Master IELTS Visuals

Academic Writing Task One

Course Material and Supplements

For Academic Candidates

Ebrahim Tahasoni
Cert TESOL, Academic IELTS 9.0
www.tahasoni.com
Master IELTS Visuals

Ebrahim Tahasoni
Cert TESOL, Academic IELTS 9.0
Certified IELTS Instructor

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INTRODUCTION

Understanding the Rubric

WRITING TASK 1
You should spend about 20 minutes on this task.

The charts below give information about world spending and population.

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

Write at least 150 words.

The Task

Tasks involve reporting the data in a visual item or a collection of data such as a table.

The task is to write a report:

- Summarise the information in the visual or set of data:
  - Select the main features
  - Report the main features
- Make comparisons were relevant
- Spend about 20 minutes on the task
- Minimum 150 words → 165-170 words

Note: Finish task one during the first 20 minutes of your writing test and then move on to task 2. Do not swap!

The Answer Sheet

The first two pages of the IELTS writing answer sheet are dedicated to task one and have 30 lines. Although you may ask for extra sheets to write your answer in, it is not likely to become necessary since the space you are already provided with is way more than sufficient.
Task Types

You may be given a single visual or a combination of 2 or 3 different task types.

A. Line graphs

1. Single-variable line graph

2. Multiple-variable line graph

B. Charts

1. Single-variable bar chart

2. Multiple-variable bar chart
3. Comparison bar chart

4. Pie chart

C. Tables

The proportion of income adults and children spent on 4 common items in the UK in 1998

<table>
<thead>
<tr>
<th></th>
<th>food</th>
<th>electronic equipment</th>
<th>music</th>
<th>videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>adults</td>
<td>25%</td>
<td>5%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>men</td>
<td>14%</td>
<td>10%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>women</td>
<td>39%</td>
<td>1%</td>
<td>6%</td>
<td>0.5%</td>
</tr>
<tr>
<td>children</td>
<td>10%</td>
<td>23%</td>
<td>39%</td>
<td>12%</td>
</tr>
<tr>
<td>boys</td>
<td>9%</td>
<td>18%</td>
<td>38%</td>
<td>18%</td>
</tr>
<tr>
<td>girls</td>
<td>11%</td>
<td>5%</td>
<td>40%</td>
<td>17%</td>
</tr>
</tbody>
</table>

D. Process, Flowchart or Cycle Diagrams

- Hydro-electric power generation
E. Maps

1. Comparison map

2. Development map

F. Multiple Task Types

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
<th>Irrigated land</th>
<th>Water consumption per person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>176 million</td>
<td>26,500 km²</td>
<td>359 m³</td>
</tr>
<tr>
<td>Democratic Republic of Congo</td>
<td>5.2 million</td>
<td>100 km²</td>
<td>8 m³</td>
</tr>
</tbody>
</table>

Global water use by sector
### 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)

<table>
<thead>
<tr>
<th>EXAMINER 1</th>
<th>EXAMINER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA</td>
<td>CC</td>
</tr>
</tbody>
</table>

#### Task Achievement (TA)

This criterion assesses how appropriately, accurately and relevantly the response fulfills 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:

1. Have you organised your information logically?
2. Is there an overall flow or progression in your report?
3. Have you used linkers correctly, properly and sufficiently?
4. Have pronouns been used correctly and do they have clear references?
5. 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.
Line Graphs
## Vocabulary for Describing Trends

**A) Verbs and nouns for describing trends and changes:**

<table>
<thead>
<tr>
<th>Trend</th>
<th>Verbs</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• rise (rose-risen) [to/by]</td>
<td>• a rise [of]</td>
</tr>
<tr>
<td></td>
<td>• increase [to/by]</td>
<td>• an increase [of]</td>
</tr>
<tr>
<td></td>
<td>• go (went-gone) up [to/by]</td>
<td>• a growth [of]</td>
</tr>
<tr>
<td></td>
<td>• climb [to/by]</td>
<td>• an upward trend</td>
</tr>
<tr>
<td></td>
<td>• grow (grew-grown) [to/by]</td>
<td>• a doubling in + n.</td>
</tr>
<tr>
<td></td>
<td>• double</td>
<td>• a trebling in + n.</td>
</tr>
<tr>
<td></td>
<td>• treble/triple</td>
<td>• a boom</td>
</tr>
<tr>
<td></td>
<td>• boom</td>
<td>• a surge</td>
</tr>
<tr>
<td></td>
<td>• surge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• soar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• rocket [to/by]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• fall (fell-fallen) [to/by]</td>
<td>• a fall [of]</td>
</tr>
<tr>
<td></td>
<td>• decline [to/by]</td>
<td>• a decline [of]</td>
</tr>
<tr>
<td></td>
<td>• decrease [to/by]</td>
<td>• a decrease [of]</td>
</tr>
<tr>
<td></td>
<td>• dip (dipped) [to/by]</td>
<td>• a drop [of]</td>
</tr>
<tr>
<td></td>
<td>• drop (dropped) [to/by]</td>
<td>• a reduction</td>
</tr>
<tr>
<td></td>
<td>• go (went-gone) down [to/by]</td>
<td>• a slump</td>
</tr>
<tr>
<td></td>
<td>• plummet [to/by]</td>
<td>• a plunge</td>
</tr>
<tr>
<td></td>
<td>• plunge [to/by]</td>
<td>• a plummet</td>
</tr>
<tr>
<td></td>
<td>• dive [to/by]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• deteriorate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• slump [to/by]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• do (did) not change</td>
<td>• no change</td>
</tr>
<tr>
<td></td>
<td>• remain/stay + stable/steady/static/unchanged [at]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• maintain the same level</td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td>• stood at/was</td>
<td>• a levelling off [at]</td>
</tr>
<tr>
<td></td>
<td>• level (levelled) off [at]</td>
<td>• a plateau [at]</td>
</tr>
<tr>
<td></td>
<td>• plateau (plateaued) [at]</td>
<td>• reached a high/peak of</td>
</tr>
<tr>
<td></td>
<td>• level (levelled) out [at]</td>
<td>• reached a low of</td>
</tr>
<tr>
<td></td>
<td>• stabilise [at]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• peaked [at]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• reached</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>• fluctuated [around]</td>
<td>• a fluctuation</td>
</tr>
<tr>
<td>Change</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B) Adjectives and adverbs for degree of change:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very extensive change</strong></td>
<td>dramatic</td>
<td>dramatically</td>
</tr>
<tr>
<td></td>
<td>huge</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>enormous</td>
<td>enormously</td>
</tr>
<tr>
<td></td>
<td>tremendous</td>
<td>tremendously</td>
</tr>
<tr>
<td><strong>Extensive change</strong></td>
<td>substantial</td>
<td>substantially</td>
</tr>
<tr>
<td></td>
<td>considerable</td>
<td>considerably</td>
</tr>
<tr>
<td></td>
<td>significant</td>
<td>significantly</td>
</tr>
<tr>
<td></td>
<td>remarkable</td>
<td>remarkably</td>
</tr>
<tr>
<td><strong>Average change</strong></td>
<td>noticeable</td>
<td>noticeably</td>
</tr>
<tr>
<td></td>
<td>marked</td>
<td>markedly</td>
</tr>
<tr>
<td></td>
<td>moderate</td>
<td>moderately</td>
</tr>
<tr>
<td><strong>Small change</strong></td>
<td>slight</td>
<td>slightly</td>
</tr>
<tr>
<td></td>
<td>small</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>minimal</td>
<td>minimally</td>
</tr>
</tbody>
</table>

C) Adjectives and adverbs for speed of change:

<table>
<thead>
<tr>
<th>Speed</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quick change</strong></td>
<td>rapid</td>
<td>rapidly</td>
</tr>
<tr>
<td></td>
<td>quick</td>
<td>quickly</td>
</tr>
<tr>
<td></td>
<td>sharp</td>
<td>sharply</td>
</tr>
<tr>
<td></td>
<td>swift</td>
<td>swiftly</td>
</tr>
<tr>
<td></td>
<td>steep</td>
<td>steeply</td>
</tr>
<tr>
<td><strong>Slow change</strong></td>
<td>steady</td>
<td>steadily</td>
</tr>
<tr>
<td></td>
<td>gradual</td>
<td>gradually</td>
</tr>
<tr>
<td></td>
<td>slow</td>
<td>slowly</td>
</tr>
<tr>
<td><strong>Unexpected change</strong></td>
<td>sudden</td>
<td>suddenly</td>
</tr>
<tr>
<td></td>
<td>unexpected</td>
<td>unexpectedly</td>
</tr>
<tr>
<td></td>
<td>abrupt</td>
<td>abruptly</td>
</tr>
</tbody>
</table>
Grammar for Describing Trends

1. Past:
   Simple past (to report actions happening after each other)

2. Present:
   a) If the task represents changes or actions which happen regularly (such as a process or a chart displaying general average values):
      - Simple present (for graphs, charts and tables)
      - Simple present and present perfect (for processes and cycles)
   b) If the trend starts in the past, reaches now and has a break point at the present time:
      - Present perfect for the trend that begins in the past
      - Simple present for reporting its present value

Example:

It stood at 20 in 1983 and doubled over the next 10 years to level off at 40, after which it remained constant until 2003. Since then, there has been a considerable increase and it now stands at 50. However, there will probably be a rapid fall in the last 10 years and it is expected to reach 30.
c) If the trend starts in the past, passes now into the future and has a breakpoint sometime in the future

Present perfect for the trend that begins in the past

Future structures (look at number 3 below) to report the value it will reach in the first future breakpoint

Example:

In 1985 it stood at 20 and doubled over the next 10 years to level off at 40 and remained constant until 2005. Since then, it has experienced a considerable increase and is expected to reach 50 in 2020 (or: ... and predictions show that it will reach 50 in 2020). However, there will be a rapid fall in the last 10 years and it will reach 30.
3. Future:

“Will” future and other academic structures for predicting the future

Generally, use “will” future for future events. Structures like “should”, “be likely to”, “seem likely to/that” and the following can also be used:

**Structure set 1:**

<table>
<thead>
<tr>
<th>Predictions</th>
<th>Expectations</th>
<th>Anticipations</th>
<th>Forecasts</th>
<th>Estimates</th>
<th>Evaluations</th>
<th>Calculations</th>
</tr>
</thead>
<tbody>
<tr>
<td>show</td>
<td>reveal</td>
<td>indicate</td>
<td>[that]</td>
<td>it will</td>
<td>drop</td>
<td>dramatically</td>
</tr>
</tbody>
</table>

**Structure set 2:**

<table>
<thead>
<tr>
<th>It is predicted</th>
<th>expected</th>
<th>anticipated</th>
<th>forecast</th>
<th>estimated</th>
<th>evaluated</th>
<th>calculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>that gold prices will drop dramatically.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Structure set 3:**

<table>
<thead>
<tr>
<th>Gold prices are predicted</th>
<th>expected</th>
<th>anticipated</th>
<th>forecast</th>
<th>estimated</th>
<th>evaluated</th>
<th>calculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>to drop dramatically.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Notice how the verbs in the following paragraphs have been changed from past forms into future forms:

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

In 2015, the proportion of people using the Internet in the USA is expected to be about 20%. The figures for Canada and Mexico are likely to be lower, at about 10% and 5% respectively. In 2025, it is predicted that Internet usage in both the USA and Canada will rise to around 70% of the population, while the figure for Mexico should reach just over 25%.
1. First event:
At/In the beginning,
At first,

In the first year,
In the first month,

In 1999,
In January,

In the first year, 1999,
In the first year (1999),

2. Middle events:
Then,
Next,
After this/that,
Following this/that,
Afterwards,

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

...following which...
...after which...

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

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

...before... + <sentence or n.p.>

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

3. Final event:
Finally,
Ultimately,
Approaches to Reporting Values

1. $x \rightarrow y$

2. $x \pm \Delta$

3. Proportional changes

4. Rounding
   – For Trends:
     relatively
     rather
     almost
   – For Values:
     Roughly
     Almost
     About
     Approximately
     Around
     Just about
     Well/just below
     Well/just above
     A little/slightly more than
     A little/slightly less than

5. Referencing
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 answer by E. Tahasoni:

The diagram given illustrates how gold sales in Dubai fluctuated over a period of 12 months. Overall, gold sales in Dubai remained relatively unchanged in 2002.

It is observed that in the first month of 2002, gold sales stood at 200 million dirhams and rose slightly to reach about 225 million in February. This was followed by another increase, although much steeper, in March when sales were almost 125 million dirhams higher than February. However, this upward trend was suddenly broken and sales plummeted dramatically over the next 4 months to reach a little over 100 million dirhams in July. August sales showed a significant rise back to January levels as figures nearly doubled, but this was not to last as they dropped again in September to the same level as they were in July. October came with a small increase of about 100 million dirhams in sales, after which sales figures levelled off and remained relatively static over the last two months of 2002.

To Sum up, sales were at their highest in March while the weakest sales figures could be observed in July and September.

(187 words)
Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.
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.
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 1970 to 2020 according to United Nations statistics.

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

Write at least 150 words.
Comparison Bar Charts
# Comparison Language

## A. Introducing Differences

<table>
<thead>
<tr>
<th>Generally, there is</th>
<th>a significant difference between a and b.</th>
<th>a wide disparity in + n.</th>
</tr>
</thead>
</table>

## B. Comparative Structures

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In contrast (to B), In comparison (with B), A is larger/smaller by a narrow margin. by x.</td>
</tr>
<tr>
<td>2</td>
<td>A is [just]+[under/over] [approximately] x larger/smaller than B.</td>
</tr>
<tr>
<td>3</td>
<td>A is [under/over] twice two/three times as large/great/high as B.</td>
</tr>
<tr>
<td>4</td>
<td>A produces/consumes/… more/less + uncountable n. more/fewer + countable n. than B.</td>
</tr>
<tr>
<td>5</td>
<td>A is considerably/substantially marginally/slightly greater/higher/smaller than B.</td>
</tr>
<tr>
<td>6</td>
<td>A is [almost/roughly/…] As large/high as B.</td>
</tr>
</tbody>
</table>

## C. Superlative Structures

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A is the [second/third] largest/smallest/most productive/… + uncountable n.</td>
</tr>
<tr>
<td>2</td>
<td>A has the [second/third] greatest/widest/most significant/… productive + n.</td>
</tr>
<tr>
<td>3</td>
<td>A uses produces consumes the largest/highest/smallest/lowest proportion of + uncountable n. amount of + uncountable n. number of + countable n. quantity of + countable n.</td>
</tr>
</tbody>
</table>
Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

Answer by E. Tahasoni:

The first diagram compares changes in the number of British tourists who travelled abroad with that of foreign visitors to the United Kingdom over the last 20 years of the previous century. According to the graph, the former initially stood at more than 12 million and grew six-fold at the end of the survey. In comparison, the latter number was slightly less than that of the British tourists at the beginning of this period and experienced similar yet less intensive trends, reaching approximately half as high by the end of the century.

The bar chart reveals the top 5 countries visited by the British in the last year of the above survey. It can be observed that while France and Spain absorbed the largest numbers of British tourists with about 11 and 9 million visits respectively, Turkey was the least popular among the five, visited by only about 30% as many British as France.

To sum up, tourism from and to the United Kingdom boomed in the 1980s and 90s. Moreover, most of the trips made by the British abroad were to 5 countries only.

(185 words)
Sample answer by E. Tahasoni:

The diagram compares the spending habits of shoppers in five European countries on six consumer products, namely personal stereos, tennis racquets, colognes, compact disks, toys and photographic film. Overall, more money was spent on the latter two than on any other product.

It can be observed that 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. The French spent the second highest amount of money on the first three products while they stood last in the latter three. It is also revealed that Italians 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.

To sum up, the British were the biggest spenders in all six categories among the nations compared in the bar chart while the lowest spending levels were attributed to the residents of Germany.

(179 words)
Writing Task 1

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.

Post-school qualifications in Australia according to gender 1999
Pie Charts
The pie chart shows how electricity is used in an average English home.

(Cambridge IELTS 4, page 54)

In an average English home, the ______ _____ of electricity, 52.5%, is used for heating rooms and water.

Three kitchen _____, namely ovens, kettles and washing machines, ______ _____ 17.5% of _____ electricity use.

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

Sample answer by E. Tahasoni (166-182 words):

The first pie chart compares the shares of four major items in global expenditure. It is observed that 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 diagram illustrates how global population is distributed. According to this chart, there is a significant difference between the population of Asia and that of other continents since 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.

To sum up, four items are responsible for three-fifths of the overall spending around the world, the most prominent share being that of food. Moreover, the largest group of humans populates Asia, the population of which outnumbers that of the rest of the world by 3 to 2.

Please note: The words in gray background have been added for a higher TA score; yet without them, the writing would probably still score around 8.5-9.
Ebrahim Tahasoni

Sample Answer by E. Tahasoni:

The charts compare changes in the shares of five different items which comprised the yearly expenses of a British school between 1981 and 2001. Generally while three experienced rises, there were declines in the remaining two.

According to the diagrams, 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 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 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. Lastly, the contribution of insurance remained constant at an insignificant level (2%) until 2001 when it climbed fourfold.

Overall, academic staff salaries contributed the largest proportion of expenditure throughout the survey, whereas insurance had the smallest share.

(176 words)
WRITING TASK 1

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.

* Incineration: a way of destroying something by fire
Tables
## Attendance at cultural events (The UK)

<table>
<thead>
<tr>
<th></th>
<th>first year</th>
<th>fifth year</th>
<th>tenth year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cinemas</td>
<td>33</td>
<td>47</td>
<td>49</td>
</tr>
<tr>
<td>Theatres</td>
<td>20</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>Art galleries</td>
<td>11</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Classical music concerts</td>
<td>10</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Ballet</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Opera</td>
<td>5</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

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.
Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Canada</th>
<th>Japan</th>
<th>Peru</th>
<th>Angola</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual income per person (in $US)</td>
<td>11100</td>
<td>15760</td>
<td>160</td>
<td>130</td>
</tr>
<tr>
<td>Life expectancy at birth</td>
<td>76</td>
<td>78</td>
<td>51</td>
<td>47</td>
</tr>
<tr>
<td>Daily calorie supply per person</td>
<td>3326</td>
<td>2846</td>
<td>1927</td>
<td>1749</td>
</tr>
<tr>
<td>Adult literacy rate (%)</td>
<td>99</td>
<td>99</td>
<td>68</td>
<td>34</td>
</tr>
</tbody>
</table>
Process and Cycle Diagrams
**Definition**

**Process:**

![Process Diagram](Image)

**Cycle:**

![Cycle Diagram](Image)

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

**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.

**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".
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 a...
- **For methods:** It is done through/via...

... is used to <inf.>
The role of ... is to <inf.>
The ... prevents/stops/protects/avoids ... from <+ing/n>
The ... allows ... to <inf.>

Linking

A. 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.>
B. 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.>

C. Last stage:

Finally,
Ultimately,
Eventually,

The last/final stage is when
The process ends when
The process ends with

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

Model Answer by E. Tahasoni:

The first diagram depicts the process through which cement is produced. The process 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, rather simpler process illustrated in the second picture. An initial mixture comprising 15% cement, 10% water, one-quarter sand and half gravel is fed into a rotating concrete mixer where they are stirred until the concrete mix is ready for construction purposes.

To sum up, there are 5 stages in the production of cement. Moreover, cement and a few other simple ingredients are used to produce concrete through a single-stage procedure.

(184 words)
Writing Task 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.

Model Answer by E. Tahasoni:

The picture explains the process through which water is used to produce electrical power. All in all, it 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 could, which then rains over the mountain. This rainwater is gathered in the reservoir behind a dam. To 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 though high voltage cables. The last stage is when the electrical power being delivered to domestic and industrial consumers as well as educational and medical facilities.

Overall, hydroelectric power is generated using water from the sea through a relatively sophisticated procedure.

(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.

---

Model Answer by E. Tahasoni:

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

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

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

(170 words)
**Describing Positions**

at the top / bottom

on the right / left side

in the right / left hand corner

in the middle

Along

Across [from]

Opposite

Close to

Adjacent to

Next to

Beside

10 miles from

10 miles to the right of

10 miles north of

... is situated / situated / positioned + around / above / below / inside / next to ...

... is situated / situated / positioned + to the right of / to the north of

... is covered with ...

... is connected to ... via / through / by means of ...
Useful Vocabulary for Describing Maps

**Residential 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:** very tall buildings

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

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

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

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

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

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

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

**Street:** the place where cars drive

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

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

**Develop:** to make

**Change:** modify

**Construct:** to build

**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

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

**Proximity:** closeness
The map below is of the town of Garlsdon and shows two possible sites for a new supermarket. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Model Answer by an Examiner:

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

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

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

(179 words)
Writing Task 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.

Model Answer by E. Tahasoni (173-206 words):

The map depicts how a village called Chorleywood developed over a period of 126 years. It can be observed that the developments, both in the establishment of new populated areas and transportation routes, occurred over four periods.

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.

Overall, the village saw considerable growth in the development of new inhabited areas during this period which increased in volume as well as speed towards the end of the 20th century.
Appendices

- Writing Task 1 Band Descriptors

- Writing Task 1 Answer Sheet
**IELTS Task 1 Writing band descriptors (public version)**

<table>
<thead>
<tr>
<th>Band</th>
<th>Task Achievement</th>
<th>Coherence and Cohesion</th>
<th>Lexical Resource</th>
<th>Grammatical Range and Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9</strong></td>
<td><strong>fully satisfies all the requirements of the task</strong></td>
<td><strong>clearly presents a fully developed response</strong></td>
<td><strong>uses cohesion in such a way that it attracts no attention</strong></td>
<td><strong>uses a wide range of vocabulary with very natural and sophisticated control</strong></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td><strong>covers all requirements of the task sufficiently</strong></td>
<td><strong>presents, highlights and illustrates key features/bullet points clearly and appropriately</strong></td>
<td><strong>sequences information and ideas logically</strong></td>
<td><strong>manages all aspects of cohesion well</strong></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td><strong>addresses the requirements of the task</strong></td>
<td><strong>clearly presents and highlights key features/bullet points</strong></td>
<td><strong>uses a range of cohesive devices appropriately although there may be some under-/over-use</strong></td>
<td><strong>uses a wide range of vocabulary to allow some flexibility and precision</strong></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>addresses the requirements of the task</strong></td>
<td><strong>clearly presents and highlights key features/bullet points</strong></td>
<td><strong>uses a variety of complex structures</strong></td>
<td><strong>uses an adequate range of vocabulary</strong></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>addresses the requirements of the task</strong></td>
<td><strong>clearly presents and highlights key features/bullet points</strong></td>
<td><strong>uses a variety of complex structures</strong></td>
<td><strong>uses an adequate range of vocabulary</strong></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>addresses the requirements of the task</strong></td>
<td><strong>clearly presents and highlights key features/bullet points</strong></td>
<td><strong>uses a variety of complex structures</strong></td>
<td><strong>uses an adequate range of vocabulary</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>addresses the requirements of the task</strong></td>
<td><strong>clearly presents and highlights key features/bullet points</strong></td>
<td><strong>uses a variety of complex structures</strong></td>
<td><strong>uses an adequate range of vocabulary</strong></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>addresses the requirements of the task</strong></td>
<td><strong>clearly presents and highlights key features/bullet points</strong></td>
<td><strong>uses a variety of complex structures</strong></td>
<td><strong>uses an adequate range of vocabulary</strong></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>addresses the requirements of the task</strong></td>
<td><strong>clearly presents and highlights key features/bullet points</strong></td>
<td><strong>uses a variety of complex structures</strong></td>
<td><strong>uses an adequate range of vocabulary</strong></td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td>Sample Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Fails to address the task</td>
<td>The reader cannot understand the context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Attempts to address the task but does not cover all key features/bullet points</td>
<td>The reader finds some difficulty for the information to be coherent and well-structured.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Makes inadequate/inaccurate responses to the task</td>
<td>The reader finds some difficulty for the information to be coherent and well-structured.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Uses only basic vocabulary which may be inappropriate for the task</td>
<td>The reader finds some difficulty for the information to be coherent and well-structured.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Uses a very limited range of vocabulary and expression</td>
<td>The reader finds some difficulty for the information to be coherent and well-structured.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Uses only a very limited range of vocabulary and expression</td>
<td>The reader finds some difficulty for the information to be coherent and well-structured.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Does not attempt the task in any way</td>
<td>The reader finds some difficulty for the information to be coherent and well-structured.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>