IELTS ACADEMIC
WRITING
TASK 1

Master the Art of Description:
Your Path to IELTS Success!

HAYAT LAND ACADEMY

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IELTS
Academic Writing
Task 1

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Foreword

Greetings, Future IELTS Trailblazers!

*Welcome to your adventure in mastering IELTS Writing Task 1! This book is not just a guide; it's your passport to academic success, designed to help you conquer the complexities of academic writing **in just nine days**. Each chapter builds on the last, creating a solid foundation for the skills and strategies you'll need to excel.*

Inside, you'll find a wealth of resources tailored just for you. Clear explanations will help unravel complex concepts, while practical exercises give you the chance to put your knowledge to the test. With insightful tips and strategies, you'll learn how to interpret and report data effectively, enabling you to present information with clarity and confidence.

*Our motto, **"Knowledge is Ours; Action is Yours!"** reflects our belief that the information in these pages is a tool for you to wield. This book is backed by extensive research and insights from those who have walked this path before you, ensuring you receive the most effective strategies and current information.*

We know that preparing for the IELTS can feel daunting, but remember: every great achievement begins with a single step. By dedicating yourself to this structured study plan, you'll not only enhance your writing skills but also develop a deeper appreciation for effective communication—an invaluable asset for your future.

As you embark on this journey, we invite you to approach each day with curiosity and determination. Let the knowledge within these pages spark your enthusiasm and drive you to reach new heights. We believe this book will ignite your passion for academic writing and empower you to seize every opportunity that comes your way.

So, gear up for an enlightening adventure, where knowledge transforms into action. Your success story starts here, and we are excited to be part of your journey. Embrace the challenge, and let your path to IELTS mastery unfold!

Best wishes,

Amir Anvarov
IELTS Instructor

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Chapter 1: Introduction to IELTS Academic Writing Task 1

1.1. Overview and time management

The IELTS Academic Writing Test is designed to assess your ability to communicate effectively in written English. You will have 60 minutes to complete two writing tasks, each requiring distinct approaches and skills.

Task 1: Overview

For Task 1, you will have approximately 20 minutes to write a report of at least 150 words. You will be presented with a visual representation of data, which may take the form of a graph, diagram, bar chart, table, map, or process illustration. Your task is to summarize the main features of the visual and make relevant comparisons without including personal opinions. Your focus should be on accurately describing the information provided.

Time Management for Task 1

To maximize your effectiveness during the 20-minute timeframe, consider the following structured approach:

1. **First 5 Minutes: Understanding the Prompt**

Carefully read the question to ensure comprehension of the visual.

Write your introduction by paraphrasing the prompt to establish context.

2. **Next 5 Minutes: Identifying Key Points**

Analyze the visual to identify two overarching trends or themes.

Focus on the "big picture" rather than specific details. Formulate two summary sentences that encapsulate the main ideas.

3. **Final 10 Minutes: Detailing Specifics**

In this section, describe the specific details. Aim to divide this part into two well-structured paragraphs, dedicating approximately 5 minutes to each.

Task 1: Structure

When your Task 1 academic writing is graded by IELTS examiners, they look for the following structure:

1. Introduction

Content: Include 1 or 2 sentences that introduce the visual data.

Purpose: Clearly outline what the report will discuss, paraphrasing the prompt if necessary.

2. Overall View

Content: Provide at least two important general points in 1 or 2 sentences.

Purpose: Summarize the main trends or features of the data without going into specific details.

3. Body Paragraphs

Content: Include detailed factual information presented in the figure, along with relevant comparisons, in 6 or 7 sentences.

Purpose: Focus on the most significant features and trends. Make comparisons where applicable, ensuring clarity and coherence.

1.2. Guidelines for success

The IELTS Academic Writing Task 1 is an information transfer exercise that requires you to construct a precise account of data presented in graphic form, such as graphs, tables, or diagrams. To successfully complete this task, consider the following guidelines:

- **Introduction**

Begin with a clear introduction that outlines the purpose of the report. Summarize the overall trends depicted in the visual. For instance, if the graph illustrates an upward or downward trend, accurately describe these changes. Keep in mind that you are conveying information to someone who cannot see the graph; therefore, your language should vividly illustrate the data. Include details about the subject, relevant dates, locations, and the specific measurements used. Ensure that your writing consists of complete sentences, as notes or fragmented sentences will not be accepted.

- **Avoiding Plagiarism**

Refrain from copying entire sentences or lengthy phrases from the prompt. The examiner will recognize this, and such text will not contribute to the minimum word count required.

- **Overall Trend**

The overview should encapsulate the main trends shown in the visual, making comparisons where applicable. Personal opinions must be excluded from your report, and only information present in the graphic should be included. Including extraneous details can lead to penalties.

- **Body Paragraphs**

In the body of your report, focus on the most significant features and trends, summarizing information to eliminate unnecessary details. If the graphic contains a wealth of information, prioritize the most prominent points. For example, if a graph exhibits two peaks, specify when they occurred and their values. Conversely, if there are multiple similar trends, group them to maintain clarity and conciseness.

- **Structuring Your Response**

Identify the distinct features of the diagram or graph and organize your report into coherent paragraphs. Each paragraph should cover a related set of features, connected logically with transitional sentences.

- **Coverage of Information**

Address all relevant time periods and subjects depicted in the graphic. For example, if the data spans several years (e.g., 1992, 1993, 1994, and 1995), ensure you discuss all years. If the

information involves multiple demographics, such as men and women, include data for both genders. Remember, summarizing does not equate to omitting information; rather, it involves selecting key points, organizing them effectively, and making relevant comparisons that highlight both similarities and differences.

- **Planning Your Response**

You are permitted to jot down notes or underline key points on the question sheet to help organize your thoughts and make comparisons. The examiner will not have access to your planning notes, allowing you the freedom to strategize your response.

By adhering to these guidelines, you can enhance the clarity and effectiveness of your report in IELTS Academic Writing Task 1, ultimately leading to a stronger performance.

1.3. 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).

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 organized 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 organized 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 organized 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 organized 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.

The IELTS Writing Task 1 Band Descriptors provide a comprehensive framework for evaluating candidates' performance in their written responses. These descriptors focus on various criteria, including task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy. Each band reflects specific qualities that range from basic to advanced levels of proficiency.

Understanding these descriptors is crucial for test-takers as they prepare for the IELTS exam. By familiarizing themselves with the expectations at each band level, candidates can tailor their writing to meet the standards, improving their chances of achieving a higher score. This guide serves as a valuable resource for both teachers and students, offering insights into how writing is assessed and what constitutes effective written communication in an academic context.

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WRITING TASK 1: Band Descriptors (public version)

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	• fully satisfies all the requirements of the task • clearly presents a fully developed response	• uses cohesion in such a way that it attracts no attention • skilfully manages paragraphing	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• covers all requirements of the task sufficiently • presents, highlights and illustrates key features/ bullet points clearly and appropriately	• sequences information and ideas logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately	• uses a wide range of vocabulary fluently and flexibly to convey precise meanings • skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation	• uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• covers the requirements of the task • (A) presents a clear overview of main trends, differences or stages • (GT) presents a clear purpose, with the tone consistent and appropriate • clearly presents and highlights key features/bullet points but could be more fully extended	• logically organises information and ideas; there is clear progression throughout • uses a range of cohesive devices appropriately although there may be some under-/over-use	• uses a sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation	• uses a variety of complex structures • produces frequent error-free sentences • has good control of grammar and punctuation but may make a few errors
6	• addresses the requirements of the task • (A) presents an overview with information appropriately selected • (GT) presents a purpose that is generally clear; there may be inconsistencies in tone • presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate	• arranges information and ideas coherently and there is a clear overall progression • uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical • may not always use referencing clearly or appropriately	• uses an adequate range of vocabulary for the task • attempts to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not impede communication	• uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication
5	• generally addresses the task; the format may be inappropriate in places • (A) recounts detail mechanically with no clear overview; there may be no data to support the description • (GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate • presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details	• presents information with some organisation but there may be a lack of overall progression • makes inadequate, inaccurate or over-use of cohesive devices • may be repetitive because of lack of referencing and substitution	• uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	• uses only a limited range of structures • attempts complex sentences but these tend to be less accurate than simple sentences • may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	• attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate • (GT) fails to clearly explain the purpose of the letter; the tone may be inappropriate • may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate	• presents information and ideas but these are not arranged coherently and there is no clear progression in the response • uses some basic cohesive devices but these may be inaccurate or repetitive	• uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task • has limited control of word formation and/or spelling • errors may cause strain for the reader	• uses only a very limited range of structures with only rare use of subordinate clauses • some structures are accurate but errors predominate, and punctuation is often faulty
3	• fails to address the task, which may have been completely misunderstood • presents limited ideas which may be largely irrelevant/repetitive	• does not organise ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	• uses only a very limited range of words and expressions with very limited control of word formation and/or spelling • errors may severely distort the message	• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	• answer is barely related to the task	• has very little control of organisational features	• uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	• cannot use sentence forms except in memorised phrases
1	• answer is completely unrelated to the task	• fails to communicate any message	• can only use a few isolated words	• cannot use sentence forms at all
0	• does not attend • does not attempt the task in any way • writes a totally memorised response			

(A) Academic |(GT) General Training   IELTS is jointly owned by the British Council, IDP: IELTS Australia and Cambridge English Language Assessment.   Page 1 of 1

1.4. Describing numbers, percentages & fractions

In some graphs, esp. tables, there are some especial numbers, fractions e.g. 1/3 (one third) and percentages e.g. 50%. Look at the following table which shows a number in different years, 1990-1995:

A. You could describe the table using numbers, fractions or percentages:

1990	1995
1200	1800

1. The number went up by 600 from 1,200 to 1,800. **(Number)**

2. The number went up by one third from 1,200 to 1,800. **(Fraction)**

3. The number went up by 50% from 1,200 to 1,800. **(Percentage)**

B. You could describe the table using the words double, treble, quadruple, -fold and times:

1992	1994	1996	1998
500	1000	3000	12000

1. The number doubled between 1992 and 1994.

2. The number trebled between 1994 and 1996.

3. The number quadrupled from 1996 to 1998.

4. There was a two-fold increase between 1992 and 1994.

5. The number went up six times between 1992 and 1996.

6. The figure in 1996 was six-fold the 1992 figure.

7. The figure for 1996 was six times higher than that of 1992.

8. The figure for 1998 was four times greater than that of 1996.

C. You could describe the table using fractions:

1992	1994	1996	1998
1000	800	400	100

1. Between 1992 and 1994, the figure fell by one fifth.

2. Between 1994 and 1996, the figure dropped by half.

3. The figure in 1998 was one tenth the 1992 total.

D. You could put the percentage either at the beginning of the sentence or at the end of the sentence:

Family Type	Proportion of People Living in Poverty
Single Aged Person	6%
Aged Couple	4%

1. 6% of single aged people were living in poverty.

2. The level of poverty among single aged people stood at 6%.

E. You could also add a comparison:

1. 6% of single aged people were living in poverty, compared to only 4% of aged couples.

Further explanations and examples

1. 'double' (verb)

The number of unemployed people doubled between 2005 and 2009.

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

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

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

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

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

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

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1.5. Describing quantities and avoiding repetition

Look at the patterns below and the examples carefully so that you can describe different numbers and amounts in your report correctly.

The number of + Plural Countable Noun + Singular Verb Form

The number of people out of work fell by 99,000 to 2.39 million in the three months to October.

The amount of + Singular Uncountable Noun + Singular Verb Form

The amount of rainfall doubles between May and June.

The proportion of + Countable or Uncountable Nouns + Singular Verb Form

The proportion of spending on furniture and equipment reached its peak in 2001, at 23%.

The percentage of + Countable or Uncountable Nouns + Singular Verb Form

The percentage of people using their phones to access the Internet jumped to 41% in 2008.

The figures for Countable or Uncountable Nouns + Plural Verb Form

The figures for imprisonment fluctuated sharply over the period shown.

As with any task 1, this is important. You should not keep repeating the same structures. The key language when you write about pie charts is proportions and percentages. Common phrases to see are "the proportion of…" or "the percentage of…". However, you can also use other words and fractions.

Percentage	Fraction/Ratio		Percentage	Fraction/Ratio
80%	four-fifths		40%	two-fifths
75%	three-quarters		35%	more than a third
70%	seven in ten		30%	less than a third
65%	two-thirds		25%	a quarter
60%	three-fifths		20%	a fifth
55%	more than half		15%	less than a fifth
50%	half		10%	one in ten
45%	more than two-fifths		5%	one in twenty

If the percentages are not exact as above, then you can use qualifiers to make sure your description remains accurate. Here are some examples:

Percentage	Fraction/Description
77%	just over three quarters
77%	approximately three quarters
49%	just under a half
49%	nearly a half
32%	almost a third

Percentage Range	Proportion/Description
75% - 85%	a very large majority
65% - 75%	a significant proportion
10% - 15%	a minority
5%	a very small number

The words above are interchangeable, though number is for countable nouns and amount is for uncountable nouns.

Here are 3 useful techniques for describing percentages:

1. English speakers usually put the **percentage** at the start of the sentence.

2. Use **while, whereas or compared to** (after a comma) to add a comparison.

3. Use **"the figure for"** to add another comparison in the next sentence.

Use these examples as models for your own sentences:

- *In 1999, **35%** of British people went abroad for their holidays, **while** only 28% of Australians spent their holidays in a different country. **The figure for** the USA stood at 31%.*

- *Around **40%** of women in the UK had an undergraduate qualification in 1999, **compared to** 37% of men. **The figures for** the year 2000 rose slightly to 42% and 38% respectively.*

1.6. Making comparisons and adding explanations

You can use "compared to", "compared with", "in comparison to" and "in comparison with" in the same way. For example:

Prices in the UK are high compared to / with / in comparison with (prices in) Canada and Australia.

Compared to / with / in comparison with (prices in) Canada and Australia, prices in the UK are high.

When writing about numbers or changes, I find it easier to use "while" or "whereas":

There are 5 million smokers in the UK, while / whereas only 2 million Canadians and 1million Australians smoke.

Between 1990 and 2000, the number of smokers in the UK decreased dramatically, while/whereas the figures for Canada and Australia remained the same.

   Note:

We don't say "comparing to".

We say "2 million" not "2 millions".

   Correct: 10 million people

   Wrong: 10 millions people, 10 millions of people, 10 million of people

When **there is no number**, we do write "millions of".

e.g. Millions of people travel abroad each year.

Here are some good phrases for comparing. See if you can adapt them to other task 1 questions.

- ...is by far the most... OR ...has by far the highest number of...
- the figures for... tend to be fairly similar
- In second place on the chart is...*
- The number of... is slightly higher than...
- Only four other countries have...
- ...all with similar proportions of...
- ...is the only country with a noticeably higher proportion of...

Note: Only use phrases like "in second place" if the chart shows some kind of competition. Don't write "in first / second place" if the chart shows unemployment or health problems.

Being able to compare and contrast data is an essential skill for IELTS writing, especially in Task 1. Comparatives and superlatives are one common way to do this.

Comparatives are used to compare two things:

Leopards are faster than tigers.

Superlatives are used to compare one thing against a group of others:

The leopard is the largest of the four big cats.

Here is other language for comparisons:

Transitions

However: *The Middle East produces high levels of oil. However, Japan produces none.*

In contrast: *The USA produces large amounts of natural gas. In contrast, South Korea produces none.*

On the other hand: *European countries make great use of solar power. On the other hand, most Asian countries use this method of power generation very little.*

Subordinating Conjunctions

Whereas / While: *The Middle East produces high levels of oil, whereas Japan produces none.*

Whereas / While: *Whereas the Middle East produces high levels of oil, Japan produces none.*

Although: *Although the Middle East produced 100 tons of oil, Japan produced none.*

Other Structures

- *Developing countries are more reliant on alternative energy production than developed countries.*
- *Solar power accounts for far less of the total energy production than gas or coal does.*
- *Hydropower is not as efficient as wind power.*
- *Like Japan, South Korea does not produce any natural gas.*
- *The Middle East produces twice as much oil as Europe.*
- *Western countries consume three times more oil than the Middle East.*
- *Russia consumes slightly more oil than Germany.*
- *The UAE produced the same amount of oil as Saudi Arabia.*

With regard to explanations, when writing, especially within word limits, it is crucial to use concise language. Reducing unnecessary words enhances clarity and ensures that the main points are communicated effectively. Look at the examples below.

Original	Reduced
Both cities experienced a rise in the number of tourists coming in through their airports, which reached a common level of 255,000 in July.	Both cities experienced a rise in the number of tourists coming in through their airports, reaching a common level of 255,000 in July.
Gold bar prices experienced a spectacular rise in November, which climbed to a new peak of $625.	Gold bar prices experienced a spectacular rise in November, climbing to a new peak of $625.
In the first half of 2009, the attendance at the museum went into free fall, which nose-dived to approximately 300,000 visitors.	In the first half of 2009, the attendance at the museum went into free fall, nose-diving to approximately 300,000 visitors.
Females also spend less time socializing and much less time than men on sport, which allows them more time for studying.	Females also spend less time socializing and much less time than men on sport, allowing them more time for studying.

1.7. Linking, rounding, using right prepositions

In writing, particularly in descriptive and narrative forms, effectively sequencing events is crucial for clarity and coherence. This can be broken down into three main phases: the beginning, the middle, and the final event.

First Event	Middle Events	Final 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)	…and… …but… However, Nevertheless, 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,	Finally, Ultimately,

When analyzing data in IELTS Writing Task 1, specific expressions can help convey trends and values effectively. Here are some useful phrases categorized by their function:

Expressions for Trends

When describing trends, use terms that illustrate changes over time or differences between categories:

- **Relatively**: Suggests a moderate change or comparison.

Example: "The sales increased relatively over the five-year period."

- **Rather**: Indicates a notable degree of change.

Example: "The number of visitors was rather high in the summer months."

- **Almost**: Implies closeness to a specific point without reaching it.

Example: "Almost 70% of respondents preferred option A."

Expressions for Values

When providing numerical estimates or discussing specific values, the following terms can enhance your description:

- **Roughly**: Indicates an approximation.

Example: "Roughly 50% of the population participated in the survey."

- **About**: Suggests a general estimate.

Example: "About 30% of students achieved top grades."

- **Approximately**: Used to denote a value that is not exact.

Example: "Approximately 200 units were sold in the first quarter."

- **Around**: Implies a value close to a specific figure.

Example: "The temperature was around 25 degrees Celsius."

- **Just about**: Indicates a near value.

Example: "The budget was just about sufficient for the project."

- **Well/just below**: Specifies a figure slightly lower than a given amount.

Example: "The unemployment rate was just below 5%."

- **Well/just above**: Indicates a figure slightly higher than a specified point.

Example: "The revenue was well above expectations at 1 million dollars."

- **A little/slightly more than**: Denotes a small excess over a specific number.

Example: "The population increased by a little more than 10,000."

- **A little/slightly less than**: Indicates a small deficiency compared to a specified value.

Example: "The production was slightly less than the target of 500 units."

It is important to use the **right preposition** when you are reporting the features and describing the numbers, prepositions like **to, by, with and at** when describing numbers and figures. Here are some examples to give you a basic idea of the differences:

1. Use **to** when describing what happened to the number:

   In 2008, the rate of unemployment rose to 10%.

2. Use **by** when describing the amount of change between two numbers:

   In 2009, the rate of unemployment fell by 2% (from 10% to 8%).

3. Use **with** to give the idea of 'having' the number:

   He won the election with 52% of the vote.

4. Use **at** to add the number on the end of a sentence:

   Unemployment reached its highest level in 2008, at 10%.

1.8. Writing an introduction

Task 1 introductions should be fast and easy. Just paraphrase the question statement, i.e., rewrite it in your own words. If you practice this technique, you will be able to start the writing test with more confidence. Here are some useful introductory phrases in addition to some simple changes you can make:

- **The ... gives information about ...**
- **The ... compare(s) ...**
- **The ... makes a comparison between ... and ...**
- **The ... shows changes in ...**
- **The ... illustrates ....**
- **The ... shows data about ...**

Example:

The graph below shows the figures for imprisonment in five countries between 1930 and 1980.
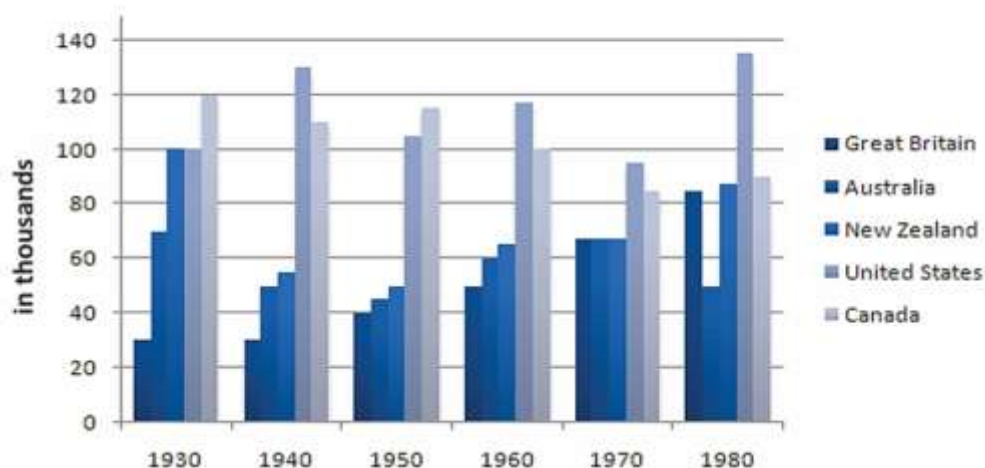
We can change 3 elements of this sentence:

1. graph shows = *bar chart compares*

2. figures for imprisonment = *number of people in prison/prisoners*

3. between ... and ... = *over a period of … years/* from ….to….

Sample paraphrased introduction:

The bar chart compares the number of people in prison in five different countries over a period of 50 years, from 1930 to 1980. (24 words)

Day 3/9

Chapter 2. Line graphs

A line graph consists of one or more lines representing the changes in a specific object over time. Each object is represented by a corresponding line. Unlike other chart types in IELTS Writing Task 1, line graphs always show changes over time. Therefore, you need to consider the time frame to use the appropriate verb tense.

When deciphering a line graph; there's only one way to do it effectively: read from left to right along the time axis for each line representing each entity to identify their changing trends.

There are two types of line graphs:

- **Less than three lines:** This type rarely appears in IELTS Writing Task 1. For this type, we need to compare two lines with each other in conjunction with the time factor to clearly identify the trend of increase or decrease, maintenance, or fluctuation of the subjects. It can be said that this is the easiest type of IELTS line graph sample.

- **E.g. The line graph illustrates the language choices of 13-year-old students at a school in England from the year 2000 to the present.**

- **Multiple line graphs:** Since 2017, IELTS tests have frequently included line graphs with more than three lines.

- **E.g. The line graph, which includes more than three lines, illustrates the annual revenue of four coffee shops in New York over the past year.**

2.1. Vocabulary for describing trends

> **Note:** vocabulary for describing trends below could be used to report any diagram (bar chart, pie chart, etc.) **with changes over time**

1) Verbs and nouns for describing trends and changes:

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

2) Adjectives and adverbs for degree of change:

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

3) Adjectives and adverbs for speed of change:

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

LINE GRAPH

The number of

The quantity of
The amount of

The percentage of

something

stood *at*
stayed *at*
stabilized *at*
flattened out *at*
leveled off *at*
was (remained) stable (constant) *at*

shot up
soared
jumped
rocketed
escalated
doubled
trebled
quadrupled

ADV

expanded
grew
climbed
rose
stepped up
picked up
recovered*

reduced
went down
decreased
dropped
declined
fell

collapsed
slumped
crashed
plunged
plummeted

ADV

stood at
constituted
made up
composed
comprised

moderately
slightly
minimally
slowly
steadily
gradually

dramatically
sharply
steeply
substantially
considerably
significantly
markedly
rapidly
suddenly
swiftly
quickly
notably

from N1 to N2
between Y1 and Y2

period

2.2. 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:
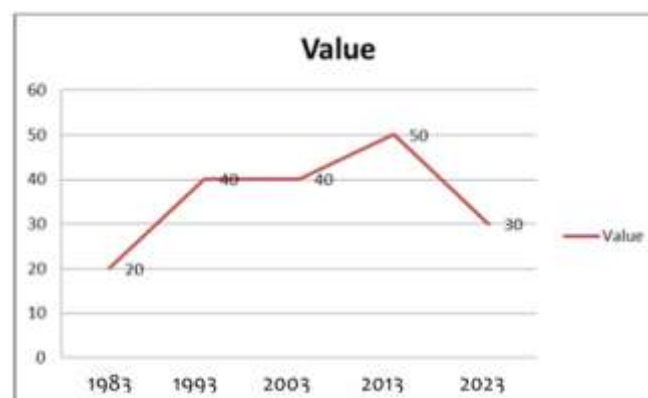
*It stood at 20 in 1983 and doubled over the next 10 years to level off at 40, after which it remained constant until 2003. **Since then, there has been a considerable increase and it now stands at 50.** However, there will probably be a rapid fall in the last 10 years and it is expected to reach 30.*

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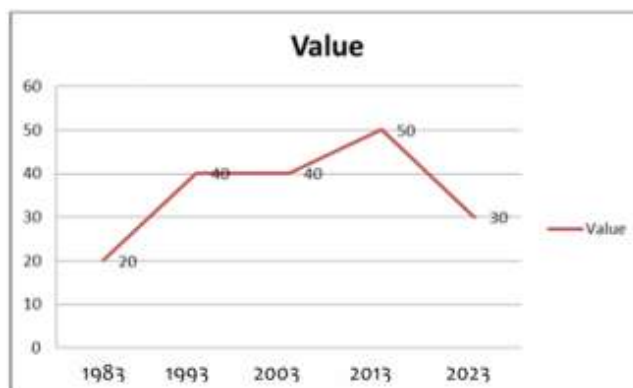
In 1985 it stood at 20 and doubled over the next 10 years to level off at 40 and remained constant until 2005. **Since then, it has experienced a considerable increase and is expected to reach 50 in 2020 (or: …and predictions show that it will reach 50 in 2020).** However, there will be a rapid fall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

1. 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:

Predictions Expectations Anticipations Forecasts Estimates Evaluations Calculations	show reveal indicate	[that] it will drop dramatically.
It is	predicted expected anticipated forecast estimated evaluated calculated	that gold prices will drop dramatically.
Gold prices are	predicted expected anticipated forecast estimated evaluated calculated	to drop dramatically.

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%.*

2.3. A Step-by-Step guide for reporting a line graph

To effectively understand the process, let's delve into a specific example:

Step 1: Analyse the task

Analysing the line graph task prompt for IELTS Writing Task 1 is crucial to ensuring you're on the right track. To thoroughly understand the prompt, simply answer the following five questions:

• Topic - What is the subject of the graph? - Average carbon dioxide (CO_2) emissions per person

• Place - Where was the data for the graph collected? - In four countries: United Kingdom, Sweden, Italy, Portugal

• Number of factors**:** How many factors are mentioned in the graph? - Four factors are mentioned

• Time - When was the data for the graph collected? - From 1967 to 2007, covering five time points

Taking the current moment as the reference point, you must determine whether it's the present, past, or future tense to write. If it's the past, use simple past tense; if it's the future, express it with future tense or present tense; if it's a continuous change from the past to the future, use present or present perfect to describe.

In this example, all the time points are before 2024. Therefore, we will use the past tense to describe the trends and changes depicted in the graph.

• Unit of measurement - What is the unit of measurement for the data in the graph? - In metric tonnes.

Step 2: Write the introduction

You need to paraphrase the prompt to boost your IELTS Writing score, avoiding direct copying. There are typically two ways to do this:

Method 1: Utilise synonymous phrases, occasionally incorporating antonyms as well.

Examples:

• Show = compare = illustrate

• From… to = between… and… = over a period of… years starting from…

Method 2: Utilise synonymous phrases, occasionally incorporating antonyms as well

Example: Convert active sentences to passive or vice versa.

In the example above, the prompt is: The line graph below shows the average carbon dioxide (CO2) emissions per person in the United Kingdom, Sweden, Italy, and Portugal from 1967 to 2007.

→ **Introduce:** *The line graph illustrates the amounts of CO2 emitted by each person in four countries over a period of 40 years starting from 1967.*

Step 3: Write overview

You need to identify the two most prominent points on the line graph in order to write a general sentence, and you can choose from the following ideas:

- General trend characteristics: What are the trends of the lines like: increasing, decreasing, or relatively stable?

- Outstanding changes: Identify the lines with the most significant increases and decreases. Additionally, determine which line represents the highest and lowest data points. Strive to uncover the graph's most unique feature to make a lasting impression on the examiner.

- Take notice that in this section, you should not include specific numerical data. That will be addressed in the Body section that follows.

- This is a very important part of the essay, so if you don't write an Overview, you will only receive half of the points for the entire essay. However, you should only write about 1-2 sentences on this part to avoid wasting time: Sentence 1 will describe feature 1. Sentence 2 will describe feature 2 and often begin a sentence with words like "In addition/Furthermore,...".

- Common Vocabulary for IELTS Writing Task 1 line graph questions:

- "Looking at the chart/ It is clear that… / Obviously,.../ It is obvious that… / As can be seen from the graph/chart.": put this phrase at the beginning of the paragraph to make it easy for the reader to identify this is the Overview section.

- Use words describing trends such as increase, rise, climb, oscillate, decrease, decline, dwindle, or unchanged. If all the figures follow the same trend of increasing or decreasing, you can use a structure like "the numbers/ percentages/ amounts of A, B, C and D increase/ decrease over the period shown".

- The structure "While + clause" is often used to describe contrasting trends. For example, "While the numbers/percentages of A and B decrease, the figures for C and D increase."

- Use the superlative structure to indicate the highest figure on the chart.

- Or describe the change of the line with the greatest difference between the highest first point and the highest last point (the line with the largest variation on the chart).

→ In the example above, you can write the overview section as follows:

As can be seen from the graph, each Swedish or UK person released less CO2 over the period researched, but CO2 emissions in Italy and Portugal showed a rise. UK citizens are responsible for the most CO2 emissions of all time.

Step 4: Select ideas and write Body 1 & Body 2 sections

Write about 4-5 sentences for each body. Based on the number of lines in the line graph, we have two ways to select ideas for the body paragraphs, forming two paragraphs as follows:

Method 1: Apply this method to essays with three or fewer lines and essays with more than three lines. Group them into two-time frames for comparison. The advantage of this method is that we can compare the entities within the same time frame.

- Body 1: Compare within the period from the beginning to the middle.

  Describe the data of the entities from the initial year until the middle period when there are significant changes (such as changes in the direction of the line, sharp increase, decreasing while currently rising, etc.). Please describe from the highest figure to the lowest figure.

- Body 2: Compare the period from the middle - to the end

You need to emphasise the trend changes of the lines in detail when describing a line graph for IELTS Writing Task 1 in order to get a high band score.

Method 2: It's advisable to group the trends into two for description. This is a good choice for charts with many lines, as it helps avoid confusion.

- Body 1: Group the lines with the same increasing trend to describe from the beginning to the end.

- Body 2: Group the lines with the same decreasing or stable trend for description.

The Body is considered the most essential part of the IELTS Writing Task 1 essay. It is the essence of the essay, where the examiners evaluate much of what you express on paper.

In this section, you apply all skills from analysis to synthesis, vocabulary, and the ability to use grammatical structures accurately and logically and "smooth" sentences to ensure that the writing is cohesive, coherent, and transparent. Therefore, you should regularly improve your vocabulary and necessary skills to achieve a high band score.

In the example above, with a chart of more than 3 lines, we can choose method 1 for how to explain line graphs in IELTS.

- **Body 1:** In 1967, a UK citizen generated about 11 tonnes of CO2, followed by 9 tonnes in Sweden. For comparison, each Italian emits more than 4 tonnes, about three times more than the Portuguese.

- **Body 2:** From then on, the average CO2 emissions in the UK gradually fell below 9 tonnes while the figure in Sweden, after increasing by 1 tonne in the first decade, also fell moderately to less than 6 tonnes at the end of the decade. In contrast, each person in Italy emits more CO2, which increased to almost 8 tonnes in 2007, compared with an equally significant increase of about 6 tonnes in Portugal.

Step 5: Complete the essay and check your work

After applying the various methods of describing line charts in IELTS Writing Task 1 and producing complete sections, you need to merge those sections and check the entire essay.

Common mistakes to watch out for include:

- Avoid including personal opinions in your essay; only describe what the chart presents. Injecting personal opinions can lead to speculative writing, even misinformation.

- Ensure the Overview provides necessary information and highlights the most significant points in the chart.

- Describe each line in detail. Over-descriptive writing may obscure the comparative aspect between entities, and readers may need a comprehensive view of the chart. Focus not only on describing each entity's increase or decrease but also on comparing their differences. Learn to combine these two aspects to clarify both the trends and relationships between entities.

- Avoid overcrowding sentences with excessive time frames and locations, as it can confuse readers and fail to demonstrate logical thinking. Such writing will receive low marks.

The misuse of tenses is a standard error in essays, often due to candidates' subjective assumptions about the use of tenses, particularly in line graph essays where past tense is presumed to be the default.

2.4. Tips for line graph

Line graphs always show changes over time. Here's some advice about how to describe them:

• Try to write 4 paragraphs - introduction, summary of main points, 2 detail paragraphs.

• For your summary paragraph, look at the "big picture" - what changes happened to all of the lines from the beginning to the end of the period shown (i.e. from the first year to the last). Is there a trend that all of the lines follow (e.g. an overall increase)?

• You don't need to give numbers in your summary paragraph. Numbers are specific details. Just mention general things like 'overall change', 'highest' and 'lowest', without giving specific figures.

• Never describe each line separately. The examiner wants to see comparisons.

• If the graph shows years, you won't have time to mention all of them. The key years to describe are the first year and the last year. You should also mention any 'special' years (e.g. a peak or a significant rise/fall).

• Start describing details (paragraph 3) with a comparison of the lines for the first year shown on the graph (e.g. in 1990, the number of...).

• Use the past simple (increased, fell) for past years, and 'will' or 'is expected/predicted to' for future years.

• Don't use the passive (e.g. the number was increased), continuous (e.g. the number was increasing), or perfect tenses (e.g. the number has increased).

2.5. Sample answers and tasks: line graph

1) The graph below gives information from a 2008 report about energy consumption in the USA since 1980, with projections until 2030.

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

U.S. Energy Consumption by Fuel (1980–2030)
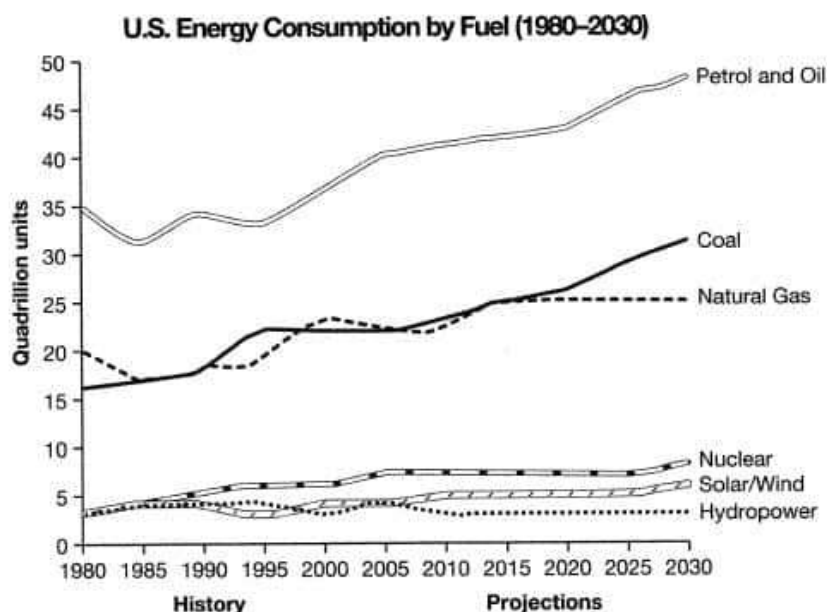
The line graph shows energy consumption by fuel type in the United States from 1980-2008, with projected use until 2030.

Overall, fossil fuels have been the dominant type and will continue this trend into the future. Nuclear and renewable energy sources have represented a small but significant proportion of total energy use, and despite small projected gains, they are projected to continue doing so.

Petrol and Oil command the biggest share with 35 quadrillion units (35q) in 1980, rising to approximately 40q in 2008, and this trend is set to continue with a projected value of nearly 50q in 2030. In 1980 natural gas and coal came in second and third, with around 16q and 20q, respectively. However, coal overtook natural gas in 1990 and, despite some fluctuation, is set to be the second most used fuel in 2030 with just over 30q. It is predicted that natural gas will level off and remain relatively constant at about 25q.

Nuclear and renewable energies all represented around 4q in 1980 and fluctuated up until 2008. It is speculated that nuclear energy will reach 10q by 2030 and solar/wind around 5q, with hydropower dropping and then remaining constant at approximately 2q.

(199 words)

2) The graph below shows different sources of air pollutants in the UK from 1990 to 2005.

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

Sources of air pollutants in the UK from 1990 to 2005
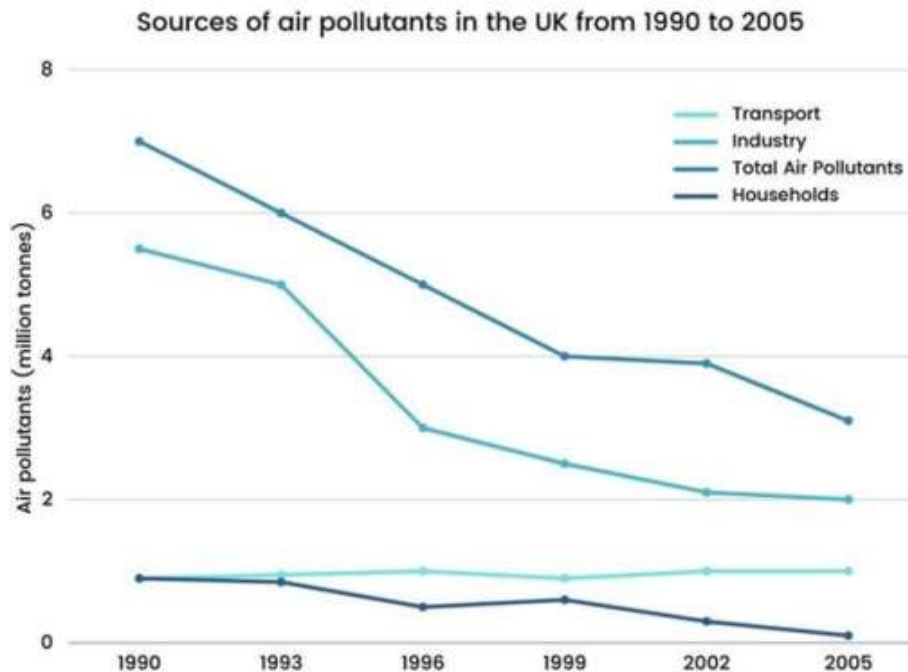
The graph illustrates the various sources of air pollutants in the United Kingdom from 1990 to 2005.

Overall, it is evident that there was a significant reduction in total air pollutants over the examined period, with industrial emissions demonstrating the most notable decline, while transport emissions remained relatively stable.

In 1990, the total air pollutants measured approximately 7 million tonnes, predominantly attributed to industrial sources, which generated around 5.5 million tonnes. By 2005, this figure had dramatically decreased to just above 4 million tonnes, with industrial emissions plummeting to 2 million tonnes. Households contributed roughly 1 million tonnes both in 1990 and 2005; however, this category also showed a decline when considering the consistent levels of pollutants released over the years.

Conversely, the transport sector initially produced about 2 million tonnes of pollutants in 1990, demonstrating a slight reduction to just below that figure by 2005. Despite this minor decrease, transport emissions have remained relatively stable throughout the period compared to other sources. The data illustrates a clear trend towards decreased air pollution in the UK, largely due to substantial improvements in industrial practices and a gradual decline in household emissions.

(191 words)

3) The line graph below shows the number of visitors to two museums in London between 2000 and 2015.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.
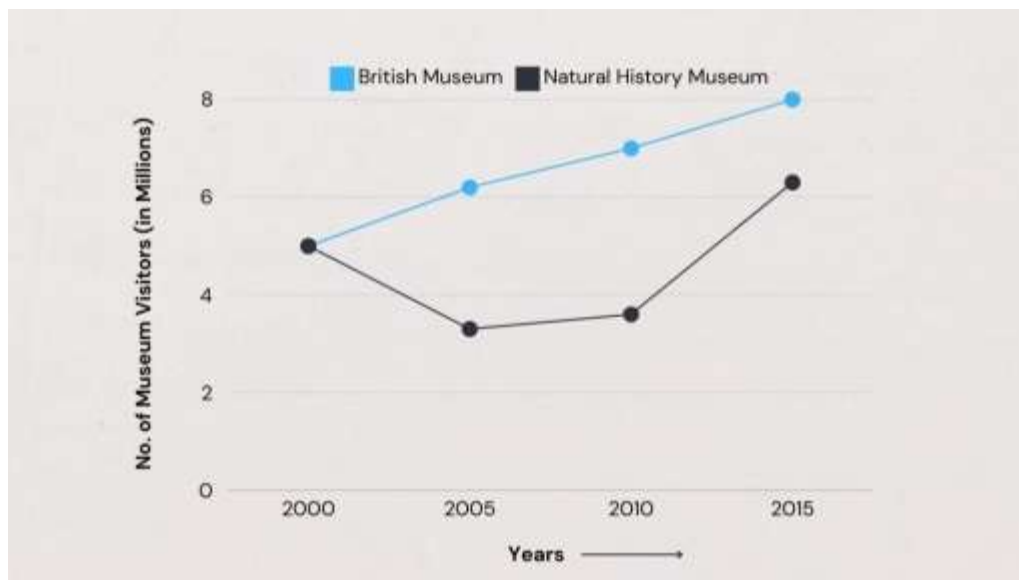
Please use the space on the next page for your writing!

_____ words

4) The line graph shows the percentages of Australian export with four countries. The graph below shows the percentage of Australian exports to 4 countries from 1990 to 2012.

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

Australian export, 1990-2012
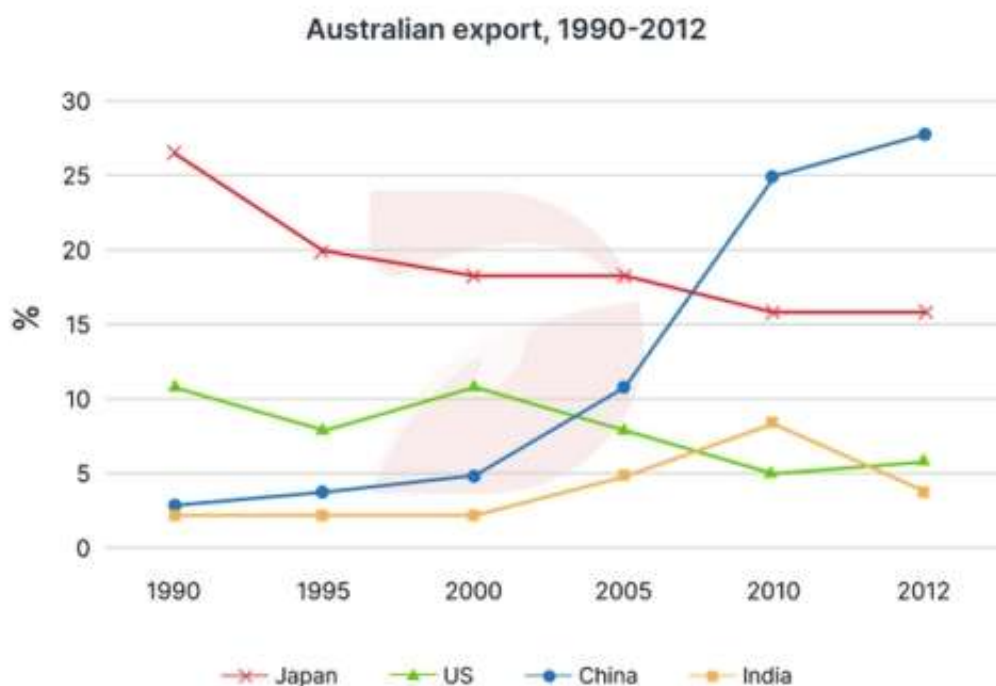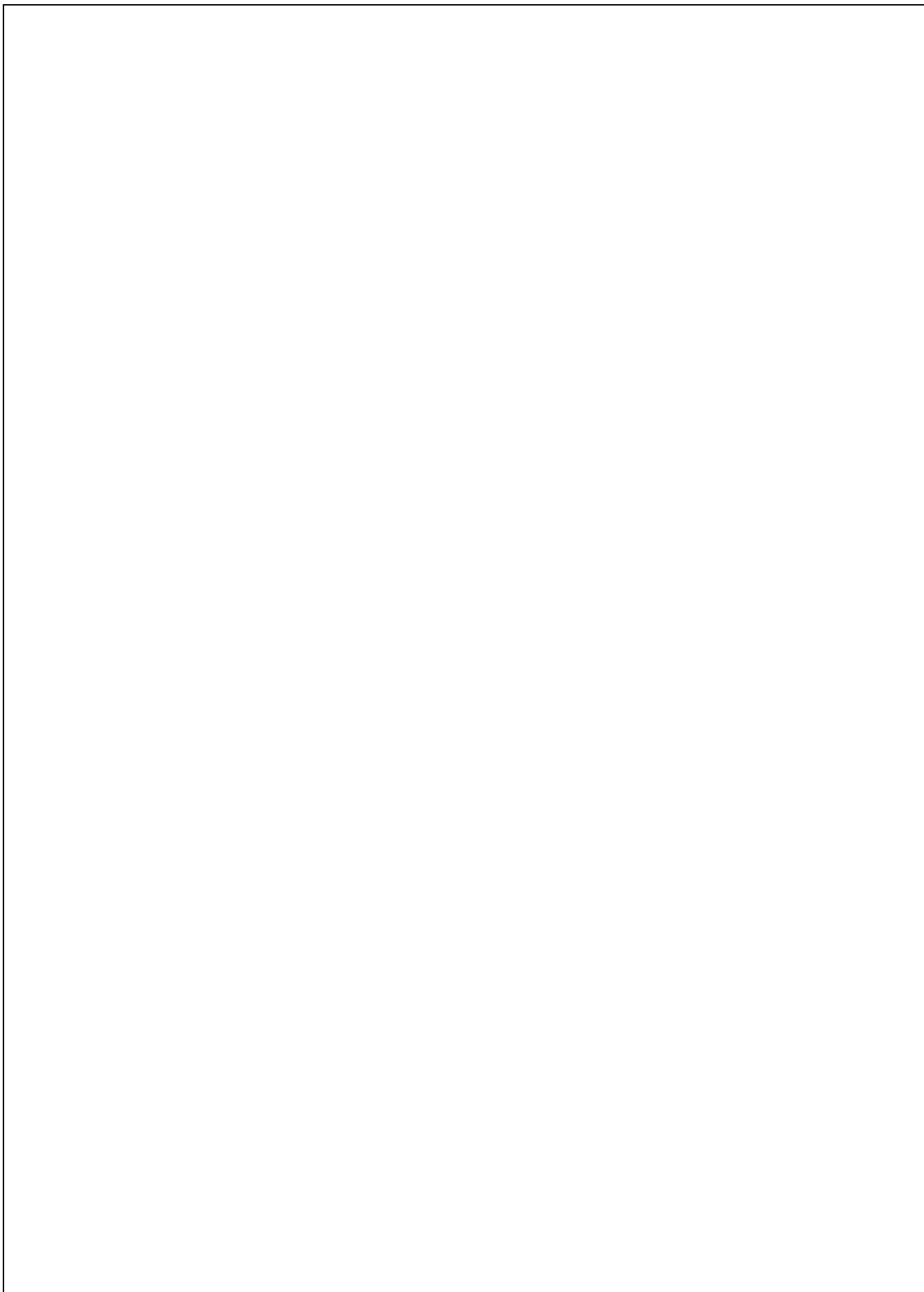
Please use the space on the next page for your writing!

_____ words

Sample answers for #3 & #4: line graph

The line graph compares the number of visitors to two major museums in London, the British Museum and the Natural History Museum, from 2000 to 2015.

Overall, it is evident that both museums experienced significant increases in visitor numbers over the 15-year period, although the trends varied.

The British Museum saw a steady rise in visitors, starting at around 5 million in 2000. By 2010, the number had increased to about 7 million, and it continued to climb, reaching 8 million by 2015. This growth reflects a consistent upward trend in the museum's popularity throughout the period.

In contrast, the Natural History Museum experienced more fluctuation. It started at a similar level to the British Museum, with around 5 million visitors in 2000. However, it saw a sharp decline between 2005 and 2010, dropping to just under 4 million. After 2010, the number of visitors rose dramatically, surpassing 6 million by 2015, showing a significant recovery and growth.

(158 words)

The provided line graph displays the distribution percentages of Australian exports to four specific countries over a span of 22 years from 1990 to 2012.

Overall, China emerged as the dominant recipient of Australian exports throughout the period, consistently surpassing the other three countries. Japan and the US initially held significant shares in 1990, which dwindled over time, while China experienced substantial growth and India maintained a steady trajectory.

At the outset, Japan had the highest demand in 1990, receiving around 20% of Australian exports, while the US accounted for approximately 10%. However, Japan's share exhibited a gradual decline, falling to just below 20% by 2000. In contrast, the US experienced a slight decrease in 1995 but rebounded to slightly over 10% by 2000. Meanwhile, China and India's shares were below 5% in 1990, with China showing a steady increase to nearly 5% by 2000, whereas India's percentage remained constant.

Throughout the 90s, China witnessed a notable surge in its share of Australian exports, eventually peaking at almost 30% in 2012. In contrast, Japan experienced a continual decline, ending at just above 15%. The US and India displayed more fluctuation but ultimately converged at similar percentages, ranging from 5% to 8% by 2012.

(203 words)

Day 4/9

Chapter 3. Bar charts

Bar charts in IELTS Writing Task 1 depict variations of a subject based on a specific unit. This type of task often requires analysing characteristics, figures, and comparisons and predicting trends of the subject.

There are two types of bar charts you may get: **bar charts with changes over time (time graph)** and **those without changes over time (comparison graph)**, each with different characteristics and approaches.
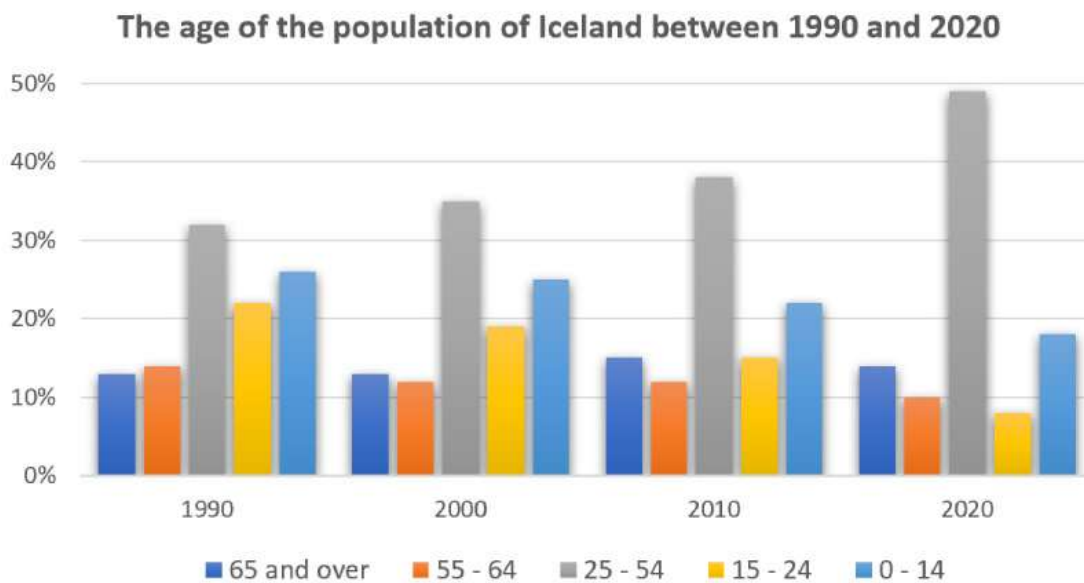
Bar charts without changes over time (above) and with changes over time (below)

3.1. Comparison language

The table below outlines various linguistic structures used to convey differences between two entities, categorized into three main sections: **Introducing Differences**, **Comparative**, and **Superlative**.

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.

B) Superlative structures

1	A is the [second/third] largest/smallest/most significant/most productive/ … + n.
2	A has the [second/third] greatest/widest/ most significant/most productive/ … + n.

3	A	Uses produces consumes	the largest/highest/smallest/lowest	proportion of + n. quantity of + n. amount of + uncountable n. number of + countable n.
4	A ranks/stands first/second/third/last.			

Each section provides essential phrases and structures that can be employed to articulate distinctions clearly and effectively.

- **Introducing Differences** includes phrases that establish a fundamental contrast between two subjects.

- **Comparative** structures highlight specific comparisons, detailing how one subject relates to another in terms of quantity, size, or degree.

- **Superlative** expressions emphasize the highest or lowest degree of a characteristic, allowing for a clear delineation of extremes.

Utilizing these structures can enhance clarity and precision in both written and spoken communication.

3.2. Sample answers and tasks: bar chart

1) The chart below shows the number of households in the US by their annual income in 2007, 2011, and 2015.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.
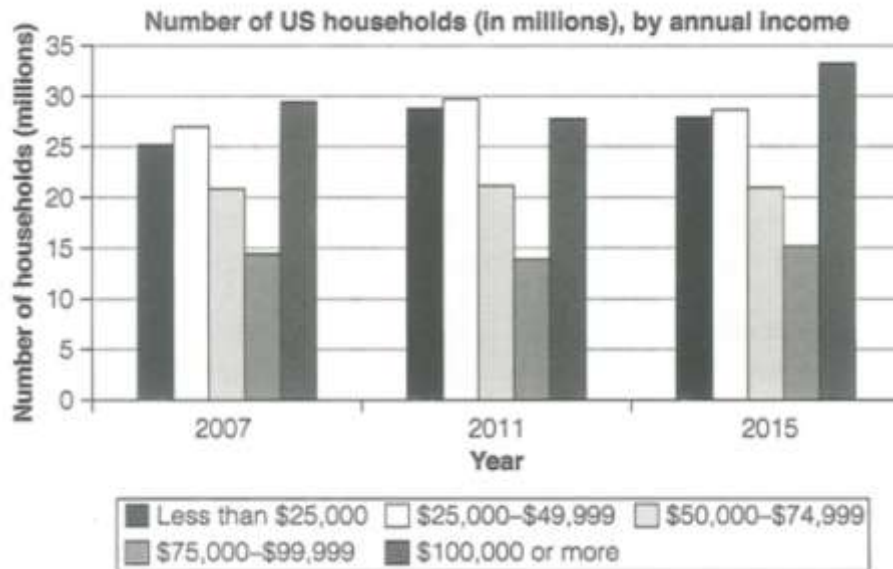
The bar chart illustrates the number of households in the US based on their annual income for three different years: 2007, 2011, and 2015.

Overall, while the numbers of middle-class and upper-middle-class individuals remained almost steady throughout the given years, the numbers of lower-class, lower-middle-class, and upper-class individuals fluctuated in various ways.

It can be observed that the number of people earning between 50 and 75 thousand dollars stayed roughly the same across all three years, with their figures slightly exceeding 20 million. Similarly, the number of individuals in the upper-middle class, earning between 75 and 100 thousand dollars, did not change significantly over time, although their figures were slightly less stable than those of the middle class.

On the other hand, the number of lower-class individuals rose from just over 25 million to just under 30 million between 2007 and 2011, then slightly decreased to around 27 million in 2015. A similar pattern was observed for the lower-middle class, with an increase between 2007 and 2011 followed by a decrease to 2015, fluctuating near 27 million households. However, the number of individuals with incomes exceeding 100 thousand dollars decreased from 2007 to 2011 but then increased to over 30 million after 2011.

(203 words)

2) The chart below shows the percentage of a drug company's total sales, by region, from 2002 to 2006.

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

The percentage of a drug company's sales, 2002 - 2006
(Designed by ieltscity.vn)

America | Europe | Asia
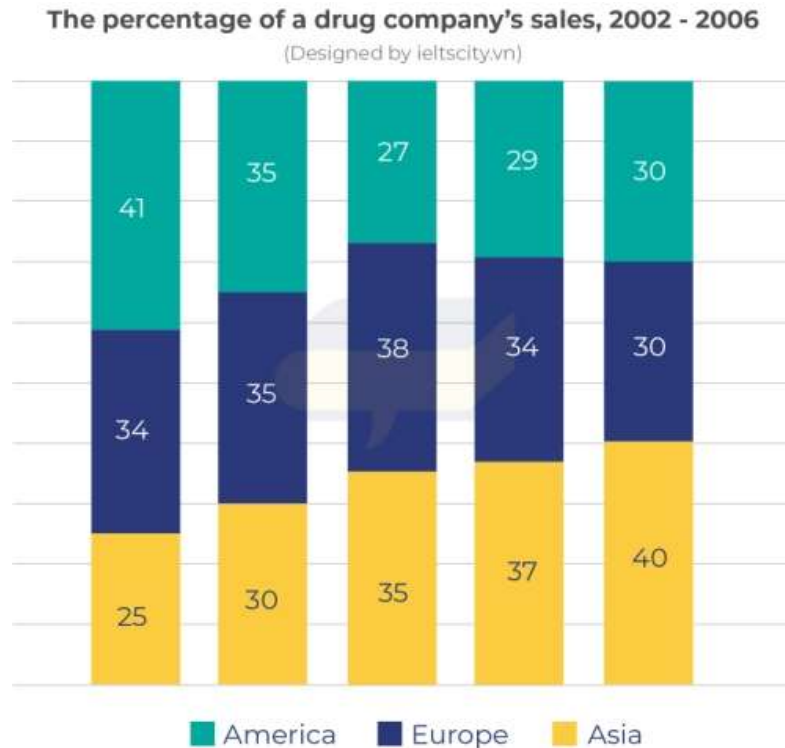
The provided bar chart illustrates the share of a pharmaceutical company by three continents between 2002 and 2006.

As can generally be observed, the percentage rate of America in the company's sales has noticeably shrunk, while that of Asia has increased.

Turning into details, America was witnessing the highest contribution of 41% in 2002. At the same time, the shares of Europe and Asia were 34% and 25%, respectively. Over the following years, the percentage share of America significantly decreased, revealing its lowest point in 2004 at 27% and finally reaching the same mark as Europe in 2006 at 30% each.

In contrast, Asia saw a gradual surge between 2002 and 2006, from a quarter of the share to 40%. In Europe, on the other hand, the shares have been fluctuating around 35%, starting from 34% at the beginning and soaring to 38% in 2004, until getting to roughly a third of the shares in 2006.

(156 words)

3) The bar chart shows the top ten countries for the production and consumption of electricity in 2014

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

Rank	Country	Production (billion kWh)	Consumption (billion kWh)
1	China	5,398	5,322
2	United States	4,099	3,866
3	Russia	1,057	1,038
4	Japan	936.2	856.7
5	India	871	698.8
6	Canada	618.9	499.9
7	France	561.2	462.9
8	Brazil	530.7	455.8
9	Germany	526.6	582.5
10	Korea, Rep.	485.1	449.5
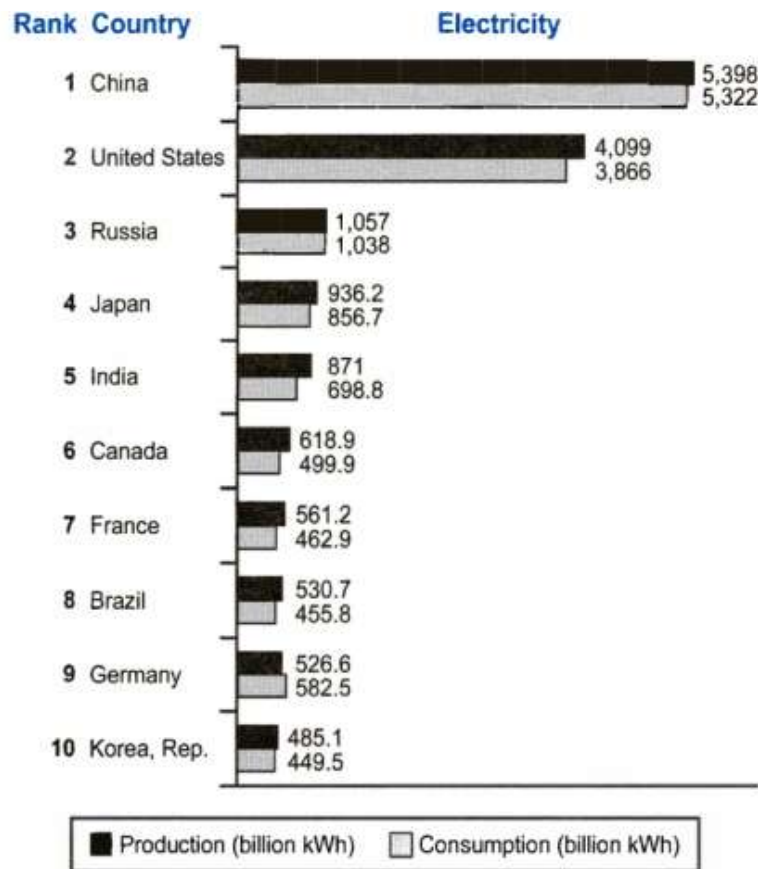
The bar diagram compares the production and consumption of electricity, measured in billion kilowatt-hours, among the top ten countries in the year 2014.

At a glance, it is clear that China and the USA were the leading countries in both electricity production and consumption, while Germany and South Korea ranked at the bottom of the list. All countries had a production rate that was higher than their consumption rates, except for Germany.

To begin with, China and the USA produced and consumed nearly 5,500 KWH and 4,000 KWH respectively. In contrast, the rates for Russia were only about one-fourth to one-fifth of those in China and the USA, a trend that is also evident in electricity consumption.

Furthermore, countries such as Japan, India, Canada, France, Brazil, Germany, and South Korea fell into the 1,000 KWH category for production and consumption. France, Brazil, and Germany exhibited rates of around 500 KWH. Among these, South Korea had the lowest production and consumption, with only 400 KWH.

(164 words)

4) The chart below shows global sales of the top five mobile phone brands between 2009 and 2013.

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

Global mobile phone sales by brand
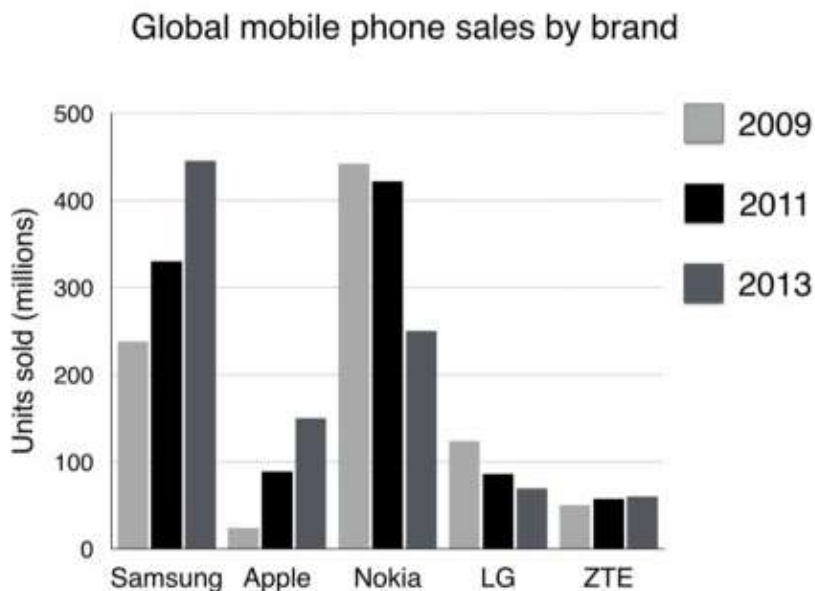
Please use the space on the next page for your writing!

_____ words

5) The chart below shows the number of adults participating in different major sports in one area, in 1997 and 2017.

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

Number of adults participating in major sports, 1997 and 2017

Please use the space on the next page for your writing!

_____ words

Sample answers for #4 & #5: bar chart

The bar chart illustrates the number of cell phones sold globally by the five most popular companies in the years 2009, 2011, and 2013.

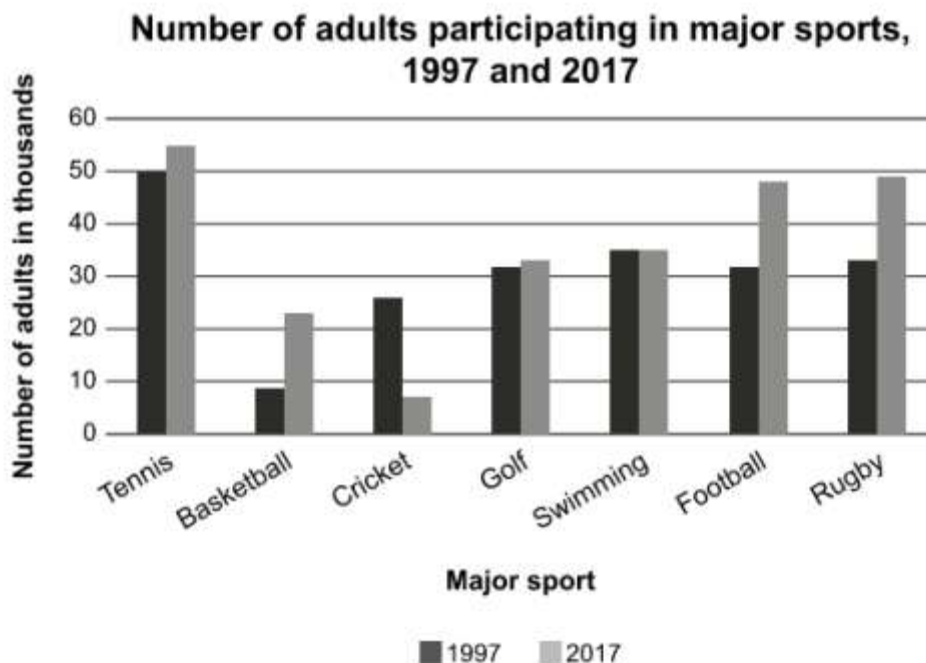Overall, it can be seen that Nokia sold the greatest number of phones in 2009 and 2011, while Samsung became the primary selling brand in 2013. Besides, Samsung and Apple saw remarkable rises in sales during the 5-years period.

In 2009, Nokia sold approximately 450 million mobile devices, which was about double the number of mobile phones sold by Samsung, the second most successful company. Over the following four years, the sales of Nokia significantly declined by about 250 million, while Samsung saw sales increase by a similar amount, becoming the market leader with sales of 450 million units in 2013.

The other three top mobile phone brands between 2009 and 2013 are LG, ZTE, and Apple. In 2009, these manufacturers sold approximately 125 million, 50 million, and 25 million units respectively, but Apple saw a significant increase in sales and overtook the other two manufacturers with about 150 million units sold in 2013. While LG saw a declining trend in sales, the number of handsets sold by ZTE reached a plateau.

(196 words)

The bar chart compares the number of mature participants in distinct major sports in one area in 1997 and 2017, measured in thousands of people.

Overall, while there was a general rise in the number of players in most sports, the figures for people engaging in cricket and swimming recorded different patterns. Interestingly, tennis was the most favorite game with the highest number of engagements during both years.

There was an upward trend recorded in the figures for most sports, including tennis, basketball, golf, football, and rugby. Specifically, tennis took the lead with the number of participants during both years being over 50 thousand. A similarity was seen in the second position shared by both figures for football and Rugby, with an increase of 20 thousand during the period. Engagements in golf only experienced a marginal climb, staying around 30 thousand players.

Regarding remaining sports, a significant decline of approximately 22 thousand was seen in the participants in cricket. Interestingly, the number of adults going swimming stayed consistent at around 35 thousand.

(172 words)

Day 5/9

Chapter 4. Pie charts

An IELTS pie chart in IELTS Academic is a circular diagram divided into segments or "slices," each representing a specific percentage or proportion of data. The size of each pie slice signifies the relative amount of data it represents. The slices form a complete circle when joined together.

These charts are often used to show the distribution of data, such as market shares, population demographics, or survey results. The key challenge in describing pie charts is presenting the data clearly and concisely while using the right vocabulary to explain the proportions accurately for a high IELTS band score.

4.1. A Step-by-Step guide for reporting a pie chart

You can use a range of languages to rank the largest and the smallest percentages:

Vocabulary	Example
Least popular	The **least popular** sport chosen by men was swimming, at 10%
Highest	The sector with the **highest percentage** of sport chosen by women was hockey, at 50%
Third place	Yoga was in **third place** with 12%
Bottom	Baseball was ranked **bottom**, at 5%
Ranked second	Rugby was **ranked second**, at 16%
Equally	Baseball and basketball were **equally** popular, at 25%
Most	The **most** popular sport overall was football, at 55%
Followed	The most popular sport overall was football, at 55%, **followed** by rugby at 30%
Came top	Football **came top** of the chart for women, with 20%

Let's see an example of how to answer a basic pie chart.

Useful vocabulary to write a percentage of a certain sector:

- sector X was 3%

- sector X made up 3%

- sector X accounted for 3%

- sector X comprised 3% of [the whole chart]

The two pie charts below show the percentages of industry sectors' contribution to the economy of Turkey in 2000 and 2016.

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

Contribution to the economy of Turkey by sector

2000

2016
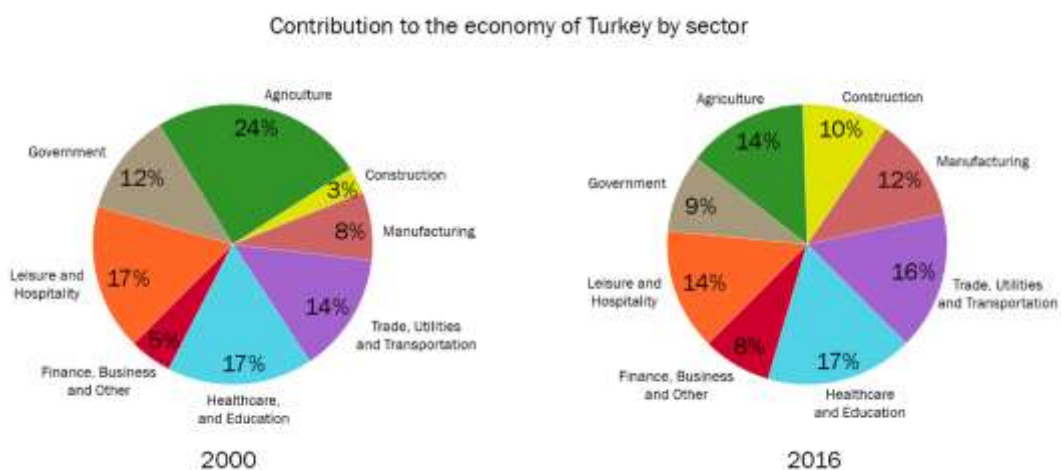
1) The first paragraph you write is an introduction. The introduction is 1 or 2 sentences, where you introduce your chart. In the introduction you have to paraphrase the information from your question and mention 2 important things:

1. what your graph shows
2. for what period of time

In our example the introduction will look like this:

The two pie charts illustrate how different industry sectors contributed to the economy of Turkey percentagewise in the years 2000 and 2016.

2) The second paragraph of your answer is a general overview, where you briefly describe 2-4 key features of your chart.

In our case there are two main options to describe key features:

* find the biggest and smallest slices of each pie chart
* find which slices became bigger/smaller or didn't change

Each option is fine, but don't write both of them because you have to keep your overview short. Let's look again at our pie charts and identify the biggest/smallest slices:
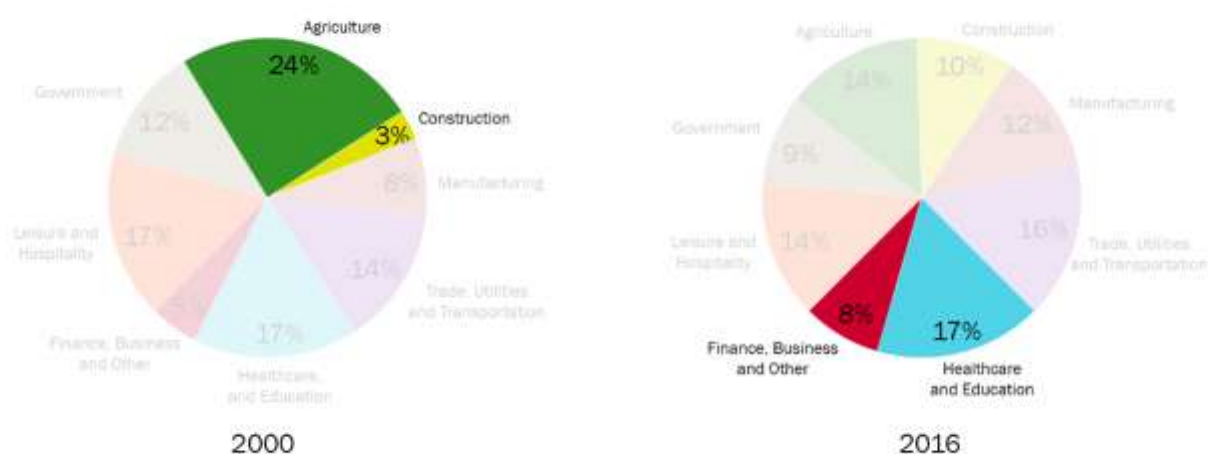
Now include the information you've gathered from the chart into your overview. Always start your general overview with the word overall:

Overall, at the beginning of the period construction contributed the least to the economy of Turkey and agriculture was the most significant economic sector. In comparison, at the end of the period healthcare and education became the largest economic segment and the lowest contribution was made by financial, business and other services.

3) The last part of your answer is specific details. You should group the specific details of your chart in 2 or 3 body paragraphs.

You can group data in such way:

- Sectors that had an increase (construction; trade utilities & transportation; manufacturing; finance, business and other services)
- Sectors that had a decrease or didn't change (agriculture; government; leisure and hospitality; healthcare and education)

In our case, paragraphs with specific details may look as follows:

Construction sector accounted for 3% of Turkey's economy in 2000, and experienced a more than threefold increase to one-tenth in 2016. Economic income from trade, utilities and transportation was 14% in 2000 and experienced a slight growth of 2% in 2016. At the beginning of the period, manufacturing and finance, business and other services made up 8% and 5% of Turkey's economy, respectively, and these figures rose to 12% and 8% in 2016.

Agriculture, which comprised almost a quarter of Turkey's economy in 2000, fell to 14% in 2016. In 2000 economic outputs from government and leisure and hospitality sectors were at 12% and 17%, respectively, and both decreased by 3% after 16-year period. In contrast, contribution from healthcare and education sector remained constant in both years at 17%.

4.2. Sample answers and tasks: pie chart

1) The charts below give information on the ages of the populations of Yemen and Italy in 2000 and projections for 2050.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.
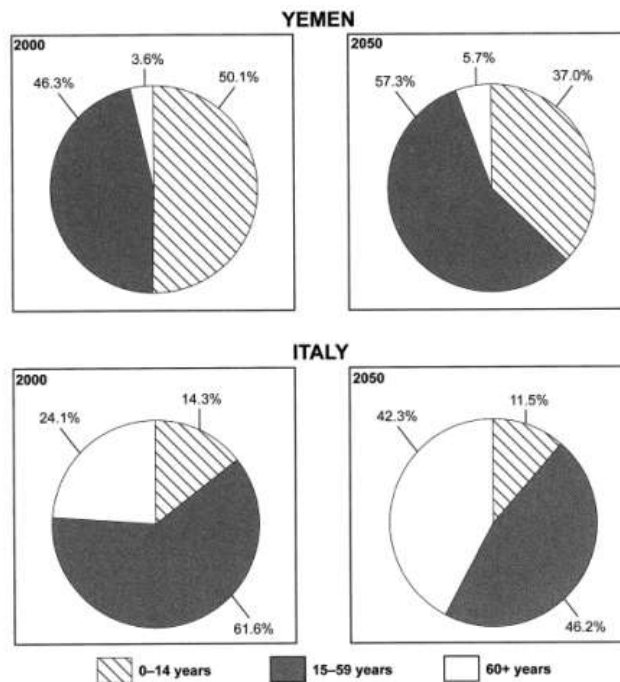
The pie charts illustrate the distribution of age groups in Yemen and Italy for the years 2000 and 2050.

Overall, the data reveals a notable contrast between the two countries. In both 2000 and the projected figures for 2050, individuals aged between 15 and 59 constitute the largest segment of the population, except for Yemen in 2000, where children represented the predominant group.

In 2000, Yemen's demographic profile was markedly youthful, with approximately half of the population falling into the 0-14 age bracket and over 40% in the 15-59 age range. This indicates a young population structure. Conversely, Italy's population in 2000 was significantly older, with seniors constituting 24.1% of the population and individuals aged 0-14 making up less than 20%.

Looking ahead to 2050, substantial demographic shifts are projected. Italy is expected to experience a considerable increase in the proportion of elderly individuals, with seniors rising sharply from 24.1% to 42.3%. In contrast, Yemen is anticipated to see a significant decrease in the proportion of young people, from 50.1% to 37.0%, while the percentage of middle-aged citizens will correspondingly rise.

(181 words)

2) The chart below shows the proportions of graduates from Brighton University in 2019 entering different employment sectors

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

Employment sectors of graduates from Brighton University, 2019

Charity 0.3%
Science & technology 7.3%
Sport 0.1%
Transportation and warehousing 7.8%
Other 2.8%
Civil service 5.6%
Education 14.7%
Service industries 33.0%
Politics & government 12.1%
Manufacturing industry 16.3%
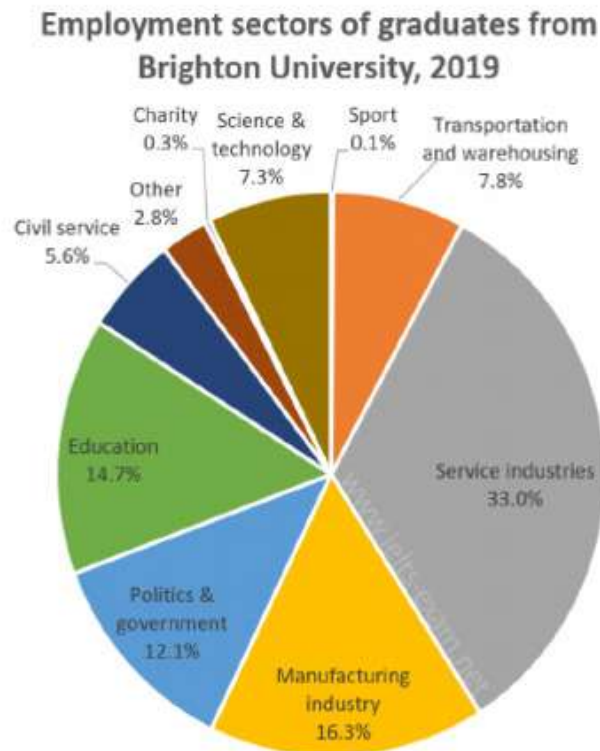
The given pie chart illustrates the distribution of employment choices among graduates from Brighton University in 2019, showing the percentage of alumni who pursued careers in various sectors after graduation.

Overall, the most popular sectors for employment are services, manufacturing, education, and politics/government, while sectors such as transportation, sport, science, charity, civil services, and others attract significantly fewer graduates.

The most prominent feature of the chart is the high proportion of graduates (33.0%) who sought employment in the service industry. This is by far the largest sector. The manufacturing industry follows with 16.3%, while education and politics/government employ 14.7% and 12.1% of graduates, respectively. Together, these four sectors account for just over three-quarters of the total graduate employment.

In contrast, the remaining six sectors, which include transportation, sport, science, charity, civil services, and others, collectively make up less than a quarter of the total. Notably, sport and charity are the least popular, attracting less than 1% of graduates combined.

(159 words)

3) The charts below show the average percentages in typical meals of three types of nutrients, all of which may be unhealthy if eaten too much.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.
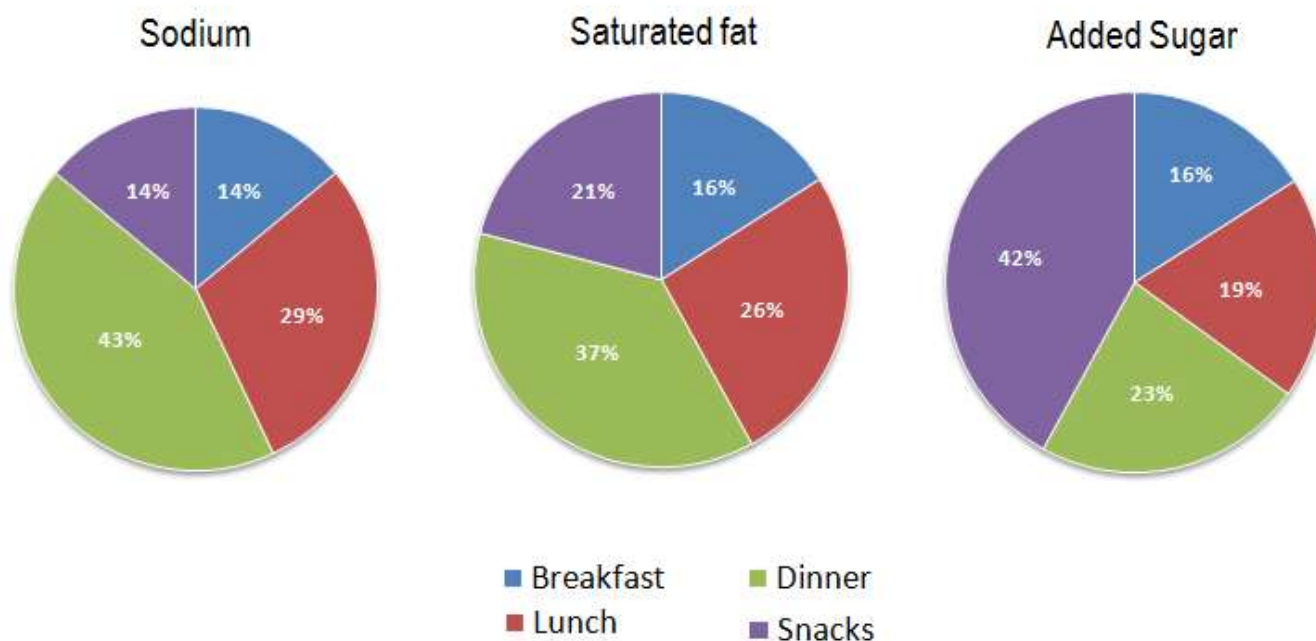
Please use the space on the next page for your writing!

_____ words

4) The pie charts compare ways of accessing the news in Canada and Australia.

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

Accessing the news in Canada and Australia

CANADA   AUSTRALIA

3%   2%

40%   37%

36%   52%

14%   7%   7%   2%

■ TV   ■ Radio   ■ Print   ■ Online   ■ Not specified
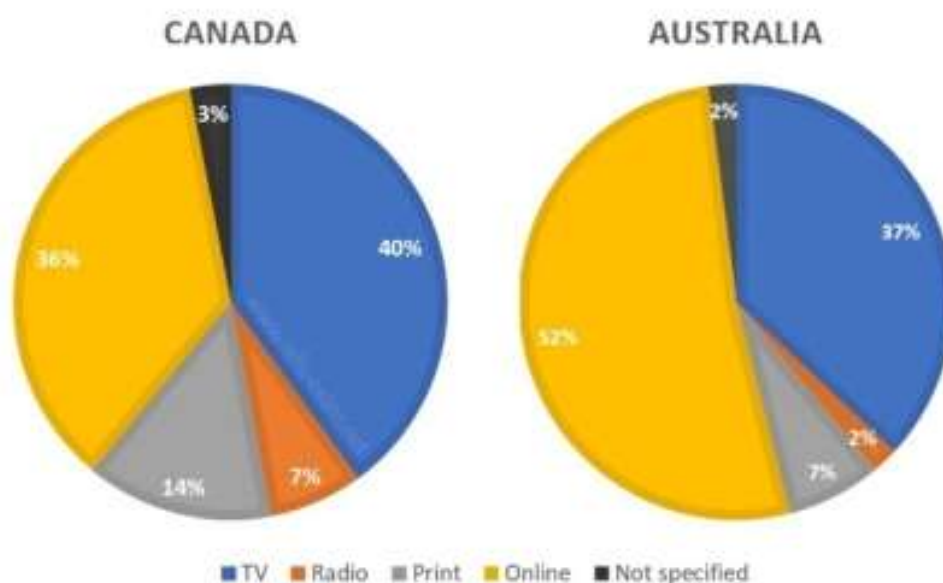
Please use the space on the next page for your writing!

_____ words

Sample answers for #3 & #4: pie chart

The pie charts illustrate the average percentage of three nutrients—sodium, saturated fat, and added sugar—in four types of meals consumed daily in the USA: breakfast, lunch, dinner, and snacks. Overconsumption of these nutrients can be harmful to health.

Overall, dinner emerges as the meal with the highest concentration of sodium and saturated fat, while snacks contain the most added sugar. In contrast, breakfast is the healthiest meal, with the lowest proportions of all three nutrients.

In detail, dinner accounts for the highest percentages of sodium and saturated fat, at 43% and 37%, respectively. However, the proportion of added sugar in dinner is comparatively lower, at 23%. Snacks, on the other hand, have a significantly high sugar content, making up 42% of the total, which is equal to the sodium content in dinner. Sodium and saturated fat in snacks constitute 14% and 21%, respectively.

Conversely, breakfast distributes the three nutrients more evenly, each comprising around 15%, making it the most balanced and least unhealthy meal. Lunch has a slightly higher nutrient content, with sodium at 29%, saturated fat at 26%, and added sugar at 19%, but it still remains healthier than dinner and snacks.

(193 words)

The two pie charts illustrate the percentage of ways people access the news in two countries, namely Canada and Australia.

Overall, in Canada, TV news accounts for the highest proportion of news consumption. In contrast, online news constitutes the vast majority of news access in Australia.

In Canada, TV news comprises around 40% of news access, while in Australia, it accounts for approximately 37%. A contrasting trend emerges when examining online news in the two countries: in Canada, online news is the second most popular choice, at around 36%, whereas in Australia, it is the most preferred option, comprising 52%.

Regarding other forms of news, printed news in Canada represents 14%, which is double the figure in Australia. The percentage of individuals accessing radio news fluctuates between the two countries, with Canada at 7% and Australia at 2%. Finally, the category for unspecified news ranks as the lowest, with 3% in Canada and 2% in Australia.

(156 words)

Day 6/9

Chapter 5. Table

Tables sometimes show up in Academic Task 1 writing, so you need to be prepared just in case you get one. You will need to use the language of comparisons, and if the data changes over time, use trends language. Spend a couple of minutes analyzing the task first.

The most important point to remember with IELTS Academic writing task 1 is that you have to be selective, especially if there is a lot of data in the chart, graph or table. This means that you do not need to write about every piece of data. Grouping the data is another key skill that is needed here.

5.1. A Step-by-Step guide for reporting a table

Here is an example of a table. How would you answer the questions below this table?

The table shows data about underground railway systems in six major cities with date opened, kilometres of route and passenger numbers per year in millions.

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

City	Date opened	Kilometres of route	Passengers per year (in millions)
London	1863	394	775
Paris	1900	199	1191
Tokyo	1927	155	1928
Washington DC	1976	126	144
Kyoto	1981	11	45
Los Angeles	2001	28	50

How would you paraphrase the introduction?

What would you put in the overview?

What tense is going to be used to describe the data?

What information from the table stands out?

Are you going to use the language of change? or comparisons? or both?

Is it possible to group the information?

Let's take a look at how we would answer these questions now.

Paraphrasing the Introduction

For the writing tasks in IELTS, it's necessary to re-write the introduction in your own words while keeping the same meaning (paraphrasing). You will need to have good vocabulary for this but not everything needs to be paraphrased. Using synonyms and changing the sentence structure are two ways to indicate success.

Original Task

- The table shows data about underground railway systems in six major cities with date opened, kilometers of route and passengers per year in millions.

Paraphrased Version

- **The table illustrates information concerning the opening dates, kilometers of route, and number of passengers per year of subways in six large cities.**

Writing the Overview

Having an overview for academic writing task 1 is very important for a good band score. In the overview, you need to summarise the trends and features. You have to be selective here if the table has a lot of data. Do not write about everything. Pick out the main features.

Do not mention percentages, details or numbers here. Pick out the key features of the table. The place for the details is the main body paragraphs. Just remember there should never be a conclusion for academic task 1 writing.

Overview

- **Overall, London and Paris have the oldest underground train systems with far longer routes compared to Los Angeles and Kyoto. Passengers numbers for Tokyo are the highest, whereas Kyoto indicates the lowest number of yearly passengers and the shortest routes.**

I chose 5 cities here. London and Paris have the **oldest** underground train service, LA the **newest**, Tokyo the **highest** passenger numbers and Kyoto the **lowest** amount of passengers and **shortest** kilometers of route.

I picked out 4 main features here. The language of comparison is also used here: the **oldest**, the **highest**, the **lowest**, the **shortest**.

Main Body Paragraphs

What information stands out?

- The age of the networks: London being the oldest and LA the newest.
- Kilometres of route: London the longest, Kyoto the shortest.
- Passengers per year: Tokyo the highest, Kyoto the lowest.

These are key pieces of information that must be included in the body paragraphs. You can also compare this information to the other cities by using the language of comparison.

Grouping the information

I can see from the table that there are 3 cities with railway systems that are very old (London, Paris, Tokyo) and 3 cities that have a newer system (Washington DC, Kyoto, LA), so I will use those groupings in my body paragraphs.

In body paragraph one, I will write about the 3 older railway networks. In body paragraph 2, I will write about the newer railway systems.

Always take time to analyze the chart or graph in task 1 and decide how you can group the information. This is an important skill in IELTS writing task 1 and will help you get a better band score.

The main tense, in this case, is the present tense and the passive voice highlighted in red. We will be comparing the cities and passenger numbers as well as kilometres of railway. Comparatives and Superlatives should also be used in the body paragraphs, which are underlined in green.

The London Underground, which was opened in 1863, is the oldest network. It is also the most extensive with 394 kilometres of route. As for Paris, the underground was opened in 1900 and is approximately half the size and serves more passengers. Tokyo's system is the busiest with 1928 million passengers yearly; however, when compared with London, it has a much smaller route at 155 kilometres.

Regarding the three more modern networks, Washington DC was completed in 1976 and has the longest route. In comparison, Kyoto has only 11 kilometres of route and the lowest passenger numbers of all the cities with 45 million passengers yearly. Following this, Los Angeles, which was opened in 2001, has 28 kilometres of track and serves 50 million passengers per year."

There are some relative clauses here that make complex sentences:

"The London Underground, which was opened in 1863, is the oldest network."

"Los Angeles, which was opened in 2001, has 28 kilometres of track and serves 50 million passengers per year."

5.2. Tips for table

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

• Try to write 4 paragraphs - introduction, summary of main points, 2 detail paragraphs.

• Before you start writing, highlight some key numbers. Choose the biggest number in each category in the table (i.e. in each column and row). If the table shows years, look for the biggest changes in numbers over the time period. You could also mention the smallest numbers, but you can ignore 'middle' numbers (neither biggest nor smallest).

• For your summary paragraph, try to compare whole categories (columns or rows) rather than individual 'cells' in the table. If you can't compare whole categories, compare the biggest and smallest number. Write 2 sentences for the summary.

• In your two 'details' paragraphs, never describe each category (column or row) separately. The examiner wants to see comparisons. Try to organise the numbers you highlighted into 2 groups - one for each paragraph (e.g. highest numbers for all categories together, and lowest numbers together).

• Describe / compare the numbers you highlighted - include at least 3 numbers in each paragraph.

• Use the past simple for past years, and 'will' or 'is expected/predicted to' for future years. If no time is shown, use the present simple.

5.3. Sample answers and tasks: table

1) The table below gives information on internet use in six categories by age group.

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

Internet activities by age group

Percentage %	Age groups						
	Teens	20s	30s	40s	50s	60s	70+
Use e-mail	90	91	93	94	95	90	91
Online games	80	88	36	25	20	27	29
Download music and videos	52	46	27	15	13	8	6
Travel reservations	0	51	74	65	60	58	61
Online purchase	39	67	69	67	65	64	40
Searching for people	3	30	33	26	25	27	31

The table illustrates the usage of internet by different age groups in six classes.

Overall, the data outlines variations in internet activities among different age groups, with certain activities showing a general trend of increase or decrease as age increases.

Looking at the data, it is apparent that the percentage of individuals engaging in online games decreases with age. Teens and individuals in their 20s have higher participation rates at 80% and 88% respectively, which significantly drops to 25% and 20% for those in their 40s and 50s. Interestingly, there is a slight increase to 27% for the 60s age group, followed by a small rise to 29% for the 70+ category.

Furthermore, the data indicates a notable rise in travel reservations with age, peaking at the 30s and 40s age groups at 74% and 65% respectively. However, there is a decline in this activity among older age groups. Online purchases also follow a similar trend, with the highest percentage found in the 30s age group at 69% before slightly dropping in the subsequent age groups. In contrast, searching for people online does not exhibit a clear pattern across age groups, with percentages varying slightly between 3% to 33%.

(199 words)

2) The table shows forested land in millions of hectares in different parts of the world.

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

	Forest Area (000,000 ha)		
	1990	**2000**	**2005**
Africa	749	709	691
Asia	576	570	584
Europe	989	998	1001
North America	708	705	705
Oceania	199	198	197
South America	946	904	882

The table shows the amount of forested land (in millions of hectares) in various world regions, including Africa, Asia, Europe, North America, Oceania, and South America over three years.

Overall, Europe had the most forested land in all three years. While the forest areas in Europe and Asia grew, the other regions showed a decline.

In 1990, Europe had the largest area of forest, with 989 million hectares, which was 413 million hectares more than Asia. By 2005, Europe's forested land had increased to over 1,000 million hectares. Similarly, Asia's forested area rose from 567 million hectares in 1990 to 584 million hectares in 2005, even though it had a slight drop between 1990 and 2000.

In the other regions, North America had about 708 million hectares in 1990, which was much more than Oceania's 199 million hectares. By 2005, North America's forested land dropped by 3 million hectares, and Oceania's decreased by 2 million hectares. Africa also saw a significant decrease, with over 50 million hectares lost between 1990 and 2005.

(172 words)

3) The table below shows the changes in exports in HK billions between 2009 and 2010.

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

$HK billions	2009	2010	Changes
Equipment	10.3	11.6	13%
Telecommunications	7.9	12.7	61%
Clothing	6	5	-17%
Manufacturing	5.5	4	-27%
Metals	2.3	5.1	122%
Overall	32	38.4	20%

The table details the rise and fall of exports in billions of Hong Kong dollars from 2009 to 2010.

Looking from an overall perspective, it is readily apparent that exports displayed an upward trajectory in all categories except clothing and manufacturing. Telecommunications and metals rose the most, with the former and equipment constituting the most substantial export quantities overall.

In 2009, equipment and telecommunications were the largest exports at 10.3 and 7.9 $HK billions, respectively. By 2010, Telecommunications had overtaken equipment with a 61% surge to 12.7, while equipment grew marginally by 13% to 11.6.

In terms of less robust exports, both clothing and manufacturing declined slightly (from 6 to 5 and 5.5 to 4, in turn), while this trend was reversed for metals, which more than doubled to 5.1 $HK billions. General growth was reflected in an increase for exports in the aggregate of 20% and a total figure of 38.4 $HK billions.

(154 words)

4) 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.

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)
Switzerland	15	47
UK	1	5.5
Belgium	0.6	4
Sweden	1.8	1
Denmark	2	0.9

Please use the space on the next page for your writing!

_____ words

5) The table below gives information on consumer spending on different items in five different countries in 2002.
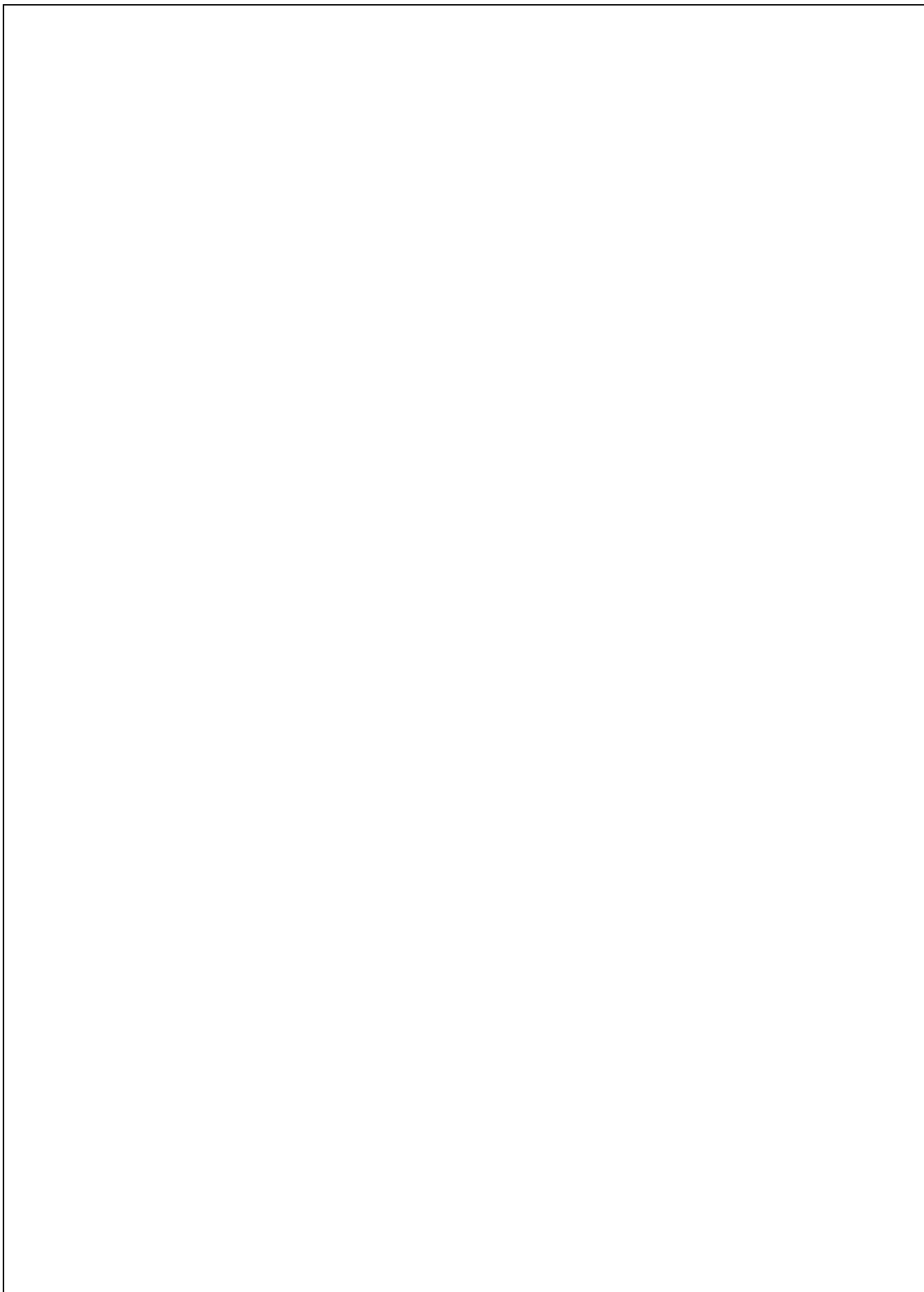
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

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

Percentage of national consumer expenditure by category - 2002

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

Please use the space on the next page for your writing!

_____ words

Sample answers for #4 & #5: table

The tables compare the revenue generated from the sales of Fairtrade-labeled coffee and bananas in 1999 and 2004 across five European countries.

Overall, there was a significant increase in sales of both commodities in most countries over the five-year period, with the notable exceptions of banana sales in Sweden and Denmark. By 2004, the UK had emerged as the largest market for both coffee and bananas, outpacing all other countries in terms of revenue.

Looking at coffee sales, Switzerland led in 1999 with earnings of 3 million euros, followed by Denmark and the UK, which generated 1.8 million and 1.5 million euros respectively. Sweden had the lowest sales at 0.8 million euros. By 2004, the UK's coffee sales skyrocketed to 20 million euros, making it the top earner. Other countries saw more modest increases, ranging from 0.2 to 3 million euros.

In terms of banana sales, the UK consistently dominated, starting at 15 million euros in 1999 and tripling to 47 million euros by 2004. Switzerland and Belgium also saw substantial growth, reaching 5.5 million and 4 million euros respectively. Conversely, sales in Sweden and Denmark declined by approximately 1 million euros each over the period.

(196 words)

The given table compares the percentages of money spent on different types of goods and services in five different countries during the year 2002.

Generally speaking, consumer spending was highest on Food/Drinks/Tobacco and lowest on Leisure/Education in all countries.

Among the five countries, people of Turkey, Spain, and Ireland spent the most on the first category. Turkish people, accounting for 32.14%, came first in the rank, followed by the Irish and the Spanish, at 28.91% and 18.80%, respectively. On the other hand, Leisure/Education took up the lowest percentages in Ireland and Spain, at 2.21% for the former and 1.98% for the latter. Regarding clothing/footwear, consumer spending was similar at 6.43%, 6.51% and 6.63% in Ireland, Spain, and Turkey, respectively.

Italian and Swedish people spent the least on Food/Drinks/Tobacco compared to the other three countries, at 16.36% and 15.77%, respectively. For clothing/footwear, the percentage of money spent by Italian consumers was recorded at the highest, at 9%, and the lowest was for people of Sweden, accounting for 5.40%. Interestingly, the expenditure in leisure activities and education in Sweden and Ireland, at 3.22% and 3.20% respectively, came second and third, compared to the highest in Turkey, at 4.35%.

(196 words)

Day 7/9

Chapter 6. Map

Describing a map in IELTS Writing Task 1 requires you to describe and comment on a given map in English with a minimum of 150 words in approximately 20 minutes. This type of IELTS Writing Task 1 question is considered quite difficult, requiring multiple skills and causing hesitation for many IELTS candidates.

Type 1: Time-based map

The task will provide two or more maps and require identification of the development of a city, building, or specific area over the years. Your mission is to identify and describe the changes or constants, advancements or regressions, between regions on the map across different periods such as past-past, past-present, and present-future.

Example:
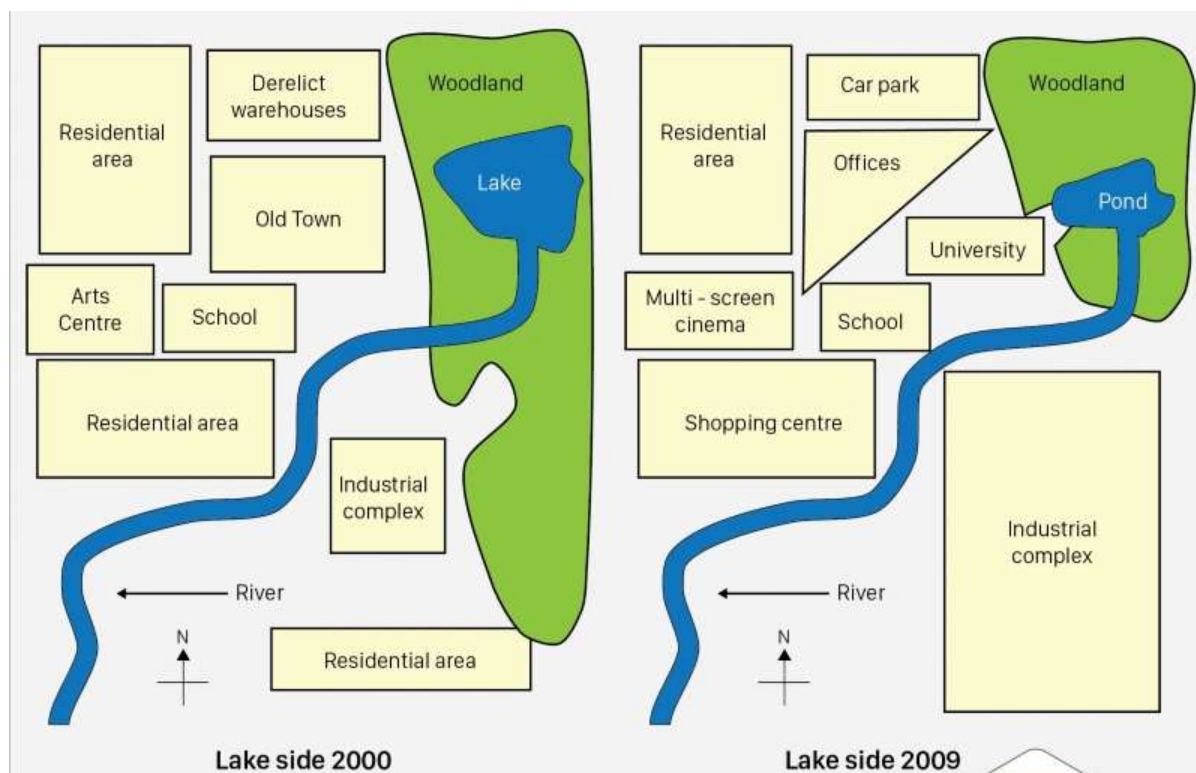
A map illustrating the evolution of the Lakeside area from 2000 to 2009

In the example above, you must describe how areas such as schools, lakes, art centres, historic districts, etc., have changed from 2000 to 2009.

Type 2: Time-invariant map

This type of task consists of a single map describing a location, area, or region without changes over time. Your duty is to compare two areas, S1 and S2, on aspects such as

geography, weather, population, infrastructure, etc., to decide where to build establishments like restaurants, schools, eateries, etc.

Example:
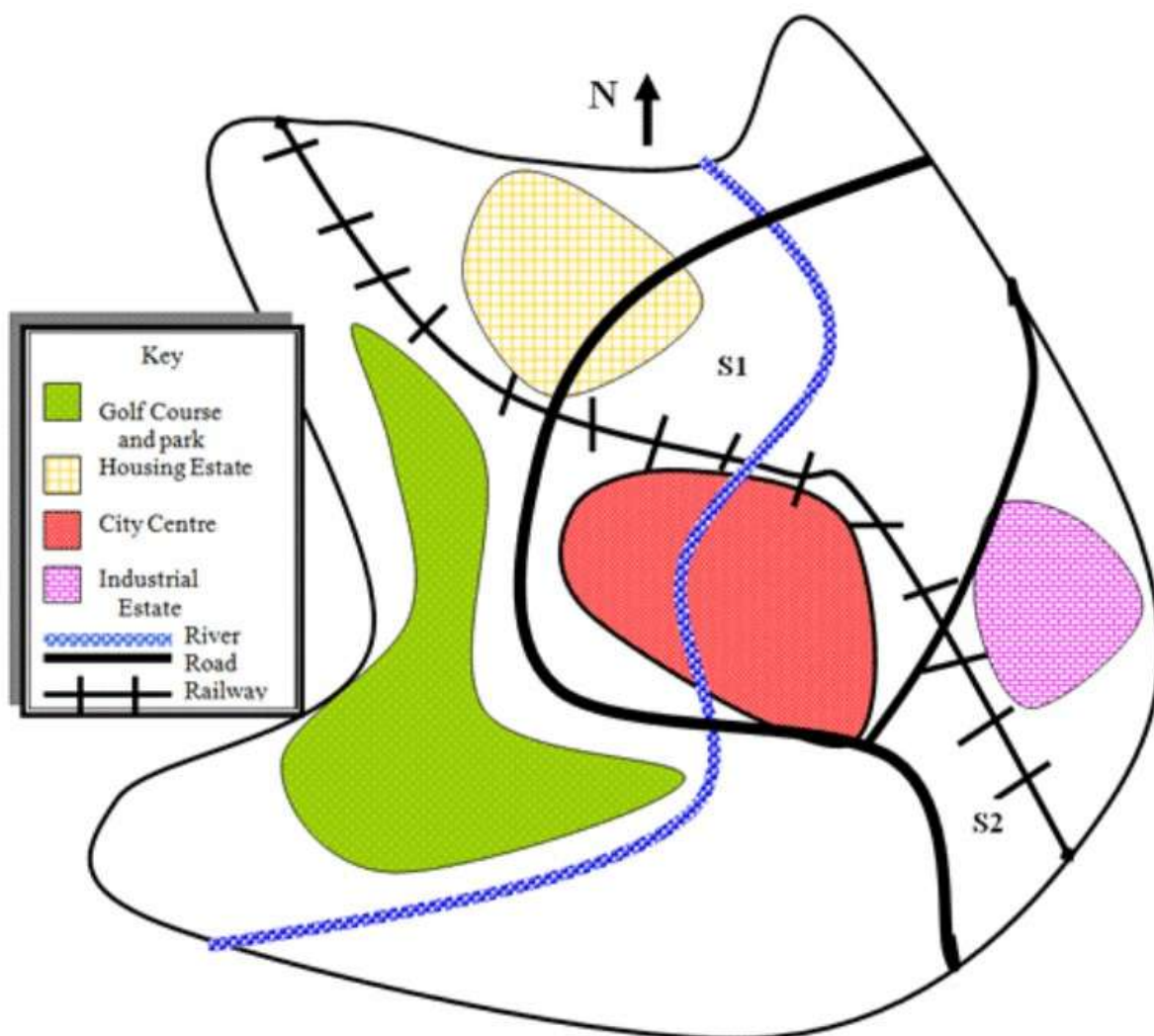
A map without time changes to compare between two areas, S1 and S2

6.1. Vocabulary for describing maps

The following table provides useful phrases and vocabulary for describing locations, along with example sentences demonstrating their usage. These expressions will help you convey relationships between different areas, enhancing the clarity and coherence of your responses.

| Phrases and vocabulary	Example sentences
to the north of/north of	The marsh is **north of** the hotel = The marsh is **to the north of** the hotel.
to the south of/ south of	The hotel is **to the south of** the marsh = The hotel is **south of** the marsh
to the east of/ east of	The forest **to the east of** the river was completely cut down. = The forest **east of** the river was completely cut down.
to the west of/ west of	The factory **to the west of** the school **was flattened** and relocated. = The factory **west of** the school **was flattened** and relocated.
north east of / to the north east of north west of / to the north west of south east of / to the south east of south west of / to the south west of	The sand dunes are **north east of** the tea room. The industrial area **to the south west of** the station was expanded. The shopping centre is relocated **to the south west of** the town, which has a population of 50,000.
in the west in the east in the north in the south	Most of the town's buildings are concentrated **in the north.** There were many shops **in the east.**
on the south side of on the north side of on the east side of on the west side of	Shops **on the south side of** the current main road will be maintained in the future. The trees **on the east side of** the river were cut down and a new office block was built. The shops **along the north side of** the new pedestrian street will be demolished to make way for a bus station.
Northern Southern Eastern Western Southeast Northeast Southwest Northwest	The house faces **northwest**. The **northern** area is rarely countryside, while the **southern** area is filled with houses. There is a school at the end of the fork road **in the southwest corner** and a park **in the southeast area**. Most factories are located **on the northeast side of** the town.

Compass
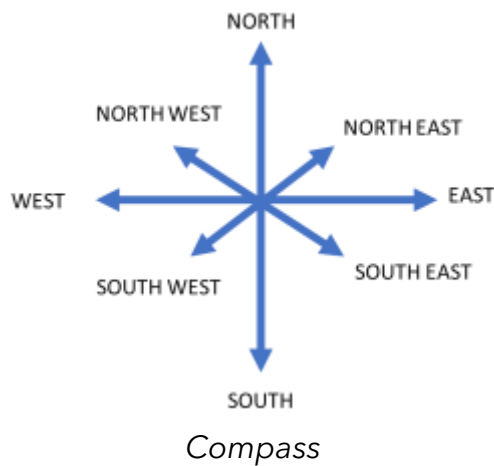
When describing maps, it is essential to utilize a variety of vocabulary that effectively conveys the characteristics of places, their locations, and the actions taken to alter them. The following categories outline useful words that can enhance your descriptions and provide clarity in your writing.

Category	Words
WORDS THAT DESCRIBE THE PLACES	
Nouns	building, housing, business, region, forest, river, lake, entrance, exit, road, bridge, complex, district, facility
Adjectives	larger, smaller, longer, shorter, urban, rural, crowded, broad, narrow
WORDS THAT DESCRIBE THE LOCATIONS OF PLACES	
Compass words	north, east, south, west, northeast, southwest, etc. (Note: Up is north, down is south, left is west, right is east)
Directional words and prepositions	left, right, above, below, inside, around, adjacent, near, opposite, across from
WORDS THAT DESCRIBE ACTIONS AND CHANGE	
built, constructed, replaced, extended, removed, expanded, demolished, renovated, newly, mostly, significant, substantial	

You can also convert many of the verbs above to nouns to **describe changes in maps using the structure the + noun + of + noun.** For example:

Verb	Noun	the + noun + of + noun
Introduce	Introduction	The introduction of shared bikes...
Modernise	Modernisation	The modernisation of the bus station...
Expand	Expansion	The expansion of the library...
Redevelop	Redevelopment	The redevelopment of the city centre...
Pedestrianise	Pedestrianisation	The pedestrianisation of the city...
Extend	Extension	The extension of the road...
Remove	Removal	The removal of the old train station...
Convert	Conversion	The conversion of offices to flats...

If you are using the construction the + noun + of + noun you need to introduce it with a linking phrase to complete the sentence. For example:

- *The last few years have seen <u>the conversion of offices</u> to flats.*

- *<u>One noticeable improvement</u> is the redevelopment of the city centre.*

- *<u>A further change</u> is the extension of the bus station.*

- *<u>An interesting development</u> is the pedestrianisation of the city.*

- *<u>Another change</u> has been the expansion of the library.*

- *<u>A significant development</u> is the removal of the shared bikes.*

Here are some common verbs that are useful when describing **different types of changes** in maps:

Bigger	Add	Take away	Changes
Extend	Open	Demolish	Make into
Expand	Introduce	Take Away	Redevelop
Enlarge	Erect	Remove	Modernise
Add to	Construct	Pull down	Replace
Develop	Build	Knock Down	Convert
Grow	Boost	Dismantle	Make into

To give accurate information about the maps, you need to include the **location** in which the changes have occurred. For example:

Compass directions (if the map has a compass)

- If we look at the north-west of the city...

- Regarding the north-east of the city...

- ...to the east of the city...

- ...to the west of the river...

- ...on the north/south/east/west side of the river...

Top/Bottom or Left/Right (if the map does not have a compass)

- ...in the top right hand corner of the map

- ...at the bottom left...

To develop cohesion in your report you can use **linking phrases to introduce areas** such as:

- *Regarding the north/south/east/west of the city...*

- *With respect to the top/bottom of the map...*
- *At the bottom left...*
- *As regards the city centre...*

How to write a map essay in IELTS involves a simple 5 step process:

1. Get Fluent in Basic IELTS Map Vocabulary

Develop your skills and knowledge for words that describe places, where places are located in relation to each other, and how places change in IELTS Writing maps. The lists I've provided are a great place to start.

2. Understand The Objectives

To tackle the challenge of describing a map for the exam, you must understand the objectives of the task at hand. Importantly, while 75% of your score represents your linguistic performance (coherence and cohesion, vocabulary, and grammar), 25% depends on your achievement of the task.

Earning a high band score for task 1 completion is awarded for a "clear overview of main trends, differences, or stages." If a clear overview cannot be achieved, you must *minimally* highlight the key features related to the prompt.

With this in mind, check out the image below:

If we want to consider key features or trends, it wouldn't be enough to say that there are rides, recreational areas, and places where goods can be purchased. This doesn't provide any overviews; it simply lists elements. **Noting patterns and overall "trends" requires looking at the bigger picture, not isolated elements.** An overview might point out instead that rides and tours tend to be farther from the parking area (i.e. the roller coaster, Ferris wheel, and magic castle), and that places where visitors can rest are closer to the theme park entrance (i.e. the food court and the playground/picnic area).
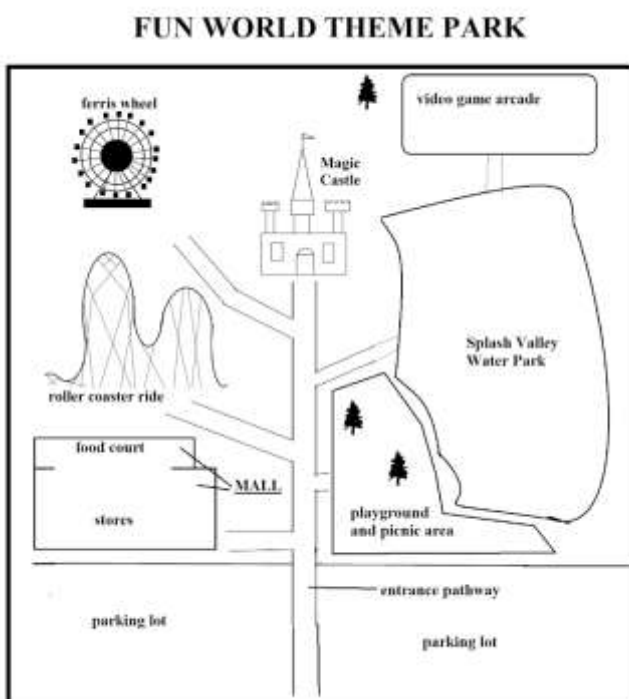
But you probably won't be given an image and simply told, "describe it." Instead, you will be given a specific task, and you will use the information in the image to complete it. For example, for the image above, the full task is actually to describe the key features and differences between the current layout of the theme park, and the way the theme park will look after some planned future changes.

3. Go Beyond Naming

Ultimately, your task requires more than mere description. While nouns are obviously important (for naming various structures and natural elements and their basic positions on the map), task completion involves more than listing items. Describing trends, differences, or stages requires noting the relationship among elements and between images for comparison. Remember, there's far more to IELTS Writing Task 1 vocabulary than just the names of things.

Imagine that your task is to examine before and after illustrations of a neighborhood over the course of a century.
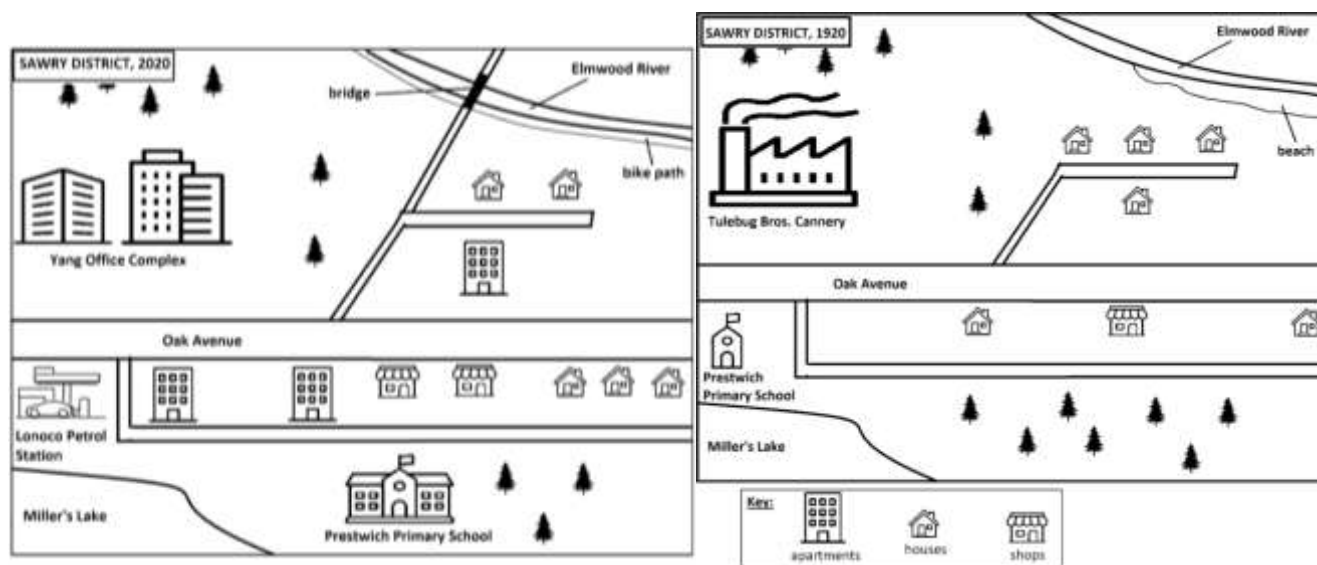
For this task, it is clearly not enough to name what is new. **Don't just describe what's there, describe the _relationship_ between what's there.**

For example, do not simply say "there is an office complex that wasn't there before." What relationship does this have to the big picture? Remember, you must be able to provide an _overview_.

NO:	YES:
There was a cannery.	The cannery was along the northwest side of Oak Avenue.
There is a main road and side roads.	The main road is connected to side roads that are closer to the lake and river.

NO:	YES:
There is a petrol station.	There is a petrol station on the other side of the road from the Yang Office Complex.
There are two shops.	The main road currently has two shops between some apartment buildings and homes.
There was a smaller elementary school.	The smaller elementary school sat on the north side of Miller's Lake.

4. Describe the Changes Between the Two Maps

But, wait! Your overview shouldn't just mention elements and their relationship to one another. How are the elements that you're describing relevant to the prompt? **What changes have been made?** We must connect these observations to the before and after context, reflecting change:

- **The cannery along the northwest side of Oak Avenue was replaced by an office complex.**

- **The main road is connected to side roads that are closer to the lake and river. In the second map, the road that ended near the river now goes over the river via bridge.**

- **There is a petrol station on the other side of the road from the Yang Office Complex, where the elementary school had been on the older map.**

- **The main road currently has two shops, where previously there had been just one shop. These shops sit between the more recently constructed apartment buildings and an expanded set of homes.**

- **The smaller elementary school on the north side of Miller's Lake was expanded and moved to the east side of the lake.**

Now that's more like it! Always remember that the IELTS Writing Task 1 map comparison between the old and new features is *very* important.

5. Put These Skills Together into a Full Essay

At this point, you've mastered the basic vocabulary, made your descriptions of the places on the map more detailed, and learned to describe change between two maps. Of course, these are just a few of many ways you could describe the map above. Your final step is to apply all this knowledge to map essays of your own creation. Try writing your own essay about the map above, or create an essay based on our full set of IELTS Writing Task 1 practice questions.

Final Takeaways For Using IELTS Writing Task 1 Map Vocabulary

Main takeaways for using IELTS map vocabulary to compare and describe an IELTS map:

1.   Remember that the examiner is looking for *an overview with main points, not an exhaustive list of elements.* (Notice, for example that I didn't precisely quantify housing units, describe exact comparative distances, or give the exact names of every location.)

2.   Think of the **big** picture. Rather than focusing on what's there, think about how they're related to the overall developments.

3.   Don't forget your primary task – What changes have been made? What occurred, resulting in the differences you see?

6.2. Grammar for describing maps

Present Perfect Passive

The present perfect passive can be used to describe:

- To form the present perfect passive, use this structure:
  o **Structure: Subject + has/have + been + past participle**
- *Example: The trees in the city centre have been cut down and a new bus station has been built in their place.*

Past Simple Passive

- **Structure: Subject + was/were + past participle**
- *Example: The trees were cut down last year and a new bus station was built.*

Past Perfect Passive

- **Structure: Subject + had been + past participle**
- *Example: If you are describing two maps in the past, you can indicate that by 2020, the old train station had been removed.*

Relative Clauses

- A relative clause is a type of dependent clause that provides additional information about a noun.
- **Structure: Relative Pronoun + Verb**
- Usage and examples:
  o **Who**: Refers to people
  ▪ *Example: The building that was located in the top right corner of the map...*
  o **Which**: Refers to things
  ▪ *Example: The old bus station, which was located in the south of the city, has been removed.*
  o **Where**: Refers to places
  ▪ *Example: The place where the bank was located in 2000 changed in 2010, from the north to the south respectively.*

6.3. A Step-by-Step guide for describing maps

Step 1: Analyse the task

For all IELTS Writing Task 1 chart description questions, including maps, the first step is to analyse the task to determine what type of map it is and whether it involves time changes.

In particular, you need to focus on whether the chart depicts the past, present, or future to determine the tense and verbs to use accurately.

Step 2: Write the Introduction in the essay

Boost your IELTS Writing score by paraphrasing the prompt in the Introduction section. You can apply one of the following two suggestions:

Advice 1: Use <u>synonyms, antonyms</u>**, or different forms of words**

This method is more suitable for those with a strong vocabulary and the ability to use language flexibly.

During your learning process, always pay attention to enhancing your IELTS topic vocabulary and practising using new words smoothly and naturally.

Example: map = diagram; show = compare; succeed = become successful

Advice 2: Change the sentence structure without altering the meaning

In this case, you can use passive voice, active voice, dummy subject (It is + adj/V + to + V), or some sentence patterns with equivalent meanings.

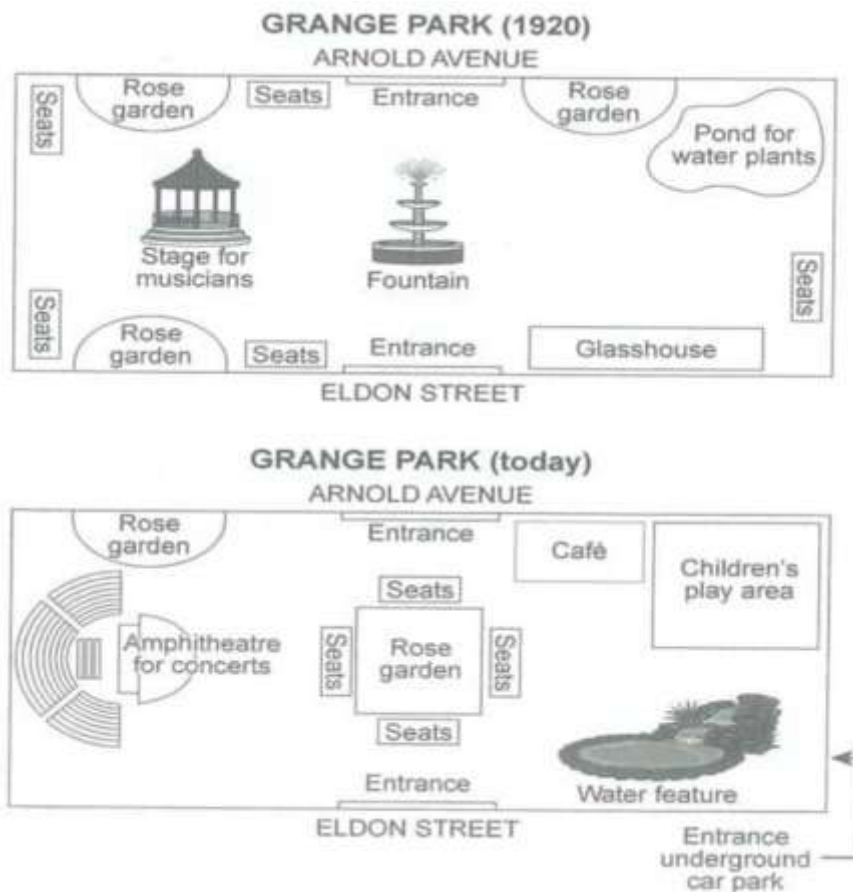- There + to be + a/an + Adj + Noun + in S + Number + Time

= S + V (indicating changes) + Adv + Number + Time

= Time + witness/show/experience + a/an + Adj + Noun + in S + Number

After practising the two recommendations, you can use some common introductory phrases such as:

- The maps + V + how changed + Time = The maps + V + the changes of + [Location] + Time, where:
  - V: show/illustrate/demonstrate
  - Time: over a [number of years]-year period from___ to___/ between___ and___
  - The given table presents/ witnesses/ shows
  - Using relative clauses
  - Using linking words such as "Even though", "Despite", "Because", "However"

Example of writing in map format for IELTS Writing Task 1:

GRANGE PARK (1920)
ARNOLD AVENUE

ELDON STREET

GRANGE PARK (today)
ARNOLD AVENUE

ELDON STREET

The map depicts the transformation of a public park from its inaugural opening in 1920 to its current state.

Task: The maps below show a public park that opened in 1920 and the same park today.

Sample introduction: The two maps illustrate various changes Grange Park has undergone since its opening in 1920 to the present.

Step 3: Write the overview for the essay

The Overview of your essay is the most crucial part of IELTS Writing Task 1; lacking it, regardless of how well the Body is written, may prevent the essay from scoring 5.0. The Overview for a map-type chart description task should highlight significant points over time (e.g. whether there are changes, developments, or regressions) of buildings, areas, or other distinguishing features between the two maps.

You should look at the maps and analyse them to answer questions like:

- Are there any noticeable or significant changes in this map?

- Are the areas or buildings in this map changing in a developmental or regressive direction?

- Why are those buildings or areas undergoing such changes?

Try to group the changes together. However, you should only write about 1-2 sentences analysing and describing important and noteworthy information that you've extracted from the map, instead of describing all information. This helps you to avoid wasting time and being deducted points for exceeding the word limit. Additionally, you should also use synonymous words to avoid repetition in the following sections.

Another note about how to do IELTS Writing Task 1 in Map format is to only mention prominent changes in the Overview, without delving deeper, as that is the task of the Body section.

Beginning: To help readers understand that this is the Overview of the essay, add words or phrases to assert at the beginning of the sentence, such as:

- Looking at the map/ As can be seen from the map/….
- In general/ Overall
- It is clear that
- Another notable feature is…

Describing changes:

You can use some of the following phrases and structures to write the Overview section:

- S + V + change [major changes/ striking transformations/ a significant modernization/ remarkable developments/]. V can be [see/ witness/ experience/ show/ display/present]
- Most noticeably, S + V → denote the most prominent changes. "Noticeably" is replaced by other words such as striking, conspicuous, prominent, remarkable, outstanding, salient,…

Example of how to write a map format in IELTS Writing Task 1:
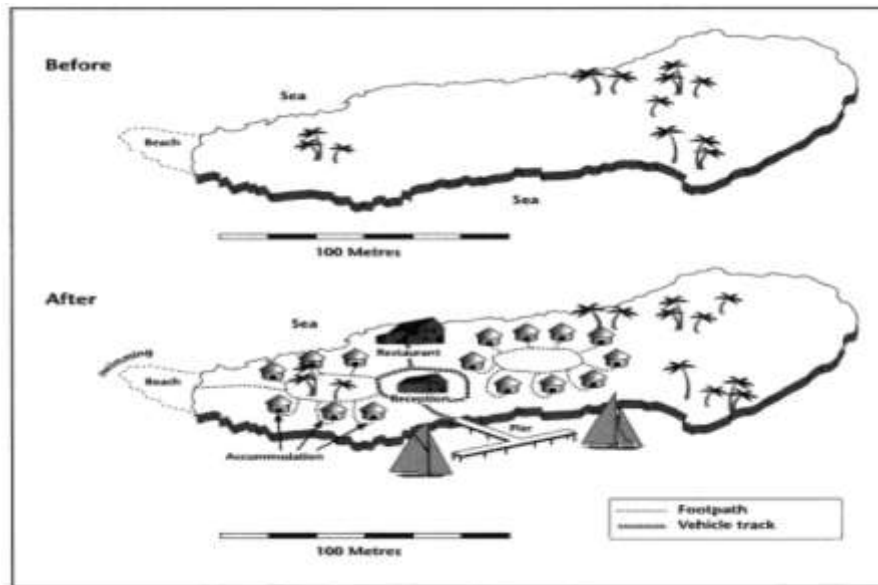
The map illustrates the transformation of an island from the past to the present.

Analysis of the map: As you can see on the map, the island has developed positively. Specifically, it has evolved from a deserted island into a location with numerous entertainment areas and full amenities due to the construction of new facilities.

Overview: *Overall, it is clear that the original wilderness of the island has been built and developed into a recreational place full of facilities.*

Step 4: Write Body 1&2 of the essay

The Body or main body paragraph is the soul of the Task 1 essay, largely determining your IELTS Writing band score.

Therefore, this section is crucial and demands a variety of skills along with a rich vocabulary. The main body typically consists of two paragraphs, each about 3-4 sentences long, which can be divided based on the two locations considered in the prompt or according to changes over two time periods.

In the Body section, all your skills in analysis, summarisation, synthesis, and interpretation will be demonstrated on paper for the evaluator. Note that merely writing is not enough; you will need to use fluent and precise language to earn high marks.

For each change, you need to be able to answer the following questions:

- What location is being described?
- Where is that location on the map?
- How has that location changed?

Example: *The entrance has also been relocated to the southwest corner of the building, next to the new reception desk and close to a new children's play area on the map.*

- Location being described: The entrance

- The location is situated: The entrance is located in the southwest corner of the building, adjacent to the new reception desk and near the new children's play area.

- The location change: The entrance has been moved to the southwest corner of the building.

6.4. Sample answers and tasks: map

1) These maps below show developments of Happy Valley shopping center between 1982 and 2012.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.
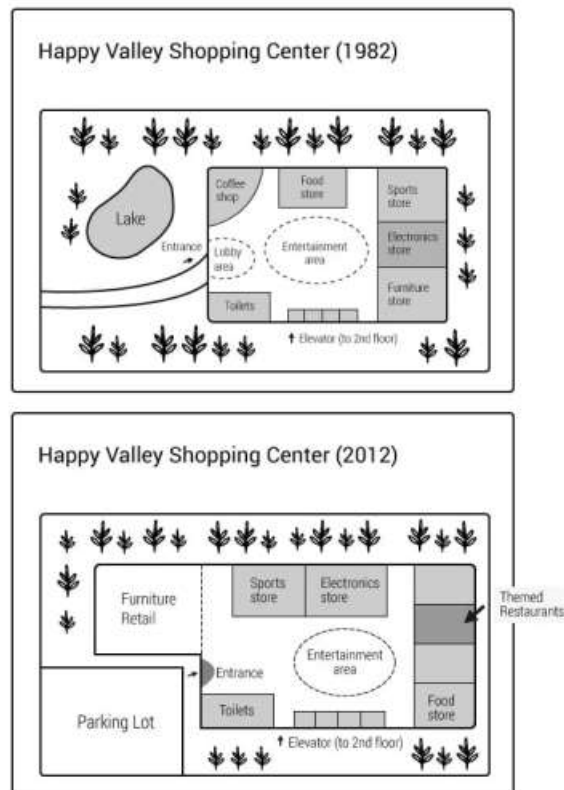
The shown maps demonstrate improvements to the Happy Valley shopping mall from 1982 to 2012.

Overall, the renewed shopping mall has a greater area than it used to have in 1982, with some modified landscaping.

Firstly, there is no longer a lobby area, but the entertainment area remains. However, the locations of stores changed; for example, electronics and sports stores were in the north in 2012, and before they were located opposite the entrance. The food store had the opposite relocation; even so, the number of stores increased. In fact, the shopping center in 2012 has themed restaurants next to the electronics and food stores.

When it comes to the landscaping of the shopping mall, the lake was dried out, and a furniture retail store was built in that place, which was in the stores section. Happy Valley removed the entrance pathway, replacing it with a large parking lot and cutting down some trees.

(154 words)

2) The plans below show a harbour in 2000 and how it looks today

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

Porth Harbour (in 2000)

Porth Harbour (today)
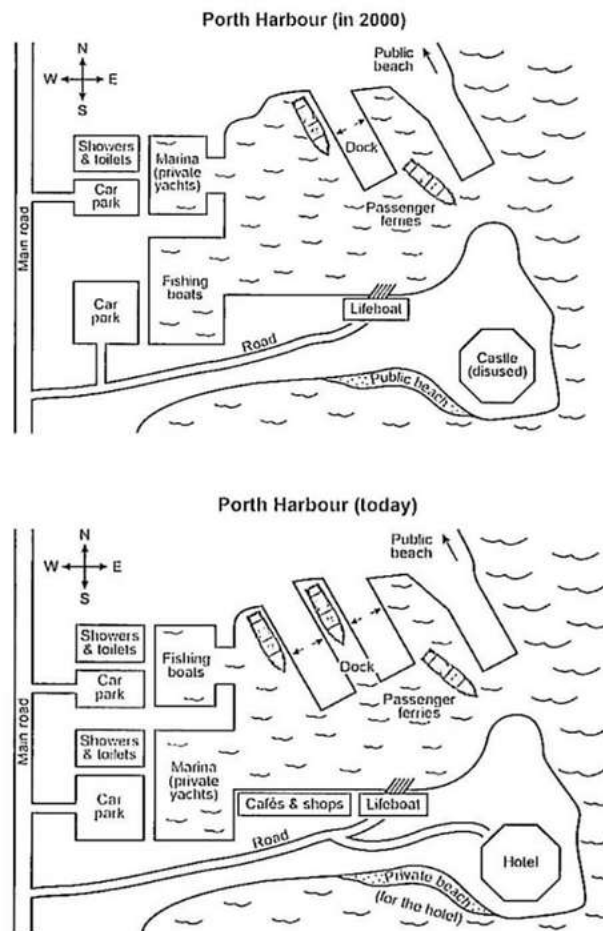
The maps illustrate Porth Harbour at present and over two decades ago, before changes were made to its layout.

Overall, it is clear that the harbour has been significantly modernised to include more tourist-friendly facilities and convenient infrastructure.

In the year 2000, there was one dock in the north of the harbour, right next to the public beach. While the beach has remained unchanged, another dock has been added. The marina located near the dock occupied the smaller sector in comparison to the fishing boat area; however, now these two facilities have been interchanged to provide more space for private yachts.

Another striking development is a disused castle on the eastern peninsular that has been renovated and turned into a hotel with an adjacent private beach and a road. It is notable that tourist flow has stimulated the construction of cafes and shops to the south-west of the hotel. Both car parks on the western side of the harbour now have showers and toilets and can be accessed from the main road.

(159 words)

3) 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.
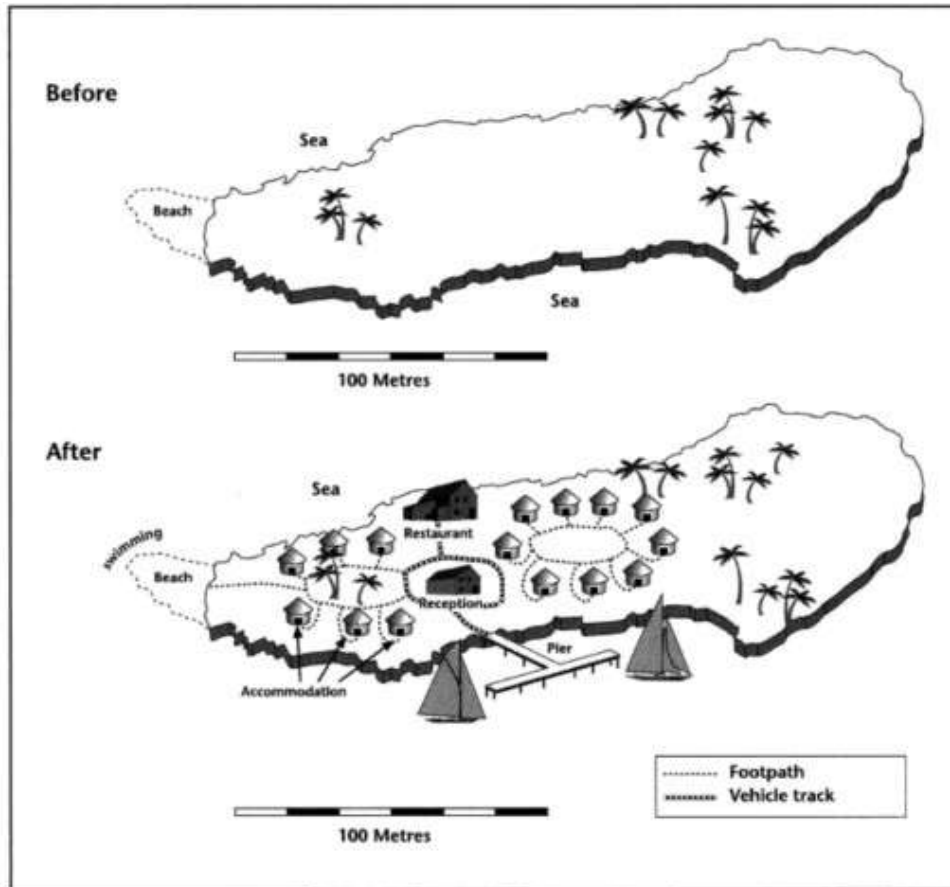
The two maps illustrate an island before and after the development of tourist facilities.

Before the construction, the island was largely undeveloped, with only a few palm trees and a beach on the western shore. The rest of the land was empty, with no visible infrastructure, and no paths or buildings.

After the development, significant changes were made to accommodate tourists. Several accommodations were built across the island, with two clusters of huts: one located to the west near the beach and another to the northeast. These accommodations are connected by footpaths, allowing easy access between the huts, the reception, and a newly constructed restaurant in the center of the island. Additionally, a pier was built on the southern coast, providing boat access for visitors. Vehicle tracks were also constructed, connecting the pier to the reception and the restaurant.

The beach area has been designated for swimming, and the natural environment, such as the palm trees, has been largely preserved. Overall, the island has undergone significant transformation, now offering a variety of tourist facilities while maintaining its natural features.

(179 words)

4) Below is a map of the city of Brandfield. City planners have decided to build a new shopping mall for the area, and two sites, S1 and S2 have been proposed.

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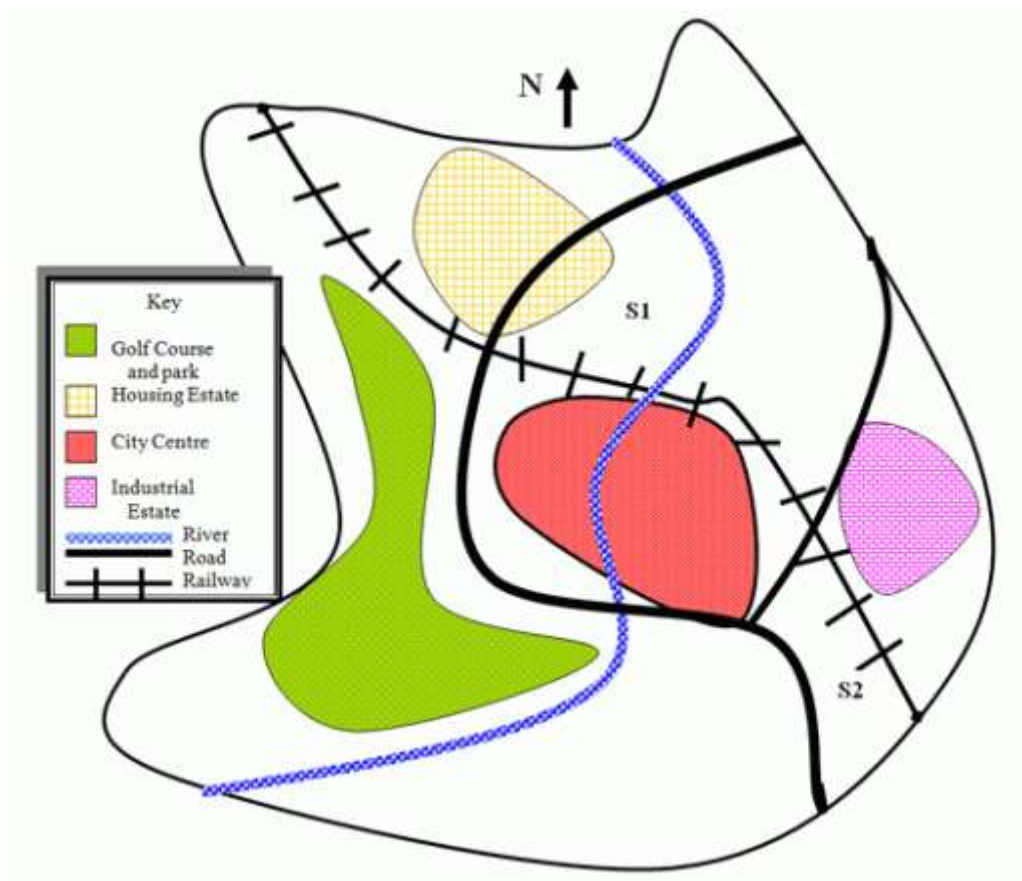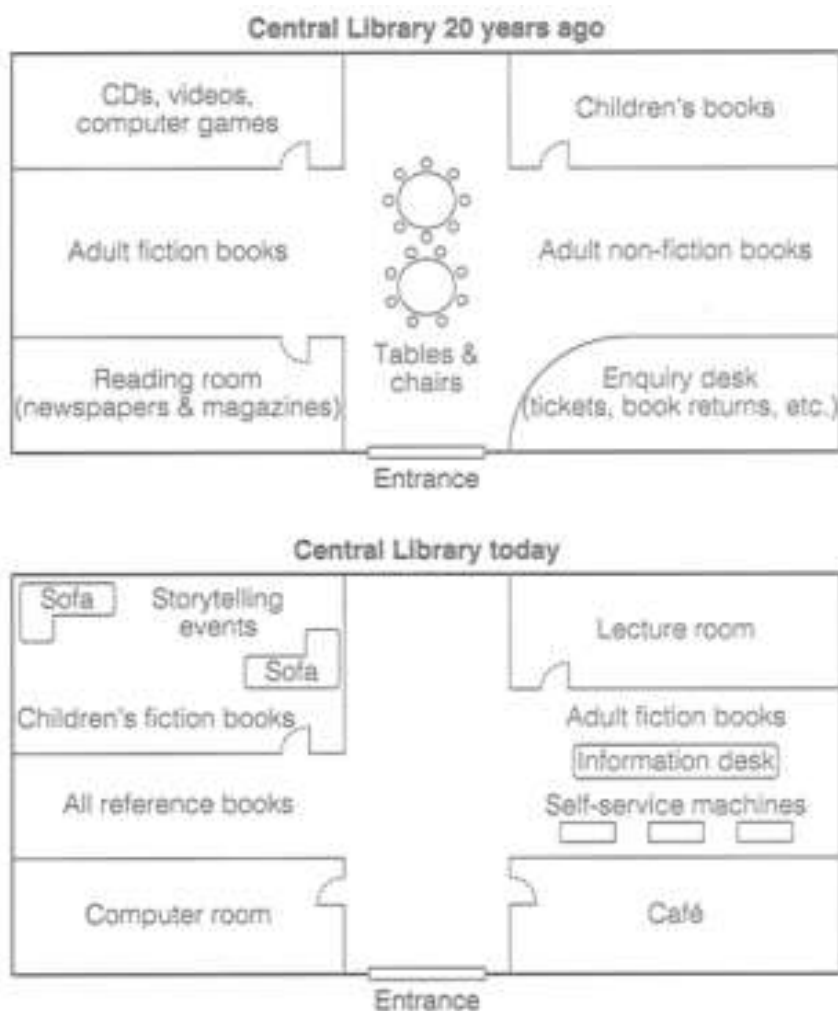

Please use the space on the next page for your writing!

_____ words

5) The diagram below shows the floor plan of a public library 20 years ago and how it looks now.

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

Central Library 20 years ago

CDs, videos, computer games		Children's books
Adult fiction books	Tables & chairs	Adult non-fiction books
Reading room (newspapers & magazines)		Enquiry desk (tickets, book returns, etc.)

Entrance

Central Library today

Sofa Storytelling events		Lecture room
Sofa		
Children's fiction books		Adult fiction books
		Information desk
All reference books		Self-service machines
Computer room		Café

Entrance

Please use the space on the next page for your writing!

_____ words

Sample answers for #4 & #5: map

The map shows two proposed locations, S1 and S2, for a new shopping mall in Brandfield. Both sites are situated near key areas of the city, each offering distinct advantages.

Site S1 is located north of the city center and is surrounded by a housing estate. It benefits from good transportation links, being close to a railway, road, and river, which makes it easily accessible. The proximity to residential areas could attract many customers, especially local residents and city center visitors.

Site S2 is positioned south of the city center and is closer to the industrial estate. This site is also well-connected with roads and a railway nearby, making it suitable for workers and commuters from the industrial zone. Although it is farther from the city center compared to S1, its location might support more practical, everyday shopping for people in this industrial area.

In conclusion, both sites are strategically located with potential to serve different groups: S1 could appeal more to residents, while S2 could cater more to industrial workers.

(171 words)

The provided map diagram illustrates the differences in the floor plan of a public library between 20 years ago and the current layout.

Overall, over the 20-year period, the public library has undergone dramatic changes.

The area previously dedicated to CDs, videos, and computer games has been redeveloped into a large space for storytelling events. This area has also been expanded, now including sofas and a section for children's fiction books. Nearby, visitors can find the reference books section. Additionally, the reading room for newspapers and magazines, which was located from east to west, has been demolished and replaced by a computer room. Tables and chairs that used to occupy the center of the library have also been removed.

On the right side of the public library, there is a lecture room located opposite the storytelling space and the children's book area. Behind it, the section for adult non-fiction books has been modernized and now houses adult fiction books. An information desk and self-service machines have been introduced in this area. The space that previously housed the enquiry desk, ticket services, and book returns has been transformed into a new café.

(191 words)

Day 8/9

Chapter 7. Process chart

The process chart is one of the most commonly asked questions in the exam. An IELTS process chart is a graphical/pictorial illustration of a cycle or a sequence of events that occur in a process. Whenever the IELTS Academic Writing Task 1 asks you to elucidate a process chart, you are expected to depict the chart and explain the sequence provided in the chart. Your IELTS band score is based on your comprehension of the process chart, the way you explain it, the aptness of the vocabulary, the construction of the sentences, and the soundness of IELTS Grammar.

Types of IELTS Process Charts

Two types of IELTS process charts are asked in Academic Writing task 1. The first one is a **Natural process**, and the second one is the **Manufacturing process.**

1. The Natural Process Chart
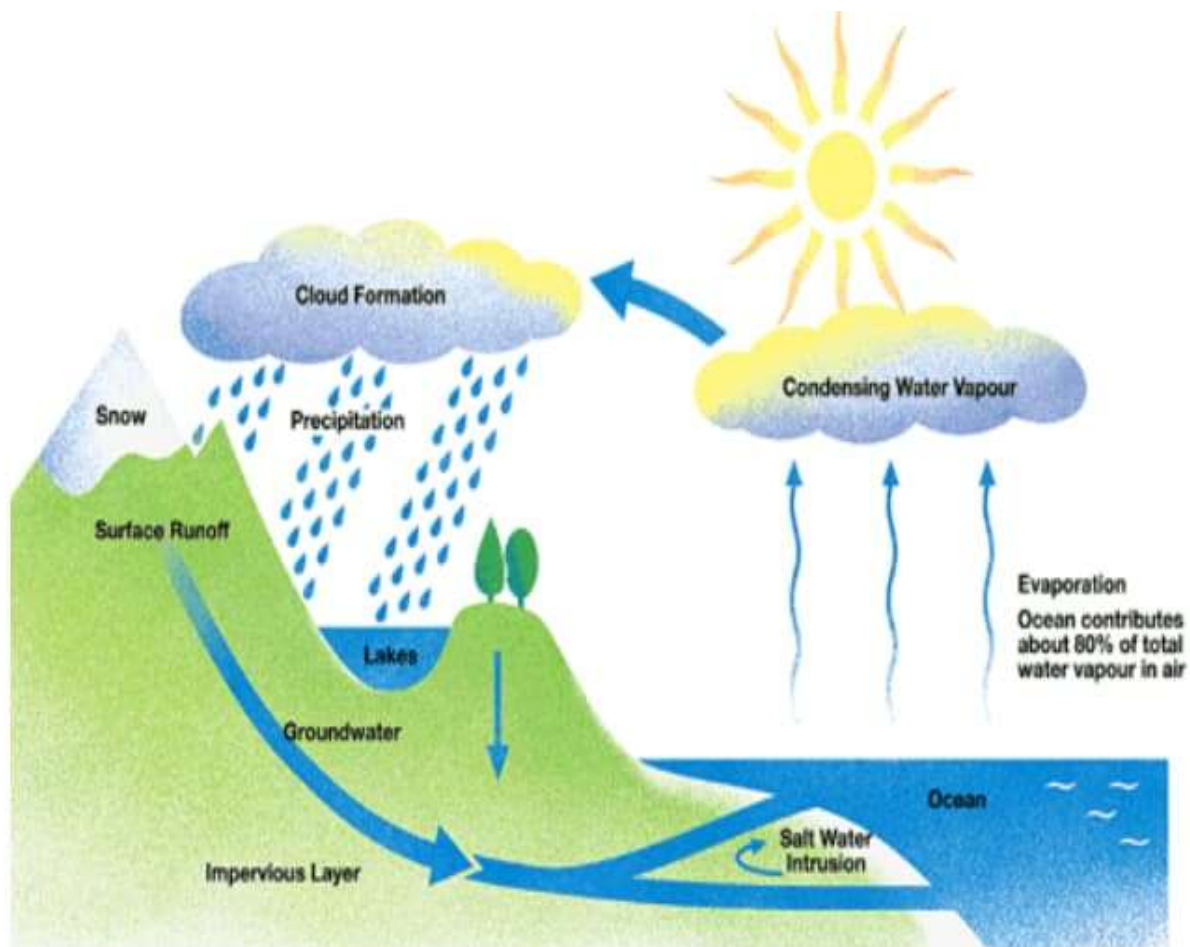
The Natural process chart talks about a naturally occurring phenomenon, for example, the Hydrological cycle, Carbon cycle, Respiration in plants, etc.

2. The Manufacturing Process Chart
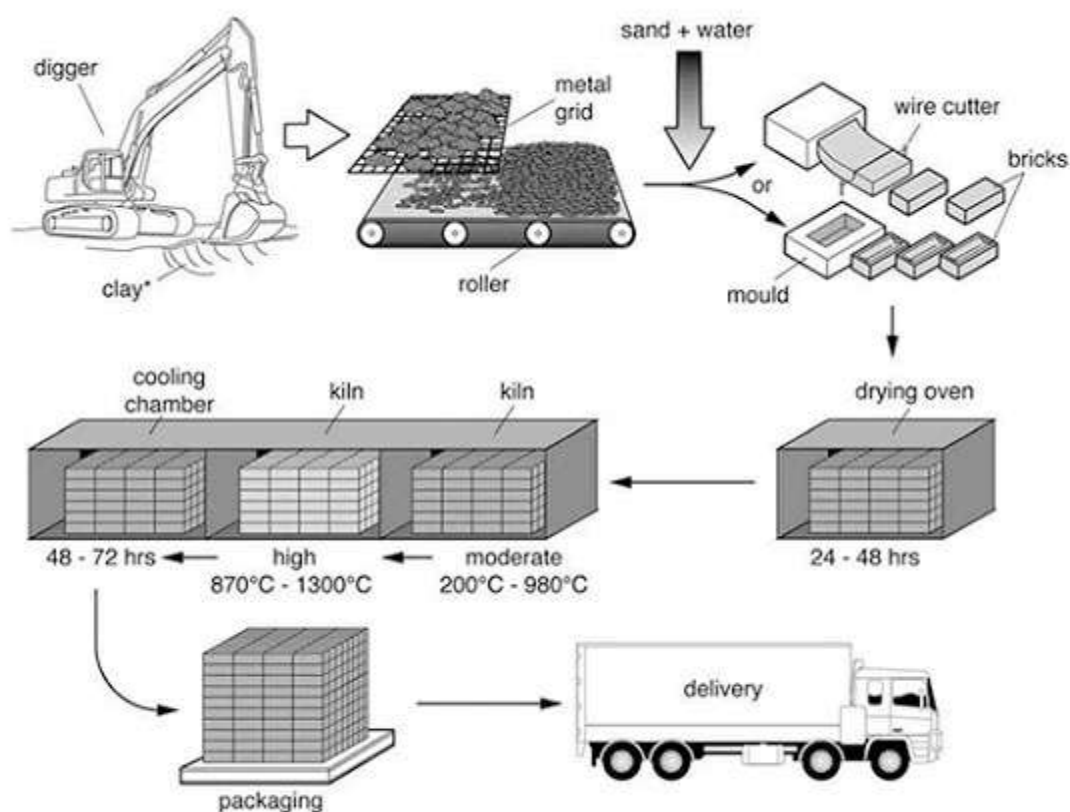
The Manufacturing process depicts a man-made process, for example, the process of Making Pulp and Paper Diagram, glass manufacturing process, steel manufacturing process and so on.

7.1. A Step-by-Step guide for describing a process chart

Step 1 – Identify the Main Features

The graphic in IELTS process diagram questions should not be difficult to understand. There are not usually any numbers to analyse as in other types of question, just a diagram to interpret or, as in our practice question, two diagrams which each show part of the process.

All you are looking for are the main features. These should be the easiest things to spot. There will be lots of information in the graphic to help you identify them, especially, titles, labels and captions.

Here are some useful questions to ask:
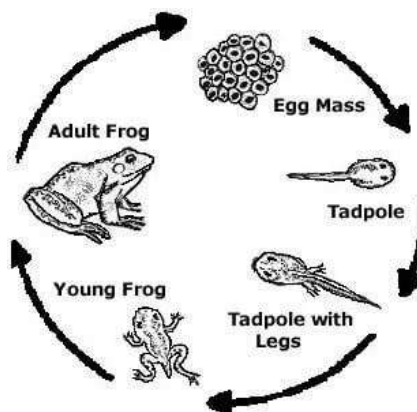
1) Is it a linear or a cyclical process?

A linear process starts and finishes at different places. It will often involve the manufacture or creation of something, starting with the raw materials going in at one end and the finished product coming out the other end. An example of this can be seen in this diagram from a past IELTS process diagram question about the manufacture of bricks.

Linear process
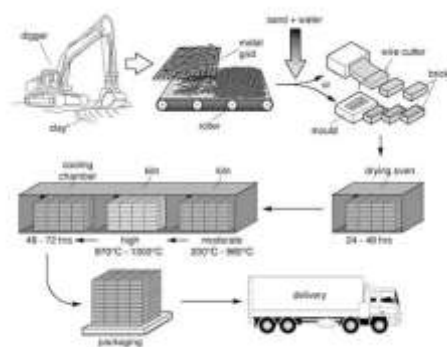
A cyclical process, on the other hand, is a process that goes back to the beginning and repeats over and over again, such as the life cycle of a frog or a butterfly.

Cyclical process

2) Where does the process start and end?

For a linear process this will usually be obvious. It may be harder to determine for a cyclical process so it's important that you examine the graphic carefully to find out.

3) How many steps are there to the process?

If there are a lot, it can be helpful to number them from 1 to whatever number the final stage is.

4) Can the process be easily broken down into stages?

In the brick-making graphic, for example, there are three stages:

a) Creating the bricks from clay

b) Manufacturing the finished product by drying and firing

c) Packaging and delivery

In the life cycle graphic above, there are also three distinct stages as the frog passes through different stages of development – egg, juvenile, adult.

5) What are the raw materials? What is produced at the end of the process?

These questions obviously apply only to manufacturing processes.

For other types of process, it might be more appropriate to ask the following question.

6) What is the end result of the process?

This question is relevant for our practice IELTS process diagram question which shows a process that creates something using a particular structure. The end result is the production of electricity.

So, what main features stand out in our practice graphic? Here it is again.

This graphic on the next page (Generating Electricity from The Sea) doesn't contain very much detail. There are only two stages to the process:

Stage 1: Electricity is generated as the wave flows into the structure (Diagram A).

Stage 2: Electricity is also created as the receding wave draws air back down the column (Diagram B).

Other diagrams are more complex and you have to go through them stage by stage to work out what's happening and then pick out just 2 or 3 main features to write about.

Generating Electricity From The Sea
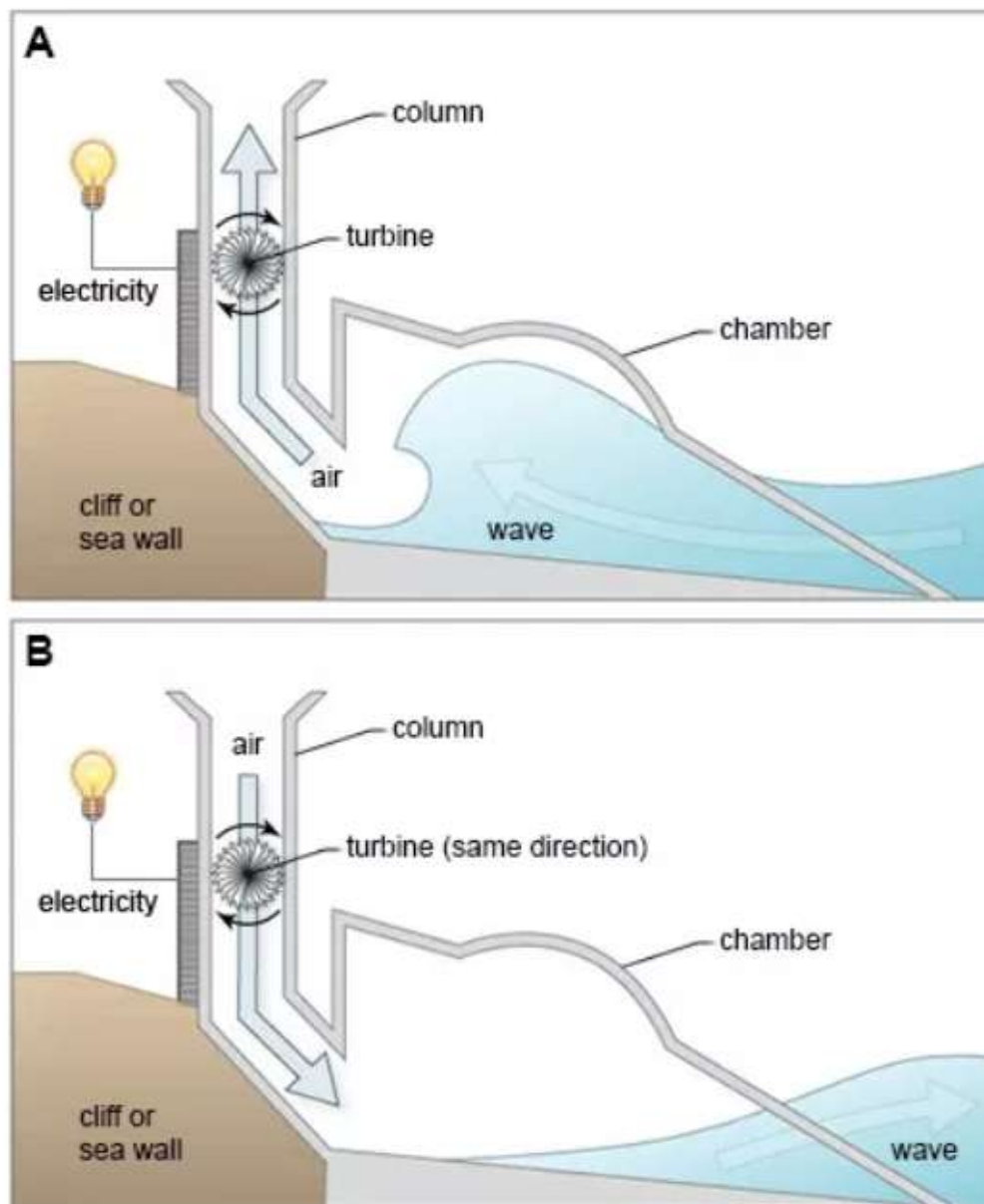
The key features you select will be the starting point for your essay. You will then go on to add more detail later. However, with just 20 minutes allowed for Task 1, and a requirement of only 150 words, you won't be able to include many details.

We're now ready to begin writing our essay. Here's a reminder of the 4-part structure we're going to use.

Paragraph 1 – Introduction

Paragraph 2 – Overview

Paragraph 3 – 1st main feature

Paragraph 4 – 2nd main feature

Step 2 – Write an Introduction

In the introduction, you should simply paraphrase the question, that is, say the same thing in a different way. You can do this by using synonyms and changing the sentence structure. For example:

Question:

The diagrams below show a structure that is used to generate electricity from wave power.

Introduction (Paragraph 1):

The two diagrams illustrate a method of creating electricity from the force of waves using a specifically designed man-made construction.

Step 3 – Write an Overview (Paragraph 2)

In the second paragraph, you should give a general description of the diagram/s or process. The detail comes later in the essay.

State the information simply using synonyms where possible. No elaborate vocabulary or grammar structures are required, just the appropriate words and correct verb tenses.

For example:

Overview (Paragraph 2):

Overall, the structure, consisting of a wave chamber and a tall column containing a turbine, is erected on a steeply sloping coastal cliff or sea wall where it is subject to the movement of the ocean waves.

Step 4 – Write the 1st Detail Paragraph

Paragraphs 3 and 4 of your IELTS process diagram essay are where you include more detailed information. In paragraph 3, you should explain the first key feature in more detail.

For this question, we will expand on the first stage of the process. Here it is again:

Stage 1: Electricity is generated as the wave flows into the structure (Diagram A).

And this is an example of what you could write:

Paragraph 3:

In the first diagram (A), as a wave approaches the chamber from the sea, it causes water levels inside the chamber to rise. This movement compresses the air inside the chamber, forcing it upwards through a narrow passage. As the air travels through this passage, it spins a turbine located in the column above. The rotation of the turbine then powers an electricity generator, converting kinetic energy into electrical energy.

Step 5 – Write the 2nd Detail Paragraph

For the fourth and final paragraph, you do the same thing for your remaining key features or, for this question, the second stage of the process.

Here it is again:

Stage 2: Electricity is also created as the receding wave draws air back down the column (Diagram B).

Here's an example of what you could write:

Paragraph 4:

The second diagram (B) shows the reverse airflow process when the wave recedes. As water levels fall in the chamber, air from outside is drawn downwards, flowing through the column and spinning the turbine in the same direction as before. This consistent rotation of the turbine ensures a continuous generation of electricity, driven by the cycle of incoming and outgoing waves.

7.2. Tips for process chart

Process diagrams show how something is done or made. They always show steps/stages. Here's some advice about how to describe them:

- Try to write 4 paragraphs - introduction, summary of main points, 2 detail paragraphs.

- Write the introduction by paraphrasing the question (rewrite it by changing some of the words).

- For your summary, first say how many steps there are in the process. Then say where/how the process begins and ends (look at the first and last stages).

- In paragraphs 3 and 4, describe the process step by step. Include the first and last steps that you mentioned in the summary, but try to describe them in more detail or in a

  different way.

- You could describe the steps in one paragraph, but it looks more organised if you break the description into two paragraphs. Just start paragraph 4 somewhere in the middle of the process.

- Mention every stage in the process.

- Use 'sequencing' language e.g. at the first / second / following / final stage of the process, next, after that, then, finally etc.

- Times (e.g. past dates) are not usually shown, so use the present simple tense.

- It's usually a good idea to use the passive e.g. 'At the final stage, the product is delivered to shops' (because we don't need to know who delivered the product).

7.3. Sample answers and tasks: process chart

1) 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.
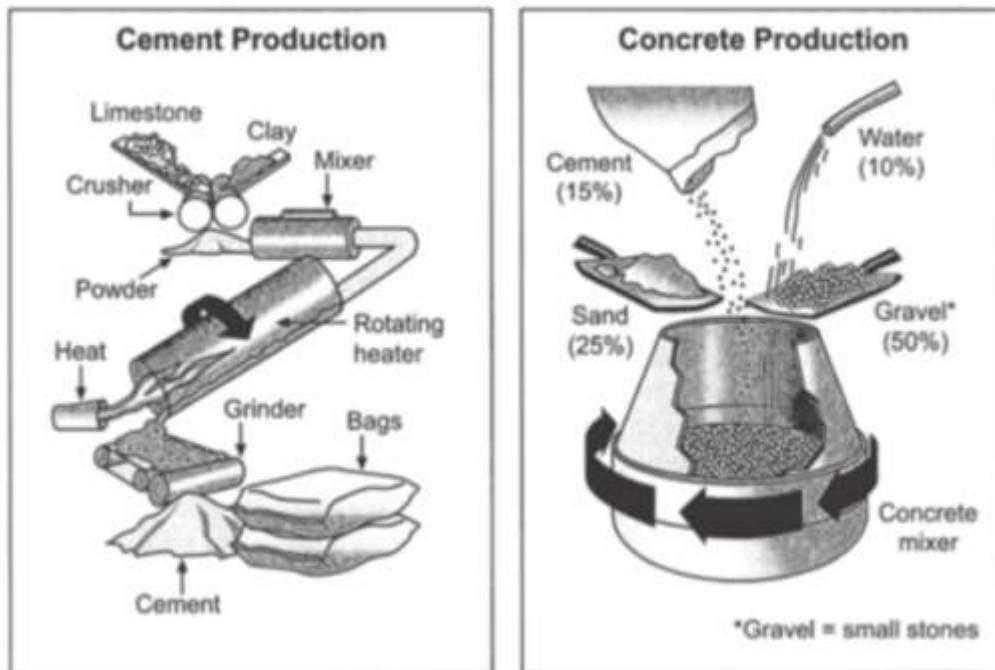
The two pictures depict the steps and equipment involved in the creation of cement and how cement is utilized to manufacture concrete for buildings.

Overall, it can be understood that the two main components in the manufacturing of cement are limestone and clay. Subsequently, the production of concrete involves meticulous proportions of different components, including cement to be mixed together.

To begin with, limestone in small pieces and clay are passed through a crusher to form a powder. This powder is then fed into a mixer. The mixture so produced is then subjected to heat in a rotating heater module. This outputs a paste-like substance onto a conveyor belt, which is then moved into a grinder that produces cement. The cement is finally packed into large bags.

Secondly, gravel, which are small stones, accounts for half of the components involved in the making of concrete. The other components are sand, cement, and water at 25%, 15%, and 10% respectively. All of these constituents are combined together in the concrete mixer to produce concrete.

(173 words)

2) The diagram shows the process by which milk and related products are produced.

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

The diagram below shows the process of milk production
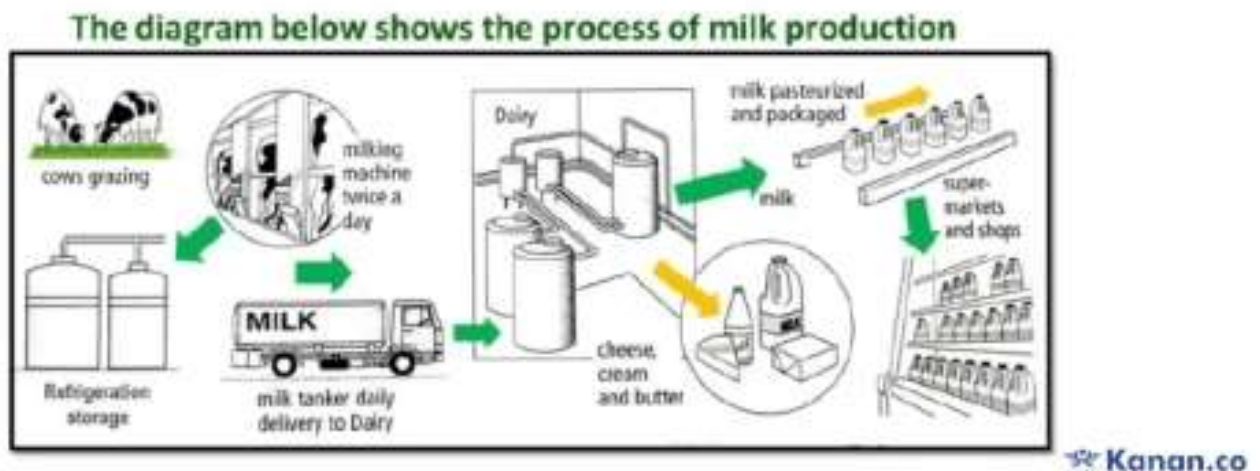
The diagram illustrates the stages involved in the production and distribution of milk and other dairy products.

Overall, the diagram provides a clear step-by-step representation of milk production, starting from cows grazing, through the milking and refrigeration stages, to the final processing and distribution of various dairy products. This industrial process ensures that milk and its byproducts are efficiently delivered to retail outlets for sale.

The process begins with cows grazing on pasture, which are then milked by a machine twice daily. The fresh milk is stored in refrigeration units to maintain its quality before being collected. A milk tanker delivers the milk daily to a dairy for further processing.

At the dairy, the milk undergoes pasteurization and packaging. Once pasteurized, it is either packaged as liquid milk or processed into other dairy products, such as cheese, cream, and butter. The packaged products are then distributed to supermarkets and shops where they are made available to consumers.

(157 words)

3) The diagram below shows how electricity is generated in a hydroelectric power station.

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

Hydroelectric power station
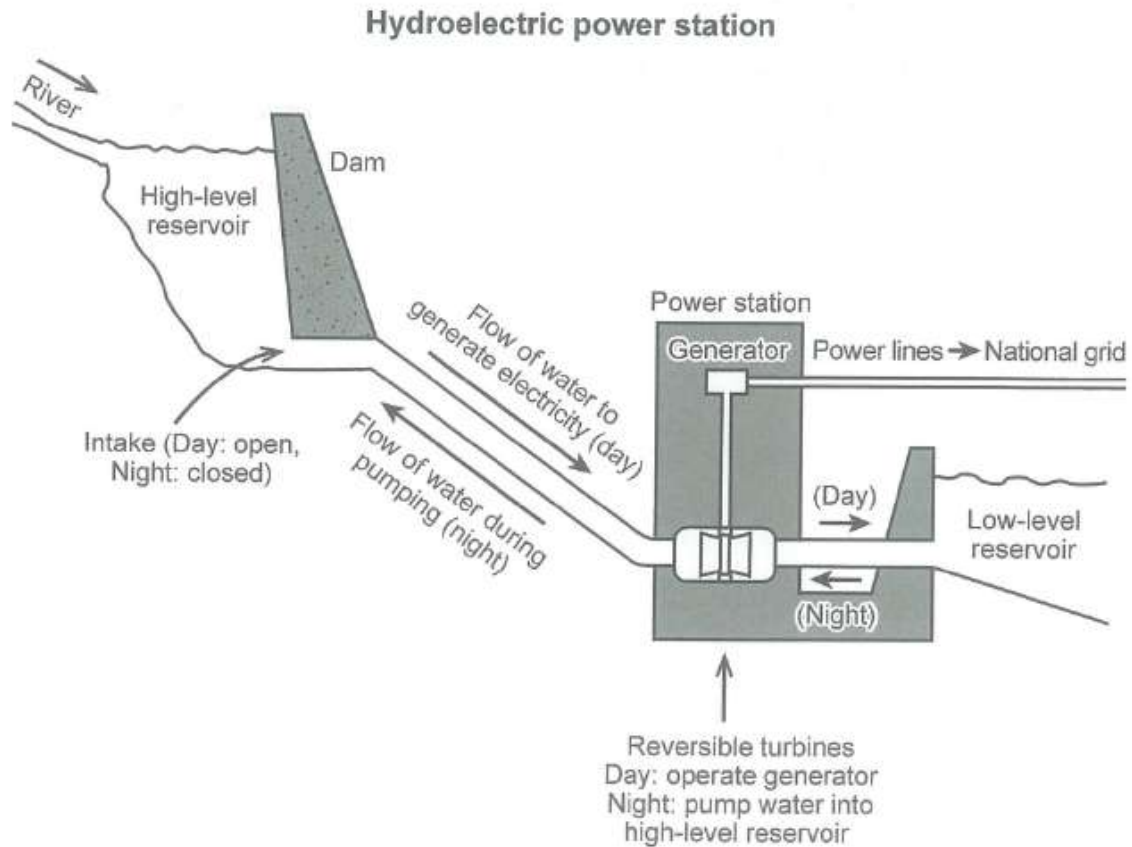
The diagram illustrates the operation of a hydroelectric power station, showing how electricity is generated during the day and how water is pumped back into the system at night.

Overall, the process is cyclical, relying on the flow of water from a high-level reservoir to generate electricity during the day, and then using power at night to pump the water back up for reuse. This efficient system ensures continuous electricity generation while conserving water for future energy production.

During the day, water from the high-level reservoir, fed by a river, flows through an open intake and drives reversible turbines connected to a generator. The turbines convert the energy from the moving water into electricity, which is then sent to the national grid. After passing through the turbines, the water is collected in a low-level reservoir.

At night, the intake is closed, and the station switches to pumping mode. The same turbines now reverse direction, using electricity from the grid to pump water from the low-level reservoir back to the high-level reservoir, preparing for the next cycle of electricity generation during the day.

(182 words)

4) The diagram below shows how electricity is generated in a hydroelectric power station.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.
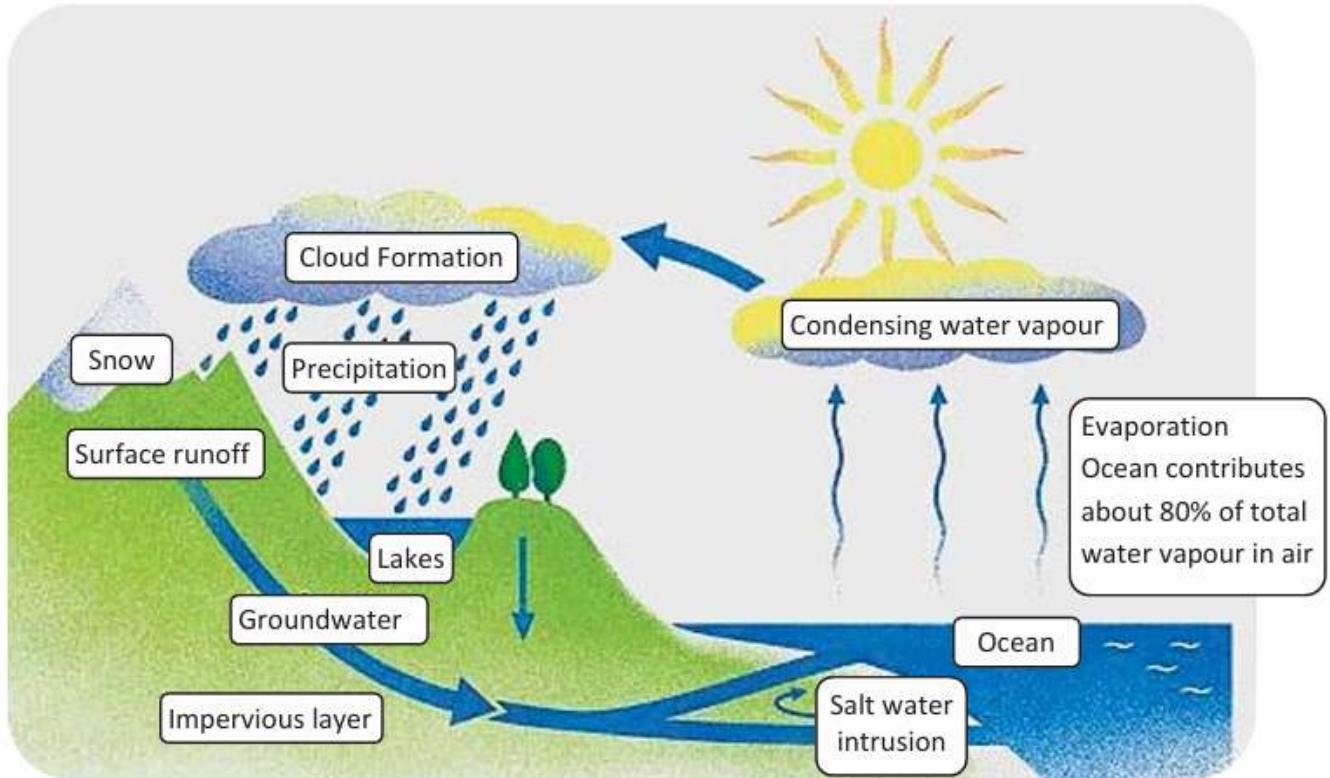
The picture illustrates the way in which water passes from ocean to air to land during the natural process known as the water cycle.

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

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

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

(156 Words)

5) The diagram below shows how glass is recycled.

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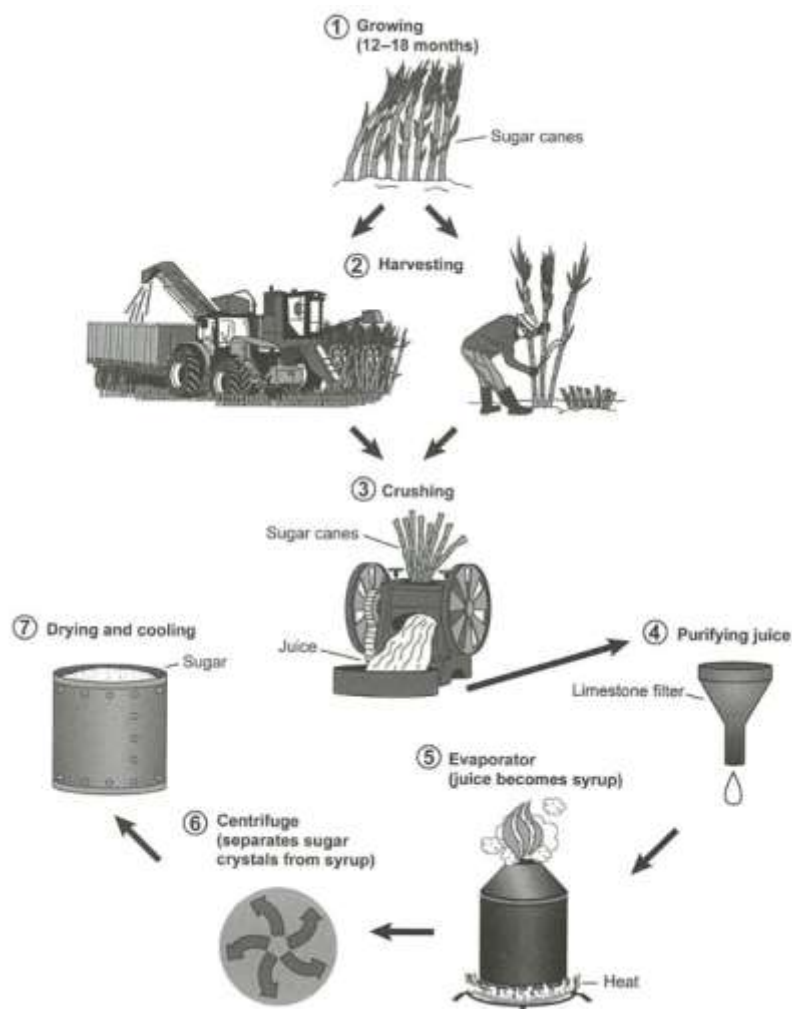

Please use the space on the next page for your writing!

_____ words

6) The diagram below shows the manufacturing process for making sugar from sugar cane.

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

Please use the space on the next page for your writing!

_____ words

Sample answers for #5 & #6: process chart

The diagram illustrates the circular process of recycling glass bottles. Overall, the process involves six stages, beginning with the collection of used bottles and ending with the production of new bottles.

Initially, used glass bottles are deposited into recycle bins by consumers. From there, these bottles are transported to a treatment plant, where they undergo sorting based on their type and quality. Once sorted, the bottles proceed to the next stage, where they are thoroughly washed and sterilized using specialized machines to remove any impurities.

Following cleaning, the bottles are subjected to crushing and melting. In this stage, the glass is broken into smaller pieces and heated to form a molten material. This molten glass is then transferred to a moulding machine, where it is reshaped into new bottles. Finally, the newly produced bottles are sent to supermarkets and stores, completing the cycle.

Overall, the process emphasizes sustainability by reusing glass bottles instead of producing new ones from raw materials. The systematic approach ensures efficiency and minimizes waste.

(168 words)

The diagram illustrates the systematic process involved in the production of sugar from sugarcane.

Overall, the sugar manufacturing process encompasses seven distinct stages, demonstrating a linear progression from cultivation to the final sugar product. The entire process spans a period of 12 to 18 months.

Initially, sugarcane is cultivated over a duration of 12 to 18 months in designated sugarcane fields. Upon reaching maturity, the harvesting phase commences, where farmers can opt for manual labor or utilize mechanized trucks for the extraction. Subsequently, the harvested cane is subjected to crushing, which effectively extracts the juice. This juice is then purified through a limestone filtration process, ensuring the removal of impurities.

In the subsequent phase, the purified juice is evaporated at elevated temperatures, allowing it to transform into a concentrated syrup. The syrup then undergoes centrifugation, a process that separates sugar crystals from the remaining syrup. Finally, the resultant sugar crystals are subjected to drying and cooling, culminating in the production of the final sugar product.

(165 words)

Day 9/9

Chapter 8. Multiple graphs

IELTS multiple graph questions are quite common in the Academic Task 1 Writing test. Students often panic when they see these as they are worried about having to interpret two different types of data.
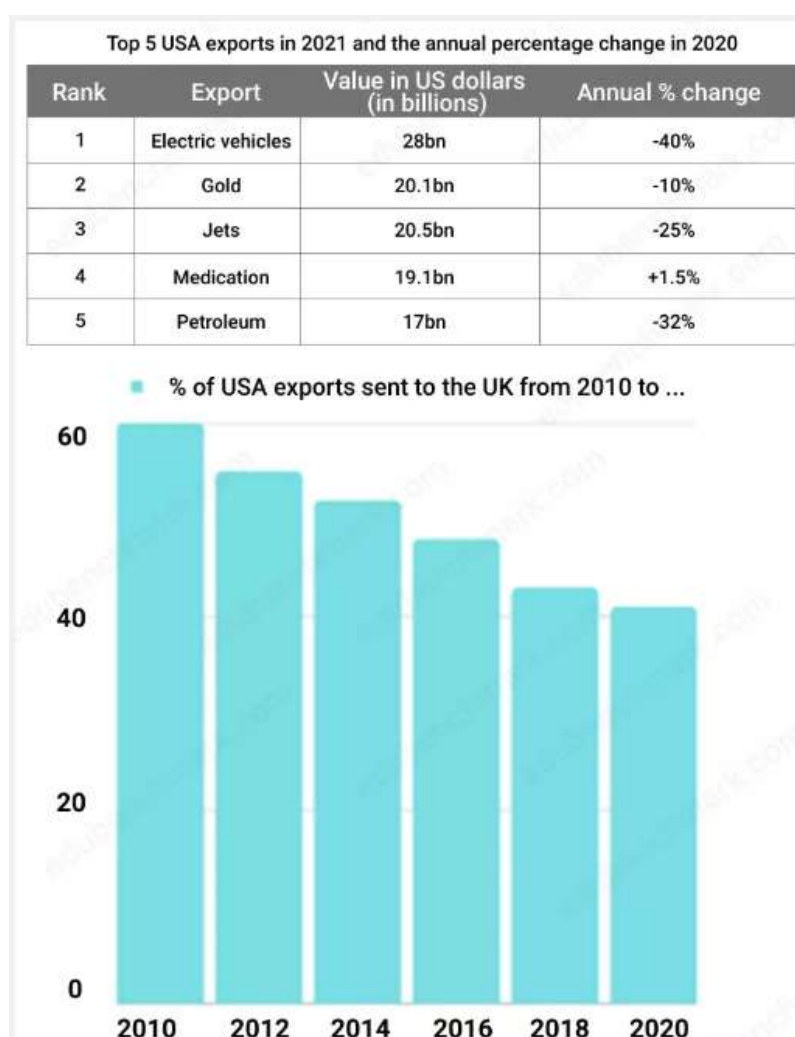
However, as long as you've learnt how to write essays on each type of graph, you will have no problem with multiple graphs questions.

A question could include any combination of the following:

- **Bar Chart**
- **Line Graph**
- **Pie Chart**
- **Table Chart**

The process for planning and writing IELTS multiple graph essays is the same as for any other Academic Task 1 essay.

Example:

Top 5 USA exports in 2021 and the annual percentage change in 2020

Rank	Export	Value in US dollars (in billions)	Annual % change
1	Electric vehicles	28bn	-40%
2	Gold	20.1bn	-10%
3	Jets	20.5bn	-25%
4	Medication	19.1bn	+1.5%
5	Petroleum	17bn	-32%

% of USA exports sent to the UK from 2010 to ...

Example:

% of U.S. Adults who shop Online (2015)

- 15%
- 28%
- 37%
- 20%

■ Weekly ■ A few times a month ■ Less Often ■ Never

Shopping preferences of US Adults who Purchase Online

■ Buy online ■ Buy in physical store

8.1. A Step-by-Step guide for reporting multiple graphs

Here is the 5 steps process I recommend that you use:

1) Analyse the question

2) Identify the main features

3) Write an introduction

4) Write an overview

5) Write the details paragraphs

I'm going to take you through the whole process step-by-step as we work on a practice question.

Before we begin, here's a model essay structure that you can use as a guideline for all IELTS Academic Task 1 questions.

Ideally, your essay should have 4 paragraphs:

Paragraph 1 – Introduction

Paragraph 2 – Overview

Paragraph 3 – Details of 1st graph or chart

Paragraph 4 – Details of 2nd graph or chart

Now that we have all these tools we need, we're ready to begin planning and writing our IELTS multiple graph essay.

Here's our practice question, which includes a pie chart and a table:

The pie chart shows the main reasons why agricultural land becomes less productive. The table shows how these causes affected three regions of the world during the 1990s.

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

Write at least 150 words.

Causes of worldwide land degradation
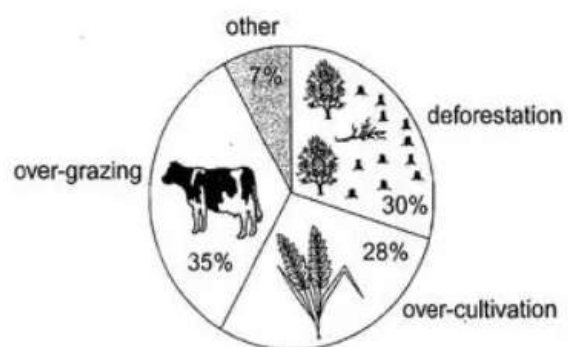
Causes of land degradation by region

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

Step 1 – Identify the Main Features

The graphics in IELTS multiple graph questions should not be difficult to interpret. Each question has been created to test your language skills, not your mathematics ability.

All you are looking for are the main features. These will usually be the easiest things to spot. In most Task 1 questions, you will be looking for two main features in one graph, chart or table. In multiple graph questions, look for one main feature in each graphic.

There will be lots of information in the graphics to help you identify them.

Here are some useful questions to ask? The first question relates specifically to bar charts and line graphs but the rest apply to all graph and chart types.

- What information do the 2 axes give?
- What are the units of measurements?
- What are the time periods?
- What can you learn from the title and any labels?
- What is the most obvious trend?
- Are there any notable similarities?

So, what main feature stands out in each of the graphics in our practice question? Here are the pie chart and table again.

The main features are:

Pie chart: The biggest cause of land degradation worldwide is over-grazing.

Table: Europe had the highest percentage of degraded land.

We're now ready to begin writing our essay. Here's a reminder of the 4 part structure we're going to use.

Paragraph 1 – Introduction

Paragraph 2 – Overview

Paragraph 3 – Details of 1st graph or chart

Paragraph 4 – Details of 2nd graph or chart

Step 2 – Write an Introduction

In the introduction, you should simply paraphrase the question, that is, say the same thing in a different way. You can do this by using synonyms and changing the sentence structure. For example:

Question:

The pie chart shows the main reasons why agricultural land becomes less productive. The table shows how these causes affected three regions of the world during the 1990s.

Introduction (Paragraph 1):

The pie chart illustrates the primary causes of land deterioration across the globe while the table outlines how three different regions were affected by these damaging factors in the 1990s.

Step 3 – Write an Overview (Paragraph 2)

In the second paragraph, you should report the main features you have identified, giving only general information. The detail comes later in the essay. However, with just 20 minutes allowed for Task 1, and a requirement of only 150 words, you won't be able to include many details.

Here are the features we picked out above.

Pie chart: The biggest cause of land degradation worldwide is over-grazing.

Table: Europe had the highest percentage of degraded land.

Now form these ideas into two or three sentences with a total of around 40 words. State the information simply using synonyms where possible. No elaborate vocabulary or grammar structures are required, just the appropriate words and correct verb tenses.

For example:

Overview (Paragraph 2):

Overall, it is clear from the pie chart that the main reason why farmland becomes less productive is over-grazing. The data in the table reveals that Europe had the highest percentage of degraded land compared to North America and Oceania for the period recorded.

Step 4 – Write the 1st Detail Paragraph

Paragraphs 3 and 4 of your IELTS multiple graph essay are where you include more detailed information about the data in the graphics. In paragraph 3, you should give evidence to support your first key feature.

Here it is again:

Pie chart: The biggest cause of land degradation worldwide is over-grazing.

And this is an example of what you could write:

Paragraph 3:

The pie chart presents two additional key reasons for the decrease in the productivity of agricultural land. These are deforestation and over-cultivation. Although tree clearance is almost as damaging as grazing too many animals, at 30%, it has a 5% lower impact than over-grazing. Excessive cultivation is the least problematic at just over a quarter of the total.

Step 5 – Write the 2nd Detail Paragraph

For the fourth and final paragraph, you do the same thing for your second key feature.

Table: Europe had the highest percentage of degraded land.

Here's an example of what you could write:

Paragraph 4:

According to the table, 23% of Europe's agricultural land was affected by these damaging practices. This was almost double the percentage in Oceania, the next most affected region. North America experienced by far the lowest level of productivity loss with a figure of just 5% of its total agricultural land.

Here are the four paragraphs brought together to create our finished essay.

The pie chart illustrates the primary causes of land deterioration across the globe while the table outlines how three different regions were affected by these damaging factors in the 1990s.

Overall, it is clear from the pie chart that the main reason why farmland becomes less productive is over-grazing. The data in the table reveals that Europe had the highest percentage of degraded land compared to North America and Oceania for the period recorded.

The pie chart presents two additional key reasons for the decrease in the productivity of agricultural land. These are deforestation and over-cultivation. Although tree clearance is almost as damaging as grazing too many animals, at 30%, it has a 5% lower impact than over-grazing. Excessive cultivation is the least problematic at just over a quarter of the total.

According to the table, 23% of Europe's agricultural land was affected by these damaging practices. This was almost double the percentage in Oceania, the next most affected region. North America experienced by far the lowest level of productivity loss with a figure of just 5% of its total agricultural land.

(182 words)

8.2. Sample answers and tasks: multiple graphs

1) The table below shows the numbers of visitors to Ashdown Museum during the year before and the year after it was refurbished. The charts show the result of surveys asking visitors how satisfied they were with their visit, during the same two periods.

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

The given table illustrates how many people visited the Ashdown Museum, while the pie charts demonstrate the outcomes of a survey about visitors' satisfaction throughout the year before and the year after renovation.

From an overall perspective, the number of visitors increased after refurbishment. Moreover, it is clear that the proportion of visitors who were very satisfied nearly doubled following the renovation, while the share of dissatisfied visitors decreased significantly.

Regarding the pie charts, the percentage of visitors who were very satisfied rose from 15% before the refurbishment to 35% afterward. The satisfied category also experienced a slight rise, increasing from 30% to 40%. In contrast, the dissatisfied group declined significantly, dropping from 40% before renovation to just 15% after. Similarly, the share for the very dissatisfied visitors halved from 10% to 5%over the same period of time. The proportion of visitors who never responded to the survey remained steady at 5% in both years.

According to the table, throughout the year before the museum underwent renovation, 74,000 people went there to visit it, while this number rose to 92,000 by the year after renovation.

(173 words)

2) The charts below show the changes in ownership of electrical appliances and amount of time doing housework and households in one country between 1920 and 2019.

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

Percentage of households with electrical appliances (1920–2019)

Legend: Washing machine | Refrigerator | Vacuum cleaner
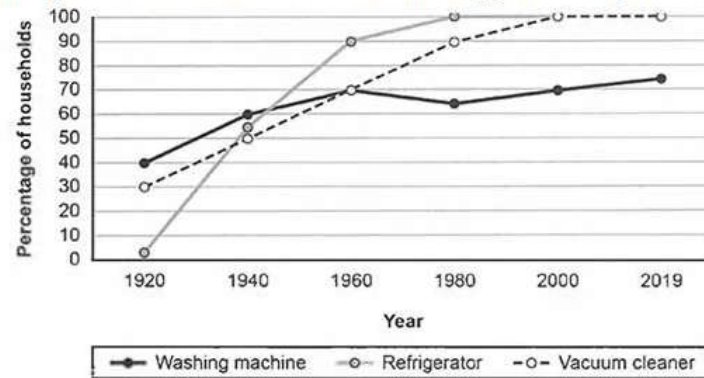
Number of hours of housework per week, per household (1920–2019)

Legend: Hours per week
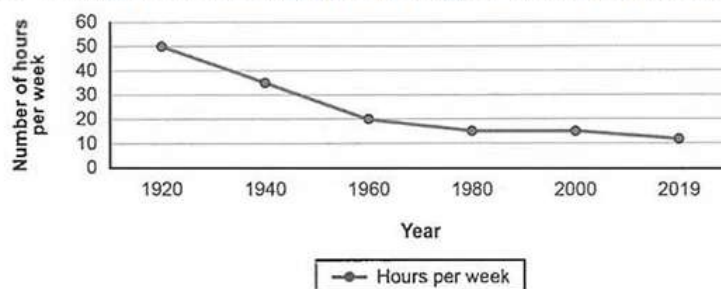
*housework = washing clothes, preparing meals, cleaning

The given line graphs represent the statistics of household appliance ownership and the duration of housework in a particular country, from the year 1920 to 2019.

Overall, there has been a significant increase in the ownership of household devices, leading to a notable reduction in the time spent doing household chores.

As per the first graph, the ownership of refrigerators was quite rare in 1920, but it increased drastically since 1930, and by the year 1980, every household owned one. A similar but more gradual trend can be observed with vacuum cleaners, which were owned by just three out of ten households a century ago but are now ubiquitous. The ownership of washing machines also increased from 40% to just over 70% in the past century.

The second line chart indicates a clear relationship between household appliance ownership and the amount of time spent on housework. The average number of hours spent doing household chores dropped significantly from 50 hours per week in 1920 to only 10 hours per week in 2019.
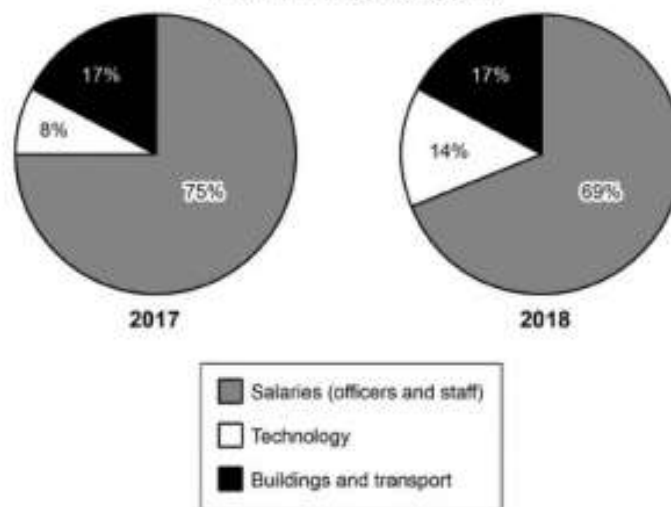
(157 words)

3) The table and charts below give information on the police budget for 2017 and 2018 in one area of Britain.

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

Police Budget 2017–2018 (in £m)

Sources	2017	2018
National Government	175.5m	177.8m
Local Taxes	91.2m	102.3m
Other sources (eg grants)	38m	38.5m
Total	304.7m	318.6m

How the money was spent

2017: 17%, 8%, 75%

2018: 17%, 14%, 69%

- Salaries (officers and staff)
- Technology
- Buildings and transport

The table and the pie charts illustrate the data on the police budget in one area of Britain, for 2017 and 2018. The table displays the sources of money, while the charts show the allocation of money to different sections.

Overall, a significant amount of money came from the national government, whereas the least came from other sources. Additionally, the majority of expenditure was on salaries and the lowest was in technology.

According to the table, the money from various categories increased slightly from 304.7 m to 318.6 m over the year. National government provided a substantial amount, accounting for 175.5 m in 2017 and 177.8 million in 2018. Similarly, local taxes rapidly grew from 91.2 m to 102.3 m. However, the money from other sources such as grants remained stable at around 38 m.

On the other hand, the chart explains the distribution of money to various sections. A considerable amount was spent on salaries for the office and staff, which was 75% and 69% respectively. Conversely, buildings and transportation had modest spending and remained constant at 17%. Technology demonstrated a moderate rise from 8% to 14%.

(182 words)

4) The diagram below shows how glass is recycled.

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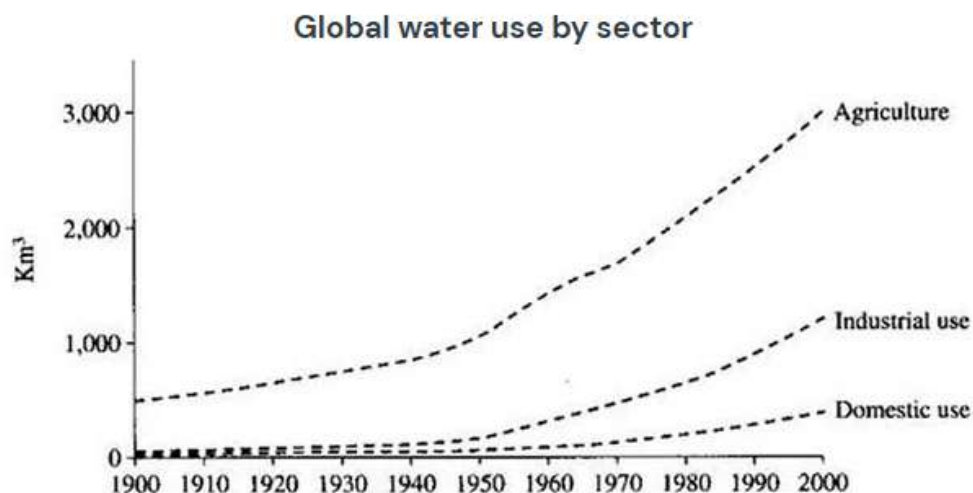

International Migration, UK, 1999-2008
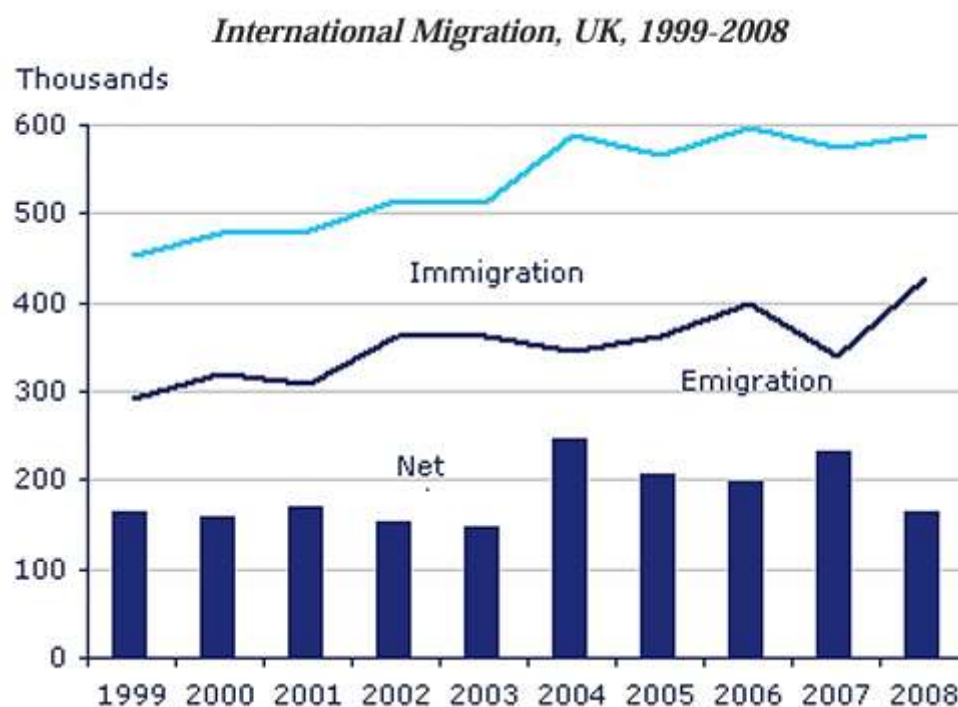
Please use the space on the next page for your writing!

_____ words

5) 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.

Global water use by sector

Water consumption in Brazil and Congo in 2000

Country	Population	Irrigated land	Water consumption per person
Brazil	176 million	26,500 km²	359 m³
Democratic Republic of Congo	5.2 million	100 km²	8 m³

Please use the space on the next page for your writing!

_____ words

Sample answers for #4 & #5: multiple graphs

The chart gives information about UK immigration, emigration and net migration between 1999 and 2008.

Both immigration and emigration rates rose over the period shown, but the figures for immigration were significantly higher. Net migration peaked in 2004 and 2007.

In 1999, over 450,000 people came to live in the UK, while the number of people who emigrated stood at just under 300,000. The figure for net migration was around 160,000, and it remained at a similar level until 2003. From 1999 to 2004, the immigration rate rose by nearly 150,000 people, but there was a much smaller rise in emigration. Net migration peaked at almost 250,000 people in 2004.

After 2004, the rate of immigration remained high, but the number of people emigrating fluctuated. Emigration fell suddenly in 2007, before peaking at about 420,000 people in 2008. As a result, the net migration figure rose to around 240,000 in 2007, but fell back to around 160,000 in 2008.

(159 words)

The charts compare the amount of water used for agriculture, industry and homes around the world, and water use in Brazil and the Democratic Republic of Congo.

It is clear that global water needs rose significantly between 1900 and 2000, and that agriculture accounted for the largest proportion of water used. Moreover, water consumption was considerably higher in Brazil than in the Congo.

In 1900, around 500km³ of water was used by the agriculture sector worldwide. The figures for industrial and domestic water consumption stood at around one fifth of that amount. By 2000, global water use for agriculture had increased to around 3000km³, industrial water use had risen to just under half that amount, and domestic consumption had reached approximately 500km³.

In the year 2000, the populations of Brazil and the Congo were 176 million and 5.2 million respectively. Water consumption per person in Brazil, at 359m³, was much higher than that in the Congo, at only 8m³, and this could be explained by the fact that Brazil had 265 times more irrigated land.

(179 words)

Finish!

Final Reflections

As we reach the conclusion of this journey through **IELTS Writing Task 1**, it's time to reflect on the insights and knowledge we've gained. This book has equipped you with the tools and strategies necessary to navigate the complexities of the IELTS writing exam, particularly in interpreting and responding to visual data.

We've highlighted the importance of understanding task requirements, crafting clear responses, and using effective language. Mastering these elements is essential for achieving a high score, and with dedicated practice, you can excel.

Embrace Your Growth

Take a moment to acknowledge your progress. Each practice session, every piece of feedback, and all the effort you've invested have contributed to your development as a writer. Remember that improvement is a continuous journey, and reflecting on your experiences will help you identify areas for further enhancement.

The Path Ahead

As you prepare for your IELTS exam, consider how you can continue this momentum. Engaging with the resources and support available at Hayat Land Academy will be invaluable. Here, you can refine your skills in a collaborative environment, receive personalized feedback, and participate in targeted practice sessions designed to boost your confidence and performance.

A Call to Action

I encourage you to embrace the opportunities that lie ahead. Set clear goals for your preparation, seek out constructive criticism, and remain open to learning. By doing so, you will not only improve your score but also enhance your overall writing abilities.

Conclusion

In closing, remember that success in IELTS Writing Task 1 is within your reach. With perseverance and the right support – like that offered at Hayat Land Academy – you can achieve your desired score and open doors to new possibilities. Embrace the challenge, stay committed, and watch as your hard work pays off. Your journey has just begun, and the best is yet to come!