

1. LESSON 1

- change over time (standard 4 categories/ a lot of information/ very little information/ future/ total)

~~1/ change over time (standard 4 categories/ a lot of information/ very little information/ future/ total)~~



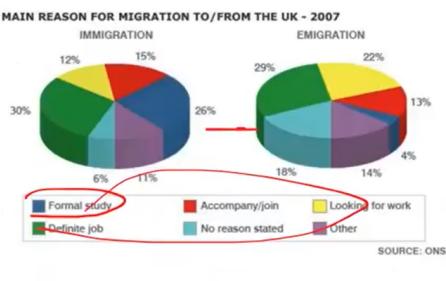
- no change over time (standard 2 categories/ a lot of information)

~~2/ no change over time (standard 2 subjects/ a lot of information)~~



The pie charts show the main reasons for migration to and from the UK in 2007.

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



The table illustrates the proportion of monthly household income five European countries spend on food and drink, housing, clothing and entertainment.

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

Write at least 150 words.

Proportion of household income five European countries spend on food and drink, housing, clothing and entertainment.

	Food and drink	Housing	Clothing	Entertainment
France	25%	31%	7%	13%
Germany	22%	33%	15%	19%
UK	27%	37%	11%	11%
Turkey	36%	20%	12%	10%
Spain	31%	18%	8%	15%

- mixed

3/ mixed

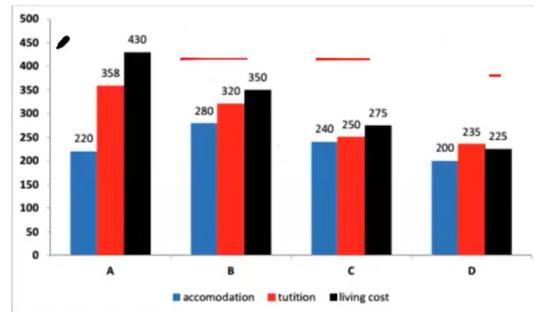
29/7/2017



TASK 1

The table and chart below provide a breakdown of the total expenditure and the average amount of money spent by students per week while studying abroad in 4 countries.

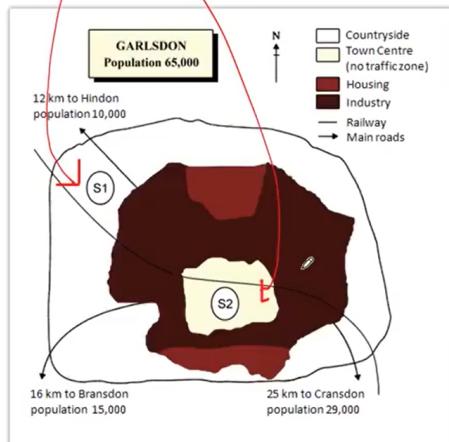
Expenditure of studying abroad	
Country	US (\$)
A	875
B	735
C	540
D	435



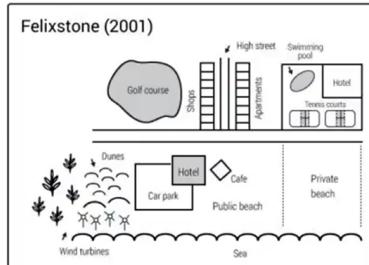
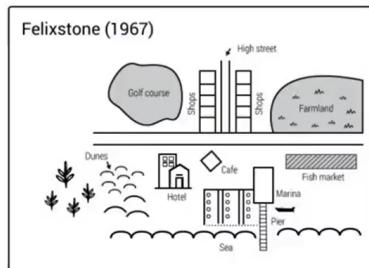
- maps (1 map/ 2 maps)

4/ maps (1 map/ 2 maps)

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

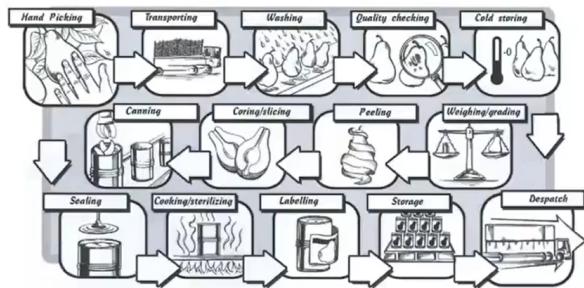
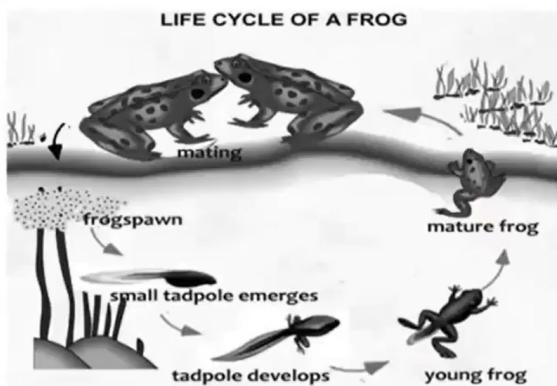


TASK 1: The diagrams below show Felixstone in the UK between 1967 and 2001. Summarize the information, reporting the main features where relevant.



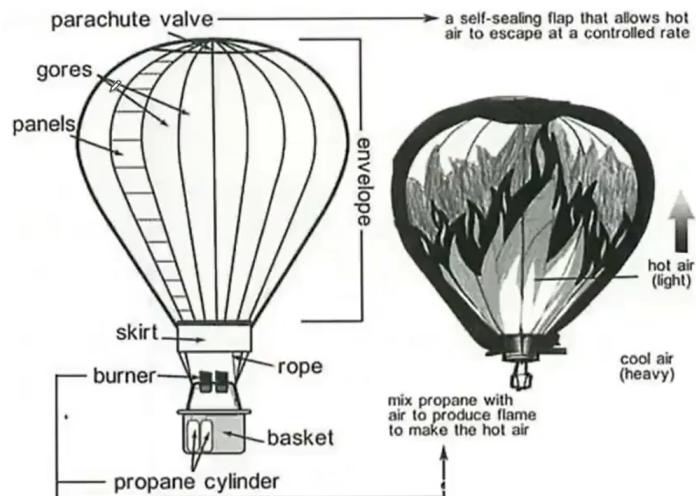
- process - natural process/ manufacturing process

5/ process – natural process/ manufacturing process



- describe how something works

6/ describe how something works



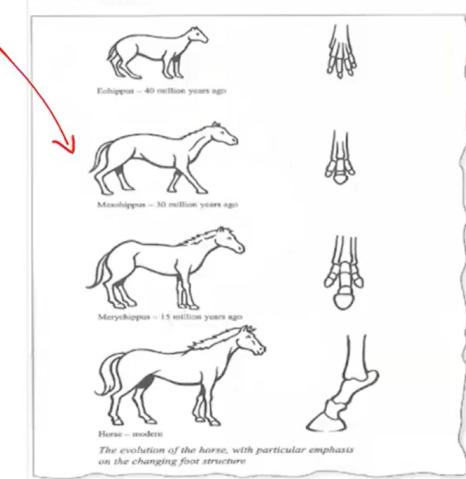
- super odd questions

7/ Odd questions

You should spend about 20 minutes on this task.

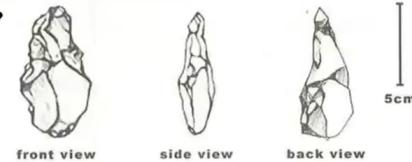
The diagrams below show the development of the horse over a period of 40 million years.
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

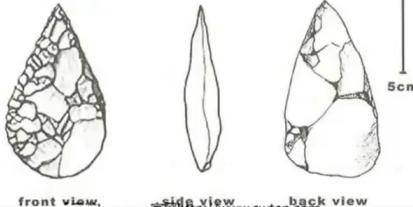


- The diagram below shows the development of tools in the Stone Age. Summarise the information by selecting and reporting the main features and make comparisons where relevant**

Tool A 1.4 million years ago



Tool B 0.8 million years ago



→ 12 possible types

2. LESSON 2: Change over time - Task achievement

TASK 1 - QUIZ

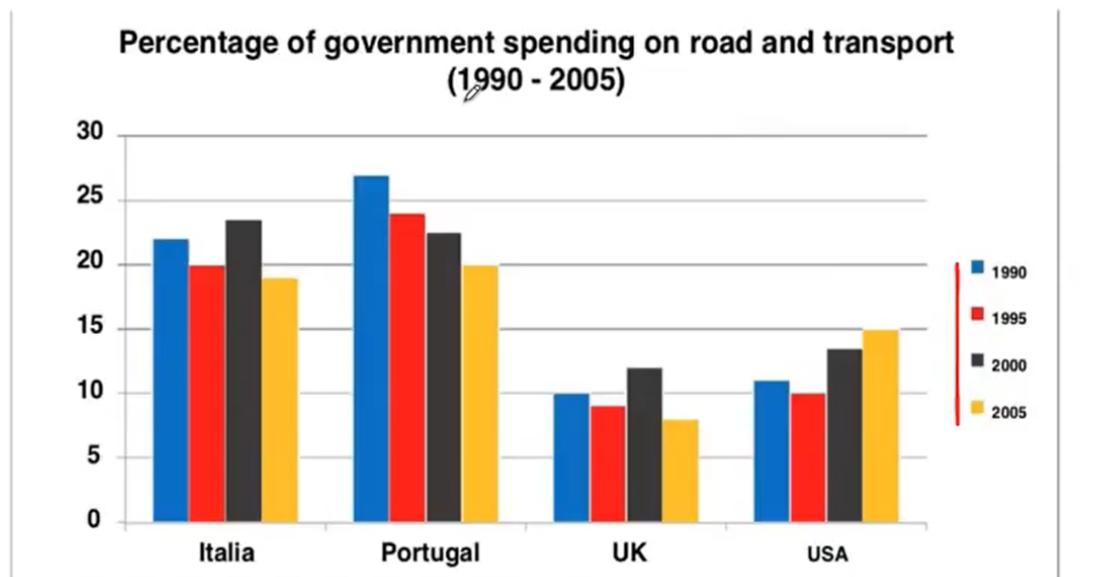
- How many words do you have to write? >150 words
- How many paragraphs do you need to write? 4 paragraphs: 1 intro, 1 overview, 2 bodies
- Is there a word limit? Can you write 300 words in task 1? Not rcm
- The question is always you to “**summarize** information by **selecting and reporting main features** and **make comparisons** where relevant” + what does each of these mean?

WRITING TASK 1: WHAT ARE THE MAIN FEATURES?

- Highest figures
- Lowest figures
- Most drastic changes
- Stability
- Similar patterns
- Opposite patterns

TASK 1

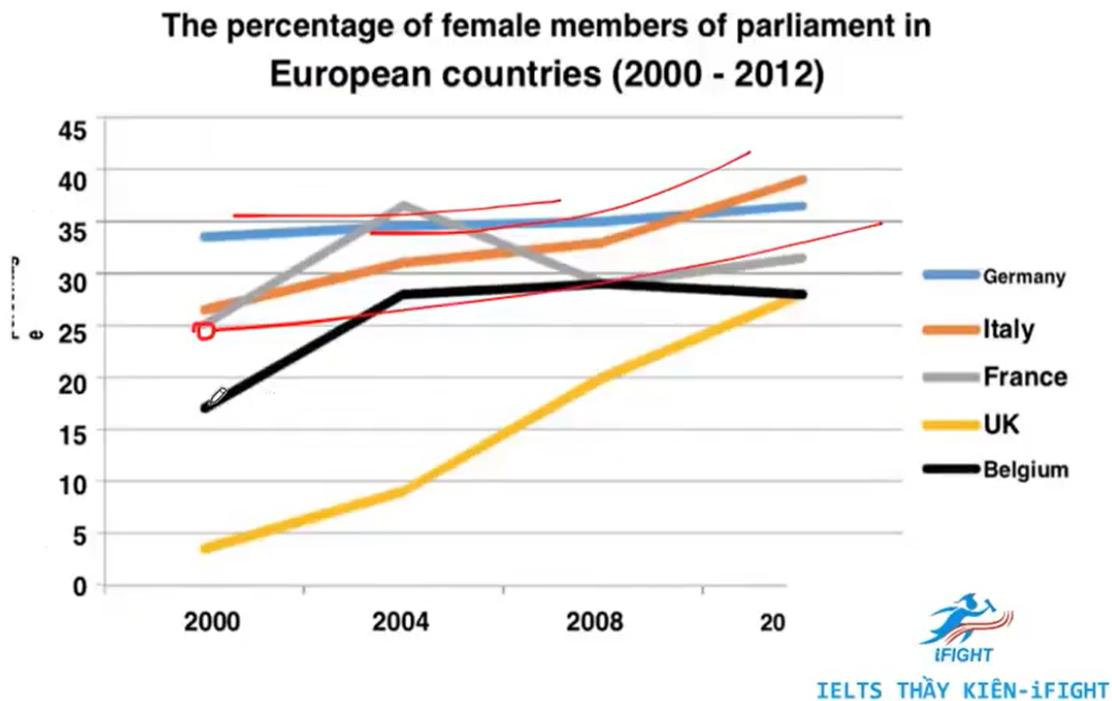
The bar chart below shows the percentage of government spending on roads and transport in 4 countries in the years 1990, 1995, 2000, 2005.



- Highest figures
- Lowest figures
- Most drastic changes
- Stability
- Similar patterns
- Opposite patterns

INTRO + OVERVIEW

TASK 1



- The line graph (chart) illustrates (compares) the percentage of females elected in parliament in 5 European countries between 2000 and 2012
- The line graph illustrates how 5 European countries chose their members for parliament between 2000 and 2012.
- Overall, there was an increase in the proportion of female members in parliament in all 5 countries examined, with the most dramatic rise being seen in the figures for the UK. Despite that, the UK consistently had the lowest figures over the period. (Overall trends + differences)

Task 1: The table below shows daily oil production in 4 countries from 2000 to 2004.

(barrels per day)

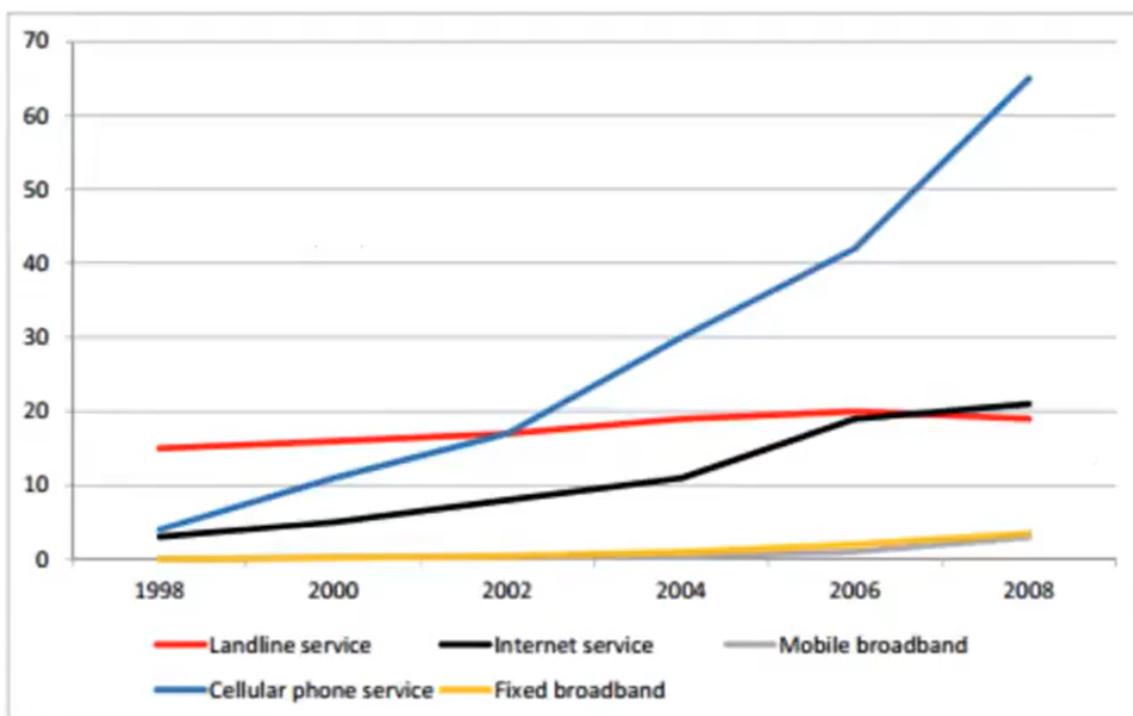
	2000	2001	2002	2003	2004
Nigeria	205,000	210,000	190,000	210,000	213,000
Chad	0	0	0	8,000	50,000
Congo	275,000	234,000	222,000	215,000	203,000
Somalia	5,000	8,000	17,000	21,000	50,000

- The chart illustrates how much oil was/ many barrels of oil were produced daily in four countries between 2000 and 2004.

- Overall, there was an increase in the daily amount of oil produced in Nigeria, Chad and Somalia, while a gradual decline (in oil production/ output) was seen in Congo. In addition, Congo generally produced the most oil among the 4 countries examined, but it was surpassed/ overtaken by Nigeria in the last year of the period.

TASK 1

The line graph gives data about the number of users of five different communication services worldwide from 1998 to 2008.



- The graph illustrates how many people in the world used/ subscribed to 5 means of communication from 1998 to 2008.
- Overall, there was an increase in the number of users/ subscribers to all of the communication services given/ examined, with the most dramatic rise being seen in the figures for cellular phone service to become the most popular/ commonly-used service from 2002 onwards. (Despite that, the fixed broadband consistently had the lowest figure through the period.)

3. LESSON 3: Grammar + Coherence and Cohesion - Super boosters

- Overview → There was an increase in ..., (with ... witnessing the most dramatic rise), while (if there is another trend)/ with In addition, ... highest figures...

*** The number/ proportion/ amount of ... started at ..., after which it experienced a rise/ growth/ decline to ... in ..., before ending the period at... (Body 1)

Eg: The number of students studying abroad started at 0.4 million, after which it experienced/ witnessed/ saw a dramatic rise to 1.4 million in 1985, before ending the period at 0.8.

*** Data..., with a subsequent increase/ decrease/leveling off/ fluctuation ... and a final ... (Body 2)

Eg: 0.4 million students studied abroad in the US in 1970, with a subsequent considerable/ significant rise to 1.4 million and a final drop to 0.8.

*** The figure for ... (number/ proportion/ amount of ...) was at ... (or change ...), followed by a slow/ significant increase/ decrease to ...

Eg: The number of students studying abroad in 1970 was 0.4 million, followed by a significant increase to reach a peak of 1.4 million in 1985, and a final drop to 0.8 15 years later

Eg: The number of students studying abroad increased significantly from 04. million in 1970 to reach a peak of 1.4 million in 1985, followed by a final drop to 0.815 years later

+ The figure for/ number/ amount/ proportion ... + V, and (but) +V

Eg: The number of students studying abroad increased sharply from 0.4 at the beginning of the period to reach a peak of 1.4 in 1985, but later dropped to 0.8 in the last year of the period examined.

+ Similar/ opposite changes can be seen in the figure(s) for ..., which ...

+ The figure for ... saw similar/ opposite changes, W_ing

+ The figure for ... + change, ending/ reaching ...

Eg: The number of students studying abroad increased sharply, reaching a peak of 1.4 in 1985, but it later dropped to 0.8 in the last year of the period examined.

+ ... start at ..., after which it experienced a rise/ growth/ decline to ... in ..., before ending the period at...

Eg: The number of students studying abroad started at 0.4 million, after which it experienced/ witnessed/ saw a dramatic rise to 1.4 million/ by 0.8 million in 1985, before ending the period at 0.8.

Your answer

The line graph illustrates how much money people in Germany, France, Italy and Austria spent on books from 1995 to 2005.

Overall, despite some fluctuations, there was an increase in the amount of money spent on books in all four countries examined, with Austria witnessing the most dramatic rise in the latter half of the period. In addition, Germany consistently had the highest figures throughout the period.

About 80 million dollars was used for books by citizens in Germany in 1995, with mild fluctuations in the first 8 years and a final rise from just over 85 million in 2003 to about 95 million in 2005. Similarly, the figure for Italy fluctuated in the range from 50 to 55 million from 1995 to 1999, followed by a progressive growth to north of 60 million in the final year.

The expenditure on books in France started at about 55 million dollars, after which it saw a consistent increase to approximately 75 million in 2005. The figure for Austria saw similar changes in the first half of the period, growing from 30 million in 1995 to 40 million in 1999 and maintained at this level until 2001. From 2003 onwards, it increased considerably, reaching almost 75 million in the final year of the period.

4. LESSON 4: Vocabulary

- increase/ grow/ rise (increased/ grew/ rose) (increase/ growth/ rise)
- decrease/ decline/ drop (decreased/ declined/ dropped)
- fluctuation/ fluctuate in the range from ... to .../ hover around ...
- significant/ considerable (30 - 60)/ dramatic/ sharp(ly) (>60)
- slight/ slow/ gradual = steadily / marginal(ly) moderately
- reach a peak of ... = peak at = reach/ hit a high of
- reach a low of ... = hit a trough of ...
- remain unchanged/ stable = level off (a leveling off)

PARAPHRASING 7.0+

- Danh từ đếm được
- + The number of As/ A numbers/ how many S + V/ the figure/ data .../ synonym/ that - who

Eg: the number of tourists = tourists numbers = the number of travelers = the number of people traveling to .../ how many people traveled to ... (intro)/ tourist numbers/ 5000 people traveled to Vietnam

- Danh từ không đếm được
- + The amount of/ how much S + V/ the figure/ data ... synonym

Eg: The amount of money spent on books in Vietnam in 1999 was 1 million dollars = The chart illustrates how much people in 5 countries spent on books from 1999 to 2019 = 1 million dollars was spent on books by Vietnamese people in 1999 = 1 million dollars was expended on books by people in Vietnam in 1999.

- Phàn trăm
- + percentage = proportion = share/ how or how many - how much/ data .../ the figure/ synonym

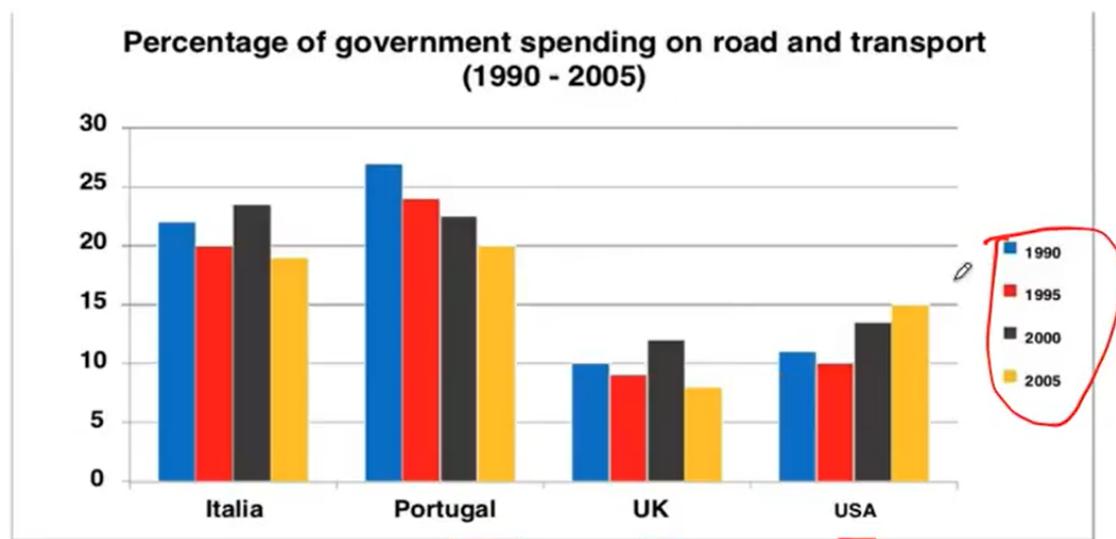
Eg: The proportion of female members in parliament

- = The percentage of members who are female in parliament
- = The share of parliamentary members who are women
- = The percentage of women holding a position in parliament
- = The chart illustrates how many women were elected to work in parliament in 5 countries from 2000 to 2015.
- = 0.5 percentage of members in parliament was women.

5. LESSON 5: Type 1 - 4 categories

TASK 1

The bar chart below shows the percentage of government spending on roads and transport in 4 countries in the years 1990, 1995, 2000, 2005.



Intro:

- The chart illustrates how much governments in 4 countries invested in roads and transport between 1990 and 2005.
- The chart illustrates how governments in 4 countries invested in the transport infrastructure between 1990 and 2005.
- The chart illustrates the percentage of government expenditure on roads and transport in 4 countries between 1990 and 2005.

Overview:

- Overall, there was a decline in the proportion of government spending on roads and transport in Italy, Portugal and the UK, while (meanwhile,) a rise was seen in the USA. In addition, Portugal generally had the highest figures throughout the period.

Body 1:

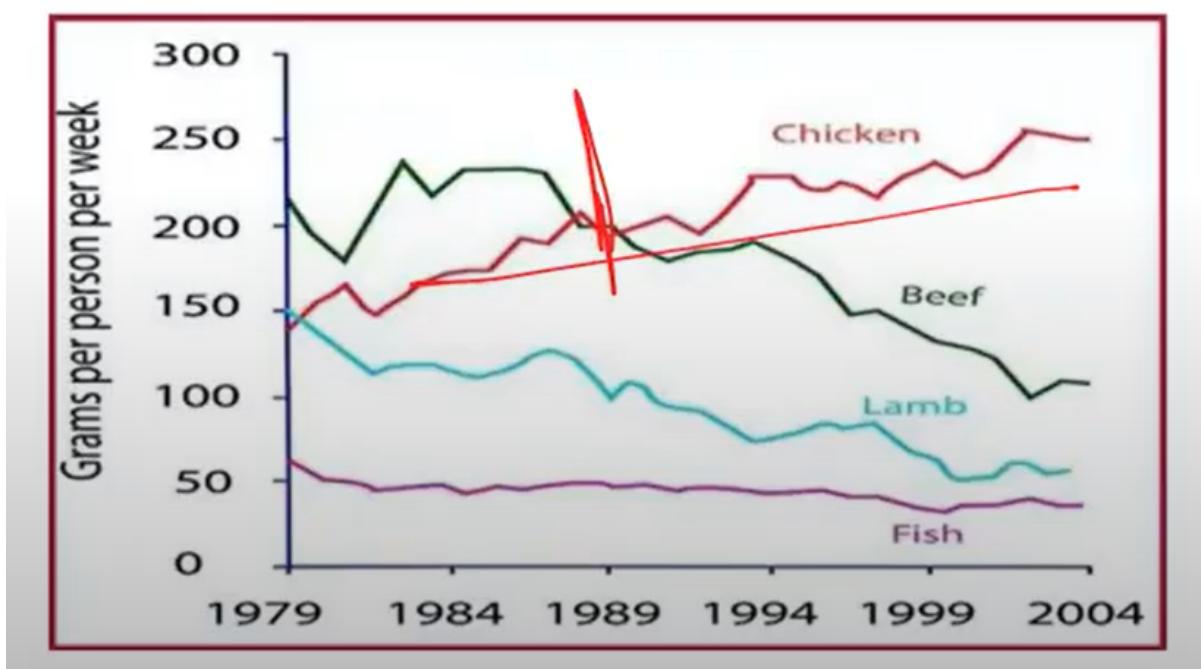
- The share of the government's budget spent on roads and transport in Portugal started at about 17%, after which it saw a progressive decrease to exactly 20% in 2005. Conversely, the figure for the USA rose from just over 10% in 1990 to 15% in 2005, despite a small fall in the first 5 years.
- + approximately = around = about = roughly
- + just over = north of = upward of (cao hơn 1 tí)

- + just under = shy of = downward of (thấp hơn 1 tí)
- + exactly = precisely (chính xác)

Body 2:

- Approximately 22% of the Italian national budget was spent on/ went into the transport infrastructure, with subsequent fluctuations and a final decline from 24% in 2000 to about 19% in 2005. Similarly, the figure for the UK fluctuated in the range from 9% to 13% from 1990 to 2000, before ending the period at around 7%.

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



Intro:

- The line graph illustrates how much fish and some other kinds of meat were consumed/ used/ eaten per person in a country in Europe from 1979 to 2004.

Overview:

- Overall, there was a decline in the amount of beef, lamb, and fish eaten, while the figure for chicken increased to surpass that of beef, making chicken was increasingly used and became the most/ making it the most consumed type of meat from 1989 onwards.

Body 1:

- The amount of beef eaten per person in the country examined started at about 220 grams, after which it saw fluctuations until 1989, before decreasing to end the period at around 100 grams. Conversely, the figure for chicken rose from just under 150 grams per person (GPP) to north of 200 gpp in 1989 and kept rising to reach 250 gpp in the final year.

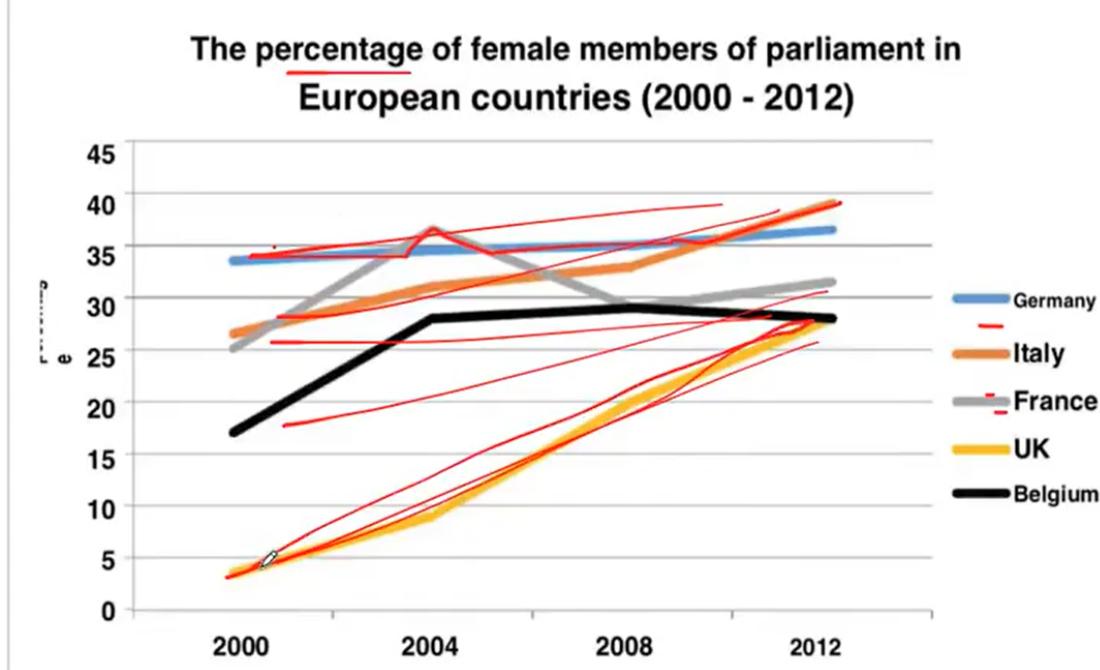
Body 2:

- 150 grams of lamb was used by an average person in the country mentioned in 1979, with a decline to approximately 75 gpp in 2004. Meanwhile/ In the meantime, the figure for fish decreased slightly from around 60 gpp to just under 50 gpp after a few years and maintained at this level towards the end of the period.

6. LESSON 6: 5+ categories

*Other: report cuối cùng

TASK 1



Intro:

- The line graph illustrates the percentage of females elected in parliament in 5 European countries between 2000 and 2012.

Overview:

- Overall, there was an increase in the proportion of female members in parliament in all 5 countries examined, with the UK witnessing the most dramatic rise. Despite this, it consistently had the lowest figures throughout the period.

Body 1:

- The percentage of positions in parliament held by women in Germany was about 34%, after which it saw a gradual rise to 36% in 2012. Similar changes, but to greater extents, were seen in the figures for Italy and the UK, which grew from 26% to almost 40% and from 4% to around 27% respectively.

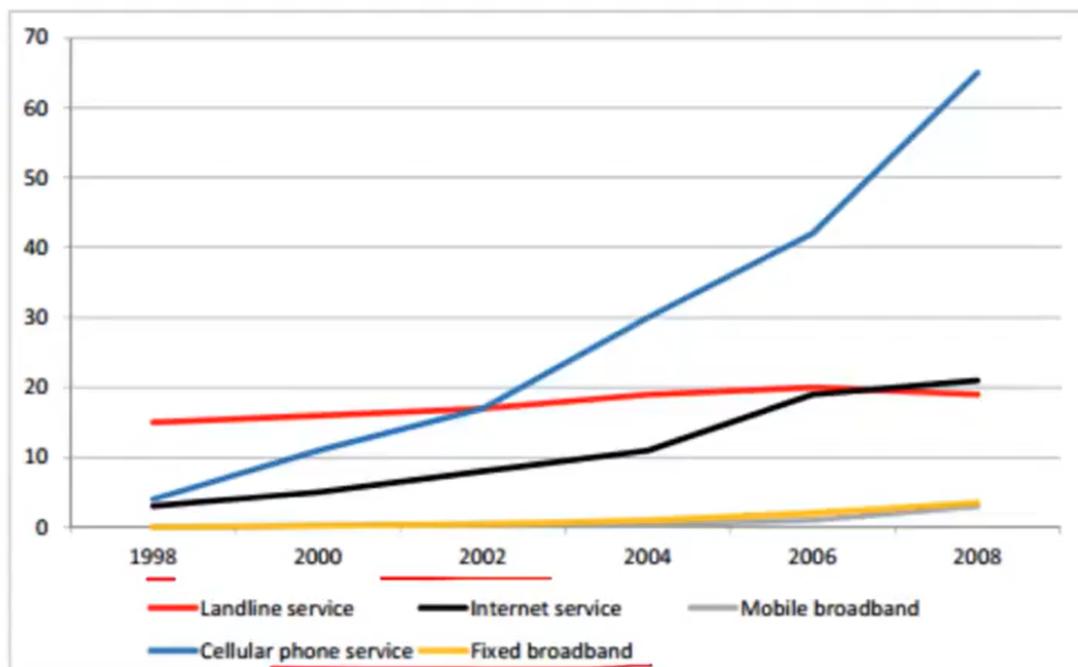
Body 2:

- 25% of members in France's parliament were women, with a subsequent jump to reach a peak at around 37% by 2004 and a final increase from 30% in 2008 to 32% in 2012. Meanwhile, the figure for Belgium increased from 17% in 2000 to 28% in 2004 and leveled off towards the end of the period.

TASK 1

0

The line graph gives data about the number of users of five different communication services worldwide from 1998 to 2008.



Overview:

- The chart illustrates how many people used different means of communication worldwide between 1998 and 2008.

Overview:

- Overall, there was an increase in the number of users of all five communication services, with cellular phone service witnessing/ enjoying the most considerable growth to become by far the most used/ popular from 2002 onwards.

Body 1:

- The number of subscribers to landline service started at 15 million, after which it experienced a gradual rise to 20 million in 2006, before ending the period at about 19 million. Similarly, not until the year 2002 did people start using fixed broadband and mobile broadband, and the figures for these two services increased slightly, reaching 4 million in the final year.

Body 2:

- 5 million people subscribed to cellular phone service in 1998, with a gradual growth to roughly 18 million 4 years later, and a final substantial growth to just over 65 million at the end of the period. Similar changes, but to a lesser extent, can be seen in the figures for internet service, which increased from just under 5 million in 1998 to exactly 20 million in 2006, followed by a final leveling off towards the end of the period.

7. LESSON 7: <4 categories

The number of cars made in three countries in 2003, 2006 and 2009			
	2003	2006	2009
Argentina	235,088	352,759	466,089
Australia	452,163	341,268	245,624
Thailand	735,852	1,162,356	999,963

Intro:

- The table illustrates how many cars were produced in Argentina, Australia and Thailand between 2003 and 2009.

Overview:

- Overall, there was an increase in the number of cars manufactured in Argentina and Thailand, while a constant decline was seen in Australia's car production. It is also clear that Thailand consistently had by far the highest figures

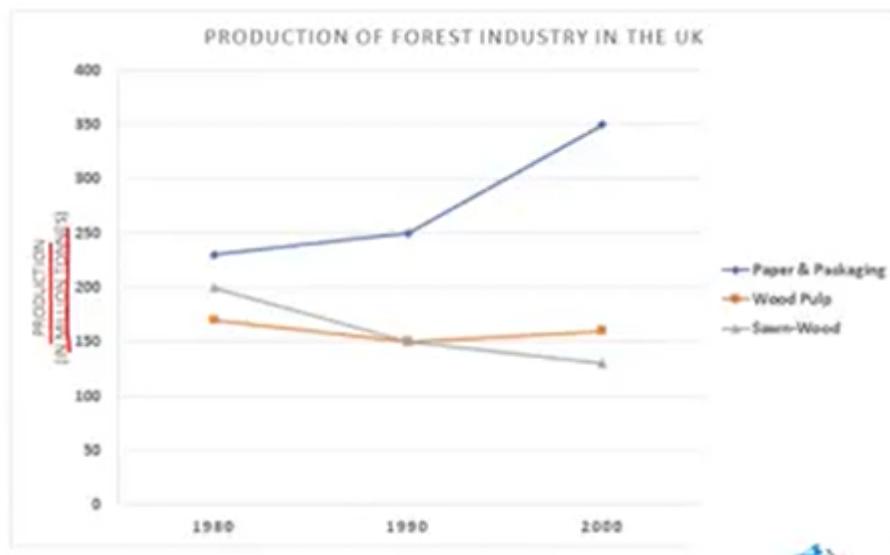
throughout the period, even though a considerable decline was seen in the latter half of the period.

Body 1:

- The number of automobiles manufactured in Thailand started at 735,825 units, after which it saw a dramatic rise to 1,162,356 in 2006. A similar change was seen in the figure for Argentina, which increased from 235,088 to 352,759 in the first 3 years. By contrast, 452,136 cars were made in Australia in 2000, with a subsequent significant decline to 341,268 units in 2003.

Body 2:

- From 2006 to 2009, the number of cars produced in Argentina continued to increase, reaching 466,085 units. Conversely, the figures for Thailand and Australia dropped to 999,963 and 245,624 units respectively.



Intro:

- The chart illustrates how much paper, wood pulp and sawnwood were produced in the UK between 1980 and 2000.

Overview:

- Overall, there was a dramatic increase in paper and packaging production in the UK, especially in the latter half of the period, while the opposite trend can be seen in the figures for sawn wood and those for wood pulp fluctuated slightly. It is also clear that the amount of paper and packaging material produced in the UK had by far the highest figures throughout the years.

Body 1:

- The amount of paper and packaging produced in the UK started at about 240 million tons, after which it saw a slight increase to 250 million tons ten years later. Opposite changes can be seen in the figures for wood pulp and sawn-wood, which decreased from 200 and 165 million tons to exactly 150 million tons in the first 10 years.

Body 2:

- From 1990 to 2000, the amount of paper and packaging produced rose significantly, reaching 350 million tons. The figure for wood pulp saw similar changes, but to a much lesser extent, growing to roughly 160 million tons. Conversely, the production of sawn-wood kept decreasing to approximately 125 million tons

8. LESSON 8: 2 years



Intro:

- The pie charts illustrate visitors' responses to a survey about customer service at the Parkway Hotel in 2005 and in 2010.

Overview:

- Overall, there was a significant decline in the proportion of hotel guests rating customer service as satisfactory, poor or very poor, while an opposite trend can be seen in the figure for those describing the hotel's service as good or excellent. In addition, the majority of customers gave a 'satisfactory' response in 2005, but in 2010, the majority felt that the hotel's service was good.

Body 1:

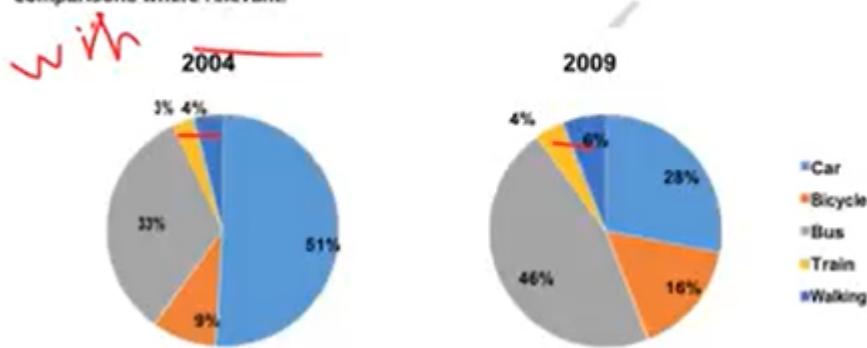
- The percentage of hotel's visitors rating its customer service as excellent started at 5%, after which it saw a significant rise to 28% in 2010. Furthermore, only 14% of guests described customer service in the hotel as good in 2005, with a subsequent three-fold increase to 39% five years later. As a result, the figure for people giving a 'satisfactory' response declined significantly from 45% to 17% over the period.

Body 2:

- The proportion of guests who considered the hotel's customer service to be poor almost halved, ending at 12%. A similar change can be seen in the figure for people who thought customer service to be very poor, which dropped from 15% to only 4% over the 5-year period.

The charts show the main methods of transport of people travelling to one university in 2004 and 2009.

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



Intro:

- The pie charts illustrate how students in a university traveled to school in 2004 and 2009.

Overview:

- Overall, there was a significant decline in the proportion of people traveling to the examined university by car, while an increase was seen in the figures for other means of transport. In addition, the majority of students chose to commute to their university by car in 2004, and by bus in 2009; by contrast, the figures for people opting to take a train or walk to school were negligible in both years.

Body 1:

- The percentage of people driving to university started at 51% in 2004, after which it experienced a considerable fall to 28% in 2009. The reverse trend can

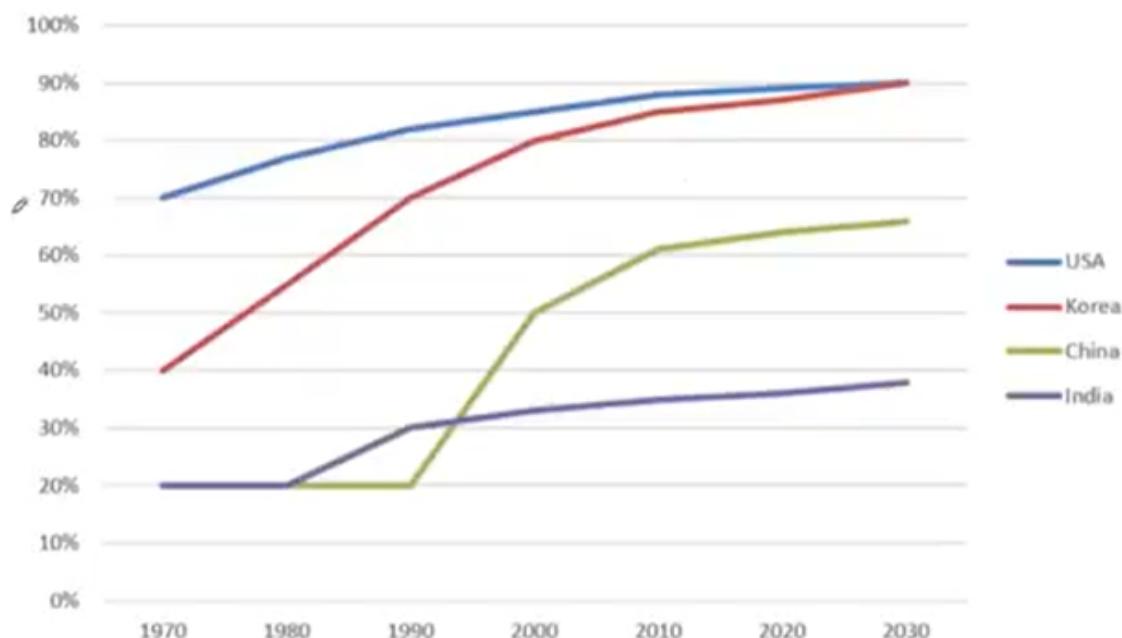
be seen in the figure for those going to this university by bus, which rose from 33% in 2004 to 46% in 2009.

Body 2:

- 9% of people in the survey said that they often cycled to school in 2004, followed by a rise to 16% after a half decade. The figures for people taking a train or walking to school increased negligibly, reaching 4% and 6% respectively.

9. LESSON 9: Future

- Important language
- + To be likely to/ expected/ anticipated/ predicted/ forecasted/ projected to...
- + a prediction/ anticipation/ projection of a rise/ decline to...



- The proportion of US citizens living in cities/ urban areas started at 70% in 1970, after which it experienced a steady rise to about 88% in 2010, before being expected to reach 90% in 2030.
- 70% of people living in the US chose to reside in urban areas in 1970, with a steady growth to about 88% in 2010, and a prediction of a slow growth to 90% at the end of the period.
- The proportion of the US population residing/ inhabiting/ dwelling in cities increased steadily from 70% in 1970 to about 88% in 2010, followed by a projection of a slow rise to 90% in 2030.

Country	1988	2000	2030
Canada	16.45%	20.65%	26.35%
Germany	20.35%	25.53%	30.65%
UK	14.25%	14.80%	20.45%

Intro:

- The table illustrates the proportion of people aged 65 and over in Canada, Germany and the UK in 1988, 2000 and an estimation of 2030.

Overview:

- Overall, there is a rise in the percentage of the elderly people in all three countries over the period examined, with the UK witnessing almost no change in the first 12 years. In addition, Germany consistently has the largest proportion of the elderly, while the figures for the UK are the lowest in all three years.

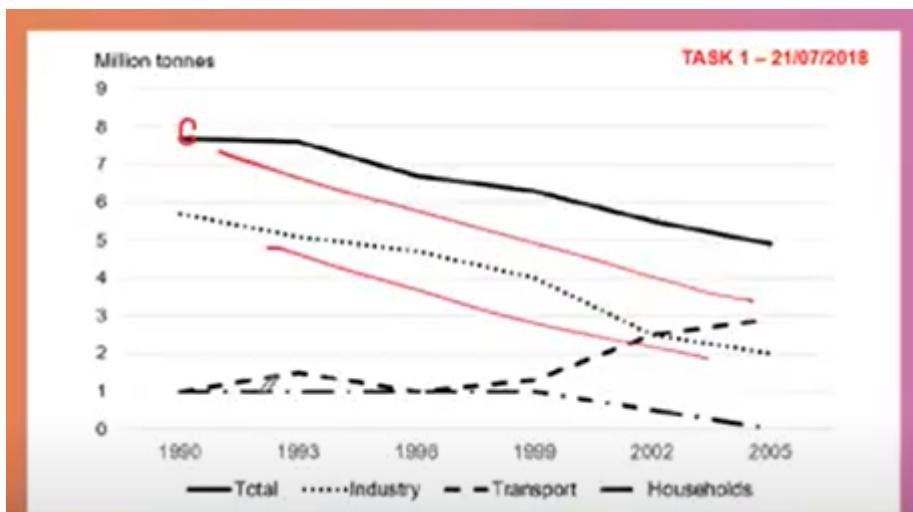
Body 1:

- In 1988 the percentage of senior citizens in Germany started at 20.35%. The figure for Canada saw a similar change, growing from 16.45% to 20.65% in the first 12 years. Meanwhile, the proportion of elderly people in the UK remained relatively unchanged during this period, at shy of 15%.

Body 2:

- By 2030, the population of people aged 65 and plus in Germany is expected to increase at the same rate, reaching 30.65%. The figures for Canada and the UK will increase by just over 4 percent to end at 26.35% and 20.45% respectively.

10. LESSON 10: Total



Intro:

- The chart illustrates how much toxic gasses were emitted into the atmosphere from three different sources in the UK from 1990 to 2005

Overview:

- Overall, there was a decline in the total amount of air pollution in the UK, which was the result of decreases in the amounts of emissions from industrial and domestic activities. In addition, the amount of air pollutants released from transport vehicles saw an increase, surpassing the industry sector to become the most serious polluter from 2002 onwards.

Body 1:

- Just under 8 million tonnes of air pollutants were discharged from all three sectors, with a gradual decline to 5 million tonnes at the end of the period. Similarly, the figure for the industry sector decreased steadily from 6 million tonnes to exactly 2 million tonnes in 2005.

Body 2:

- The amount of toxic fumes released from the transport sector started at 1 million tonnes, after which it experienced mild fluctuations at this level, before increasing from about 1.2 million tonnes in 1999 to shy of 3 million tonnes in 2005. Opposite changes, but to a lesser extent, can be seen in the figures for household activities, which contributed 1 million tonnes of air pollutants in the first 10 years, followed by a progressive drop to almost 0 in 2005.

11. LESSON 11: No change

- Intro - paraphrase

- Overview - differences
- Body 1: Highest (similar? opposite?)
- Body 2: The rest

Important Structures:

- ..., and the figures for ... and ... were/ are lower, at ... and ... respectively

Eg: The oil consumption in Japan was about 70 million tonnes, and the figures for the UAE and Canada were lower at 20 million and 35 million respectively.

- , ... Followed by...

Eg: The oil consumption in Japan was highest, at 70 million tonnes, followed by Canada (35 million) and the UAE (20 million).

- While ..., ...

Eg: The oil consumption in Japan far exceeded that of the UAE and Canada, with respective figures being 70 million, 20 million and 35 million tonnes

- Date ..., compared to .../ as opposed to/ in comparison to...

Eg: The oil consumption in Japan (about 70 million tonnes) was far higher than that of the UAE and Canada, which was 20 million and 35 million respectively

- ... (Far) exceeds that of ... and ..., with respective figures being ... And...

Eg: About 70 million tonnes of oil was consumed in Japan, compared to about 20 million in the UAE and 35 million in Canada.

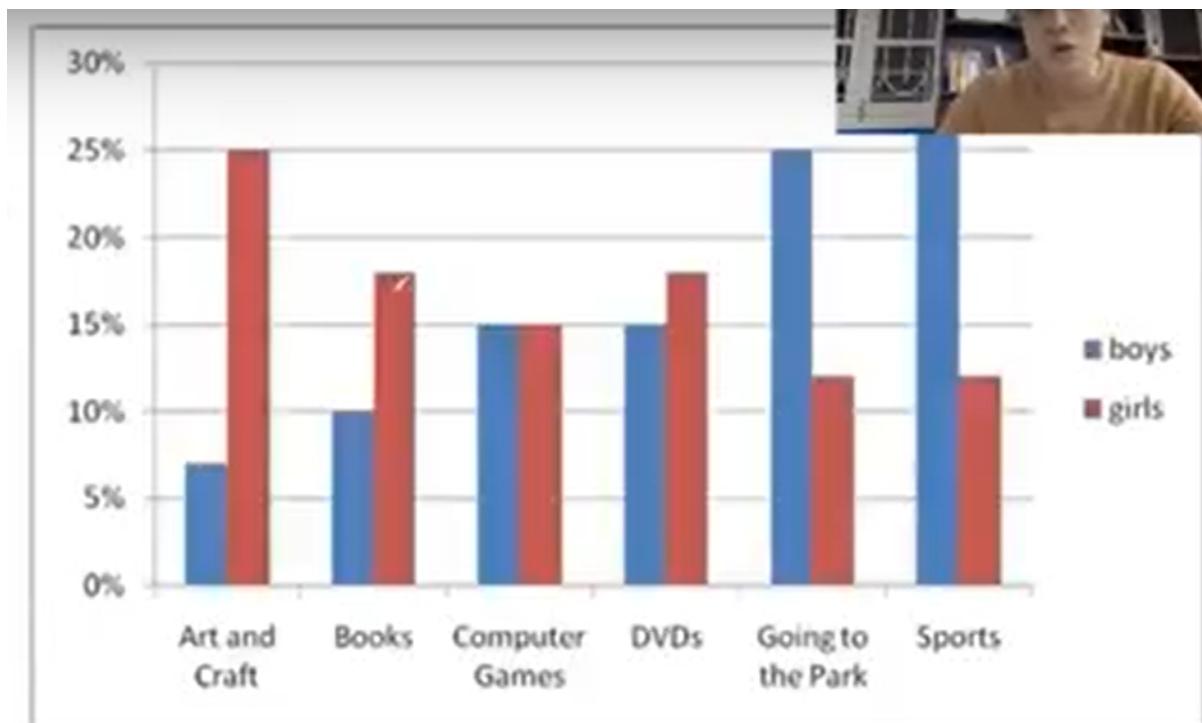
- ... was ..., which was % higher than that of ...

Eg: Kuwait had the highest use of water, at 63%, whereas its use for agriculture was only less than a third of this (19%).

Other structures (comparing + adding information)

- Developing countries are more reliant on alternative energy production than developed countries (around 69% and 20% respectively)
- Solar power accounts for far less of the total energy production than gas or coal does, and the figures are 2%, 20% and 60% respectively.
- The Middle East produces twice as much oil as Europe throughout the period, with respective figures being ...
- The oil production in the Middle East was double that of Europe throughout the period.
- Western countries consume three times as much oil as the Middle East almost over the period.
- Russia consumes slightly more oil than Germany.
- The production of oil in The Middle East and Europe is equal/ the same/ similar.

12. LESSON 12: No change - Overview



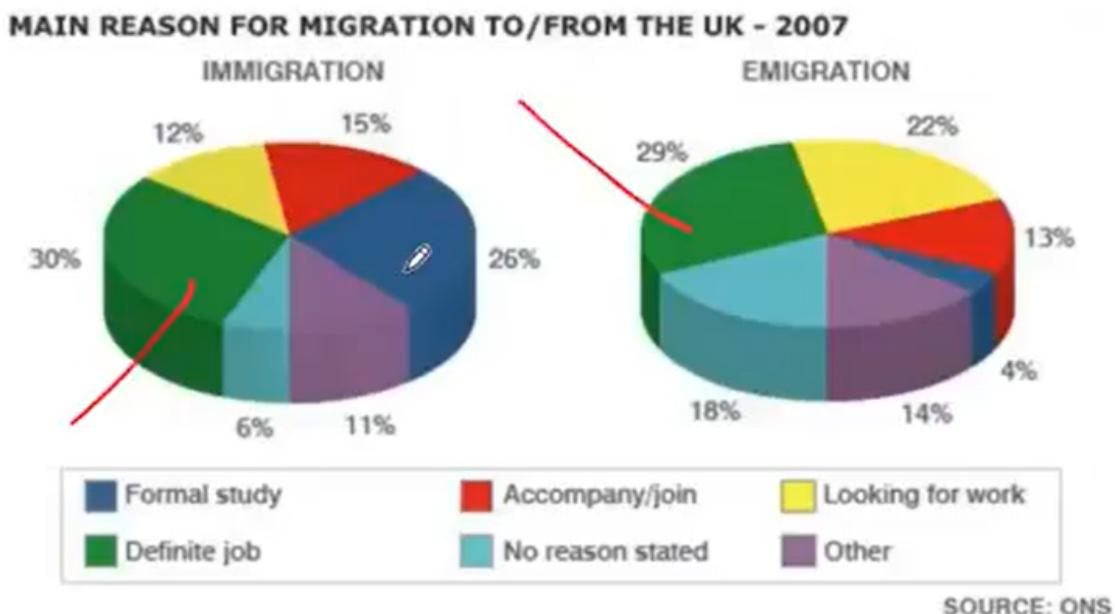
Intro:

- The chart illustrates the proportion of teenage boys and girls in Vietnam engaging in different pastimes in 2010.

Overview:

- Overall, while boys generally enjoyed outdoor activities the most, girls tended to join indoor ones. It is also clear that dramatic differences are not seen in the figures for teenagers of both sexes playing computer games or watching DVDs.

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



Intro:

- The charts illustrate why people migrated to and from the UK in 2007.

Overview:

- Overall, the percentage of people moving in or out of the UK to undertake a permanent job was highest in both charts. In addition, the figure for those who came to the UK to pursue a formal education was also significant, but this is the least stated factor among emigrants.



Intro:

- The chart illustrates how much money five organizations spent on four different spending areas in 2010.

Overview:

- Overall, organization B invested by far the most resources in all categories, with the largest part of its expenditure going on renting area in organization D and E. In addition, while organization A invested the most in staff training programs, this area received the least money in organization C.

Proportion of household income five European countries spend on food and drink, housing, clothing and entertainment.

	Food and drink	Housing	Clothing	Entertainment
France	25%	31%	7%	13%
Germany	22%	33%	15%	19%
UK	27%	37%	11%	11%
Turkey	36%	20%	12%	10%
Spain	31%	18%	8%	15%

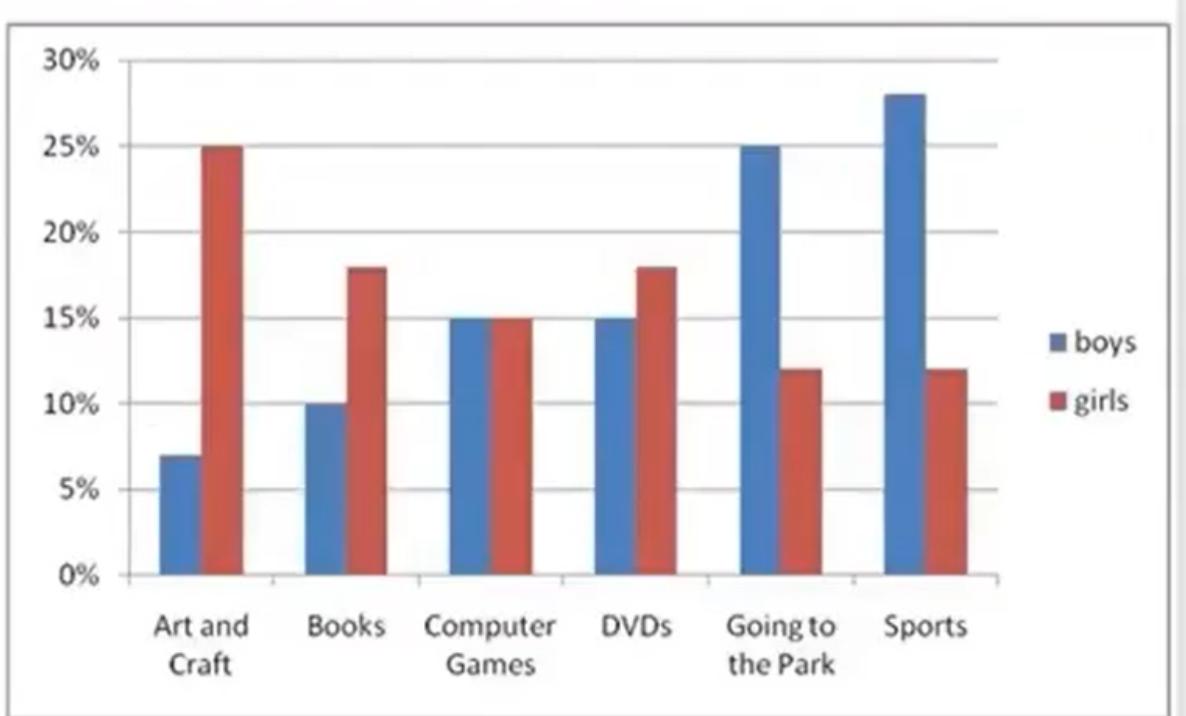
Intro:

- The chart compares five countries in Europe in terms of the percentage of people's monthly income allocation for food and beverages, accommodation, clothing and recreation.

Overview:

- Overall, people in all five nations allocate the largest portion of their income for food and drinks and housing. It is also clear that clothing is the smallest spending area in all of the countries examined, except for Turkey.

13. LESSON 13: 2 items



Intro:

- The chart illustrates how many teenage boys and girls in Vietnam engaged in different pastimes in 2010.

Overview:

- Overall, while boys generally enjoyed outdoor activities the most, girls tended to join indoor ones. It is also clear that similarities can be seen in the figures for teenagers of both sexes playing computer games or watching DVDs (jahf).

Body 1:

- About 27% of the boys in the survey said that they often played sports in their free time, compared to only 12% of their female counterparts. Similarly, the percentage of teenage boys going to the park was far higher than that of girls, with respective figures being 25% and 4% in the order. As for reading books, around 18% of girls enjoyed this activity, while only 10% of boys did so.

Body 2:

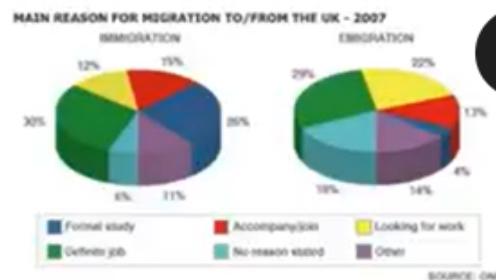
- The percentage of teenagers playing video games was the same for both genders, with 15% of the total boys and girls in the survey having this leisure pursuit. While 15% of boys also chose to watch DVDs in their leisure time, a slightly higher percentage of girls (approximately 18%) did the same.

Intro+ Overview

- The charts illustrate why people migrated to and from the UK in 2007.
- Overall, the percentage of people moving in or out of the UK to undertake a permanent job was highest in both charts. In addition, the figure for those who came to the UK to pursue a formal education was also significant, but this is the least stated factor among emigrants.

The pie charts show the main reasons for migration to and from the UK in 2007.

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



Intro:

- The charts illustrate why people migrated to and from the UK in 2007.

Overview:

- Overall, the percentage of people moving in or out of the UK to undertake a permanent job was highest in both charts. In addition, the figure for those who came to the UK to pursue a formal education was also significant, but this is the least stated factor among emigrants

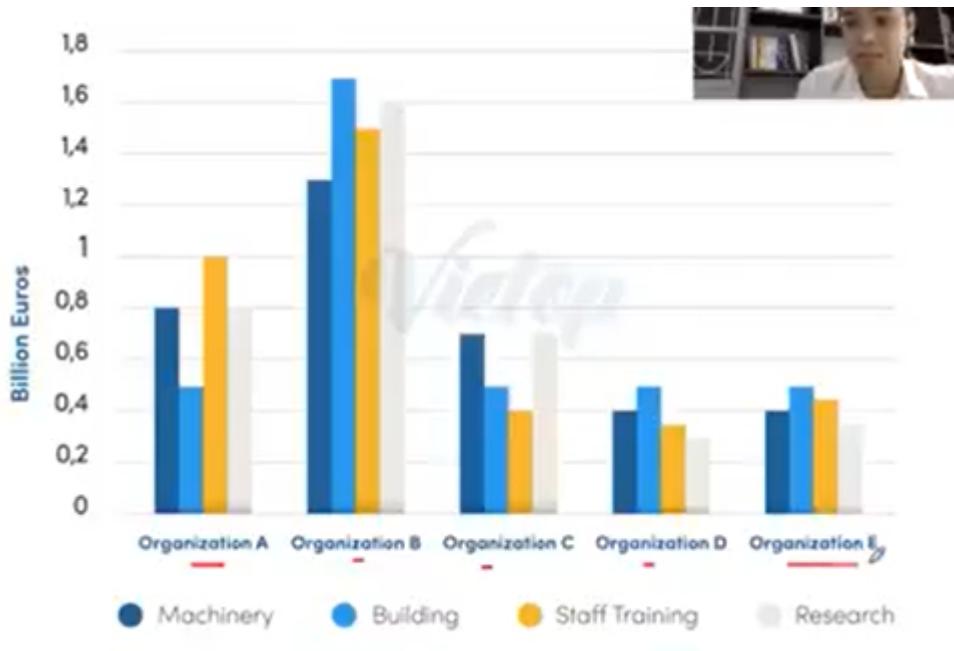
Body 1:

- The proportion of people who went to the UK to assume a permanent position in companies based in this country is similar to that of those who left the country for the same reason, with respective figures being 30% and 29%. Similarities can also be seen in the percentage of people whose reason for migration is to accompany their relatives, which is 15% for immigration and 13% for emigration.

Body 2:

- Regarding categories with pronounced differences, while 26% of the immigrants said that they entered the UK for academic pursuits, this is only the case for a mere 4% of emigrants. Meanwhile, 22% of the people who moved out of the UK said that they did so in order to find work, compared to only 12% of immigrants. Finally, the percentage of people who gave other reasons or no reason for immigration was 32%, which was almost double that of their emigrant counterparts.

14. LESSON 14: No change - a lot of information



Intro:

- The chart illustrates how much money five organizations spent on four different spending areas in 2010.

Overview:

- Overall, organization B invested by far the most resources in all categories, with the key spending area being renting offices. This was also the case for organization D and E. In addition, while organization A invested the most in staff training programs, this area received the least money in organization C.

Body:

- Regarding organization B, its spending on building was 1.7 billion Euros in 2010, compared to around 0.5 billion in the remaining for organizations. Similarly, 1.6 billion Euros was invested in research in organization B, doubling that of organization A. The figures for organization C, D, and E were lower, at about 0.7, 0.3, and 0.35 respectively.
- Staff training cost the most in organization A, at 1 billion Euros, which was still 0.5 billion smaller than that of organization B. The figures for the remaining three organizations were around 0.4 billion. Organization B spent 1.3 billion on machinery, followed by organization A (0.8 billion), and organization C (0.7 billion), while both organization D and E used only 0.4 billion for this area.

Sample essay

- Intro + overview.
- The chart compares five countries in Europe in terms of the percentage of people's monthly income allocation for food and beverages, accommodation, clothing and recreation.
- Overall, people in all five nations allocate the largest portion of their income for food and drinks and housing. It is also clear that clothing is the smallest spending area in all of the countries examined, except for Turkey.



The table illustrates the monthly household income five European countries spend on food and drink, housing, clothing and entertainment.

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

Write at least 150 words.

Proportion of household income five European countries spend on food and drink, housing, clothing and entertainment.

	Food and drink	Housing	Clothing	Entertainment
France	25%	31%	7%	13%
Germany	22%	33%	15%	19%
UK	27%	37%	11%	11%
Turkey	36%	20%	12%	10%
Spain	31%	18%	8%	15%

Intro:

- The chart compares five countries in Europe in terms of the percentage of people's monthly income allocation for food and beverages, accommodation, clothing and recreation.

Overview:

- Overall, people in all five nations allocate the largest portion of their income for food and drinks and housing. It is also clear that clothing is the smallest spending area in all of the countries examined, except for Turkey.

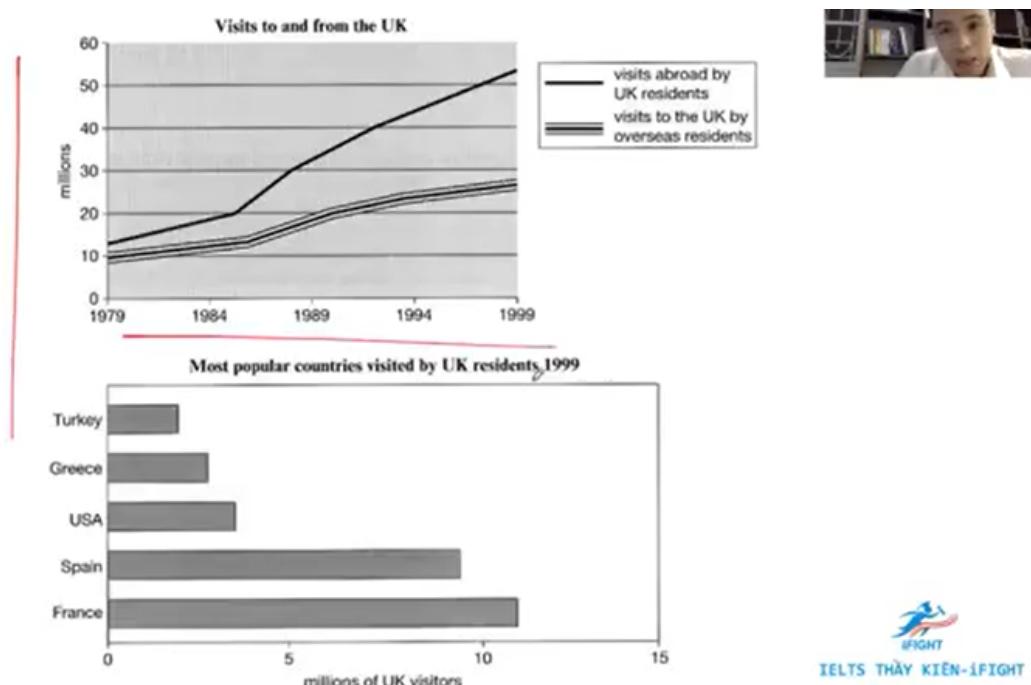
Body:

- The percentage of money used for food and drink in Turkey is highest, accounting for 36% of residents' income, and the figures for Spain and the UK are lower, at 31% and 27% respectively. In addition, people in Germany and France allocated around 25% of their monthly earnings for this spending area. By contrast, 37% of people's income is expended on accommodation in the UK, compared to 33% in Germany and 31% in France. Meanwhile, the figures for Turkey and Spain are about 20%.
- Clothing accounts for 15% of how much people earn monthly in Germany, doubling that of France and Spain. Meanwhile, the spending on clothing in the UK and Turkey is similar, with respective figures being 11% and 12%. Finally, 19% of German households' income goes into entertainment, in comparison with 15% in Spain and 13% in France. The expenditure on recreational activities in the UK and Turkey is almost the same, at around 10%.

15. LESSON 15: Mixed-charts

Solution:

- One introductory paragraph (it includes 2 intros)
- 1 overview (2 - 3 sentences, one for each chart)
- 2 bodies (one for each)



IELTS THẦY KIỀN-iFLIGHT

Intro:

- The line graph illustrates the number of UK residents going abroad from the UK and overseas residents visiting the UK between 1979 and 1999.
- The bar chart gives information about how many UK residents traveled to five of the most popular countries in 1999.

Overview:

- Overall, there was an increase in the number of visits to and from the UK and there were more visits abroad by UK residents than to the UK by overseas residents over the period given. In addition, the most popular country to visit by UK residents was France in 1999.

Body:

- The number of UK residents visiting overseas began at just under 15 million, after which it rose significantly to reach over 50 million in 1999. Similar changes, but to a lesser extent, can be seen in the figures for overseas residents visiting the UK, which had climbed steadily from 10 million in 1979 to just under 30 million by the final year

Note: have + by the final year

- In 1999, France was visited by over 10 million UK residents, followed by Spain at approximately 9 million. The figures for the USA and Greece were lower, at about 4 million and 3 million visitors respectively. The least popular country visited was Turkey, which had only about 2 million UK residents going there.

16. LESSON 16: Map

- Intro: paraphrase
- Overview: 2 - 3 most significant changes
- Body 1: West - Center
- Body 2: Center - East

⇒ Remember to link features together

Necessary language

- To be added: was constructed/ built/ erected
- To be removed: demolished/ was knocked down (to make way for...)
- To be changed into sth: was converted into/ was turned into/ was transformed into/ replaced by
- Stayed the same: remained/ no changes were made to
- Rebuilt: to be moved to/ to be reconstructed on to the ... of/ (old) redeveloped as a (new-bigger/ more modern)/ to be modernized
- Land: bare land/ vacant land/ open space
- Roads, railway: extended/ widened/ reopened/ joined/ branch off-deviate
- Trees/ forest: cut down/ chopped down/ cleared to make way for/ planted/ ... was built at the expense of the green area
- Amenities (swimming pool/ shopping malls): established/ developed

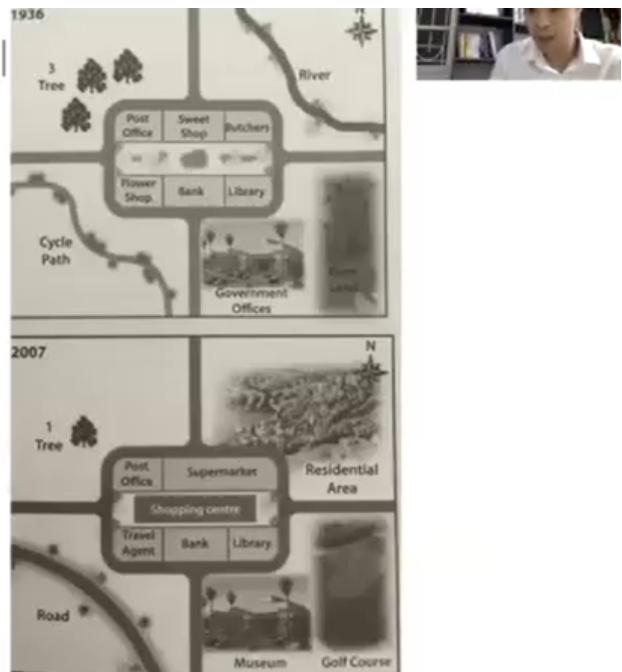
Important structures:

- The most important of which
- And
- While
- The ... also saw a number of changes, with A being turned into B, and C being converted into D
- , which was accompanied by ...
- ... was constructed ..., replacing ...

- There used to be a ..., but it was then redeveloped into ... (removed to make way for ...)

Sample 1

The diagrams below show how the town of Harborne changes from 1936 to 2007.



Intro:

- The diagrams/ pictures/ maps show/ illustrate/ describe how the town of Harborne changes from 1936 to 2007/ the changes that took place between 1936 and 2007 in a town called Harborne.

Overview:

- Overall, the town underwent a number of dramatic changes, the most important of which are the development of a large residential area and more shops.
- + Overall, the town underwent a number of dramatic changes, the most important of which is/ are the development of .../ expansion of .../ disappearance of .../ rearrangement of
- + The expansion of a housing area catering for the increase in the population of the town/ the construction of 2 sports fields catering for recreational needs/ addition of 2 classroom areas catering for the increase in student numbers/ expansion of the hospital catering for the increase in healthcare needs.

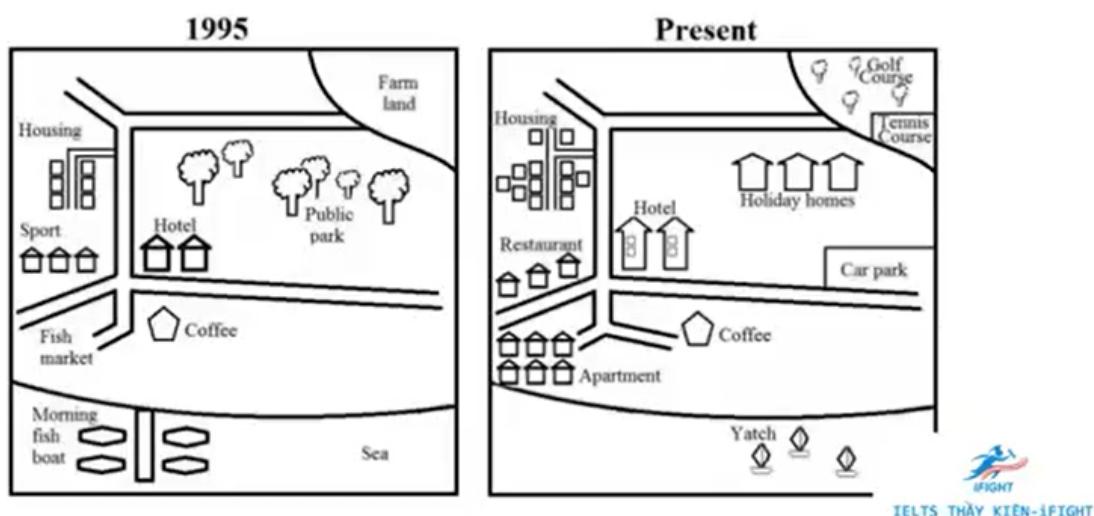
Body:

- West side → Center: In the north-west, most of the trees were cut down, and in the south-west the bicycle track was converted into a roadway. In the center of the city, the post office, bank and library remained, while in the northern section, the candy store and butchers shop were converted into a supermarket.

A shopping center was constructed in the center of the downtown, replacing most of the open space there. There used to be a flower shop in the southern part, but it was then redeveloped into a travel agent.

- East side: In the north-east of the downtown area, the river was turned into a lake, which was accompanied by a large residential area being built on its shore. Meanwhile, the south-east of the town also witnessed significant changes, which the government offices being transformed into a museum and the farmland becoming a golf course.

The two maps illustrate changes that have taken place in an area from 1995 to the present.



Intro:

- The diagrams show how a seaside town has changed since 1995.

Overview:

- Overall, the town has undergone a number of dramatic changes, the most important of which are the expansion of housing areas, the disappearance of the green area and the development of amenities catering for recreational needs.

Body:

- The north-west of the town saw a number of changes, with the expansion of the accommodation area, and the replacement of a sports center by a restaurant complex. The hotel in the middle of the map was ungraded into a two-storey building, while the public park was replaced by holiday homes and a car park. A tennis court and a golf course were built, replacing the farmland in the north-eastern part of the area.

- There used to be a fish market in the south-east of the town, but it has been redeveloped into an apartment complex, which was accompanied by the demolition of the pier where morning fish boats used to dock. To the east of the new apartment area, the coffee shop was moved eastwards, and a small road running parallel with the main road was constructed to allow access to this shop. Finally, the southern beach is open for tourists and locals alike to relax, with the availability of yachts.

17. LESSON 17: PROCESS

- Intro: paraphrase
- Overview
- Body 1: Group steps together
- Body 2: ...

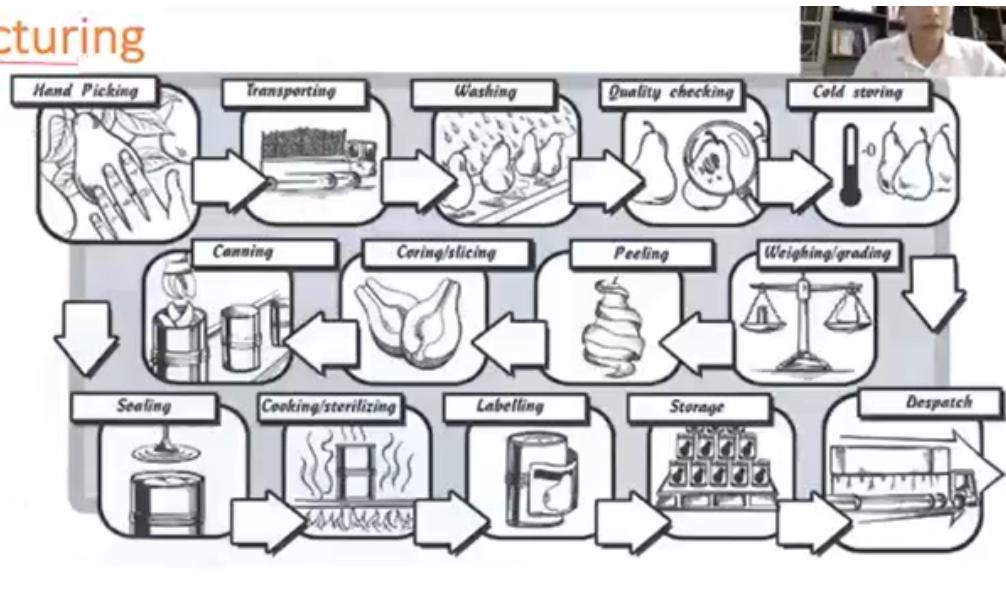
Important structures:

- Before Ving/ S + V, S + V
- After ..., S + V
- ..., which is followed by ...
- Once S + V, S + V (một khi cái gì đó đã bị làm sao, cái gì đó sẽ tiếp tục)
- ..., after which ...
- ..., and then ...
- ..., at which point ...
- Advanced: in order to/ so that/ to ensure that
- Nhớ dùng câu bị động

Từ nói:

- At the beginning of the process, S + V, after which ...
- Next, ...
- Then ...
- Subsequently ...
- The process continues with ...
- Finally/ At the final stage of the process

Manufacturing process



Intro: Paraphrase

- The diagram shows how fruit is canned
- + The picture/ diagram describes/ shows the process of + Ving = how to + V ... = how S + V

Overview:

- Overall, the process comprises a number of steps, beginning with the hand picking of fruit and ending with the final products being transported to super markets or customers
- + Overall, the process comprises a number of steps, beginning with ... and ending with ...

Body:

- Handpicking → Coring/Slicing: At the beginning of the process, fruits are picked by hand, after which they are transported by trucks to a factory where they are washed. Subsequently, the fruits are checked to ensure that they are qualified for production. After the fruits are stored in low temperatures, they are weighed carefully and divided into different groups according to their quality. Once they have been categorized, the fruits are peeled, cored and sliced into smaller chunks.
- Canning → Delivery: The process continues with the chopped fruits being packed/ put into tin cans. The cans are then sealed tight with a lid before being cooked and sterilized under high heat in order to eliminate unwanted bacteria so that the food inside can be kept edible for a longer period. A label is then attached to each can, which is followed by the cans being put in storage. Finally, the finished products are shipped to retailers and wholesalers for sale.

Intro + overview

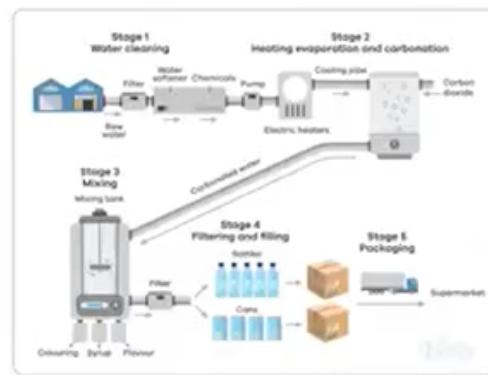
- The picture shows how carbonated beverages are produced.

- Overall, the process comprises a number of stages, starting with cleaning raw water, through different mixing stages, and ending with the finished products being distributed to supermarkets.

Task 1: The diagram gives information about the process of making carbonated drinks.



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



Intro:

- The picture shows how carbonated beverages are produced.

Overview:

- Overall, the process comprises a number of stages, starting with cleaning raw water, through different mixing stages, and ending with the finished products being distributed to supermarkets.

Body:

- At the beginning of the process, raw water stored in large warehouse is pumped through a pipe into a room to be filtered, after which water softener and some chemicals are added in order to purify the water. Subsequently, it is pumped into a large chamber to be heated by means of electric heaters. Once the water vaporizes, the steam has to go through a long pipe in order for it to condense before entering a large tank where an influx of carbon dioxide constantly flows into the tank under high pressure from another pipe to make carbonated water.
- The process continues with the carbonated water being directed to a mixing tank, at which point syrup and substances creating colors and flavors are added according to the desired types of drinks. After this mixture is filtered to ensure that it is safe for consumption, it is pumped into plastic bottles or aluminum cans. Finally, those bottles and cans are then packaged in large cardboard boxes, which are then shipped to supermarkets by trucks.

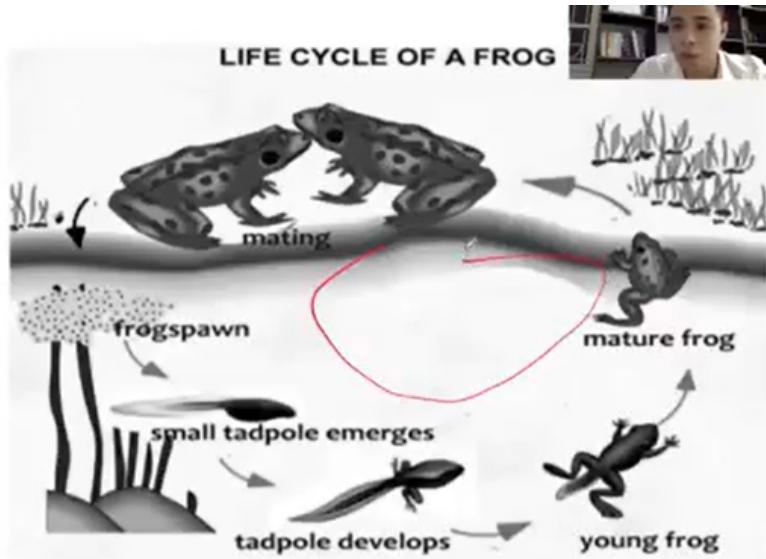
18. LESSON 18: Natural process

Important structures:

- Before Ving/ S + V, S + V
- After ..., S + V
- ..., which is followed by ...
- Once S + V, S + V (một khi cái gì đó đã bị làm sao, cái gì đó sẽ tiếp tục)
- ..., after which ...
- ..., and then ...
- ..., at which point ...
- Advanced: in order to/ so that/ to ensure that
- Nhớ dùng câu chủ động

Process – natural process

- The diagram below shows the life cycle of a frog.



Intro:

- The diagram shows the reproduction process of frogs.

Overview:

- Overall, there are various stages in the life of a common frog, from mature frogs mating to produce frog spawn, to the growth of the immature form, known as tadpoles, to mature frogs developing some time later.

Body:

- At the beginning of the process, the mating of two adult frogs takes place on the bank of the river, after which frogspawn is laid in the water by the female. This is followed by the frogspawn developing into tiny tadpoles, at which point they gradually develop their limbs, and organs and change their body shape while living in the water.

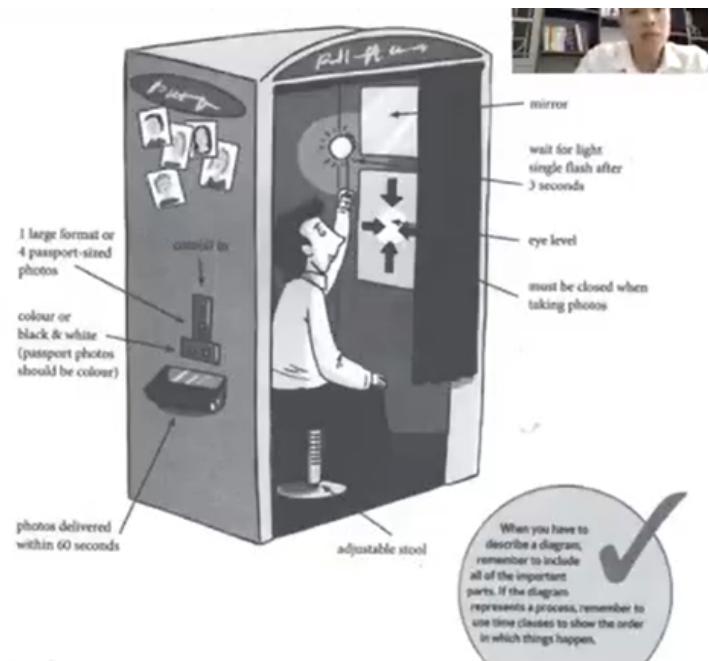
- The process continues with the tadpoles growing into young frogs, which still display the tail section of the tadpole. However, the tail is shorter than that of a tadpole. These young frogs continue to inhabit the water before they develop into mature ones and are able to live outside the water. It is important to note that they lose their tails at this stage. Finally, the cycle begins again when two fully-grown frogs, which are capable of reproducing, mate.

19. LESSON 19: How something works

- Intro
- Overview: purpose
- Body 1: Equipment (construction)
- Body 2: Operation

Intro + overview

- The diagram shows how to use a coin-operated photo booth.
- Overall, following some simple procedures, customers can take a photo of themselves, but the photo booth does not allow them to obtain their photo instantly because they have to wait for one minute for it to come out.
-



Intro:

- The diagram shows how to use a coin-operated photo booth.

Overview:

- Overall, following some simple procedures, customers can take a photo of themselves, but the photo booth does not allow them to obtain their photo instantly because they have to wait for one minute for it to come out.

Body:

- Regarding the equipment of the booth, it is about the size of a normal phone booth, and there is a slot on the left side for coins to be inserted. Under this part are two buttons: one to choose a large photo and the other to choose 4

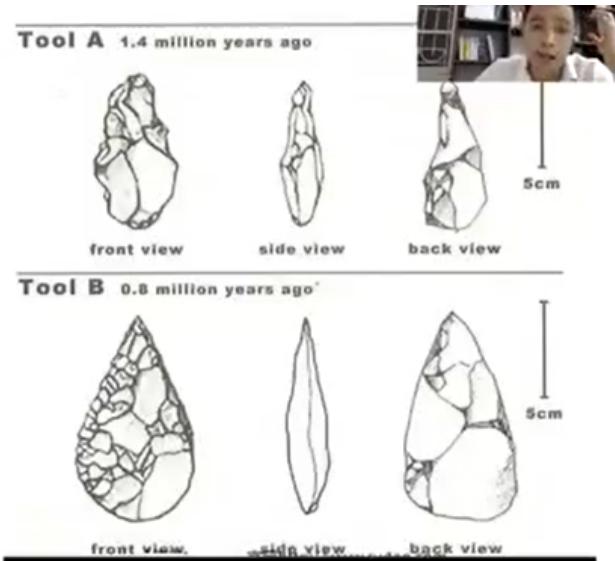
passport-sized ones. In addition, users can also opt for a black and white photograph or a colored one, but it is recommended that pictures taken to apply for a passport be colored. There is an adjustable stool inside the booth and a screen for them to adjust their eye level. A mirror, which is above the screen, allows people to check their appearance and a light bulb is positioned in front of this mirror.

- Turning next to what customers need to do inside the phone booth, the curtain at the doorway must be closed. After pulling a string above their head, they have 3 seconds to position their eye level and a flash light appears only once to provide enough light for their photo. Finally, their photo, or photos, can be collected after one minute on the tray outside of the phone booth on the left under the buttons that they need to press to choose the color of their photo.

20. LESSON 20: Odd questions

Stone

- The picture shows how cutting tools in the Stone Age had developed, with tool A dating 1.4 million years ago, and tool B 0.8 million years ago.
- Overall, tool A was much more rudimentary, with its edges being less defined, and therefore less sharp, and tool B's surface was less rugged and it was larger and longer than its earlier counterpart. Both improvements allowed humans to hold it more easily and enhanced its cutting functionality.



Intro:

- The picture shows how cutting tools in the Stone Age had developed, with tool A dating 1.4 million years ago, and tool B 0.8 million years ago.

Overview:

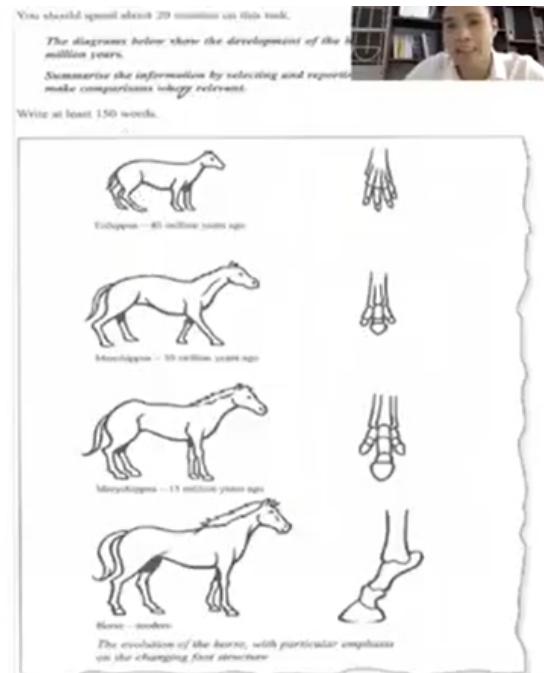
- Overall, tool A was much more rudimentary, with its edges being less defined, and therefore less sharp, and tool B's surface was less rugged and it was larger and longer than its earlier counterpart. Both improvements allowed humans to hold it more easily and enhanced its cutting functionality.

Body:

- Tool A was about 9 cm long, which was approximately 2 cm shorter than tool B. The front and back views of both tools reveal that the latter's surface was much smoother, and its pointy shape resembled a waterdrop, making it easier to hold at the bigger end and more efficient in piercing food.
- The side view clearly indicates that the thickness of both tools was the same. However, the well-defined line running from the top to bottom of the picture means tool B had become much sharper.

Horse

- The pictures show how the horse has evolved over the course of 40 million years.
- Overall, the size of the horse has increased significantly with the emergence of new features such as manes and hooves.



Intro:

- The pictures show how the horse has evolved over the course of 40 million years

Overview:

- Overall, the size of the horse has increased significantly with the emergence of new features such as manes and hooves.

Body:

- Forty million years ago, the Eohippus, had a short neck and tail and it had four similar-sized toes on each foot. Ten million years later, the Eohippus had evolved into the Mesohippus, which was almost double its ancestor in terms of size, tail and neck length. The foot structure of the latter creature had also changed as it had only 3 toes, with the middle one being bigger than the side ones.

- About 15 million years ago, the Merychippus, which had evolved from the Mesohippus, had a discernible mane and the tail was a bit thicker and longer than that of the Mesohippus. Its body size and other features were similar to those of its closest ancestor, but the toes of the Mesohippus had become much bigger, with the size of the middle one doubling that of other phalanges. Finally, the present-day horse had become a bit taller and larger than the Merychippus. It had lost its side toes and developed a large hoof. Its tail and mane are distinctively longer than those of its ancestors.

21. LESSON 21: Check lists Task 1

- Intro đã paraphrase chưa?
- Overview đã clear chưa?
- Có nhóm thông tin ok không?
- Có dùng cấu trúc nào risky không?
- Có từ vựng nào risky không?
- Có lỗi spelling hoặc ngữ pháp nào không?