

# Master IELTS Visuals

(Academic Writing Task One)

## Course Materials & Supplements

*For Academic  
Candidates*

**Ebrahim Tahassoni**

CELTA, CertTESOL, Academic IELTS 9.0

[www.tahassoni.com](http://www.tahassoni.com)

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# Master IELTS Visuals

## Academic Writing Task 1

By Ebrahim Tahassoni

Cambridge CELTA (Pass B) , Sussex Downs CertTESOL (Merit), IELTS Academic 9.0,  
Level 3 Certificate in English, Trained for teaching IELTS courses by IDP Australia &  
Sussex Downs College



**Sixth Edition (ver. 6.10.8)**

**October 2020**

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

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

NOTE: Admission to undergraduate and postgraduate courses should be based on the ACADEMIC Reading and Writing Modules. **GENERAL TRAINING** Reading and Writing Modules are **not** designed to test the full range of language skills required for academic purposes. It is recommended that the candidate's language ability as indicated in this Test Report Form be re-assessed **after two years** from the date of the test.

Centre Number  Date  Candidate Number

**Candidate Details**

Family Name  

First Name

Candidate ID

Date of Birth  Sex (M/F)  Scheme Code



Country or Region of Origin  First Language

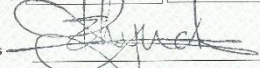
Repeating IELTS (Y/N)  Previous Test Date  Previous Test Centre

**Test Results**



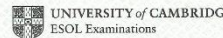
Listening  Reading  Writing  Speaking  Overall Band Score

**Administrator Comments**

Centre stamp  Validation stamp 

Writing Examiner Number  Administrator's Signature 

Speaking Examiner Number  Date  Test Report Form Number


The validity of this IELTS Test Report Form can be verified online by recognising organisations at <https://ielts.ucles.org.uk>



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**Pass (Grade B)**  
 in  
**Certificate in English Language Teaching to Adults**

Date of Award  AM111  
 Certificate Number

  
 Gail Palmer  
 CEO




 

02500501

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This is to certify  
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This is to certify that  
**Ebrahim Tahassoni**  
 has attended a 24-hour  
**IELTS Train the Trainer Course**  
 in Tehran, Iran on January 10<sup>th</sup>-13<sup>th</sup>, 2017

  
 Mark R. Bailey  
 Regional Director, Middle East  
 IEP Education Ltd



**IDP IELTS**

**Tahassoni, Ebrahim**

has participated in Understanding and Applying IELTS Speaking and Writing public test descriptions workshop on September 1<sup>st</sup>, 2017 in Tehran, Iran.



**Certificate of Participation**



This is to certify that  
**Ebrahim Tahassoni**  
 has participated in the  
**WORKSHOP ON IELTS**  
 On  
 IELTS Overview  
 IELTS Academic  
 IELTS Writing Strategies  
 Common problems observed in Iranian Applicants' Performance on IELTS  
 provided by  
 University of Essex Resource  
 Nov. 28th through Dec. 3rd, 2009  
 Mansfield, Ohio

  
 Dr. Howard Ashworth  
 President of University of Essex Resource

# Introduction

## Understanding the Rubric

### WRITING TASK 1

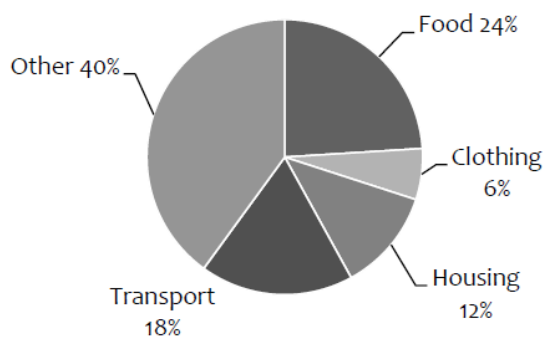
You should spend about 20 minutes on this task.

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

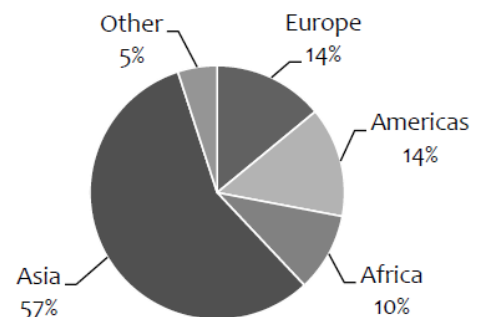
**Summarise the information by selecting and reporting the main features, and make comparisons where relevant.**

Write at least 150 words.

### World Spending



### World Population



## The Task

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

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

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

## The Answer Sheet

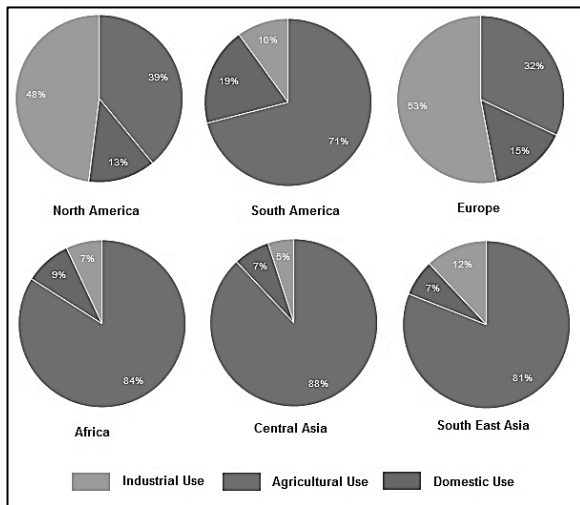
You will receive separate answer sheets for tasks 1 and 2, and the one for task 1 has red borders. Although you may ask for extra sheets to write your answer in, this is not likely to become necessary since the space you are already provided with is way more than sufficient. You must not write in the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



## Task Types

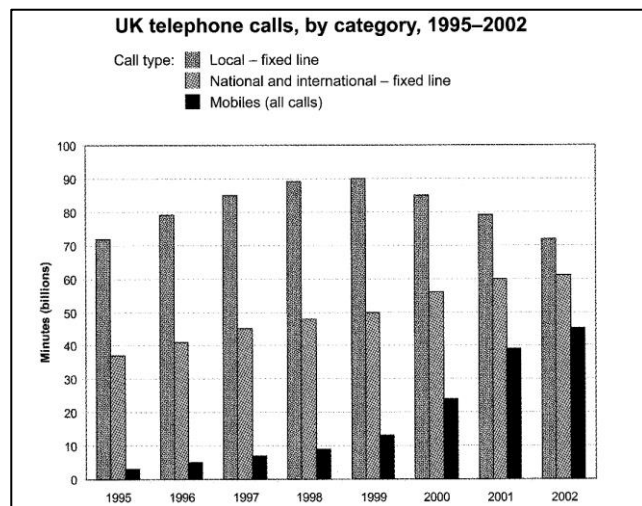
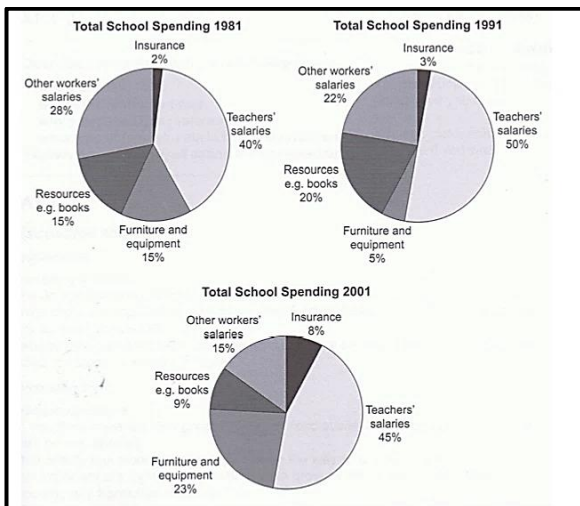
### 1. Data driven diagrams

#### a. Comparison tasks



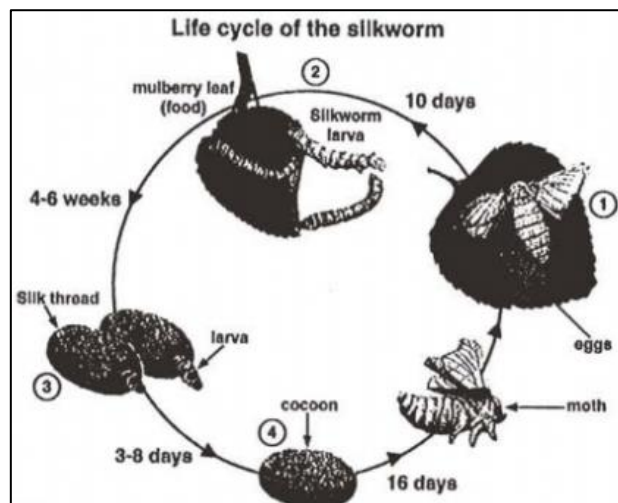
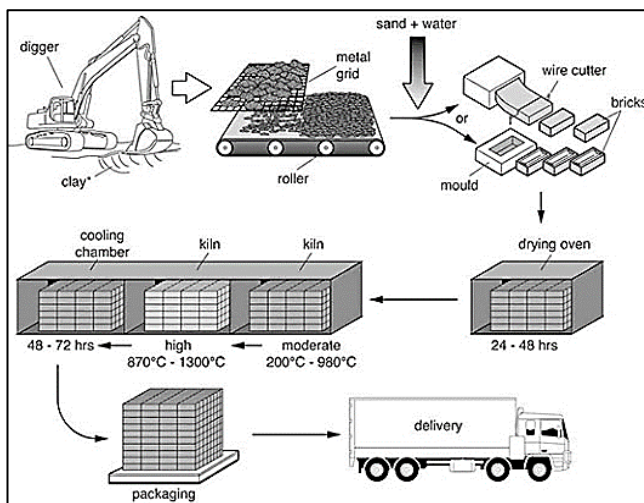
Country	Food/Drinks/ Tobacco	Clothing/ Footwear	Leisure/ Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%

#### b. Trend tasks

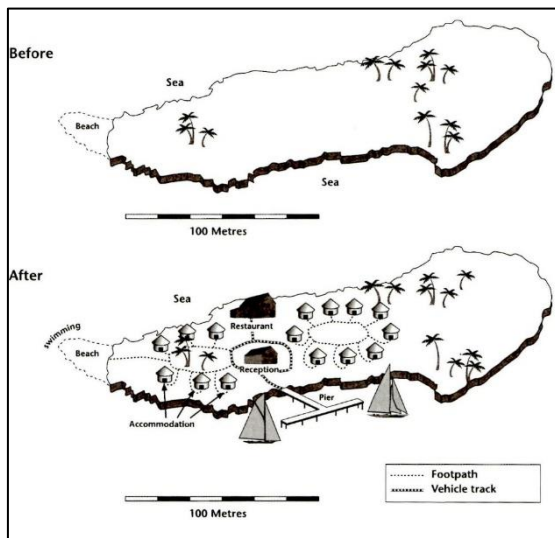


## Non-data driven diagrams

#### a. Process diagrams

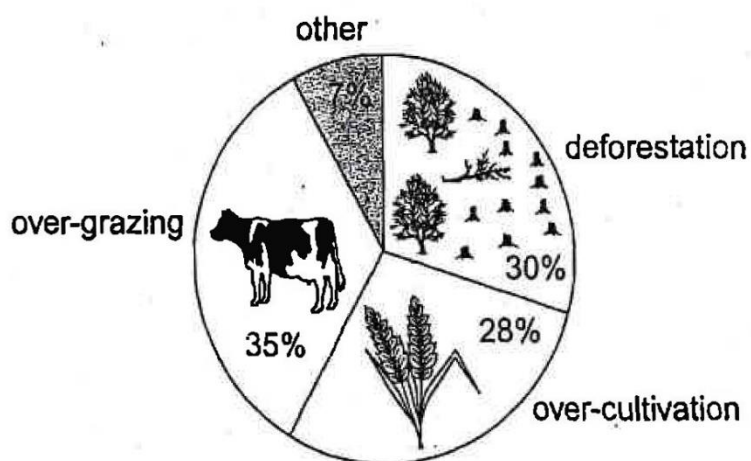


## b. Maps



## Mixed Tasks

### Causes of worldwide land degradation



### Causes of land degradation by region

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

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

# Assessment Criteria

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

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

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

## Task Achievement (TA)

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

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

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

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

## Coherence and Cohesion (CC)

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

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

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

## Lexical Resource (LR)

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

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

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

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

## Grammatical Range and Accuracy (GRA)

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

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

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

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



## IELTS Task 1 Writing Band Descriptors (Public Version)

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

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

# Section 1

## Comparison Diagrams

# 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.
---	---	------------------------------	-------------------------------------	--

## D. Comparison and Contrast Linkers

### Transitions

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

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

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

### Subordinating Conjunctions

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

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

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

## E. Approximation

12.1%	just over 12 percent approximately/around/about 12% a little more than 12%
11.9%	almost/nearly 12% approximately/around/about 12% a little less than 12% just below 12%
146kg	almost/nearly 150kg approximately/around/about 150kg less than 150kg



# Reporting Proportions

## 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 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.

**Practice:** The table below gives information on consumer spending on different items in five different countries in 2020. (source: Cambridge IELTS Book 7, test 1)

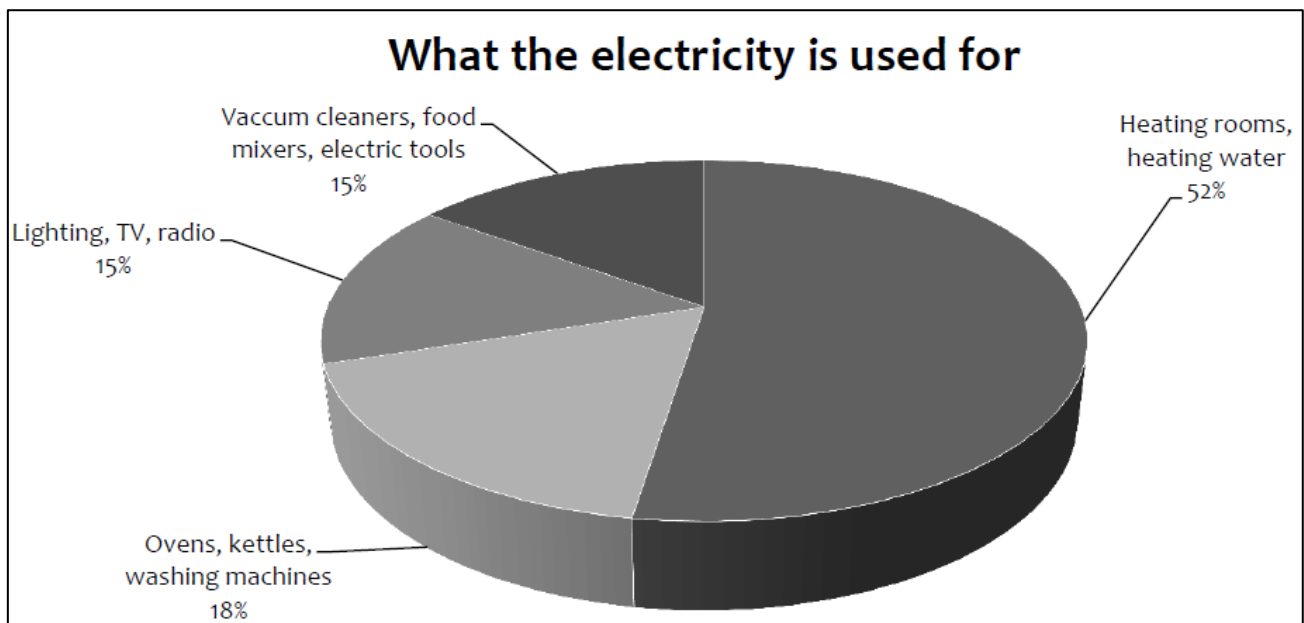
Country	Food/Drinks/ Tobacco	Clothing/ Footwear	Leisure/ Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%

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

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

**Practice:**

(source: Cambridge IELTS Book 4, test 2)



Fill the gaps below using words from the following list.

appliances    remaining    account    proportion    for    largest    household

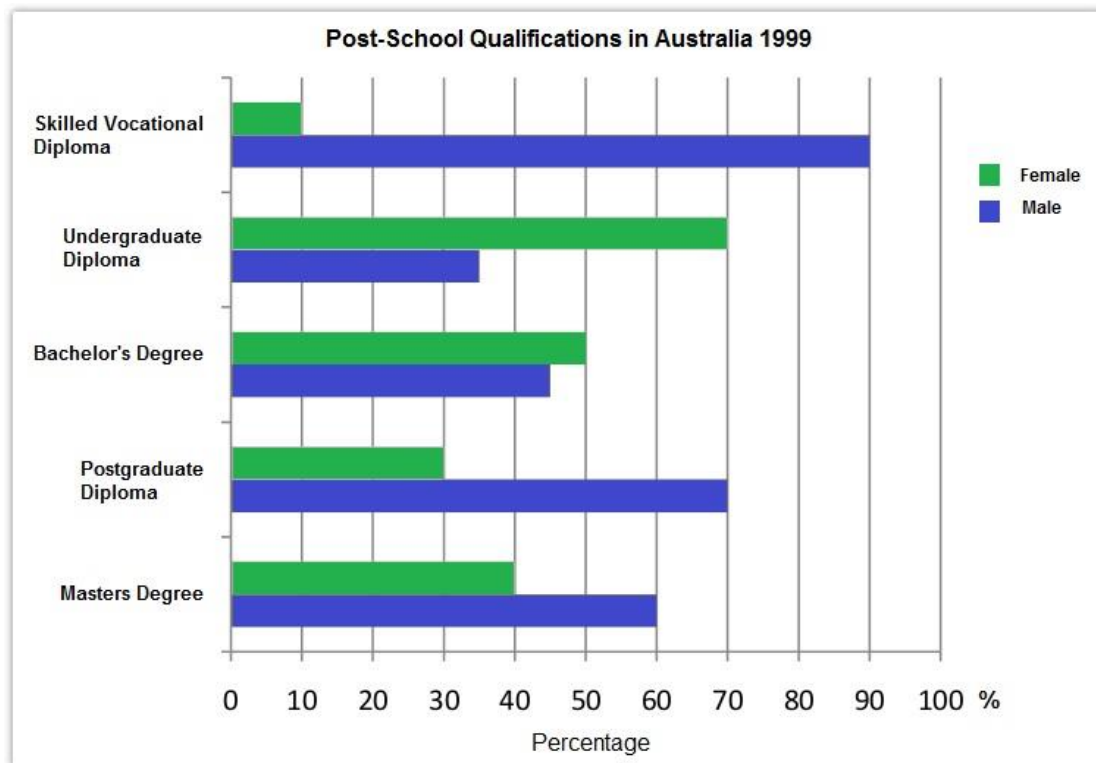
In an average English home, the \_\_\_\_\_ of electricity, 52%, is used for heating rooms and water.

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

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

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

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



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

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

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

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

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

## Writing Task 1

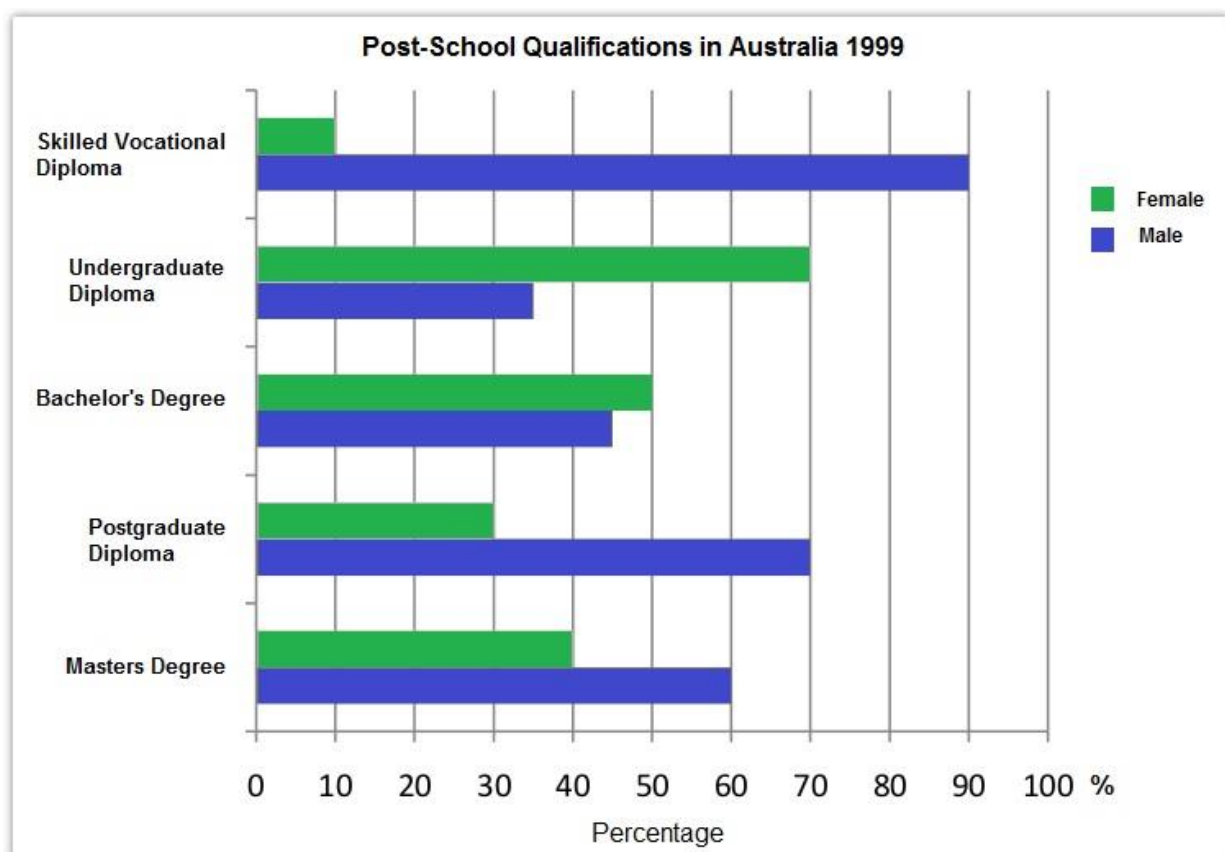
(From Cambridge IELTS Book 4, test 3)

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Sample answer:

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

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

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

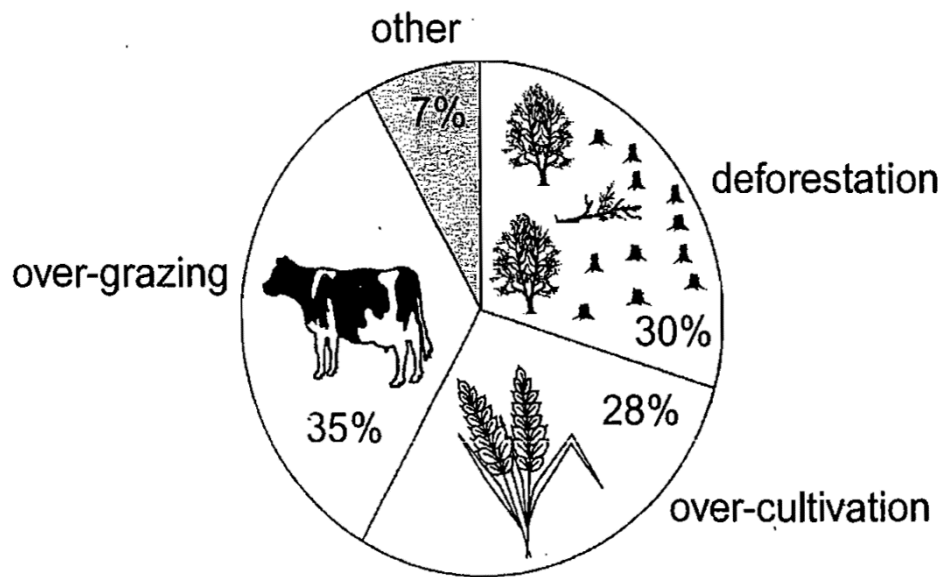
The disparity between the two figures was almost the same in undergraduate diploma and postgraduate diploma. However, while in the former women had the highest share with 70%, men accounted for the largest percentage in the latter with 70%.

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

(164 words)



## Causes of worldwide land degradation



(Source: Cambridge IELTS Book 8, test 1)

### Introduction and Overview:

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

### A wordy body paragraph:

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

### A leaner body paragraph:

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

### An even leaner body paragraph:

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

## Writing Task 1

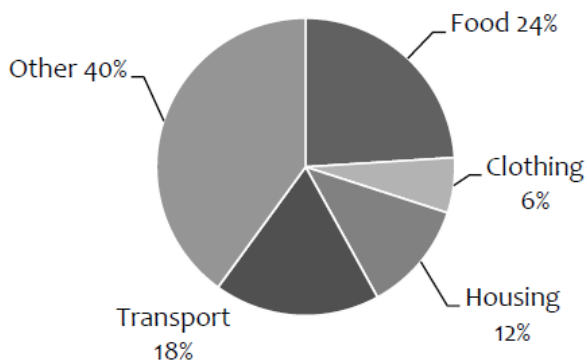
You should spend about 20 minutes on this task.

The charts below give information about world spending and population.

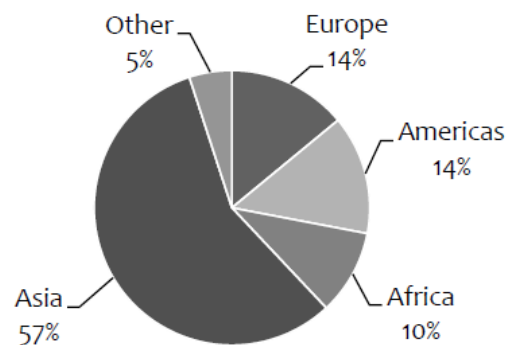
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

### World Spending



### World Population



### Sample answer by E. Tahassoni:

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

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

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

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

(170 words)

## Writing Task 1

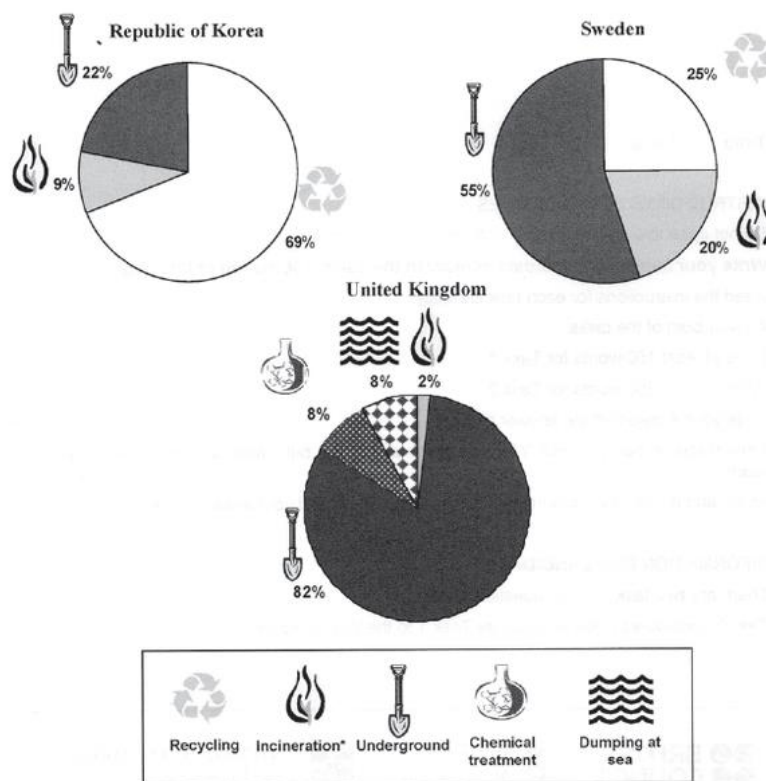
(From Official IELTS Practice Materials 2)

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Sample answer by E. Tahassoni:

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

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

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

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

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

(180 words)

## Writing Task 1

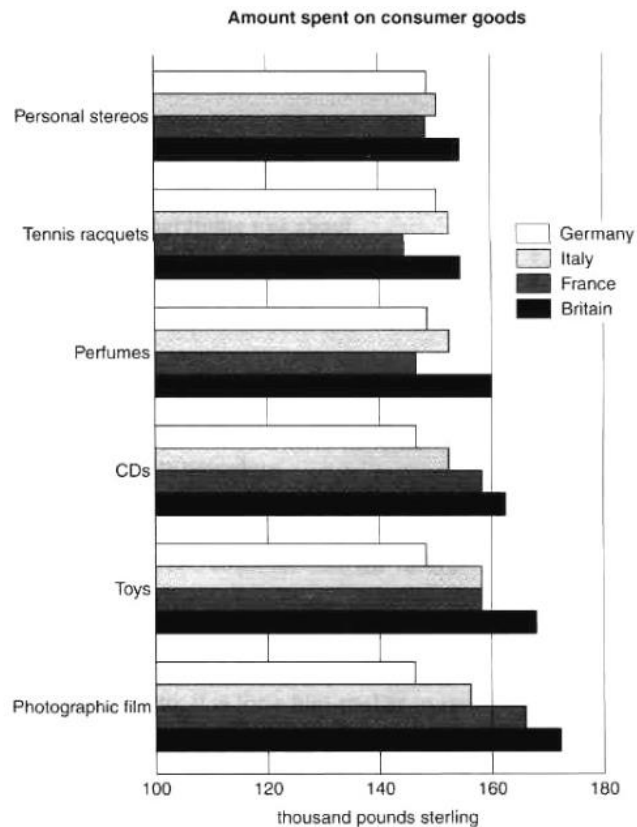
(From Cambridge IELTS Book 3, test 2)

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Sample answer by E. Tahassoni:

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

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

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.

(170 words)

## Writing Task 1

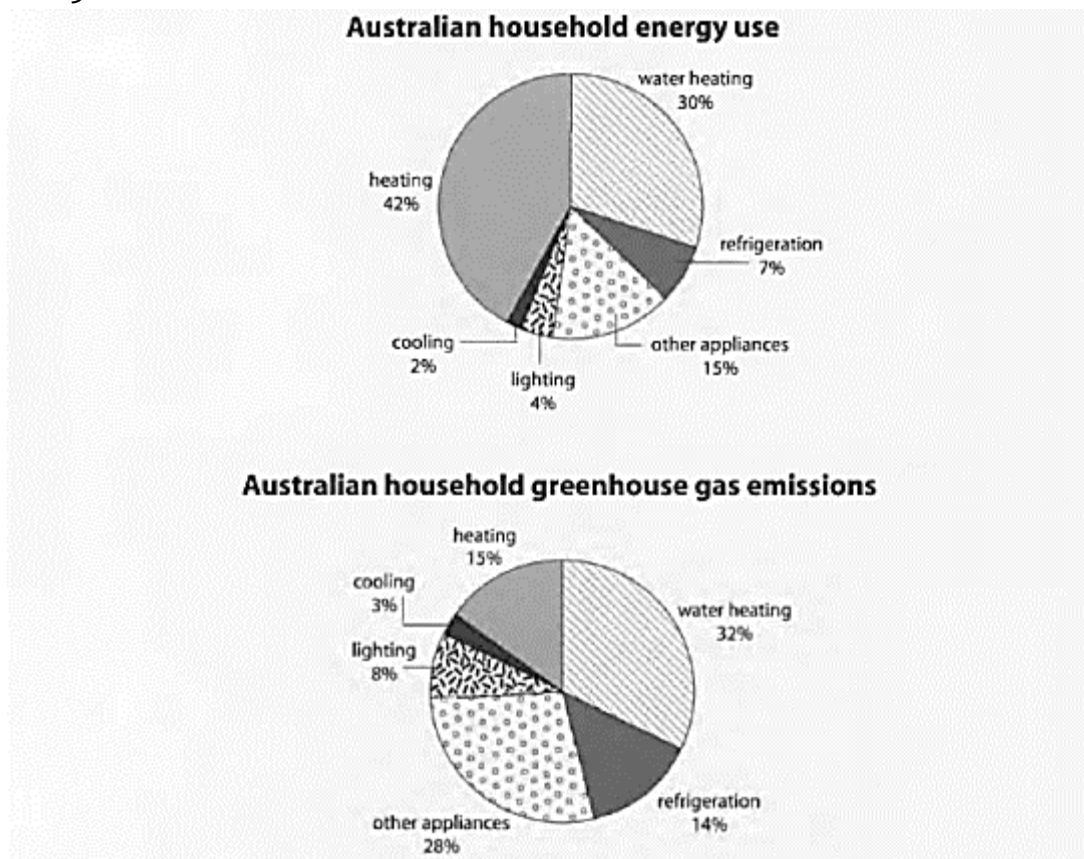
(From Cambridge IELTS Book 10, test 1)

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Sample answer by E. Tahassoni:

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

Overall, heating, water heating and other appliances rank first, both in terms of energy consumption and emissions, while cooling and lighting do not contribute much to either.

The largest proportion of energy, 42%, is used for heating purposes, followed by water heating which accounts for 12% less. The share of other appliances is more than twice as high as that of refrigeration (15% and 7%, respectively). The proportion of energy used for lighting is 4%, which is twice as high as that of cooling at 2%.

On the other hand, water heating is responsible for the largest share of greenhouse gas emissions at 32%, while that of other appliances is smaller by a narrow margin (28%). There is no significant difference between the figures for heating and refrigeration (15% and 14%, respectively), with lighting and cooling ranking last with just 8% and 3%, respectively.

(169 words)



## Writing Task 1

(From Cambridge IELTS Book 15, test 4)

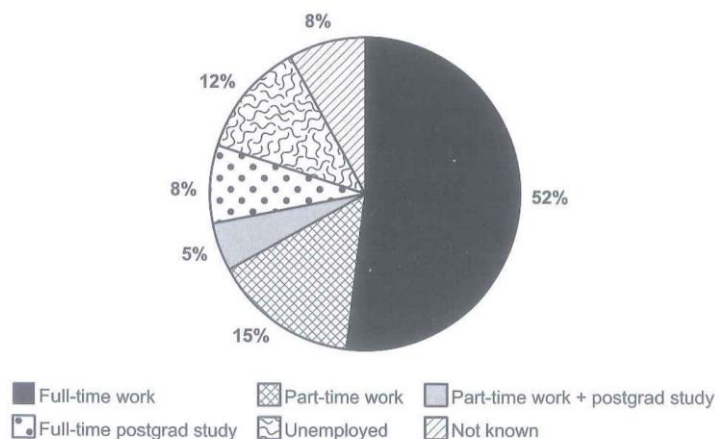
You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

Destination of Anthropology graduates (from one university)



Salaries of Anthropology graduates (after 5 years' work)

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

### Sample answer by E. Tahassoni:

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

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

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




(196 words)

# Section 2

## Trend Diagrams

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

# Vocabulary for Describing Trends

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

## Adjectives and adverbs for degree of change:

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

## Adjectives and adverbs for speed of change:

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

# Grammar for Describing Trends

## Past tenses

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

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

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

There was a significant rise in 1964. 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/should reach** 15000 in 2020.

It is	predicted expected anticipated forecast estimated	that the figure will increase and reach 800 in 2050.
The figure is	predicted expected anticipated forecast estimated	to increase and reach 800 in 2050.

### Example

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

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



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



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

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



# Linking

## First event:

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

## Middle events:

...and/but...

However/Nevertheless,

Then/Next,/After this,/Following this,/Afterwards,

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

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

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

...until...when...

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

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

---

# Approaches to reporting figures

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

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

## Rounding

### – For Trends:

relatively/rather/almost

### – For Values:

roughly/[just] about/approximately/around

almost/nearly

[just] below/under or [just] above/over

a little/slightly more/less than

## Referencing

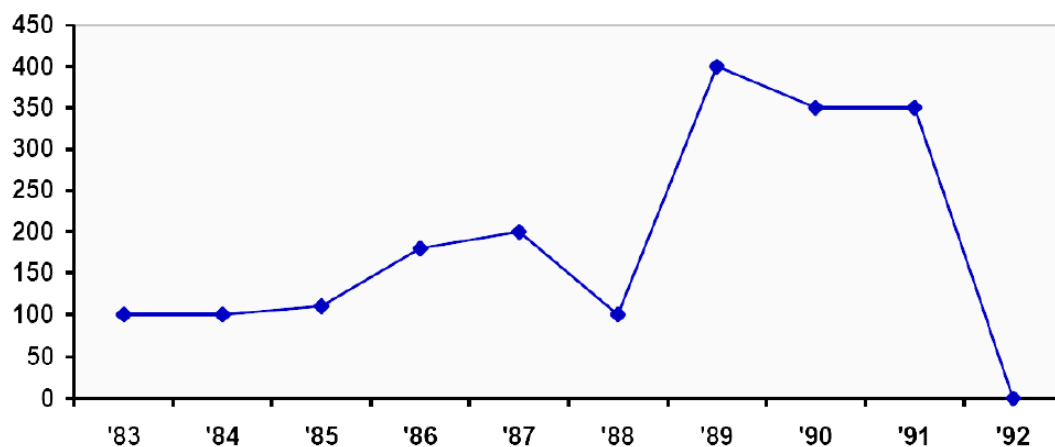
Referencing is reporting a figure by comparing it to a relevant previously-reported figure on the same line or one of the lines already report. The new figure can be reported as a multiple or proportion of the referenced figure:

**Practice:** Look at the data in the table and correct the following paragraph where necessary:

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

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

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



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

## Writing Task 1

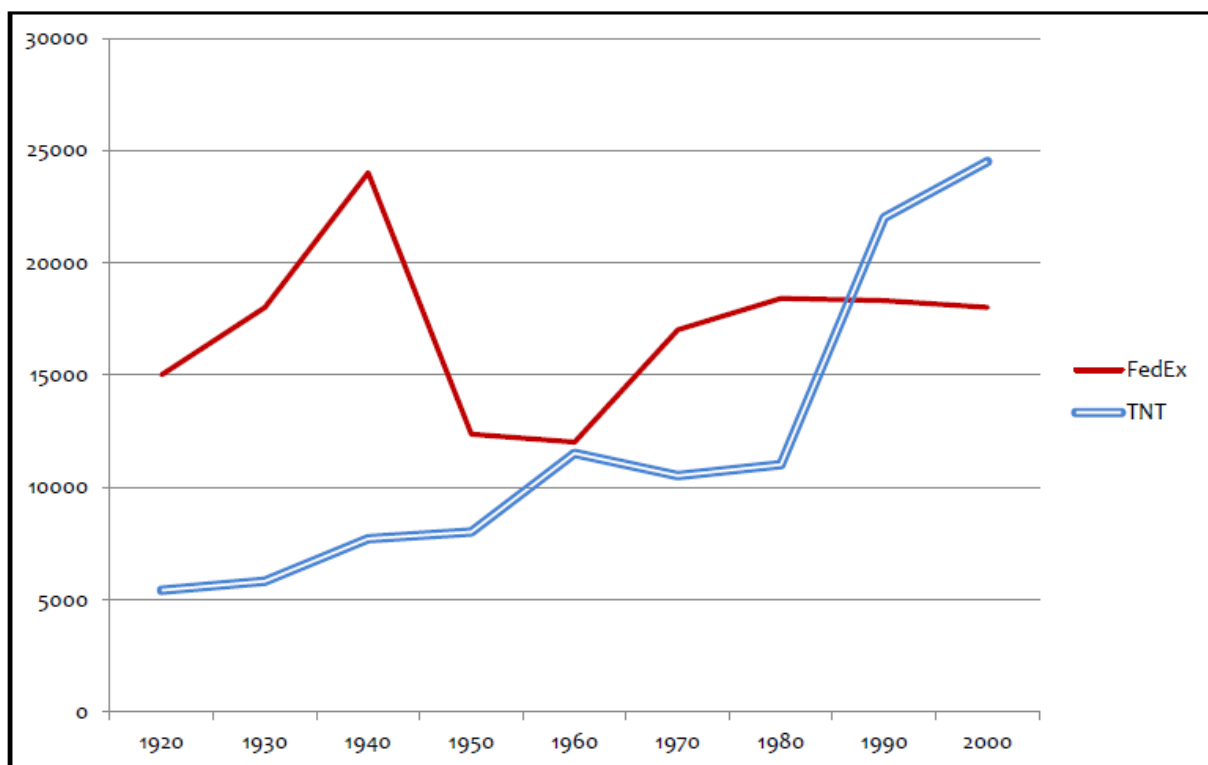
You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

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



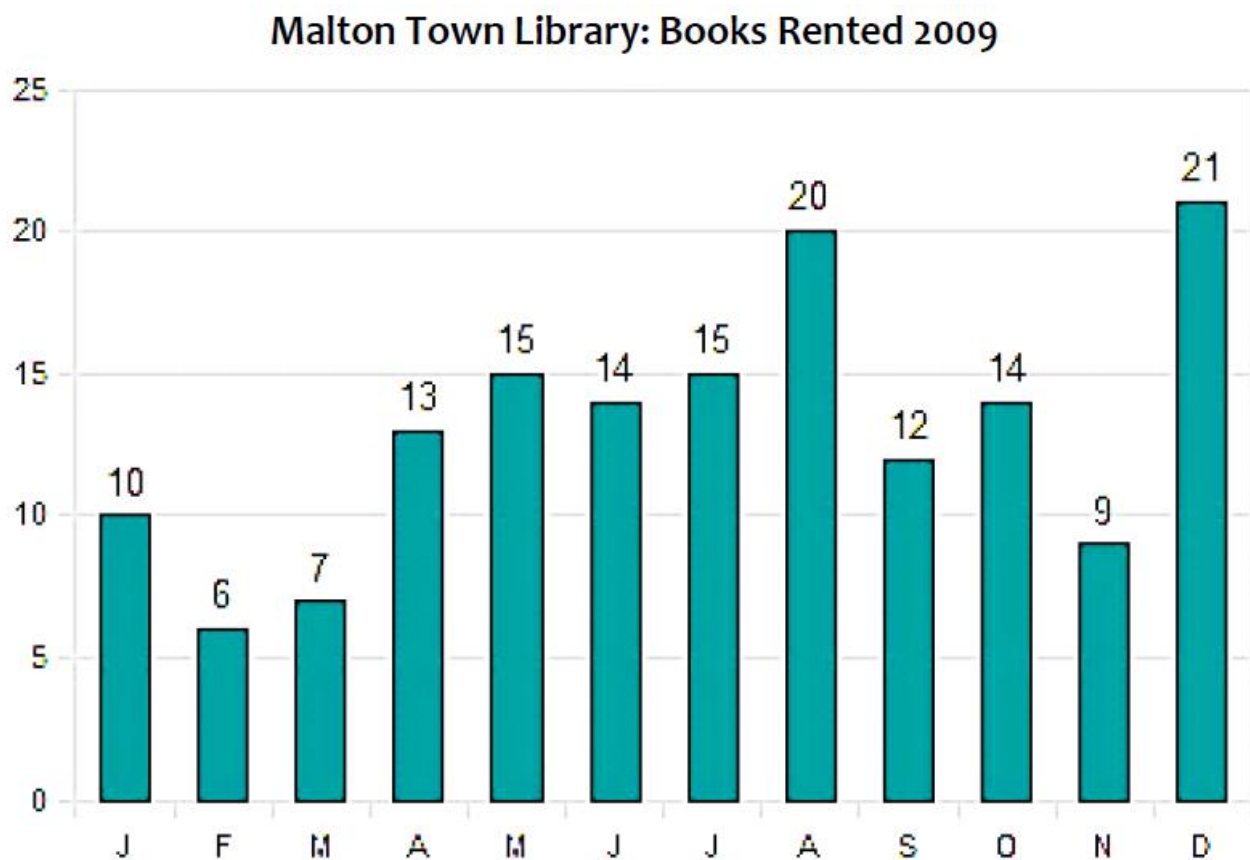
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



## Writing Task 1

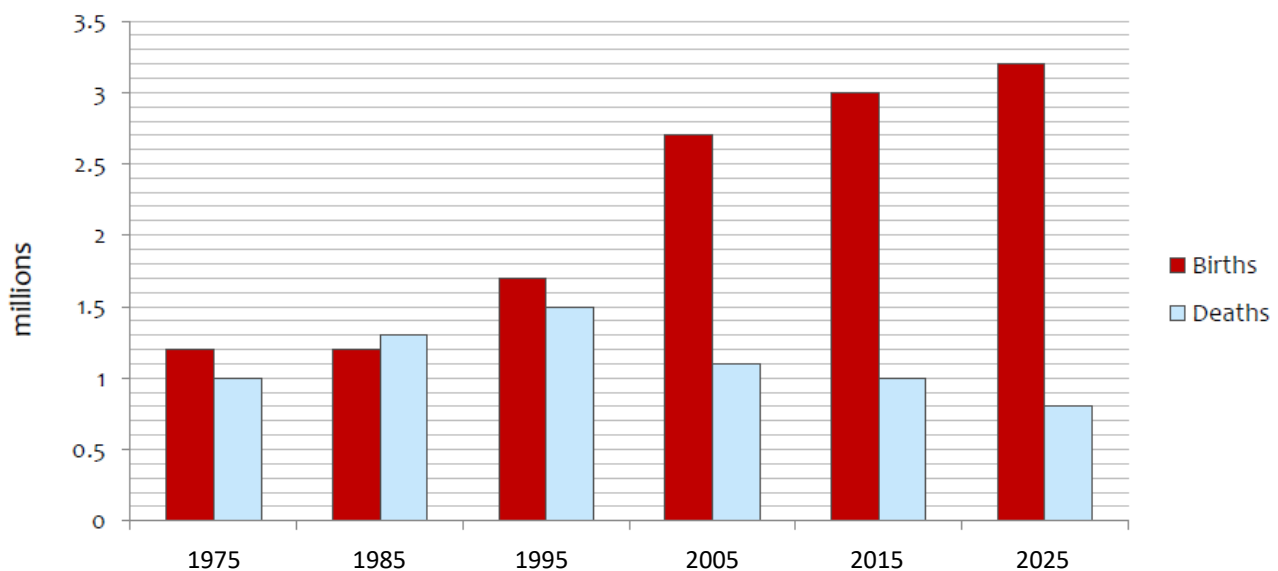
You should spend about 20 minutes on this task.

The chart below gives information about birth and death rates in Switzerland from 1975 to 2025 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**



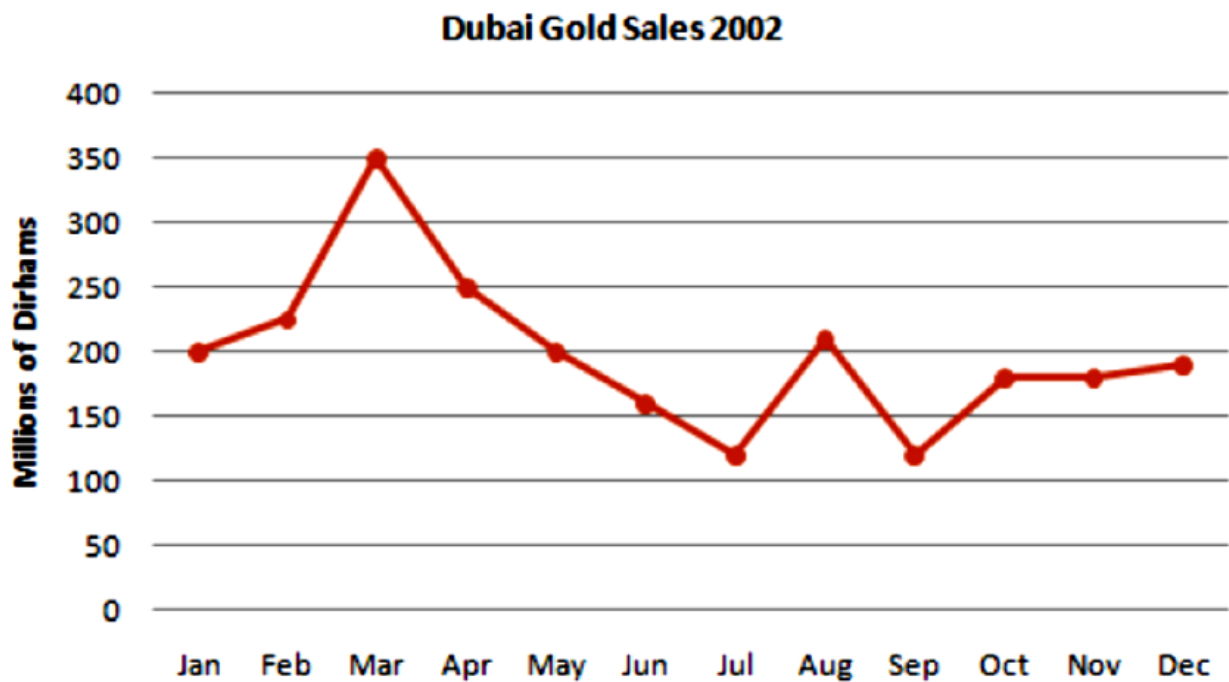
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

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

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

In the first month of 2002, the figure 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 hit 350 million. However, this upward trend was suddenly broken and sales declined dramatically over the next 4 months to reach a little over 100 million in July. August sales saw a significant rise back to January levels as the figure nearly doubled, but it dropped again in September to the same level as it was in July. There was a small increase of about 100 million dirhams in October, after which the figure levelled off and remained relatively unchanged over the last two months of 2002.

(174 words)



## Writing Task 1

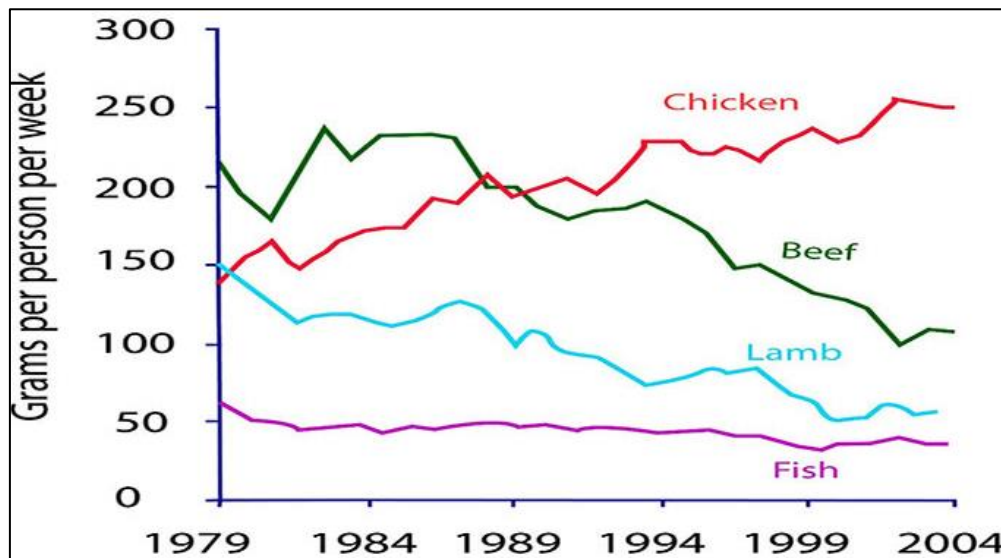
(From Cambridge IELTS Book 7, test 2)

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

The diagram compares changes in consumption figures for different kinds of meat and fish in a country in Europe from 1979 to 2004. Overall, although beef was initially the most popular type of meat, it was overtaken by chicken towards the end of the survey. In contrast, the figure for fish remained the least significant throughout the period.

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

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

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

(180 words)

## Writing Task 1

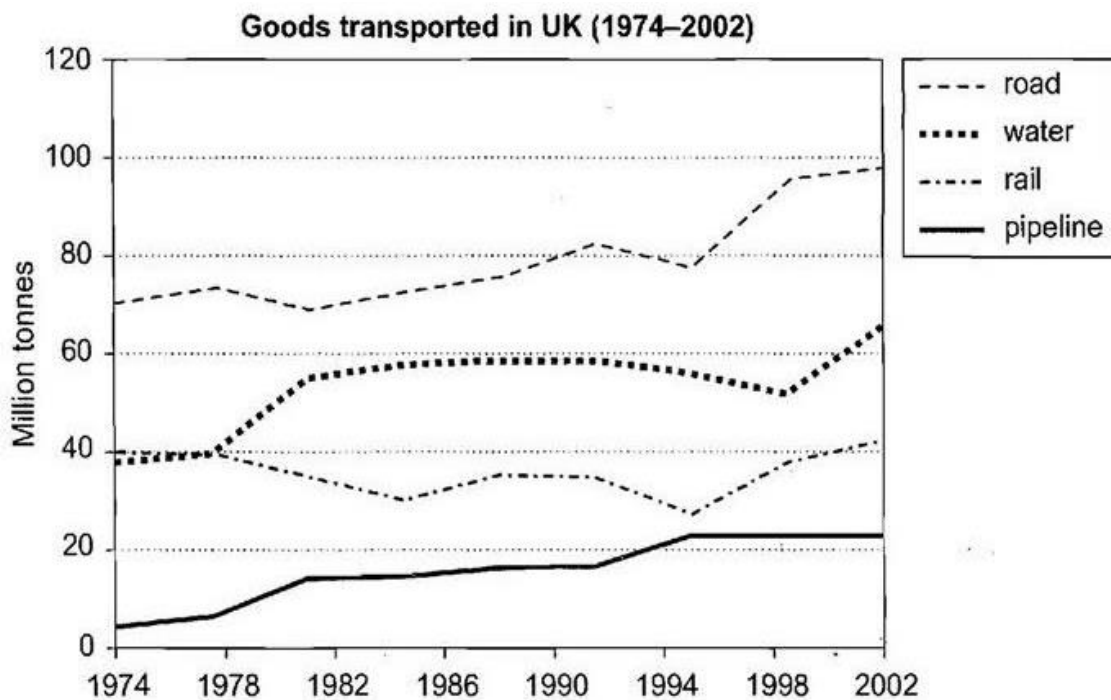
(From Cambridge IELTS Book 8, test 4)

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

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

Overall, 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.

(181 words)

## Writing Task 1

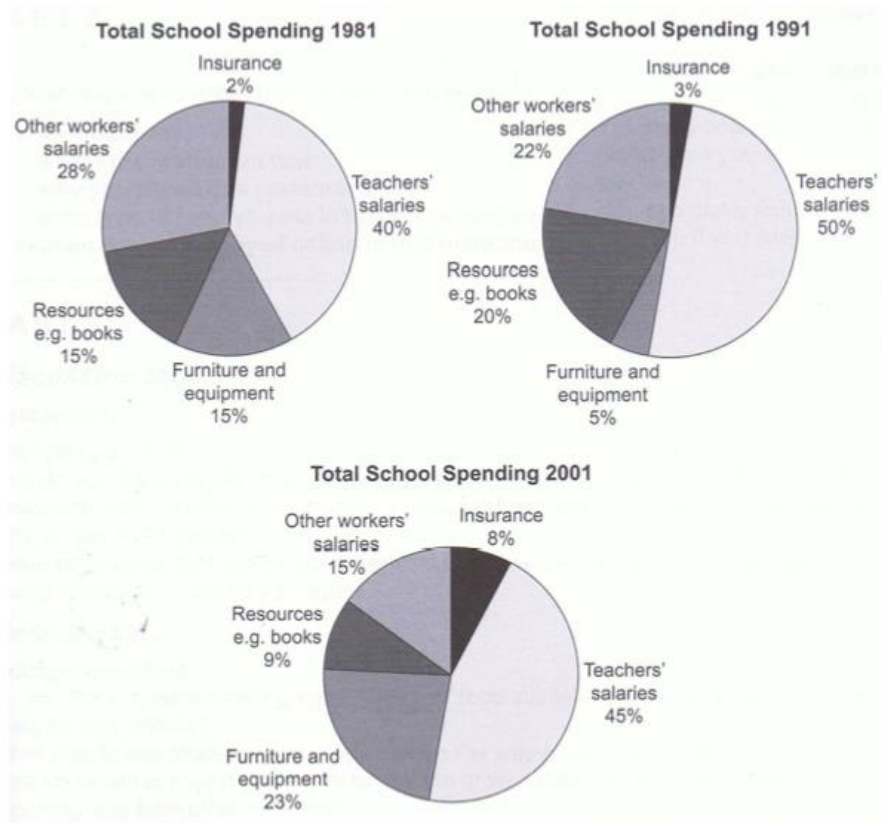
(From Cambridge IELTS Book 8, test 2)

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

The charts 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 a quarter 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 increasing almost threefold in 2001.

(177 words)

## Writing Task 1

(From Cambridge IELTS Book 10, test 2)

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

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

Coffee	1999 (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

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

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

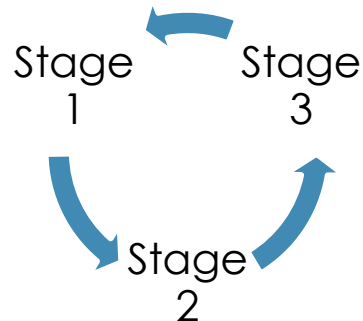
UK had the highest banana sales in both years, as they rose over threefold from 15 million euros to 47m. Swiss sales were originally almost twice as high as those of Denmark (1 and 0.6m, respectively), and both surged, reaching 5.5 and 4m. There was little difference between the figures for Sweden and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

(193 words)

# Section 3

## Process Diagrams

This section addresses diagrams that show natural and artificial procedures.

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

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

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

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

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

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

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

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

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

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

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

**II. Artificial events**

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

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



## Describing Purpose:

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

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

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

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

The oil is transferred to the refinery through a pipeline.

## Linking

### The First Stage

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

The first stage is when...

The process begins/starts/commences when...

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

### Middle Stages:

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 n./n.p.>

### The Last Stage:

Finally,  
Ultimately,  
Eventually,  
The last/final stage is when ...

The process ends when ...

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

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

## Writing Task 1

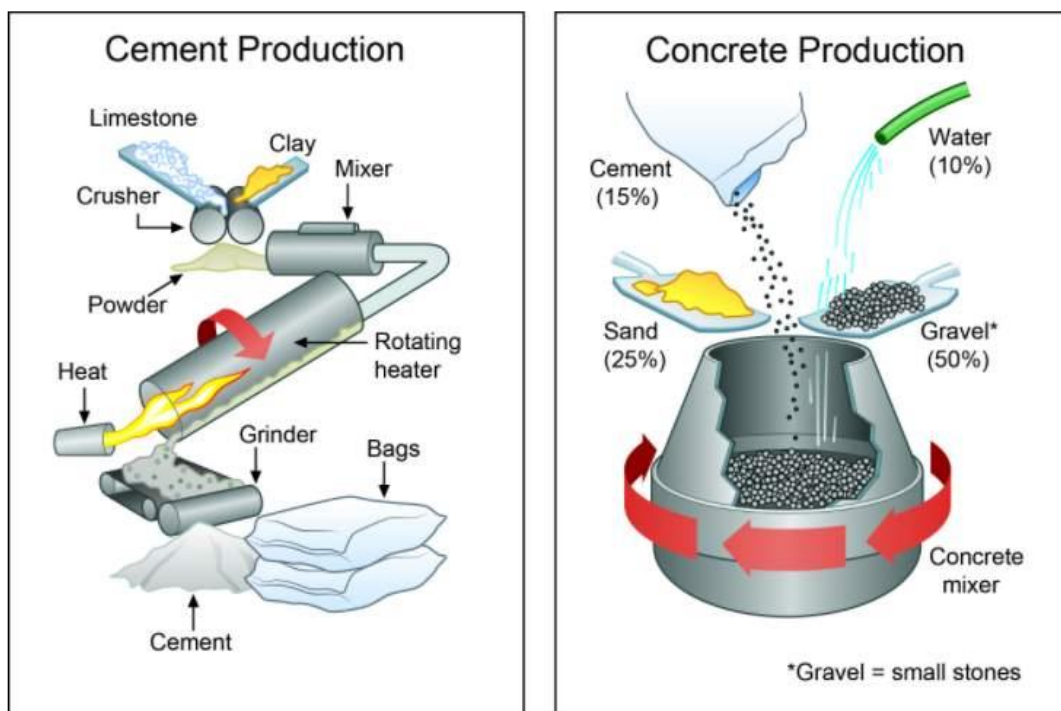
(From Cambridge IELTS Book 8, test 3)

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

The diagrams show how cement and concrete are produced. Overall, there are five stages in the production of cement, 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 the ingredients are stirred until the concrete mix is ready for construction purposes.

(174 words)

## Writing Task 1

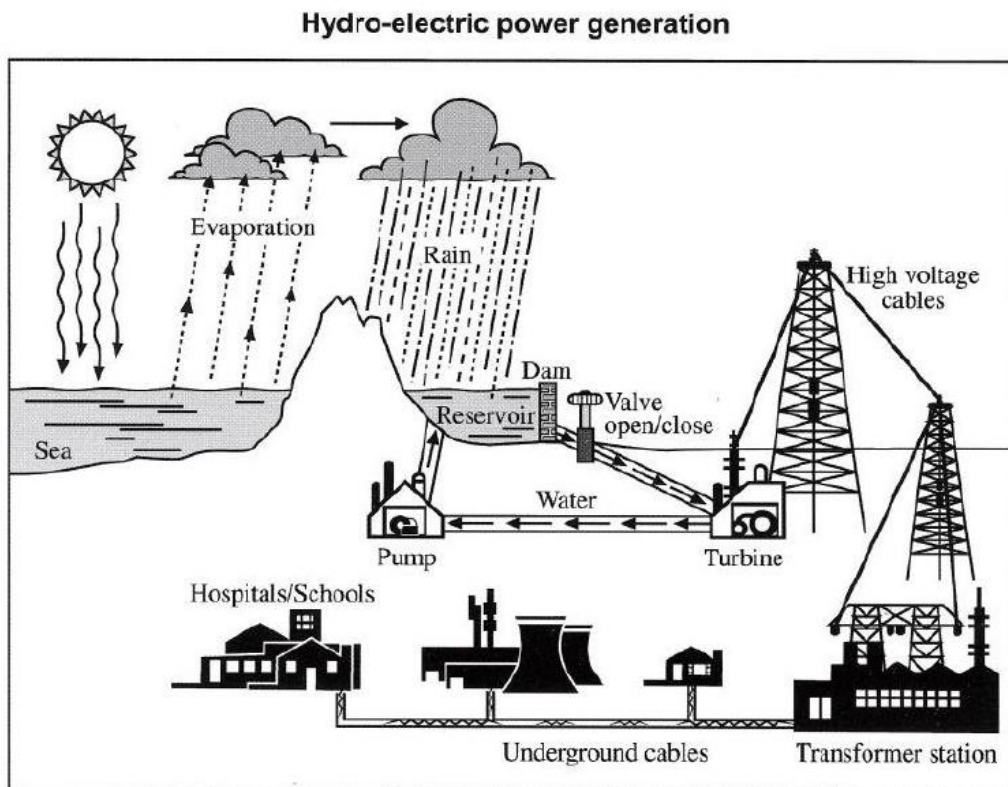
(From Official IELTS Practice Materials 1)

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

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

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.

(169 words)

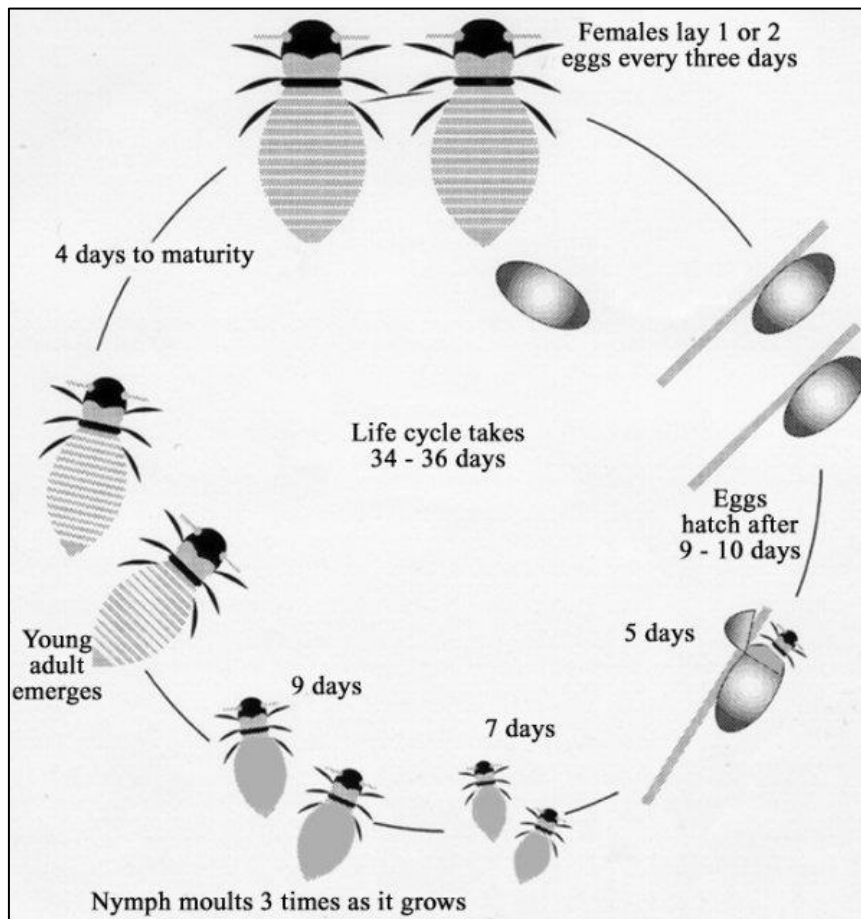
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

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

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

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

(161 words)

## Writing Task 1

(From IELTS Scores Explained DVD)

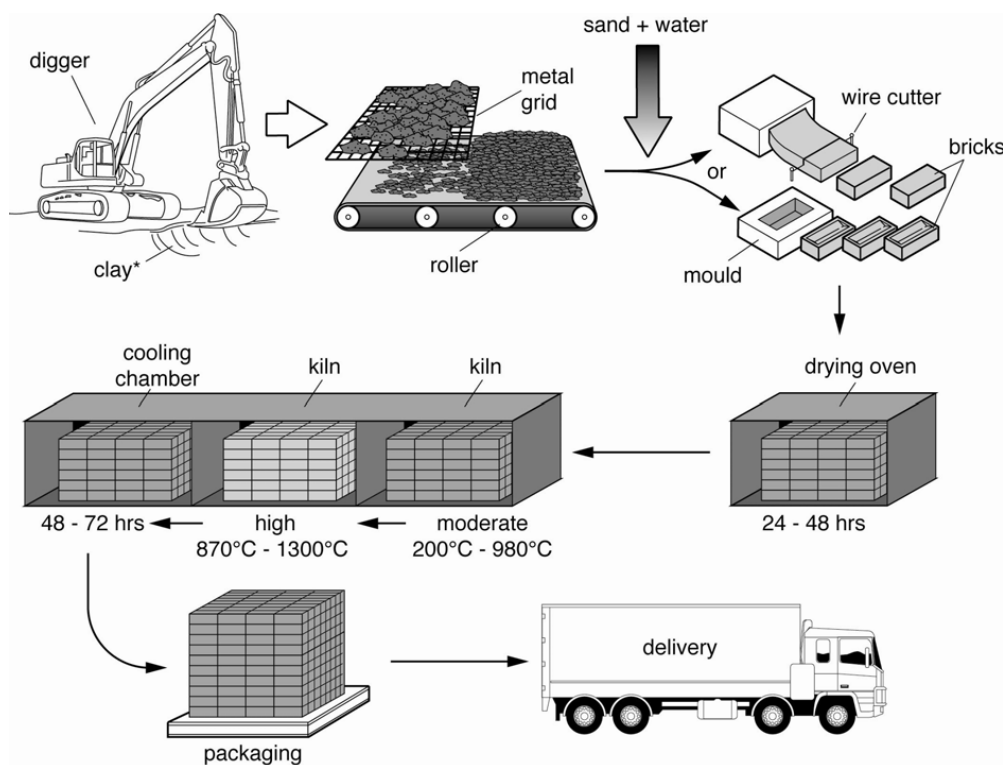
You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

### Brick manufacturing



### Sample answer by A. Tootoonchi (TA: 9 | CC: 8 | LR: 7 | GRA: 8 | Overall: 8)

The picture illustrates how bricks are produced.

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

(161 words)



## Writing Task 1

(From IELTS Scores Explained DVD)

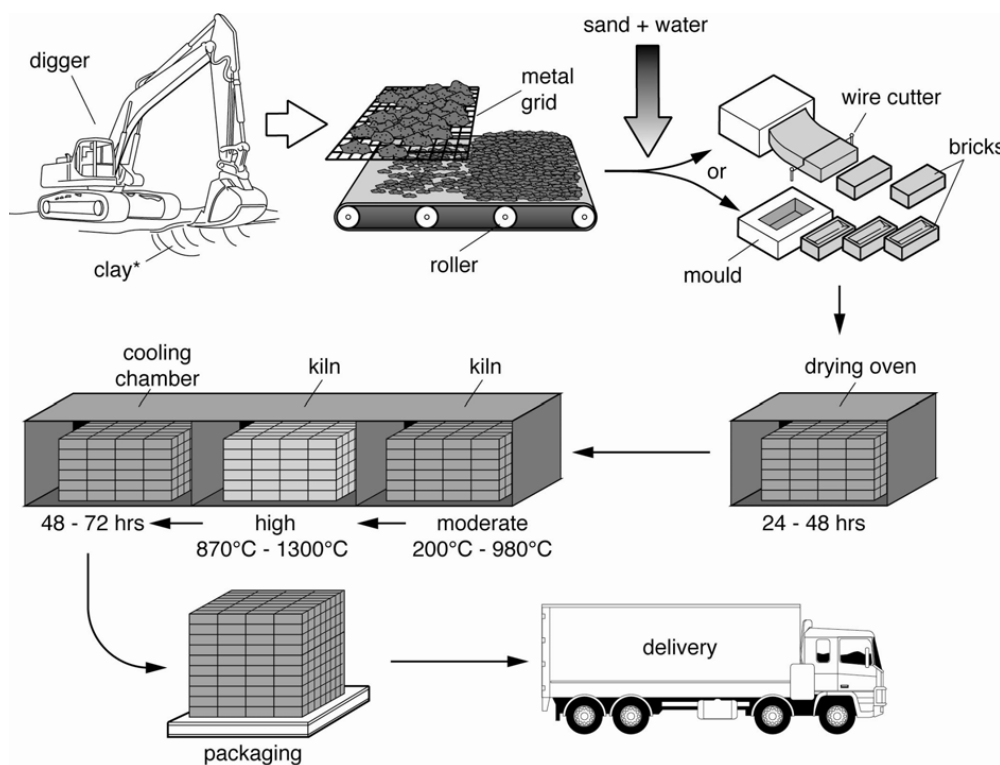
You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

### Brick manufacturing



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

The 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 moulded into specially-formed bricks.

These are then placed in a special oven for one or two days in order to minimise 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.

(182 words)

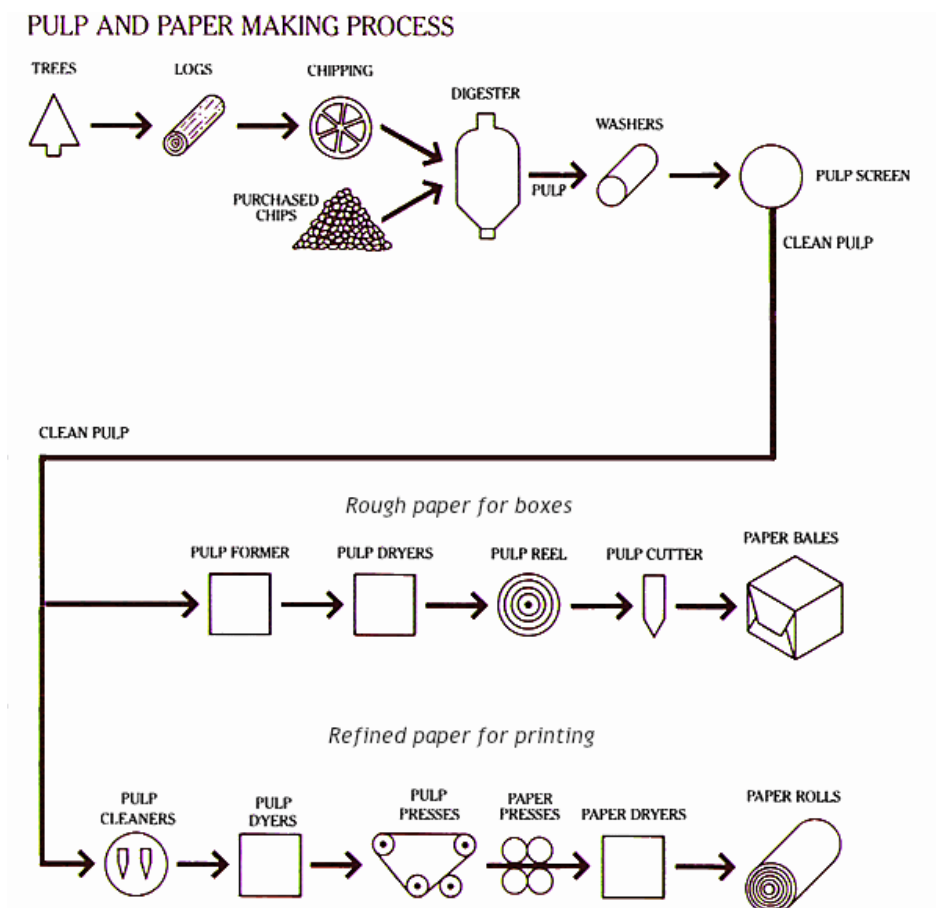
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

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

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

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

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

(159 words)



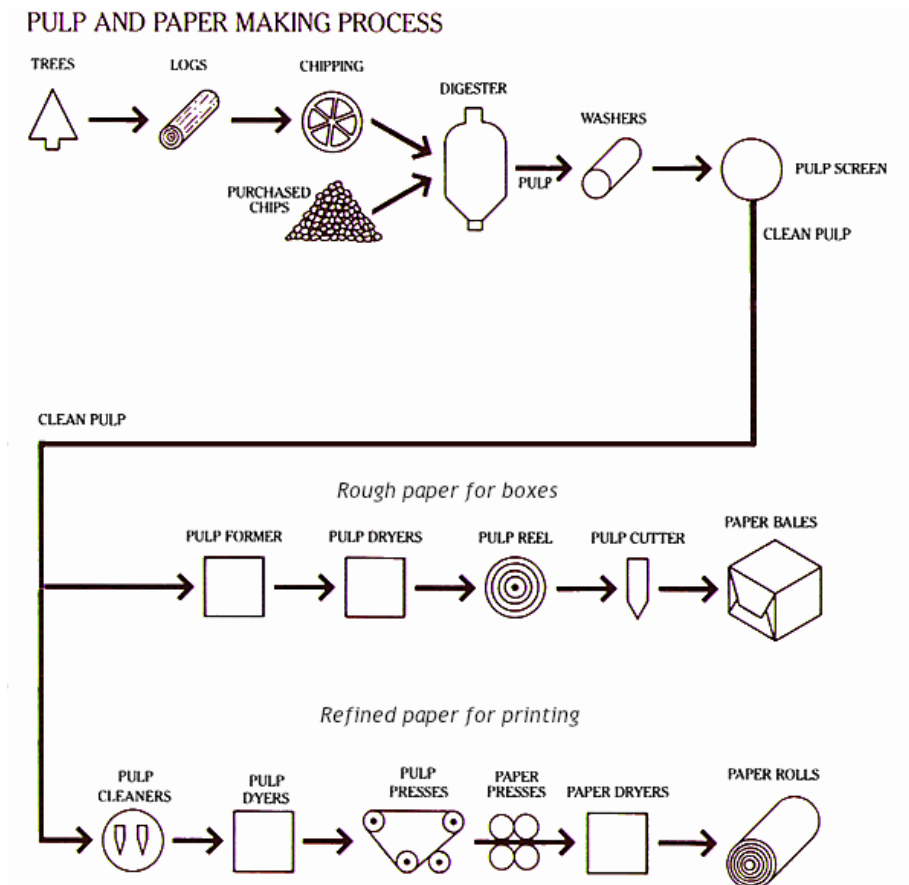
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

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

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

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

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

(170 words)

## Writing Task 1

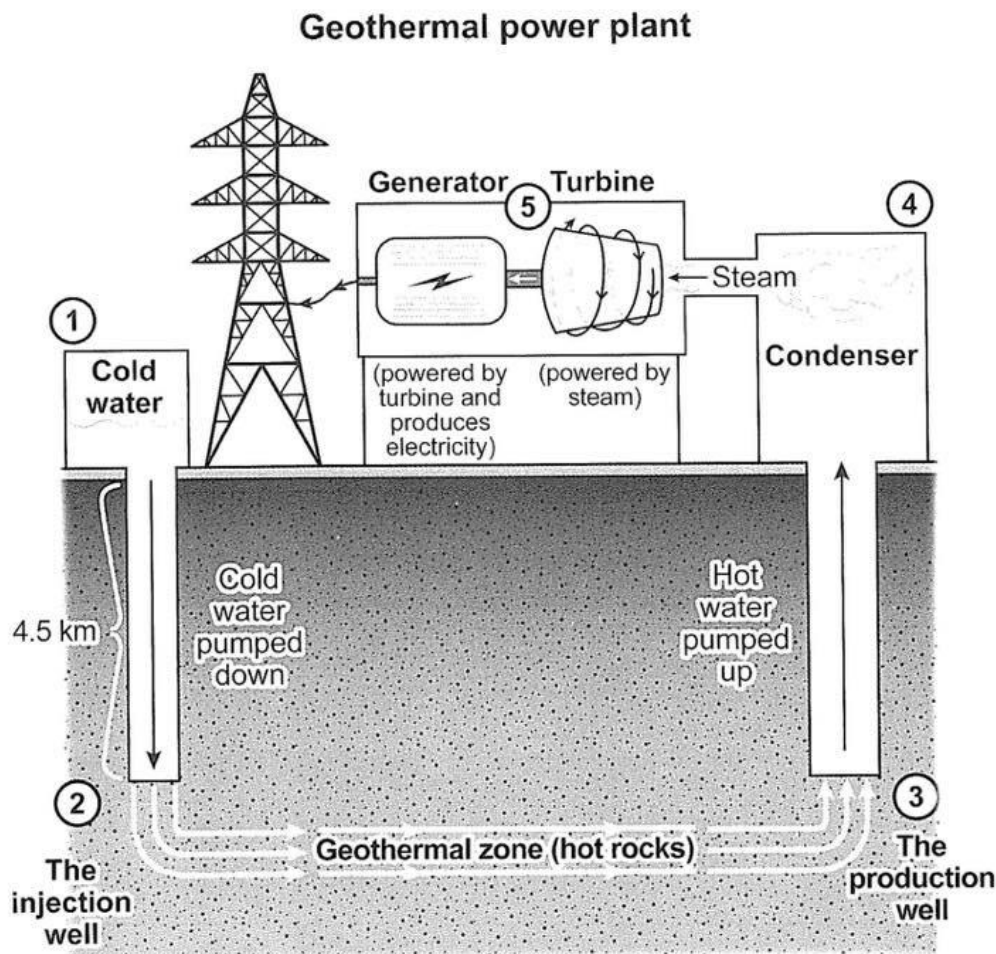
(From Cambridge IELTS Book 12, test 8)

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

The diagram shows that there are five main stages in the production of electricity through the use of geothermal energy.

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

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

(152 words)

# Section 4

## Maps

This section addresses development map diagrams.

## Describing Position and Location:

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

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

at the top/bottom

on the right/left side

in the top/bottom right/left hand corner

10 miles from

10 miles to the right of

10 miles north of

in the middle / at the centre

along / off

across [from]

opposite

close to / near / in the vicinity of

adjacent to / next to / beside

... is surrounded by...

... is covered with ...

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

## Examples:

A post office lies 200 miles east of the river.

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

The new post office is located across from the cemetery.

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

The city was surrounded by farmland.

## Useful Vocabulary for Describing Maps:

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

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

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

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

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

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

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

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

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

**Skyscraper:** a very tall building

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

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

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

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

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

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

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

**Street:** the place where cars drive

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

**Facilities:** recreation/recreational facilities, entertainment facilities, transport Facilities, medical facilities, educational/academic facilities

**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

## Writing Task 1

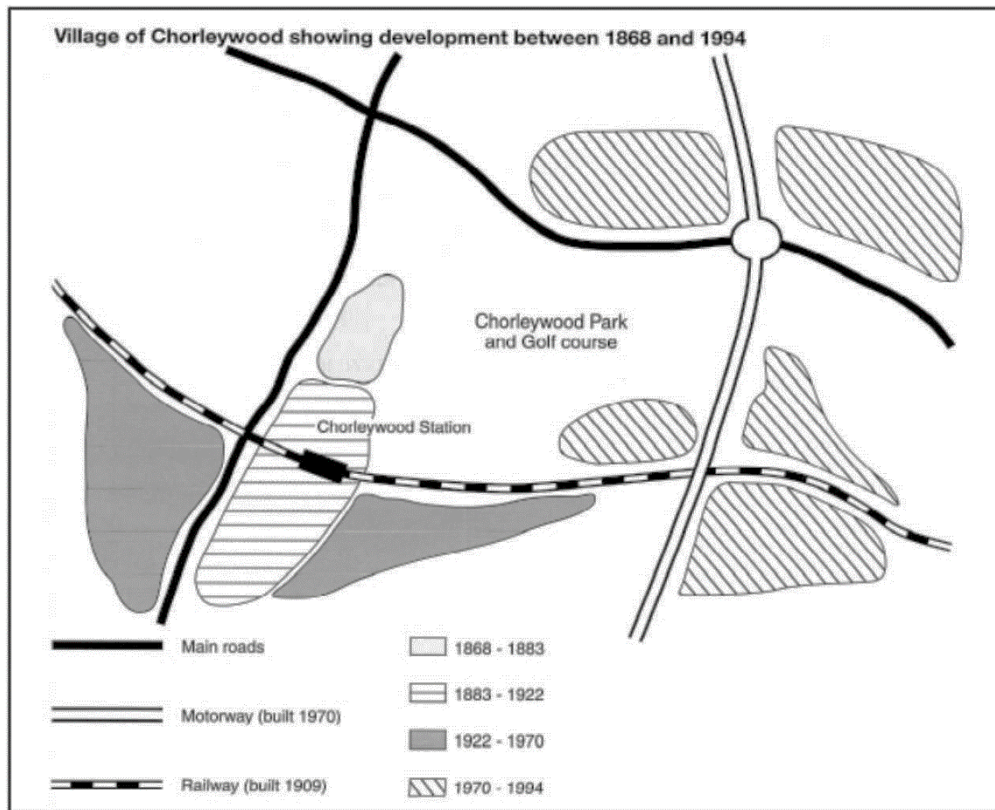
(From Cambridge IELTS Book 1)

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

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

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

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

(174 words)



## Writing Task 1

(From Official IELTS Practice Materials 2)

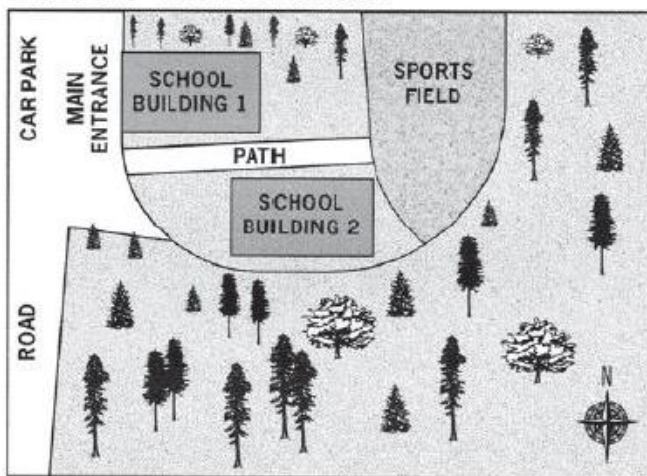
You should spend about 20 minutes on this task.

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

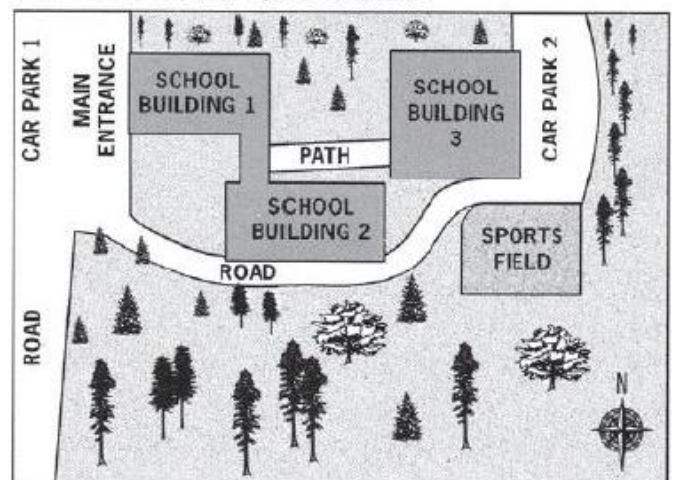
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

School Site - 2004: 600 students



School Site - 2024: 1,000 students



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

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.

(216 words)



## Writing Task 1

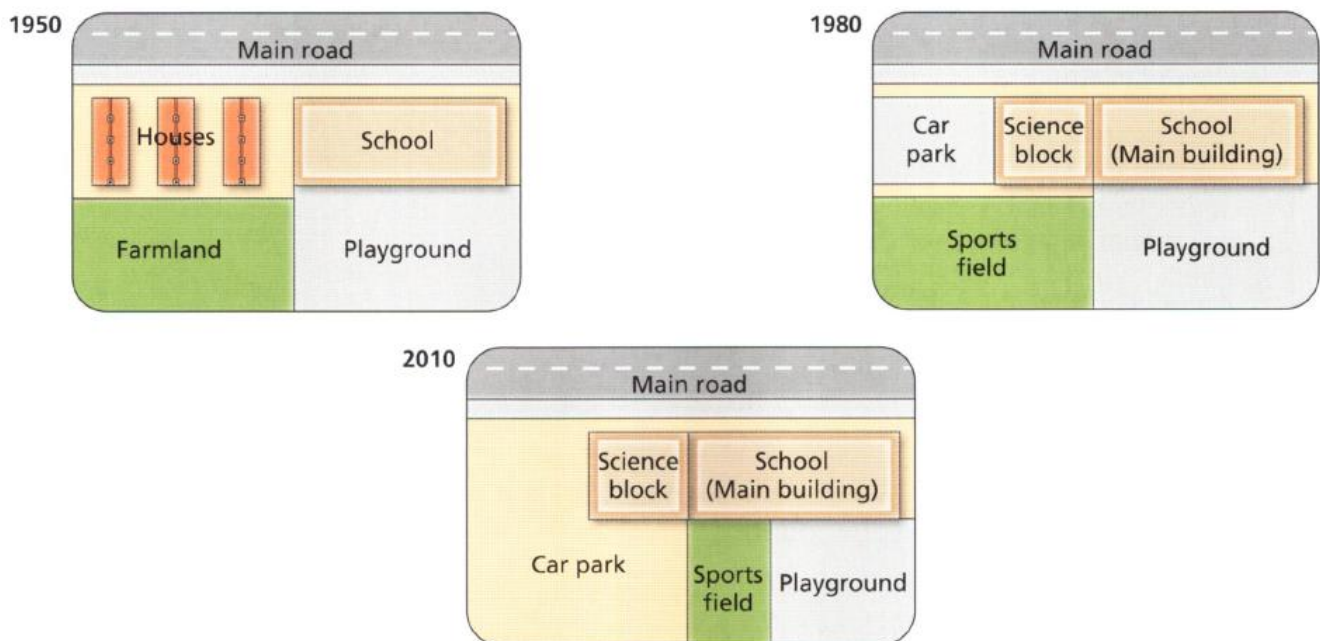
(From the Official Cambridge Guide to IELTS)

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

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

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

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

(174 words)

## Writing Task 1

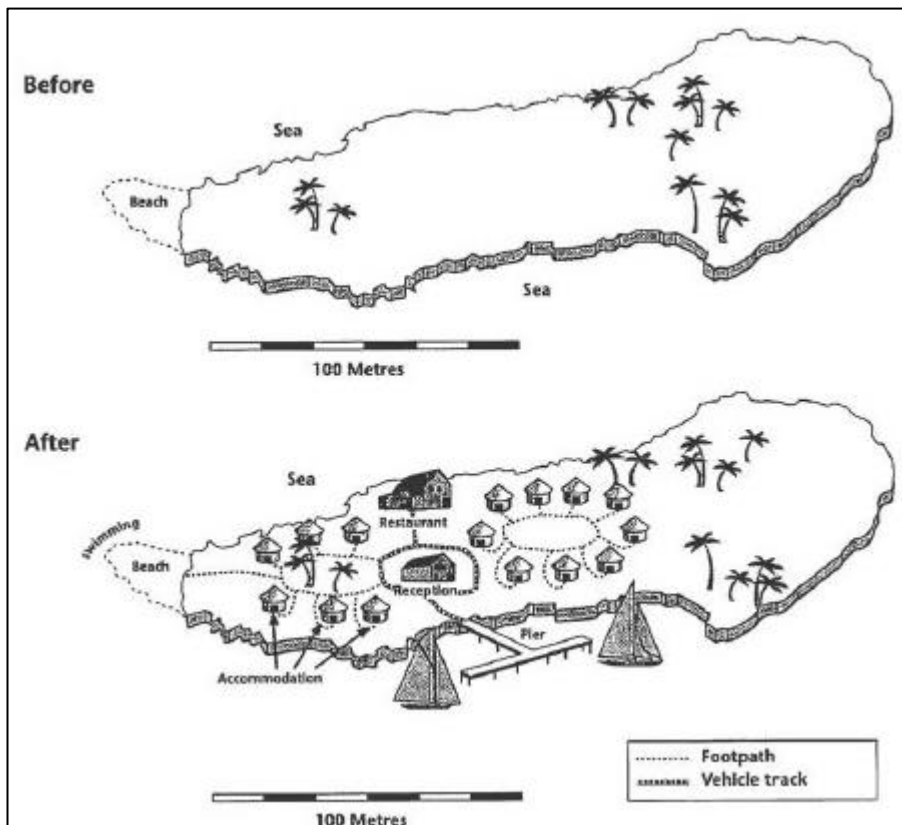
(From Cambridge IELTS Book 9, test 1)

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

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

Overall, there have been significant 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. The only significant features before the constructions were a beach in the west and a few palm trees in the eastern and western halves, apart from which the island was completely bare.

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

(185 words)

# Appendix

## Official IELTS Writing Task 1 Answer Sheet



**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge



## IELTS Writing Answer Sheet - TASK 1

Candidate Name

**Candidate No.**

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**Centre No.**

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**Test Module** ☐ Academic ☐ General Training

**Test Date** Day   Month   Year

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

Sheet 

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 of 

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

Do not write below this line

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

23505



[illegible]