to the teaching staff accounted for the most significant proportion of expenditure in 1981 (40%) and went up by 10% before declining slightly. In comparison, the salaries of non-academic employees were responsible for less than a third of all expenses in 1981, but their share dipped substantially by 13% over the course of these 20 years.

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

The contribution of insurance had risen minimally from 2% to 3% by 1991, before climbing almost threefold in 2001.

Section 4

Table

(with years)

Sample

You should spend about 20 minutes on this task.

The chart shows the results of a 10-year study about people who attend cultural events in the UK.

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

Write at least 150 words.

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

The table compares changes in the percentages of people attending six different cultural events in the UK over 10 year period.

Overall, while the percentage of individuals participating in four cultural events experienced rises, there were declines in the remaining two. However, cinemas contributed the largest proportion of attendance, opera had the smallest share.

At first, the proportion of people attending the cinema increased sharply from 33% to 47% before rising slightly. Cinemas were attended by approximately half the population in the fifth and tenth years. Furthermore, the proportion of people attending theatre showed a significant increase over ten years, from 20% to 26%, while attendance at art galleries rose slightly to 13% before gradually dropping to 6% over the last years of the study.

The proportion of individuals taking part in classical music concerts had halved from 10% to 5% during ten years. The ratio for ballet was initially almost 1% higher than that of opera (6% vs 5%).However, while the former saw a considerable decline of 4% before growing by 6% in the tenth year, the latter increased to 7%, after which fell slightly over the last decade.

Section 5

Bar graphs

(Without years)

Comparison Language

A. Introducing Differences

Generally, there is	a significant difference	between a and b.
	a wide disparity	in + n.

B. Comparative Structures

1	In contrast (to A), In comparison (with A)	B is larger/smaller	by x. by a narrow margin. by a margin of x. by a staggering x.
---	---	---------------------	---

2	A is	[just]+[under/over] [approximately]	x larger/smaller than B.
---	------	--	--------------------------

3	A is [under/over]	twice two/three times	as large/great/high as B.
---	-------------------	-----------------------	---------------------------

4	A is	considerably/substantially marginally/slightly	greater/higher/smaller than B.
---	------	---	--------------------------------

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

6	A produces/consumes/...	more/less + uncountable n. more/fewer + countable n.	than B.
		the same amount/number/quantity of + n.	as B.

C. Superlative Structures

1	A ranks/stands first/second/third/last.		
2	A is the [second/third] largest/smallest/most significant/most productive/ ... + n.		
3	A has the [second/third] greatest/widest/ most significant/most productive/ ... + n.		
4	A	Uses produces consumes	the largest/highest/smallest/lowest proportion of + n. quantity of + n. amount of + uncountable n. number of + countable n.

Reporting Proportions (for trend)

Representations of Common Proportions

75% → three-quarters → three out of every 4 people/penguins/patients/...

Out of every \$100 spent by the Turkish, just over \$30 was spent on food, beverages and smoking products, which ranked first among the nations compared in the survey.

Other Structures

1	the	share contribution proportion percentage	of...
---	-----	---	-------

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

2	x	formed accounted for was responsible for comprised	y% of...
	X	contributed	y% to...

Money spent on leisure and education in Turkey accounted for just below 4.5% of spending there, which was the largest proportion among the five countries .

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

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

Written form	percentage	Fraction
A half	50%	$\frac{1}{2}$
A third	33%	$\frac{1}{3}$
Two thirds	66%	$\frac{2}{3}$
Three quarters	75%	$\frac{3}{4}$
a quarter	25%	$\frac{1}{4}$

Fraction

24%-just under/just below/ about/approximately/almost/nearly/around/a quarter or one-fourth.

28%-well above/well beyond/ well over a quarter.

49%-about/approximately/almost/nearly/around/roughly a half.

98%-just below/just beneath/just under/a hundred.

1%-a tiny fraction.

77%-about/approximately/around/more than/just over/just above/just bigger/just beyond/just across three quarters.

32%-about/approximately/almost/nearly/roughly/around one-third or a third

10%-one in ten

20%-exactly one-fifth

40%-two-fifth

60%-three-fifth

80%-four-fifth

24%-almost a quarter

49%-around a half

1%- a tiny proportion or a very small proportion

77%-more than three-quarter

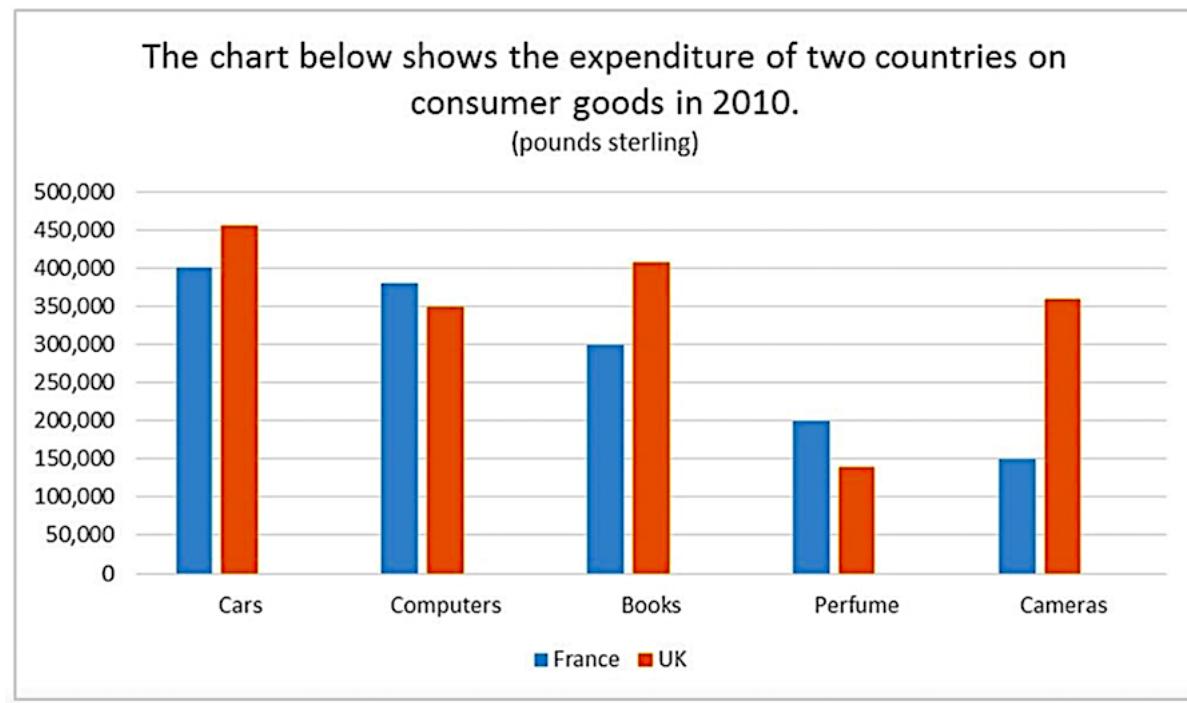
Sample

You should spend about 20 minutes on this task.

The chart below shows the expenditure of two countries on consumer goods in 2010.

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

Write at least 150 words.



The chart illustrates how much money was spent on five consumer goods (cars, computers, books, perfume and cameras) in France and the UK in 2010.

Overall, the UK spent more money on consumer goods than France in the period given. Both the British and the French spent most of their money on cars whereas the least amount of money was spent on perfume in the UK compared to cameras in France.

In terms of cars, people in the UK spent about £450,000 on this as opposed to the French at £400,000. Similarly, the British expenditure was higher on books than the French (around £300,000 respectively). In the UK, expenditure on cameras (just over £350,000) was over double that of France, which was only £150,000.

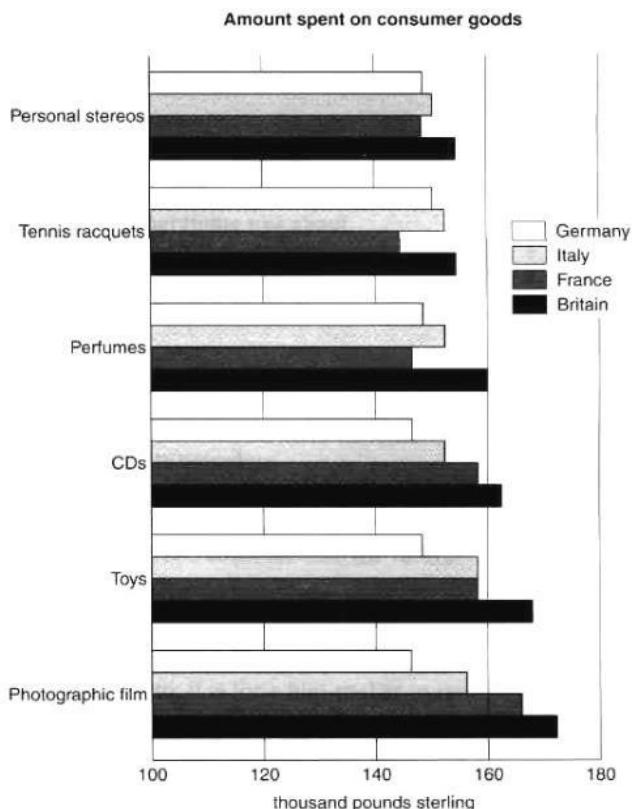
On the other hand, the amount of money paid out on the remaining goods was higher in France. Above £350,000 was spent by the French on computers which was slightly more than the British who spent exactly £350,000. Neither of the countries spent much on perfume which accounted for £200,000 of expenditure in France but under £150,000 in the UK.

NB: two countries—more categories

Sample

You should spend about 20 minutes on this task.

The chart below shows the amount spent on six consumer goods in four European countries in 2002. .



The diagram compares how much money was spent on six different products in Germany, Italy, France and Britain in 2002.

Overall, more money was spent on toys and photographic film than on any other product. Also, the British were the biggest spenders in all six categories among the nations compared in the bar chart, while the lowest spending levels were attributed to German consumers.

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

The French spent the second highest amount of money among the four nations on compact disks, toys and photographic film, while they ranked last in personal stereos, tennis racquets and colognes.

Italian consumers spent more money on toys than on any other product (a bit less than £160 million), but they also paid a lot for photographic film.

Finally, Germans spent the least overall, having similar spending figures for all 6 products compared in the chart.

NB: four countries--more categories

Section 6

Pie charts

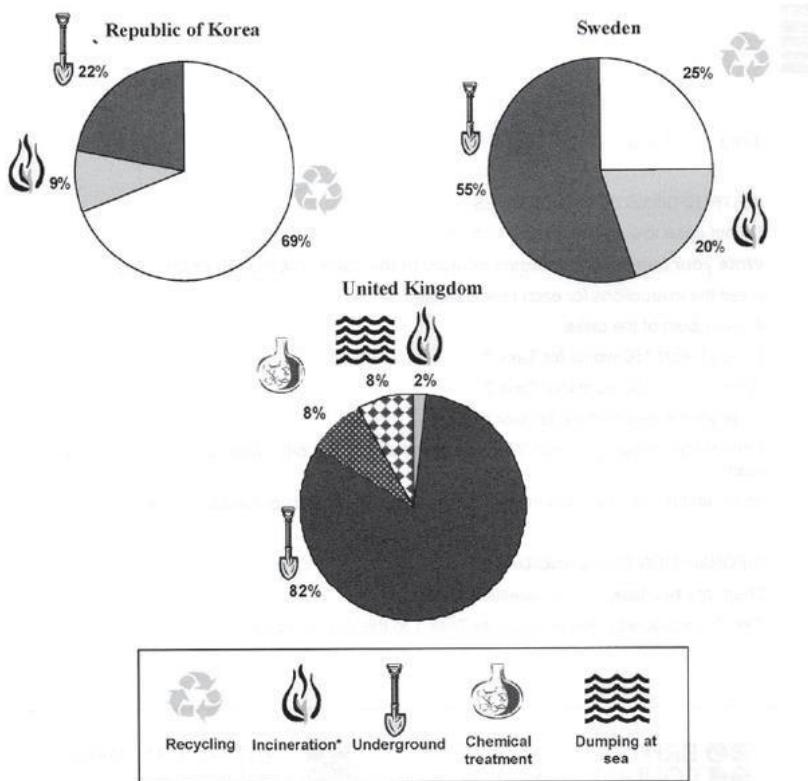
(Without years)

Sample

You should spend about 20 minutes on this task.

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

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



The charts compare changes in the percentages of several methods which comprise daily hazardous waste products in three different countries.

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

In Korea, the most significant share of dangerous waste (70%) is recycled. The second highest proportion, 22%, is buried underground while less than half this figure is incinerated.

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

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

NB; three countries---more categories.

Section 7

Table

(Without years)

Sample

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

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%

The table compares changes in the percentages of three different categories of products and services which comprised the yearly expenditure in five countries in 2002.

Overall, 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.

In terms of food, drinks and tobacco, Turkey spent the most at 32,14%. The expenditure of Ireland was also high (28,91%) compared to Sweden, which spent the least (15,77%). Spain and Italy spent 18,80% and 16,36% accordingly.

Clothing and footwear was the second category of consumer foods and outlays for those items were between 9% in Italy and 5,40% in Sweden. The national spending in this area for the remaining countries averaged around 6,5%.

Finally, the lowest expenditure was on leisure and education which accounted for under 5% in all countries. Turkey spent most on these items at just 4,35% of their national expenditure which is around double that of Spain (1,98%).

NB; few categories—more countries

Sample

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

Indicators	Canada	Japan	Peru	Angola
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

The table compares data on four countries in terms of four social and economic indicators in 1994.

Overall, the statistical information on Canada and Japan was much higher than those of Peru and Angola. Moreover, the figures for the four indicators in Angola were the lowest among the four countries.

In Canada, annual income per person was 11100 US dollars. The figure for Japan was considerably higher, at 15760. On the other hand, the ratios for annual income per person were much lower for Peru and Angola.

The life expectancies at birth of the two countries were almost the same, at 76 years and 78 years for Canada and Japan respectively. Life span for Peru and Angola were around 50 years.

In terms of daily calorie supply per person, the ratio for Canada was higher than that for Japan, at 3326 compared to 2846. Daily calorie supply per head in Peru was 1927, slightly higher than that of Angola, whose figure accounted for 1749.

Finally, the adult literacy rates in both countries were the same at 99%. In Peru, about 68% of the adults were literate, two third of the level of Canada and Japan. Angola had the lowest literacy level of 34%.

NB; the same countries-- the same categories

Section 8

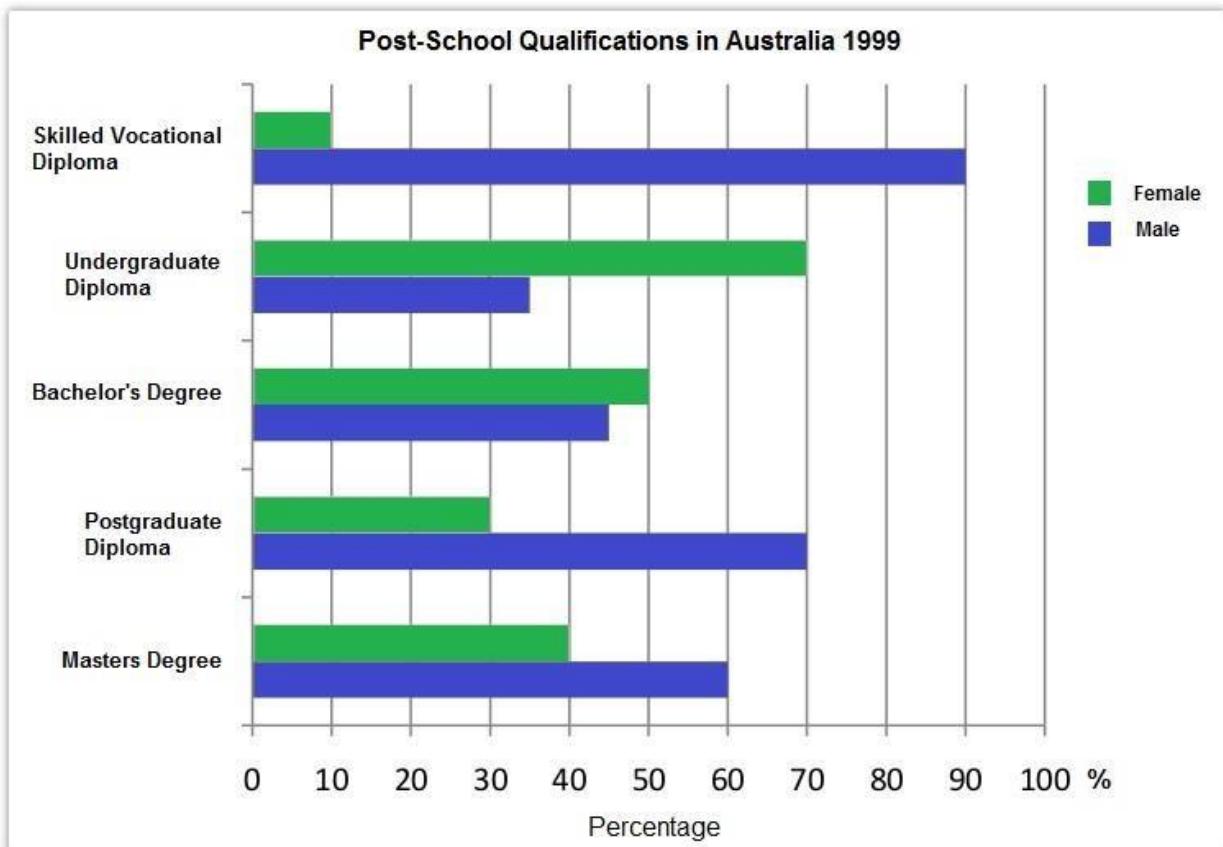
Bar graphs

(Without years)
(Female/male)

Sample

You should spend about 20 minutes on this task.

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



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

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

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

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

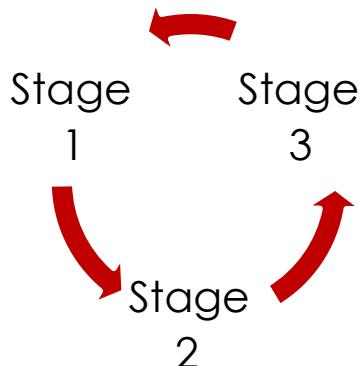
In master's degree, the contribution of females was 2/3 as high as that of males, as the latter was responsible for the largest share with 60%. In contrast, women also ranked first in bachelor's degree, whereas the share of men was lower by a narrow margin (50% and 45%, respectively).

NB; countries/categories + male/female & men/women & boys/girls

Section 9

Process and Cycle
Diagrams

Cycle:



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

Grammar:

A. Tenses:

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

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

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

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

B. Passive vs. Active form

I. Natural events

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

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

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

II. Artificial events

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

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

Describing Purpose:

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

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

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

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

The oil is transferred to the refinery through a pipeline.

Linking

The First Stage

First,
Firstly,
First off,
First of all,
In the first stage,
At/In the beginning,
The first stage is when...
The process begins/starts/commences
when... The process begins with +
<n./n.p.>

Middle Stages:

Next,
Then
After this/that,
Following this/that,
Afterwards,
In the following stage,
In the stage after/following this,
In the stage that follows,
Over the course of/During the next/following/second/third stage,

This is followed by + <n./n.p.>
When/After/Once <stage A>, <stage B>
<stage A>. When/Once this stage is complete, <stage
B> <stage A> before <stage B as n./n.p. or clause>

Before <stage B>, <stage A>
<stage A> after/following which <stage B>
<stage A> which is followed by <stage B as

The Last Stage:

Finally,
Ultimately,
Eventually,
The last/final stage is when ...
The process ends when ...
The process ends with + <n./n.p.>
<stage A> before finally <stage B as n./n.p.>

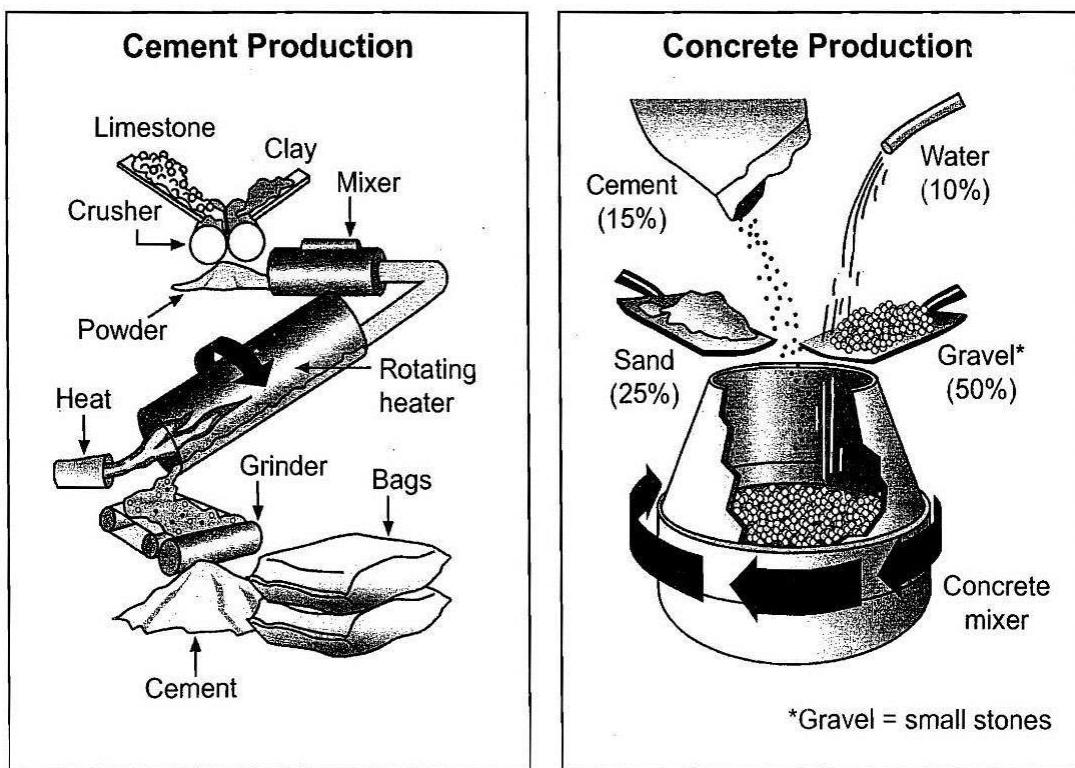
Sample

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

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

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

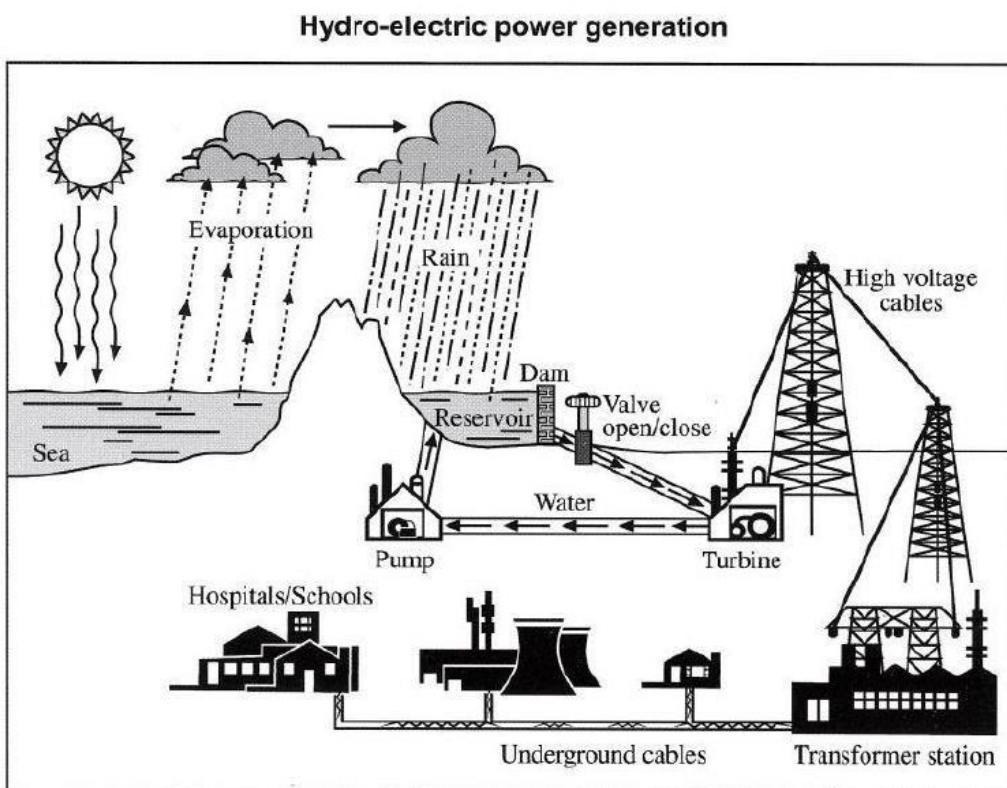
Sample

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



The diagram shows the process through which water is used to produce electrical power. Overall, hydroelectric power is generated using water from the sea through a relatively sophisticated procedure which comprises over ten stages.

The process begins when seawater is heated by the sun and evaporates to form small clouds in the sky. Next, they merge into a storm cloud, which then rains over the mountain. This rainwater is gathered in the reservoir behind a dam. The following steps involve a pipe which connects the reservoir to a turbine as well as a pump, and is controlled using a valve. Once this valve is opened, water flows into the turbine and rotates it to produce electrical current, following which it is pumped back into the reservoir. After this, the electricity produced by the turbine is transferred to the transformer station through high voltage cables. The last stage is when the electrical power is delivered to domestic and industrial consumers, as well as educational and medical facilities.

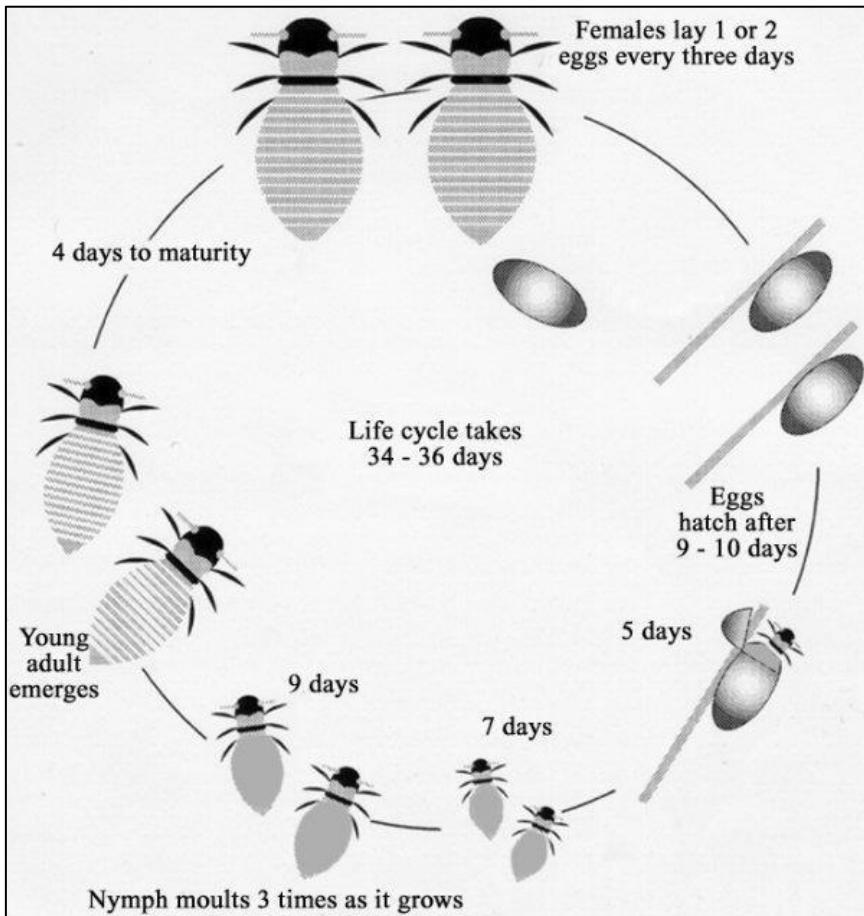
Sample

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



The chart illustrates the stages in the life of honey bees. It takes approximately five weeks (34 to 36 days to be exact) to complete. All in all, this life cycle is comprised of six stages from eggs to fully mature bees.

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

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

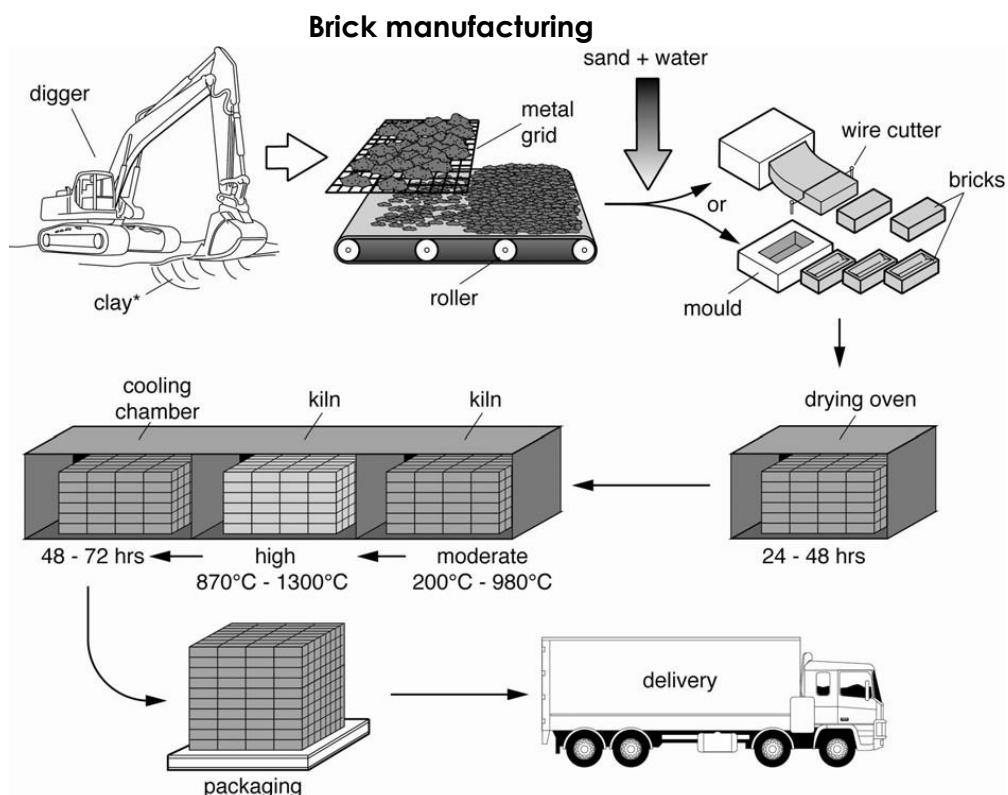
Sample

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



The picture illustrates the procedure for producing construction bricks from clay, sand and water through ten rather simple stages.

It commences when raw clay is dug using a digger machine following which it is sifted through a metal grid into finer fragments which then fall onto a conveyor belt. In the next stage, water and sand are added and the resulting mixture is either pushed through a frame and cut into simple bricks, or is molded into specially-formed bricks.

These are then placed in a special oven for one or two days in order to minimize their moisture content. The following three stages involve the use of a couple of kilns and a cooling chamber: bricks are first heated moderately in the first kiln to reach a temperature of between 200 and 980 degrees centigrade before being subjected to higher temperatures (870 to 1300 degrees) in the second one. Next, they are allowed to cool down for two to three days in the cooling chamber. The process ends with the bricks being packed on pallets and delivered to end users on trucks.

Section 10

Maps

Describing Position and Location:

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

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

at the top/bottom

on the right/left side

in the top/bottom right/left hand corner

10 miles from

10 miles to the right of

10 miles north of

In the middle / at the centre

Along / off

Across (from)

Opposite

Close to / near / in the vicinity of

Adjacent to / next to / beside

... is covered with ...

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

Examples:

The suggested location, S2, is right in the town centre.

The first site is located in the countryside northwest of Garlsdon.

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 kilometres to the north-west.

The population of Garlsdon is 65000. → Garlsdon has a population of 65000.

There are two main roads running through the town from east to west and northeast to southwest.

Useful Vocabulary for Describing Maps:

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

Industrial area: an area that has lots of factories

Commercial area: an area that has lots of stores

Hospital: a health facility where patients receive treatment

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

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

Fire station: a station housing fire apparatus and firemen

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

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

Skyscraper: a very tall building

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

Parking lot: an area where people can park cars

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

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

Factory: an industrial plant, a production facility,

Woodland: an area with lots of trees

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

Street: the place where cars drive

Intersection: the point where several streets meet.

Recreation: an activity that is exciting, stimulating or relaxing. For example, bike riding and playing football are recreational activities.

Proximity: closeness

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

Develop: to make

Change: modify

Construct: to build

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

Demolish: to destroy a building or other structure completely

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

Expand: to become or make something become larger

Convert: turn into something else

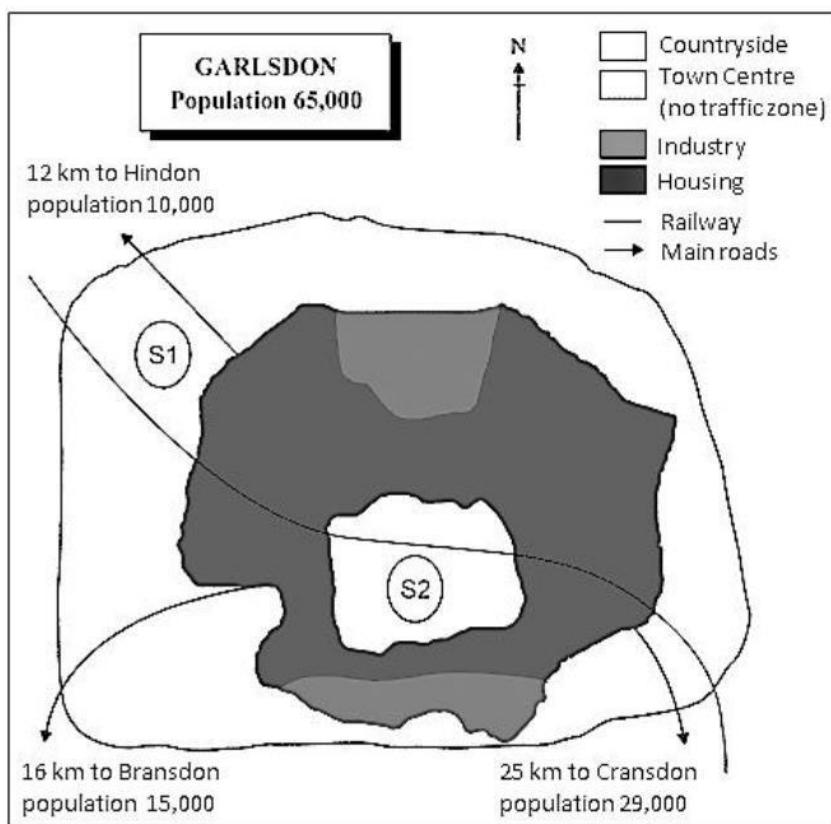
Sample

You should spend about 20 minutes on this task.

The map below is of the town of Garlsdon and shows two possible sites for a new supermarket.

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

Write at least 150 words.



The map shows two proposed locations for a new supermarket for the town of Garlsdon. 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.

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 kilometres 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. Since 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.

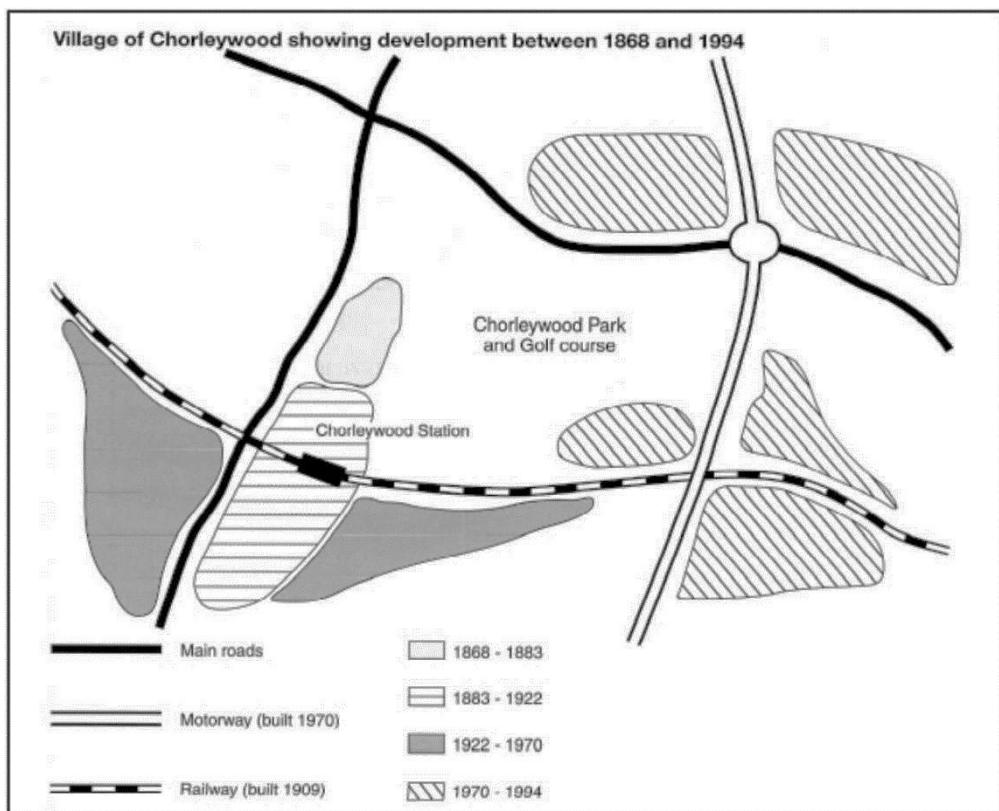
Sample

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

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

Over the period between 1922 and 1970, the railway was the line along which Chorleywood expanded, both towards the east and west. However, a motorway was constructed in 1970 parallel to one of the main roads and further development of the village occurred around its intersections with the other main road and the railway between 1970 and 1994.

Furthermore, Chorleywood Park and Golf course is now located in an area enclosed by the two main roads, the railway and this motorway.

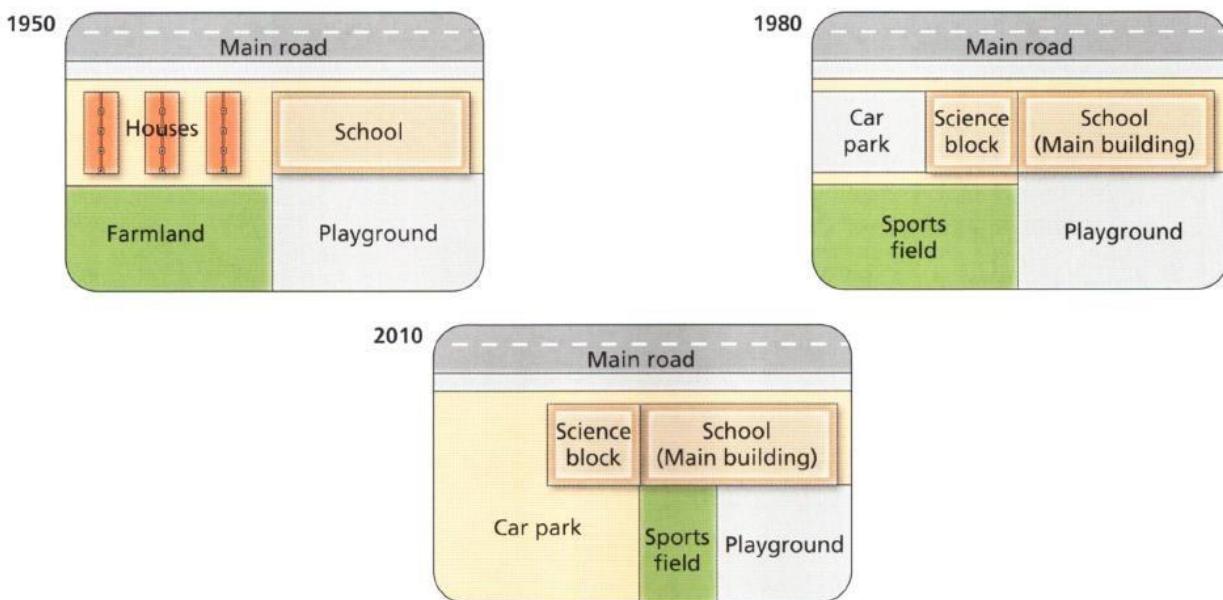
Sample

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

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

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

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

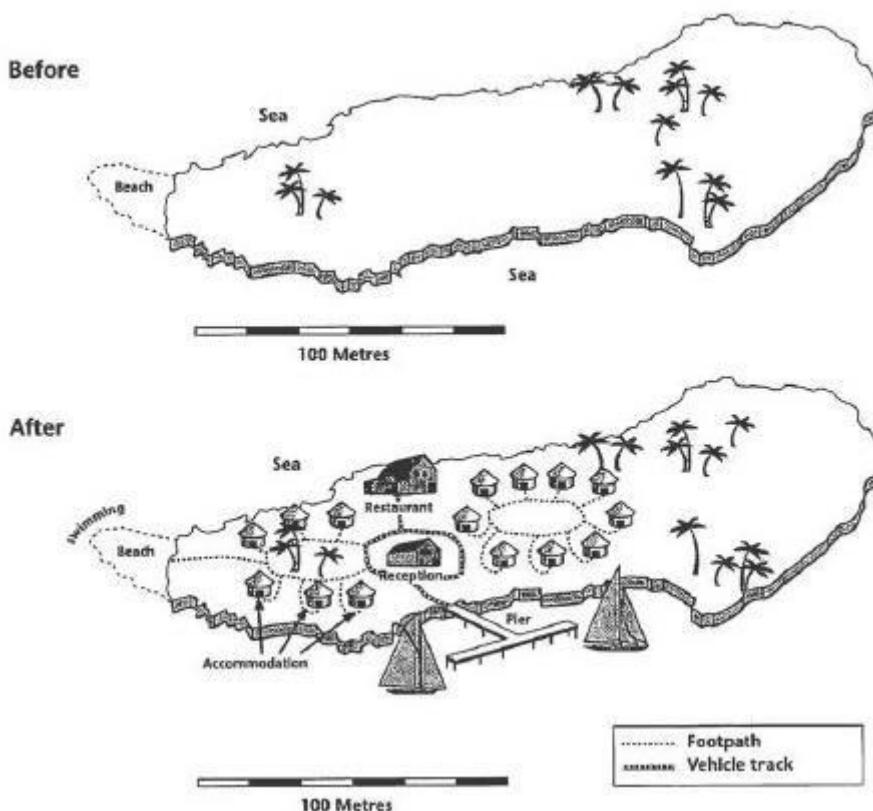
Sample

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

Overall, there have been significant constructions in the island in terms of accommodation and facilities for tourists. It is noteworthy that these developments have occurred without any noticeable damage to the trees.

The length of the island is over 1200 metres while its width varies from about 200 to 500 metres in different places. Originally, there was a beach to the left of the island, and the eastern and western parts were covered with woodland, apart from which the island was completely bare.

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

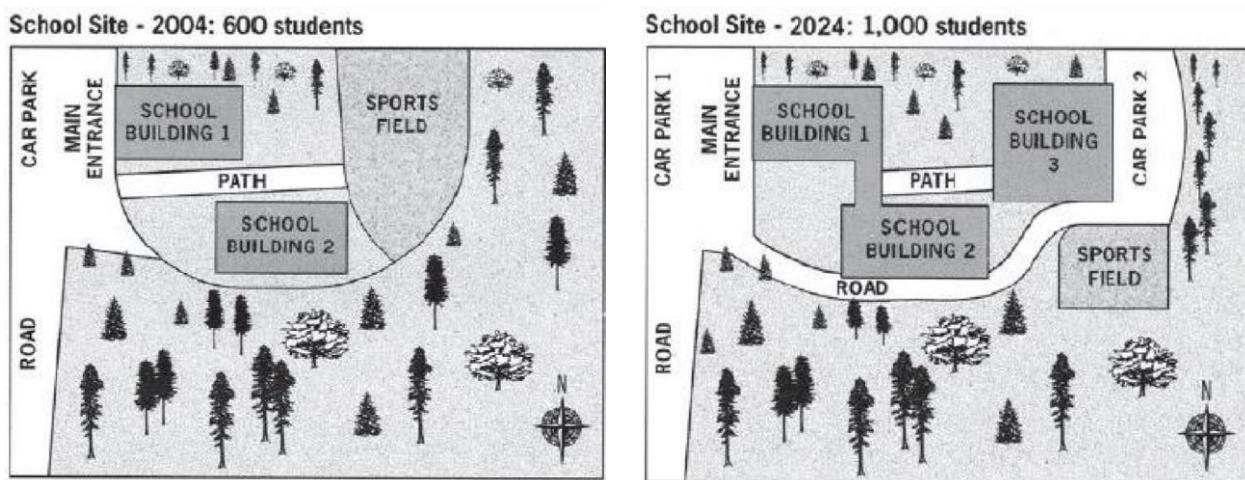
Sample

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



The maps illustrate how a school site is planned to be developed over a 20-year period. Overall, there will be extensive developments with regards to construction of buildings, facilities and roads in the school site, and the number of students will also increase significantly.

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

There are plans to increase the number of students served by the school by 400 in 2024. As a result, a new school building will replace the old sports field, and the two original buildings are going to be joined together. The old path will then connect these to the new building number 3, no longer running to the main entrance. Furthermore, a part of the woodland in the east is planned to be deforested and replaced by a new car park as well as a new, smaller sports field. Finally, a new road will be paved passing south of the school building, which will connect the two car parks.

Section 11

Mixed graphs

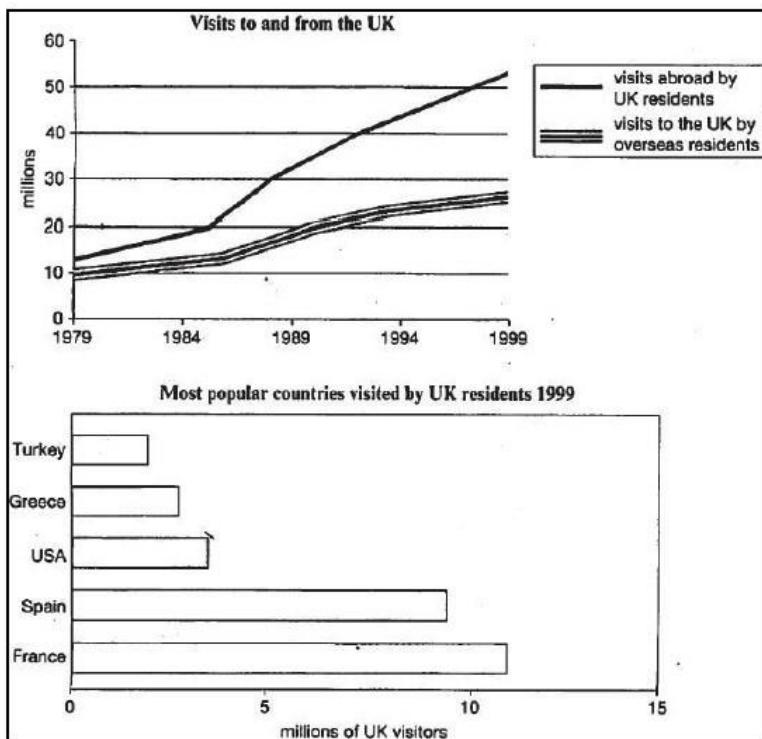
Sample

You should spend about 20 minutes on this task.

The charts below give information about travel to and from the UK, and about the most popular countries for UK residents to visit.

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

Write at least 150 words.



The first diagram illustrates how many British and overseas tourists had a visit to foreign countries and the UK between 1979 and 1999. Initially, there was little difference between the two figures (10 and 12 million, respectively). Both rose over the next 20 years, with the figure for British tourists experiencing a more significant surge to about 53 million. In comparison, that for visits to the UK grew gradually to reach just over 25 million by the end of the century.

The bar chart shows how many countries visited by the British in the last year of the previous survey. While France and Spain attracted the largest numbers of British tourists with about 11 and 9 million visits respectively, Turkey was the least popular among the five, visited by only about 30% as many British as France. Greece and the United States also accounted for about 3 and 4 million visits, respectively.

Overall, tourism from and to the United Kingdom boomed in the 1980s and 90s. Moreover, France topped the list of British tourists' favorite destinations.

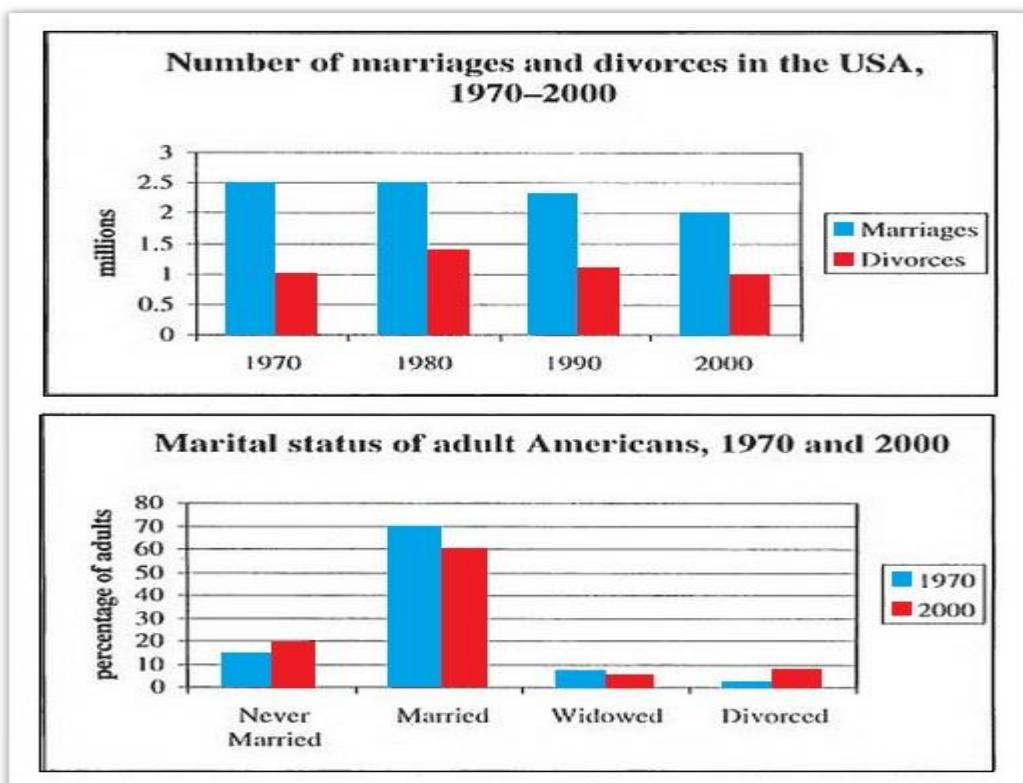
NB; Different picture--- different information

Sample

You should spend about 20 minutes on this task.

The charts below give information about USA marriage and divorce rates between 1970 and 2000, and the marital status of adult Americans in two of the years

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



The bar graphs show how many people married and divorced in the USA, as well as figures for the marital status of American adults in 1970 and 2000.

Overall, there was a fall in the number of marriages in the USA between 1970 and 2000. Moreover, the majority of adult Americans were married in both years but the proportion of single adults was higher in 2000.

According to the first bar graph, in 1970, there were 2.5 million marriages in the USA and 1 million divorces. The marriage rate remained stable in 1980 but fell to 2 million by the year 2000. In contrast, the divorce rate peaked in 1980, at nearly 1.5 million at the end of the period.

Regarding the second bar graph, around 70% of American adults were married in 1970 but this figure dropped to just under 60% by 2000. At the same time, the proportion of unmarried people and divorces rose by about 10% in total. Finally, the proportion of widowed Americans was slightly lower in 2000.

NB; The same pictures---different information

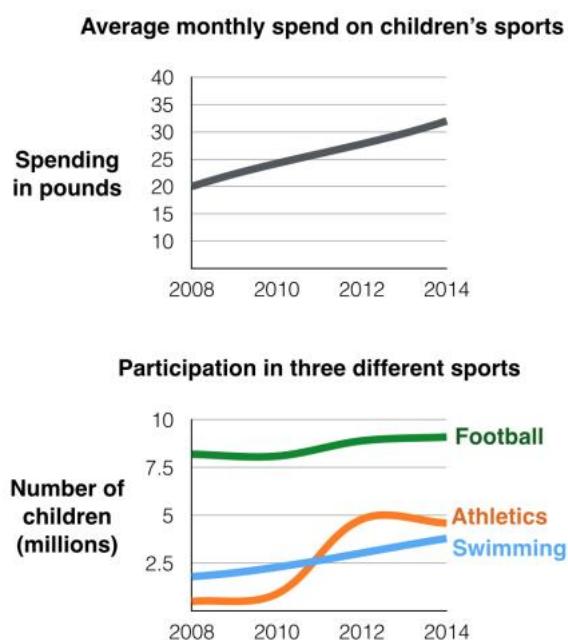
Sample

You should spend about 20 minutes on this task.

The first chart below gives information about the money spent by British parents on their children's sports between 2008 and 2014. The second chart shows the number of children who participated in three sports in Britain over the same time period

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

Write at least 150 words.



The line graph show how much money was spent on children's sports, as well as how many children participated in three different kinds of sports between 2008 and 2014.

Overall, the average monthly expenditure on children's sports gradually increased throughout the survey. Moreover, football was the most popular type of leisure activity, whereas the remaining two sports stayed the least significant during six years.

According to the first line graph, the average monthly payment for kid's sports stood at 20 pounds and rose significantly to reach more than 30 pounds from 2008 and 2014.

Regarding the second diagram, there were 8 million children participated in football and dropped slightly to 1,5 million, after which they grew by 1,5 million before a stability over the next six years. However, the figure for swimming lovers was initially almost 2 million higher than that for athletics players (2,3 million vs 0,3 million). On the contrary, while the former saw a moderate rise of 1,7 million ; the latter stabilized till 2010, following which it climbed remarkably and outstripped swimming , peaking at 5 million in 2012 before declining slightly in the end of the period.

NB; The same pictures-- different information

Sample

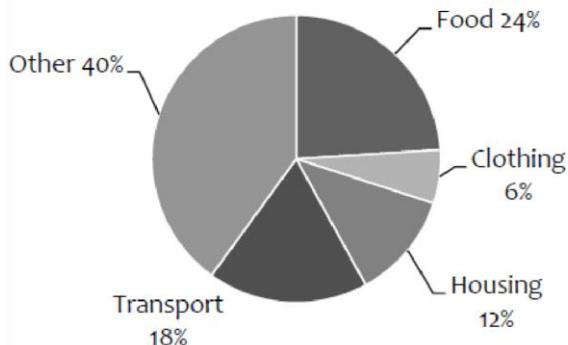
You should spend about 20 minutes on this task.

The charts below give information about world spending and population.

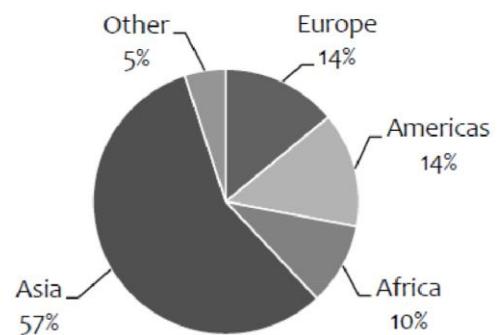
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

World Spending



World Population



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

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

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

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

NB; The same pictures--- different information

Sample

You should spend about 20 minutes on this task.

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

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

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

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

The tables show how much coffee as well as banana were sold in five countries in 2004 compared to 1999.

Overall, Coffee sales rose in all countries with the highest sales observed in Switzerland. Moreover, banana sales also rose in all but two countries, and were highest in the UK.

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

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

NB; The same pictures-- different information