

# Master IELTS Visuals

(Academic Writing Task One)

## Course Materials & Supplements

*For Academic  
Candidates*

**Ebrahim Tahasoni**

Cert TESOL, Academic IELTS 9.0

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

---

# Master IELTS Visuals

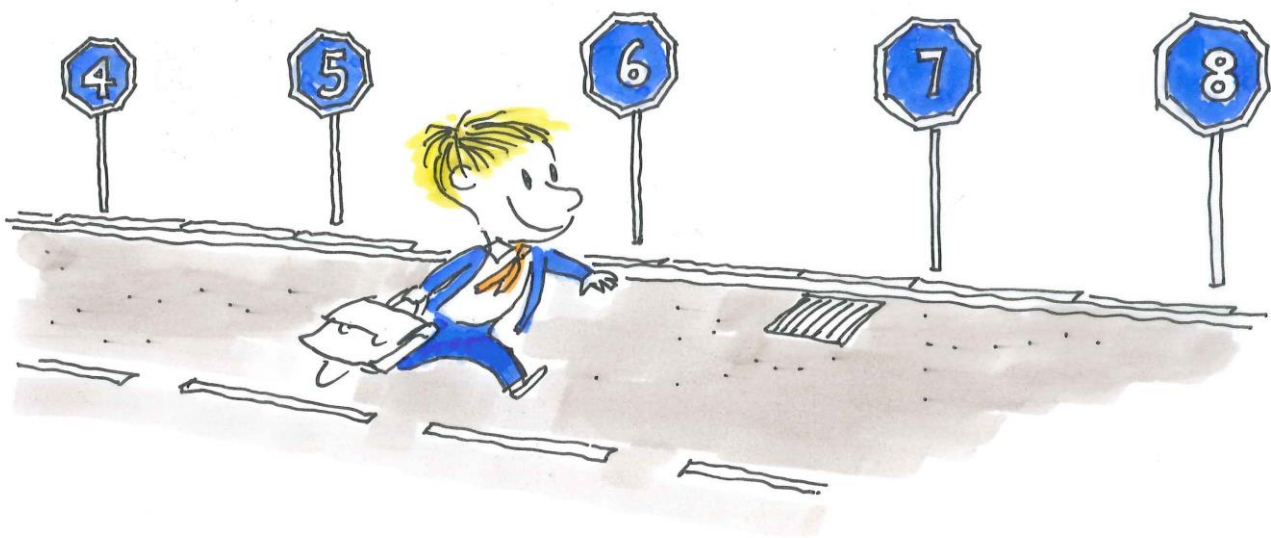
## Academic Writing Task 1

**By Ebrahim Tahasoni**

*Cert. TESOL, Academic IELTS 9.0*

*Certified IELTS Instructor*

*My thanks fly out to all my students for their precious contributions, especially for pointing out the typing mistakes!*



Third Edition (ver. 3.6) – December 2015

Downloaded from [www.tahasoni.com](http://www.tahasoni.com)

# Introduction

## Understanding the Rubric

### WRITING TASK 1

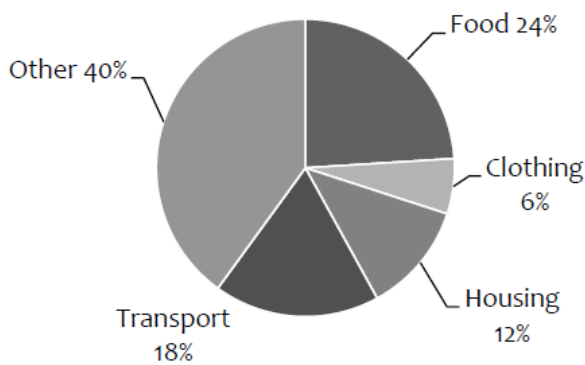
You should spend about 20 minutes on this task.

The charts below give information about world spending and population.

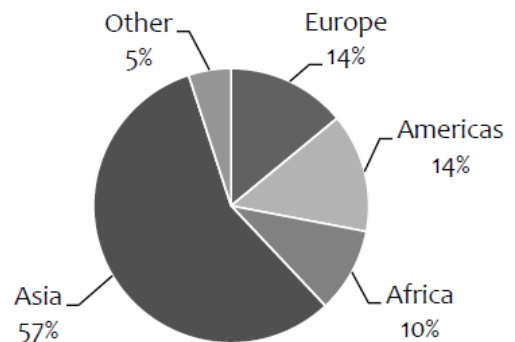
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

### World Spending



### World Population



### The Task

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

- Summarise the information in the visual or set of data:
  - Select the main features
  - Report the main features
- Make comparisons where relevant
- write at least 150 words □ at least 160-165 words

**Note:** Finish task 1 during the first part of your writing test **before** you address writing task 2. Do not swap!

### The Answer Sheet

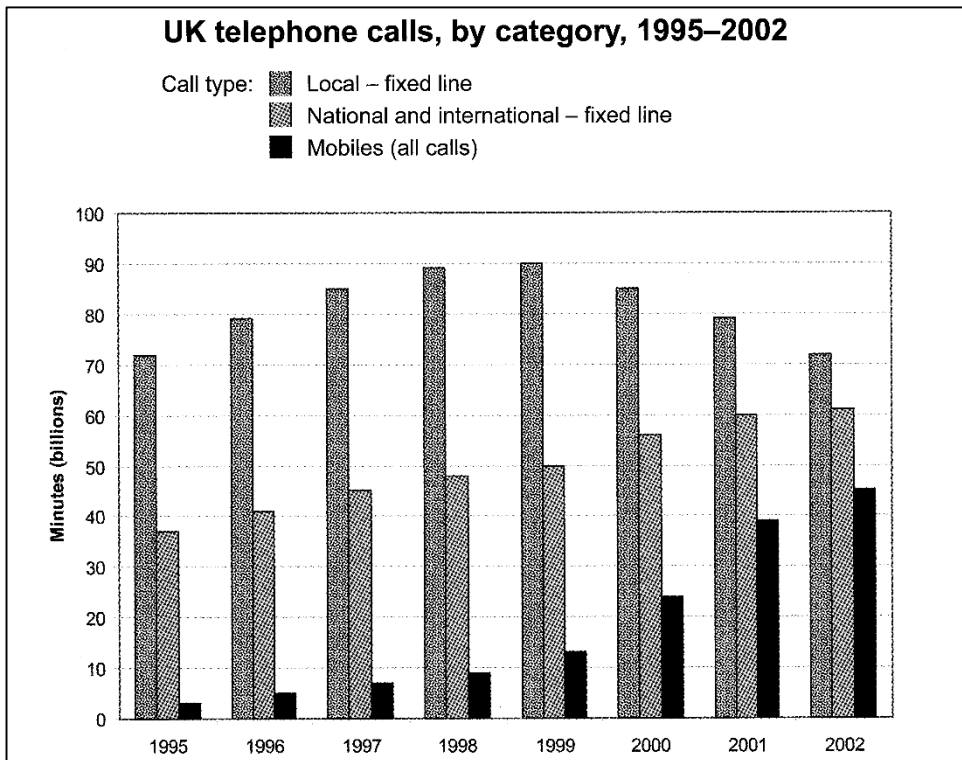
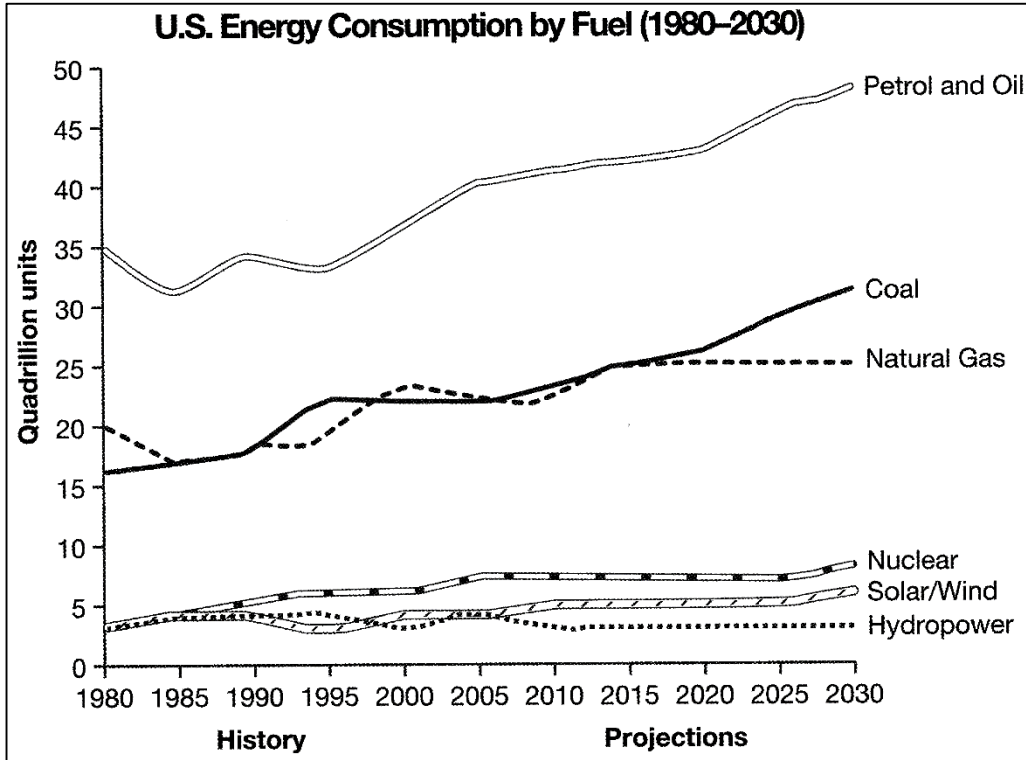
The last two pages of the IELTS writing answer sheet are dedicated to task two and together have over 40 lines. Although you may ask for extra sheets to write your answer in, this is not likely to become necessary since the space you are already provided with is way more than sufficient. You must not write in the blank space at the bottom of the first page or in the scoring section at the bottom of page two.

A copy of the answer sheet is available at the end of this coursepack.

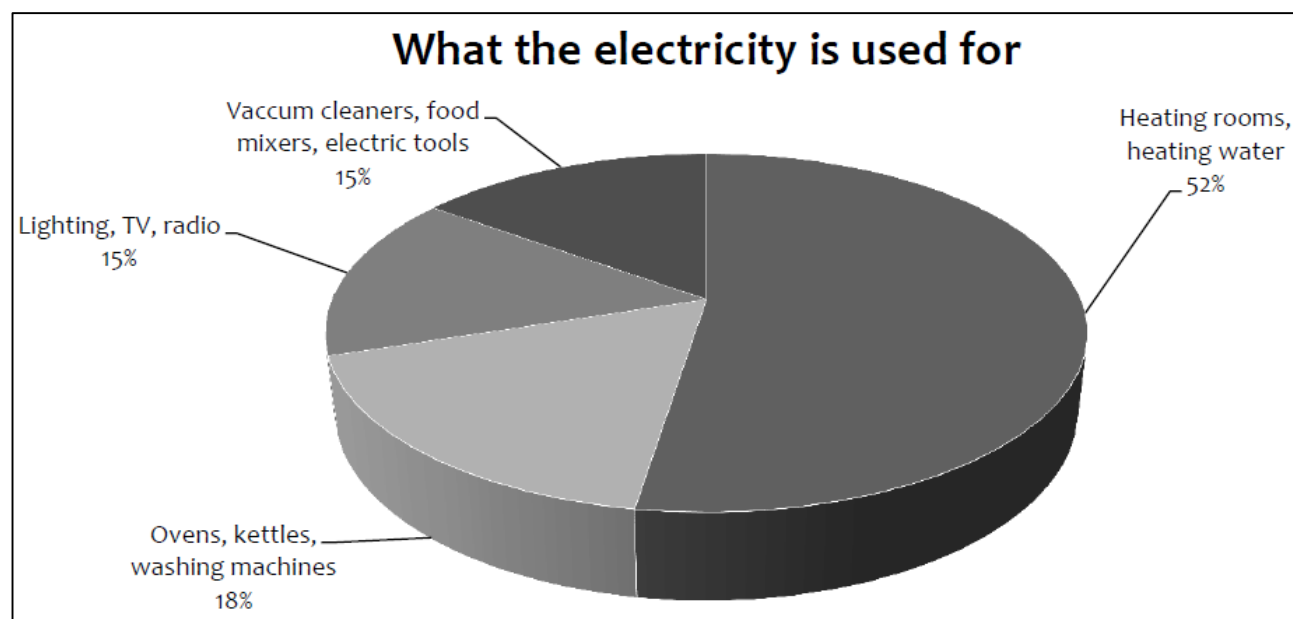
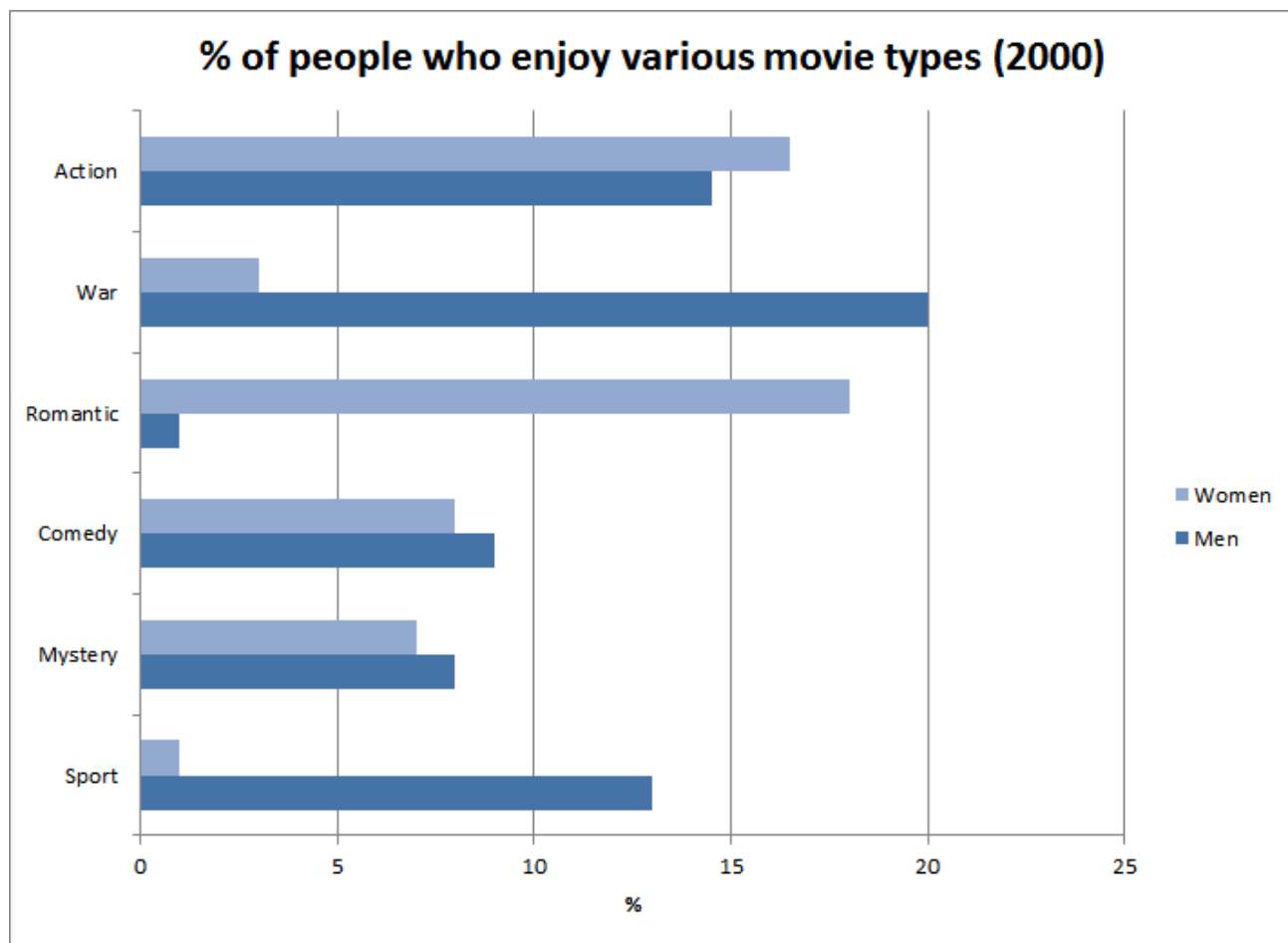
## Task Types

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

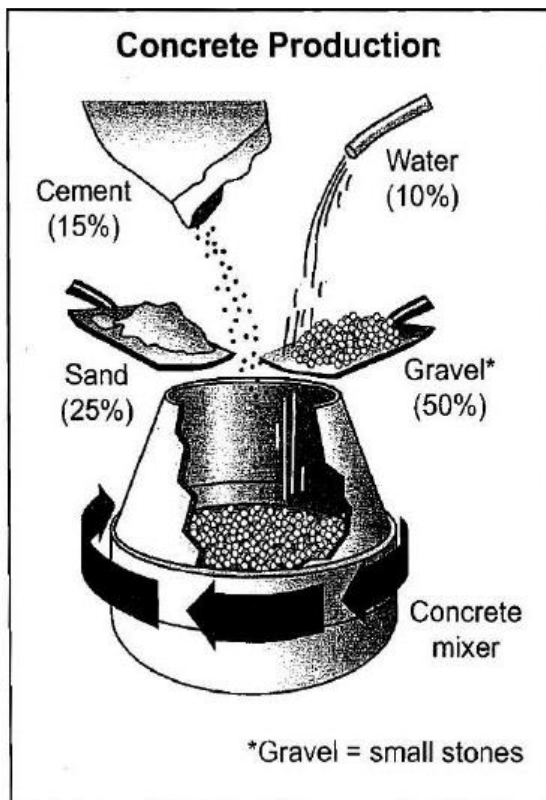
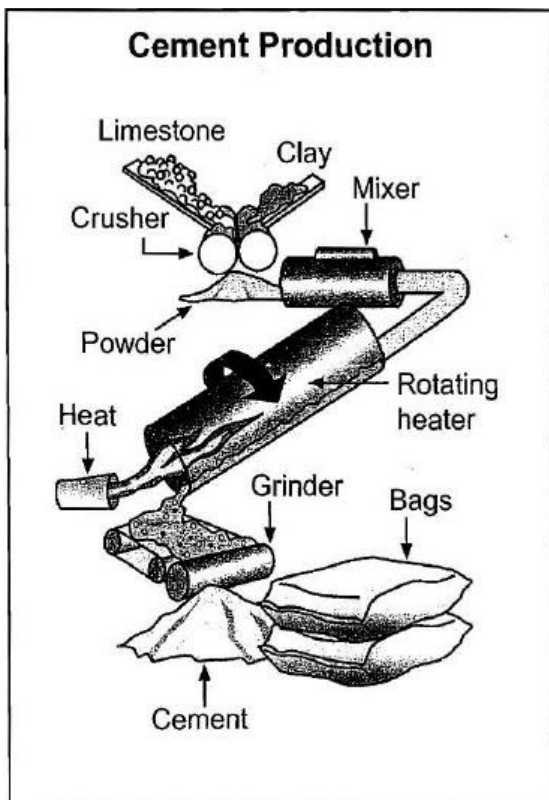
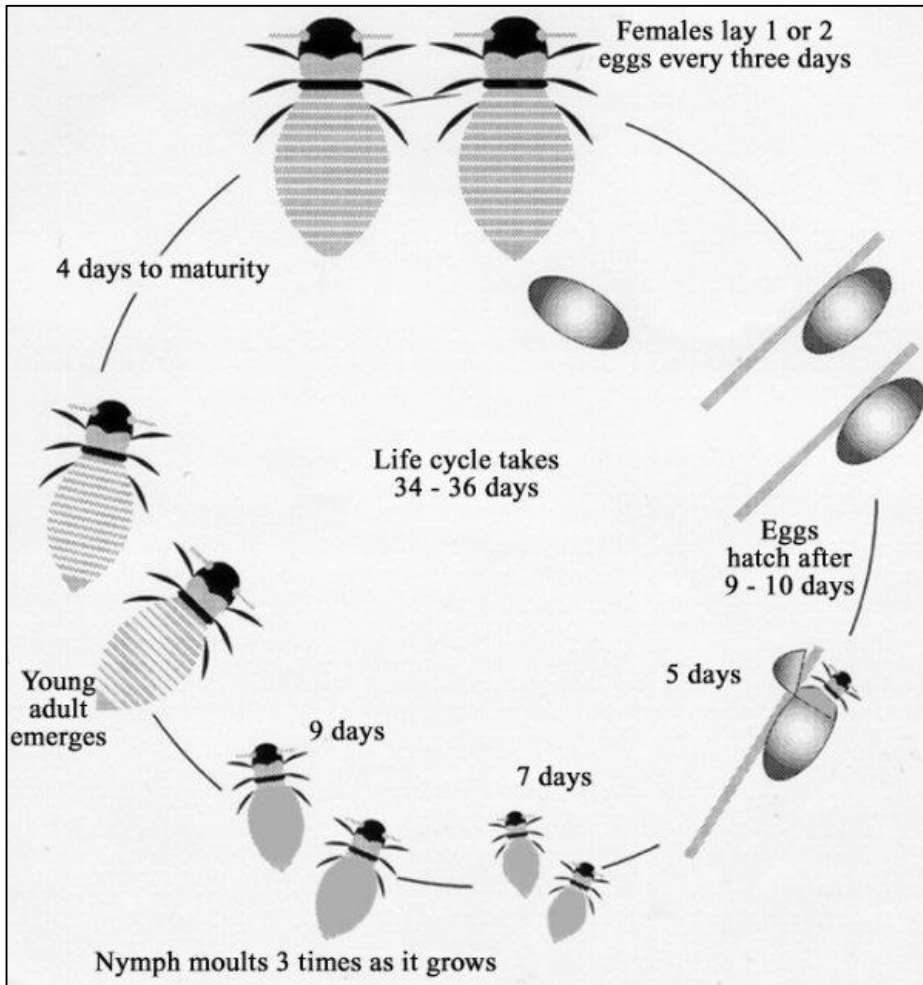
### Trend tasks



Comparison tasks

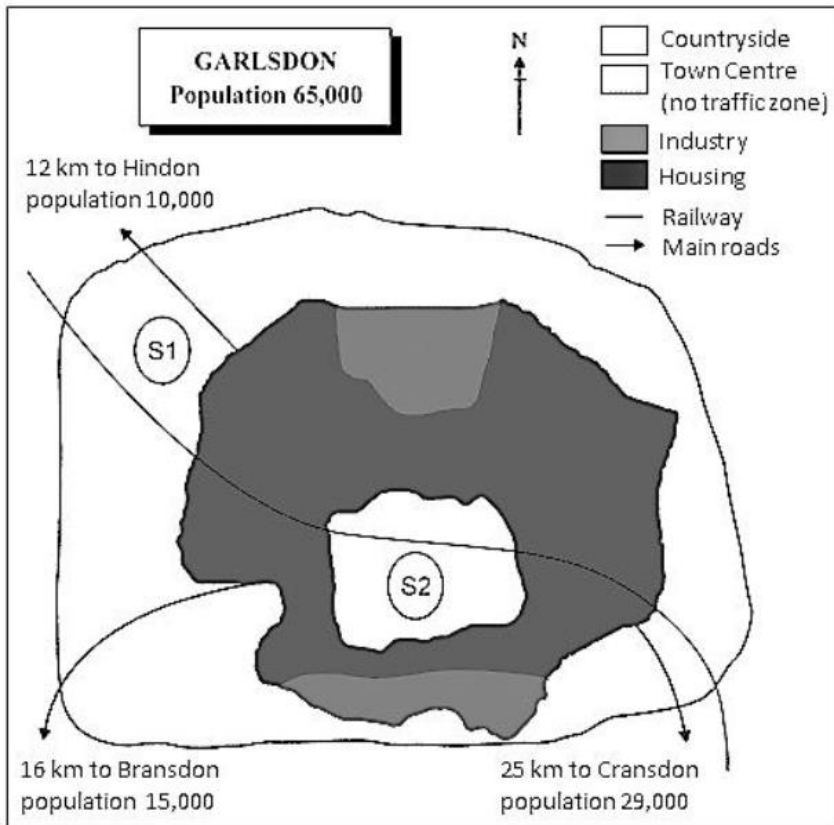


### Process and Cycle Diagrams

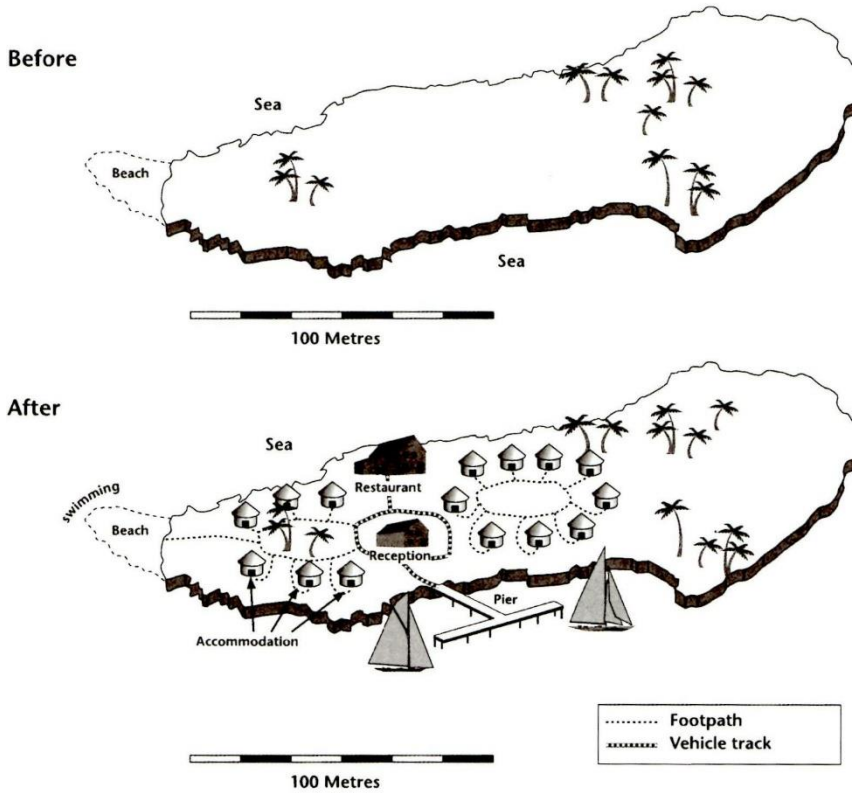


## Map Tasks

### Comparison Maps

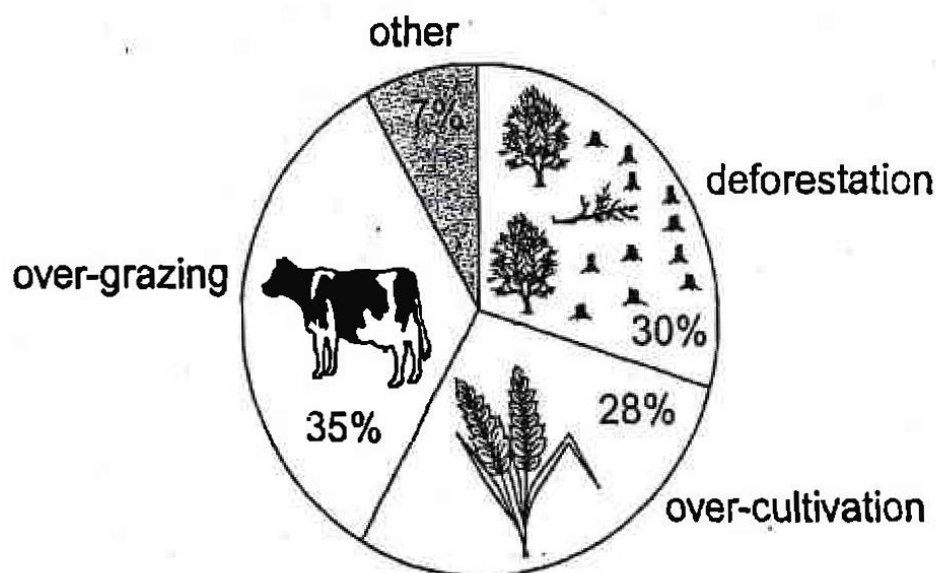


### Development Maps



Mixed Tasks

### Causes of worldwide land degradation



### Causes of land degradation by region

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

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



# Assessment Criteria

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

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

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

## Task Achievement (TA)

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

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

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

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

## Coherence and Cohesion (CC)

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

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

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

## Lexical Resource (LR)

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

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

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

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

## Grammatical Range and Accuracy (GRA)

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

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

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

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

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

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

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




# Section 1

## Line Graphs

This section generally addresses trend diagrams. Some aspects concerning comparisons and proportions will be addressed in sections 2 and 3.

# Vocabulary for Describing Trends

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

Trend	Verbs	Nouns
	<ul style="list-style-type: none"> <li>rise (rose-risen)</li> <li>increase</li> <li>go up (went up-gone up)</li> <li>climb</li> <li>grow</li> <li>double</li> <li>treble/triple</li> <li>boom</li> <li>surge</li> <li>soar</li> <li>rocket</li> </ul>	<ul style="list-style-type: none"> <li>a rise</li> <li>an increase</li> <li>a growth</li> <li>an upward trend</li> <li>a doubling in + n.</li> <li>a trebling in + n.</li> <li>a boom</li> <li>a surge</li> </ul>
	<ul style="list-style-type: none"> <li>fall (fell-fallen)</li> <li>decline</li> <li>decrease</li> <li>dip (dipped)</li> <li>drop (dropped)</li> <li>go down (went down-gone down)</li> <li>halve</li> <li>plummet</li> <li>plunge</li> <li>dive</li> <li>deteriorate</li> <li>slump</li> </ul>	<ul style="list-style-type: none"> <li>a fall</li> <li>a decline</li> <li>a decrease</li> <li>a drop</li> <li>a reduction</li> <li>a slump</li> <li>a plunge</li> </ul>
	<ul style="list-style-type: none"> <li>do not change (did not change)</li> <li>maintain the same level</li> <li><b>remain/stay +</b> stable/steady/constant/static/unchanged</li> </ul>	<ul style="list-style-type: none"> <li>no change</li> </ul>
<b>Position</b>	<ul style="list-style-type: none"> <li>stand at (stood at)</li> <li>level off (levelled off)</li> <li>plateau (plateaued)</li> <li>level out (levelled out)</li> <li>stabilise</li> <li>peak</li> <li>reach</li> </ul>	<ul style="list-style-type: none"> <li>a levelling off</li> <li>a plateau</li> <li>hit/reach a high/peak</li> <li>hit/reach a low</li> </ul>
<b>Constant Change</b>	<ul style="list-style-type: none"> <li>fluctuate [around]</li> </ul>	<ul style="list-style-type: none"> <li>a fluctuation</li> </ul>

## B) Adjectives and adverbs for degree of change:

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

## C) Adjectives and adverbs for speed of change:

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

# Grammar for Describing Trends

## Past tenses

### Past simple:

Used for reporting consecutive trends and events in the past:

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

### Past perfect:

Used for reporting what happened (e.g. the figure reached) **by** a given time in the past:

There was a significant rise in 1964. Then, the figure dipped sharply and **had reached 5 by 1980**.

## Present tenses

### Present simple:

Used for reporting trends that have no specific time and occur regularly (e.g every day), or for reporting the present value or figure of a variable:

There **is** a significant rise **at 6am every morning**. Then, the figure **increases** sharply **at 8am**.

The number of people suffering from diarrhoea now **stands** at 158.

### Present perfect:

Used for reporting trends that started in the past and have continued until the present time or continue into the future:

There **has been** a significant rise **since 2013**, and the figure now stands at 15000.

There **has been** a significant rise **since 2013**, and the figure is expected to reach 15000 in 2020.

## Future

Future forms are used to describe trends that are *predicted* and *projected* for future times and dates. You should note that none of these predictions are certain, and therefore a level of uncertainty is desirable in your report.

The figure **will probably/likely reach** 15000 in 2020.

The figure **should reach** 15000 in 2020.

The figure **is likely to reach** 15000 in 2020.



**It seems likely that** the figure **will reach** 15000 in 2020.

Predictions Forecasts Estimates Evaluations Calculations	show reveal indicate	that the figure will increase and reach 800 in 2050.
--	----------------------------	--

It is	predicted expected anticipated forecast estimated evaluated calculated	that the figure will increase and reach 800 in 2050.
-------	--	--

The figure is	predicted expected anticipated forecast estimated evaluated calculated	to increase and reach 800 in 2050.
---------------	--	------------------------------------

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

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



In 2020, the proportion of people using the Internet in the USA **is expected to be** about 20%. The figures for Canada and Mexico **are likely to be** lower, at about 10% and 5% respectively. In 2030, **it is predicted that** Internet usage in both the USA and Canada **will** rise to around 70% of the population, while the figure for Mexico **should reach** just over 25%.

# Linking

## First event:

At/In the beginning,

At first,

In the first year,

In 1999,

In the first year, 1999,

In the first year (1999),

## Middle events:

...and/but...

However/Nevertheless,

Then/Next,

After this/that,

Following this/that,

Afterwards,

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

...following which...

...after which...

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

...until...after which...

...until...following which...

...until...when...

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

during/over the next...years

...years later,

## 3. Final event:

Finally,

Ultimately,

...before finally...

# Approaches to reporting figures

## 1. $x \rightarrow y$

## 2. $x \pm \Delta$

## 3. Proportional changes

## 4. Rounding

### – For Trends:

relatively

rather

almost

### – For Values:

roughly

almost

[just] about

approximately

around

just about

[just] below/under

[just] above/over

a little/slightly more than

a little/slightly less than

## 5. Referencing

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

In 2000 the figure reached the same level as in 1960.

It rose significantly in 2000 when it was half as high as it was in 1985.

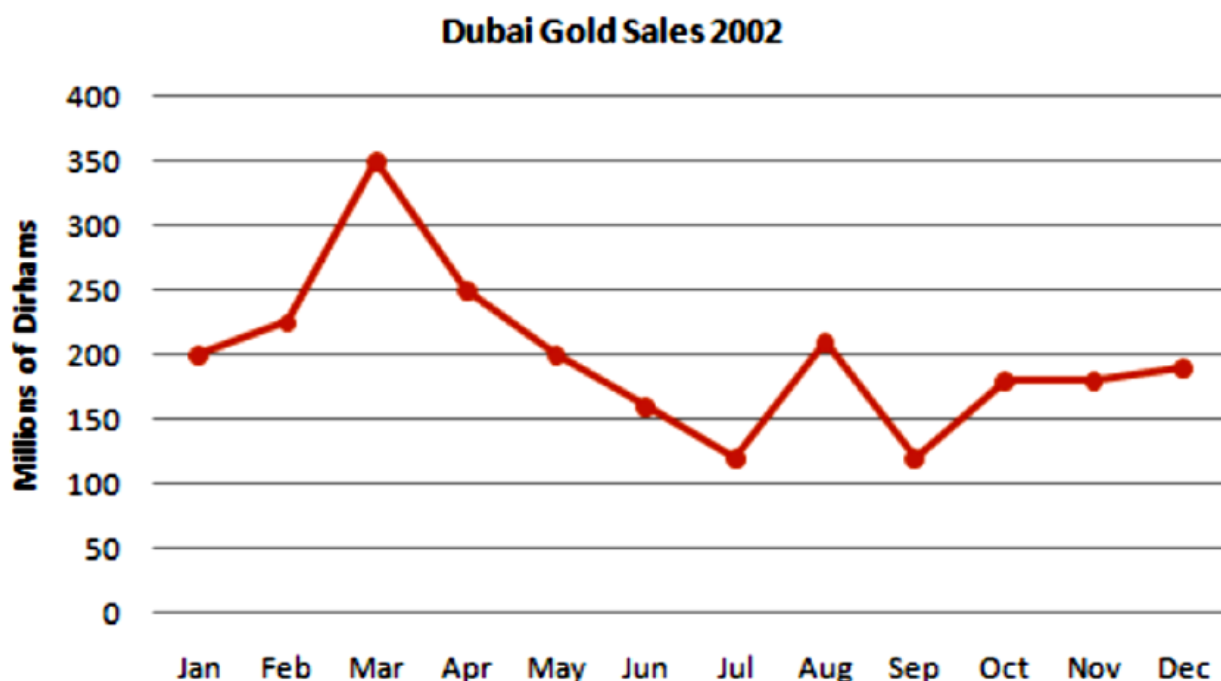
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Sample answer by E. Tahasoni:

The diagram illustrates how gold sales in Dubai changed over a period of 12 months.

In the first month of 2002, they stood at 200 million dirhams and rose slightly to reach about 225 million in February. This was followed by another increase, although much steeper, in March when sales were almost 125 million dirhams higher than in February. However, this upward trend was suddenly broken and sales plummeted dramatically over the next 4 months to reach a little over 100 million dirhams in July. August sales saw a significant rise back to January levels as figures nearly doubled, but they dropped again in September to the same level as they were in July. There was a small increase of about 100 million dirhams in October, after which the figure levelled off and remained relatively static over the last two months of 2002.

Overall, gold sales in Dubai remained relatively unchanged at the end of 2002 despite violent fluctuations throughout the year. Besides, they were at their highest in March while the weakest sales figures could be observed in July and September.

(182 words)

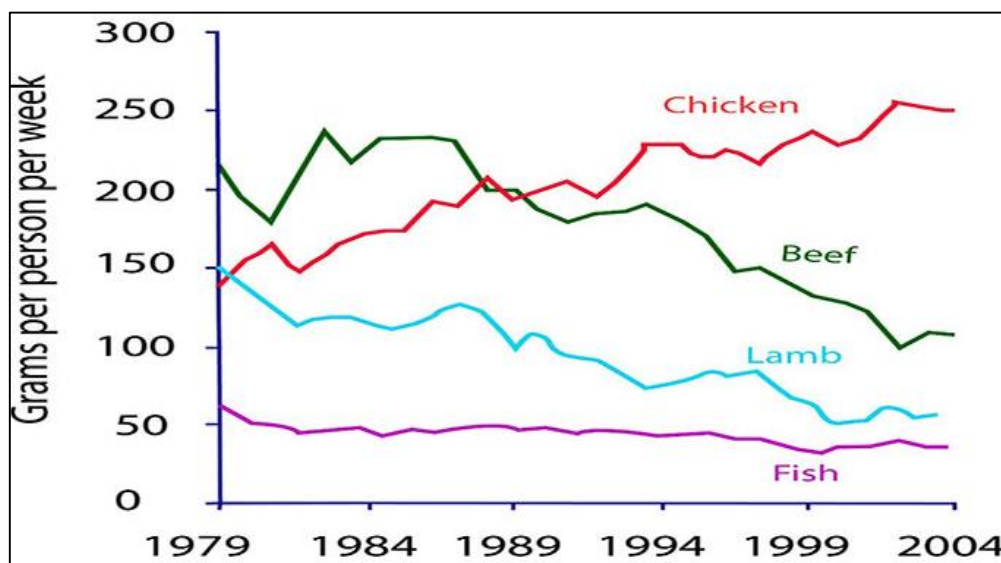
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Sample answer by E. Tahasoni:

The diagram shows how much different kinds of meat and fish was consumed in a country in Europe from 1979 to 2004.

In the first year, beef was the most popular with a consumption of about 225 grams per person per week. Then, this figure experienced a sudden plunge of 50 before surging to about 230 in 1984. Following this, there were some fluctuations until 1989, after which it decreased dramatically to around half as high as its original level in 2004.

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

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

Overall, although beef was the most popular type of meat at first, it was replaced by chicken towards the end of the survey. In contrast, fish remained the least significant throughout the period.

(183 words)

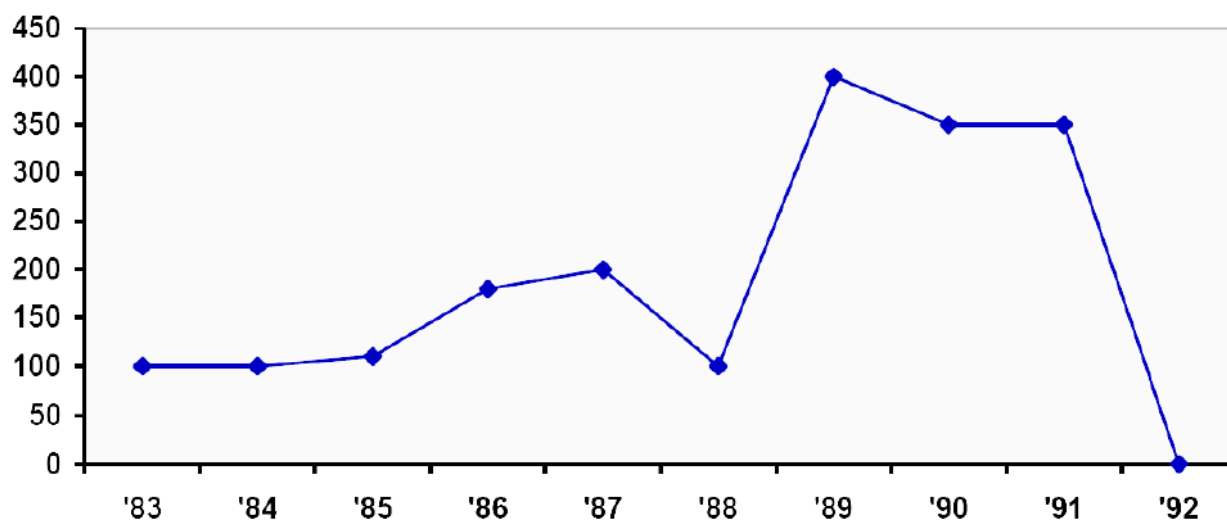
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



## Writing Task 1

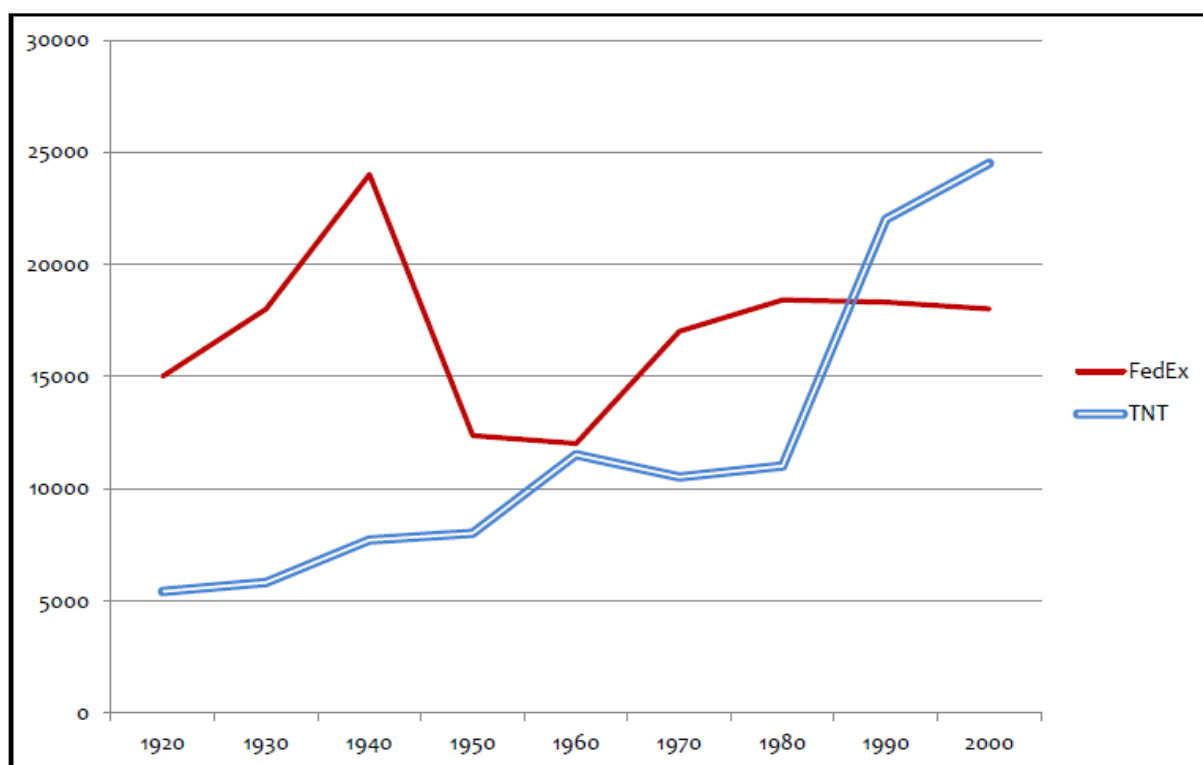
You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

Parcels delivered by Federal Express and TNT Mail Services



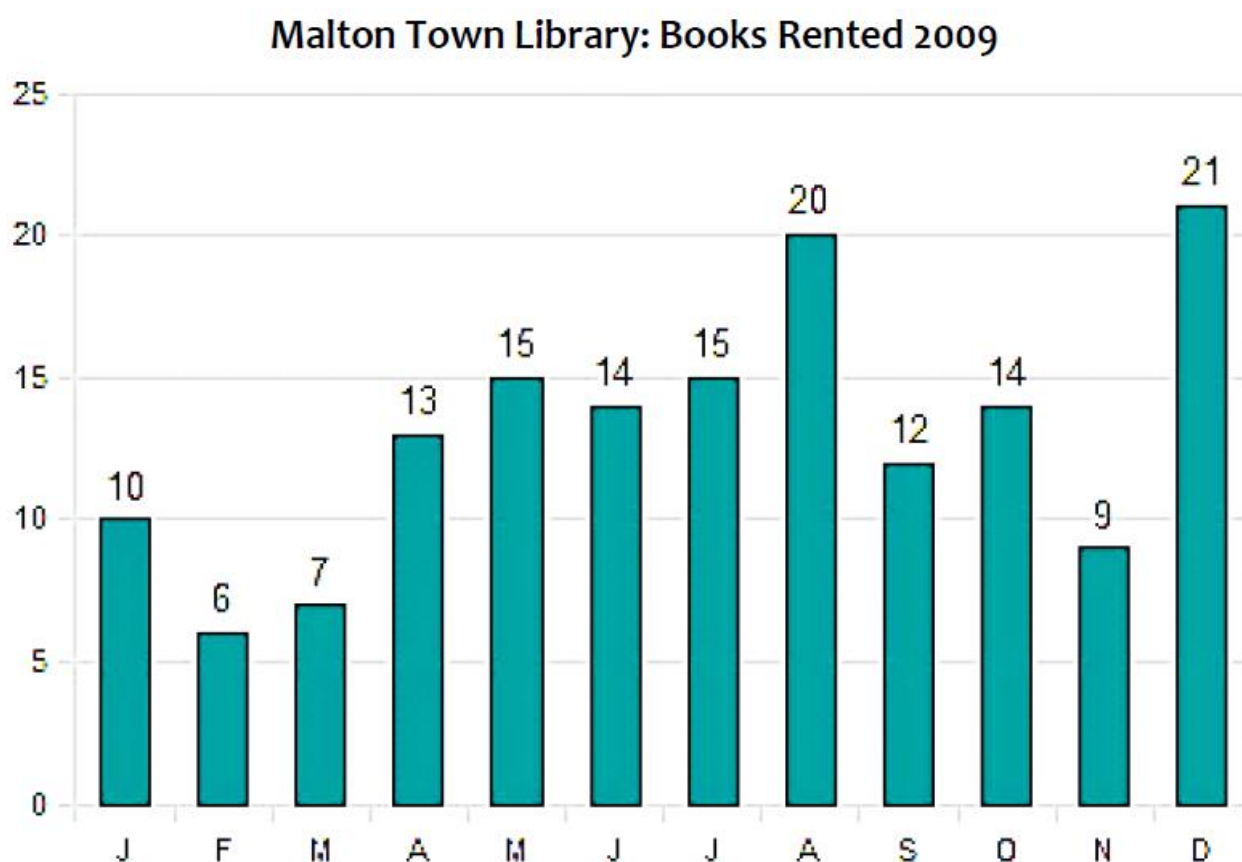
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.





## Writing Task 1

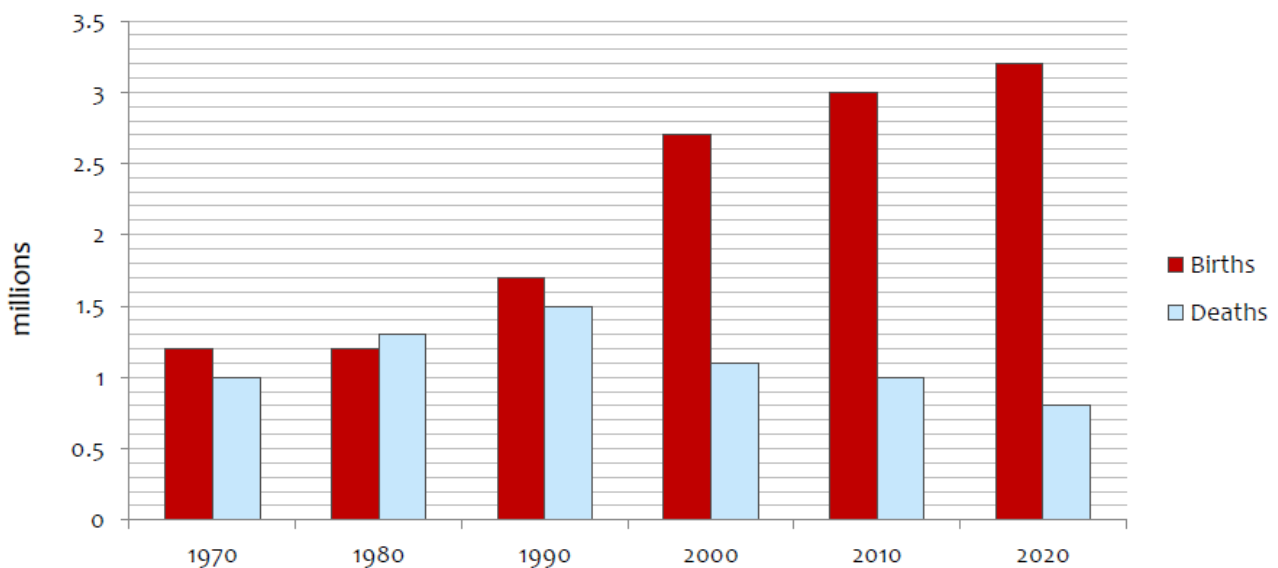
You should spend about 20 minutes on this task.

The chart below gives information about birth and death rates in Switzerland from 1970 to 2020 according to United Nations statistics.

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

Write at least 150 words.

Switzerland birth and death rates 1970-2020



# Section 2

## Comparison bar charts

This section generally addresses comparison diagrams. Some aspects regarding proportions will be addressed in section 3.

# Comparison Language

## A. Introducing Differences

Generally, there is	a significant difference	between a and b.
	a wide disparity	in + n.

## B. Comparative Structures

1	In contrast (to B), In comparison (with B)	A is larger/smaller	by a narrow margin. by x. by a margin of x. by a staggering x.
---	---	---------------------	---

2	A is	[just]+[under/over] [approximately]	x larger/smaller than B.
---	------	--	--------------------------

3	A is [under/over]	twice two/three times	as large/great/high as B.
---	-------------------	--------------------------	---------------------------

4	A is	considerably/substantially marginally/slightly	greater/higher/smaller than B.
---	------	---	--------------------------------

5	A is	[almost/roughly /...]	as large/high as B.
---	------	-----------------------	---------------------

6	A produces/consumes/...	more/less + uncountable n. more/fewer + countable n.	than B.
		the same amount/number/quantity of + n.	as B.

## C. Superlative Structures

1	A is the [second/third] largest/smallest/most significant/most productive/ ... + n.		
---	---	--	--

2	A has the [second/third] greatest/widest/ most significant/most productive/ ... + n.		
---	--	--	--

3	A	Uses produces consumes	the largest/highest/smallest/lowest	proportion of + n. quantity of + n. amount of + uncountable n. number of + countable n.
---	---	------------------------------	-------------------------------------	--

4	A ranks/stands first/second/third/last.		
---	---	--	--

## D. Comparison and Contrast Linkers

### Transitions

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

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

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

### Subordinating Conjunctions

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

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

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

## E. Approximation

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

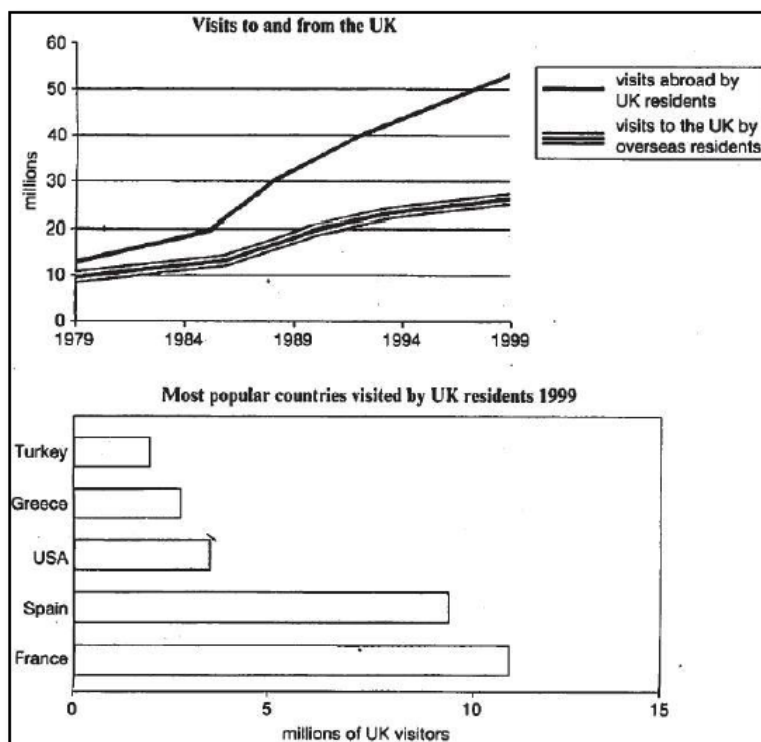
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Sample Answer by E. Tahasoni:

The first diagram compares the number of British tourists with that of visits made to the UK between 1979 and 1999. Initially, there was little difference between the two figures (10 and 12 million, respectively). Both rose over the next 20 years, with the figure for British tourists experiencing a more significant surge to about 53 million. In comparison, that for visits to the UK grew gradually to reach just over 25 million by the end of the century.

The bar chart shows the top 5 countries visited by the British in the last year of the previous survey. While France and Spain attracted the largest numbers of British tourists with about 11 and 9 million visits respectively, Turkey was the least popular among the five, visited by only about 30% as many British as France. Greece and the United States also accounted for about 3 and 4 million visits, respectively.

Overall, tourism from and to the United Kingdom boomed in the 1980s and 90s. Moreover, four European countries and the US topped the list of British tourists' favourite destinations.

(180 words)

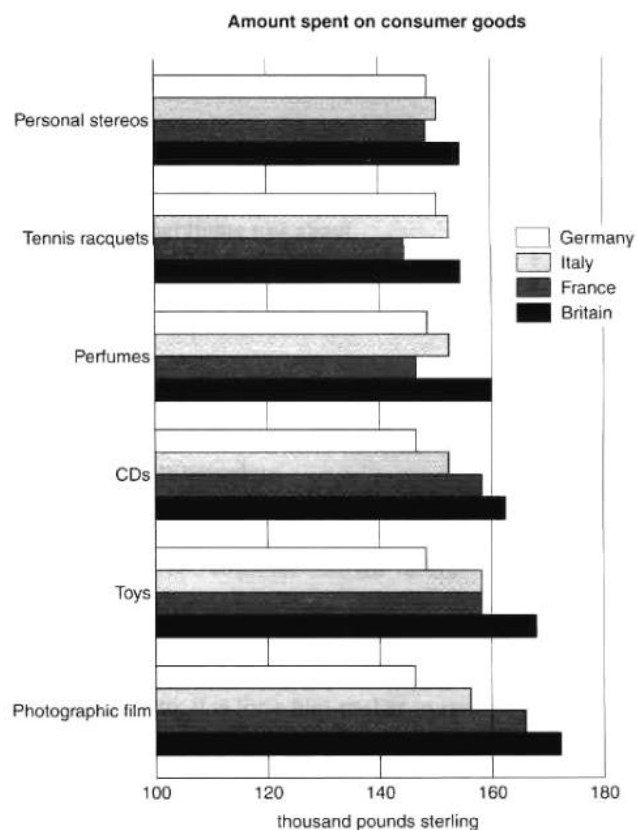
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Sample answer by E. Tahasoni:

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

In Britain, the highest amount of money was spent on photographic film (more than 170 million pounds), while similar amounts were spent on personal stereos and tennis racquets which together ranked last.

The French spent the second highest amount of money among the four nations on compact disks, toys and photographic film, while they ranked last in personal stereos, tennis racquets and colognes.

Italian consumers spent more money on toys than on any other product (a bit less than £160 million), but they also paid a lot for photographic film.

Finally, Germans spent the least overall, having similar spending figures for all 6 products compared in the chart.

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

(170 words)

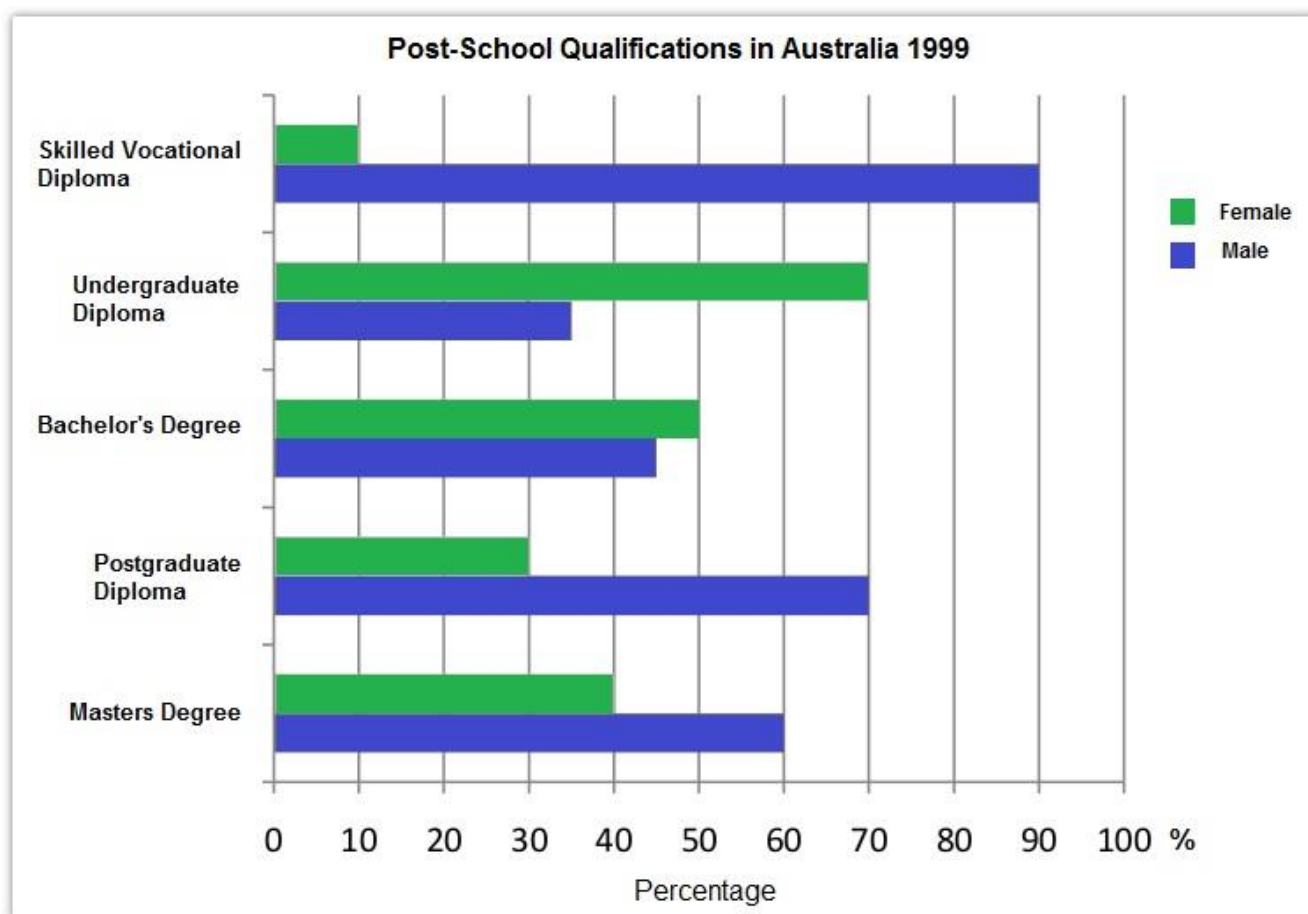
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



# Section 3

## Pie charts

This section addresses comparison and trend pie charts. Some aspects regarding the language used have already been covered in the sections 1 and 2.



# Reporting Proportions

## Representations of Common Proportion

75% → three-quarters → three out of every 4 people/penguins/patients/...

Out of every \$100 spent by the Turkish, just over \$30 was spent on food, beverages and smoking products, which ranked first among the nations compared in the survey.

## Other Structures

1	the	share contribution proportion percentage	of...
---	-----	---	-------

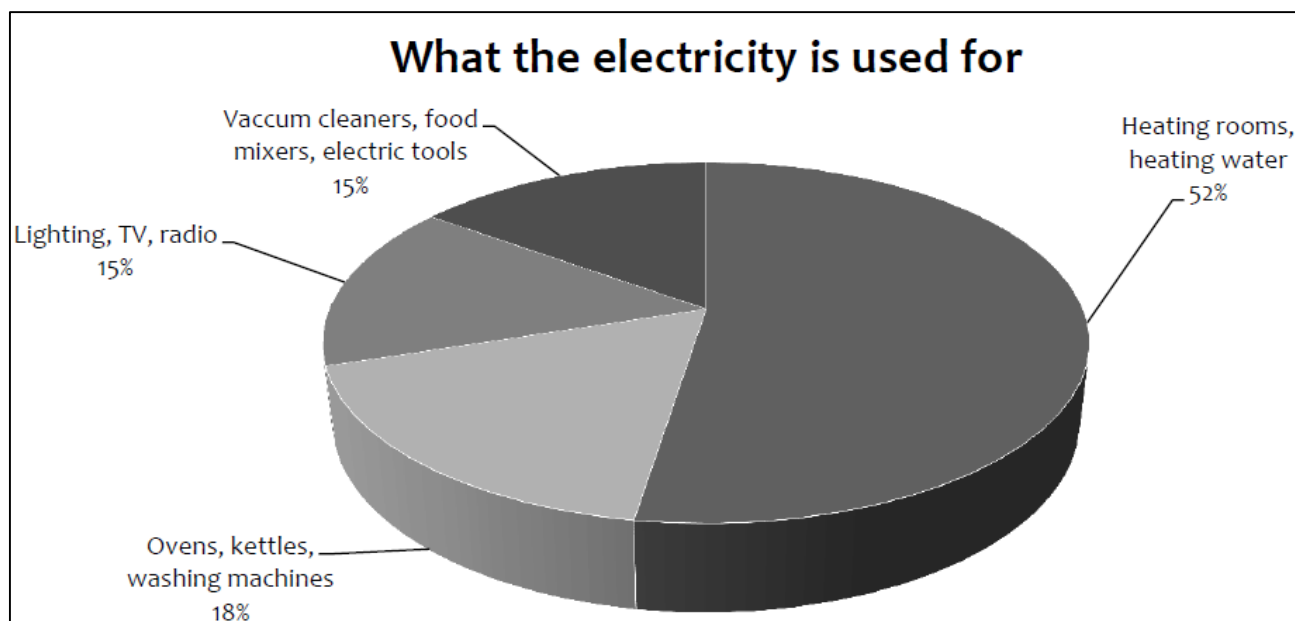
The contribution of consumer expenditure in this category was almost similar in 3 countries, namely Turkey, Spain and Ireland.

2	x	formed accounted for was responsible for comprised	y% of...
	X	contributed	y% to...

Money spent on leisure and education in Turkey accounted for just below 4.5% of spending there, which was the largest proportion among the five countries .

3	The remaining x%
---	------------------

The remaining 40% was allocated to a variety of other items.



Fill the gaps below using words from the following list.

**appliances remaining account proportion for largest household**

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

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

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

## Writing Task 1

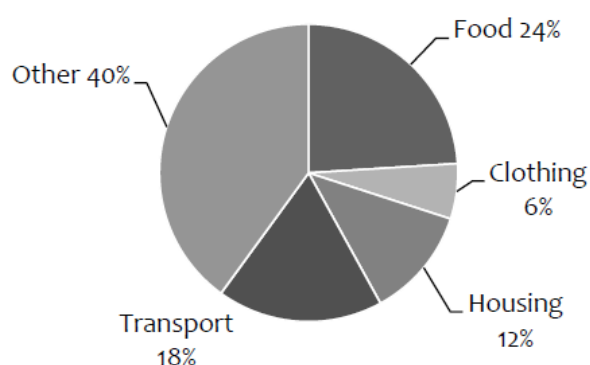
You should spend about 20 minutes on this task.

The charts below give information about world spending and population.

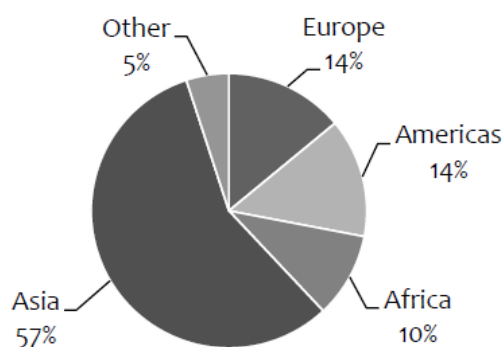
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

### World Spending



### World Population



### Sample answer by E. Tahasoni:

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

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

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

(163 words)

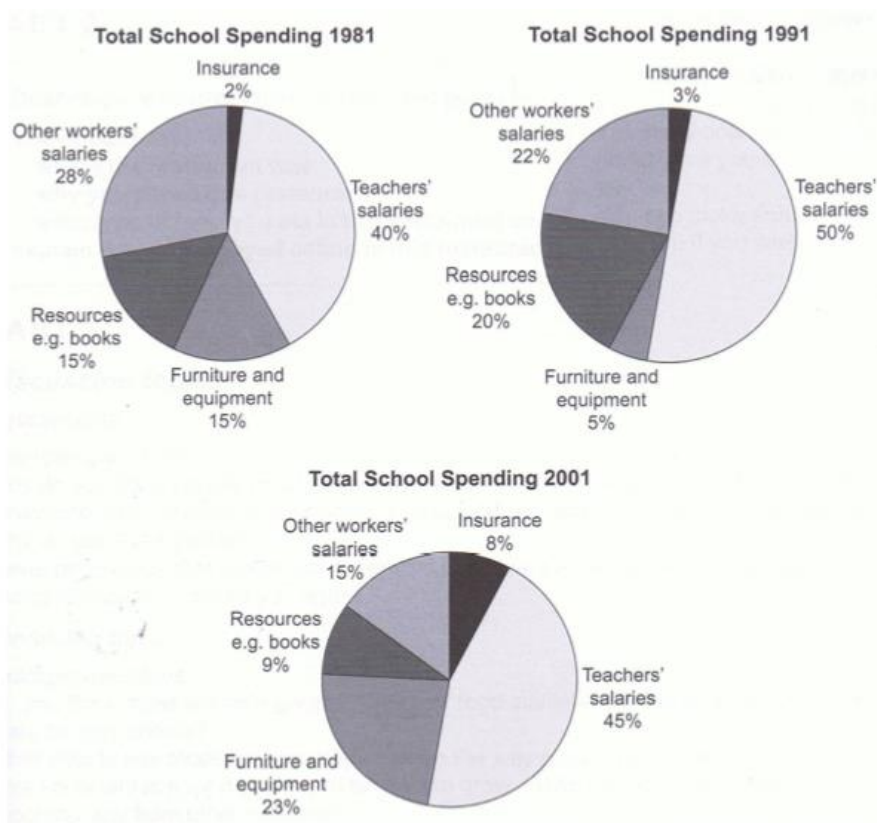
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Sample answer by E. Tahasoni:

The charts compare changes in the shares of five different items which comprised the yearly expenses of a British school between 1981 and 2001.

Wages paid to the teaching staff accounted for the most significant proportion of expenditure in 1981 (40%) and went up by a quarter before declining slightly. In comparison, the salaries of non-academic employees were responsible for less than a third of all expenses in 1981, but their share dipped substantially by 13% over the course of these 20 years.

The share of furniture and equipment was initially as high as that of educational resources (15%), but while the former dropped by 2/3 before rising fivefold, the latter experienced a marked rise after which it halved, reaching just below 10%.

The contribution of insurance remained constant at an insignificant level (2%) until 2001 when it climbed almost fourfold.

Overall, while the shares of three items experienced rises, there were declines in the remaining two. Moreover, academic staff salaries contributed the largest proportion of expenditure throughout the survey, whereas insurance had the smallest share.

(176 words)

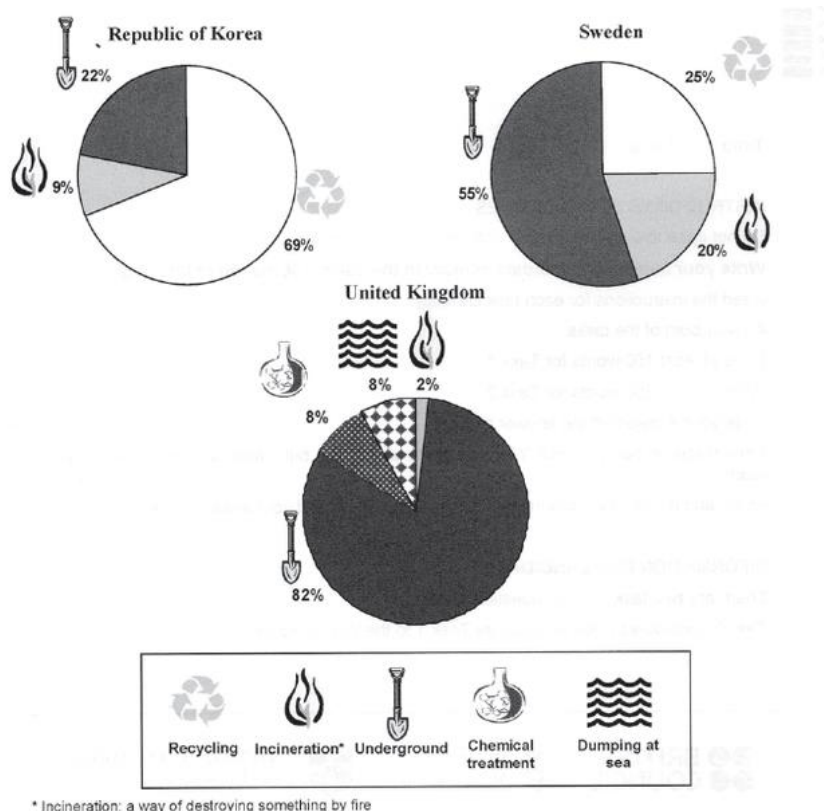
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Sample answer by E. Tahasoni:

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

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

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

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

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

(180 words)

# Section 4

## Tables

This section addresses comparison and trend tables. Most aspects regarding the language used have already been covered in the sections 1, 2 and 3.

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

Attendance at cultural events (The UK)	Percentages attending type of event		
	first year	fifth year	tenth year
Cinemas	33	47	49
Theatres	20	24	26
Art galleries	11	13	6
Classical music concerts	10	7	5
Ballet	6	2	8
Opera	5	7	6

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

## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

Indicators	Canada	Japan	Peru	Angola
Annual income per person (in \$US)	11100	15760	160	130
Life expectancy at birth	76	78	51	47
Daily calorie supply per person	3326	2846	1927	1749
Adult literacy rate (%)	99	99	68	34



## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

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

Coffee	1999 (millions of euros)	2004 (millions of euros)
UK	1.5	20
Switzerland	3	6
Denmark	1.8	2
Belgium	1	1.7
Sweden	0.8	1

Bananas	1999 (millions of euros)	2004 (millions of euros)
UK	15	47
Switzerland	1	5.5
Denmark	0.6	4
Belgium	1.8	1
Sweden	2	0.9

### Sample answer by E. Tahasoni:

The table shows how fairtrade coffee and banana sales changed in five countries in 2004 compared to 1999.

In 1999, the most significant coffee sales, 3 million (3m) euros were reported in Switzerland, and they doubled in 2004. The figure for the UK was originally 50% lower than that of Switzerland (1.5m) while sales in Denmark were slightly higher (1.8m). However, while the former rose dramatically to 20m, the latter remained relatively stable. There was little difference between the figures for Belgium (1m) and Sweden (0.8m), and both experienced noticeable increases to 1.7m and 1m, respectively.

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

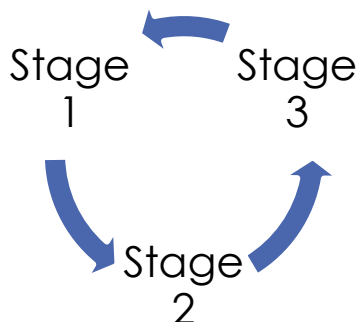
Overall, Coffee sales rose in all countries with the highest sales observed in Switzerland. Banana sales also rose in all but two countries, and were highest in the UK.

(193 words)

# Section 4

## Process and Cycle Diagrams

This section addresses diagrams that show natural and artificial processes, procedures, cycles and lifecycles.

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

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

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

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

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

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

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

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

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

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

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

**II. Artificial events**

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

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

## Describing Purpose:

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

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

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

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

The oil is transferred to the refinery through a pipeline.

## Linking

### The First Stage

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

The first stage is when...  
The process begins/starts/commences when...  
The process begins with + <n./n.p.>

### Middle Stages:

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

In the following stage,  
In the stage after/following this,  
In the stage that follows,  
Over the course of/During the next/following/second/third stage,

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

When/After/Once <stage A>, <stage B>  
<stage A>. When/Once this stage is complete, <stage B>  
<stage A> before <stage B as n./n.p. or clause>

Before <stage B>, <stage A>

<stage A> after/following which <stage B>  
<stage A> which is followed by <stage B as n./n.p.>

### The Last Stage:

Finally,  
Ultimately,  
Eventually,  
The last/final stage is when ...  
The process ends when ...  
The process ends with + <n./n.p.>  
<stage A> before finally <stage B as n./n.p.>

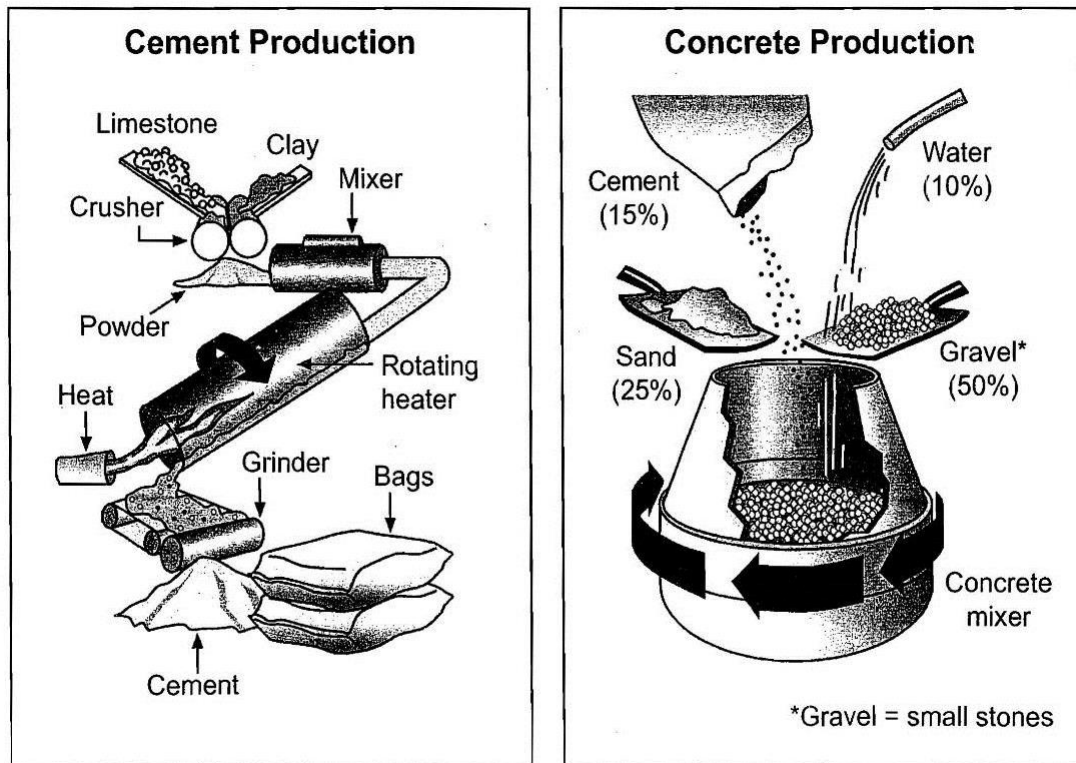
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Sample answer by E. Tahasoni:

The first diagram illustrates the process through which cement is produced. The process begins when the initial raw materials, namely limestone and clay, are crushed using two rotating drums to make a fine powder which is then mixed in a cylindrical mixer. The next stage involves a tube-like rotating heater with a blowtorch mounted at its bottom opening. The mixed powder is fed from the top and simultaneously heated and blended, after which it is transferred to a grinder using a conveyor belt. There, it is milled to yield the final cement product which is eventually packed in bags.

This cement is used as raw material in the production of concrete in a second process. An initial mixture comprising 15% cement, 10% water, one-quarter sand and half gravel is fed into a rotating concrete mixer where they are stirred until the concrete mix is ready for construction purposes.

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

(185 words)

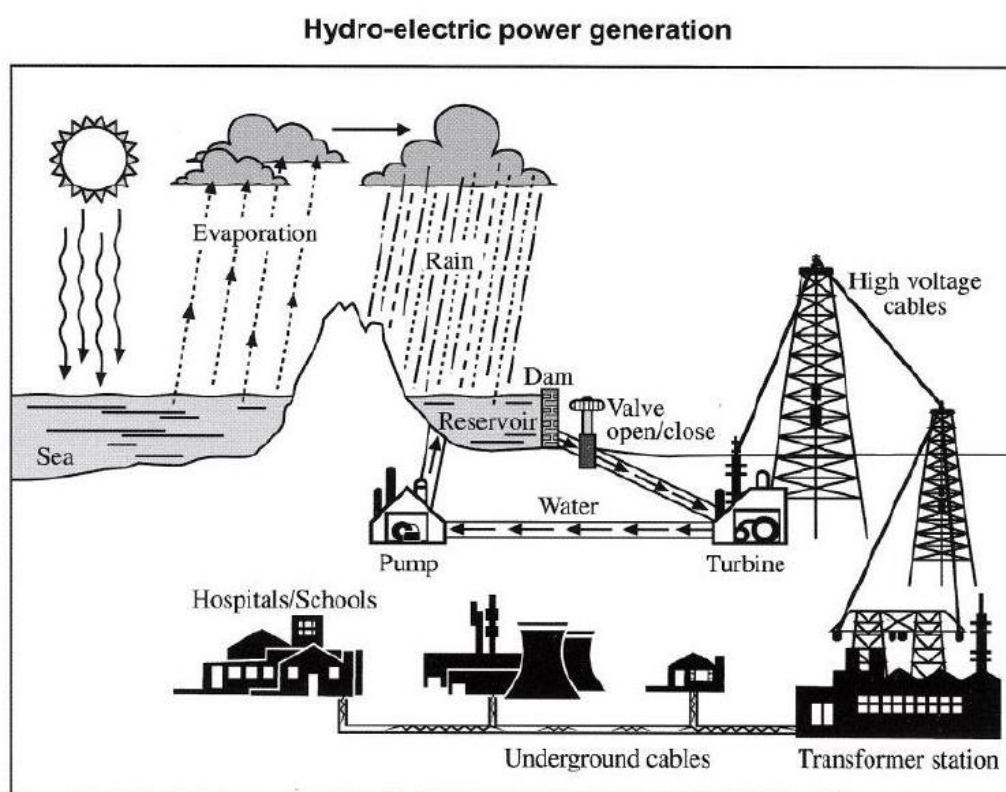
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Sample answer by E. Tahasoni:

The picture explains the process through which water is used to produce electrical power.

The process begins when seawater is heated by the sun and evaporates to form small clouds in the sky. Next, they merge into a storm cloud, which then rains over the mountain. This rainwater is gathered in the reservoir behind a dam. The following steps involve a pipe which connects the reservoir to a turbine as well as a pump, and is controlled using a valve. Once this valve is opened, water flows into the turbine and rotates it to produce electrical current, following which it is pumped back into the reservoir. After this, the electricity produced by the turbine is transferred to the transformer station through high voltage cables. The last stage is when the electrical power being delivered to domestic and industrial consumers as well as educational and medical facilities.

Overall, hydroelectric power is generated using water from the sea through a relatively sophisticated procedure which comprises over ten stages.

(169 words)

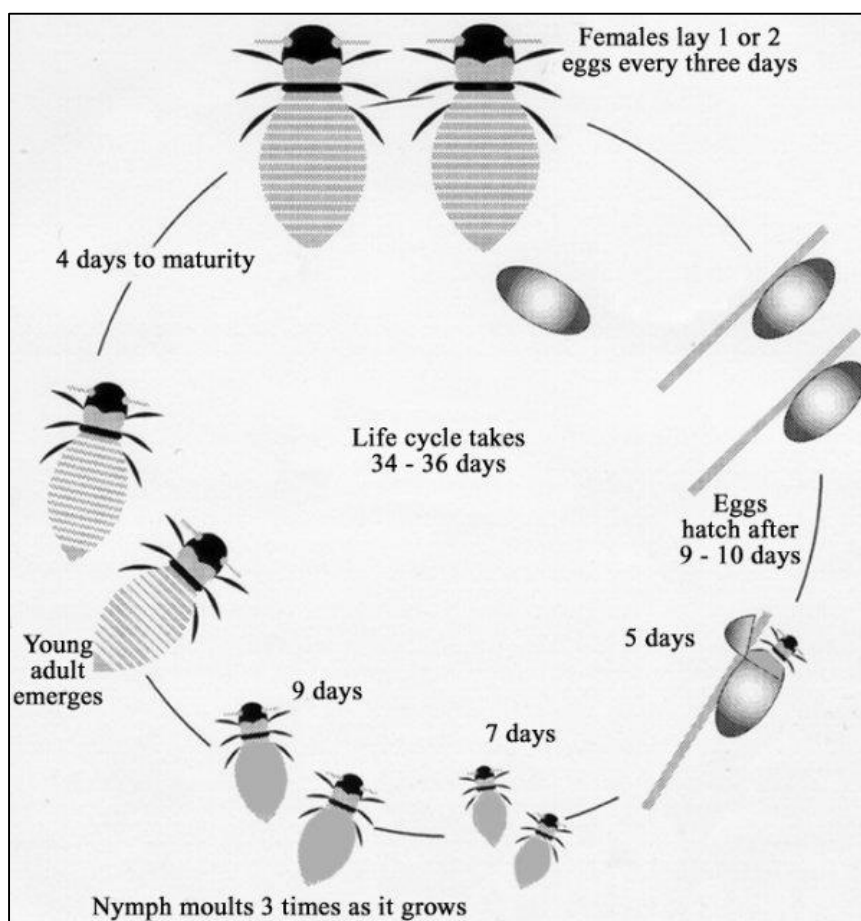
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Sample answer by E. Tahasoni and Alireza Alipour:

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

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

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

(170 words)

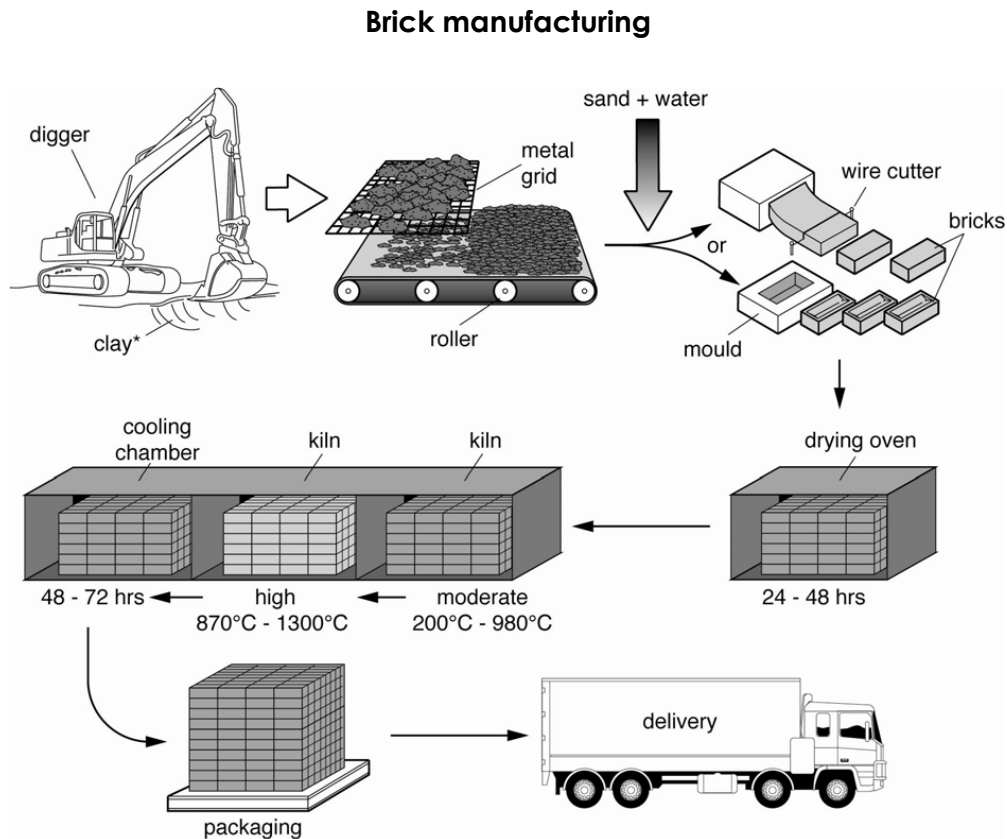
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



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

The picture illustrates how bricks are produced.

The process begins when clay is dug out through the use of a digger, which is followed by clay passing through a metal grid. Fine clay is then carried by a roller after which sand and water are added to it. In the next stage,

either this mixture is pressed through a frame and cut into bricks using a wire cutter, or it is put into moulds and formed into bricks. Following that, the bricks are dried in a drying oven for one to two days. The next three stages involve two kilns connected to a cooling chamber. The dried bricks are first heated from 200 to 980 degrees centigrade, before being exposed to high temperature (870 to 1300 degrees). They are then cooled within 48 to 72 hours. Eventually, they are packed and delivered to customers by trucks.

Overall, the procedure of producing bricks is comprised of ten stages which are rather simple.

(161 words)



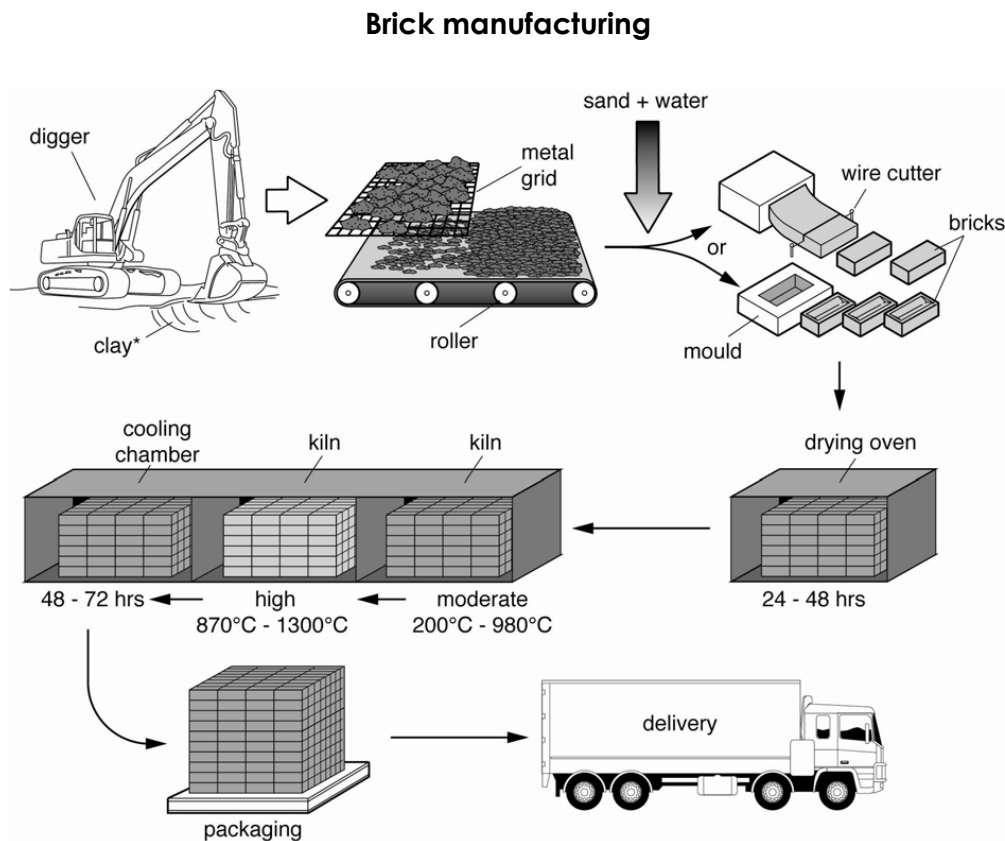
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Model answer by E. Tahasoni (Band 9)

The chart illustrates the procedure through which bricks are produced for construction work. It commences when raw clay is dug using a digger machine following which it is sifted through a metal grid into finer fragments which then fall onto a conveyor belt. In the next stage, water and sand are added and the resulting mixture is either pushed through a frame and cut into simple bricks, or is moulded into specially-formed bricks. These are then placed in a special oven for two to three days in order to minimise their moisture content. The following three stages involve the use of a couple of kilns and a cooling chamber: bricks are first heated moderately in the first kiln to reach a temperature of between 200 and 980 degrees centigrade before being subjected to higher temperatures (870 to 1300 degrees) in the second one. Next, they are allowed to cool down for two to three days in the cooling chamber. The process ends with the bricks being packed on pallets and delivered to end users on trucks.

Overall, the process of producing bricks is comprised of ten relatively simple stages during which clay, sand and water is used to produce baked bricks.

(201 words)

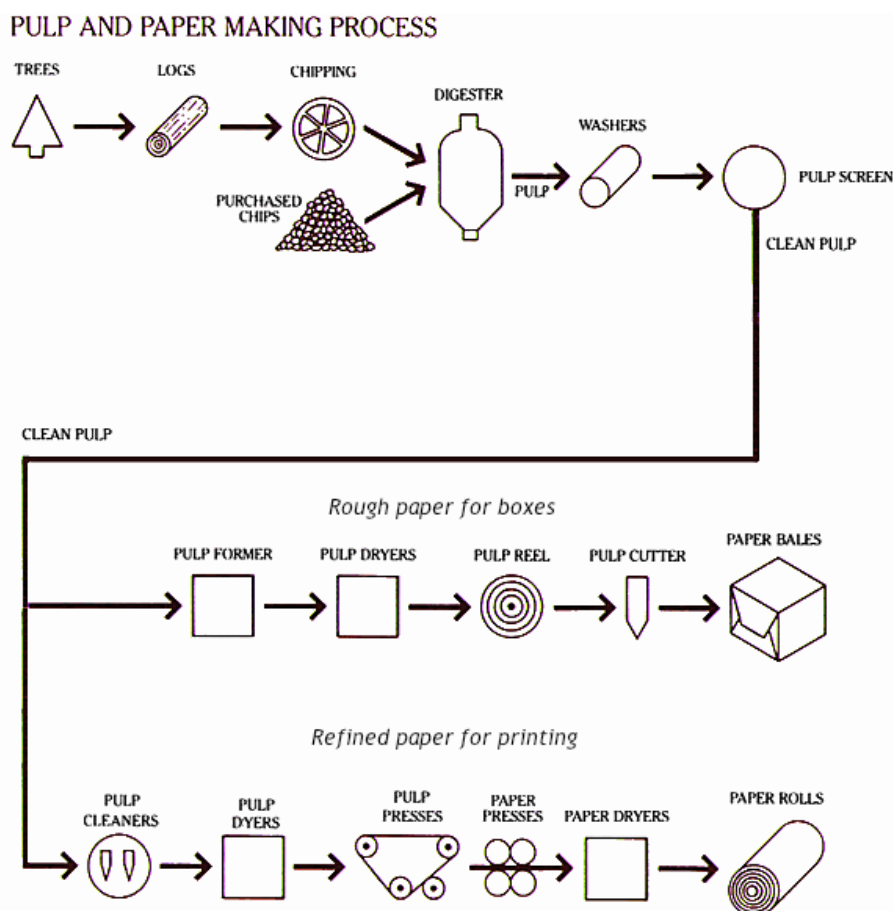
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Model answer by E. Tahasoni (Band 8.5)

The diagram shows how paper and pulp are produced.

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

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

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

Overall, the process through which wood is used to manufacture pulp and paper for printing and box production purposes is rather sophisticated and comprises more than ten stages.

(201 words)

# Section 5

## Maps

This section addresses comparison and development map diagrams.

## Describing Position and Location:

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

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

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

at the top/bottom

on the right/left side

in the top/bottom right/left hand corner

10 miles from

10 miles to the right of

10 miles north of

in the middle

at the centre

along

off

across [from]

opposite

close to

adjacent to

next to

beside

... is covered with ...

### Examples:

the suggested location, S2, is right in the town centre.

The first potential location (S1) is outside the town itself, and is sited just off the main road to the town of Hindon, lying 12 kilometres to the north-west.

## Useful Vocabulary for Describing Maps:

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

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

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

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

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

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

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

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

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

**Skyscraper:** a very tall building

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

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

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

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

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

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

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

**Street:** the place where cars drive

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

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

**Develop:** to make

**Change:** modify

**Construct:** to build

**Relocate:** to move a structure or facility to a different location

**Demolish:** to destroy a building or other structure completely

**Replace:** to take the place of or substitute for somebody or something

**Expand:** to become or make something become larger

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

**Proximity:** closeness

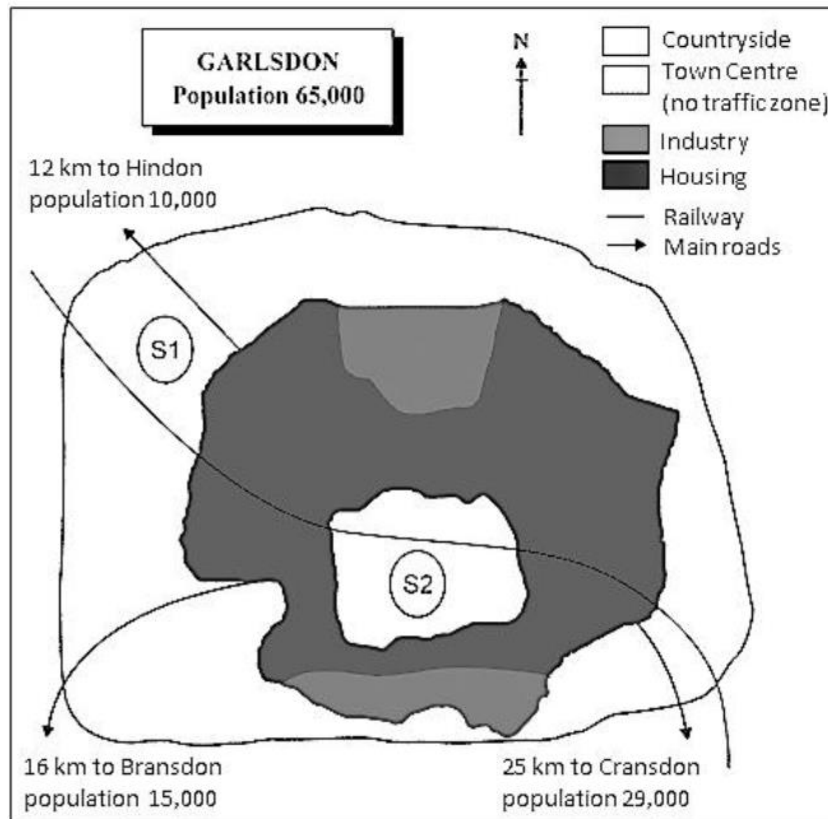
## Writing Task 1

You should spend about 20 minutes on this task.

The map below is of the town of Garlsdon and shows two possible sites for a new supermarket.

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

Write at least 150 words.



### Model answer by an examiner (from Cambridge IELTS book 5)

The map shows two proposed locations for a new supermarket for the town of Garlsdon.

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

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

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

(194 words)

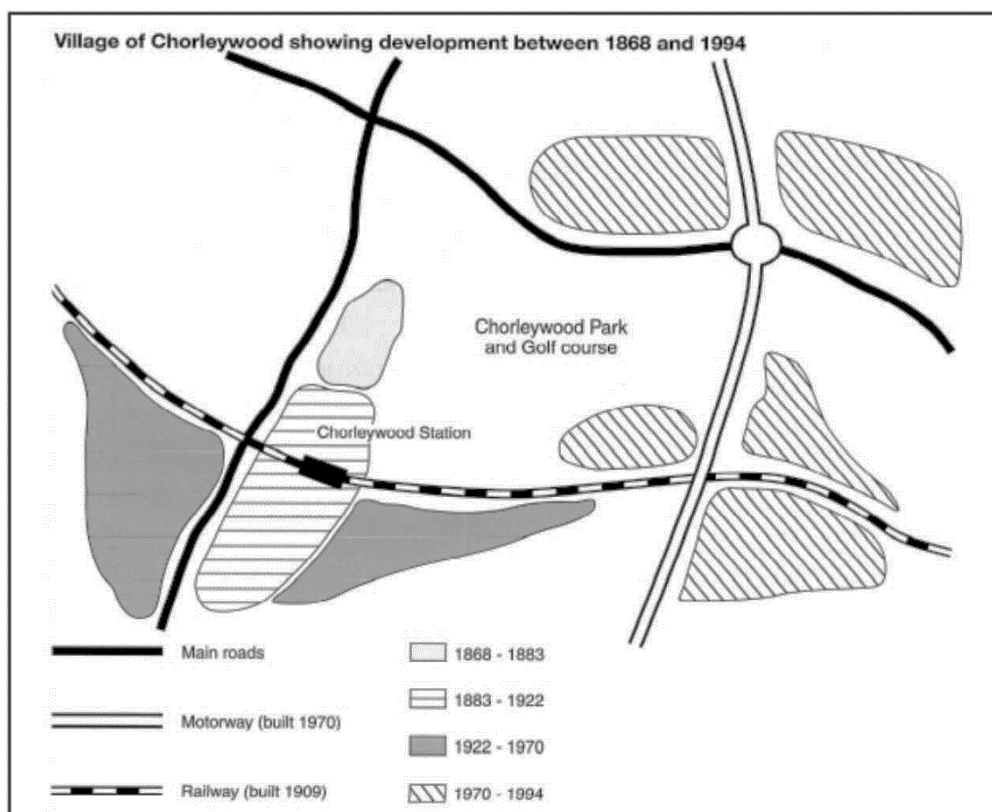
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Model Answer by E. Tahasoni

The map shows how a village called Chorleywood developed over a period of 126 years.

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

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

Overall, the village saw considerable growth, both in the establishment of new residential areas and transportation routes, which occurred over four phases.

(175 words)

## Writing Task 1

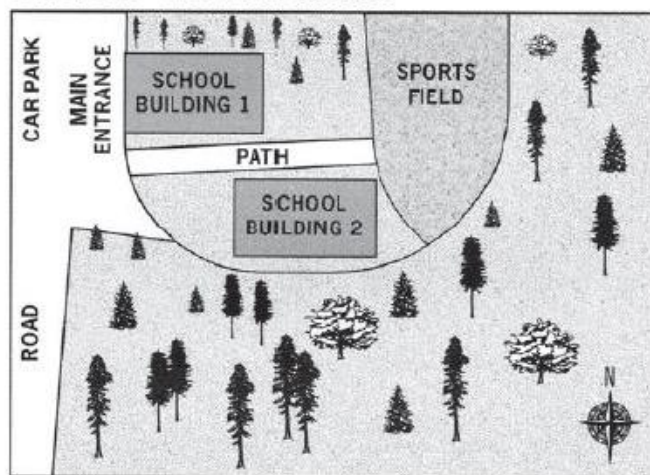
You should spend about 20 minutes on this task.

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

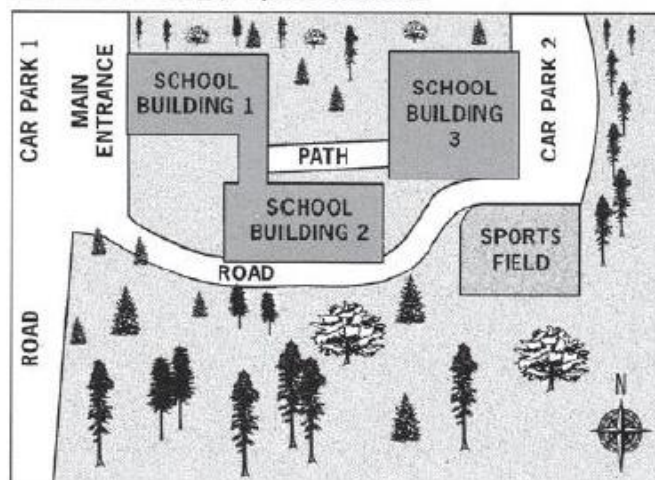
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

School Site - 2004: 600 students



School Site - 2024: 1,000 students



### Model Answer by E. Tahasoni

The maps illustrate how a school site is planned to be developed over a 20-year period.

In 2004, there was only one car park to the west of the site where the main entrance to the school was located. There were also two school buildings, accommodating 600 students altogether, separated by a path running from the main entrance to the sports field in the east. The school was surrounded by woodland in the north, south and east.

There are plans to increase the number of students served by the school is by 400 in 2024. As a result, a new school building will replace the old sports field, and the two original buildings are going to be joined together. The old path will then connect these to the new building number 3, no longer running to the main entrance. Furthermore, a part of the woodland in the east is planned to be deforested and replaced by a new car park as well as a new, smaller sports field. Finally, a new road will be paved passing south of the school building, which will connect the two car parks.

Overall, there will be extensive developments with regards to construction of buildings, facilities and roads in the school site during these 20 years.

(211 words)



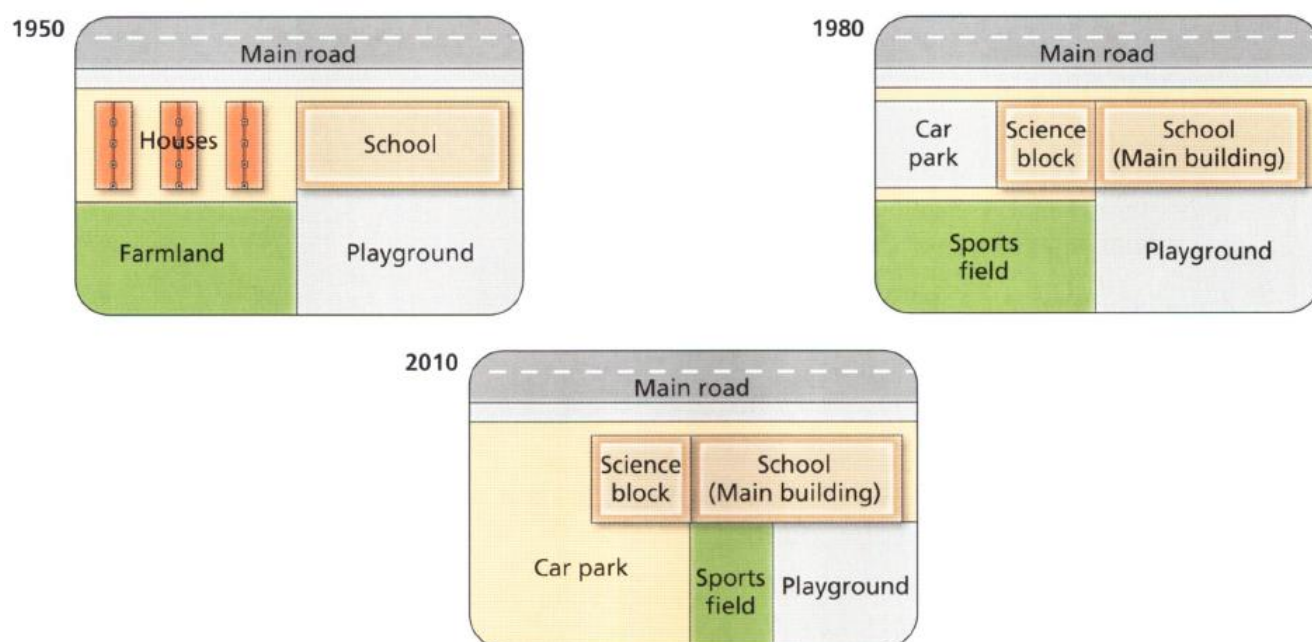
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Model Answer by E. Tahasoni

The diagrams illustrate how West Park Secondary School has developed since 1950 when it was built.

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

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

In the last year, 2010, the car park was extended, as a result of which the land previously allocated to the sports field was added to it. However, about a third of the old playground was turned into a new, yet much smaller, sports field.

Overall, the school saw significant growth although its recreational facilities did not develop as much as its buildings and parking space.

(174 words)

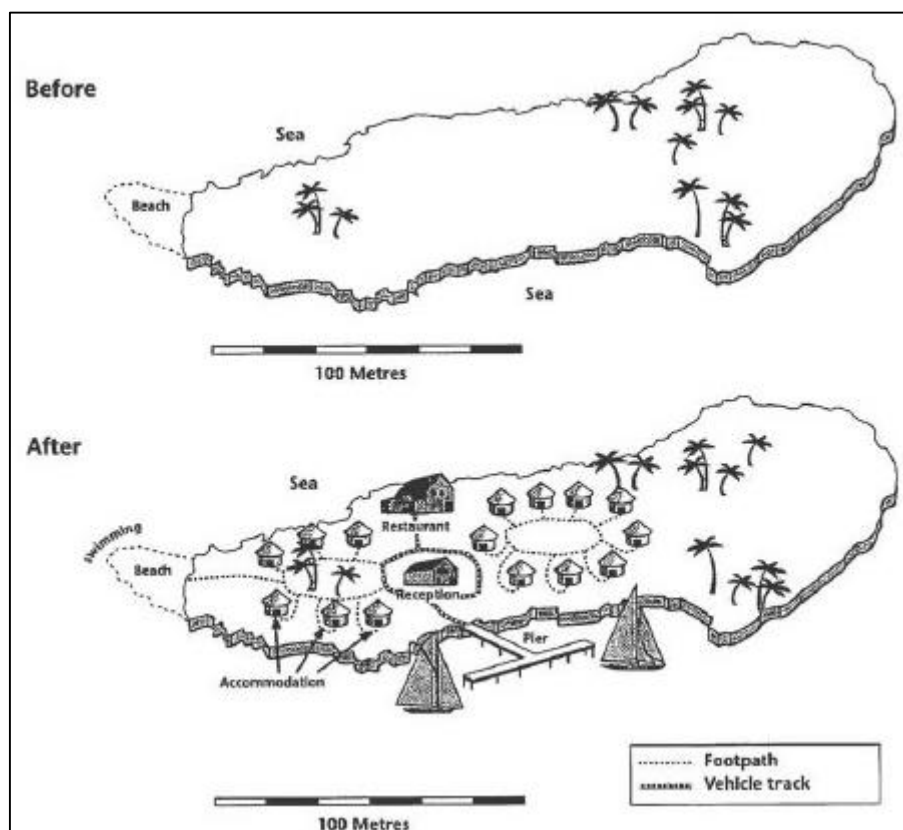
## Writing Task 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



### Model Answer by E. Tahasoni

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

The length of the island is over 200 metres while its width varies from about 30 to 100 metres in different places. Originally, there was a beach to the left of the island, and the eastern and western parts were covered with woodland, apart from which the island was completely bare. In comparison, swimming facilities have now been built in the beach. Furthermore, the western woodland is surrounded by a series of huts which are connected to each other and to the beach via footpaths. There is also a restaurant in northern part which is connected to a reception building in the middle of the island as well as a new pier to the south by means of a vehicle track. Finally, a larger set of huts have been constructed between the reception and the eastern woodland.

Overall, there have been significant constructions in the island in terms of accommodation and facilities for tourists. It is noteworthy that these developments have occurred without any noticeable damage to the trees.

(185 words)

# Appendix

IELTS Writing  
Official Task 1  
Answer Sheet



