The IELTS Teacher presents...

Lecture 1

Mastering IELTS Writing: Task 1 (Academic)

Welcome to the course!

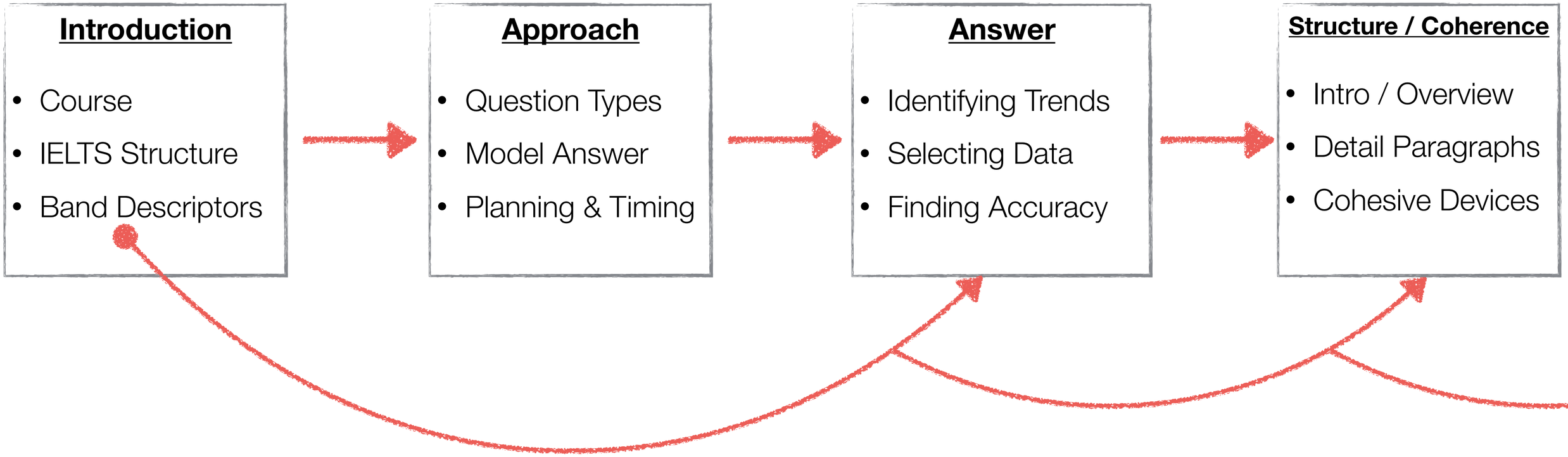
An introduction to the course

- **Who is this course for?:** If you're aiming to achieve Band 7 or above in IELTS Writing, this course is for you.

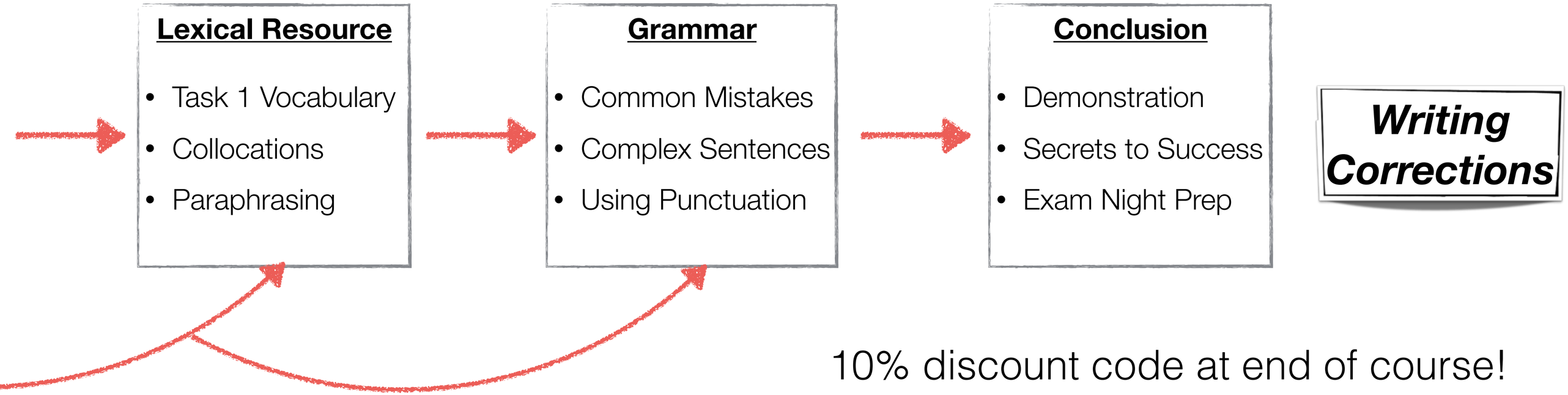
- **How the course is structured:** 7 sections designed to address each band descriptor category requirement and help give you the confidence to produce a high-quality Task 1 response.

- **Why this course works:** This course works because it addresses the most common difficulties encountered when responding to Task 1 questions. It offers a number of clear strategies for tackling this task and addresses each band descriptor requirement individually.

How the course is structured



How the course is structured



10% discount code at end of course!

How to approach this course

Recommendation: Complete within **4 weeks**. However, if you have responsibilities, take your time.

To make the most of this course, you should:

- Bring a hard-working attitude to every lecture
- Continue to practice alone by answering Task 1 questions frequently
- Read at least 2 articles/book chapters in English *every day*
- Find an IELTS Writing tutor to check your work
- Install Freedom: bit.ly/2gyulCl
- Try to enjoy the writing process!

Contact:

Please don’t hesitate to contact me with any questions or suggestions. I read everything you send!

You can contact me via:

- Udemy. Just use the comment function at the side of the page.
- Email: matt@theieltsteacher.com
- Facebook: www.facebook.com/theieltsteacher
- Twitter: www.twitter.com/theieltsteacher
- My website: www.theieltsteacher.com

Lecture 2

An Introduction to IELTS

Walking you through the exam.

What is IELTS?

- IELTS is the **I**nternational **E**nglish **L**anguage **T**esting **S**ystem. **IELTS**.
- It is the most world's **most popular** English language proficiency test.
- Over 2 million tests taken per year.
- Assesses all skills - Listening, Reading, Writing & Speaking.
- Accepted by schools, universities, employers, and immigration authorities.

How IELTS is structured: Walkthrough

Academic

Universities / Academic Careers

Academic Reading

- Each section = 1 long text
- Books, journals, magazines
- Non-specialist - academic

Academic Writing

- Task 1: Graph / Diagram
- Task 2: Essay

2 modules

Skill	Time	Sections/ questions	Important Points
Listening	30 mins (+10 for transferring answers)	4 sections x 10 questions = 40 questions	Pencil only. Audio played once only.
Reading	1 hour (save 10 mins for transferring answers)	3 sections / 40 questions	Pencil only.
Writing	1 hour (20 mins Task 1 / 40 mins Task 2)	2 Tasks, 2 questions	Task 1 word min = 150 Task 2 word min = 250
Speaking	11-14 minutes	3 parts - no set number of questions	Part 1 = interview Part 2 = talk Part 3 = discussion

General Training

Visa Applications / Non-academic Careers

General Reading

- Section 1+2 = 2-3 short texts
- Section 3 = 1 long text
- Notices, magazines, newspapers, books, official/company docs

General Writing

- Task 1: Letter
- Task 2: Essay

How IELTS is scored

- There is no ‘pass’ or ‘fail’ in IELTS
- You are graded in each component, and the average gives you your score
- L = 6 / R = 7 / W = 6 / S = 7:
  Overall score = 6.5
- IELTS scores are valid for 2 years after certification

IELTS Band Score	CEFR Score	Ability Level
9	C2	Expert user
8	C1/C2	Very good user
7	C1	Good user
6	B2	Competent User
5	B1/B2	Modest User
4	B1	Limited User
3	A2/B1	Extremely Limited User
2	A2	Intermittent User
1	A1	Non-user

IELTS score requirements

- **5.5** - **6.0** = Entry to a university Foundation course
- **6.0** - **6.5** = Entry to a Bachelor's degree course
- **6.5** - **7.0** = Entry to a Master's degree course
- **7.0**+ = Typically required to work in English-speaking countries in professions such as medicine, law, accounting and academic research
- **7.0**+ = Visa for Australia

Lecture 3

Understanding Writing Task 1

An in-depth look at the Academic IELTS Writing Task 1 test.

Task 1: Key points

- 150 words minimum
- 20 minutes
- Worth half as many points as Task 2
- Graphs, tables, processes or maps
- Multiple graphs / processes / maps are possible
- Pen or pencil

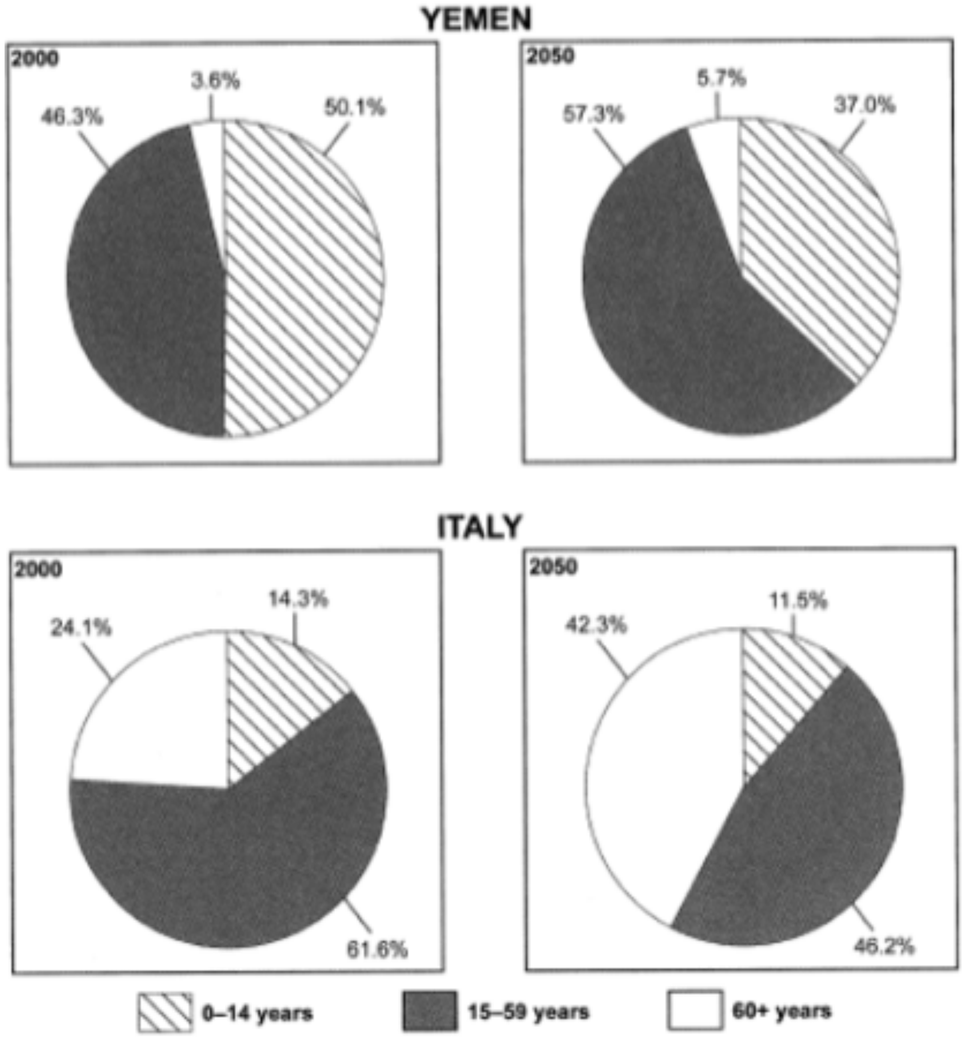
A few Task 1 examples

EXAMPLE 1

The charts give information about 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.

Write at least 150 words.



A few Task 1 examples

EXAMPLE 2

The table below gives information about the underground railway systems in six cities.

Underground Railway Systems

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

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

Write at least 150 words.

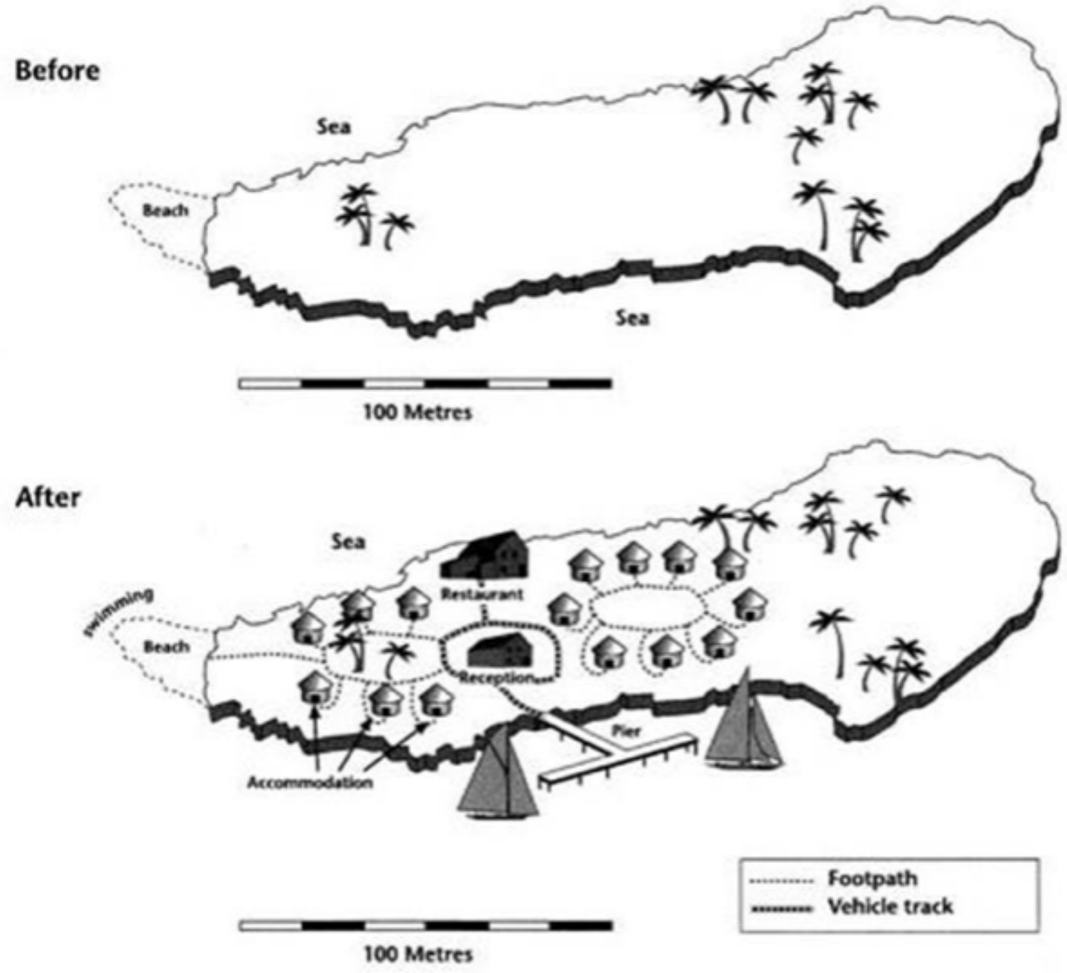
A few Task 1 examples

EXAMPLE 3

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

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

Write at least 150 words.



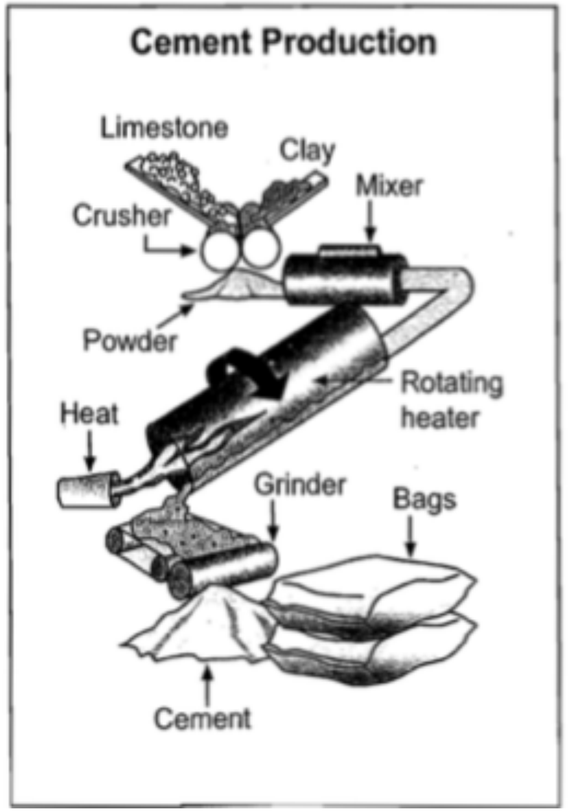
A few Task 1 examples

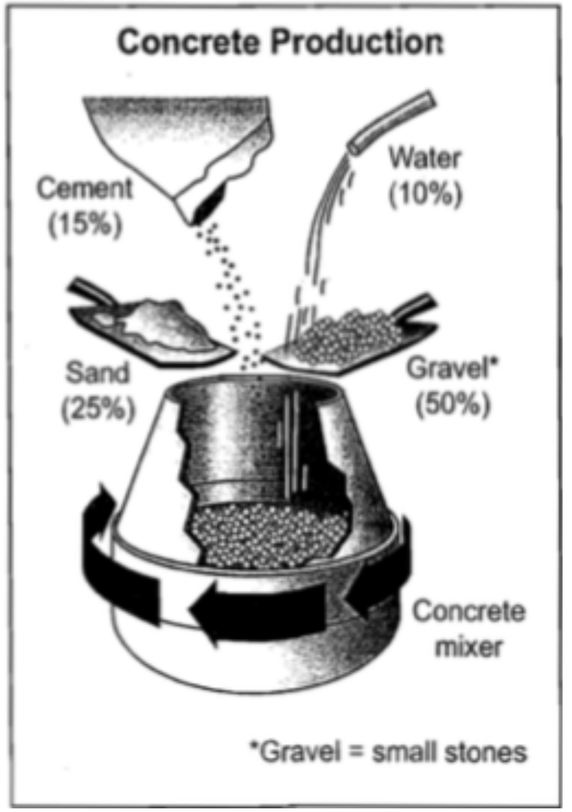
EXAMPLE 4

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

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

Write at least 150 words.





Lecture 4

What Do You Want From Me?

How to impress the IELTS examiner.

How IELTS Writing Task 1 is assessed

IELTS examiners assess your Writing Task 1 response by looking at **4** things…

- Task Achievement
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

Task Achievement

According to the official IELTS Writing band descriptors, to achieve band 7 and above you **must**:

- “cover the requirements of the task”
- “present a clear overview of main trends, differences or stages”
- “clearly present and highlight key features”

In other words:

- write about everything in the question
- write an overview in which the trends or important differences in the data are clearly demonstrated
- find the key features of the graph and make sure that these are clearly and accurately represented

Coherence and Cohesion

According to the official IELTS Writing band descriptors, to achieve band 7 and above you **must**:

- “logically organise information and ideas… clear progression throughout”
- “use a range of cohesive devices appropriately”

In other words:

- your response should be in logical order e.g. intro -> overview -> details; also applies to sentences within paras
- link sentences and paragraphs with words like *however, therefore, furthermore* etc. Try to also link stages together with *at this point, following this, having + past participle* etc.

Lexical Resource

According to the official IELTS Writing band descriptors, to achieve band 7 and above you **must**:

- “use a sufficient range of vocabulary to allow some flexibility and precision”
- “use less common lexical items with some awareness of style and collocation”
- “may produce occasional errors in word choice, spelling, word formation”

In other words:

- show a wide/flexible range of vocabulary (synonyms/paraphrase) and be precise (no words like *nice*!)
- use less common words and phrases, and show that you know how these words fit together (collocation)
- you can make a few mistakes with vocabulary, but try your best to be accurate!

Grammatical Range and Accuracy

According to the official IELTS Writing band descriptors, to achieve band 7 and above you **must**:

- “use a variety of complex structures”
- “produce frequent error-free sentences”
- “have good control of grammar and punctuation (but may make a few errors)”

In other words:

- use a range of sentence types and word orders (but use some simple sentences too!)
- avoid making mistakes in the majority of your sentences (more than 50%)
- use commas and colons appropriately; demonstrate that you are comfortable with grammar

Band descriptors: A summary

Task Achievement

- Covers all task requirements
- Present a clear overview
- Identify key features of the graph
- Present these key features clearly and accurately

Coherence and Cohesion

- Order your response logically
- Link sentences and paragraphs together with ‘cohesive devices’
- Link stages with appropriate language
- Stay focused

Lexical Resource

- Show wide range of vocabulary
- Be precise with language
- Use less common words/phrases; show collocations
- Aim for accurate spelling and word formation

Grammatical Range and Accuracy

- Show a range of grammar, simple and complex
- Don’t make too many grammatical mistakes
- Use punctuation accurately
- +50% sentence accuracy

Lecture 5

The Different Question Types

In IELTS Writing Task 1.

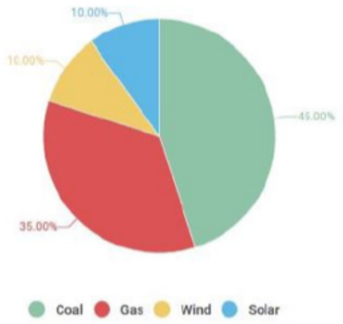
The 4 different question types

GRAPH WITH A TREND

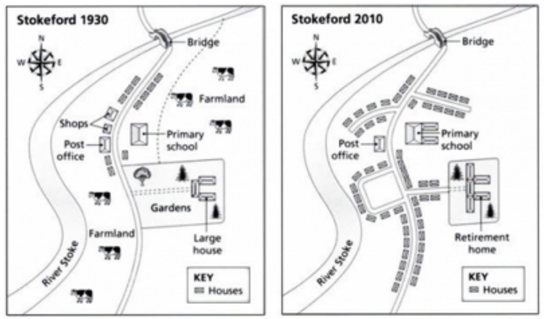
COMPARATIVE GRAPH

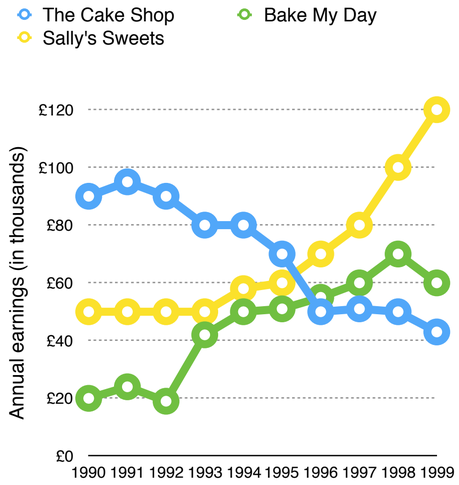
PROCESS

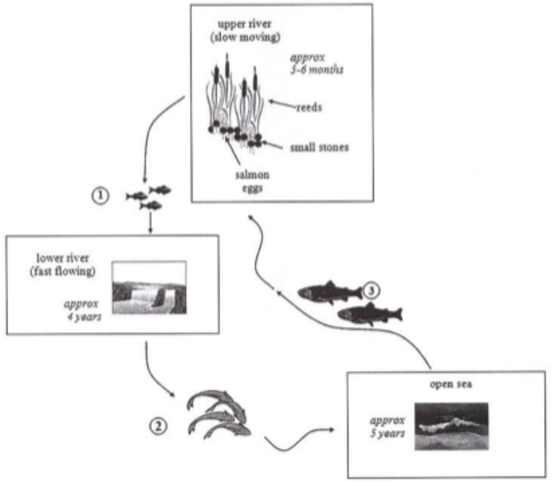
MAP



Heating	55%
Lighting	45%
Kitchen Appliances	40%
Consumer Electronics	15%
Phone Charging	15%

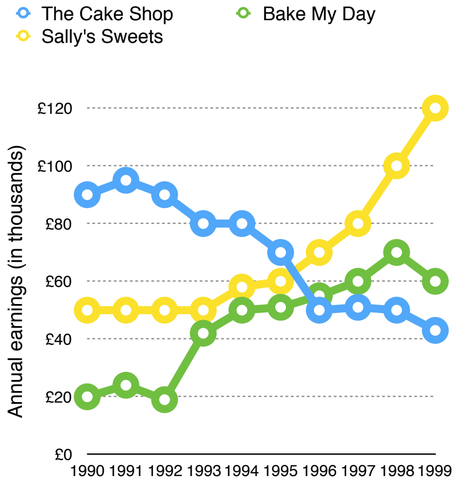




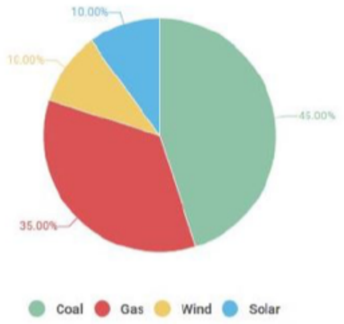


The 4 different question types

GRAPH WITH A TREND

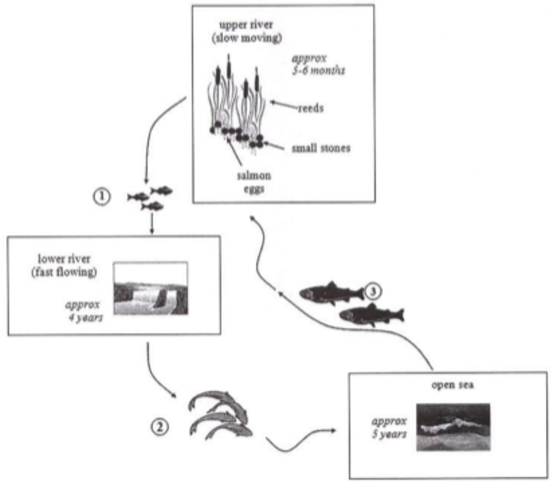


COMPARATIVE GRAPH

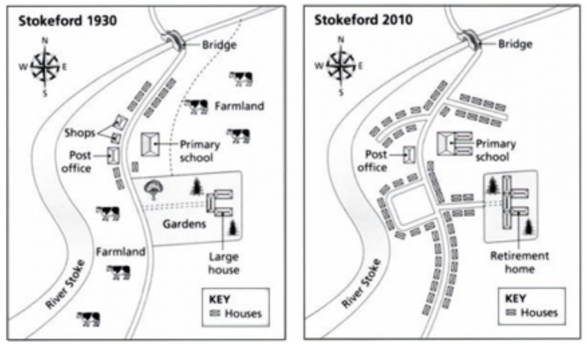


Heating	55%
Lighting	45%
Kitchen Appliances	40%
Consumer Electronics	15%
Phone Charging	15%

PROCESS



MAP



A formula for every question

Unlike with Task 2, the structure for Task 1 responses can be the same regardless of the question type.

PARA 1:
Introduction

PARA 2:
Overview

PARA 3:
One set of key details

PARA 4:
A different set of key details

It is possible to write a **summary** (last para) instead of an **overview** (second para), but there are two important points:
NEVER write both
ALWAYS write one

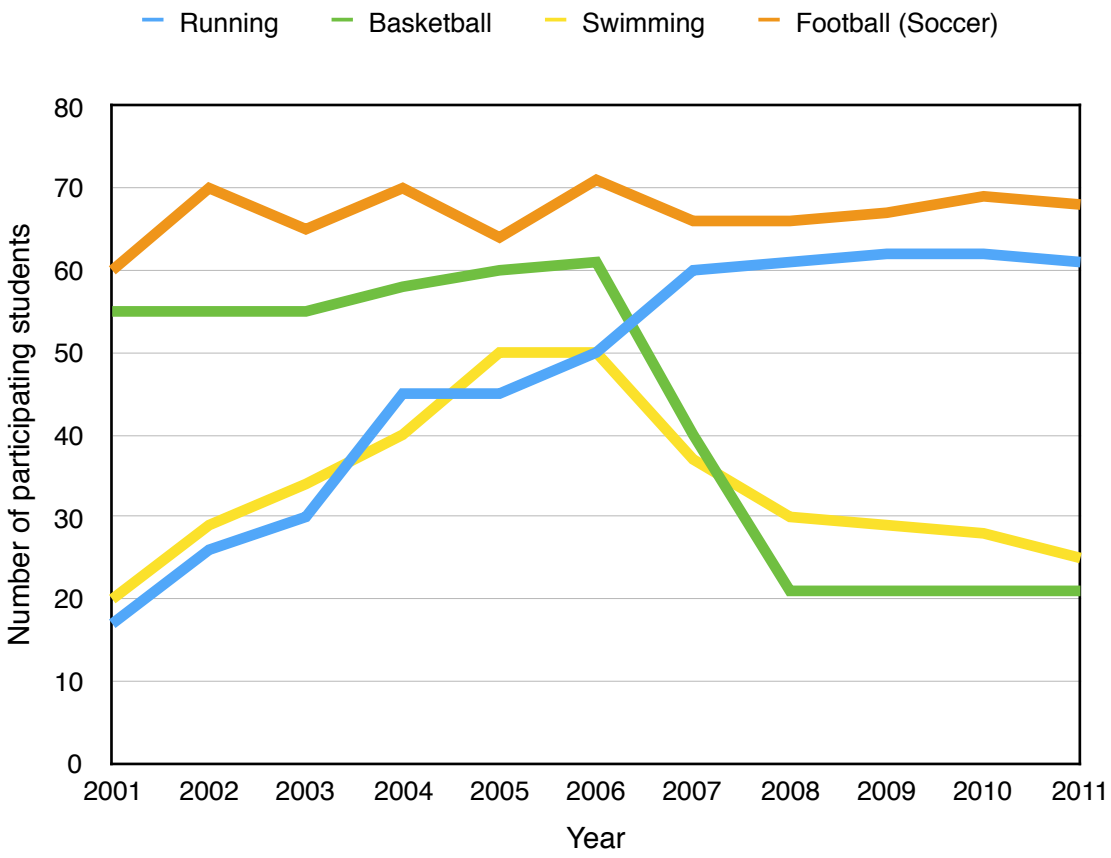
I prefer to write an overview because it allows us to tackle a key band descriptor requirement early on.

Mastering IELTS Writing: Task 1 - A Model Answer

The table below shows how many students of a school in the UK chose to take part in four different sports between 2001 and 2011.

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

Write at least 150 words.



The graph demonstrates the number of students of a particular UK school who participated in running, basketball, swimming and football over a ten-year period from 2001 to 2011.

Overall, what stands out from the graph is that while the popularity of running grew over the period in question, and that of football remained high throughout, the number of students interested in basketball fell sharply. Swimming figures, meanwhile, saw an increase followed by a drop.

With regards to running and swimming, the starting figures were roughly identical at 18 and 20 participating students respectively. However, whereas the former climbed to reach 60 students in 2007 before levelling off for the remainder of the period, the latter peaked at 50 students in 2006 and then slipped to half this figure in 2011.

Turning to the ball sports, football stayed consistently popular, with student figures remaining between 60 and 70 throughout the period. Basketball's popularity was nearly as high as football's

in the first half of the decade studied, with the number of participating students rising from 55 to 61, but 2006 to 2008 saw student numbers crash to 21, a figure which had not changed by 2011.

Lecture 7

Planning Your Response

A Blueprint for Success.

Why Plan?

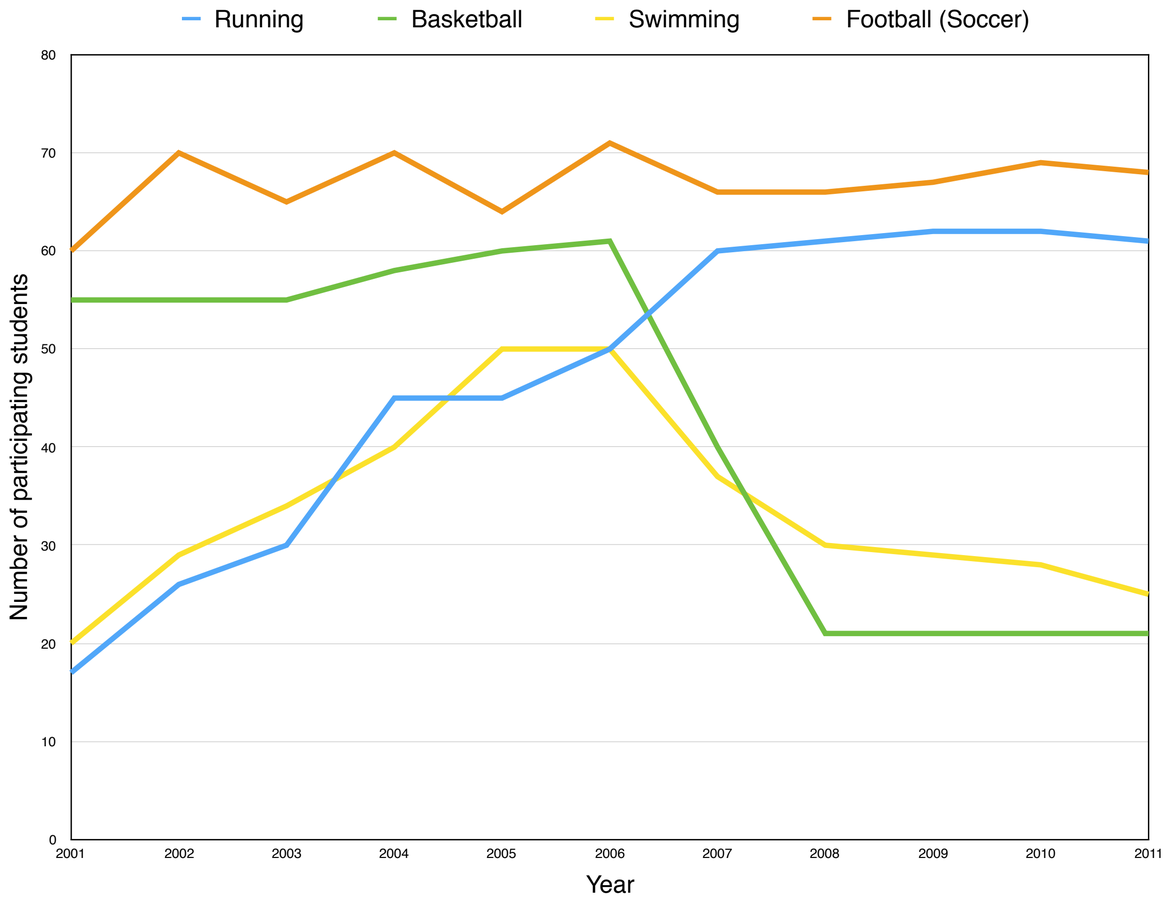
Some argue that, because the time limit in Task 1 is so short, there is no point in wasting time on a plan.

However, a plan not only organises your thoughts and arranges the data coherently, but also **saves you time**.

What's more, a plan does not need to take very long at all. You can write a plan for Task 1 in just a minute or two.

This lecture will focus on how to plan effectively and efficiently, saving you time in the exam and structuring your response logically.

A Model Plan



PLAN

Overview

R ↑ // F ++ // B + -> ↓ // S ↑ -> ↓

P3

R + S

P4

F + B

Umm…. what!?

Key Point: Forget spelling

To save time, one key point to make is that you do not need to write in full words, let alone full sentences!

In Task 2, you need to organise your ideas, and so complete spelling helps.

In Task 1, this is much easier to do as the ideas are already in front of you. Just use letters, numbers and symbols.

Overview

Running figures rise; football figures stay consistently high; basketball figures are high at first, then fall; swimming figures rise at first, then drop

P3

What happened to running and what happened to swimming

P4

What happened to football and what happened to basketball

Key Point: Forget spelling

To save time, one key point to make is that you do not need to write in full words, let alone full sentences!

In Task 2, you need to organise your ideas, and so complete spelling helps.

In Task 1, this is much easier to do as the ideas are already in front of you. Just use letters, numbers and symbols.

Overview

R ↑ // F ++ // B + -> ↓ // S ↑ -> ↓

P3

R + S

P4

F + B

Where's the introduction?

Don't worry about planning the introduction. The introduction is the easiest paragraph to write (though there are some difficult exceptions), and usually we can use a template or formula.

Planning the introduction is unnecessary and will only waste time.

We will come to templates and formulas for introductions in a later lecture.

So, what's involved in an effective Task 1 plan?

What's the plan?

It is possible to also write a **P5** when there are many different categories to cover, but do consider whether this is really necessary.

Here is the formula for an effective and efficient plan.

Firstly, as mentioned, do not plan the introduction.

Overview

Here is where you need to write about main trends, differences or stages. We will talk about identifying trends in a later lecture.

P3

P3 should focus on one set of grouped data. Look for somewhat similar lines/bars (like swimming and running) or see if you can group the data in a more original way (like *ball sports*).

P4

P4 should look to group the rest of the data in a logical way. The two paragraphs should be split 50/50 (two data lines for P3 and two data lines for P4, for example), although this is not always possible.

Time Management

Planning should take no longer than a couple of minutes. The rest of your response should be split as follows:

Introduction - **2-3 minutes**

Overview - **3-5 minutes**

P3 - **5 minutes**

P4 - **5 minutes**

Use any time left over to check your work. Ideally there should 2 or 3 minutes.

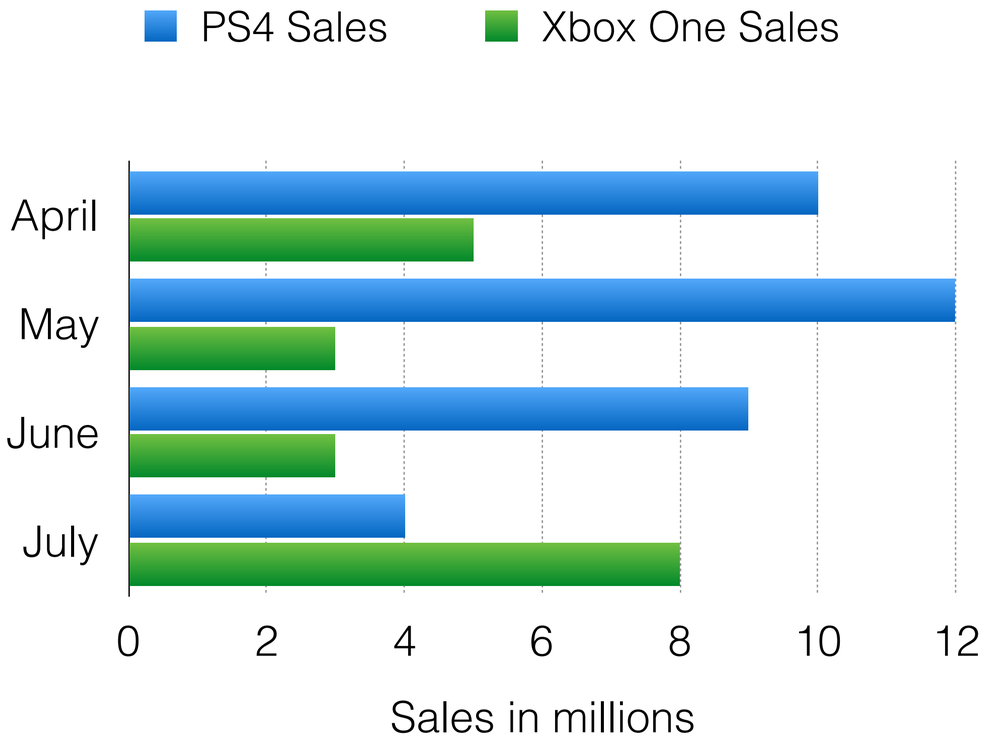
Lecture 9

Three Common Mistakes to Avoid

Three common errors about approaching IELTS Writing Task 1.

Mistakes #1: Interpreting the data

It's very important that you only **present** the data. Do not try to **explain** why the data is the way it is.



This graph shows how many PS4s were sold compared to Xbox Ones (two video game consoles).

It might be tempting to say that *customers thought that the PS4 video game console was superior.* But this is an interpretation, not a fact supported by data.

Do not explain or interpret. Only present.

Mistake #2: Writing an overview and a conclusion, or neither

The band descriptors for Task Achievement in Task 1 state that in order to achieve Band 7, the candidate *presents a clear overview of main trends, differences or stages*.

An overview is not optional. It is a requirement of Band 7 writing, and it must be **clear**.

Some people like to write a summary. This is okay. As long as it is a paragraph which contains the main trends, differences or stages, and this paragraph comes in a logical position, then this meets the Band 7 requirements. But don't write both.

Mistake #3: Including everything

This is only a mistake depending on the type of graph or image you receive. Sometimes, it is possible to include a description of all the data.

At other times, though, it is not.

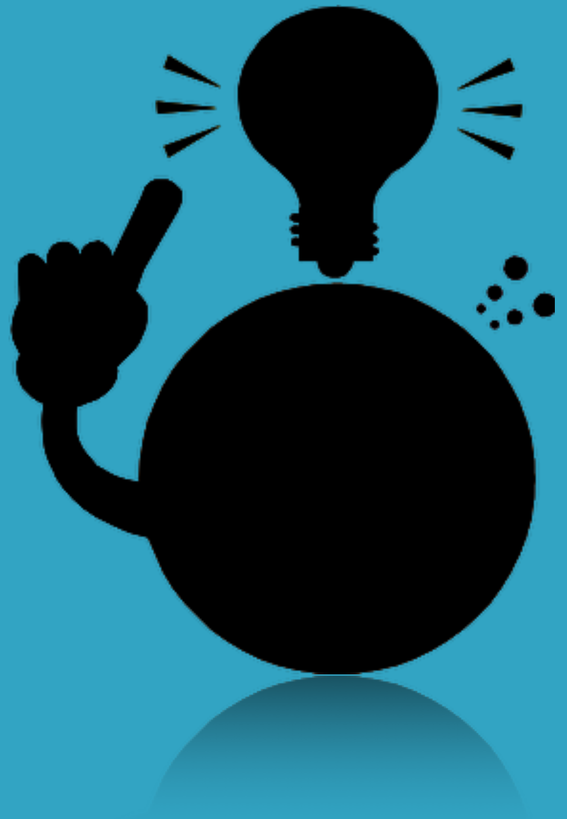
Do not put yourself under pressure to cover every single figure for every single category in the graph. This often takes too long and wastes time.

The requirements state that you need to ‘present and highlight key features’, and part of this skill is about **identifying** what those key features are. ‘Key features’ does not mean ‘everything’, otherwise it wouldn’t be ‘key’!

Lecture 9

Identifying Main Trends

Looking for patterns in Task 1 questions.



A look at the band descriptors

In the band descriptors, one of the requirements to achieve Band 7 in Task Achievement is:

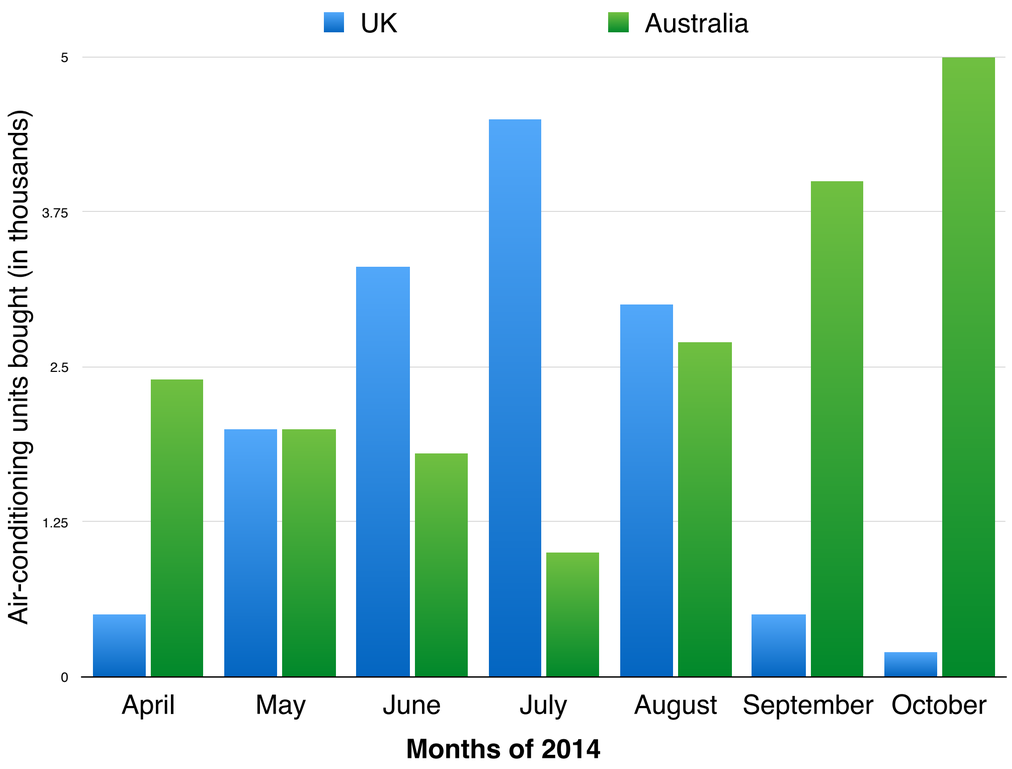
“presents a clear overview of main trends, differences or stages.”

We will look at the overview in a later lecture. For now, we will focus on two questions.

- Firstly, should we focus on trends, differences or stages?
- Secondly, how do we find and discuss these things?

Trends

Whether you write about trends, differences or stages will depend on which type of question/graph you are given.



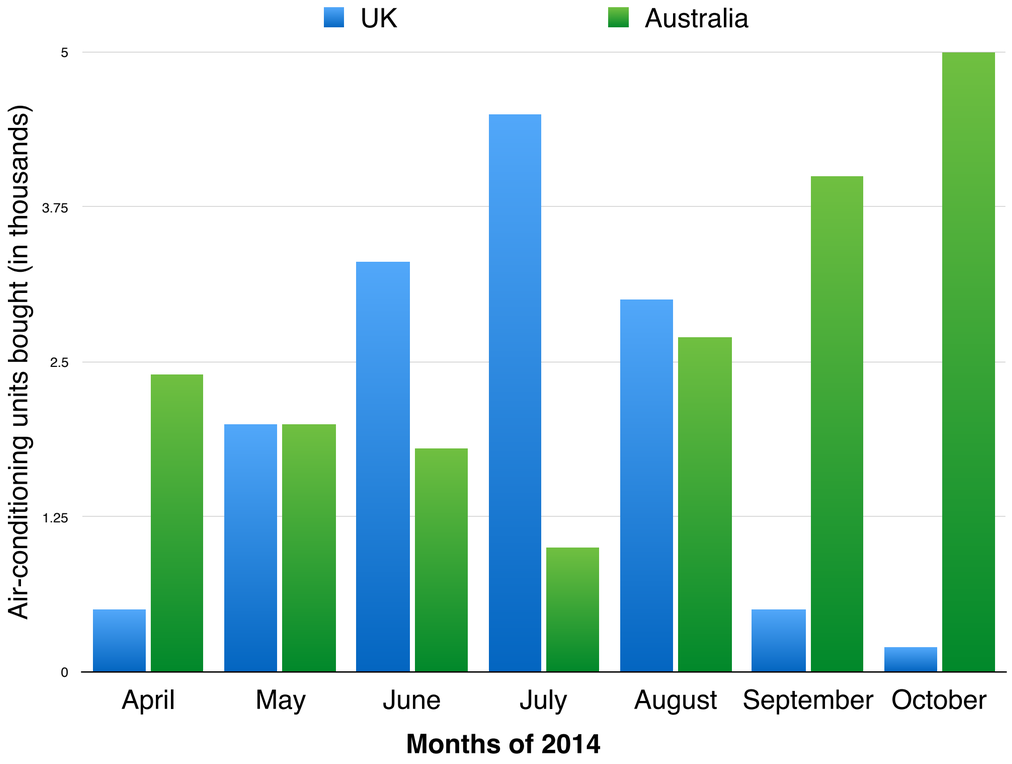
The graph on the left can be labelled a '**graph with a trend**' because it contains data plotted over a time period (in this case months).

Regardless of whether the graph is a bar chart, a line graph or a table, if information is being measured against dates, it can be called a graph with a trend.

Differences can be seen, too, but in graphs like this, focus primarily on the trends.

Trends

Whether you write about trends, differences or stages will depend on which type of question/graph you are given.



<u>Identifying Key Trends</u>

Identifying trends is about following the direction of the ‘slopes’.

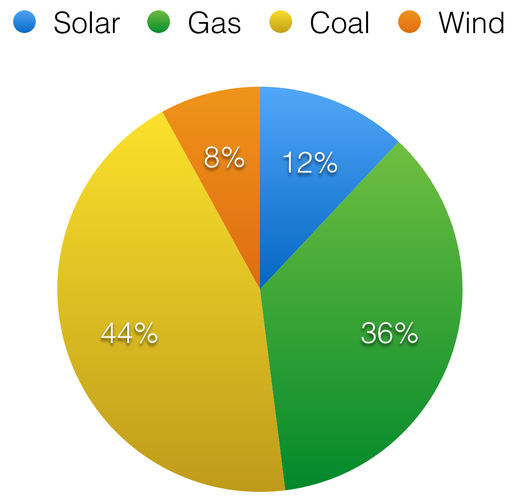
The UK’s figure slopes upwards - indicating an upward trend - until July. After July, the figure slopes downwards - indicating a downward trend.

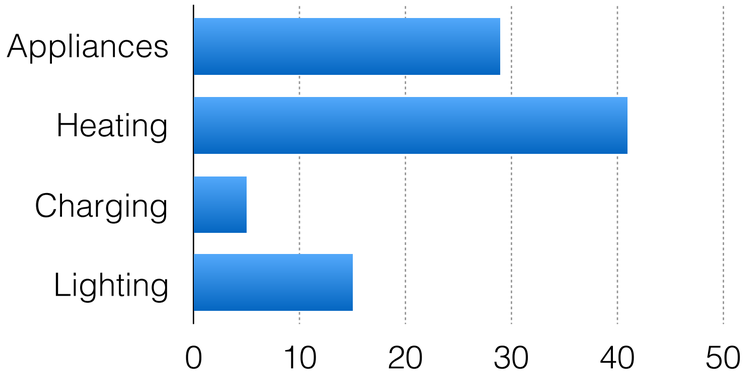
Australia’s AC sales experienced a reverse of this trend, going down and then up.

Whereas the number of air-conditioning sales in the UK rose and then fell, Australia’s units experienced the opposite trend.

It is very unlikely you will need to worry about trends with maps or processes.

Differences





The two charts (pie chart above, bar chart below) combined can be described as a '**comparative graph**'.

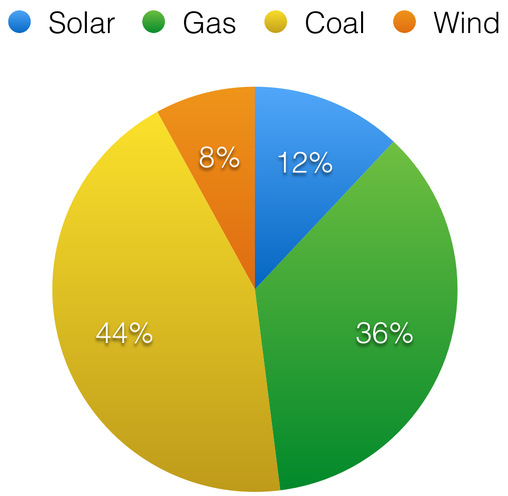
Because there are no units of time, there are no 'trends' to consider. No rises or falls, no jumps or slumps.

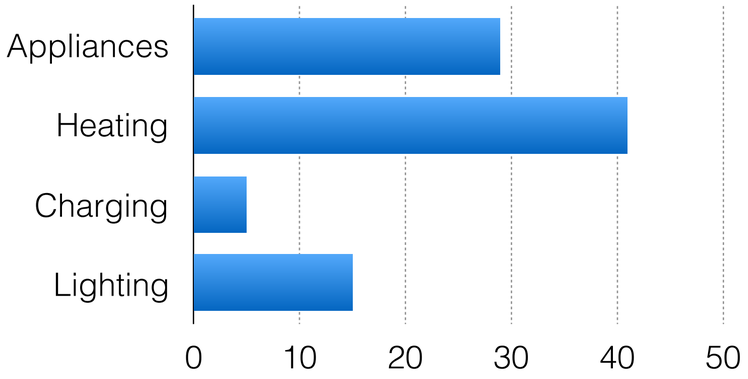
However, we can look for comparisons, and they are everywhere. More gas than solar. More coal than gas. Less wind than solar, coal and gas.

How do you decide which comparisons to focus on?

In other words, what are the key differences?

Differences





<u>Identifying Key Differences</u>

Answer: there are no ‘key’ differences. But it makes more sense to talk about some differences than others.

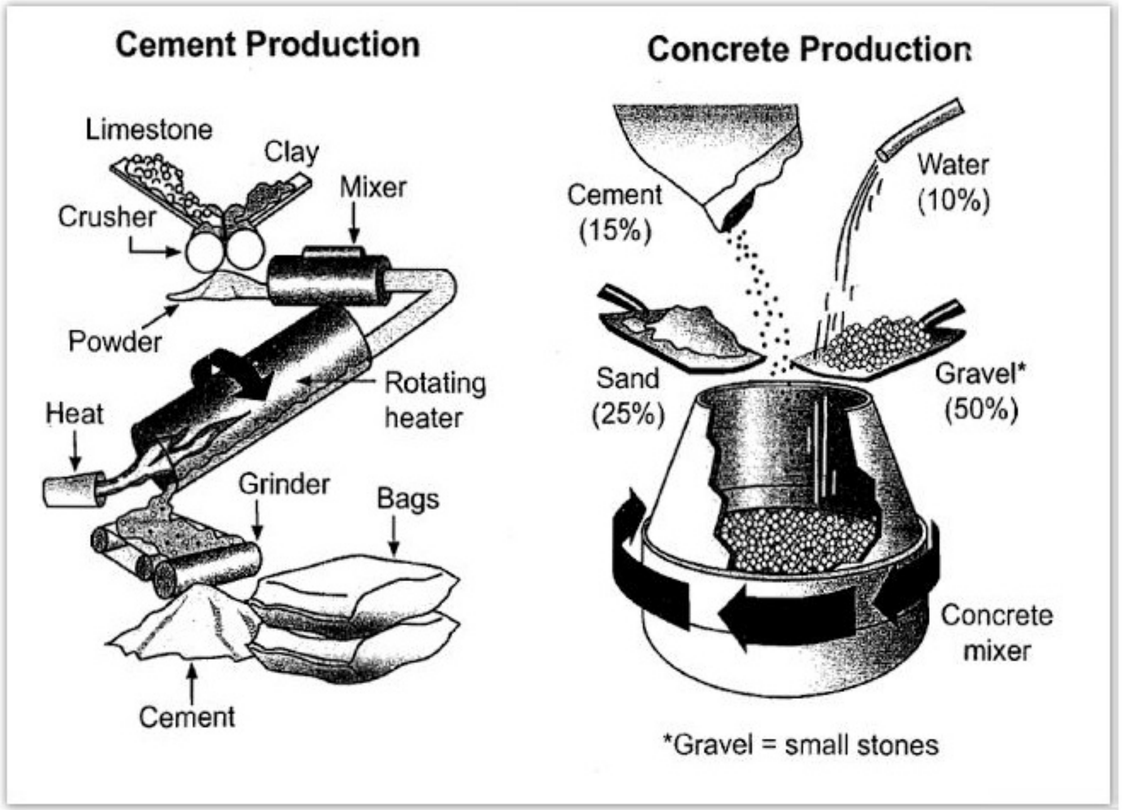
Focus on the **most** and the **least** of things. That creates a logical opportunity for a complex sentence. *Whereas the majority of electricity is consumed by heating, the minority goes towards charging*.

If possible, find ways to group data together. *Renewable energy sources make up far less of total electricity than non-renewable sources*.

Differences are key in maps. Focus on the differences between the old city and the new city. More shopping facilities? Fewer trees? More modern or less?

When looking at processes, focus on the equipment or materials involved in each stage. *The first stage involves four pieces of equipment and only one ingredient, while the reverse is true for the second stage*

Stages



Discussing stages is perhaps the simplest of the overview requirements. This requirement refers to 'process' tasks like the one to the left.

<u>Identify Key Stages</u>

Discussing stages in the overview is simply a matter of accurately counting the number of stages involved.

If the number of steps involved is unclear, as is the case with *cement production*, you may use terms like *appears to be* to avoid slipping into inaccuracy.

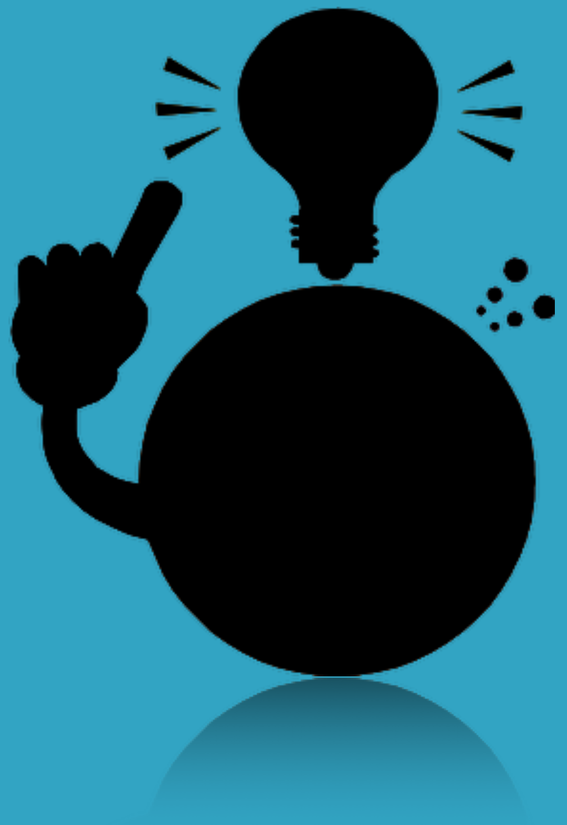
Whereas cement production appears to be composed of seven steps, concrete production only consists of two.

As long as you support these numbers with your detail paragraphs (e.g. *mixing* (first stage) *and rotating* (second stage)), it would not be right to label your information as inaccurate.

Lecture 10

Selecting Data, Comparisons

Choosing the data to discuss in your response.



A look at the band descriptors

If we return to the band descriptors, we see these two requirements for Band 7:

“covers the requirements of the task”

“clearly presents and highlights key features”

This leads us to two questions:

- What are the requirements of the task?
- How do we choose which ‘features’ are most important?

“Covers the requirements of the task”

One convenient aspect of IELTS Writing Task 1 is that the task requirements are ***always the same*****.** You should recognise this statement:

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

This directive is written in each and every Task 1 question. But notice this:

Select and report the main features (task language)*.*

Clearly presents and highlights key features (band descriptor language)*.*

Therefore, when you ‘select and report the main features’, you are addressing TWO band descriptor requirements. This is why doing so is **absolutely vital** to your score.

“Presents and highlights key features”

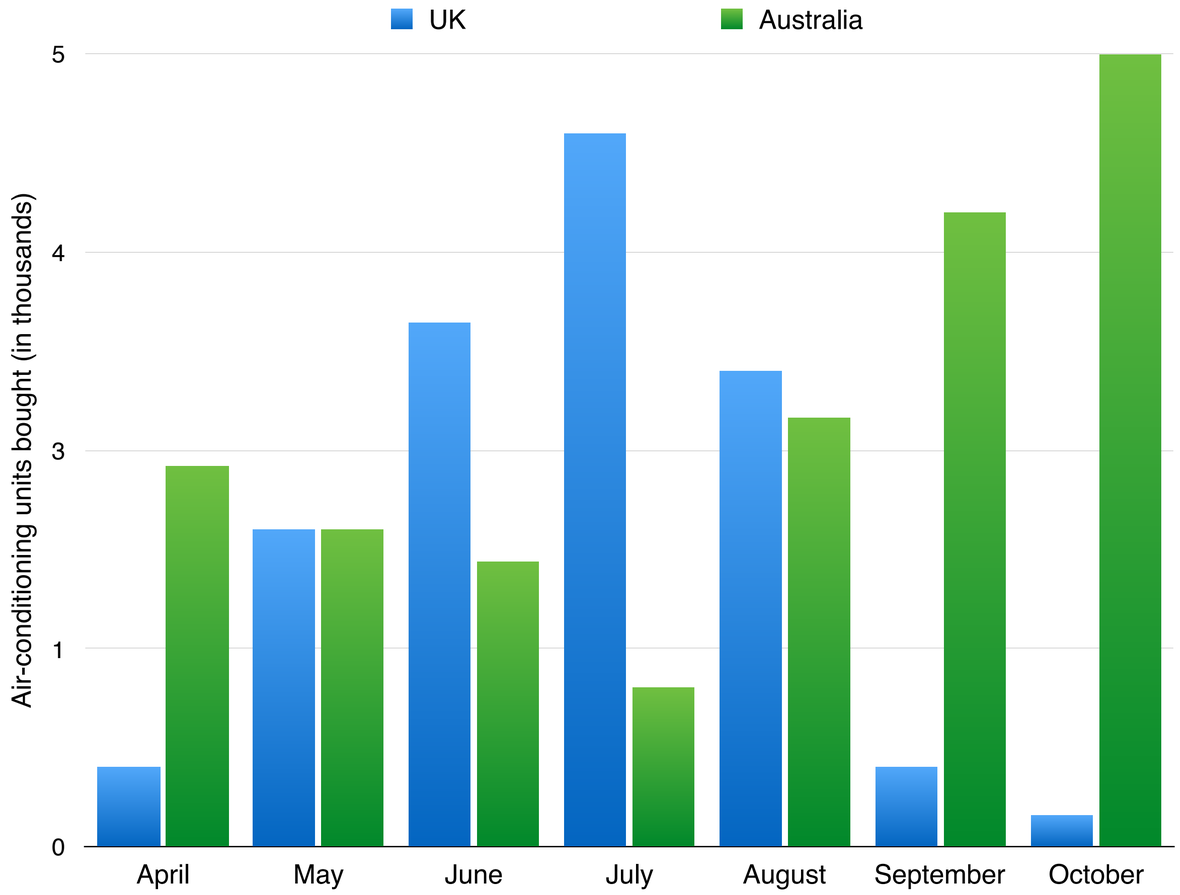
Key Features

The key features of graphs with a trend are the turning points and the start and end points.

Consider the UK. Its starting figure is roughly 0.4 thousand. Its turning point is in July, about 4.7 thousand. Its end point is around 0.1 thousand. These are key figures, and they should be reported.

The same is true of Australia.

Other key features are the highest and lowest points of graphs. Interestingly, the month of October sees both of these features. Talk about it!



“Presents and highlights key features”

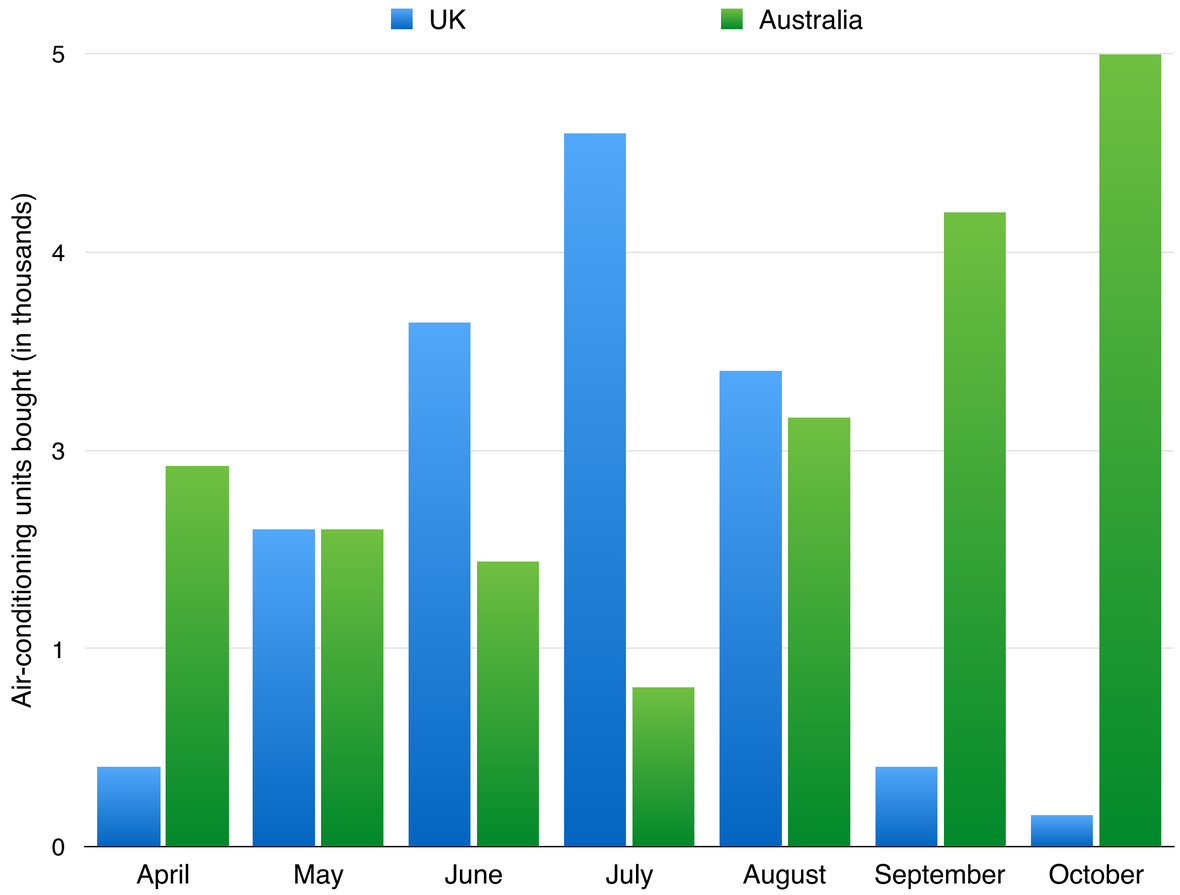
NOT Key Features

It’s very important that you do not waste time talking about features which are not important.

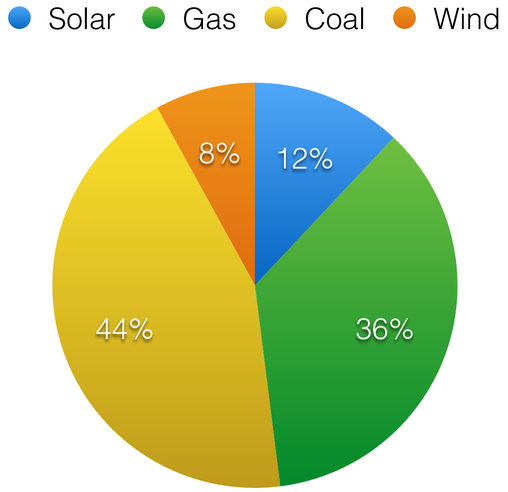
Which figures in the graph do you think are not important to mention?

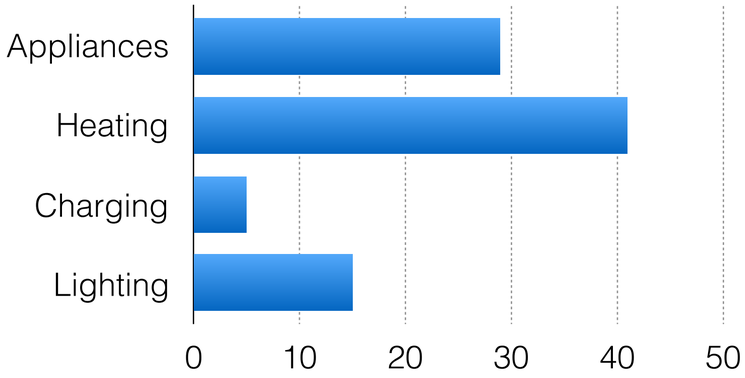
We do not need to mention any figures which do not have an interesting ‘feature’ about them, such as a start/end point, a peak, or an identical opposing figure.

Therefore, we do not need to discuss, for example, the UK’s June figure or Australia’s September figure.



“Make comparisons where relevant”





Relevant Comparisons

A striking difference in data *is* a key feature of the graph, and so again here we are covering multiple requirements.

The most relevant comparisons are those which look at the *most* and *least* of things, as mentioned in the previous lecture.

With a graph like this where this is not much data to cover, you may as well cover ALL of the data. There should be no figures left out.

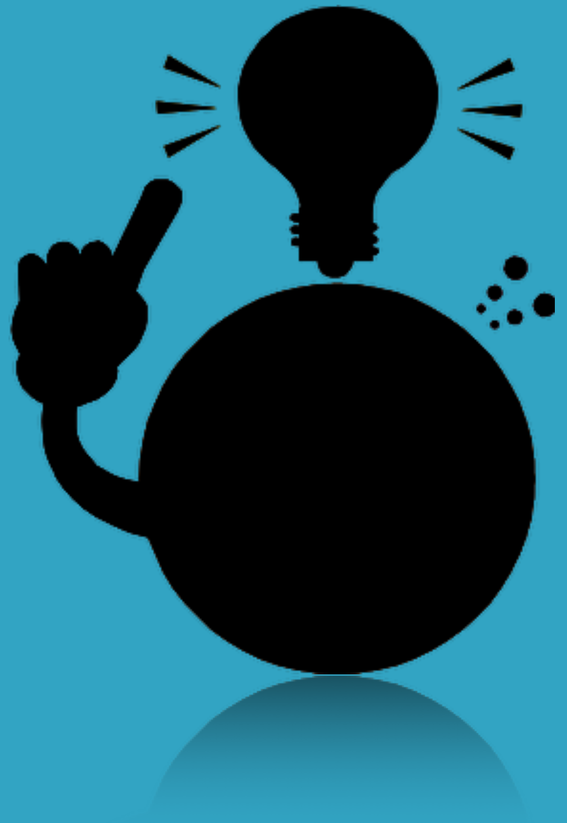
However, you need to select your comparisons carefully. You wouldn’t compare heating with appliances, charging and lighting, then appliances with heating, charging and lighting, and so on.

Chunk the data. Compare renewable and non-renewable sources, compare the most with the least, compare start points and end points. And remember *figures.* These requirements also refer to the detail paragraphs

Lecture 11

Assuring Accuracy

Avoiding the common pitfalls of inaccurate data recording.



Band descriptors

Instead of looking at the band descriptors for Band 7, let's look at the band descriptors for Band 6. Here's an extract from Task Achievement:

"presents and adequately highlights key features, but details may be irrelevant, inappropriate or inaccurate."

In the previous two lectures, we looked at how to select and present *relevant* and *appropriate* details.

This lecture will focus on how to achieve accuracy by looking at 3 key areas of caution, ensuring that our band score does not drop from a 7 to a 6.

Caution #1: Units of measurement

Look at the graph to the right.

This graph measures how much money the governments of four countries spent on developing tourist infrastructure.

There are **two** important things to notice.

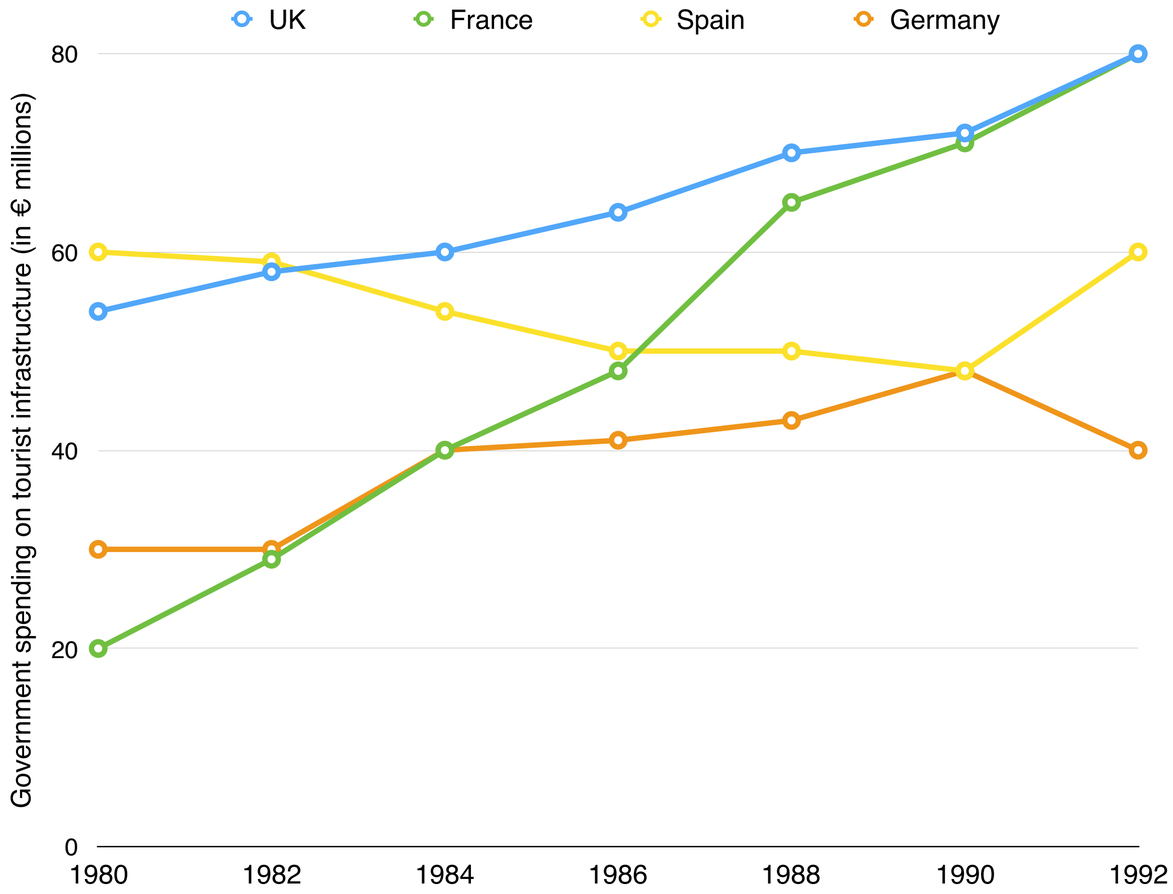
1. The currency is **euros**.

2. The units are in **millions**.

I often see students either using the wrong currency (*Germany spent 30 million dollars*), or no currency at all (*Spain spent 60 million*).

It is also common to miss the unit 'millions' (*France spent €20 …*). All these are examples of inaccurate data due to carelessness, so be careful!

Another common error is to describe numbers instead of percentages, and vice versa.



Caution #2: Spelling

Number of cars sold by town in 2010

Town	Honda	Ford	Toyota	BMW	Total
Farnsborough	450	601	140	340	1541
Chippenham	632	521	297	109	1559
Bournemouth	391	574	250	343	1558
Carlisle	200	460	194	512	1366
Wycombe	209	391	99	111	810
Total	1882	2547	980	1415	6834

The figures in the table to the left are not very difficult and should be presented with little danger of inaccuracy. There are no complex units of measurement and the figures are only three digits maximum.

However, a common mistake, particularly when presenting places, is to **misspell** categories (~~*Farnbrough*~~, ~~*Wicombe*~~, ~~*Carlyle*~~).

Be very careful to accurately record place names and other less familiar spellings. Always keep this in mind when describing **maps**.

This not only damages your Task Achievement score because of inaccuracy, but also your Lexical Resource score because of misspelling!

Caution #3: Comparisons

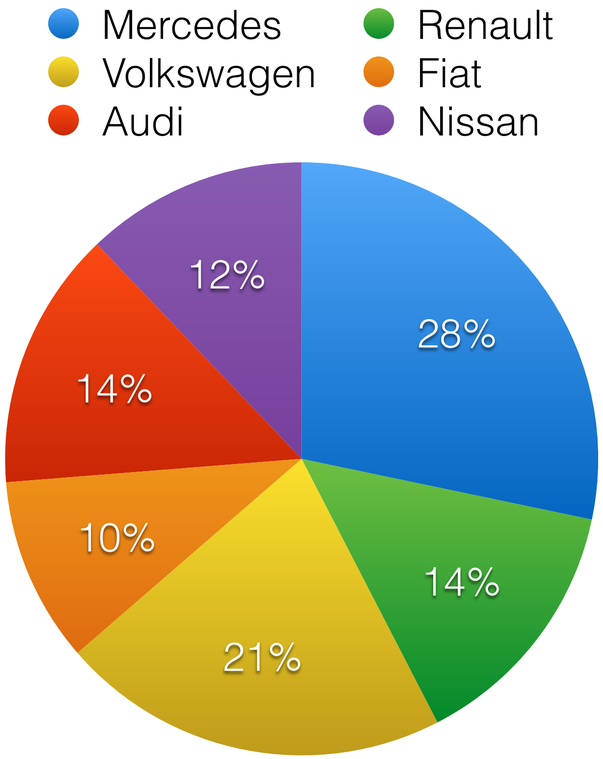
As mentioned in a previous lecture, it is very important that you make comparisons when describing the data. These comparisons also need to be accurate.

The pie chart on the right would appear to be a very simple chart in terms of comparisons. All the numbers are either larger or smaller than, or equal to, others, and the chunks of the pie likewise.

But errors commonly appear when attempting to compare multiple figures.

True or false: *There were twice as many Mercedes sold in 2012 as Renaults and Audis.*

Percentage of total car sales in London in 2012



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True or false: *There were twice as many Mercedes sold in 2012 as Renaults **or** Audis.*

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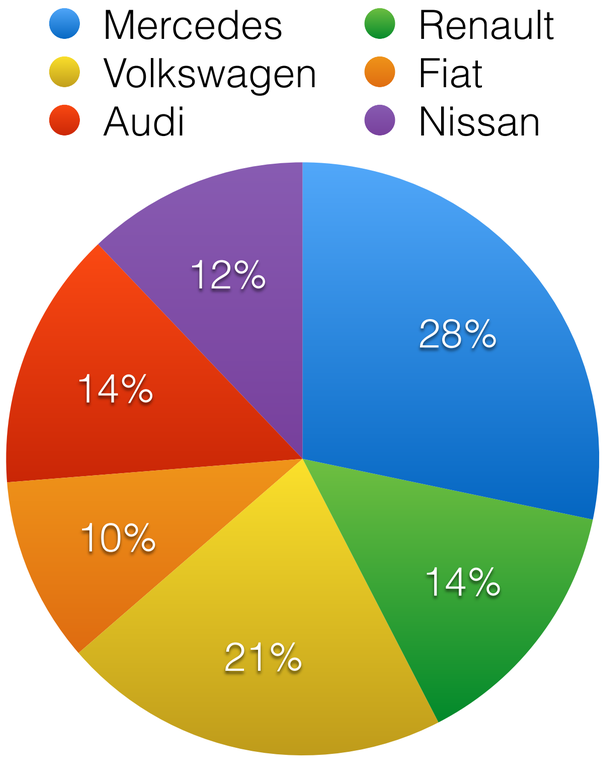


Top tip: Remember the three ‘A’s

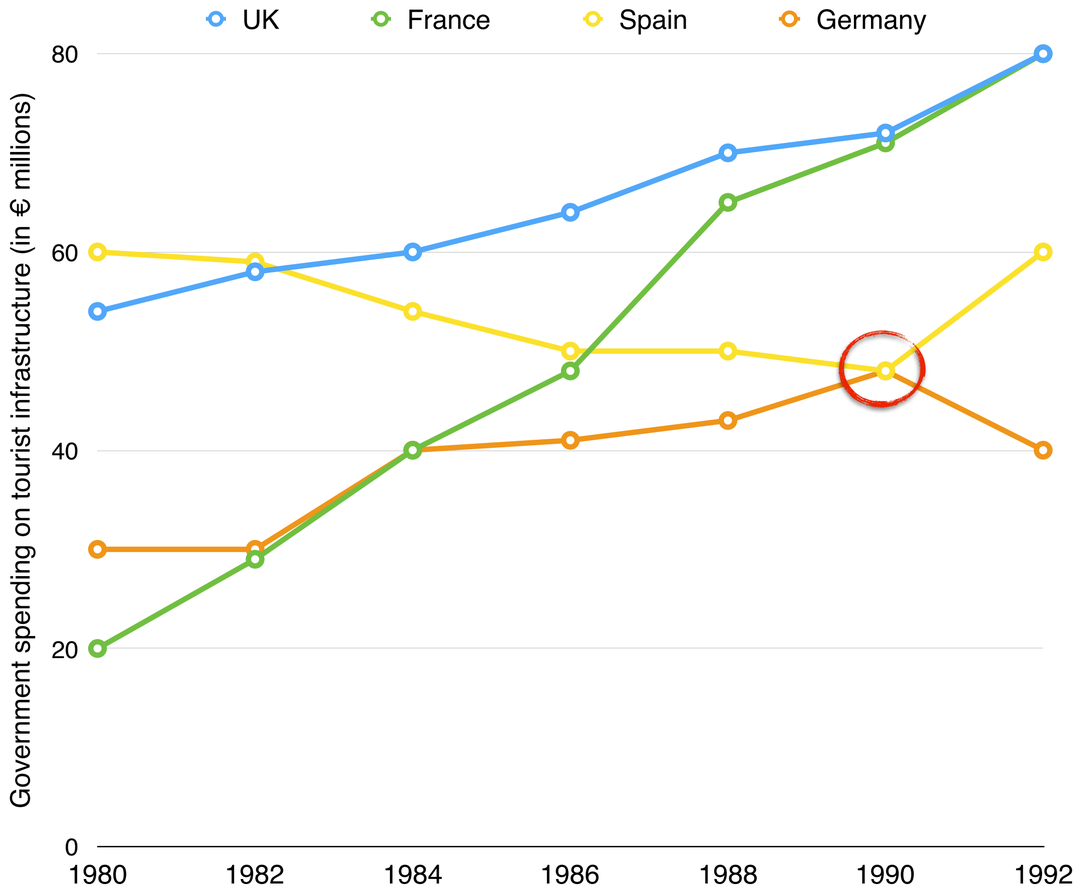
One way to avoid inaccuracy is to give yourself a ‘buffer’ against it. This means using words that give you some margin for error.

Look at the point inside the red circle. What figure is that exactly? It’s quite hard to tell. In this case, remember the three ‘A’s:

Approximately.
Around.
About.

With these three adjectives (along with *roughly*), you can guard against complete inaccuracy.

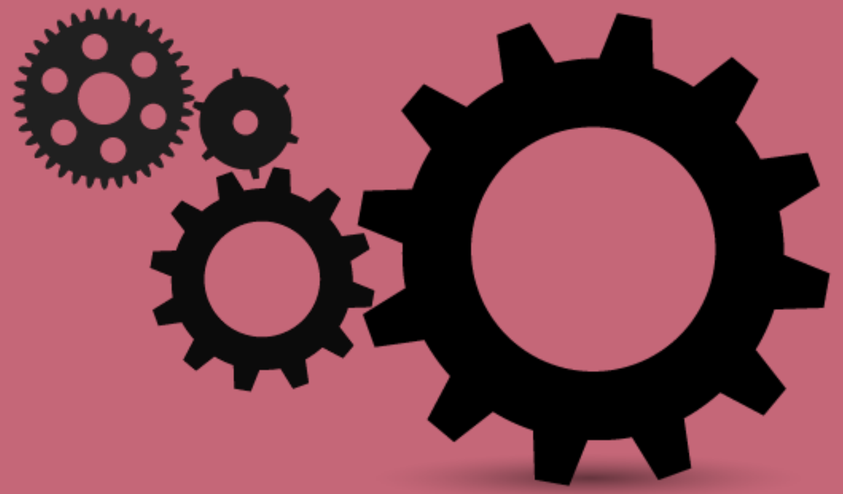
*In 1990, Spain’s spending hit a low of **approximately** €48 million, a figure which also happened to be Germany’s peak in the same year.*



Lecture 12

Accurate Introductions

Formulas and templates for high-quality introductions.



Speed and length

Like in Task 2, introductions in Task 1 should be short, to-the-point and not take up too much time.

They should not be planned and they should not do anything besides paraphrase the language in the task.

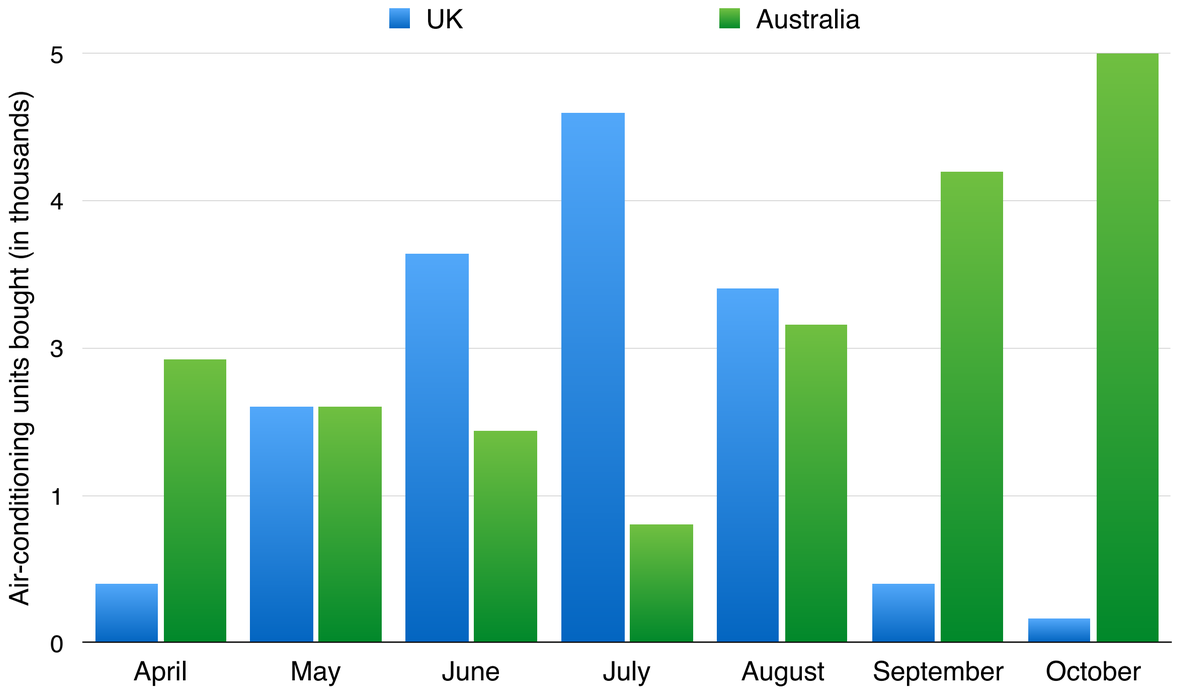
To achieve these aims, the best approach for Task 1 introductions is to remember a few templates which can be modified for most situations.

This lecture will focus on these templates.

Templates for graphs with a trend

The graph below shows the air-conditioning unit sales in two different countries over 7 months between April 2010 and October 2010.

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



There are two ways a task like this can be paraphrased.

We can either use the ‘how many/much’ template or the ‘the number/amount of’ template.

The former is easier: *the graph illustrates* ***how many air-conditioning units were sold*** *in the UK and Australia…*

The latter is harder, but better: *the graph highlights* ***the number of air-conditioning units which were sold*** *in the UK and Australia…*

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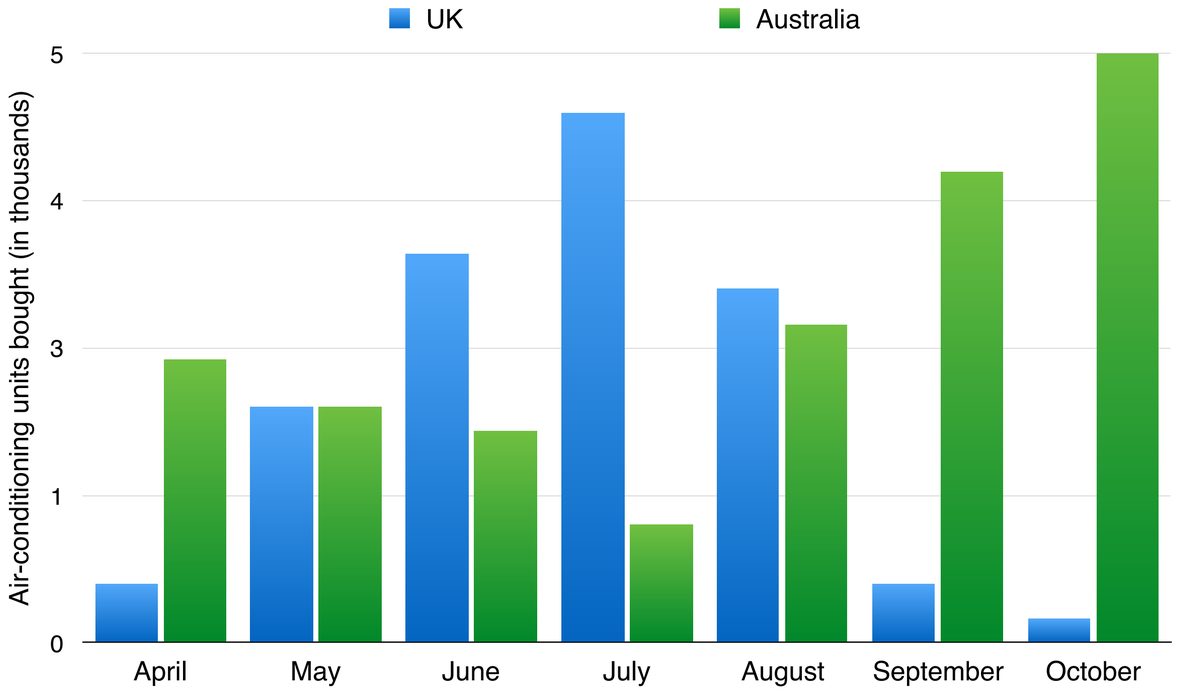

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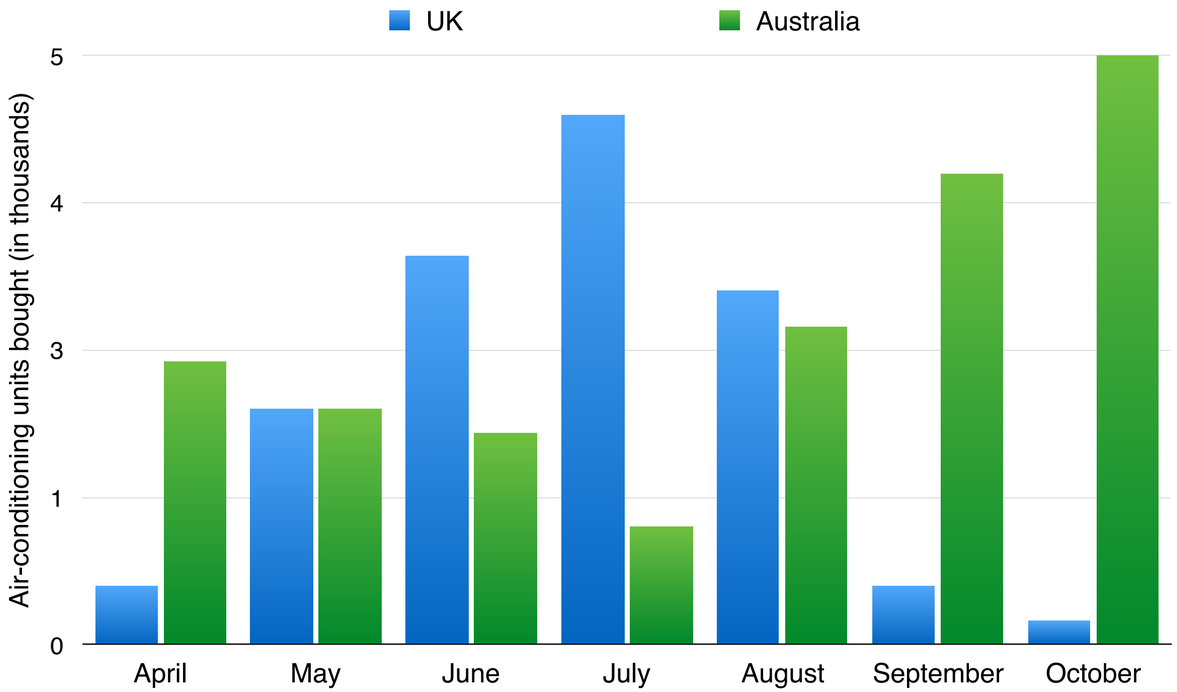

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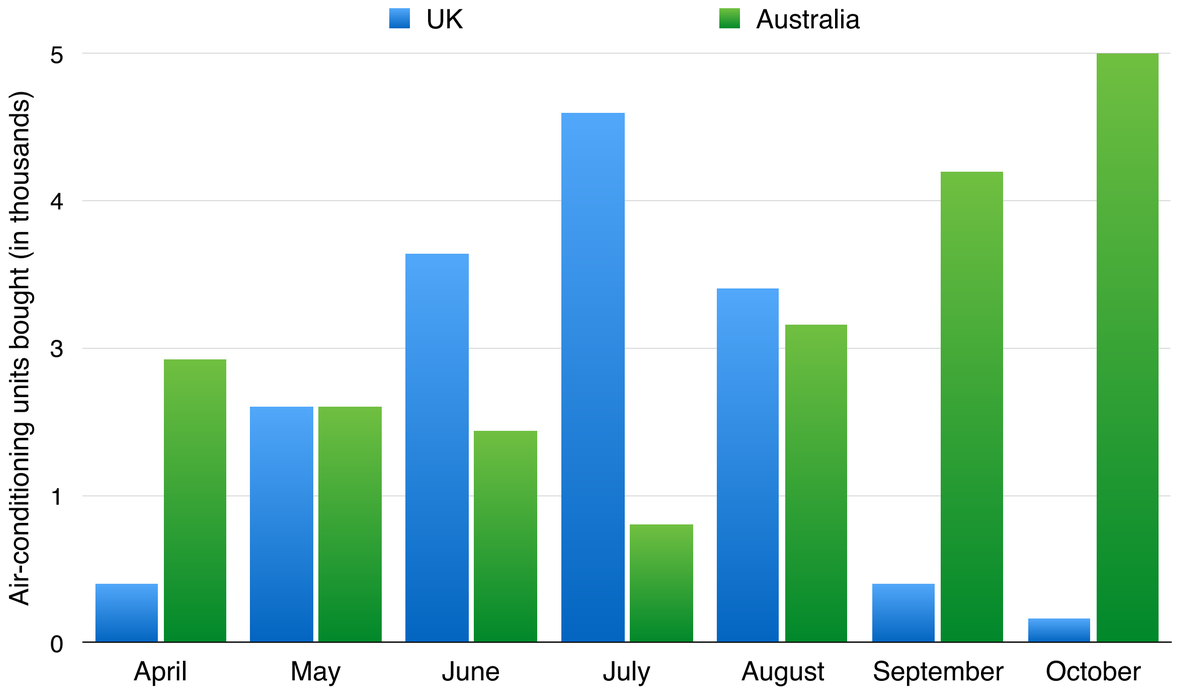
The latter is harder, but better: *the graph highlights* ***the number of air-conditioning units which were sold*** *in the UK and Australia…*

Also try to keep in mind the large number of verbs which can replace ‘show’: *highlight; illustrate; describes; demonstrates; depicts; outlines*

Templates for graphs with a trend

The graph below shows the air-conditioning unit sales in two different countries over 7 months between April 2010 and October 2010.

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



When using these structures, consider three questions.

1. Is the topic countable (*how many / the number of*) or uncountable (*how much / the amount of*)?

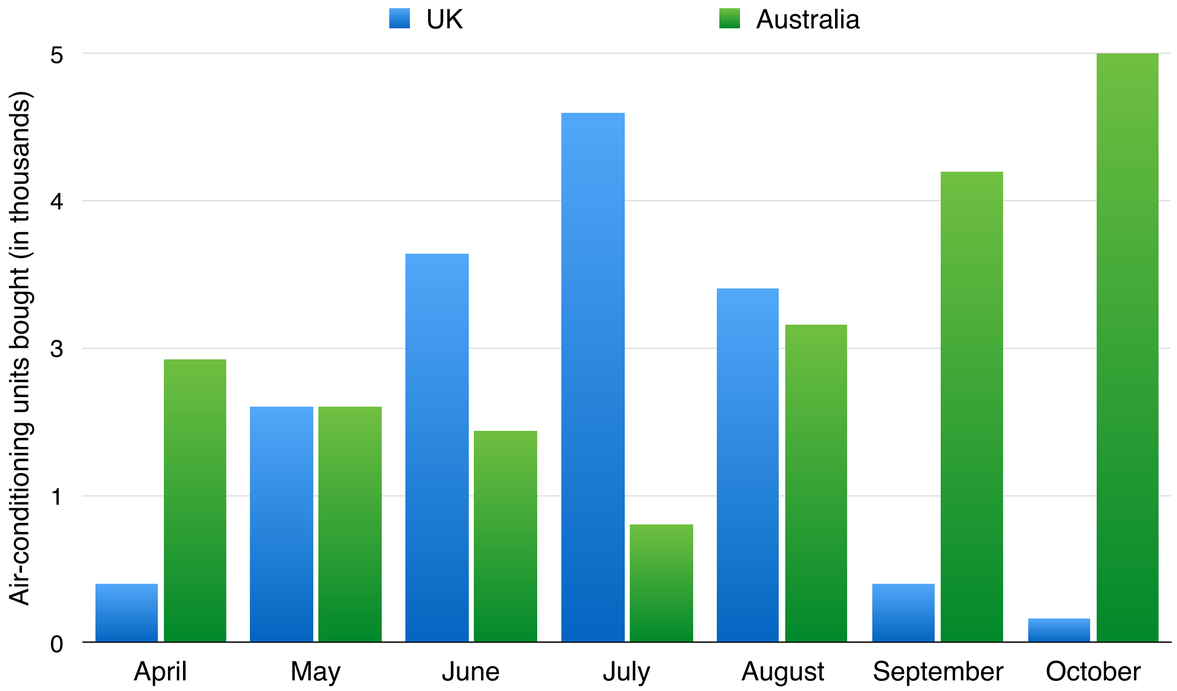
2. Is the subject active (*how many people visited Warsaw*) or passive (*how many radios were sold*)?

3. Do you want to use the 'how much/many' structure (no relative pronoun) or the 'the number/amount of' structure (where a relative pronoun can be used)?

Templates for graphs with a trend

The graph below shows the air-conditioning unit sales in two different countries over 7 months between April 2010 and October 2010.

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



Paraphrasing dates and durations

The latter half of the introduction should focus on places, dates and durations.

One easy way to paraphrase is to change ‘between’ and ‘and’ to ‘from’ and ‘to’, or vice versa.

Another useful technique is to turn the nouns of numbers into adjectives. Consider:

*over **7 months** between April and October —->*

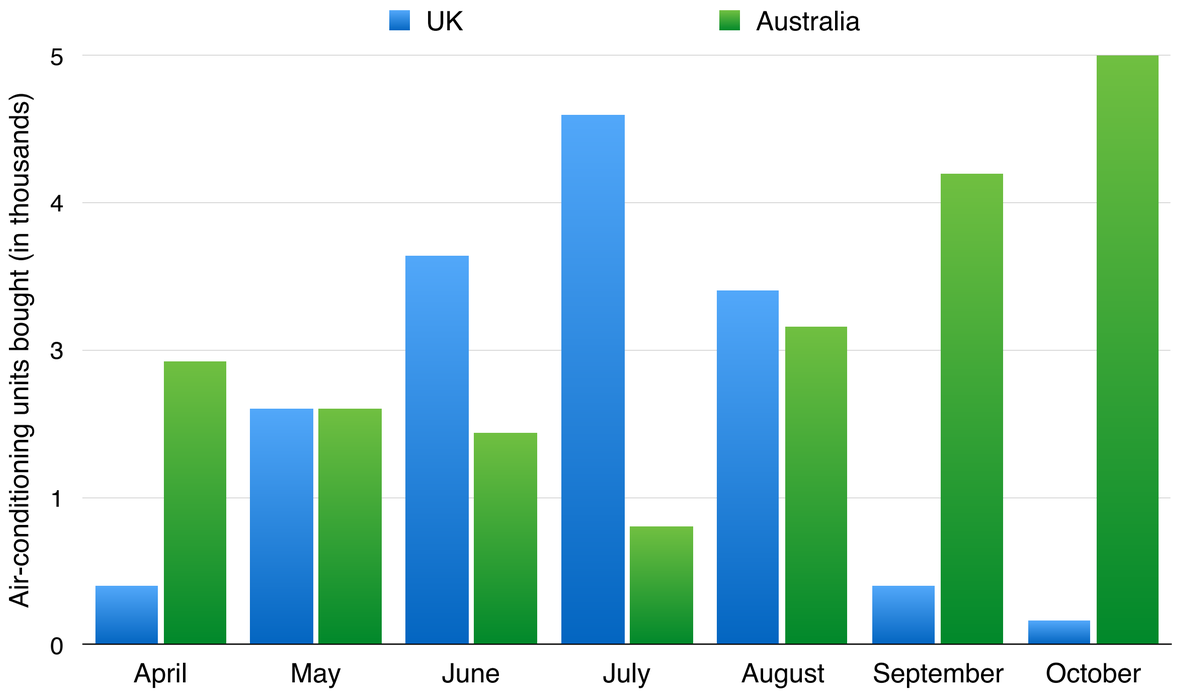
*over **a 7-month period** from April to October*

Don’t try to paraphrase exact locations, but consider switching word order, e.g. *a European school —> a school in Europe.*

Templates for graphs with a trend

The graph below shows the air-conditioning unit sales in two different countries over 7 months between April 2010 and October 2010.

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



Example

The graph illustrates the number of air-conditioning units which were sold in Australia and the UK over a seven-month period in 2010 from April to October.

Templates for comparative graphs

Introductions for comparative graphs are very similar to those for graphs with a trend, but these do not usually feature durations.

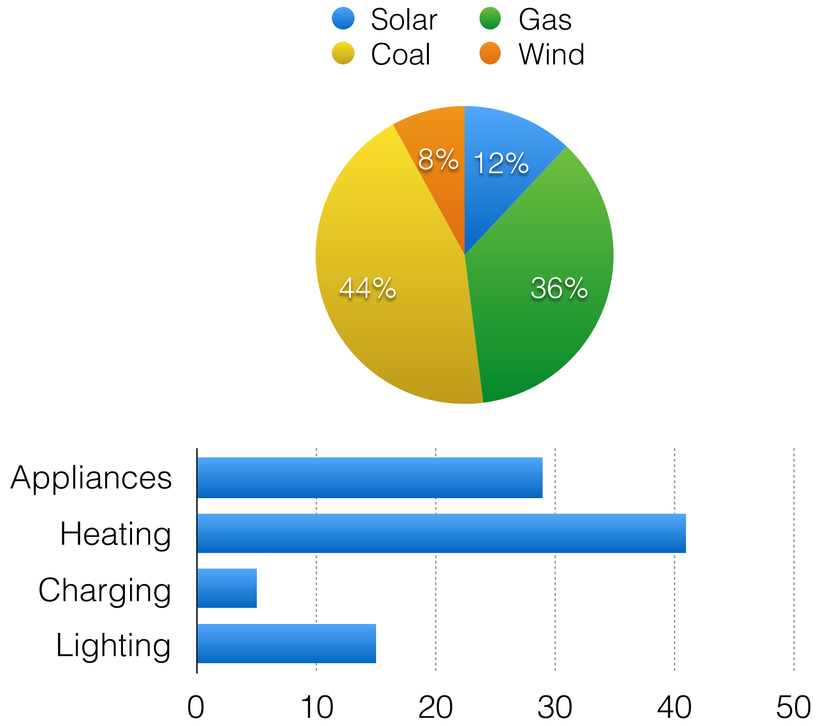
Again, we simply need to choose between ‘the number/amount of’ and ‘how much/many’.

The task to the right opts for the language ‘how much’, so we can instead choose to use ‘the amount of’. Notice that here, unlike on the last slide, we are dealing with uncountable nouns.

Also remember that you can switch out ‘shows’ with ‘compares’ when you are dealing with comparative graphs:

The chart compares the amount of energy which is provided by four different sources in Italy, and the table compares the proportion of this energy which goes towards four different uses in the home.

The chart below shows how much energy is provided by four different sources in Italy, and the table below shows how much of this energy is used for four different household purposes.



Templates for processes

Introductions for processes are fairly simple. This is a case of having one or two set structures which you can rely on in any situation.

My favourite structure is the following:

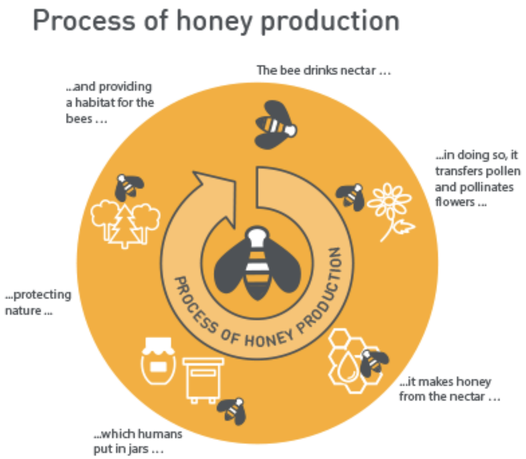
The diagram highlights ***the process by which*** *…*

This can be used in any number of scenarios.

The diagram highlights ***the process by which*** *bees make their honey.*

The diagram highlights ***the process by which*** *car doors are manufactured.*

The diagram highlights ***the process by which*** *salmon complete their life cycle.*



Again, remember to try to paraphrase any verbs (*highlights, illustrates, describes*) and nouns (*diagram, illustration, picture*) when necessary (don't paraphrase 'salmon'!) and switch up the word order if required.

Templates for maps

It is difficult to provide a template for maps because there are a number of different variables. However, you can use the earlier ‘duration’ template when describing differences over periods of time.

The rest of the introduction should be a case of simple paraphrasing via synonyms. Consider:

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

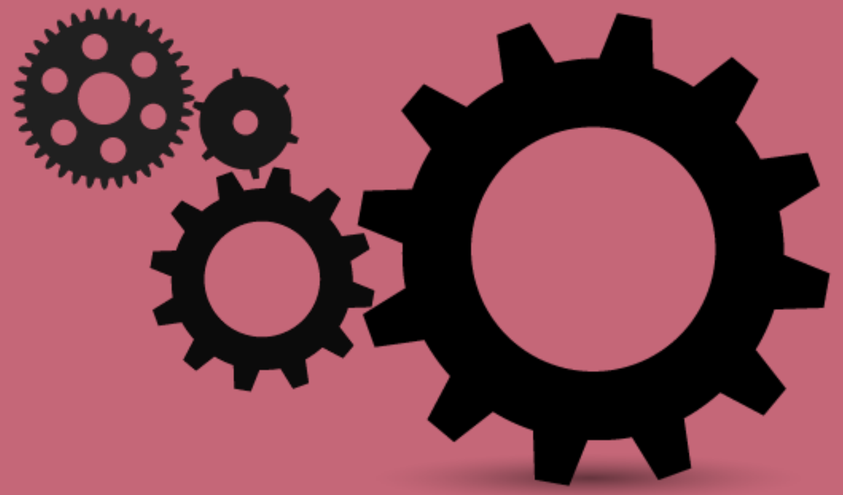
The two maps below compare an island prior to and following the development of tourist infrastructure.

This introduction is simply a matter of a wide vocabulary, which you can acquire most quickly by **reading frequently**.

Lecture 13

Writing Clear Overviews

How to write a clear, coherent and relevant overview.



Band descriptors

The overview is one of the most important paragraphs in your Task 1 response. It is explicitly stated as a requirement to achieve anything above a Band 6. Band 6 states:

“presents an overview with information appropriately selected.”

Band 7 states:

“presents a clear overview of main trends, differences or stages.”

We look at trends, differences and stages in Lecture 9. In this lecture, we will look at how to construct a **clear overview**.

Shoulds and Should Nots for Overviews

The overview should NOT contain any specific figures.

For example, do not mention that Bournemouth bought 391 Hondas or Carlisle bought 194 Toyotas.

The overview SHOULD contain a look at the main trends, differences or stages.

For example, mention instead that the largest number of cars was bought in Chippenham, or that the least popular car brand was Toyota.

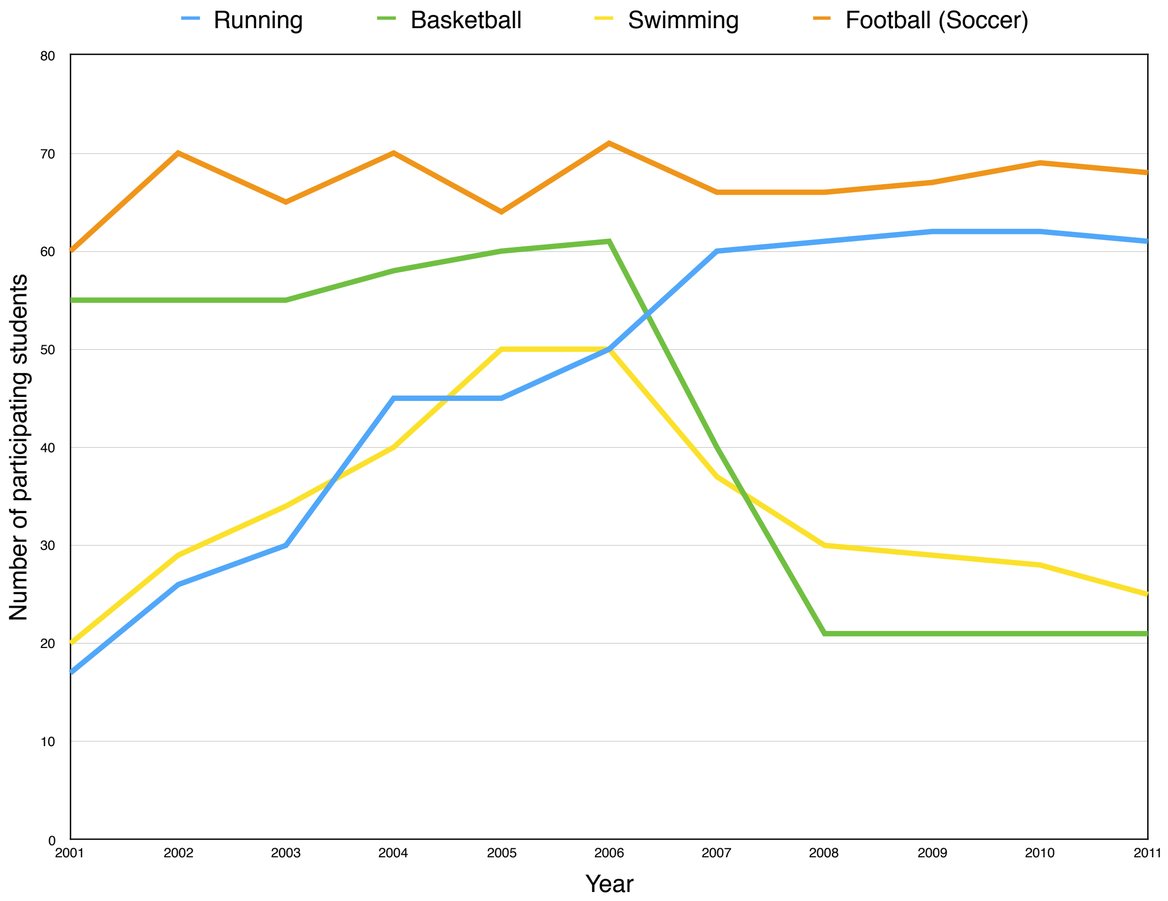
Number of cars sold by town in 2010

Town	Honda	Ford	Toyota	BMW	Total
Farnborough	450	601	140	340	1541
Chippenham	632	521	297	109	1559
Bournemouth	391	574	250	343	1558
Carlisle	200	460	194	512	1366
Wycombe	209	391	99	111	810
Total	1882	2547	980	1415	6834

Language for Overviews

Graph with a Trend Overview

Overall, it is clear from the graph that whereas football remained popular throughout the period, basketball experienced a significant fall in popularity. Additionally, although the number of runners and swimmers grew in similar proportion, the latter then declined as the former continued to increase.



= cohesive devices

= overview introduction

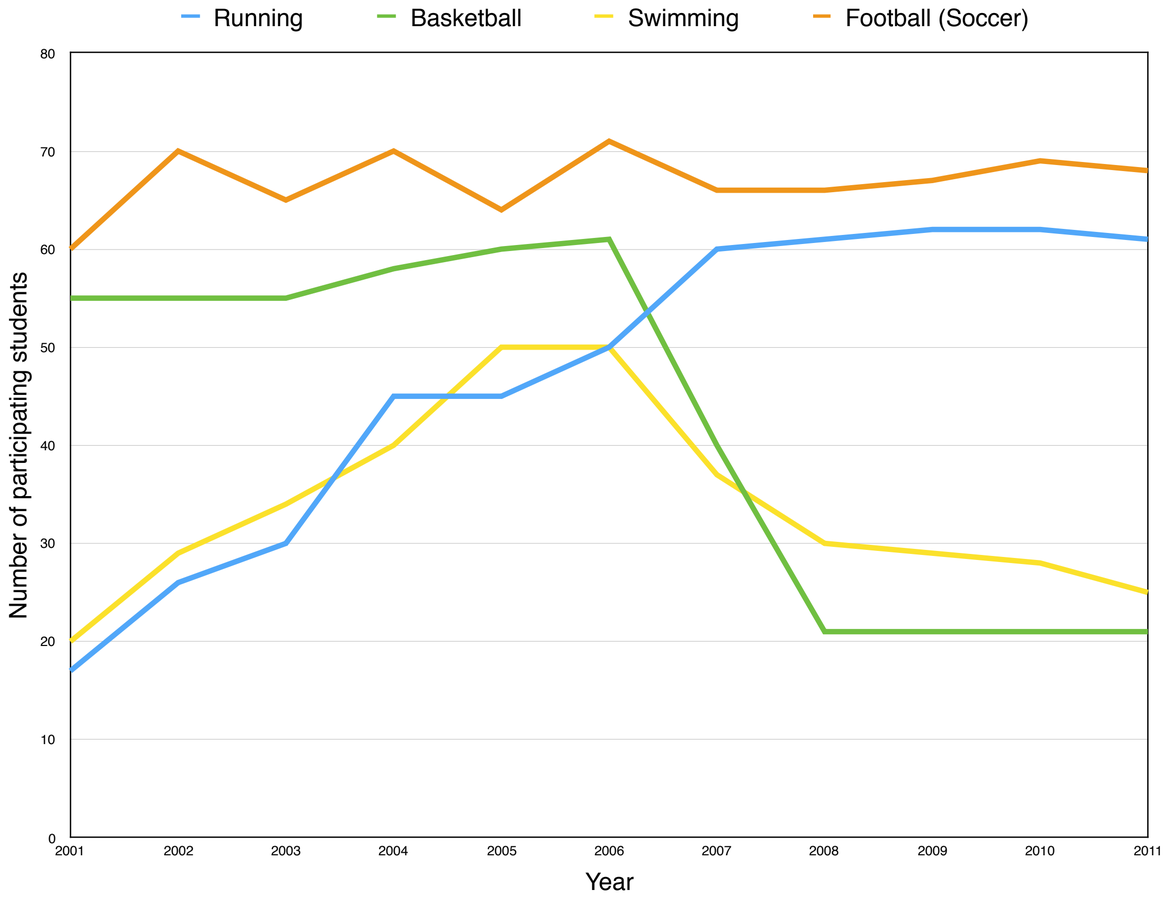
= conjunction

= trend/comparison language

Language for Overviews

Graph with a Trend Overview

In general, what stands out from the graph is that while football remained popular throughout the period, basketball witnessed a dramatic decline in popularity. Furthermore, despite the number of runners and swimmers growing in similar proportion, the latter then slumped as the former continued to rise.



= cohesive devices

= overview introduction

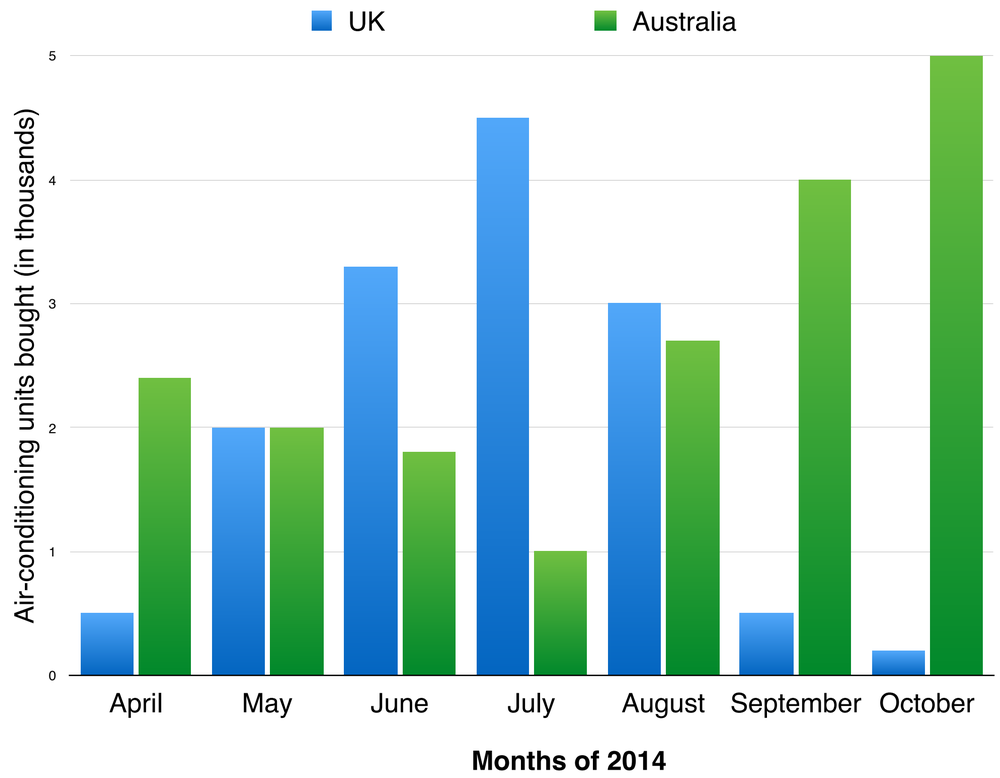
= conjunction

= trend/comparison language

Language for Overviews

Graph with a Trend Overview

In general, what stands out from the graph is that while Australia's AC sales witnessed a decline before rising after July, the number of AC units sold in the UK experienced the opposite trend. Another interesting point is that in the month of May these two countries purchased an equal number of air-conditioning units.



= cohesive devices = overview introduction = conjunction = trend/comparison language

Language for Overviews

Comparative Overview

Overall, it is clear that, of the car brands listed, while Chippenham bought marginally more than Bournemouth and Farnborough, Wycombe saw by far the fewest purchases. Furthermore, Toyotas were nowhere near as popular as any other car brand.

Number of cars sold by town in 2010

Town	Honda	Ford	Toyota	BMW	Total
Farnborough	450	601	140	340	1541
Chippenham	632	521	297	109	1559
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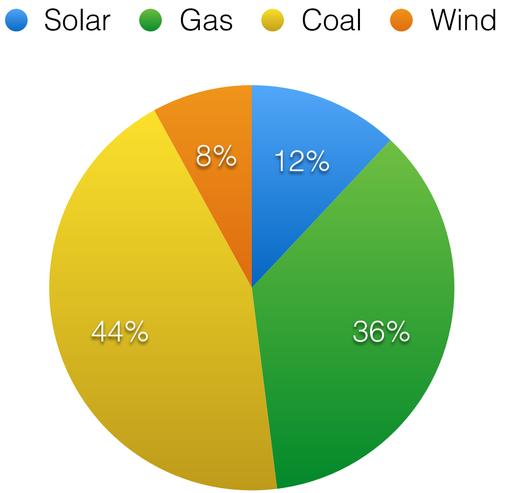
Wycombe	209	391	99	111	810
Total	1882	2547	980	1415	6834

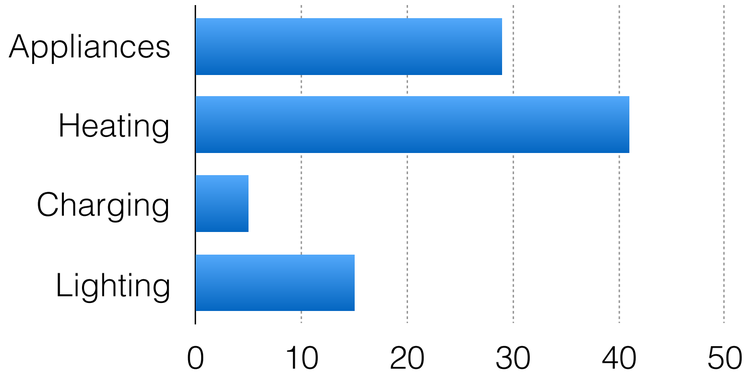
= cohesive devices = overview introduction = conjunction = trend/comparison language

Language for Overviews

Comparative Overview

In general, what stands out is that non-renewable energy sources constitute the majority of total output, while only a small minority is made up of renewable energy sources. In addition, charging and lighting consume not nearly as much energy as appliances and heating.





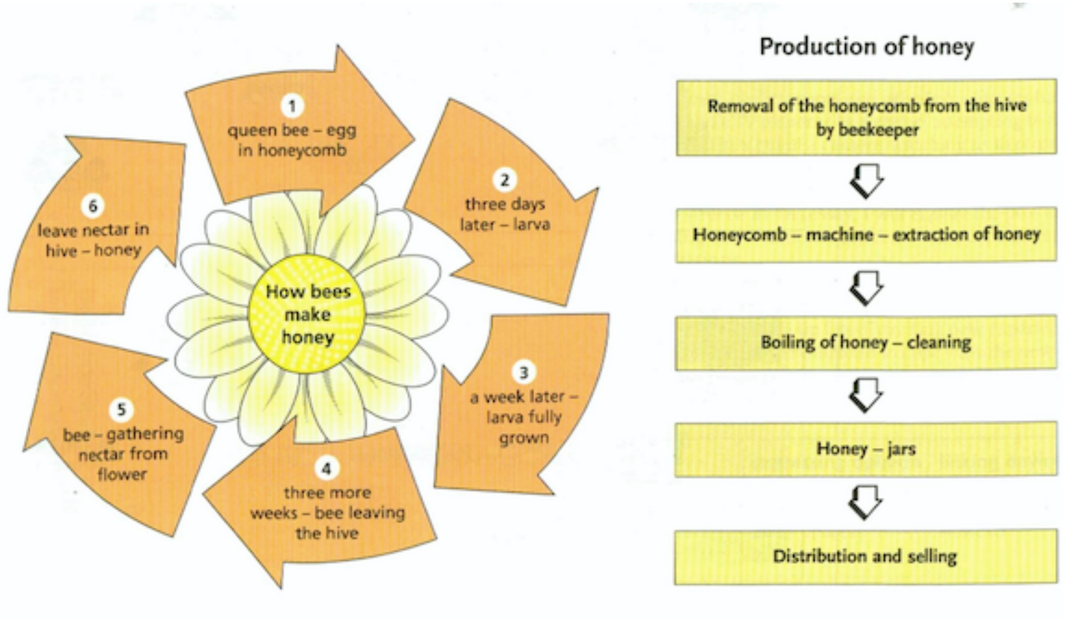
= cohesive devices = overview introduction = conjunction = trend/comparison language

Language for Overviews

Process Overview

Overall, it is clear that bees must go through a cyclical progression of six stages to make honey, whereas the honey production process consists of five steps.

For process tasks, this ‘mini overview’ is usually enough. You could also consider listing the first and last stages.

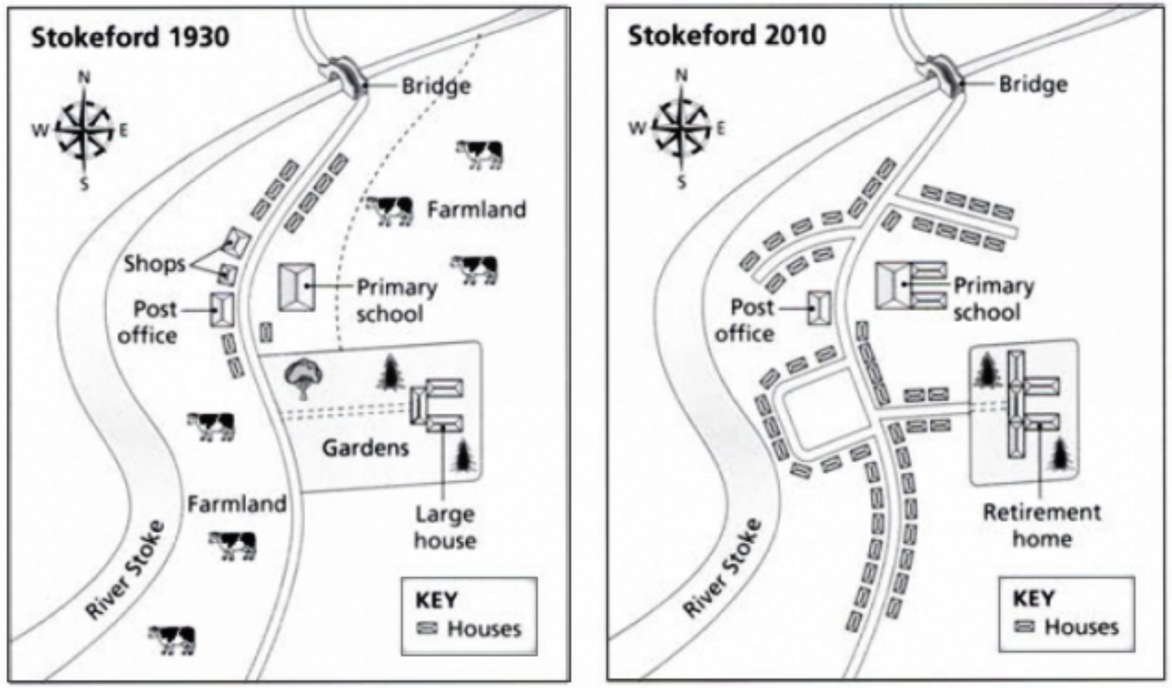


= cohesive devices = overview introduction = conjunction = comparison/stage language

Language for Overviews

Map Overview

Overall, what stands out from the maps is that whereas Stokeford used to be a quiet agricultural town, it has undergone a significant transformation to become a heavily residential area with many new developments.



= cohesive devices = overview introduction = conjunction = comparison/change language

Overview Advice

1. You *can* write a conclusion instead of an overview. This isn't a problem. Some find it easier. However, **do not** write **both** an overview *and* a conclusion.

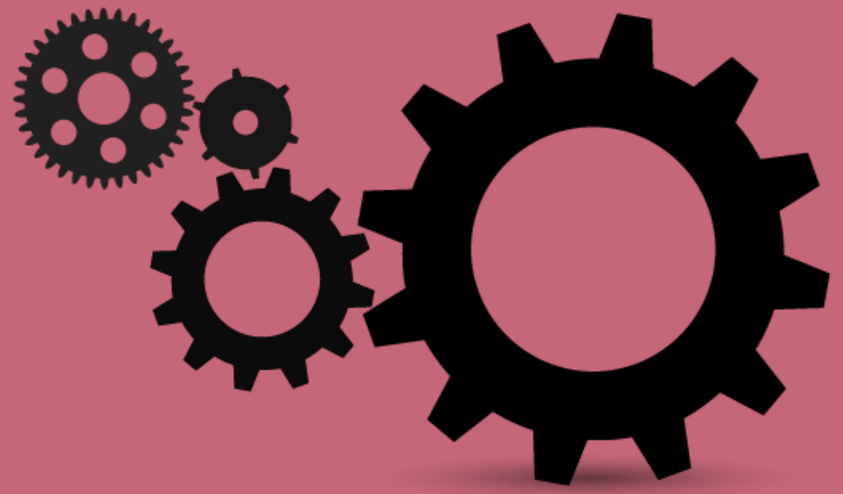
2. Although you should avoid any specific figures, it is okay to mention dates, particularly if you are mentioning *the beginning* or *the end* of a period e.g. … *whereas chicken was the most popular meat in 1940, turkey had claimed this position by the end of the period.*

3. If you write about just one comparison or trend in the overview, *you are covering task requirements.* You do not need to write any more than this, so only add an extra sentence if you feel you will have time or you do not think you will reach the minimum word count without the extra sentence.

Lecture 14

Detail Paragraphs

Creating appropriate and easy-to-follow detail paragraphs.



A look at the band descriptors

The task 1 band descriptors state that a Band 7 level essay:

“clearly presents and highlights key features…”

and that, in terms of Coherence and Cohesion, this essay

“logically organises information and ideas; there is a clear progression throughout the response.”

It is in the **detail paragraphs** where we will be doing the most to address these requirements.

How many? What to include?

For the vast majority of Task 1 responses, **two detail paragraphs** are enough. However, in some tasks, you may find it easier to write more.

As for what you will discuss in each one, this is also dependent on the task, but in these paragraphs you *must* include actual figures / visible information.

Bear in mind that there is *no one single way* to approach these paragraphs. The quality of your writing and the logic behind your choices is more important than the choice itself.

We will now look at a number of graphs, tables and images and explore different approaches for detail paragraphs in each.

Graphs with a Trend 1

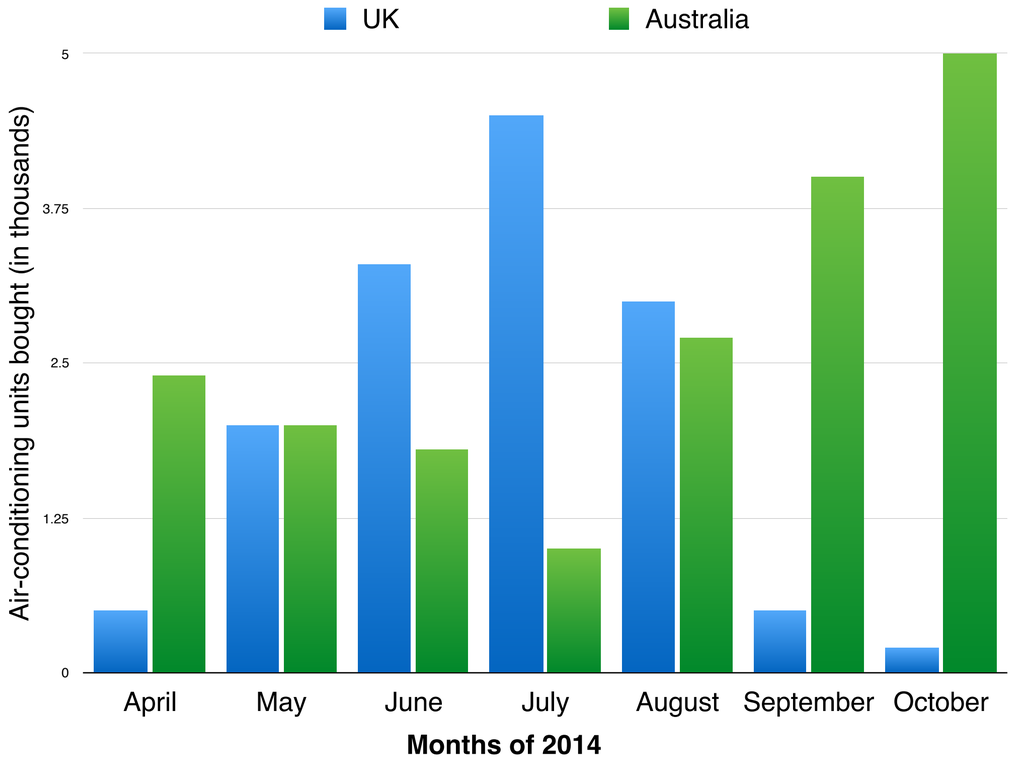
This first task is fairly simple in terms of how to split the detail paragraphs into two different themes.

The first paragraph will look at the UK.

The second paragraph will look at Australia.

Clear, logical progression. Another option is to split it April-July, July-October, as there is a clear difference here.

As for the *key features*, recall the 'selecting data' lecture. We do not need to include every figure, but rather just the key figures, such as the starting points, the peaks, the low points, the end points, and the equal figures (e.g. May).



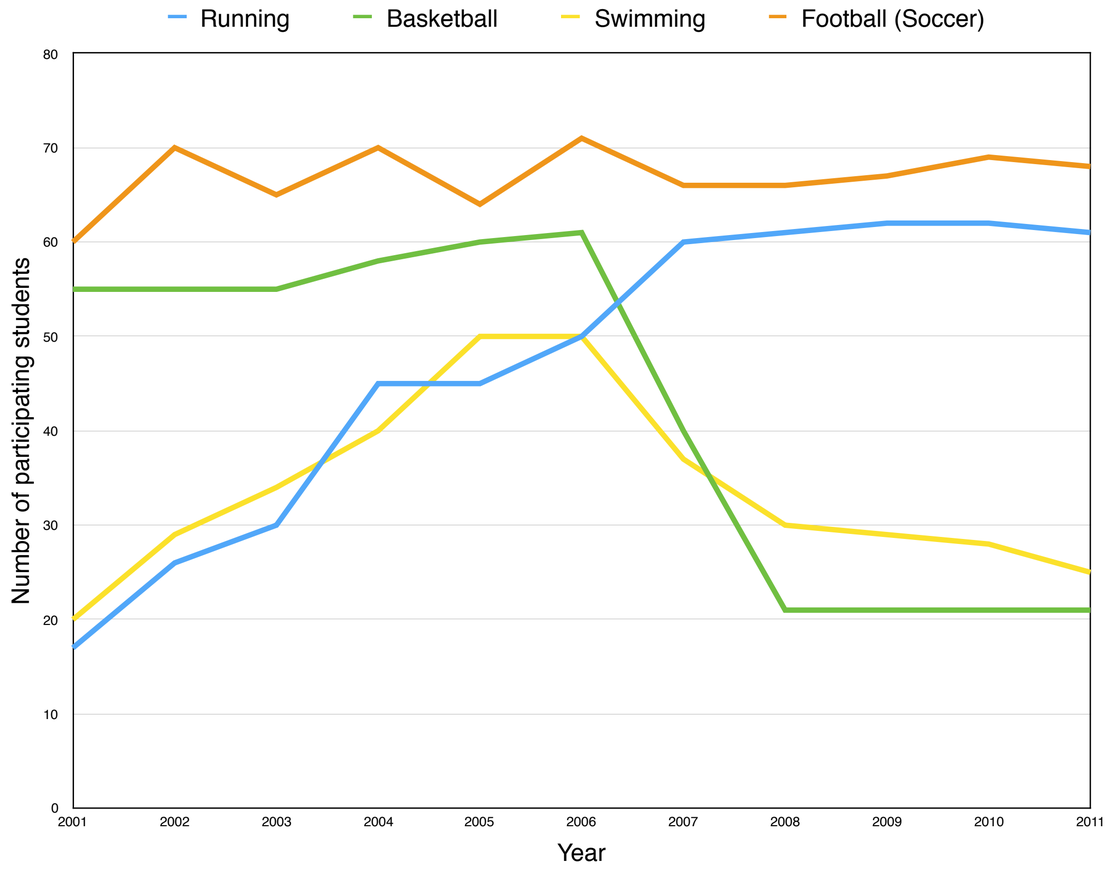
Graphs with a Trend 2

This second task is a little trickier as we have more than 2 categories to cover. There are a number of approaches we could take.

We could look for *similar lines*. For example, swimming and running are similar, at least initially. We could look at them together, followed by running and basketball.

Alternatively, we could look for *similar themes*. For example, basketball and football are both ‘ball sports’. In this case, this would leave us with the same approach.

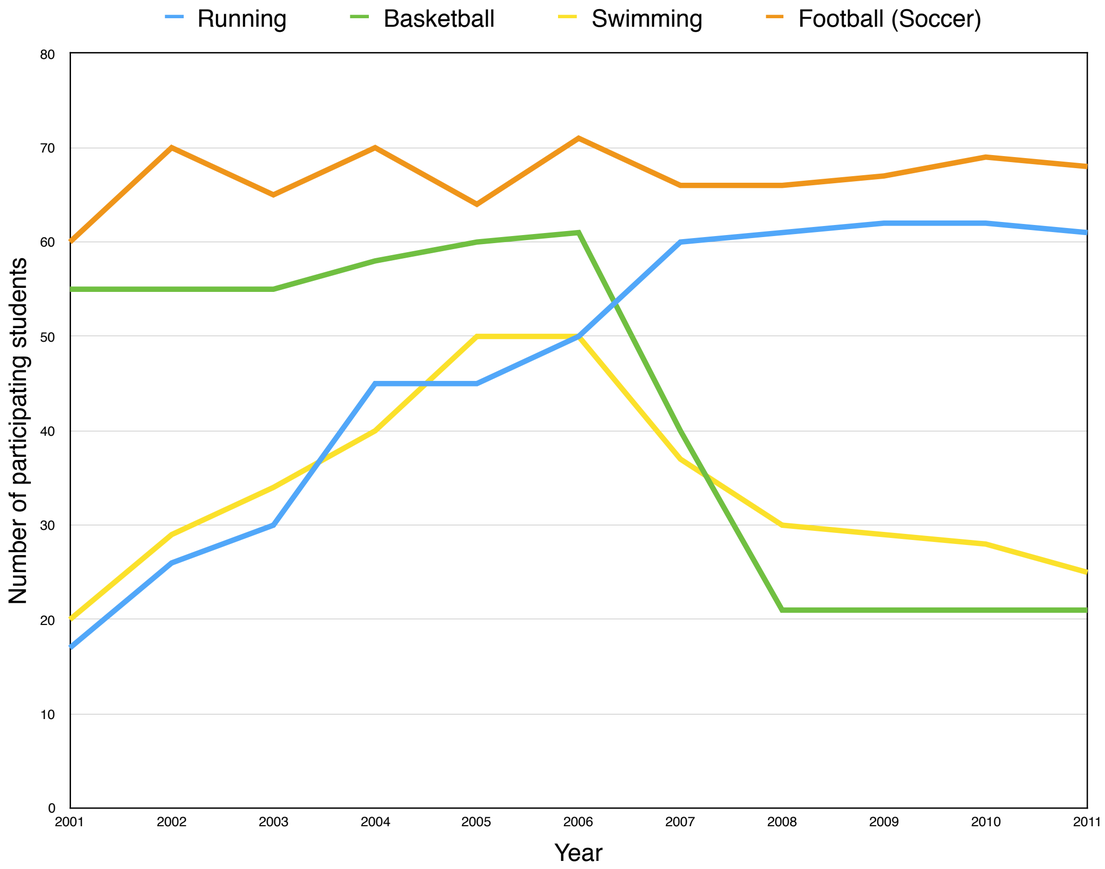
A third approach is to split the paragraphs *by periods*. The first paragraph may focus on 2001 - 2006, and the second 2006-2011. This may be useful here as it is after 2006 where the most significant changes occur.



Graphs with a Trend 2

All approaches are valid. Some approaches may be better than others, but really this depends on the quality of your writing.

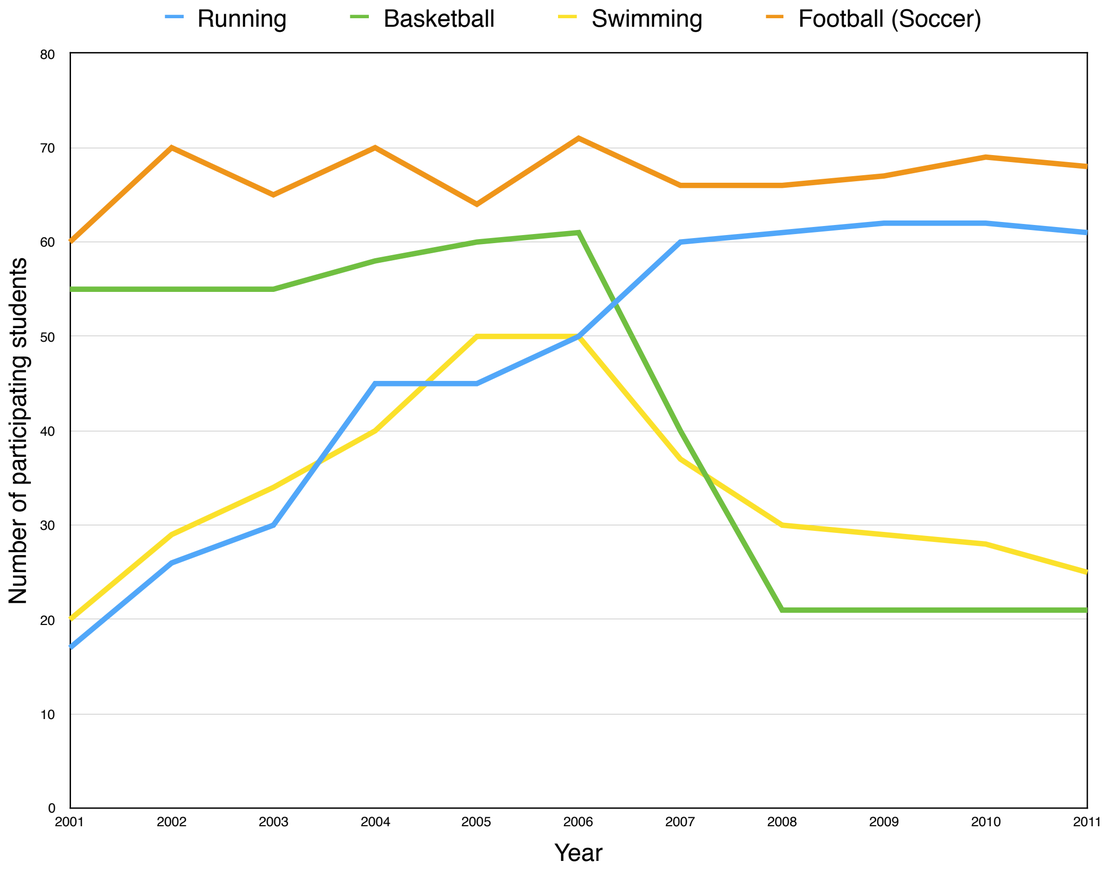
Looking at the first half of the decade, swimming and running witnessed a near identical increase in popularity, both climbing steadily from around 20 students in 2001 to 50 students in 2006. The ball sports were more popular during this period, with the number of basketball participants rising from 55 to 61, and the number of students interested in football fluctuating between 60 and 71.



Graphs with a Trend 2

All approaches are valid. Some approaches may be better than others, but really this depends on the quality of your writing.

Looking at the ball sports, although the number of football students fluctuated during the first half of the decade between 60, its opening figure, and 71, its peak, this settled in the second half, ending at 68 students. Despite basketball's popularity experiencing similarly high levels in the first five years, creeping from 55 students to 61, this number plummeted thereafter, hitting 21 in 2006 and finishing there.



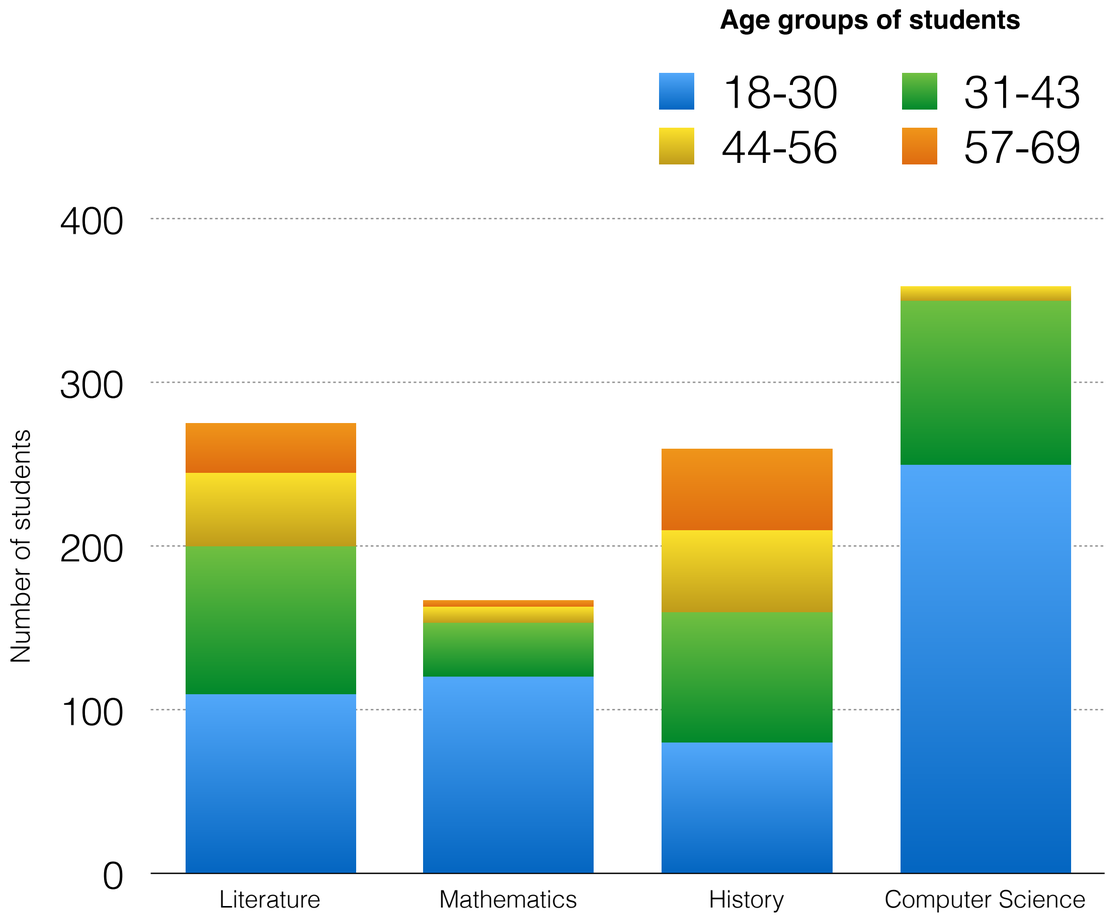
Comparative Graphs

This third task shows a particular type of comparative graph, a ‘stacked bar chart’.

REFRESHER QUESTION: What would we talk about in the overview?

POSSIBLE ANSWERS: 18-30 was the most active age group. 57-79 was the least active. Computer science was the most popular subject overall. Mathematics was the least popular.

What about the detail paragraphs? How would we divide our topics?



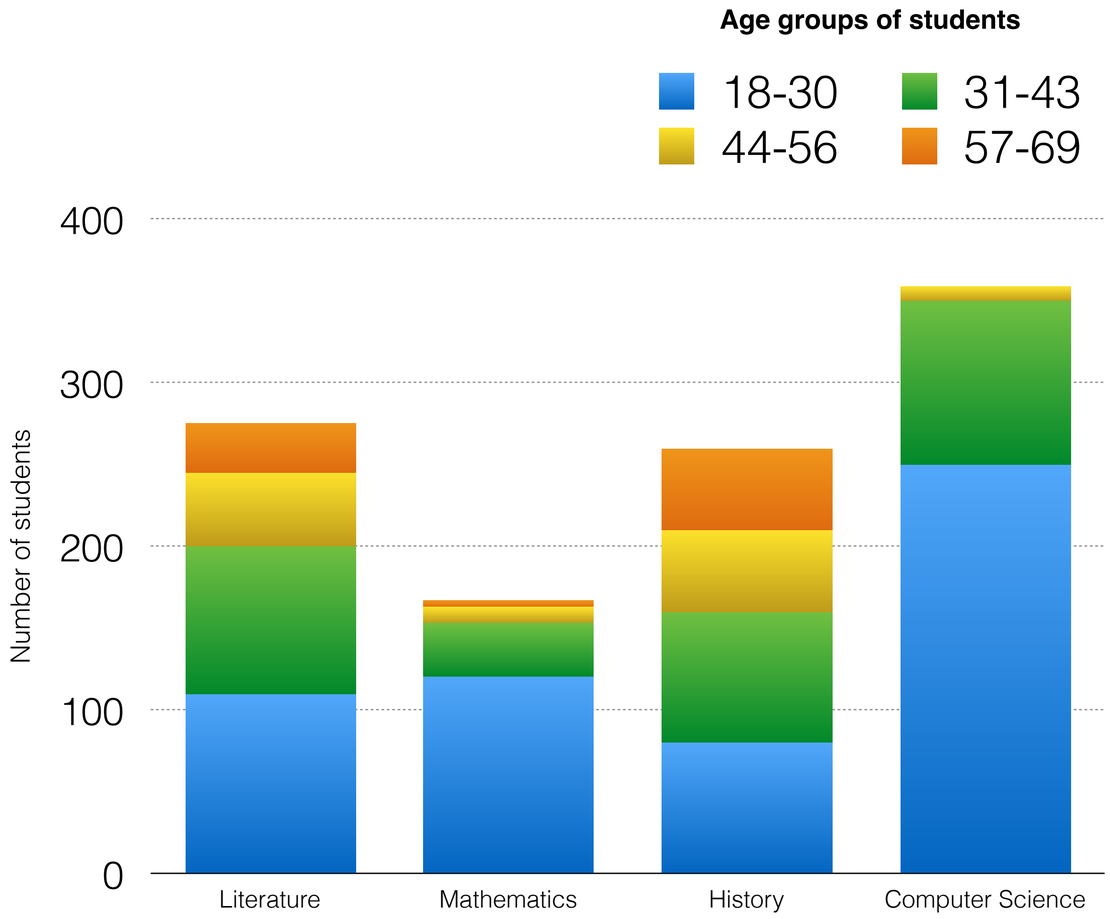
Comparative Graphs

We could focus on *similar themes*: 'humanities subjects' vs. 'scientific subjects'.

We could focus *similar categories*: older (44-69) vs. younger (18-43).

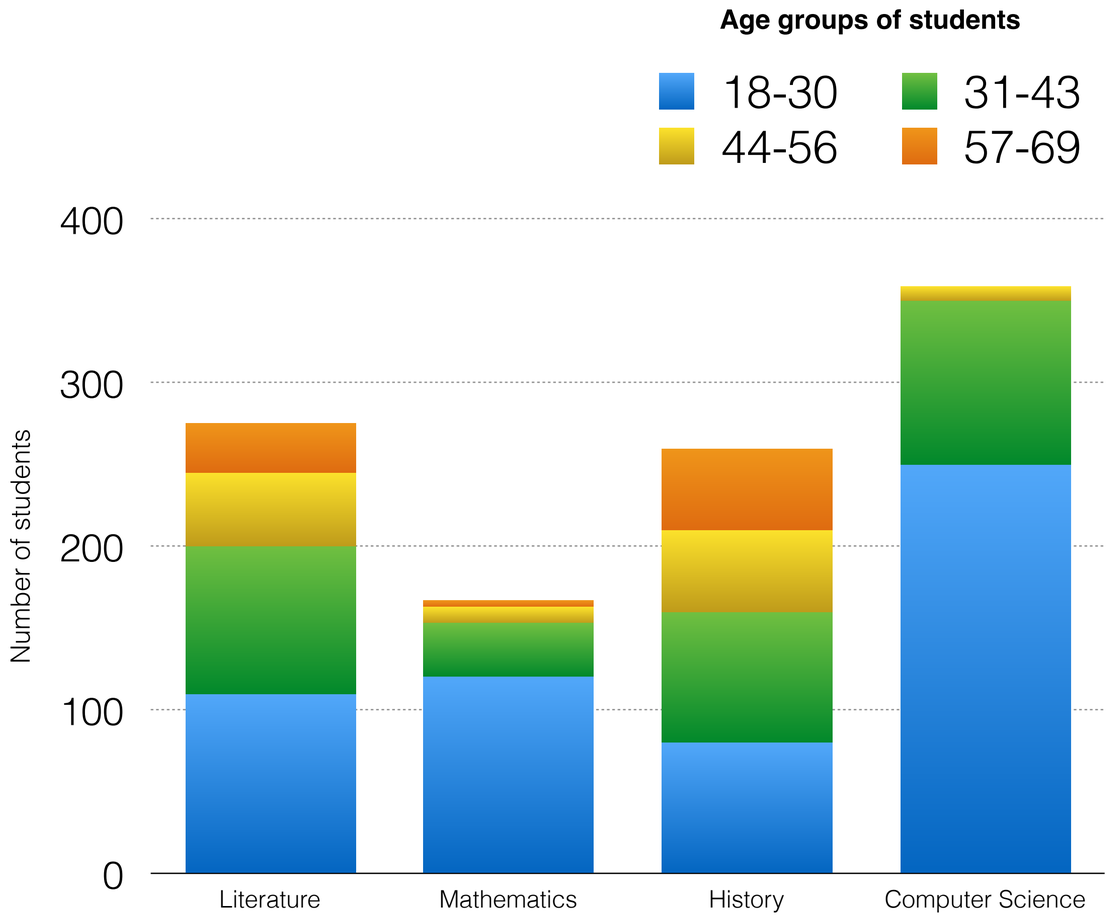
We could instead focus on *similar degrees*: the most popular subjects vs. the least popular subjects (this is the equivalent of *similar lines* in graphs with a trend).

Again, there is no one option which beats all the others. Pick the one you think will be **easiest** to write about and try to aim for **quality** and **accuracy**.



Comparative Graphs

Regarding the humanities subjects, these are proportionately very popular with mature students. 150 students above the age of 30 take literature courses, with roughly 180 such students taking history. History is particularly popular among 57-69 year olds, with around 50 enrolling on this course, making it the most popular among this age group. However, literature is more popular than history among the 18-30s, with 110 students against 80.



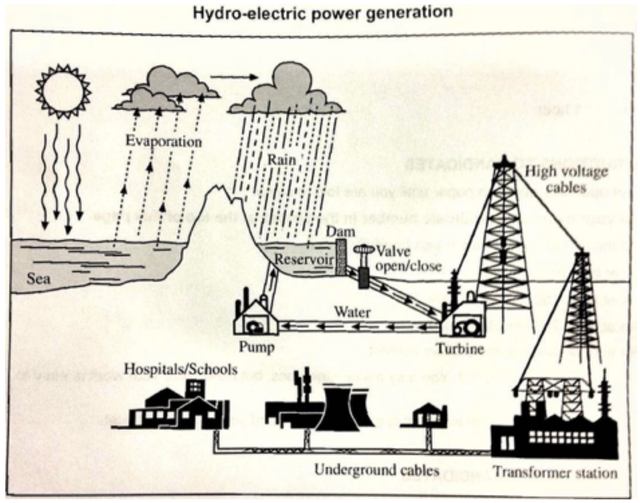
Processes and Maps

There are too many variables in process tasks to give clear guidance on how to approach the details paragraphs. However, consider these possibilities:

- first half of the process / second half of the process

- natural part / manmade part

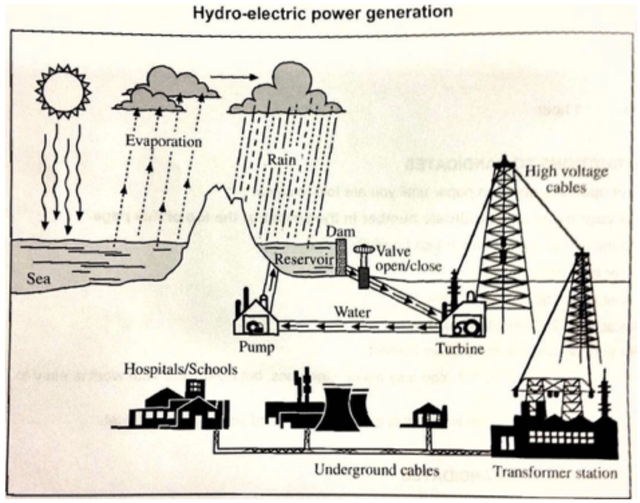
- first total sequence / second total sequence



Processes and Maps

The process begins when the heat of the sun causes the water in the sea to evaporate, which in turn creates rainclouds. The rain from these clouds fills a reservoir near the ocean. A dam with a valve controls the flow of water from this reservoir, and having powered a turbine the water is returned to the reservoir by way of a pump.

When the water is released by the dam, the turbine placed downstream spins and this creates energy. This energy is carried by high voltages cables, strung between pylons, to a transformer station. At this point, the hydro-electric energy is transmitted via underground cables to power plants, homes and schools.



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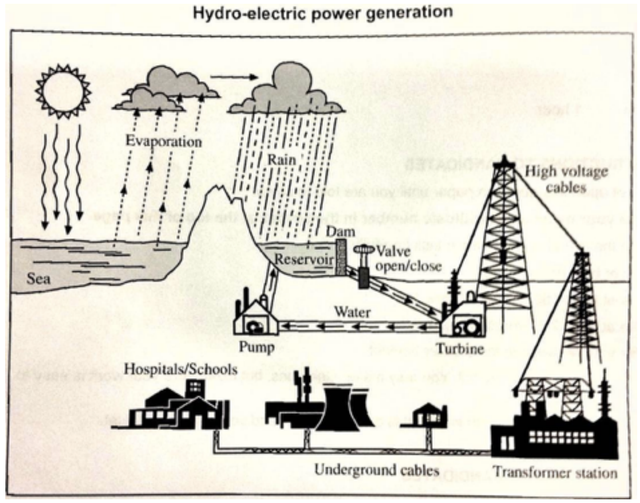
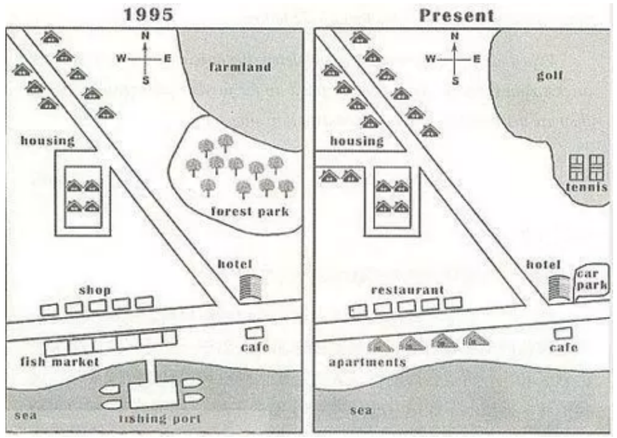


Again, there are so many variables with map tasks. But consider these possibilities:

- map of the past/present / map of the present/future
- northern area of the map / southern area of the map
- industrial area / residential area



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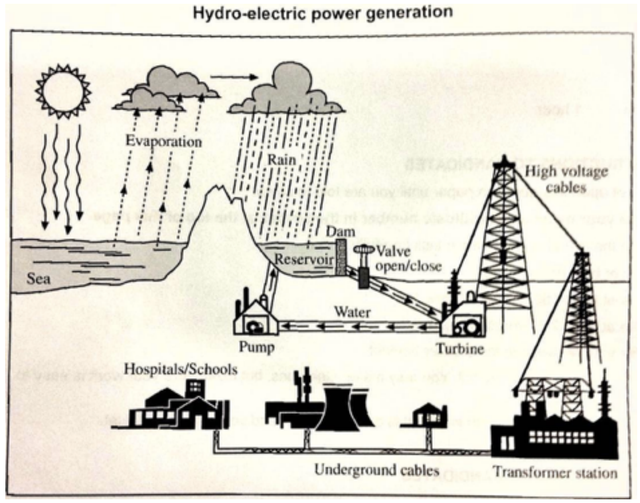
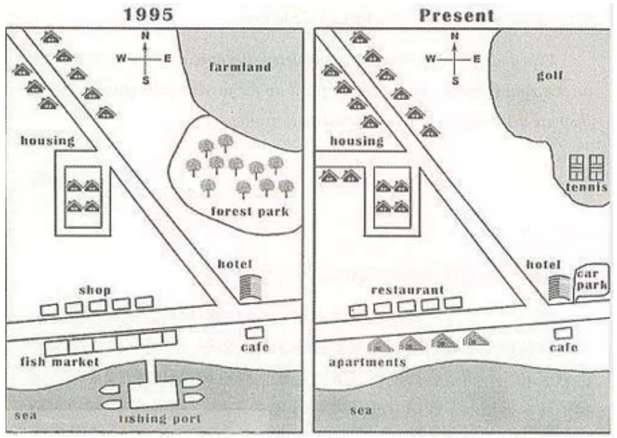


Focusing on the northern part of the town, since 1995 more houses have been built either side of the road leading to the north-west, and a new road has been laid heading westward. In the north-east, the farmland and forest park have been converted into a golf course and tennis courts respectively.

As for the south, the shops have been transformed into restaurants, across from which the fish market has been turned into a set of apartments. Down the road to the west, a car park has been added to the home, while the cafe remains unchanged. Finally, a fishing port now extends into the sea off the coast.



Review of Detail Paragraphs

- Detail paragraphs are where we should begin including figures and focusing on ‘key features’ like starting figures, peaks, low points, ending figures and identical figures.

- Two paragraphs are almost always enough, and we should try to divide these paragraphs into two clear themes.

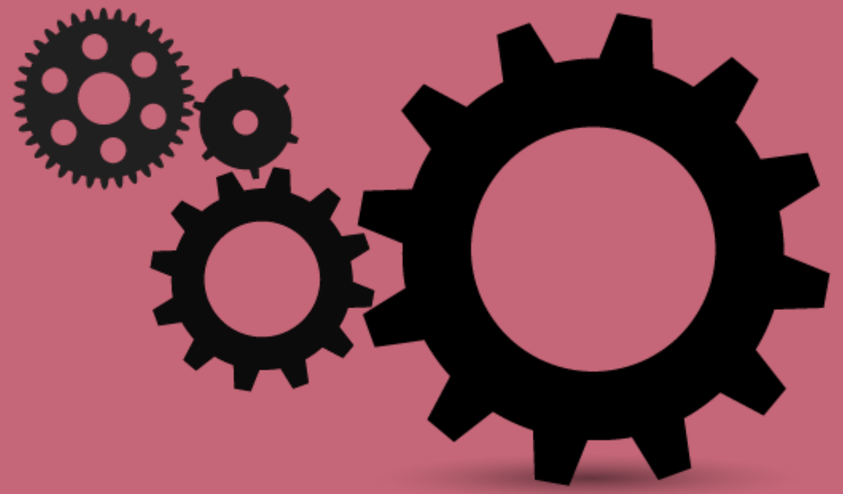
- There is no one ‘best’ way to separate these themes, but you should choose the approach which you think will be easiest to write about, allowing for quality and accuracy. *Tip: with ‘future graphs’, P1 should discuss the past, P2 the future.*

- Remember from the ‘selecting data’ lecture, do not include any information which is not a ‘key feature’ of the graph, chart, process or map. This is a waste of time, and time is the most valuable resource in the IELTS writing test.

Lecture 15

Cohesive Devices and Referencing

Linking stages, data and sentences together with appropriate language.



A look at the band descriptors

In order to achieve Band 7, the band descriptors state that our Task 1 response …

"uses a range of cohesive devices appropriately, although there may be some under-/over-use"

Slipping to a Band 6, we can see that the response …

"uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical"

If you do not cohesive devices, you will not get any more than a Band 5 for Coherence and Cohesion. If you do not use cohesive devices *accurately and appropriately*, you will not score more than a Band 6.

What are cohesive devices?

Read this paragraph for a Task 1 response and see if you can identify all the ‘cohesive devices’.

Looking at the details, just over half of all boys from 10 to 15 chat on the internet during school days, with about 25% spending less than an hour. However, almost 70% of girls enjoy this activity, and as many as nearly 10% spend over 4 hours chatting online.

In contrast, playing on games consoles is far more popular among boys than girls, with about 85% of boys playing daily compared to just over 50% of girls. Of those who play video games, whereas the majority of boys play between 1 and 3 hours, the largest proportion of girls play for less than an hour.

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In contrast, playing on games consoles is far more popular among boys than girls, with about 85% of boys playing daily compared to just over 50% of girls. Of those who play video games, whereas the majority of boys play between 1 and 3 hours, the largest proportion of girls play for less than an hour.

The language above helps to build a sense of cohesion within and between sentences.

Useful cohesive devices (between)

Open overview / detail/ new subject	Link stages	Suggest contrast	Add another point
Overall,	At this point,	However,	Furthermore,
In general,	Following this,	In contrast,	Moreover,
With regards to / Regarding ___,	After that,	By contrast,	In addition,
Focusing on / Looking at ____,	Next,	On the other hand,	Additionally,

Useful cohesive devices (within)

Link stages	Suggest contrast	Add another point
…, at which point	…, while/whereas	…, with + subject + verb-ing
…, and/but this was followed by …	…, although	…, while
…, after which	…, in contrast to ___ which/who	…, in addition to ___ which/who ___
…, before + verb-ing / before + subject + verb	Despite + -ing … / Having + p.p …	…, and

Cohesive devices in use

Using the language we have looked at, try to make the following comparative graph paragraph more cohesive with cohesive devices.

In Yemen, in 2000, half of the population consisted of the youngest age bracket. The middle and eldest age groups came in second and third position, at 46.3% and 3.6% respectively. In 2050, the 60+ year olds are predicted to maintain their position with 5.7% of the population. The 15-59 year olds are forecast to overtake the youngest group by twenty percent.

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Notice there are not that many cohesive devices. Be careful of 'over-use'.

Cohesive devices in use

Here, we have a detail paragraph for a graph with a trend. Can you insert some cohesive devices?

The red meats, beef and lamb, both showed downward trends. Beef consumption began at around 220 grams. Beef consumption then fluctuated for a decade. Then there was a decrease to about 110 grams in 2004. The amount of lamb eaten had fallen from 150 grams in 1979 to approximately 60 grams by 2004.

Cohesive devices in use

Here, we have a detail paragraph for a graph with a trend. Can you insert some cohesive devices?

If we look at the red meats, beef and lamb both showed downward trends. Regarding beef, consumption began at around 220 grams, before fluctuating for a decade. This was followed by a gradual decrease to about 110 grams in 2004. Similarly, the amount of lamb eaten had fallen from 150 grams in 1979 to approximately 60 grams by 2004.

Cohesive devices in use

Here, we have a detail paragraph for a graph with a trend. Can you insert some cohesive devices?

If we look at the red meats, beef and lamb both showed downward trends. Regarding beef, consumption began at around 220 grams, before fluctuating for a decade. This was followed by a gradual decrease to about 110 grams in 2004. Similarly, the amount of lamb eaten had fallen from 150 grams in 1979 to approximately 60 grams by 2004.

Notice that graphs with a trend feature much more 'stage' linking language than comparative graphs.

Referencing

Referencing is the ability to refer back to previous ideas without necessarily using the same language.

This is especially important in Task 1 because, without referencing, we would end up repeating ourselves quite a lot.

Beef consumption began at 200 grams before rising quickly to 400 grams. Consumption then fell to 300 grams.

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Beef consumption began at 200 grams before rising quickly to 400 grams. ***This figure*** *then fell to 300 grams.*

This is an example of referencing by way of the demonstrative pronoun *this*.

Referencing

The former / the latter

Another way we can avoid repetition and improve cohesion is with the above expressions ‘former’ and ‘latter’.

England and Denmark both had approval ratings of 45% in 1990, but whereas the former fell to just 20% in 1995, the latter surged to 80%.

Respectively

Another very handy way of avoiding repetition and saving time when presenting multiple points of information is to use the word ‘respectively’, which essentially means ‘according to the previous order’.

In 1995, the approval ratings of England and Denmark were 20% and 80% respectively.

Lecture 16

Vocabulary for Graphs with a Trend

Typical and advanced vocabulary for graphs with a trend.

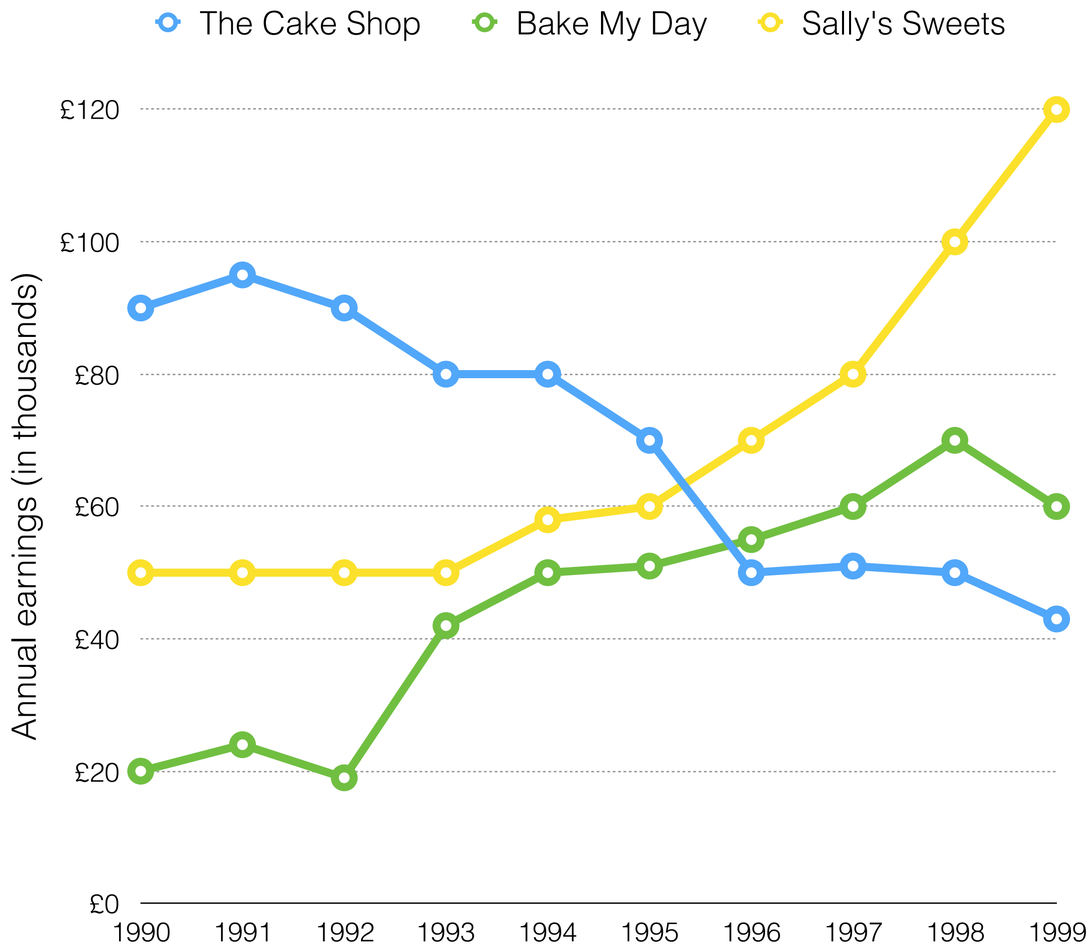
Language for trend graphs

The most important language for trend graphs is the language of… trends!

This means a mixture of **verbs and adverbs** and **adjectives and nouns.**

These words will describe both the direction and the degree of changes in graphs with a trend.

We need to aim for *accuracy* and *relevance*.



Language for trend graphs

Verbs

Describes increases	Describes decreases	Describes big increases	Describes big decreases

incline plummet drop double climb shoot up tumble rise slip plunge
collapse grow jump fall improve surge go down slump soar decline

Language for trend graphs

Verbs

Describes increases	Describes decreases	Describes big increases	Describes big decreases
incline	drop	double	plummet
climb	fall	shoot up	tumble
rise	decline	jump	collapse
grow	slip	surge	slump
improve	go down	soar	plunge

Language for trend graphs

Verbs

Describes increases	Describes decreases
incline	drop
climb	fall
rise	decline
grow	slip
improve	go down

Adverbs

Describes…	Adverbs
a very big change	
a medium/big change	
a small change	
a fast change	
a slow change	
a surprising change	
a consistent change	

significantly gradually rapidly steadily remarkably marginally dramatically
considerably strikingly slightly sharply drastically

Language for trend graphs

Verbs

Describes increases	Describes decreases
incline	drop
climb	fall
rise	decline
grow	slip
improve	go down

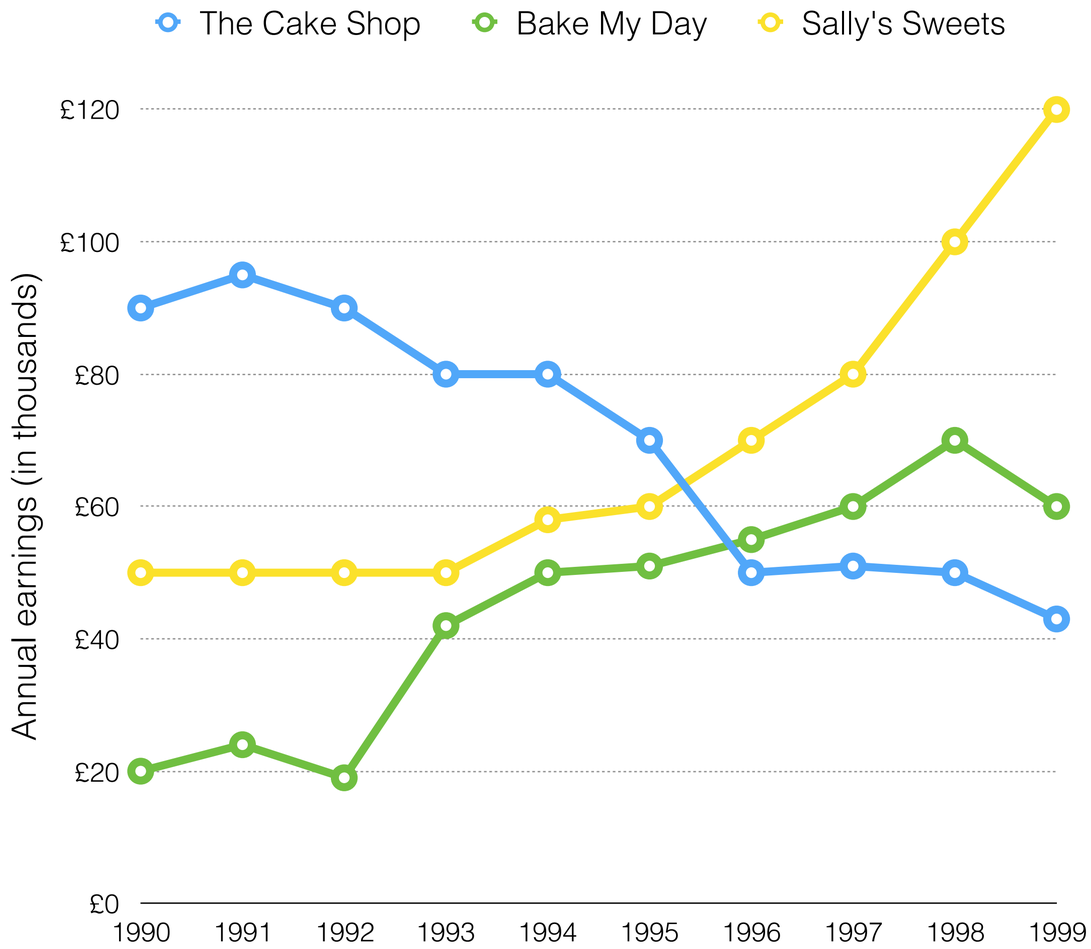
Adverbs

Describes…	Adverbs
a very big change	dramatically, drastically
a medium/big change	significantly, considerably
a small change	marginally, slightly
a fast change	rapidly, sharply
a slow change	gradually
a surprising change	remarkably, strikingly
a consistent change	steadily

Verbs and adverbs in use

Looking at the details, with regards to Bake My Day, income remained at a steady low of around £20,000 between 1990 and 1992, after which it s_____ to over £40,000 in 1993. Following this, takings r____ st____ to reach £70,000 in 1998, sl_____ to £60,000 in 1999.

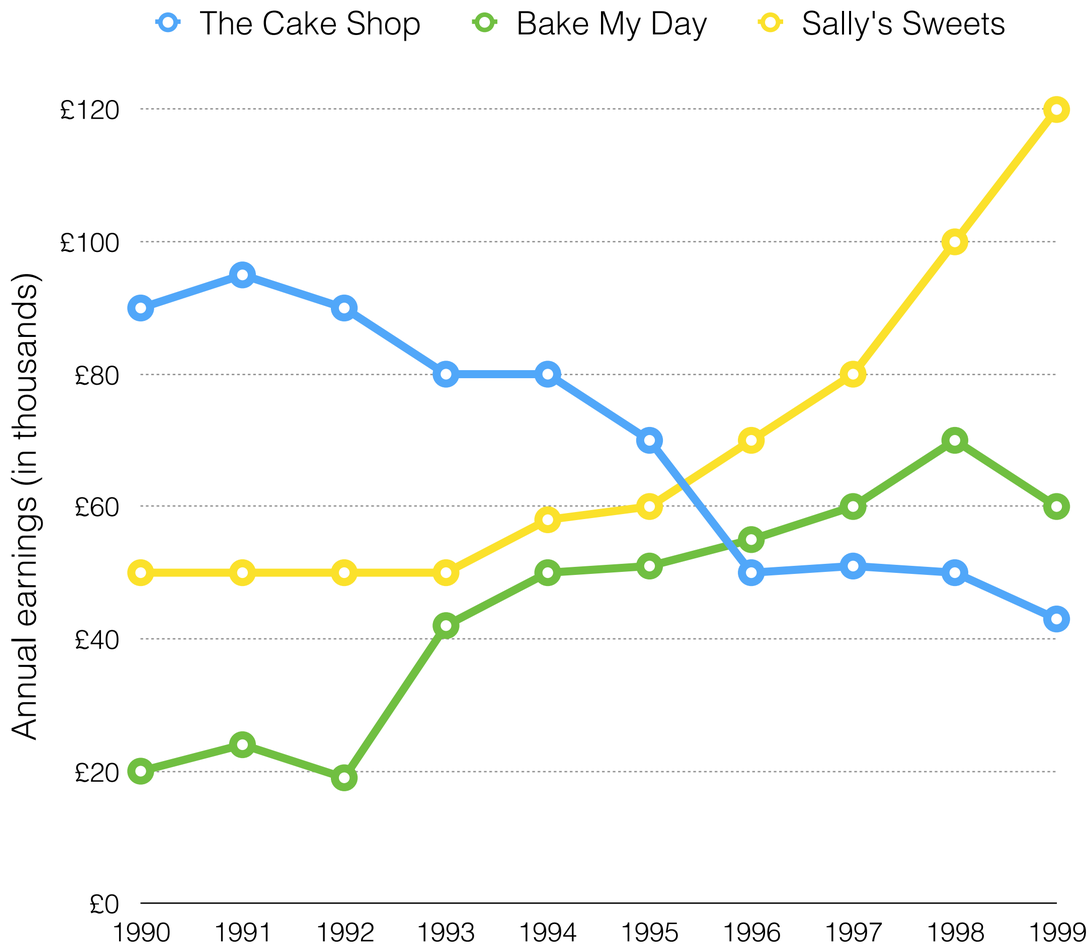
Can you fill in the gaps with appropriate verbs and adverbs?



Verbs and adverbs in use

Looking at the details, with regards to Bake My Day, income remained at a steady low of around £20,000 between 1990 and 1992, after which it soared to over £40,000 in 1993. Following this, takings rose steadily to reach £70,000 in 1998, slipping to £60,000 in 1999.

Can you fill in the gaps with appropriate verbs and adverbs?



Language for trend graphs

Nouns

Verb	Noun	Verb	Noun
rise		improve	
fall		fluctuate	
grow		recover	
decline		level off	
jump		peak	

Language for trend graphs

Nouns

Verb	Noun	Verb	Noun
rise	a rise	improve	an improvement
fall	a fall	fluctuate	a fluctuation
grow	a growth	recover	a recovery
decline	a decline	level off	a levelling off
jump	a jump	peak	a peak

As can be seen from the table above, most nouns are the same as the infinitive form of the verb, but be careful with the exceptions.

Language for trend graphs

Adjectives

Adverb	Adjective	Adverb	Adjective
dramatically		rapidly	
considerably		swiftly	
significantly		gradually	
marginally		remarkably	
slightly		steadily	

Language for trend graphs

Adjectives

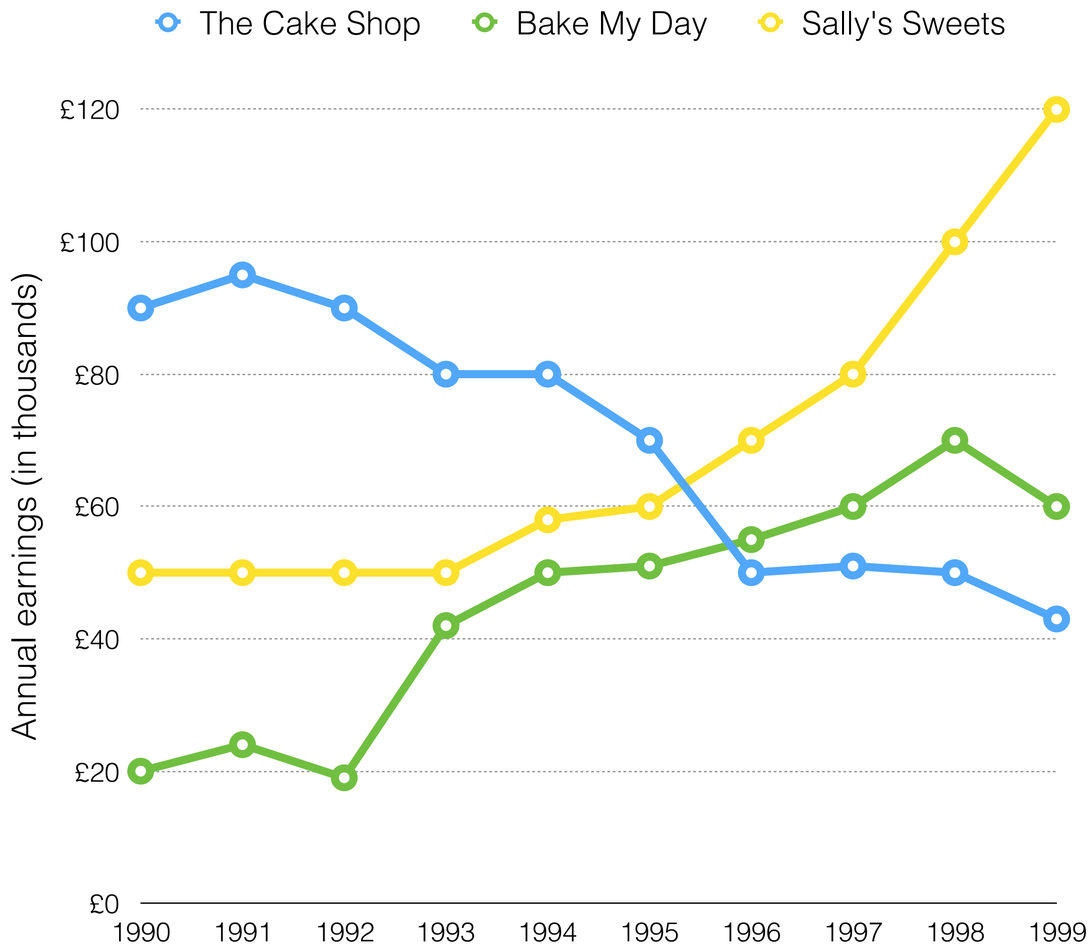
Adverb	Adjective	Adverb	Adjective
dramatically	dramatic	rapidly	rapid
considerably	considerable	swiftly	swift
significantly	significant	gradually	gradual
marginally	marginal	remarkably	remarkable
slightly	slight	steadily	steady

When using adjectives and nouns, make sure to use the verbs *saw, experienced* and *witnessed* when describing the change to the unit of measurement, e.g. *consumption saw a dramatic fall.*

Nouns and adjectives in use

As for The Cake Shop, after a sl____ gr____ to just under £100,000, earnings s__ a co____ de____ to around £50,000 in 1996, half the figure of five years earlier. There was a l____ o___ for the next three years, but this was followed by another sm__ f___ to just above £40,000 in 1999.

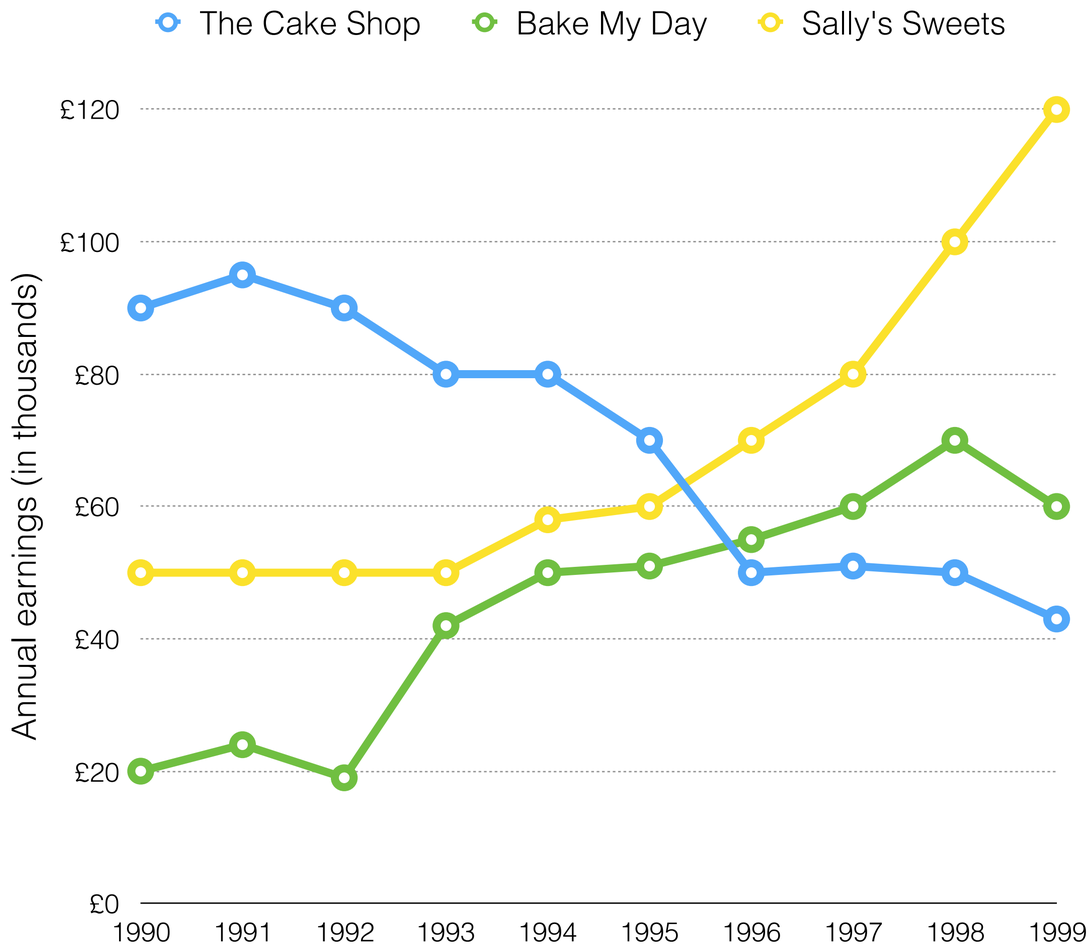
Can you fill in the gaps with appropriate nouns and adjectives?



Nouns and adjectives in use

As for The Cake Shop, after a slight growth to just under £100,000, earnings saw a considerable decrease to around £50,000 in 1996, half the figure of five years earlier. There was a levelling off for the next three years, but this was followed by another small fall to just above £40,000 in 1999.

Can you fill in the gaps with appropriate nouns and adjectives?



Vocabulary for durations

When we describe graphs with a trend, we are describing periods of time. Therefore, we need to have a wide range of vocabulary for describing different periods of time.

THE BEGINNING

At the beginning of the period / originally / at the start of the period

THE END

By the end of the period / by the period's end / in the final month/year/week of the period

THE ENTIRETY

Over the period in question / over the period covered by the graph / throughout the period / throughout the measured/recorded/studied period

Vocabulary for durations

When we describe graphs with a trend, we are describing periods of time. Therefore, we need to have a wide range of vocabulary for describing different periods of time.

100 YEARS / 50 YEARS
A century / a half-century

10 YEARS / 5 YEARS
A decade / a half-decade

12 MONTHS / 6 MONTHS
A year / half a year

Lecture 17

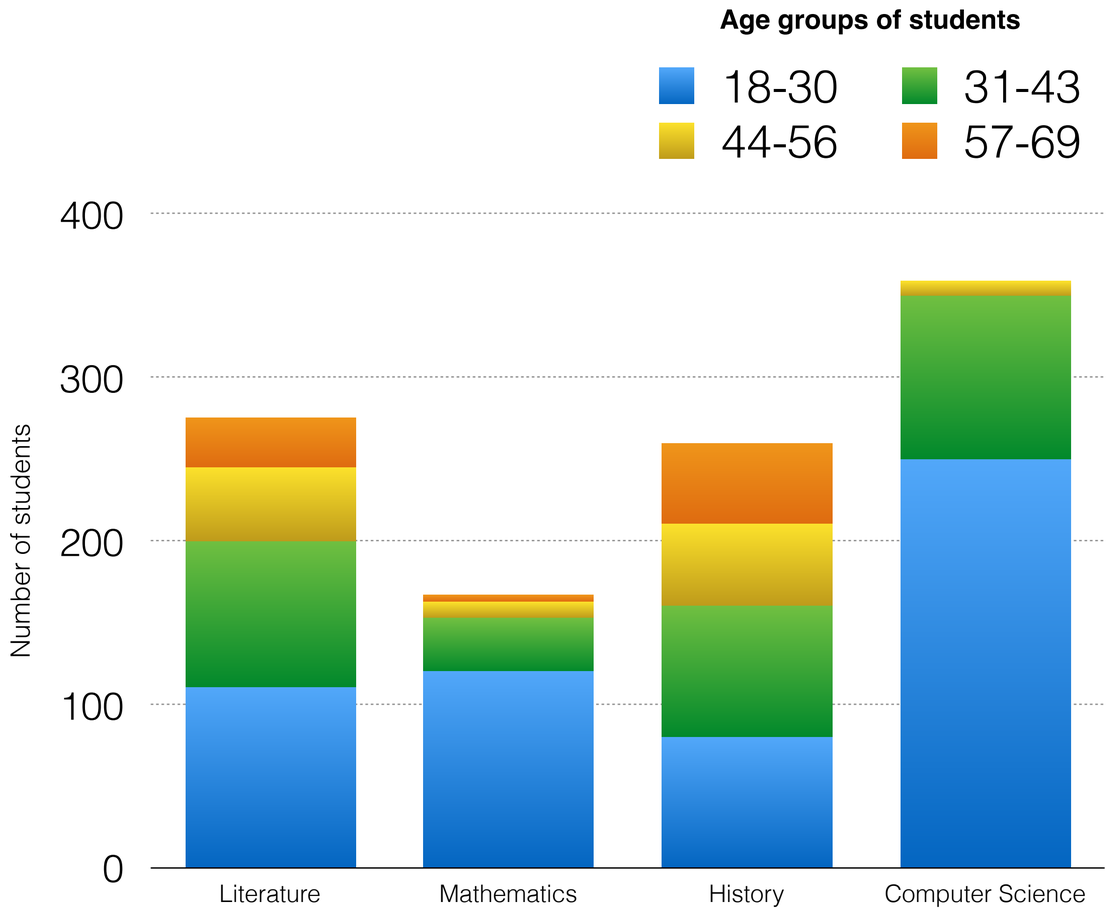
Vocabulary for Comparative Graphs

Typical and advanced vocabulary
for pie charts, bar charts and tables.

Language for comparative graphs

Comparative graphs without time trends are best discussed with the use of *comparative grammar* (which we will look at in Section 6), varied *number vocabulary* and the language of *composition*.

In this part, we will look at a number of different ways we can describe numbers and how we can refer to them as part of the whole.



Number vocabulary

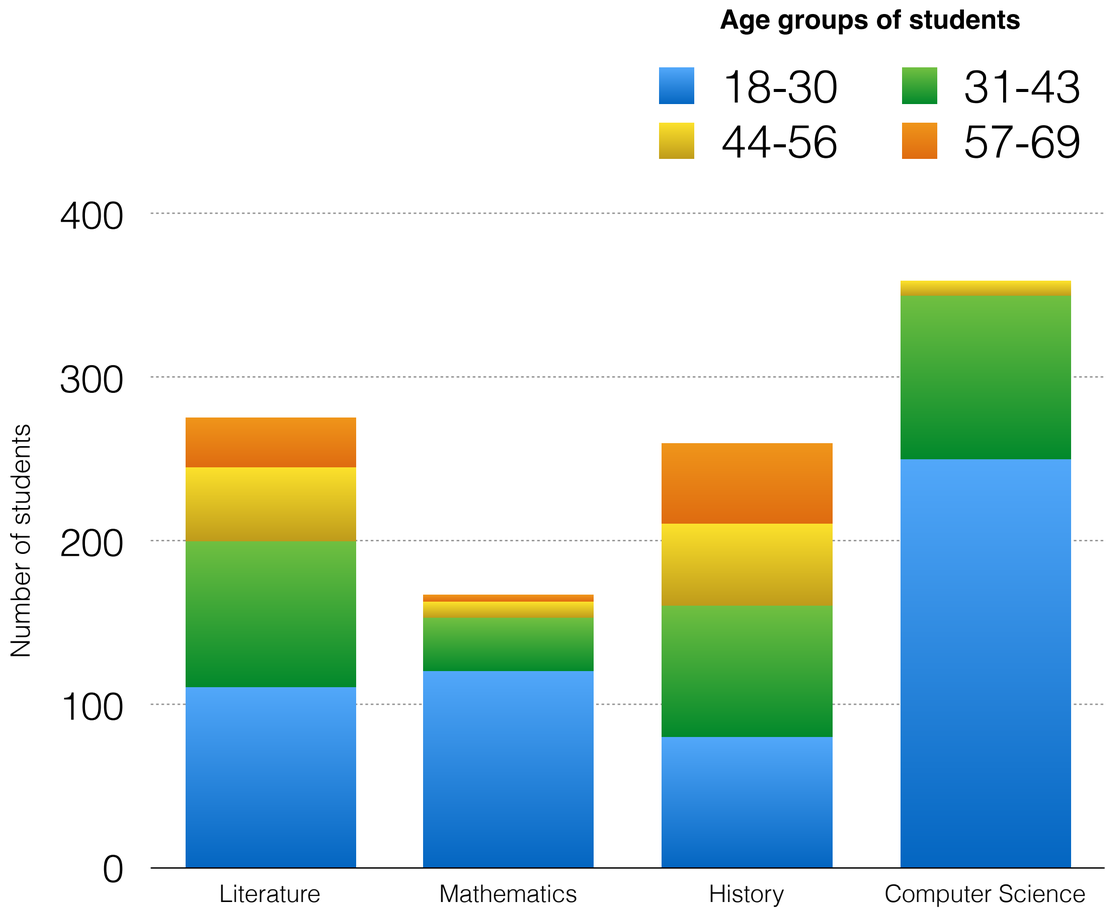
Instead of listing figures directly (e.g. *There are 280 literature students and 360 computer science students*), consider comparing these numbers in a different way:

*There are 280 literature students, but **80 more** students take computer science.*

*There are 280 literature students, **80 fewer** than the figure for computer science students.*

*There are 280 literature students, approximately **25% less** than the total number of computer science students.*

*There are 360 computer science students, which is around **twice as many as** the figure for mathematics.*

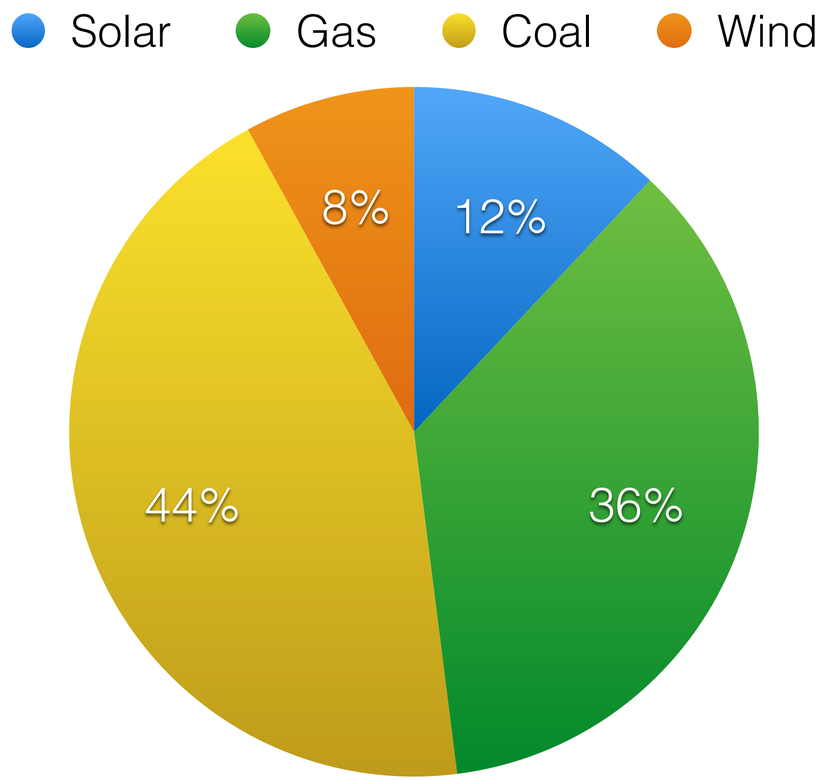


Number vocabulary

Many comparative graphs feature percentages rather than regular cardinal numbers (e.g. *2, 465* etc.).

In these cases, consider how you could use **fractions** to present data. Use these with the language of composition to make really strong sentences.

Wind power *constitutes* **almost a tenth** of energy sources, at 8%, with solar power *accounting for* 4% more. **Just over a third** of all energy *is composed of* gas power, but the largest portion *consists of* coal power, at **a little over two fifths**, with 44% of total output.



Language of composition

The language of composition is particularly useful when discussing pie charts, stacked bar charts and certain tables.

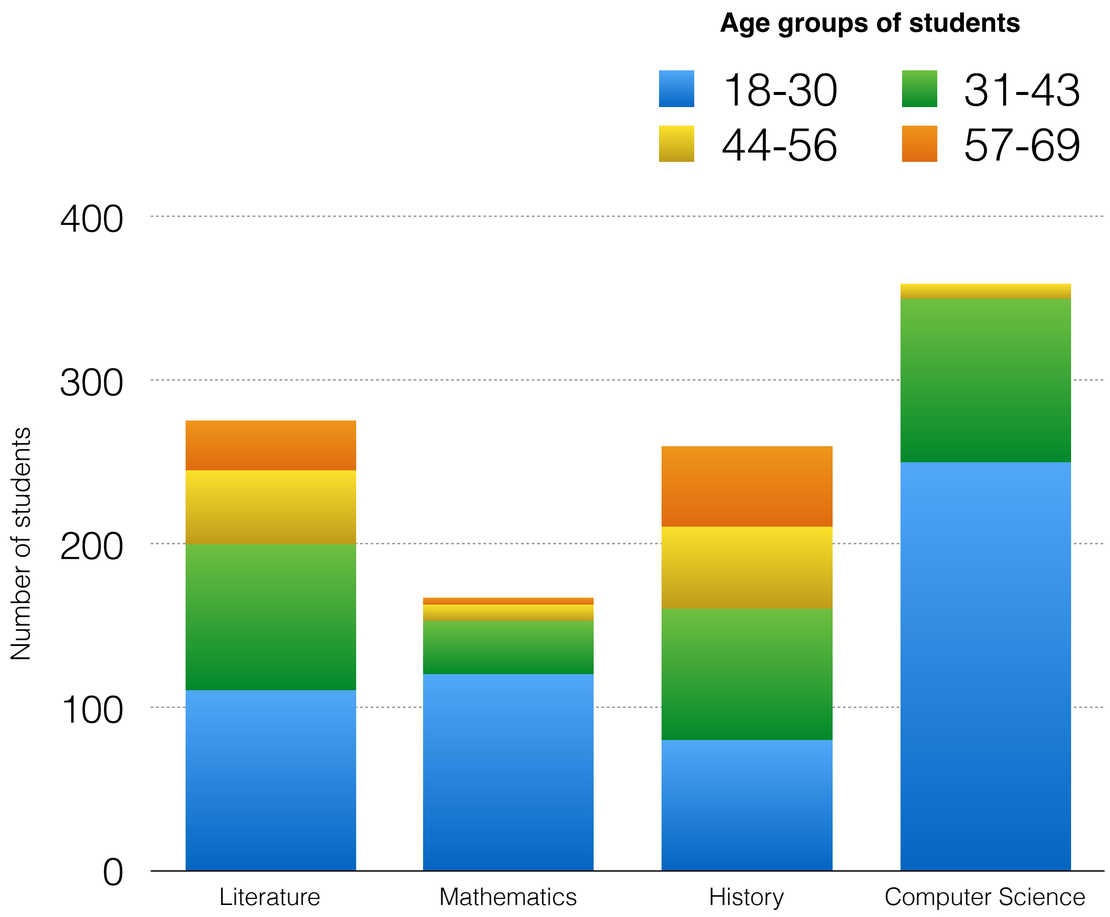
‘Whole’ at the beginning

Active voice

Literature ***consists of*** *110 students in the youngest age group.*
Literature ***comprises*** *50 44 to 56 year olds.*

Passive voice

History ***is composed of*** *80 18 to 30 year olds.*
History ***is made up of*** *80 students aged 31 to 43.*
History ***is formed of*** *40 of the eldest age bracket.*



Language of composition

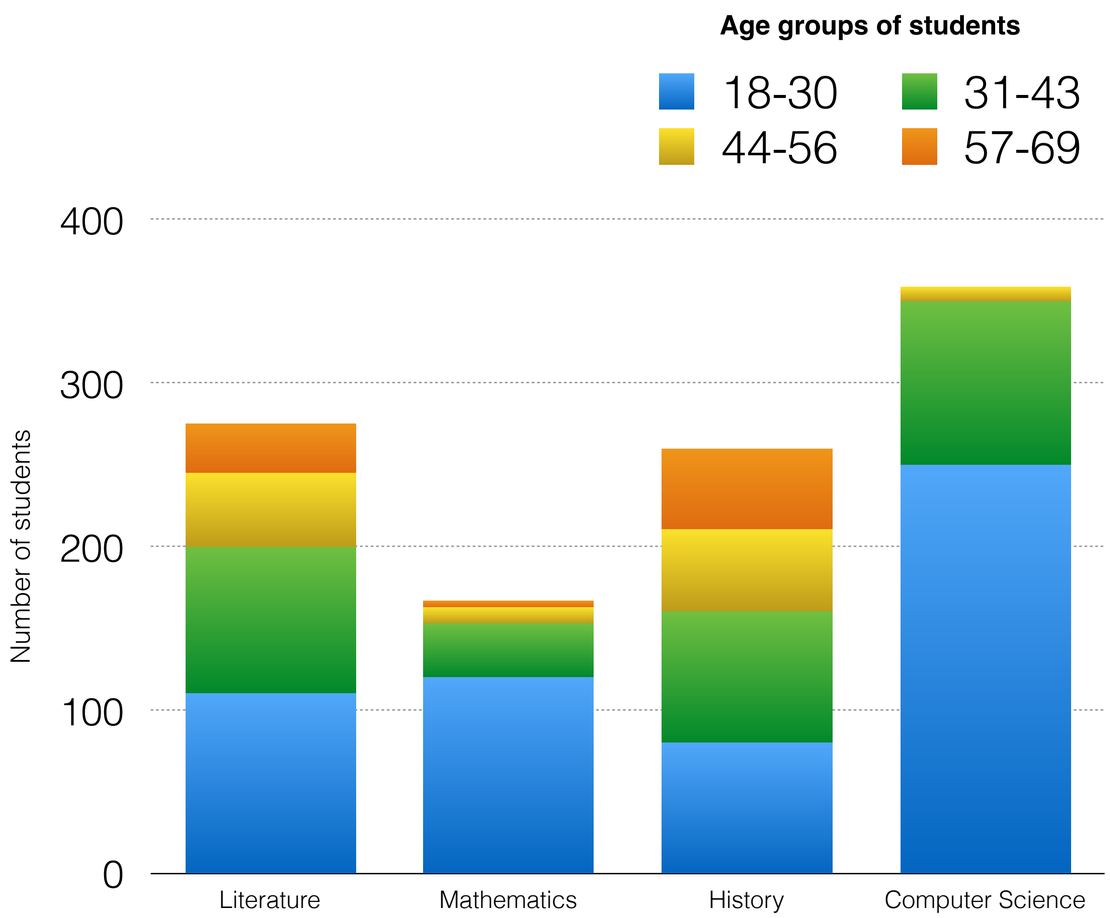
The language of composition is particularly useful when discussing pie charts, stacked bar charts and certain tables.

‘Whole’ at the end

*18 to 30 year olds **make up** a significant portion of mathematics students.*

*Students aged 57 to 69 **constitute** the minority of mathematics students.*

*Students in the 31 to 43 age bracket **account for** a moderate portion of mathematics students.*



Lecture 18

Vocabulary for Maps and Processes

Typical and advanced vocabulary
for maps and processes.

Vocabulary for maps

There are many variables with map tasks, but most look at the differences between an old map and a new map. Because of this, map tasks require two important features: appropriate grammar (usually the *present perfect passive*) and appropriate vocabulary.

This ‘appropriate vocabulary’ mostly consists of two things:

Verbs and **noun phrases** for map changes

Compass language

Verbs for map changes

Add	Take away	Make bigger	Change into something else	General change

remove transform enlarge introduce knock down urbanise expand make into
pedestrianise extend demolish ruralise construct rebuild cut down modernise
turn into redevelop add to build industrialise pull down erect develop

Verbs for map changes

Add	Take away	Make bigger	Change into something else	General change
introduce	remove	expand	transform	urbanise
construct	knock down	extend	rebuild	pedestrianise
build	demolish	develop	turn into	modernise
erect	cut down	enlarge	redevelop	industrialise
develop	pull down	added to	made into	ruralise

Verbs for map changes

Add	Take away	Make bigger	Change into something else	General change
introduce	remove	expand	transform	urbanise
construct	knock down	extend	rebuild	pedestrianise
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erect	cut down	enlarge	redevelop	industrialise
develop	pull down	added to	made into	ruralise

Noun phrases for map changes

Verb	Noun	Verb	Noun
construct		expand	
demolish		extend	
introduce		develop	
open		pedestrianise	
remove		modernise	
disappear		transform	

Noun phrases for map changes

Verb	Noun	Verb	Noun
construct	**construction**	expand	**expansion**
demolish	**demolition**	extend	**extension**
introduce	**introduction**	develop	**development**
open	**opening**	pedestrianise	**pedestrianisation**
remove	**removal**	modernise	**modernisation**
disappear	**disappearance**	transform	**transformation**

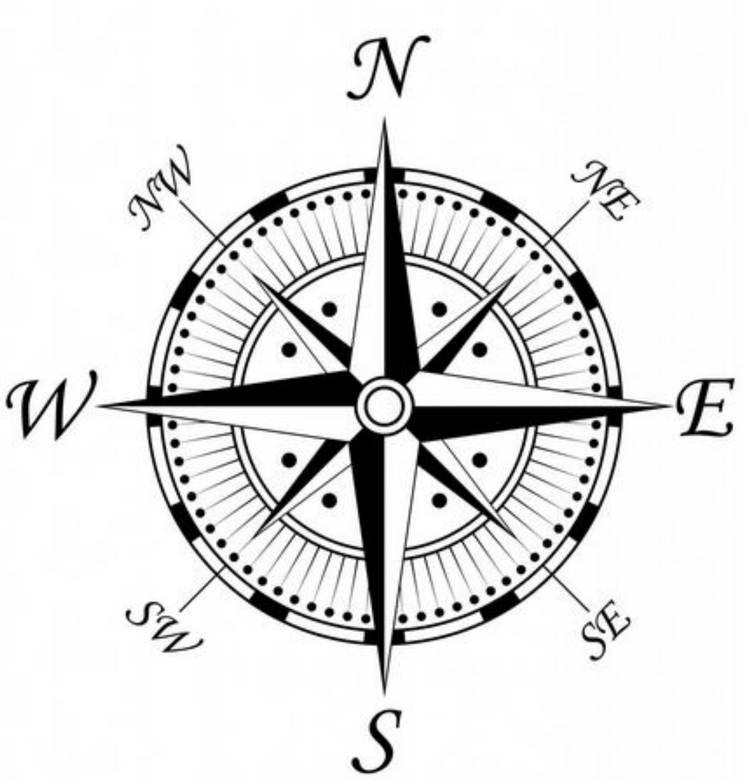
*Another interesting development has been **the transformation of the park**.*

*In the centre of the city, the railway station has undergone an **extension**.*

Compass language

Many people (even natives!) forget their compass points when they need them most. However, there is an easy trick to remembering the names of these points.

Follow these letters **clockwise**.



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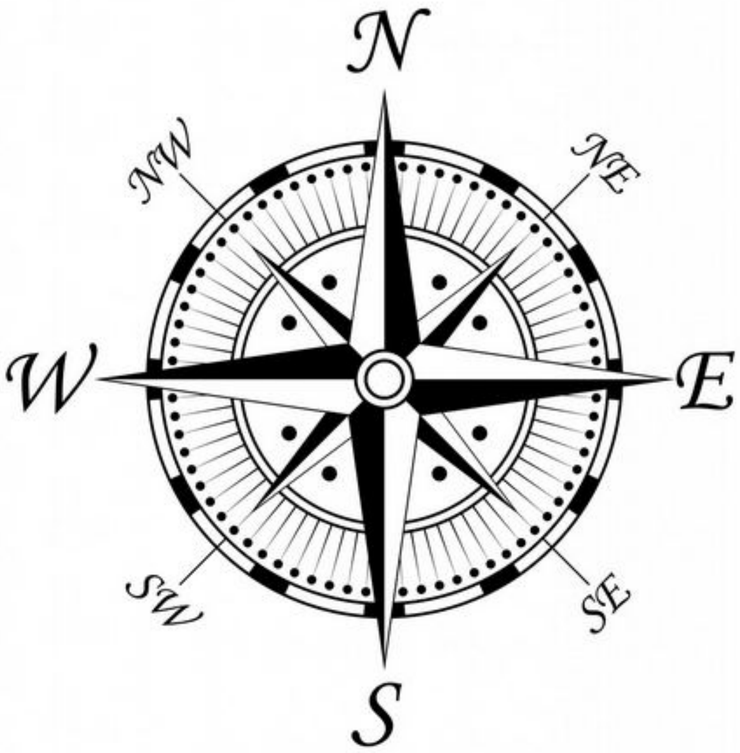
N - Naughty

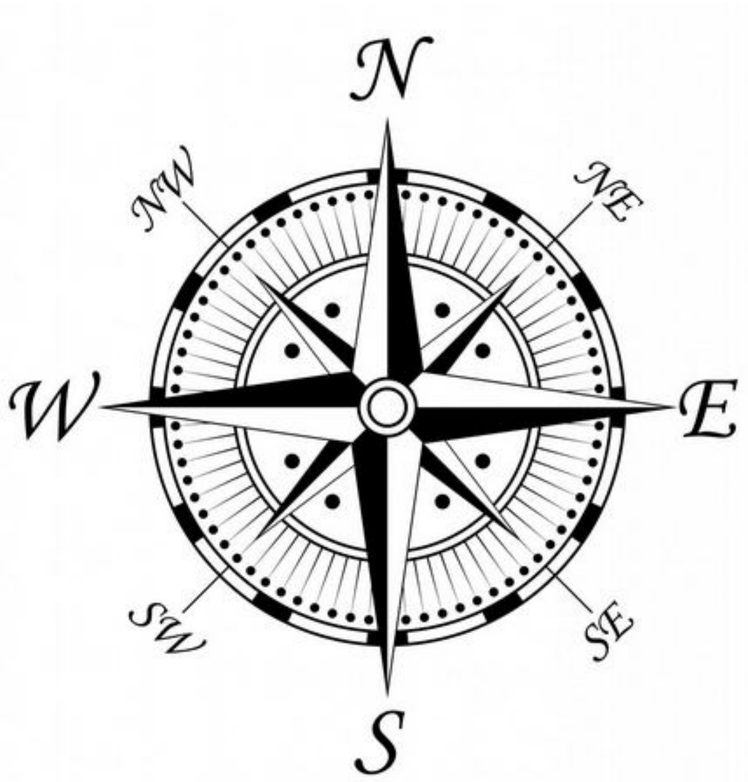


Compass language

Many people (even natives!) forget their compass points when they need them most. However, there is an easy trick to remembering the names of these points.

Follow these letters **clockwise**.

N - Naughty
E - Elephants

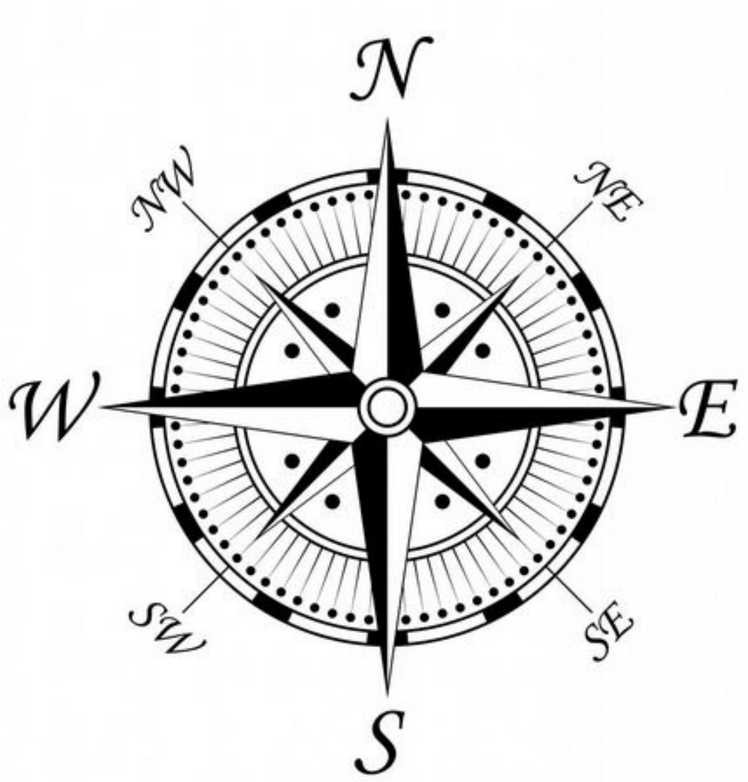


Compass language

Many people (even natives!) forget their compass points when they need them most. However, there is an easy trick to remembering the names of these points.

Follow these letters **clockwise**.

N - Naughty
E - Elephants
S - Squirt

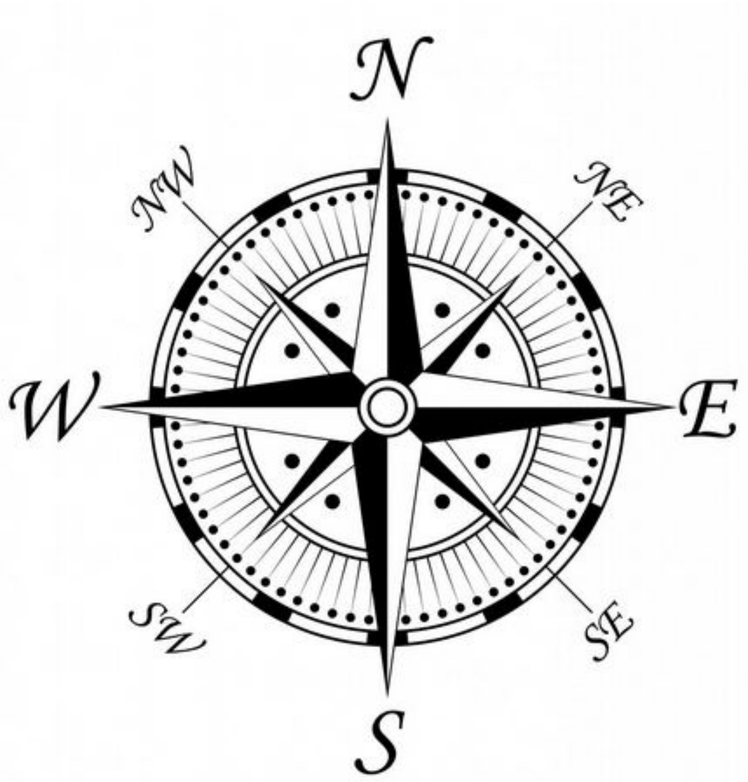


Compass language

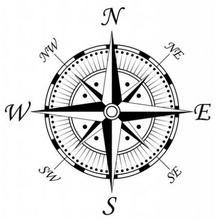
Many people (even natives!) forget their compass points when they need them most. However, there is an easy trick to remembering the names of these points.

Follow these letters **clockwise**.

N - Naughty
E - Elephants
S - Squirt
W - Water



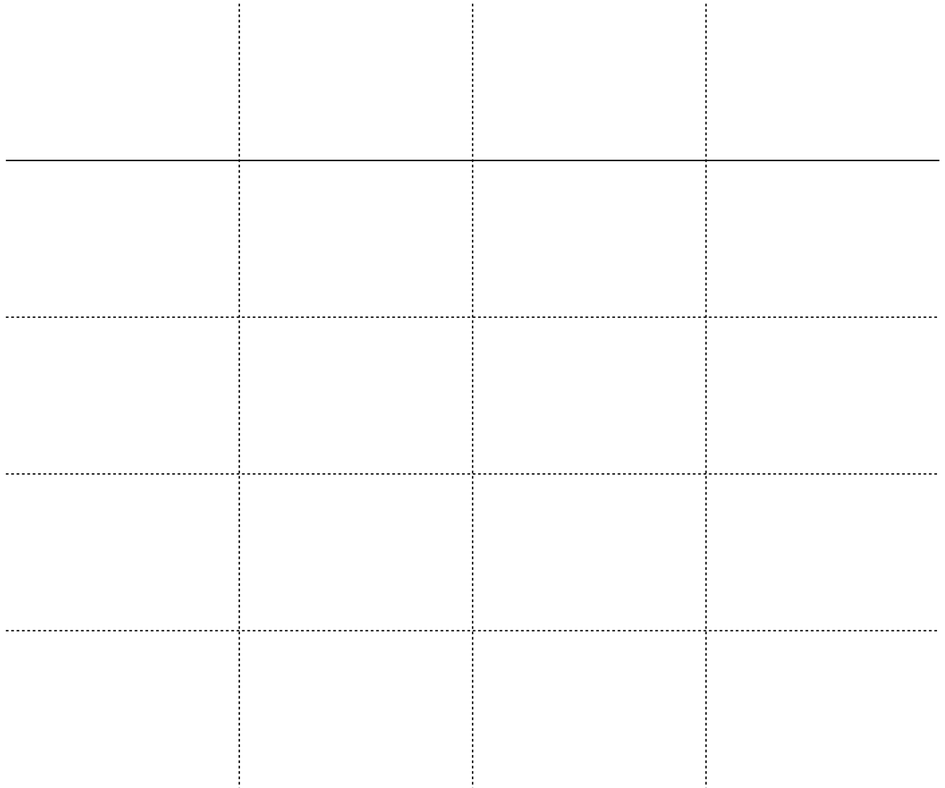
Compass language



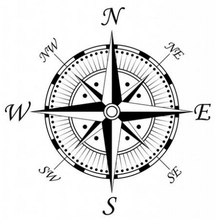
These compass points will be used in different ways depending on how we are trying to use them.

If we are looking at a space *within the whole town, city or village,* use the preposition **in**.

A new set of houses have been built **in the north-west** of the town.



Compass language



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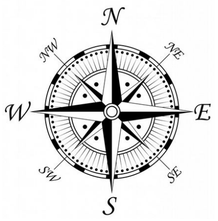
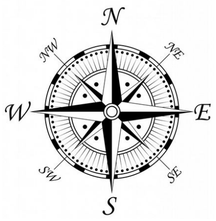


These compass points will be used in different ways depending on how we are trying to use them.

If we are trying to describe a position *in reference to another position*, we will use the expression **to + the + CP + of**.

A hospital has been constructed **to the east of** the new house.

Compass language



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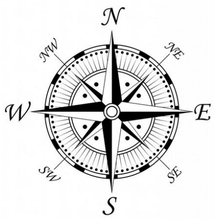
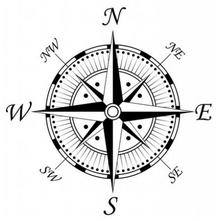


These compass points will be used in different ways depending on how we are trying to use them.

To save time, it is possible for us to drop the ‘to the’ part of the expression. We can also add a ‘just’ (or ‘just to the’) to express that the two places are close.

A hospital has been constructed *just* **east of** the new house.

Compass language

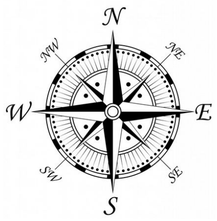


These compass points will be used in different ways depending on how we are trying to use them.

This is even the case if the ‘other position’ we are citing in reference to is *the town/ city itself.*

***To the south-east of the city**, a supermarket has been constructed.*

Compass language



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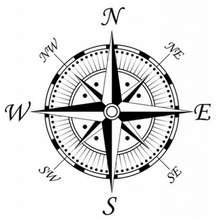
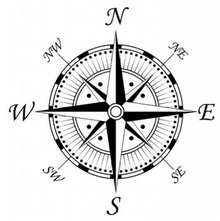


These compass points will be used in different ways depending on how we are trying to use them.

We can also refer to the direction in which longer structures travel, like roads and train tracks. Here, we use ***from + to***.

A new motorway has been laid, stretching **from north to south-west**.

Compass language



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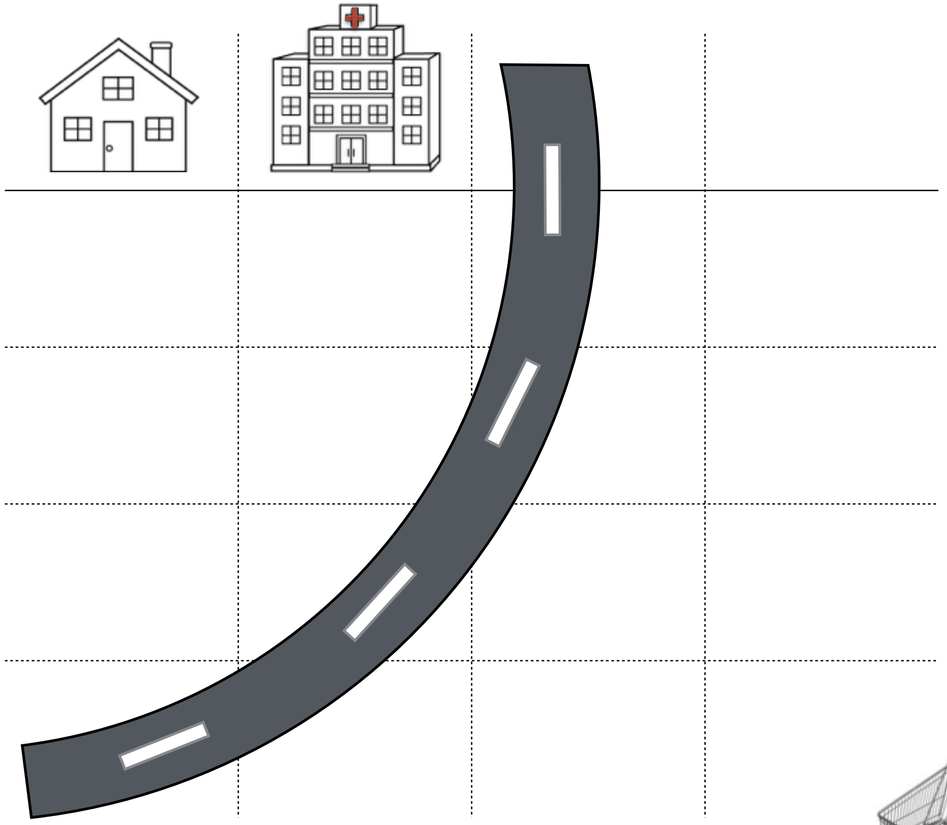
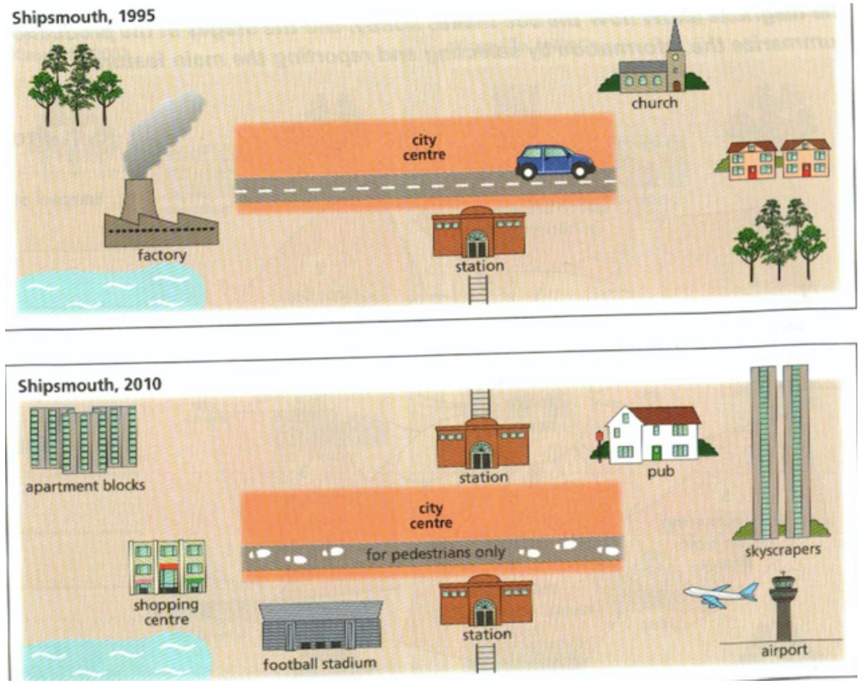


Map language in use

Using a mixture of compass language and language for describing map changes, try to fill in the gaps of this response to a map task.

If we look at the developments e____ o__ the city centre, it can be seen that the trees i___ t__ s___-e___ were k____ d____ to make way for a new airport, and the houses just n___ o__ this area were r_____ b__ skyscrapers. Further n____, the old church was d_____ and, by 2010, a new pub had been b_____ in its place.

In the centre itself, the main road was p_____, and a new station was c_____ across the road from the s_____ station. A new football stadium was also e_____ t___ the e____ of the old station, across from which stands a new shopping centre, which had r_____ the factory by 2010. Finally, apartment blocks now exist in place of the old n____-w____ forest, which was c____ d____ after 1995.

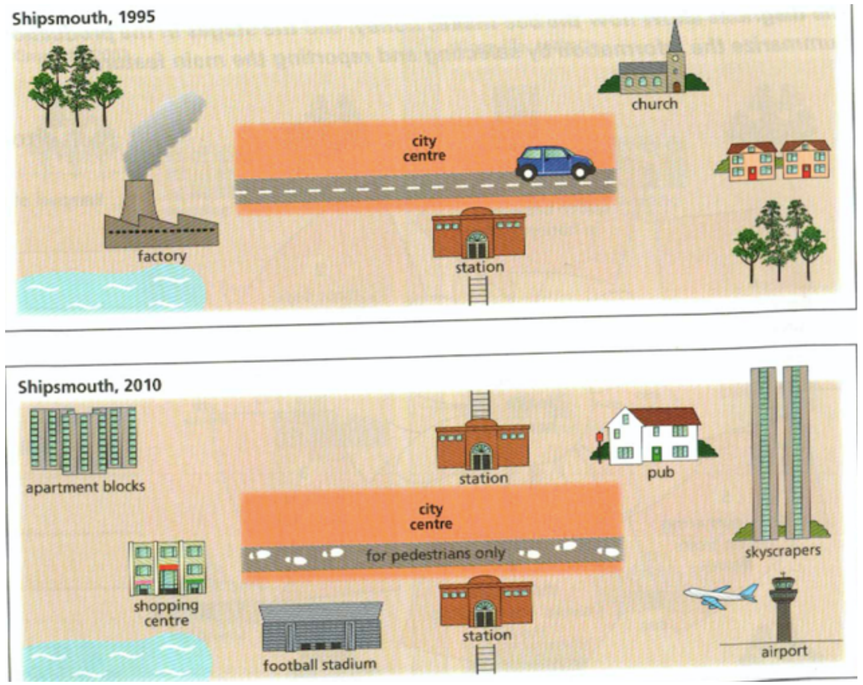


Map language in use

Using a mixture of compass language and language for describing map changes, try to fill in the gaps of this response to a map task.

If we look at the developments east of the city centre, it can be seen that the trees in the south-east were knocked down to make way for a new airport, and the houses just north of this area were replaced by skyscrapers. Further north, the old church was demolished and, by 2010, a new pub had been built in its place.

In the centre itself, the main road was pedestrianised, and a new station was constructed across the road from the southern station. A new football stadium was also erected to the west of the old station, across from which stands a new shopping centre, which had replaced the factory by 2010. Finally, apartment blocks now exist in place of the old north-western forest, which was cut down after 1995.



Vocabulary for processes

As with maps, there are many variables when it comes to processes. However, we can be sure of a couple of things.

First of all, process talks will always need to discuss stages. Stages are part of the definition of a process.

As a result, we must have a variety of **stage language**.

Secondly, process talks often use the language of composition, as we looked at in the vocabulary for comparative graphs.

Therefore, we need to know how to use **language of composition** to describe processes.

Stage language

Beginning	Middle	End	Same time

The process ends when … To begin with, … After that, … Following this, … Meanwhile, …
Next, … Finally, … …, at which point … …, and then … At this point, … …, before + ing …
The process begins when … As this is happening, … Subsequently, … Initially, … The last stage is …

Stage language

Beginning	Middle	End	Same time
To begin with, …	After that, …	The process ends when …	Meanwhile, …
The process begins when	Following this, …	Finally, …	As this is happening, …
Initially, …	Next, …	The last stage is …	At the same time, …
	…, at which point …		
	…, and then …		
	At this point, …		
	…, before + ing …		

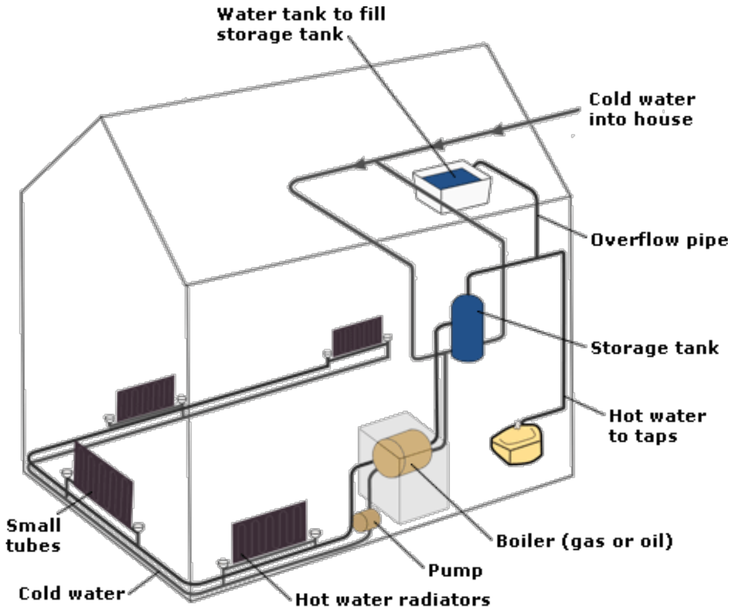
Unless we are looking at more than one process (which is possible), we should only need one phrase from the 'beginning' and 'end' columns. This is why we need far more language for the middle stages, as there can be many.

Language of composition

The language we use to talk about processes can be quite similar to the language we use to talk about pie charts and stacked bar charts. We just need to modify it to fit our needs.

Overall, the process of heating a home ***is composed of*** *a number of steps. Whereas hot water reaches the taps via a sequence* ***made up of*** *three steps, more stages are required for the radiators to be heated.*

…, after which the boiler, which is a container ***consisting of*** *gas or oil, heats the water…*

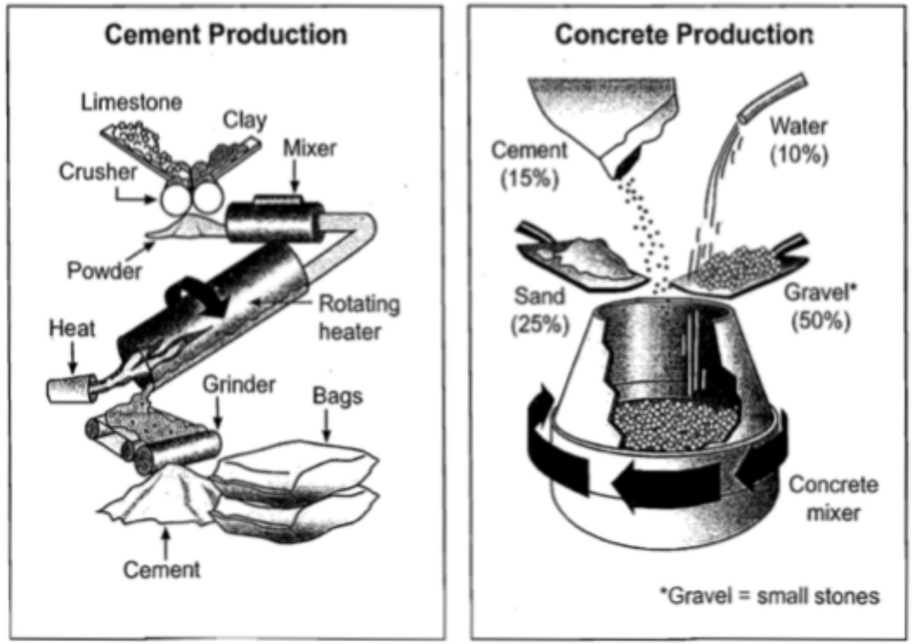


Process language in use

Putting the language of stages and the language of composition together, we can create an example of what a quality ‘process’ response reads like. Fill in the gaps with appropriate words and expressions.

If we look at the details of cement production, i_____, limestone and clay are crushed together to form a powder. N____, the powder is mixed by a mixer, a___ w____ it is passed through a rotating heater. After being heated, it is then ground by a grinder, b_____ b____ packed into bags as cement.

Focusing on the manufacture of concrete, this is m___ u__ o__ four components. Half of concrete is c_____ o__ gravel, a quarter c_____ o__ sand, and water c_____ a tenth. The remainder is f____ o__ the earlier produced cement. This formula is combined together using a horizontally-rotating concrete mixer to create concrete.



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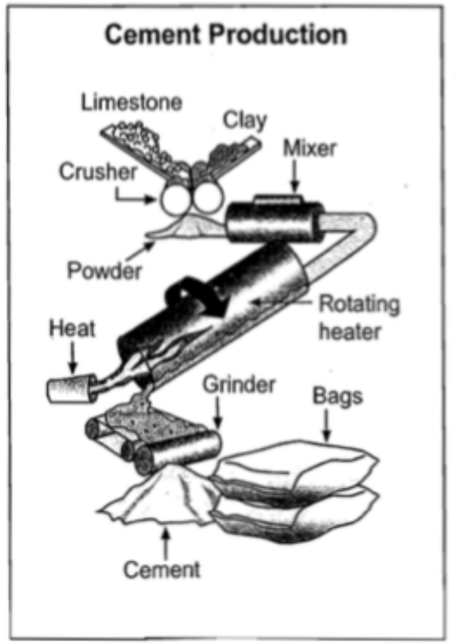
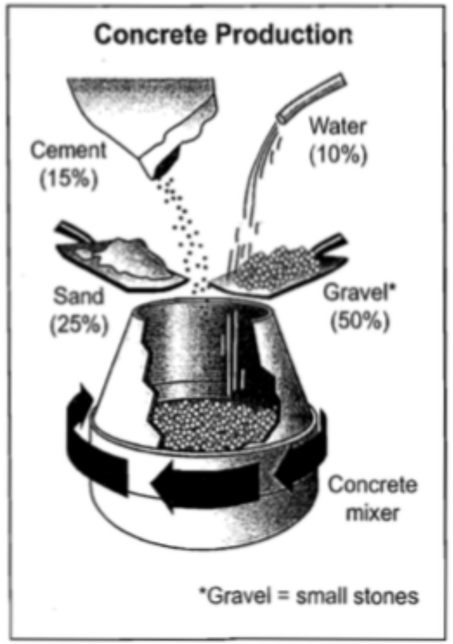
Putting the language of stages and the language of composition together, we can create an example of what a quality ‘process’ response reads like. Fill in the gaps with appropriate words and expressions.

If we look at the details of cement production, initially, limestone and clay are crushed together to form a powder. Next, the powder is mixed by a mixer, after which it is passed through a rotating heater. After being heated, it is then ground by a grinder, before being packed into bags as cement.

Focusing on the manufacture of concrete, this is made up of four components. Half of concrete is composed of gravel, a quarter consists of sand, and water constitutes a tenth. The remainder is formed of the earlier produced cement. This formula is combined together using a horizontally-rotating concrete mixer to create concrete.





Lecture 19

Paraphrasing the Task Language

Avoiding the repetition of task language, categories, and units of measurement.

Paraphrasing categories

Categories in Task 1 questions are very variable, so this section will cover a few of the most common category themes.

Countries / nationalities

Activities

Foods

Transport

Paraphrasing categories

Countries / nationalities

Example: Spain

1. …*Spain*…
2. …*the Spanish*…
3. …*Spanish citizens / government / workers (etc.)*…
4. …*citizens (etc.) of Spain …*
5. …*Spaniards*…

Activities

Example: Chatting online

1. …*chatting online*…
2. …*online chat*…
3. …*chatting on the internet*…
4. …*chatting via social media*…
5. …*messaging online*…

Paraphrasing categories

Foods

Example: Chicken consumption

1. …*chicken consumption…*
2. …*the consumption of chicken…*
3. …*the amount of chicken consumed*…
4. …*consumption levels for chicken …*
5. *…the quantity of chicken eaten…*

Transport

Example: By train

1. …*by train*…
2. …*train as a mode of transport*…
3. …*by rail*…
4. …*via train*…
5. …*take the train*…

Paraphrasing times

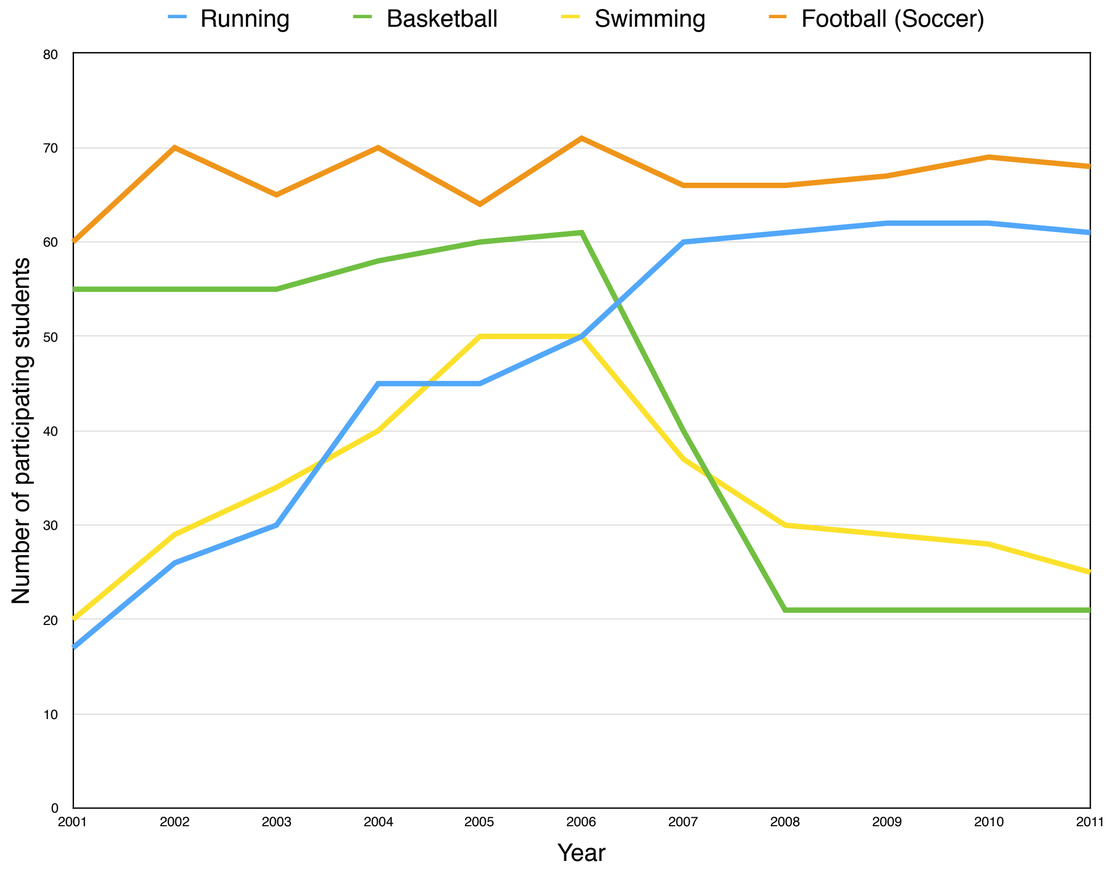
After 2006, the number of basketball students plummeted to just 20.

Between 2006 and 2007, the number of basketball students plummeted to just 20.

By 2008, the number of basketball students ***had*** *plummeted to just 20.*

In a two-year period from 2006 to 2008, the number of basketball students plummeted to just 20.

Pre-2006, basketball numbers ranged from 56 to 61, but post-2006, the number of basketball students plummeted to just 20.



Paraphrasing units of measurement

There are a number of ways we can paraphrase units of measurement, regardless of what those units of measurement are. Let's have a look at a common one: numbers of people.

In 2012, 64,000 people visited Sweden, while 25,000 visited Norway.

In 2012, 64,000 people visited Sweden, while ***the figure for*** *Norway was 25,000.*

In 2012, 64,000 people visited Sweden, while ***the count for*** *Norway was 25,000.*

In 2012, 64,000 people visited Sweden, while ***the number for*** *Norway was 25,000.*

In 2012, 64,000 people visited Sweden, while ***the data for*** *Norway was 25,000.*

In 2012, 64,000 people visited Sweden, while 25,000 ***was the figure for*** *Norway* (repeat with the above expressions).

Paraphrasing units of measurement

There are a number of ways we can paraphrase units of measurement, regardless of what those units of measurement are. Let's have a look at a common one: numbers of people.

In 2012, 64,000 tonnes were transported by rail, while 25,000 were transported by air.

In 2012, 64,000 tonnes were transported by rail, while ***the figure for*** *air was 25,000.*

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In 2012, 64,000 tonnes were transported by rail, while ***the data for*** *air was 25,000.*

In 2012, 64,000 tonnes were transported by rail, while 25,000 ***was the figure for*** *air* (repeat with the above expressions).

Lecture 20

Using Complex Sentences

When and how to use complex sentences to improve communication.

Band descriptors

In order to achieve Band 7, under Grammatical Range and Accuracy the band descriptors state that the writer:

“uses a variety of complex structures” and *“produces frequent error-free sentences*”

This section will aim to improve both our **range** and **accuracy** of grammar, while also maintaining speed and answer the question in an appropriate manner.

What are complex sentences?

One of the best ways to improve your complexity of grammar is to use dependent clauses with independent clauses. This creates a ‘complex sentence’. **What are these?**

200 students studied Chinese = one independent clause. The idea is complete.

200 students studied Chinese and 90 students studied French = two independent clauses linked by a coordinating conjunction (*and)*. Each idea would make sense alone.

Although 200 students studied Chinese = one dependent clause. This idea is incomplete. It requires the addition of another clause for it to be complete:

Although 200 students studied Chinese, 90 studied French = one dependent clause linked with an independent clause by use of a subordinating conjunction (*although*). Now the idea is complete.

When to use complex sentences

Complex sentences, which join a dependent clause to an independent clause, are best used when there is an opportunity to compare and contrast two pieces of data.

Therefore, these sentences often come in useful in overviews, where we are asked to compare general information.

For the same reason, they can also be used when talking about a change in direction for a graph with a trend, or when discussing contrasting figures in comparative graphs.

In maps tasks, complex sentences can join two changes to a map, and in processes tasks, they can combine one stage with the next.

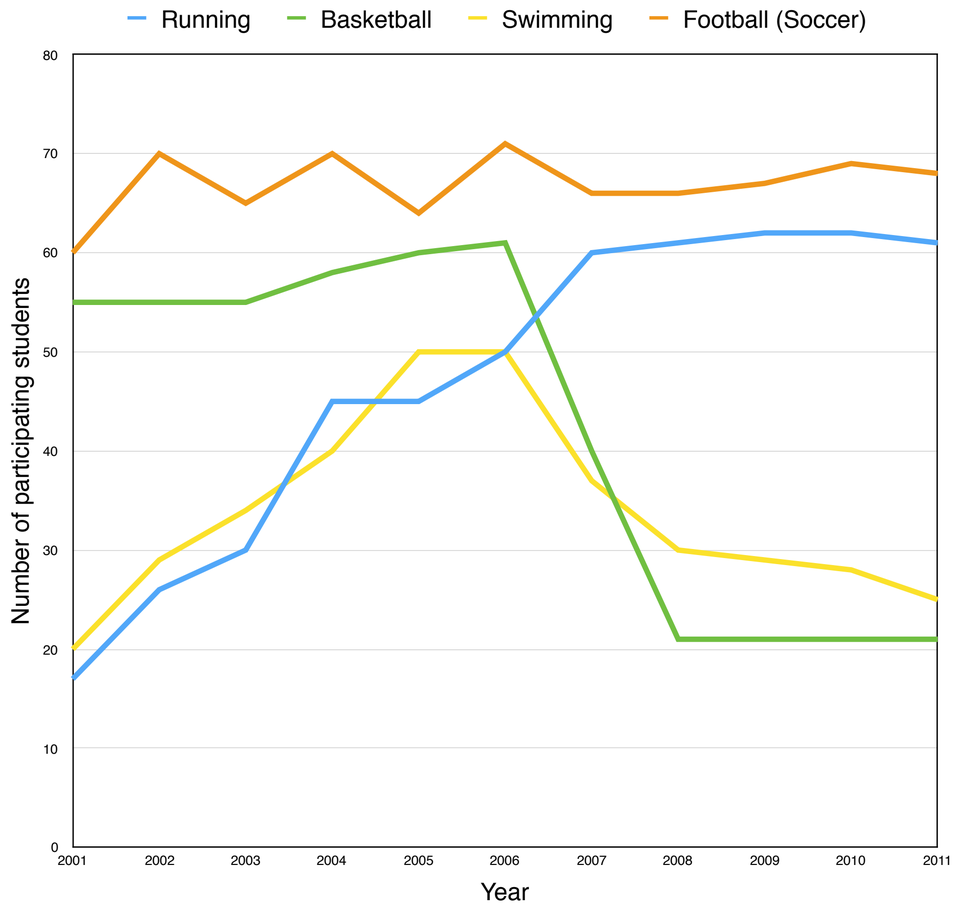
How to use complex sentences

1. Look for a contrast in the data. E.g. three categories change a lot, one is relatively consistent (for overviews).

2. Choose an appropriate subordinating conjunction to start the sentence (e.g. *whereas, despite, although).*

3. Write about one piece of data, followed by a comma.

4. Write about the other piece of data.

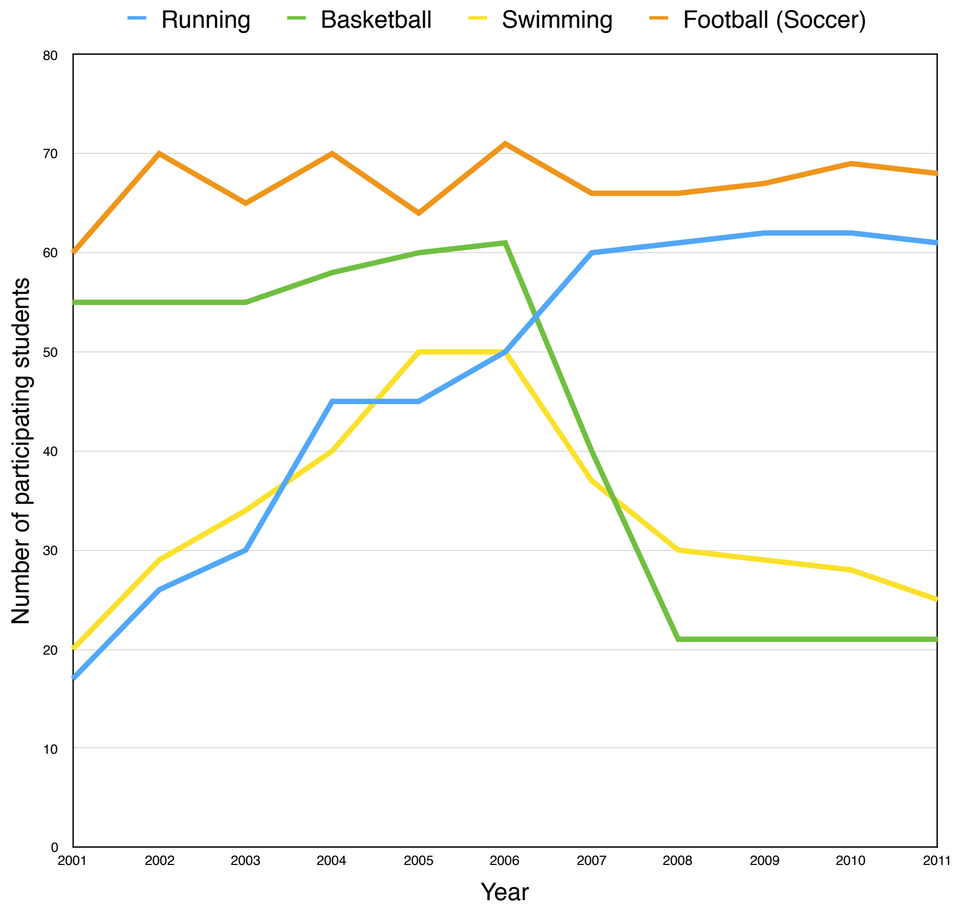


How to use complex sentences

In overviews

Overall, while running, basketball and swimming all experienced major changes in popularity over the decade, interest in football remained relatively consistent.

Furthermore, despite interest in running increasing* dramatically over the period, football stayed the most popular sport of choice from start to finish.



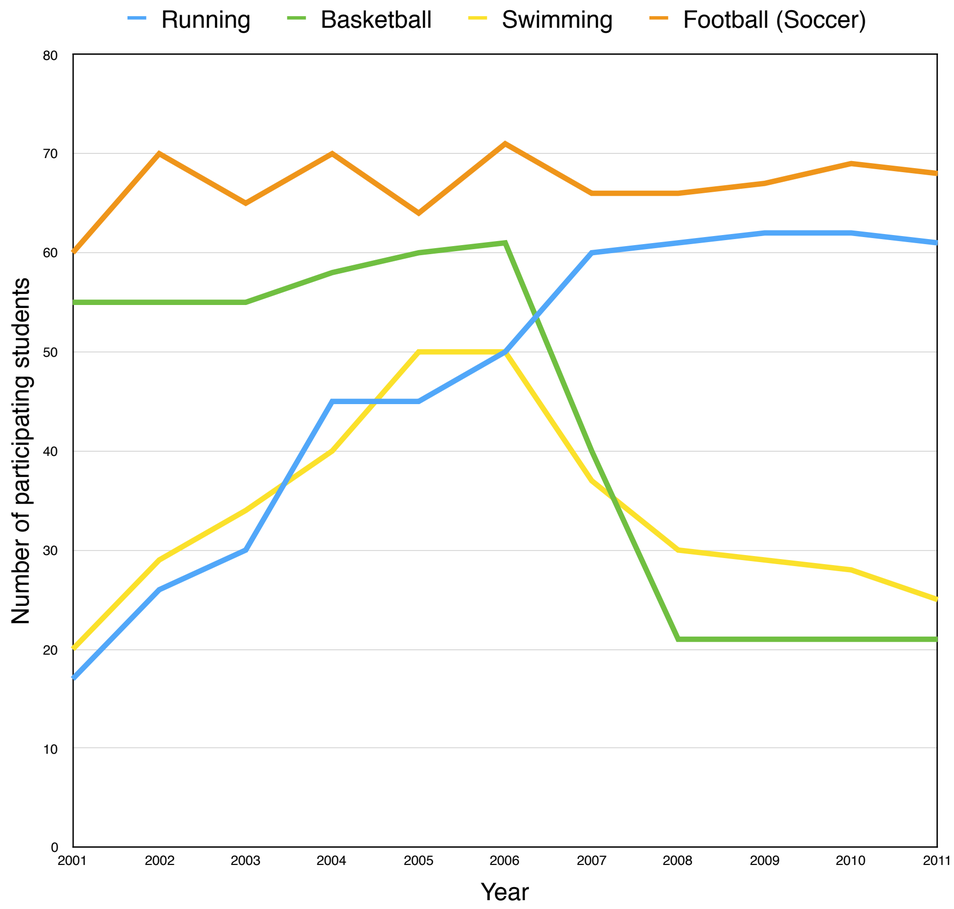
* *despite* is a little trickier to use as it needs to be followed by a noun, such as a gerund

How to use complex sentences

In detail paragraphs

In terms of ball sports, although basketball figures were high between 2001 and 2006, climbing from 55 to 61 students, popularity then plummeted to just 20 students in 2008 and the rest of the decade.

As for running and swimming, whereas the former's popularity increased throughout the period, tripling to above 60 students, interest in the latter slipped to 25 after an initial surge from 20 to 50.



Grammar Tips

- Don’t overcomplicate things. It is possible to write incredibly complex yet accurate sentences. But be realistic: the longer the sentence, the more likely you are to make a mistake and confuse the reader.

- For the same reason, don’t use too many complex sentences. Band 7 requires that we have ‘frequent error-free sentences’. More simple sentences = more chance of achieving this requirement.

- Remember that the subordinating conjunction can come at the beginning of the second clause instead of the beginning of the first. Just remember **not** to add a comma after this conjunction.

Lecture 21

Comparative Grammar

How to use comparative language to give comparisons in a variety of ways.

Comparatives and Superlatives

In comparative graphs, process questions and map questions (and sometimes in graphs with a trend), your overview will need to introduce comparisons. Your detail paragraphs may also include comparisons, so it is vital to have a variety of different options for discussing these differences.

This lecture will look at:

- negative comparatives with adjectives
- negative comparatives with nouns
- numerical comparatives

Negative comparatives (adjectives)

Australia is bigger than the United Kingdom. Chocolate is more popular than ice cream. Trains are more expensive than buses.

The above statements use regular comparatives. These are okay, and they are important to include in your response. But you should also try to include **negative comparatives** to demonstrate your range in this area.

*The United Kingdom is **not as big as** Australia.*

*Ice cream is **not as popular as** chocolate.*

*Buses are **not as expensive as** trains.*

Negative comparatives (adjectives)

Use *not* + *as* + *adjective* + *as* to write a sentence about the following info.

Temperature
Stockholm (-3 C) / Helsinki (-6 C)

Speed
Usain Bolt (100m in 9.58 seconds) / Yohan Blake (100m in 9.69 seconds)

Price
Average house in 2000 (£125,000) / Average house in 2016 (£282,000)

Negative comparatives (adjectives)

Use *not* + *as* + *adjective* + *as* to write a sentence about the following info.

Temperature
Stockholm is not as cold as Helsinki.

Speed
Yohan Blake is not as fast as Usain Bolt.

Price
The average house in 2000 was not as expensive as the average house in 2016.

Degree of difference

In the same way use *much* and *far* and *slightly* to describe the degree of difference with regular comparatives, we can use particular language to do the same with negative comparatives.

Do these expressions describe a **BIG** difference or a *small* difference?

- nowhere near as _____ as **BIG**
- almost as _____ as *small*
- not quite as _____ as *small*
- not nearly as _____ as **BIG**

Negative comparatives (adjectives)

Use *not* + *as* + *adjective* + *as* to write a sentence about the following info.

Temperature
Stockholm is not as cold as Helsinki.

Speed
Yohan Blake is not as fast as Usain Bolt.

Price
The average house in 2000 was not as expensive as the average house in 2016.

Negative comparatives (adjectives)

Use *not* + *as* + *adjective* + *as* to write a sentence about the following info.

Temperature
Stockholm is **almost** as cold as Helsinki.

Speed
Yohan Blake is not **quite** as fast as Usain Bolt.

Price
The average house in 2000 was **nowhere near** as expensive as the average house in 2016.

Negative comparatives (nouns)

The rule '*not + (verb) + as + much/many +* (*noun/noun phrase*) *+ as'* can be used to compare nouns with negative comparative grammar, rather than adjectives.

Basketball: 30 students / Football: 90 students

iPhones sold, 2011: 400 million / iPhones sold, 2012: 450 million

Brazil: 17 medals, 2012 Olympics / Japan: 38 medals, 2012 Olympics

Arsenal, 2015-16: 65 goals / Leicester City, 2015-16: 68 goals

Negative comparatives (nouns)

The rule '*not + (verb) + as + much/many +* (*noun/noun phrase*) *+ as'* can be used to compare nouns with negative comparative grammar, rather than adjectives.

Basketball does not attract as many students as football.

There were not as many iPhones sold in 2011 as in 2012.

Brazil did not win as many medals as Japan at the 2012 Olympics.

In the 2015-16 season, Arsenal did not score as many goals as Leicester.

Negative comparatives (nouns)

The rule '*not + (verb) + as + much/many +* (*noun/noun phrase*) *+ as'* can be used to compare nouns with negative comparative grammar, rather than adjectives.

Basketball does not attract **anywhere near** as many students as football.

There were not **quite** as many iPhones sold in 2011 as in 2012.

Brazil did not win **nearly** as many medals as Japan at the 2012 Olympics.

In the 2015-16 season, Arsenal did not score as many goals as Leicester.

Numerical comparatives

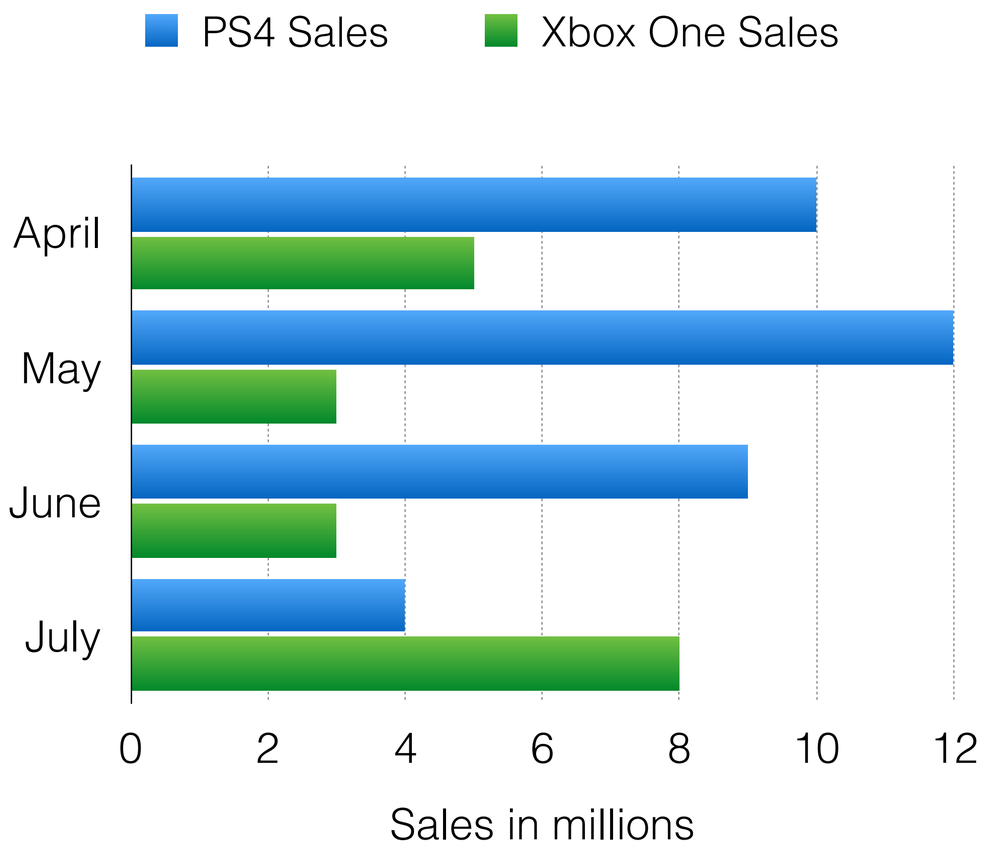
We can also use **numerical comparatives** to vary our vocabulary and grammar. Look at the bar chart and fill in the gaps below.

There were _____ as many PS4s sold in April as Xbox Ones.

In May, there were _____ _____ as many PS4s sold as Xbox Ones.

In June, PS4 sales _____ those of Xbox Ones.

In July, there were _____ as many PS4s sold as Xbox Ones.



Numerical comparatives

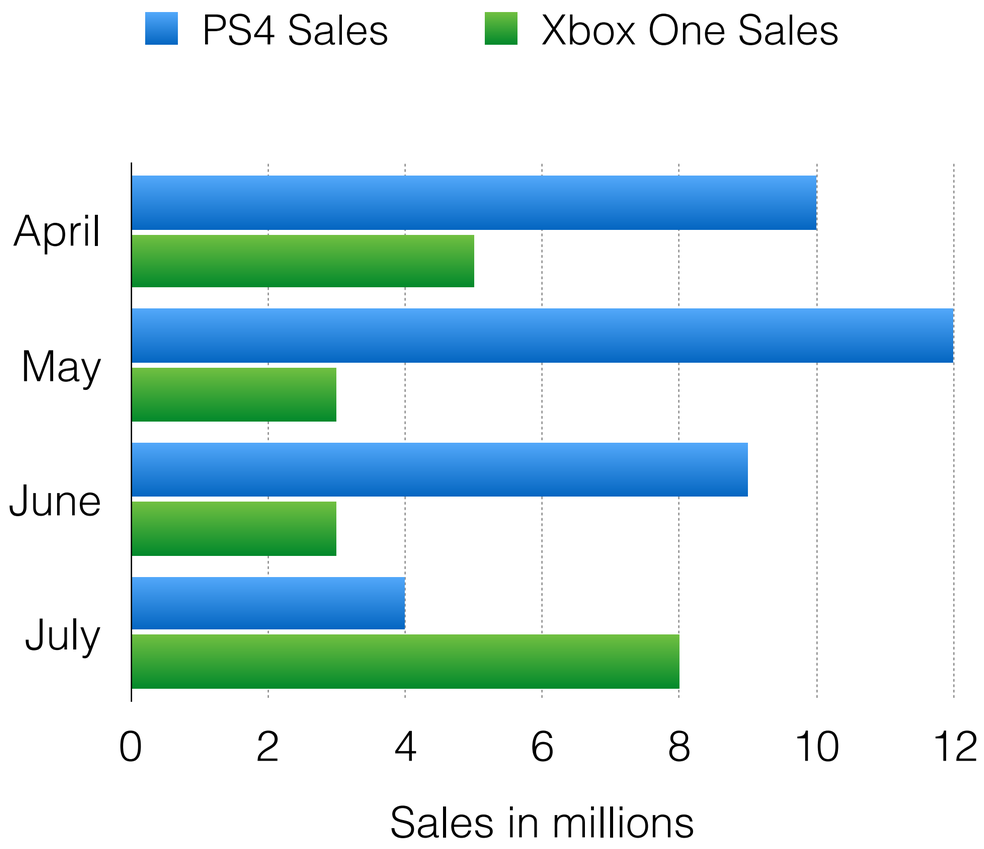
We can also use **numerical comparatives** to vary our vocabulary and grammar. Look at the bar chart and fill in the gaps below.

*There were **twice** as many PS4s sold in April as Xbox Ones.*

*In May, there were **four times** as many PS4s sold as Xbox Ones.*

*In June, PS4 sales **tripled** those of Xbox Ones.*

*In July, there were **half** as many PS4s sold as Xbox Ones.*



Lecture 22

Using Punctuation

How to use punctuation effectively and avoid common Task 1 errors.

Common Error #1: Capital Letters

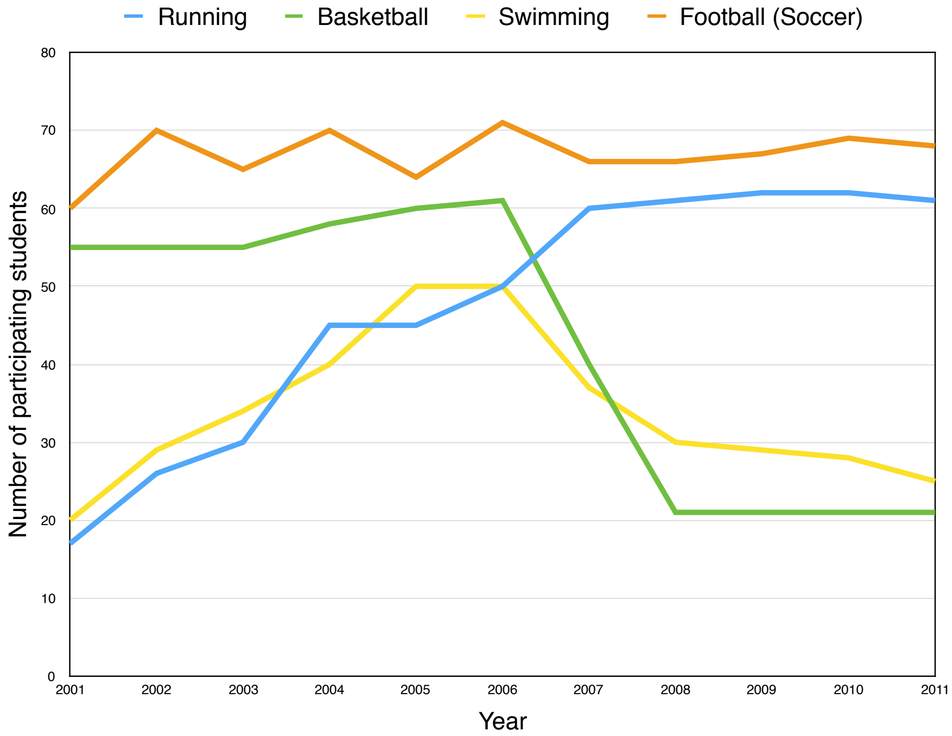
One of the most common errors I see in Task 1 responses is the inaccurate use of capital letters. Have a look at the graph on the right.

In the graph, we can see that all the categories are capitalised.

Does that mean we should capitalise these categories in this response?

NO.

The figures for ~~F~~ootball fluctuated between…



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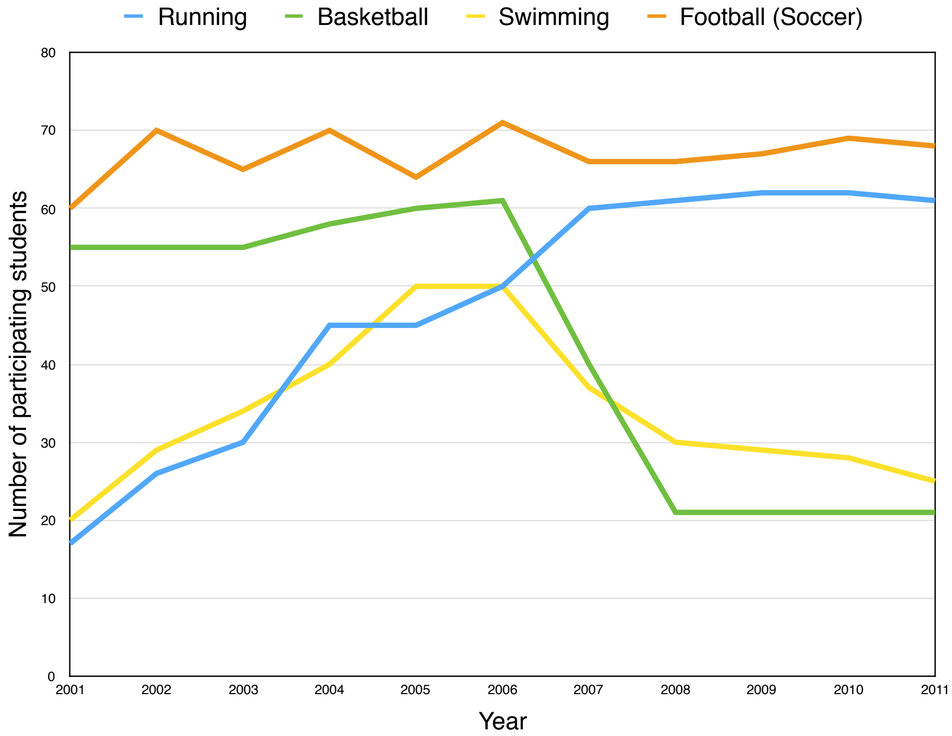
Does that mean we should capitalise these categories in this response?

NO.

*The figures for **f**ootball fluctuated between…*



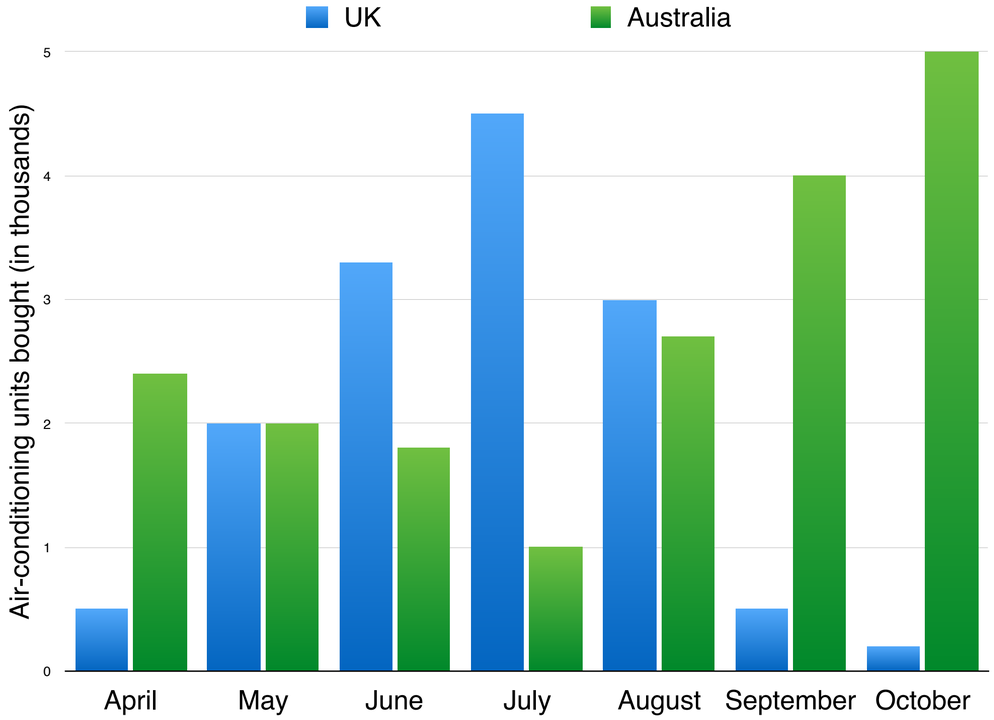
Common Error #1: Capital Letters

If we are discussing categories with ‘proper nouns’ (cities, countries, dates, names, geographical landmarks), then the capitalisation rule still applies.

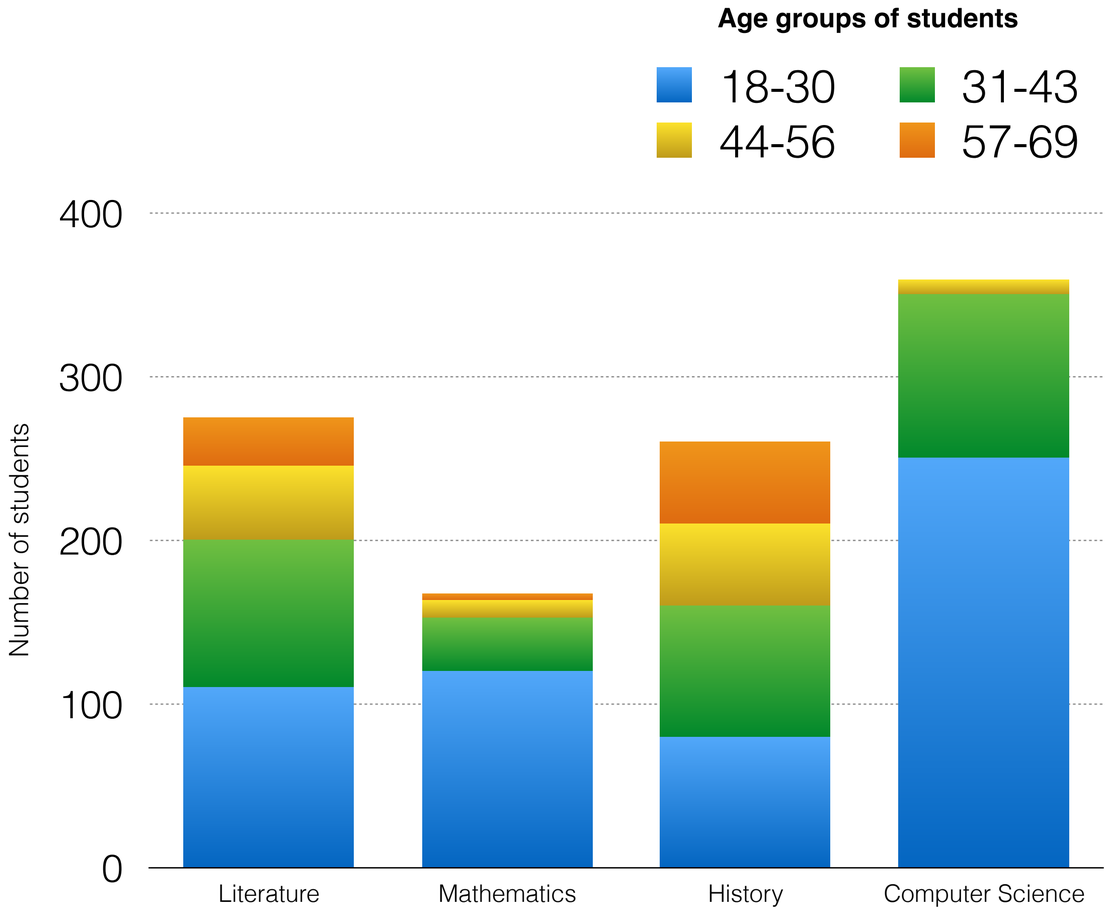
In this graph, we have categories with proper nouns: countries.

As usual, we will continue to capitalise these countries (including their adjectives).

***A**ustralia bought almost 2500 AC units in **A**pril, whereas the **B**ritish only bought 500.*



Common Error #2: Missing Commas



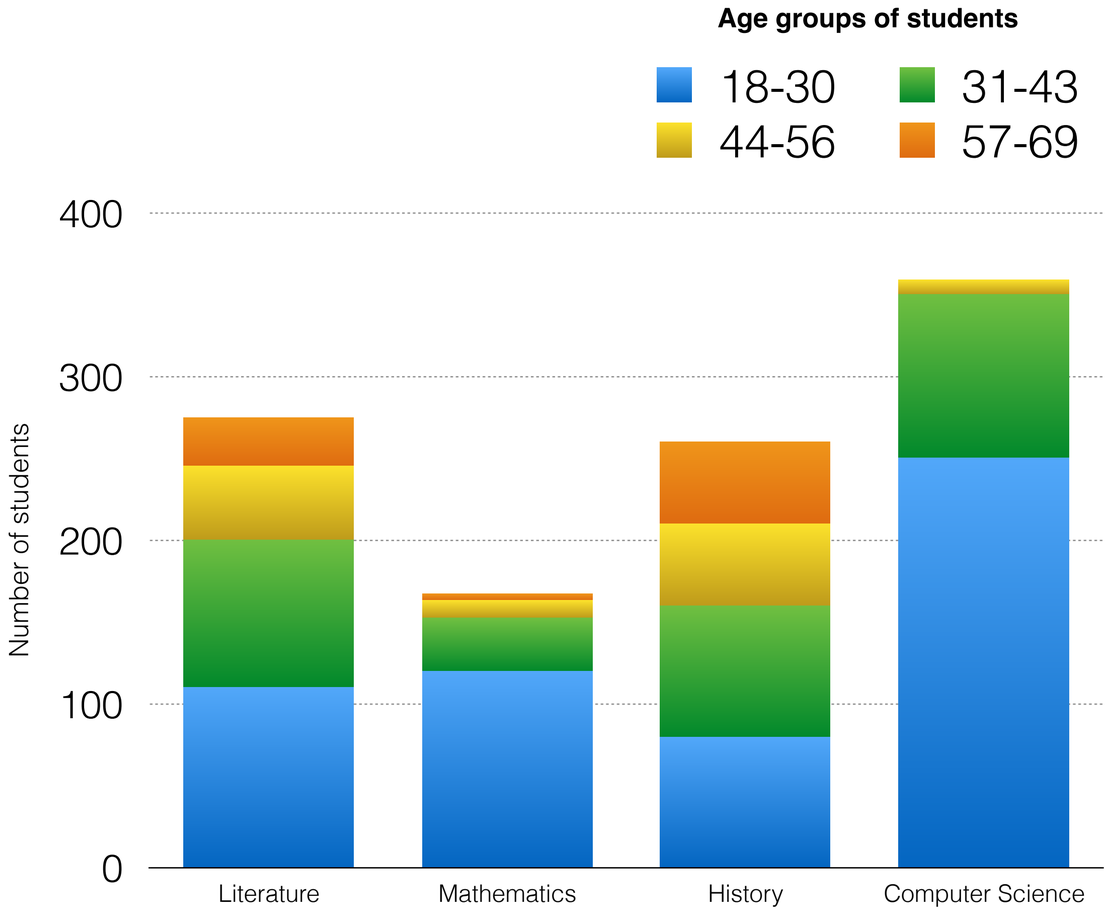
Look at the sentences below and see if you can identify the comma mistakes.

Overall the majority of students are aged between 18 and 43 whereas older students make up the minority.

History which sees the most equal distribution of students attracts around 80 18 to 30 year olds.

There are almost as many 31 to 43 years olds who take literature as 18 to 30 year olds with figures of 110 and 90 respectively.

Common Error #2: Missing Commas



Look at the sentences below and see if you can identify the comma mistakes.

Overall, the majority of students are aged between 18 and 43, whereas older students make up the minority.

History, which sees the most equal distribution of students, attracts around 80 18 to 30 year olds.

There are almost as many 31 to 43 years olds who take literature as 18 to 30 year olds, with figures of 110 and 90 respectively.

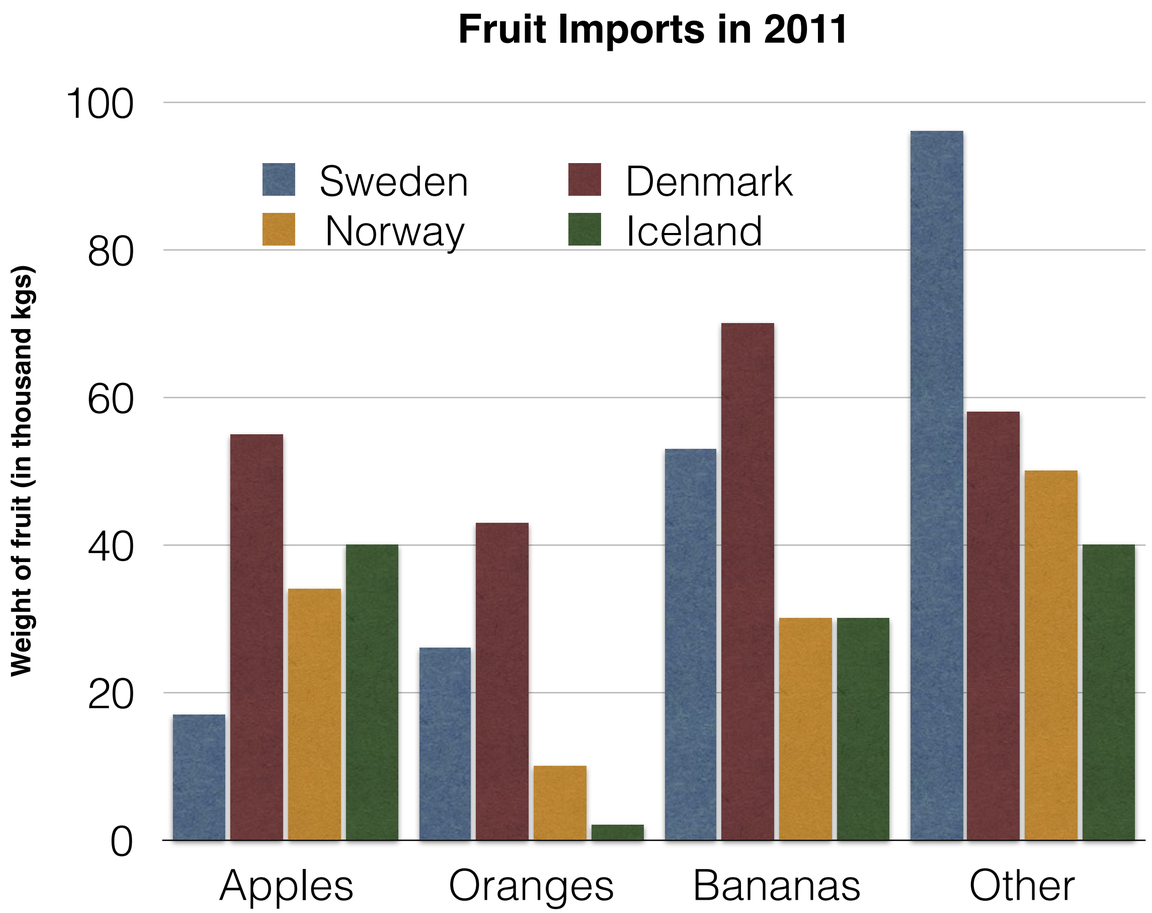
Common Error #3: Apostrophes

Another common error is with apostrophe usage.

This is most frequent when discussing places, such as cities or countries.

Imports of apples in Denmark amounted to around 55,000kg, three times as many as in Sweden.

In 2011, Denmark's figure for imported apples was 55,000kg, around three times higher than that of Sweden's.



Common Error #3: Apostrophes

The error appears when either:

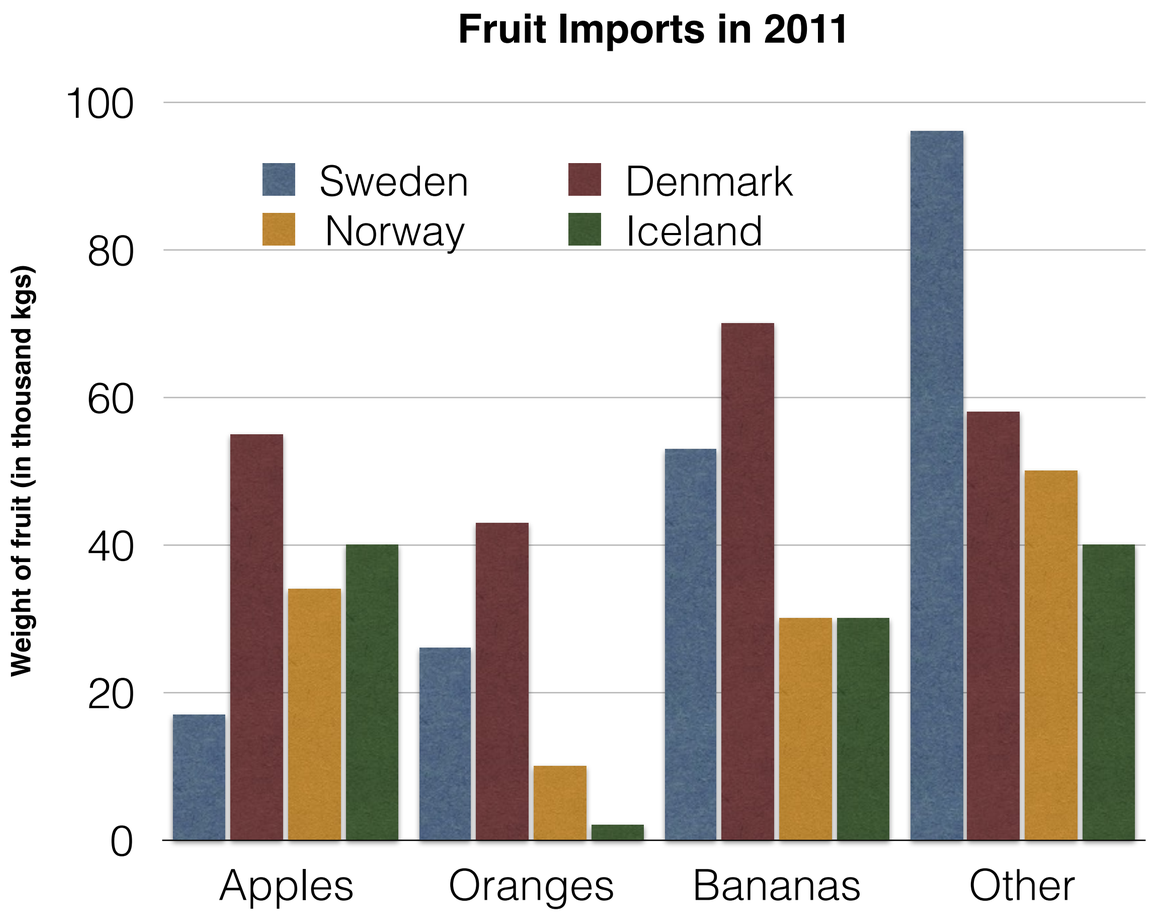
1. the apostrophe is missing

or

2. an apostrophe is unnecessary

The figures for both Iceland~~'s~~ and Norway~~'s~~ were 30,000kg in 2011.

*Iceland**'s** and Norway**'s** banana imports amounted to 30,000kg each.*



Lecture 23

Using Relative Clauses

A vital piece of grammar for expanding range and demonstrating understanding.

What are relative clauses?

We use **relative clauses** to clarify who or what we are talking about (**defining**), or to give more information about something without writing another sentence (**non-defining**).

Defining relative clauses do not need a comma before the relative pronoun.

The country which sells the most oil is Saudi Arabia.

Non-defining relative clauses do need a comma before the relative pronoun.

*Saudi Arabia sells over a million barrels of oil**,** which makes it the most active exporter of this fossil fuel.*

Matching exercise

Look at the sentences below and see if you can match the endings.

1. Sweden imported just over 50,000kg of bananas in 2011, _____.

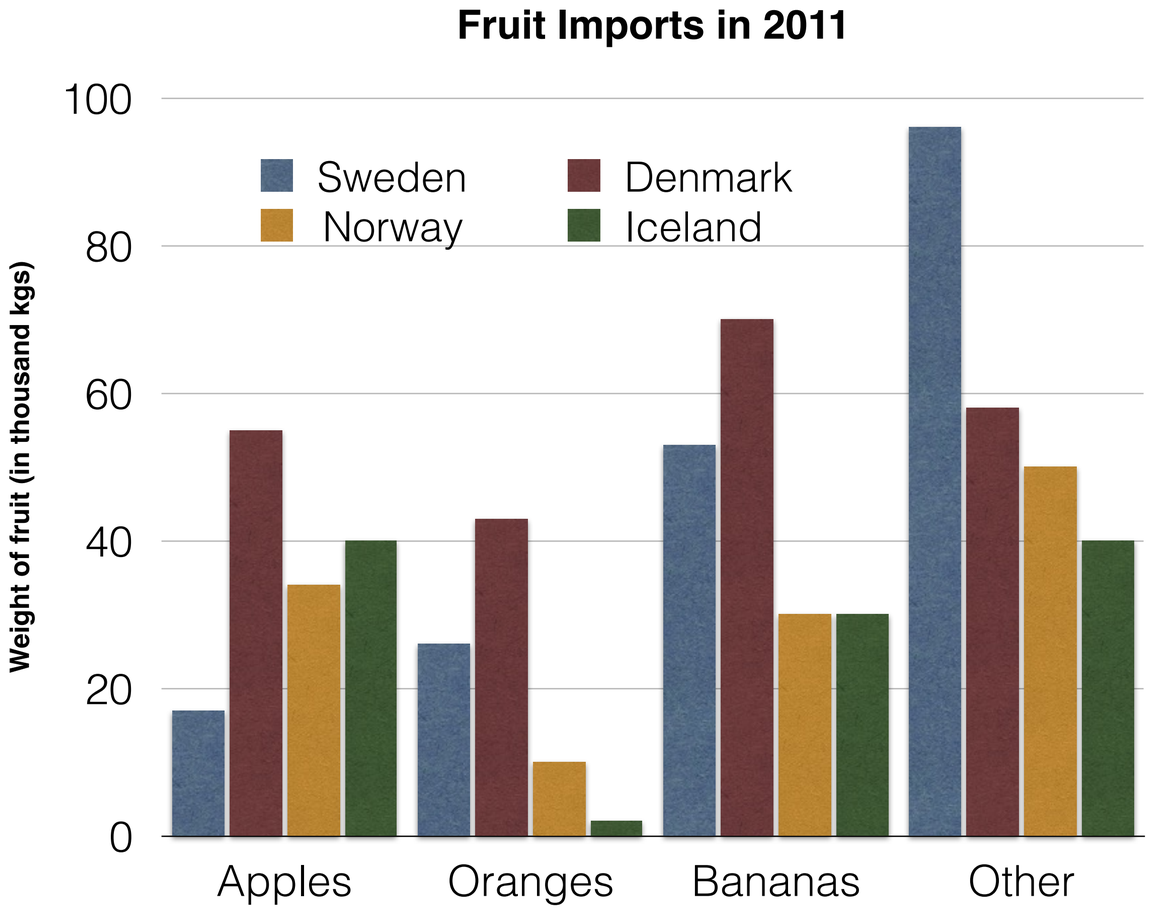
2. Norway, _____ , imported twice as many ‘other’ fruits.

3. First place for apple imports went to the same country _____.

a. *which imported the most oranges and bananas*

b. *which was twice as many as the figures for Norway and Iceland*

c. *which imported half as many bananas as Sweden*



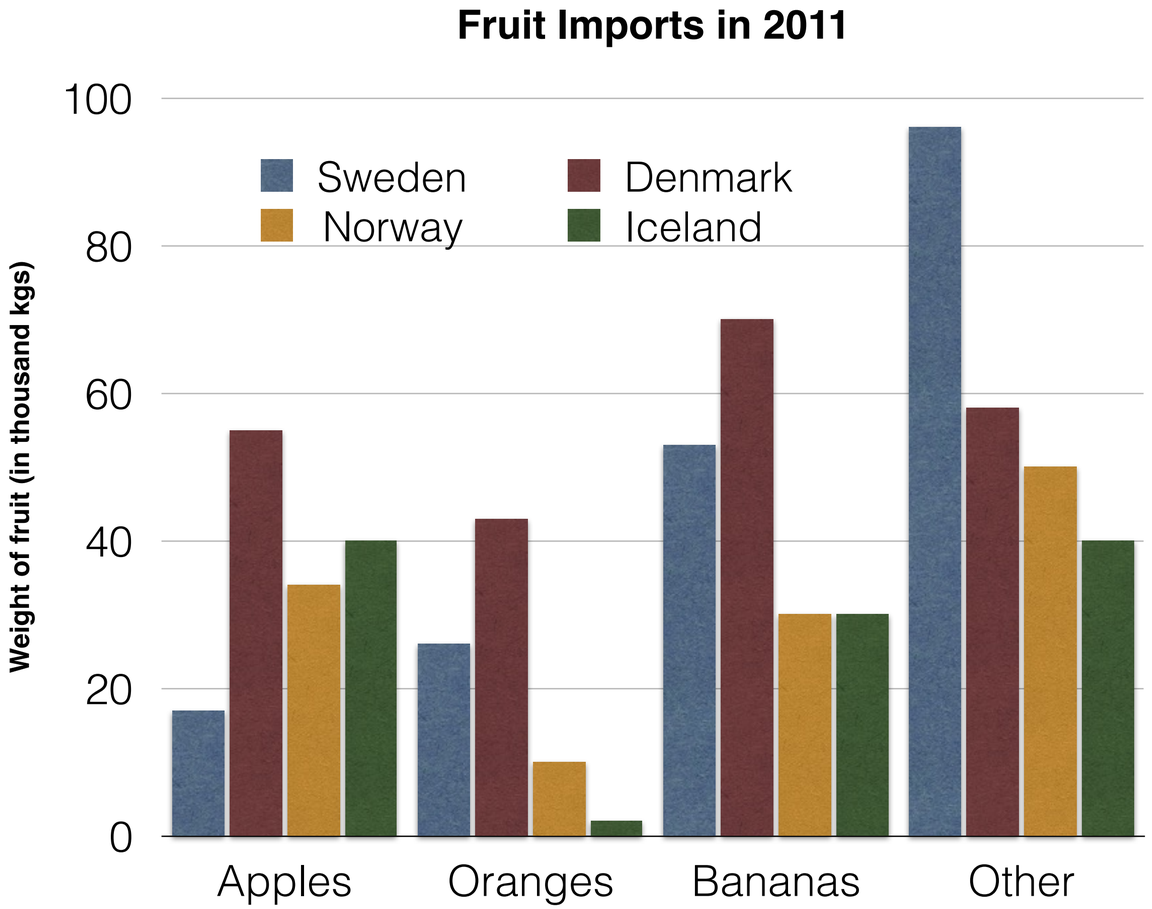
Matching exercise

Look at the sentences below and see if you can match the endings.

1. Sweden imported just over 50,000kg of bananas in 2011, which was twice as many as the figures for Norway and Iceland.

2. Norway, which imported half as many bananas as Sweden, imported twice as many ‘other’ fruits.

3. First place for apple imports went to the same country which imported the most oranges and bananas.



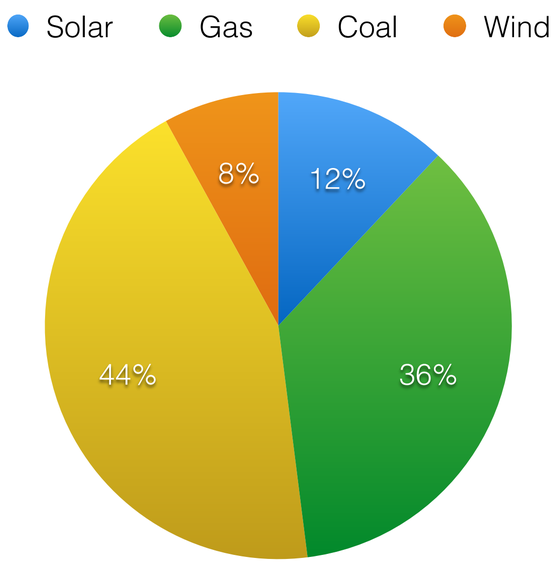
How to use relative clauses in Task 1

Non-defining relative clauses are especially useful when you want to offer a little more information about a point (such as offering a superlative or comparative), but don't want to start a new sentence.

Coal makes up 44% of all energy supply, **which** makes it the largest provider of energy.

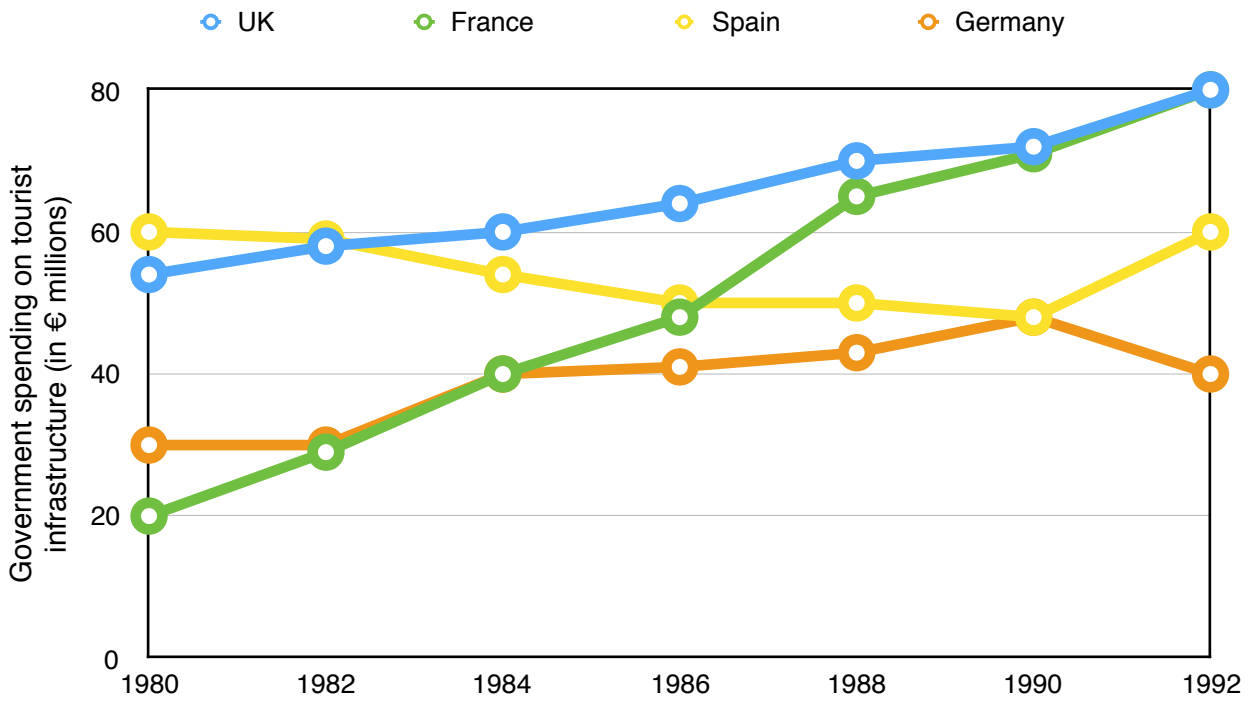
36% of energy output is composed of gas, **which** is three times more than that of solar power.

Coal and gas combined constitute four-fifths of total energy supplied, **which** means renewable sources of energy are nowhere near as common as non-renewable sources.



The graph below shows how much money was spent on tourist infrastructure in four different European countries from 1980 to 1992.

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



The line graph demonstrates the amount of money which was spent on tourist infrastructure in four different countries in Europe over a 12-year period between 1980 and 1992.

Overall, it can be seen that whereas the UK and France increased their spending on tourism over the period, Spain witnessed a fall in investment up until 1990 before recovering. In Germany, meanwhile, financial support for tourism rose before slipping after 1990.

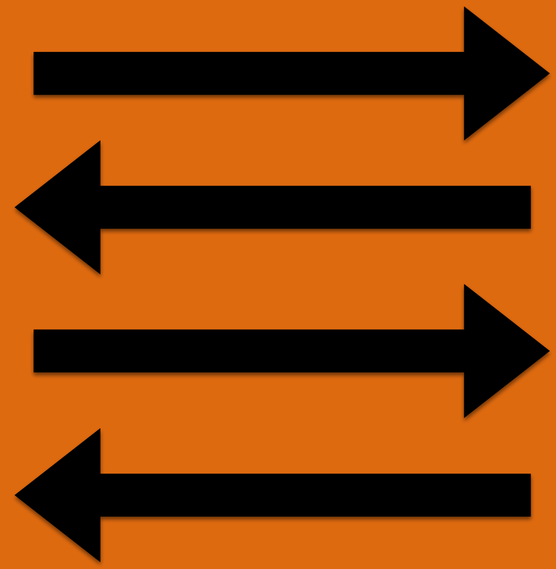
Focusing on the UK and France, although the former began the period by spending about 58 million euros on tourism, the latter started at just one third of this figure. However, despite tourism investment rising in both nations, the figure in 1992 was the same for each at 80 million euros, which was the most money spent in a single year by any nation during the period.

In contrast, the Spanish decreased their spending on touristic developments over the 1980s, with investment slumping from 60 million euros to around 48 million. This sum then jumped back to 60 million in 1992. German government, conversely, raised spending in the 80s from 30 million euros to 48 million, after which the figure dropped to 40 million.

Lecture 25

Secrets to Success

Key tips and techniques for finding success in Task 1.



Secret #1: Split the tenses

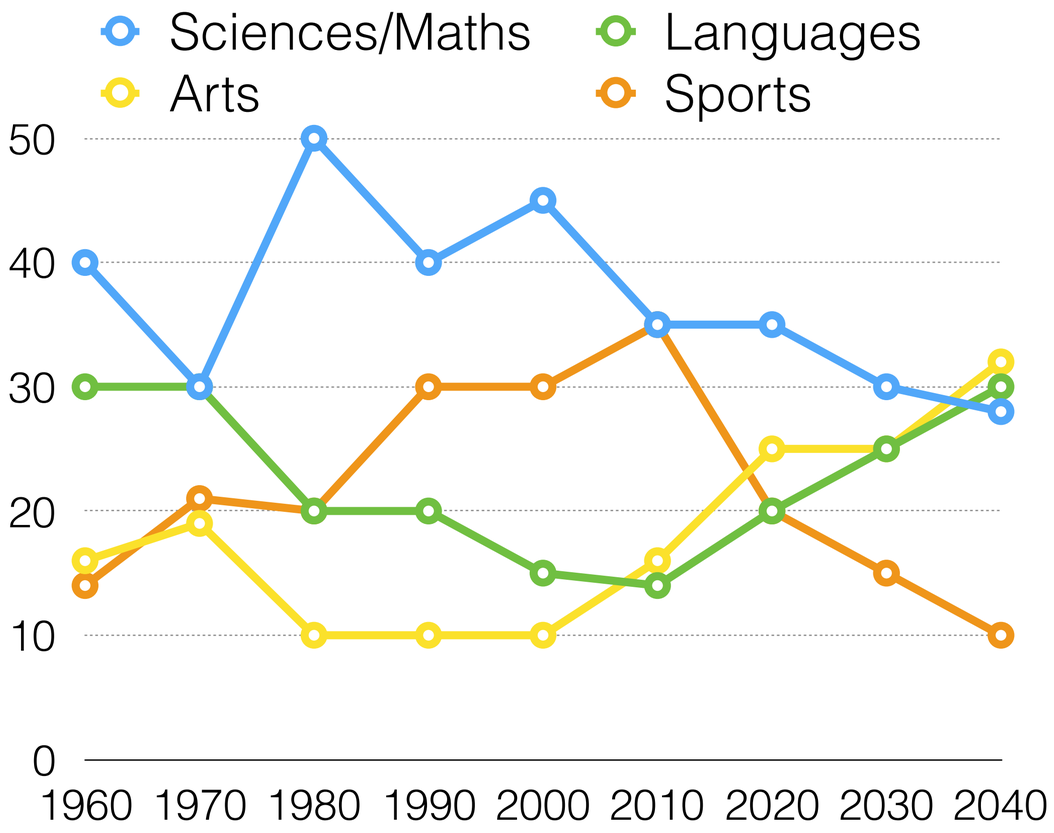
Tasks which ask the candidate to discuss both the future and the past can be daunting, but there is a way around them.

Instead of splitting the categories into different paragraphs, split the *times.*

The first detail paragraph can focus on the past, and the second on the future.

This way, we can avoid the difficulty of including multiple tenses in the same sentence.

Percentage of spending at a US school on 4 different subject areas



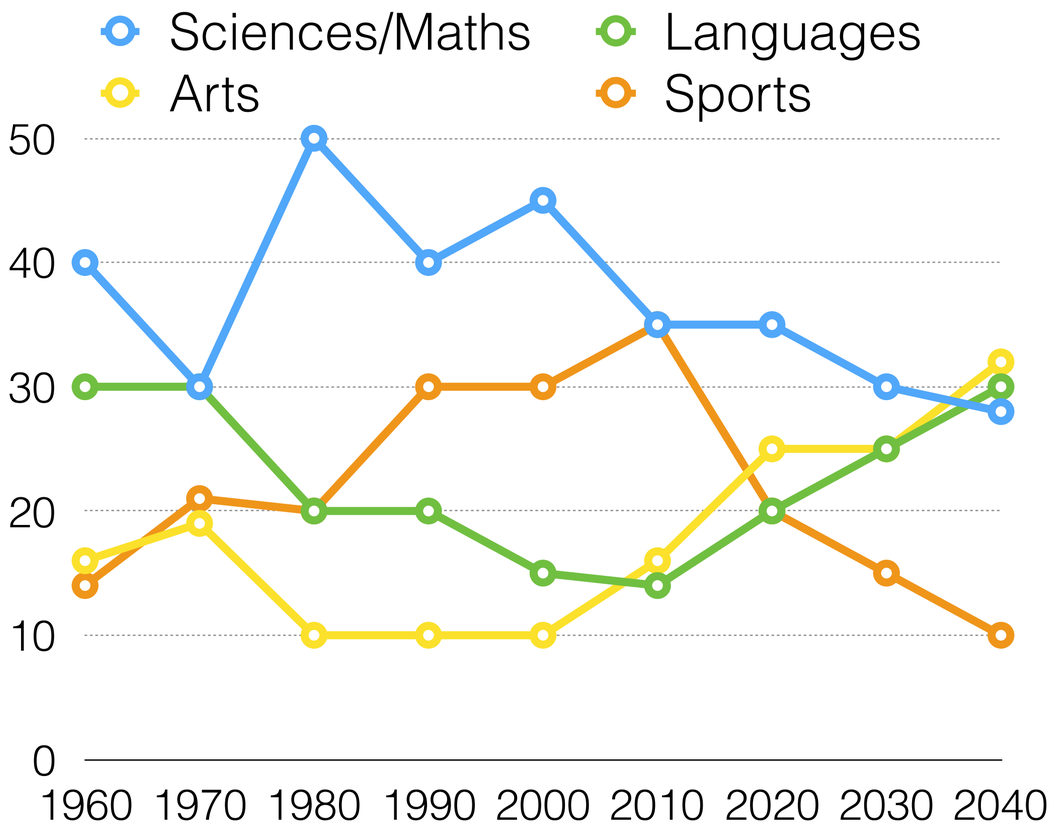
Secret #2: Predict the future

Continuing on the theme of the future, make absolutely sure that you do not say what WILL definitely be.

Nobody can be *certain* of what the future will bring. We can only make predictions. Use these verbs and their corresponding nouns to help you here:

predict / prediction
estimate / estimation
project / projection
expect / expectation
forecast / forecast

Percentage of spending at a US school on 4 different subject areas

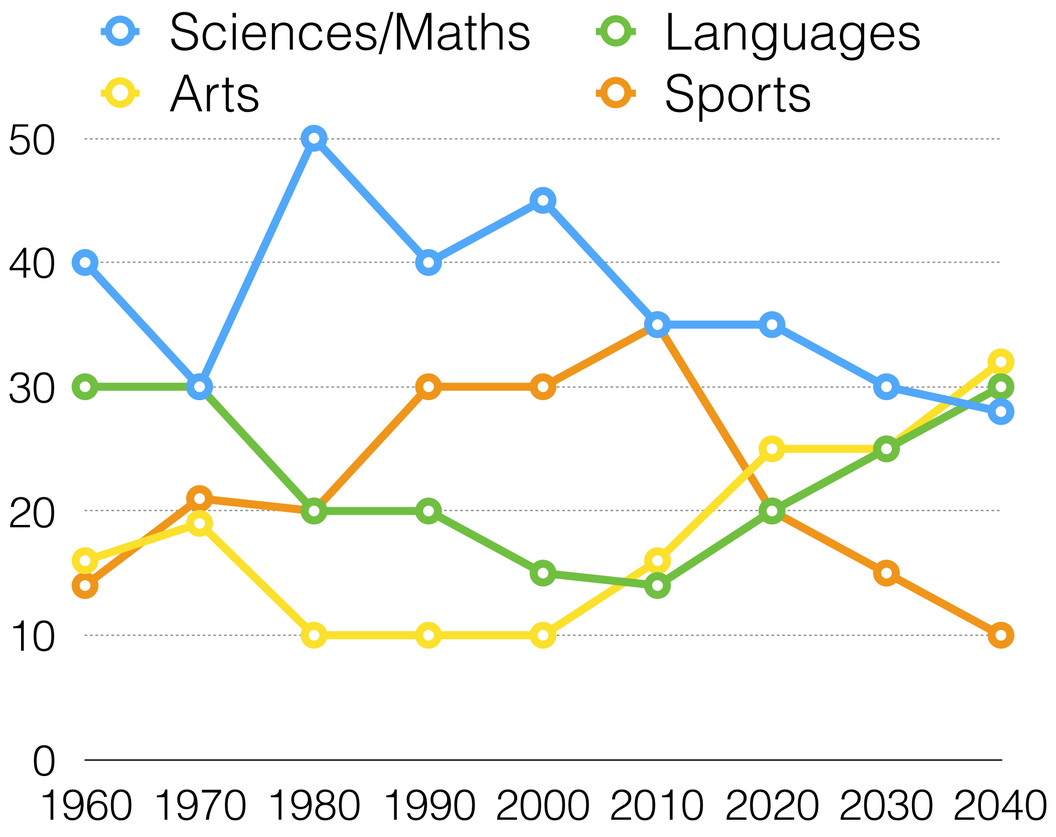


Secret #2: Predict the future

Example:

Looking to the future, whereas funding for science and maths ***is expected to*** *slip to 29% of the budget by 2040, spending on languages and arts* ***is forecast to*** *continue rising to around 30%.* ***Projections*** *suggest sports will suffer the most, plummeting from 35% to just 10% within the final three decades.*

Percentage of spending at a US school on 4 different subject areas



Secret #3: Forget range

There is a lot that can go wrong in Academic Task 1, so prioritise your aims sensibly.

Accuracy and communication are paramount.

The same is true of covering key features, making comparisons and finishing on time.

What is less important?

Range of grammar. Range of vocabulary.

Do not worry too much about paraphrasing in Task 1. Underline expressions if you cannot think of synonyms or a way to paraphrase, and come back to these underlined expressions if you have time.

It is true that we have spent a number of lectures looking at how to achieve grammatical range. It is important.

In the exam, however, trust your ability to produce this range automatically. So practice. **A lot**.

Secret #4: Experiment with ordering

There are a number of teachers who suggest that you begin your writing test with Task 2 and then move to Task 1.

The idea behind this is that you will not be rushing through the part of the test which is worth more points.

This is not necessarily bad advice. But be careful. Not everyone performs at their best level immediately, and it can be useful to begin with Task 1 as a sort of ‘warm up’.

My advice is to experiment. Try a few practice tests starting with Task 1, and then try a few practice tests starting with Task 2. Work out what works best for **you**.

Lecture 26

How to Practice Effectively

Making the most of your time studying Task 1.

Do not:

- Study with distractions
- Be too self-critical
- Give up
- Only study alone (if possible)
- Forget timing
- Ignore your health/sleep
- Overwork yourself

Do:

- Shut down distractions (Freedom)
- Practice in different ways
- Study alone and with a friend
- Reward yourself
- Take breaks
- Read, watch, listen
- Get guidance

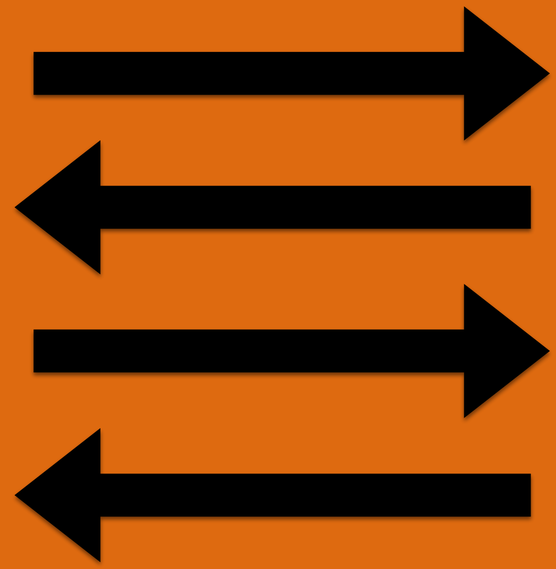
Do:

- Shut down distractions (Freedom)
- Practice in different ways
- Study alone and with a friend
- Reward yourself
- Take breaks
- Read, read, read
- Get guidance

Lecture 27

Getting Guidance

Avenues for guided practice and response correction services.



Guidance Options

There are a number of options for those who wish to get guidance in their Writing Task 1 preparation.

- Language exchange sites
- Exam forums
- Exam preparation sites
- Native speakers
- Professional IELTS Tutors

Professional IELTS Tutors

For those who wish to have the best preparation possible, it is my firm belief that a professional tutor is the way to go.

There are a number of IELTS teachers online at sites like www.italki.com, www.cafetalk.com, www.verbalplanet.com and more.

However, there are not many sites which **only** offer **IELTS** lessons. Not General English, not Business English, not TOEFL. Just IELTS.

www.theieltsteacher.com is one such site. Everything you have learnt about in this course has come from my experience **exclusively** teaching IELTS over the last few years.

The IELTS Teacher - Lessons

Teachers at the The IELTS Teacher are happy to prepare you for each component of the exam, whether Listening, Reading, Writing or Speaking.

Each teacher uses a different method, but all have a **wealth of experience** both teaching and developing materials for IELTS preparation courses.

My Writing lessons are split into two types: *Theory* and *Guided Practice*.

Theory lessons are designed to teach you how to write for IELTS.

Guided Practice lessons give you the opportunity to **put the theory lessons into practice**, in real-time, using a programme called Screenhero.

The IELTS Teacher - Writing Corrections

The IELTS Teacher also offers a Writing Correction service.

Unlike many ‘corrections’ online, corrections with The IELTS Teacher are focused on IELTS, easy to understand, and **extremely comprehensive**.

Here are a just a couple of the many comments we have received:

“Hi Matt, I wanted to thank you for helping me improve my writing skills: I gave the test and got an overall mark of 8.0, with 7.5 in Writing! That is more that I needed for applying for the masters degree I want, so I am super happy about it!” - *Francisca, Chile*

“Thank you for the correction Matt. I’m still being surprised by the thoroughness of your work every time I open a newly received correction. It’s hard to imagine something more useful than that!” - *Nikolay, Russia*

Discounts for Udemy Students!

As a thank you for your attention during this course, I would like to offer each and every one of you a **discount** on Writing Corrections, so that you can put all of the advice here into practice.

For 10% off Writing Corrections (any package), please enter:

TASKONE10

into the ‘Coupon code’ box at the checkout.

I look forward to reading all of your submissions!

Resources

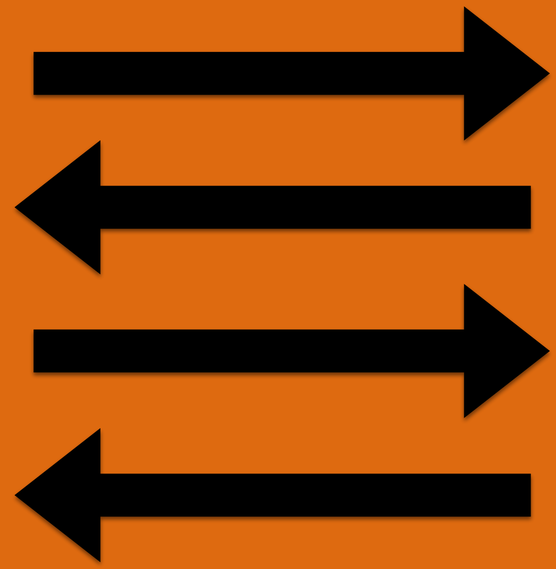
- www.theieltsteacher.com
- www.theieltsteacher.com/choose-your-teacher
- www.theieltsteacher.com/writing-corrections
- www.theieltsteacher.com/video-demonstrations
- www.theieltsteacher.com/testimonials
- www.facebook.com/theieltsteacher

The IELTS Teacher

Lecture 28

Good Luck!

Congratulations on completing the course!



Before your exam

It's very important that you feel fresh and focused during the exam. Therefore, be careful with your routine leading up to the exam date.

- Watch what you eat
- Get plenty of rest
- Cold shower therapy (CST)
- Exercise
- Read books, watch videos (currency charts are good for graph language, the show 'how its made' is good for process language, travel guides are good for map language)
- Have fun!

Nerves

Anxiety is a big factor to consider for many candidates. If you are someone who gets very nervous before and during exams, these tips might help a little.

- Meditation
- Deep breaths
- Focus on one thing at a time
- Remember, there's always next time!

Good Luck

Congratulations! You have completed *Mastering IELTS Writing: Task 1.* Thank you for your commitment and dedication to the course.

I would like to take this final moment to say a big **GOOD LUCK** to each and every one of you.

Did you find this course helpful? Leave a review!

Do you have any constructive feedback? Please email me to let me know!

I'd love to hear about your exam experiences/scores, so please don't hesitate to get in touch with the results of your exam.