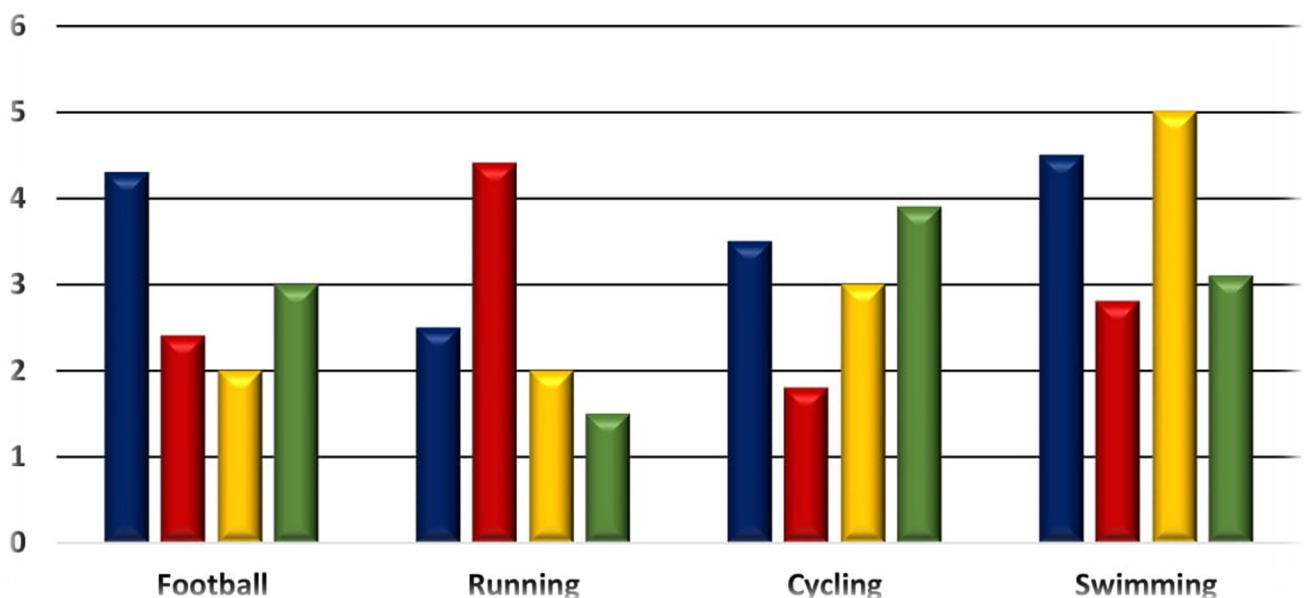


# IELTS

## Academic Writing Task 1

**Target 7.0**



**Total Guide to IELTS Academic Writing**  
**Key Vocabulary, Grammar & Tips**  
**Test Practice & Model Answers**

**Achieve your goal**

**Peter Wright**  
**Joyce Salas**

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## About the Book

IELTS Academic Writing 7.0 Task 1 is a step-by-step guide to writing a band 7.0 report. It takes you through the task requirements for each type of diagram, gives practice of the essential vocabulary and grammar and provides band 8.0 model answers.

### Who is the book for?

This book is suitable for IELTS students and candidates who have just started on their IELTS study program along with more experienced students who need to achieve a band 7.0 .

### How to use the book

The book can be used as a self-study guide and is also suitable for IELTS teachers to use in their lessons, either as a complete course book or supplementary material. You can work through each unit or focus on units on diagram types that you might be having difficulty with.

### Unit contents

- Test Tips: Explanation of the requirements for each task type.
- Essential vocabulary and grammar for all types of diagrams.
- Language practice exercises to reinforce grammar and vocabulary.
- Task Focus: How to write an effective introduction, overview and describe the main features.
- Test practice questions from IELTS past papers.
- Band 8.0 model answers for each type of diagram.

### About the Authors

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## Introduction

### Time Management & Word Count

The instructions always say, “*Write at least 150 words*”. Even though there is no IELTS restriction on the number of words you can write, writing 200 + words on Task 1 is really not necessary and is not effective time management. Nevertheless, there is no penalty for writing more than 150 words.

Answers under the word count are penalized in the Task Achievement criterion. When the examiner sees that your answer is short, they will count the number of words and impose a **penalty** for short answers.

Number of words	Task Achievement
140 +	No penalty
110 - 139	Minus 1 band
Under 110	Minus 2 bands

The examiner will give you a band score in Task Achievement and then minus that score according to the number of words.

### How words are counted

Numbers, dates and time are counted as words in the writing test.

- 30,000 = one word
- 55 = one word
- 9.30 am = one word
- 12.06.2022 = one word

Dates written as both words and numbers are counted separately.

- *12th July* = one number and a word

Symbols with numbers are not counted.

- 55% = one word (the symbol “%” is not counted as a word).
- “55 percent” is counted as one word and one number.

Hyphenated words like “*up-to-date*” are counted as one word.

Compound nouns, written as one word, are counted as one word.

- *blackboard* = one word

If you copy sentences or parts of sentences from the task description, the words will be deducted from the word count.

Words and numbers in brackets are counted. This sentence has 9 words. The number in brackets is counted as a word.

- “*The majority of energy was generated by electricity (55%).*”

**Test Tips – Time Management**

- Don't spend longer than 20 minutes on Task 1.
- Time yourself when doing test practice tasks.
- Aim for 150-170 words.
- Do not over-analyze the diagram. You only need to describe the main features.
- Do not describe every piece of information in the diagram. Doing so will result in a lower Task Achievement band score.
- Counting words can be time consuming. After each paragraph, quickly count the words and write the number on your answer sheet so you don't need to recount.
- The Computer Delivered IELTS test has an automatic word count onscreen.

### Formal Vs Informal Language

IELTS Academic Writing Task 1 is a formal report and needs to be written in a formal style or tone. Some differences between formal and informal style.

Formal	Informal
<b>Write words in full</b> <i>I will, I am</i>	<b>Use contractions</b> <i>I'll, I'm</i>
<b>Don't use idioms</b> <i>All things considered...</i>	<b>Use idioms</b> <i>At the end of the day...</i>
<b>No abbreviations, write words in full</b> <i>The maximum amount...</i>	<b>Use abbreviations</b> <i>The max amount...</i>
<b>Don't use imperative voice</b> <i>Water is added to the sand.</i>	<b>Use imperative voice</b> <i>Add water to the sand.</i>
<b>Don't use colloquial expressions</b> <i>He was dismissed.</i>	<b>Use colloquial expressions</b> <i>He got the sack.</i>

### Grading

Task 1 is worth 33% of your overall writing band score and answers are graded according to the IELTS Writing Public band descriptors.

[https://takeielts.britishcouncil.org/sites/default/files/ielts\\_writing\\_band\\_descriptors.pdf](https://takeielts.britishcouncil.org/sites/default/files/ielts_writing_band_descriptors.pdf)

You are graded in 4 criteria – Task Achievement, Coherence and Cohesion, Lexical Resource and Grammatical Range & Accuracy.

The criteria are equally weighted with 25% awarded for each category and the writing band score is the average of the four.

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## Task Achievement

This measures how well you address the requirements of the task; in other words, answer the question. The main requirements to achieve a band 7 are...

- **The content is relevant and accurate:** You should accurately report the information in the chart and not include any explanations or opinions.
- **Appropriate format:** Your report is organized into clear and separate paragraphs with no paragraph headings, numbered lists or bullet points.
- **Reporting the key features:** These should be selected and highlighted. You should not try to report every feature.
- **Clear overview:** Your report should always include an overview which is a short summary of the information in the chart.
- **Description with data:** When describing key features, always include the data (figures).

## Coherence and Cohesion

**Coherence** refers to the flow of your writing. Examiners are looking for how you have organized your answer into distinct paragraphs.

**Cohesion** refers to the use of cohesive devices or linking phrases and words that connect and show the relationship between parts of sentences and paragraphs.

The main requirements to achieve a band 7 are...

- **Organization:** This is similar to format in the Task Achievement criterion.
  - **Progression:** You should develop the key features in your report.
  - **Cohesive Devices:** You should accurately use a range of cohesive devices (linking words).
- A list of cohesive devices page can be found on page 65.**
- **Referencing and Substitution:** This refers to the use of pronouns, synonyms and paraphrase to avoid repetition.

## Lexical Resource

This criterion grades your vocabulary resource (range) and how accurately you use it. The main requirements to achieve a band 7 are...

- **Sufficient resource:** Vocabulary use flexibility and accuracy.
- **Idiomatic items:** The use of some less common idioms.
- **Style:** Task 1 is a formal report and you should not use informal language.
- **Collocation:** This is accurately using collocation.
- **Word choice, spelling and word formation:** You can still achieve a band 7 in spite of errors.

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## Grammatical Range and Accuracy

The Grammatical Range and Accuracy criterion measures your range of grammar (from simple to complex sentences) and accurate use. The main requirements to achieve a band 7 are...

- **Complex structures:** You should try to use more complex grammatical structures.
- **Errors in grammar and punctuation:** You can still achieve a Band 7 even though you make a few errors as long as these do not impede communication and the majority of your sentences are error free.

## Planning

Before you start writing always analyze the diagram for a few minutes and...

- **Decide the function.**

Does the diagram show trends (dynamic chart) or static information? Remember that charts such as bar charts, pie charts and tables can show trends and static information. The function of the chart is always stated in the task description.

- **Note the timeframe**

Pay attention to the dates on the diagram. Does it show information in the past, past to present, past to present to future, etc.

- **Language needed.**

Decide on the main tenses according to the dates in the diagram and what vocabulary is necessary.

## Structure

For all Academic Writing Task 1 reports, organize your answer into clear and separate paragraphs.

### Paragraph 1: Introduction

The introduction is a paraphrase of the description and title of the diagram. This is followed by a clear overview which is a summary of the information included in the diagram.

### Paragraph 2: Main Features & Comparisons

The main features depend on the type of diagram. You should describe main features and compare them to others.

### Paragraph 3: Main Features & Comparisons

After describing the main features in the previous paragraph, describe the other features but do not try to describe every feature in the diagram.

## Introduction

Always begin your introduction with a paraphrase of the diagram description and title of the diagram. Paraphrasing is rewriting the description and diagram title using synonyms, changing the form of the word (verb to noun etc.), changing the word order and using different structures but keeping the same meaning. You should do this in one sentence.

Do not copy the information and/or diagram title word for word as this will be deducted from your word count. You are allowed to copy proper nouns such as “London”.

## Overview

A clear overview is essential in your introduction and failure to include it will result in a band score of 5 for Task Achievement. An overview is a short, one sentence, summary of the information in the diagram and each diagram type requires a different overview.

An overview should not be confused with describing main features and should not include data from the diagram. Begin your overview with a word or phrase such as “*Overall,*” “*In general*”. This shows the examiner you have included the overview.

**Overview Vs Conclusion:** Do not write a conclusion for Academic Task 1. The overview and conclusion serve the same purpose, that is, they both summarize the information in the diagram.

## Main Features

You need to select the main features of the diagram and make comparisons where relevant. The main features differ according to the type of diagram.

Do not attempt to describe (or list) all or as many of the main features as possible. You should spend 20 minutes on Task 1, thus trying to describe as many main features as possible (for certain diagrams) simply is not possible in the time frame and it would mean writing over 200 words, which is poor time management.

When describing the main features, always include the data (the figures) along with the description of the main features.

The instructions also include “make comparisons where relevant”. This means you should compare the main features of certain diagrams. When making comparisons, use a range of cohesive devices accurately. This will have a positive impact on the Coherence and Cohesion score.

**A list of cohesive devices can be found on page 65.**



## Unit 1: Maps & Plans

### Test Tips: Maps & Plans

This task usually shows two maps or plans in two different time periods and you are required to describe the main changes between the two periods of time which can be:

- A point of time in the past (e.g. 2018) and the present.
- Two time periods in the past (e.g. 2010 and 2020).
- The present and future developments.
- A single map which shows plans to develop new facilities with a choice of locations.

### Vocabulary: Map Features

When reporting changes to cities and towns, the features will usually be labeled on the maps.

**Exercise 1:** Put the features into the correct row.

roads	factory	shop	highways	houses	golf course	roundabout	shopping center
fields	block of flats	store	city hall	mall	park	apartments	hotel
farmland	museum	airport	warehouse	port	housing estate	farmhouse	school
café	restaurant	playing fields	cinema	hospital	library	plant	theatre

Infrastructure	roads
Industrial features	
Commercial/retail facilities	
Residential area/zone & features	
Leisure/recreational facilities	
Agricultural area & features	
Public buildings	

## Vocabulary: Describing Changes - Verbs

When describing changes to a location, you should be familiar with verbs and their meanings.

**Exercise 2:** Match the verbs with the definitions.

convert	construct	industrialize	replace	add	demolish
pull down	reduce	reconstruct	modernize	remove	renovate
build	enlarge	cut down	redevelop	knock down	extend
improve	expand	upgrade	transform	scale down	change
turn into	develop	erect	cut back	increase	assemble

To change into something else	convert
Make something bigger	
Make something smaller	
Build something where there was nothing before	
To take something away	
General statements about changes	

### Test Tips: Phrases to Describe Maps

Phrases to describe maps are useful but should be used in moderation and not to introduce every point you want to make. For example:

- It is interesting to note that...
- Another obvious change has been...
- A notable proposed development is...
- The town has witnessed...

## Vocabulary: Describing Changes - Nouns

**Exercise 3:** Write the noun of the following verbs

Verb	Noun	Verb	Noun	Verb	Noun
convert	conversion	reduce		introduce	
construct		refurbish		redevelop	
industrialize		modernize		extend	
replace		remove		improve	
add		renovate		expand	
demolish		build		upgrade	
reconstruct		enlarge		transform	
develop		erect		change	

### Exercise 4:

Use the prompt word to complete the sentences with a noun OR a verb.

- Construct:** A noticeable change has been the \_\_\_\_\_ of a shopping mall in the north of the town.
- Extend:** The hotel has \_\_\_\_\_ its car park to double the capacity.
- Improve:** City planners intend to \_\_\_\_\_ the road network around the city center.
- Develop:** The proposed \_\_\_\_\_ of a new mall is under discussion.
- Industrialize:** Overall, the town has witnessed considerable \_\_\_\_\_ over 30 years.
- Enlarge:** Another obvious change is the residential area, in the west, which has been \_\_\_\_\_ to almost double its original size.
- Modernize:** The \_\_\_\_\_ of the road network has led to a reduction of public recreational facilities.
- Add:** The only change to the hotel is the \_\_\_\_\_ of a swimming pool.
- Demolish:** The farmhouse was \_\_\_\_\_ and replaced with a bowling alley.
- Improve:** Transport facilities have been \_\_\_\_\_ with the construction of an airport.

## Vocabulary: Location

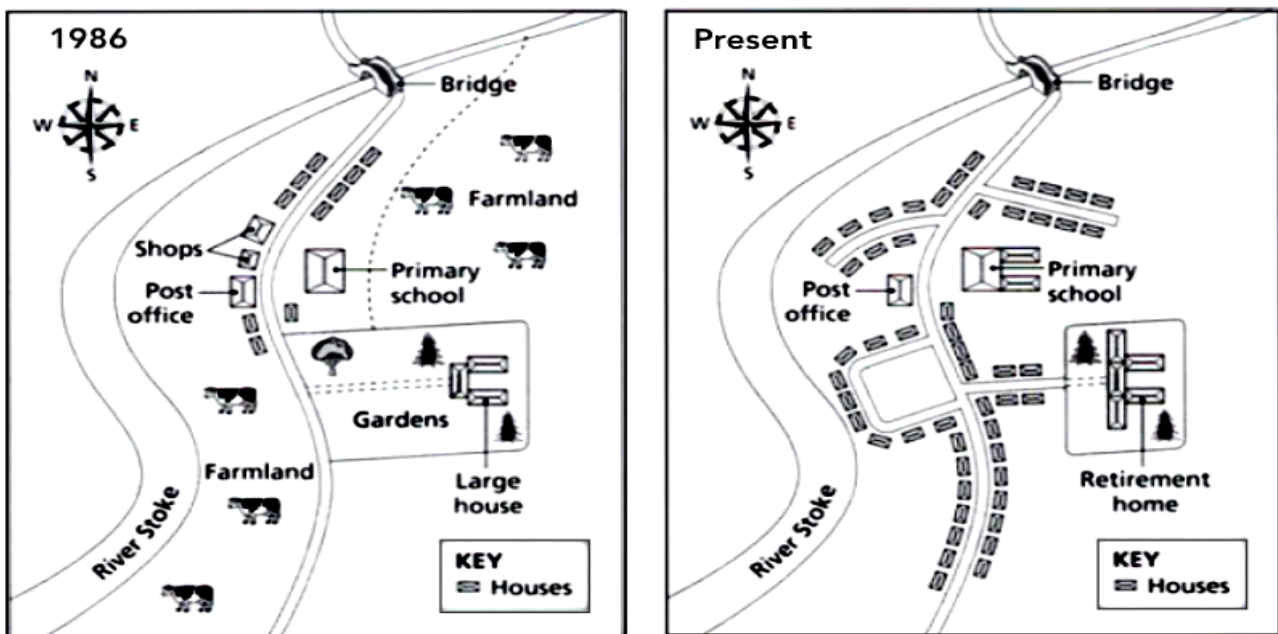
### Test Tips: Describing Location

When describing maps, include the location of the different features. There is usually a compass on the maps which you should use to write the location in full. When a compass is not provided, use prepositions and phrases to describe location.

In the/Located in the... north/south/east/west... northeast/northwest... southeast/southwest

Between... next to... on the right/left of... near... opposite the... behind the...

**Exercise 5:** Choose the correct answer according to the maps



Source: IELTS past papers

- The bridge in the \_\_\_\_\_ of the village has remained unchanged.  
A. northwest                      B. north                      C. west
- The large house located in the \_\_\_\_\_ has been converted into a retirement home.  
A. east                      B. west                      C. south-west
- The primary school \_\_\_\_\_ the post office has been extended.  
A. next to                      B. between                      C. opposite
- The shops \_\_\_\_\_ the post office have been demolished and replaced with housing.  
A. on the right of                      B. on the left of                      C. in front of
- The gardens, \_\_\_\_\_ of the large house, have been replaced with residential units.  
A. south                      B. east                      C. west

### Grammar: Passive

Passives are widely used in the description of maps and plans.

- We form the Present Simple Passive with **object + to be + past participle** of the verb.
- We use the passive when who does the action is not important and/or we do not know who does the action.

**Example:** *The cinema has been redeveloped into a supermarket.*

- If we want to include who does the action or it is important to mention, we can use active or add them at the end of a passive sentence, introduced with the word **by**.

**Example:** *The cinema has been redeveloped into a supermarket by the local council.*

- If there is more than one past participle following a subject, it is not necessary to repeat the auxiliary verb.

**Example:** *The cinema has been closed and repurposed into a supermarket.*

#### Exercise 6:

Change the active sentences into the passive.

**Example:** The hotel owners have added a carpark at the rear.

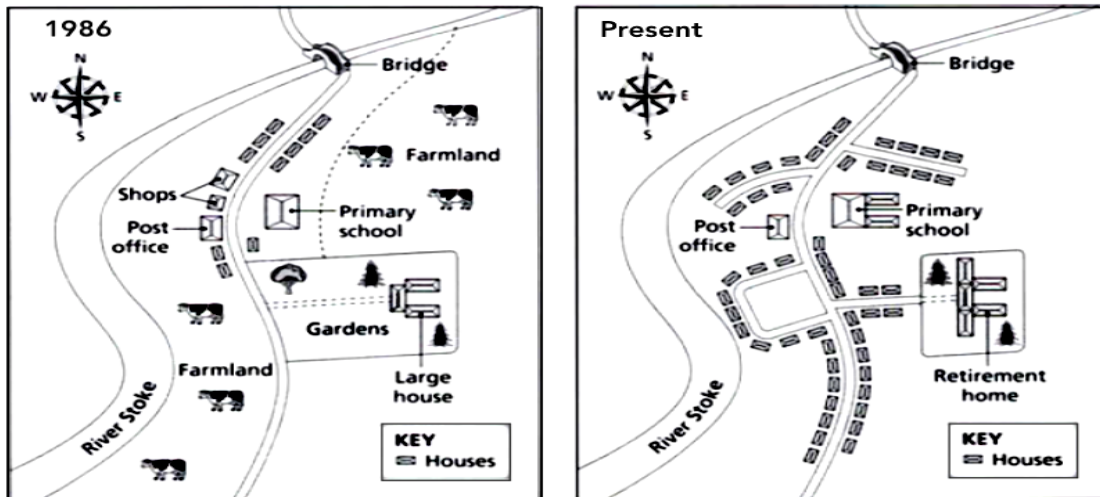
*A carpark has been added at the rear of the hotel.*

1. The city council will demolish the old factory by the river.
2. The Useful Company built a new office block in the center of the business district.
3. Overall, the government has modernized the town's infrastructure over the time period.
4. The council plans to replace the old city hospital.
5. The college will renovate the campus during the summer holiday.
6. The Rail Company has opened three new stations in the north of the town.
7. Developers constructed a new housing estate next to the forest.
8. City planners have completely demolished the farmland surrounding the village.
9. The company will convert the canteen into a meeting room.
10. The café owners have not made any changes to the building.

**Task Focus**

**Maps: Past to Present**

The maps below show the village of Steelbridge in 1986 and the present.



Source: IELTS past papers

**Grammar:**

The main tenses used to describe changes for maps that show changes from past to present are Present Perfect (active and passive) and Past Simple (active and passive)

**Introduction**

**Test Tips**

Begin by paraphrasing the diagram description. Try to use more complex sentences as this will have a positive effect on your band score.

**Basic:** *The maps show the development of the village of Steelbridge from 1986 until today.*

**Complex:** *Depicted in the maps is the transformation of Steelbridge village from 1986 until the present.*

**Complex:** *The development of the village of Steelbridge from 1986 until today is illustrated in the maps.*

**Overview**

For two maps showing changes from past to present, you should make a general statement to describe the overall changes along with the most noticeable or biggest change.

**Example:** *Overall, the village has changed significantly, especially with the conversion of farmland into residential areas.*

## Main Features & Comparisons

The biggest or most noticeable changes should be described first, then the second greatest. You can also compare these to features that have not changed or barely changed.

Divide the main features into two paragraphs and use a variety of linking words (cohesive devices) to make comparisons, show contrast and describe additions.

**A list of cohesive devices can be found on page 65.**

**Example:** *One noticeable development is that in the center of the village, the large house and gardens have been replaced by a retirement home, whereas the bridge in the north has remained unchanged.*

### Test Practice

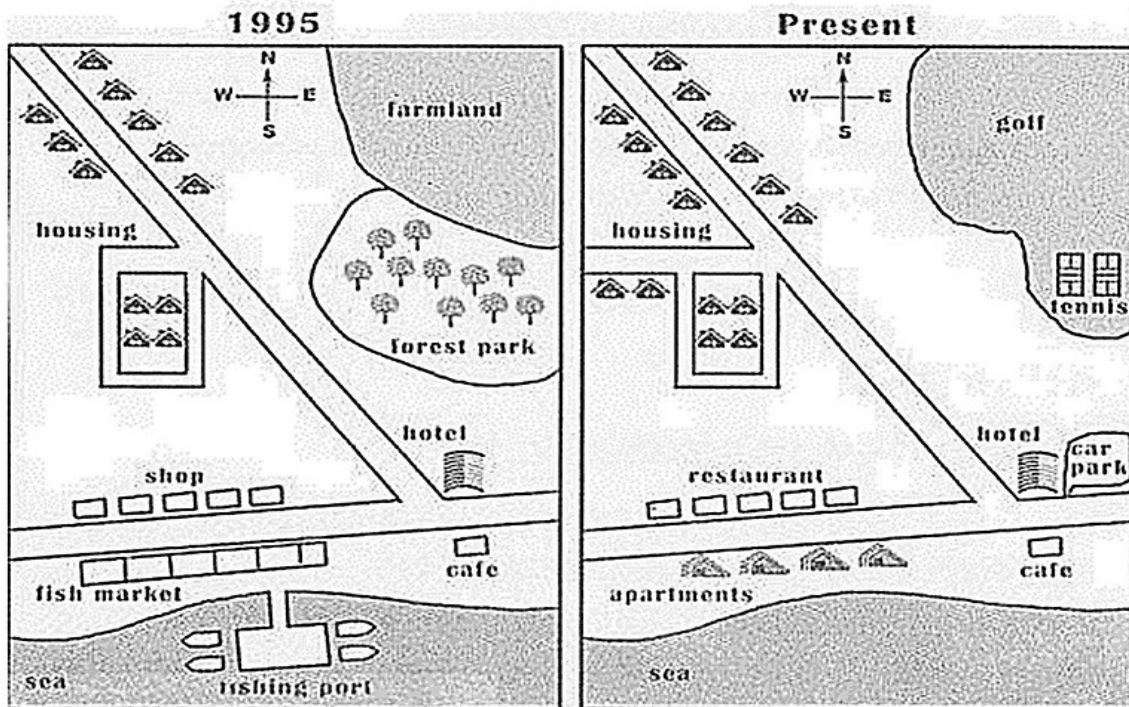
Time yourself when completing this task. Compare your answer to the model.

You should spend about 20 minutes on this task.

**The diagram below shows the changes to the town of Seaville.**

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

Write at least 150 words



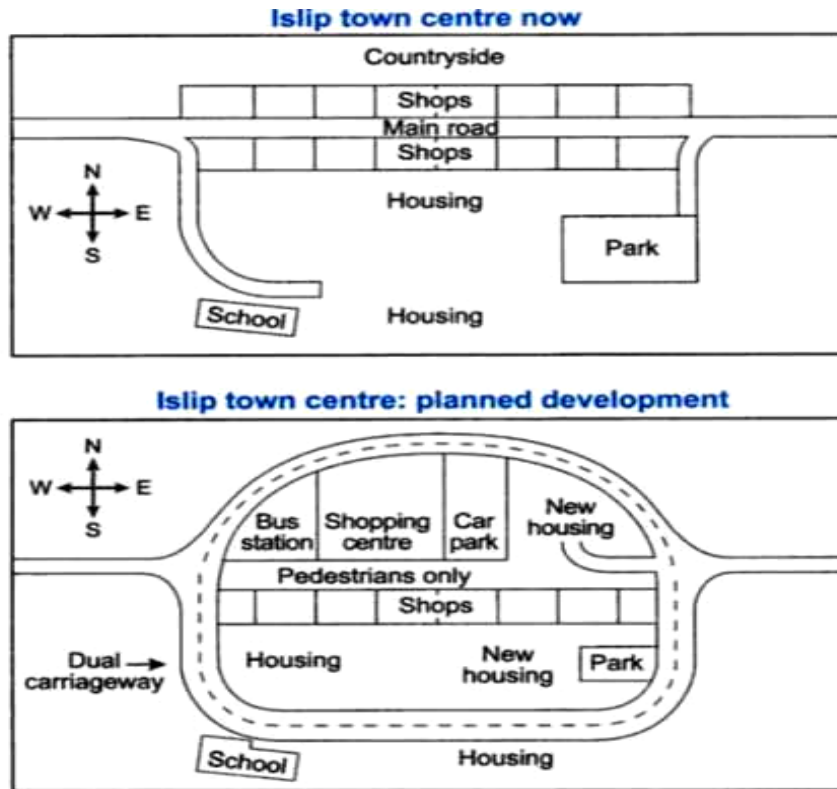
Source: IELTS past paper

### Model Answer A

**Task Focus**

**Maps: Present to Future**

The maps below show the center of a small town called Islip as it is now, and plans for its development



Source: IELTS past papers

**Grammar: Future Developments**

The main tense used to describe future developments is Future Passive. Will / shall / going to+ be + past participle form of the verb.

You can also use phrases such as “is planned to be converted” “is proposed to be demolished”

**Introduction**

**Test Tips**

Maps and building plans showing future developments usually do not have completion dates. It is not necessary to invent a date.

**Basic:** *The maps show the center of Islip today and the plans to redevelop it.*

**Complex:** *Illustrated in the maps is the planned modernization of Islip city center.*

**Complex:** *Plans for the modernization of Islip town center are depicted in the maps.*



## Overview

For two maps or building plans showing future changes, you should make a general statement to describe the proposals along with the most noticeable planned change.

**Example:** Overall, significant upgrades are proposed for Islip, especially the reconstruction of the road network around the center.

## Main Features & Comparisons

The biggest or most noticeable planned changes should be described first, then the second greatest. You can also compare these to the existing features.

**Example:** One of the most noticeable proposals is the construction of a highway that will encircle the town center and result in the pedestrianization of the area.

## Test Practice

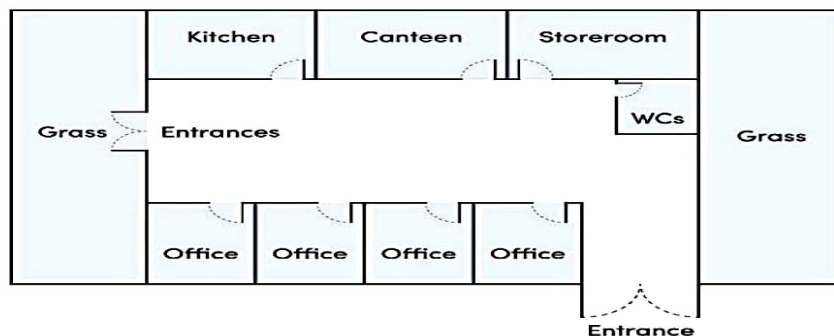
Time yourself when completing this task. When you have finished, compare your answer to the model. You should spend about 20 minutes on this task.

The diagram below shows the proposed changes to an office building.

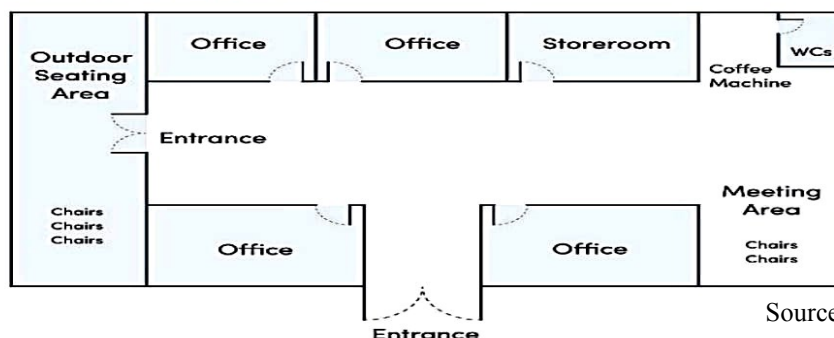
Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words

**Present Office Building**



**Future Office Building**



Source: IELTS past papers

## Model Answer B

**Task Focus**

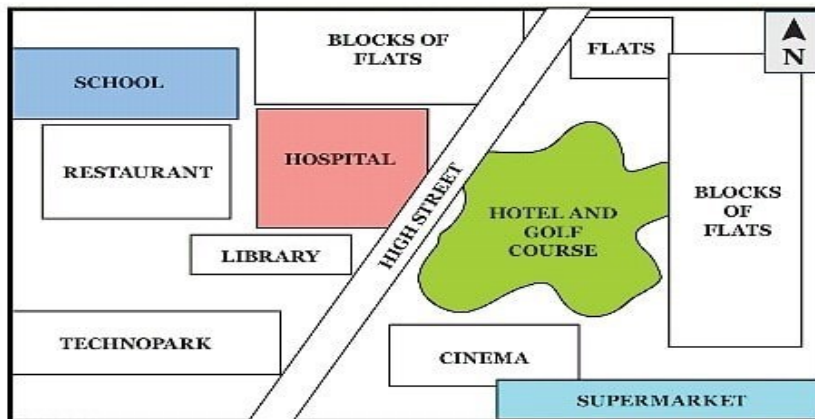
**Maps: In the Past**

The maps below show the changes that took place in the town of Frenton from 1990 to 2012.

Frenton 1990



Frenton 2012



**Grammar: Maps and Plans in the Past**

The main tenses used to describe maps and plans in the past are Past Simple (active and passive) and Past Perfect (active and passive).

**Introduction**

Begin by paraphrasing the diagram description.

**Basic:** *The maps show the changes that took place in the town of Frenton from 1990 to 2012.*

**Complex:** *Depicted in the maps is the reconstruction of Frenton over a period of 12 years.*

**Complex:** *The reconstruction of the town of Frenton, over a 12 year period, is illustrated in the maps.*

## Overview

For two maps or building plans showing changes in the past, you should make a general statement to describe the overall changes to the location along with the most noticeable or biggest change.

**Example:** Overall, the town of Frenton was extensively redeveloped, particularly the repurposing and construction of the residential facilities in the west and north.

## Main features & comparisons

The biggest or most noticeable changes should be described first, then the second greatest. You can also compare these to the existing features.

**Example:** To the west of High Street, the café and park was transformed into a hotel and golf course, while, to the east, the library was the only building that was not redeveloped.

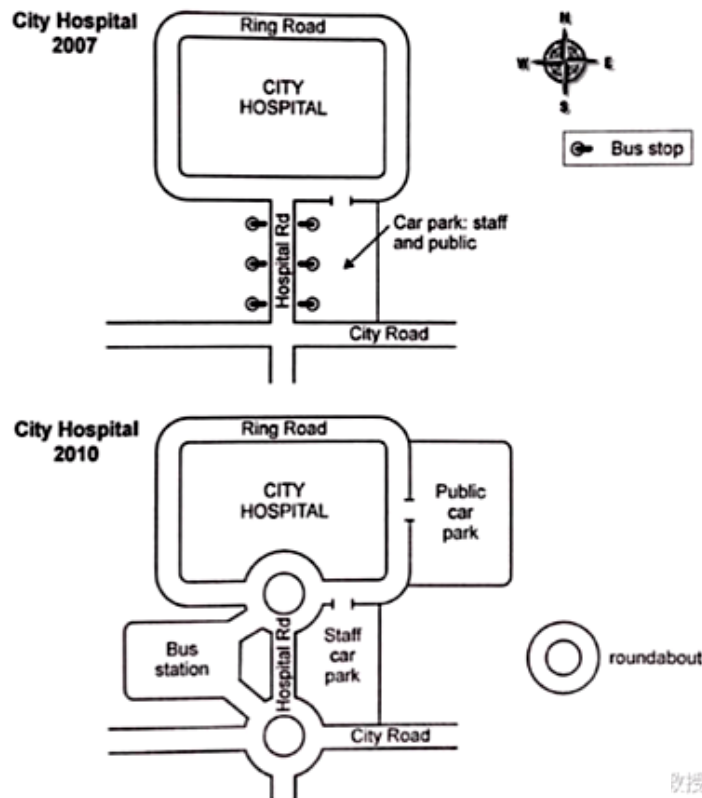
## Test Practice

Time yourself when completing this task. When you have finished, compare your answer to the model. You should spend about 20 minutes on this task.

The two maps below show road access to a city hospital in 2007 and in 2010.

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

Write at least 150 words



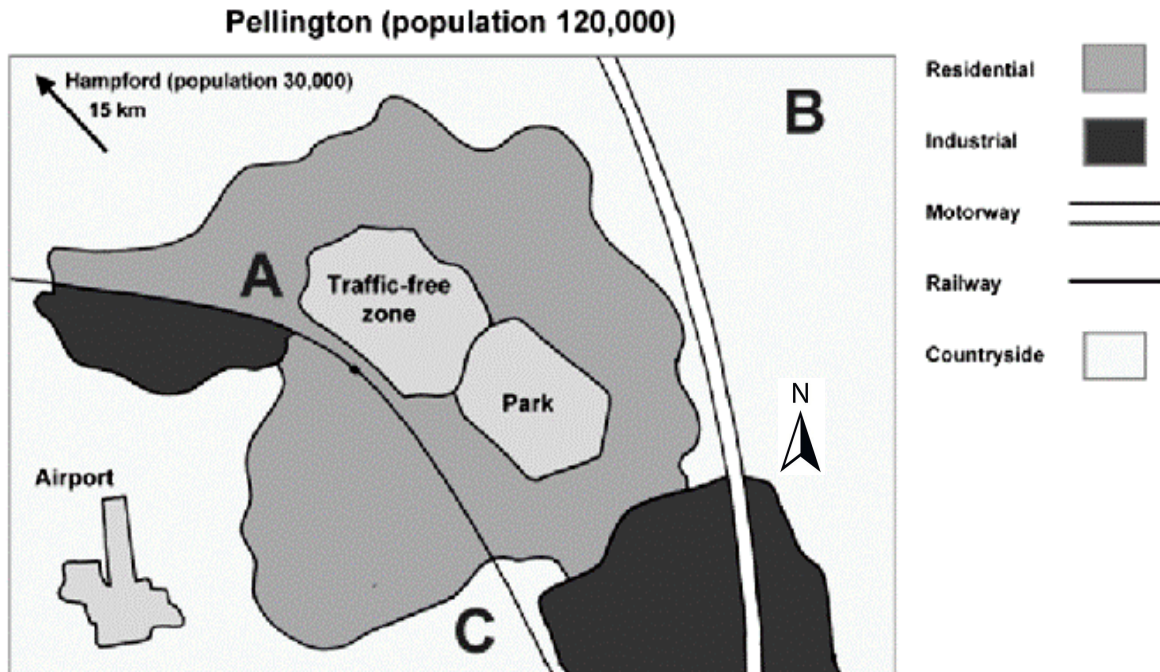
Source: IELTS past papers

## Model Answer C

**Task Focus**

**Single Map**

The map shows the town of Pellington with three proposed sites for a new shopping mall (A, B and C).



**Test Tips: Single Maps**

Single maps usually show plans to develop new facilities with a choice of locations. There is usually a choice of two, or more, proposed sites. The task requires you to report on the positives and negatives of each proposed site.

You are not required to recommend which one is more suitable and do not give your opinion about which site is the best.

**Introduction**

**For single maps, paraphrase the task description .**

**Basic:** *The map shows three possible places for a new shopping center in Pellington town, which has a population of 120,000.*

**Complex:** *Illustrated in the map are three alternative locations for the construction of a new shopping center in Pellington town, which has a population of 120,000.*

**Complex:** *Three alternative locations for the construction of a new shopping center in Pellington town, which has a population of 120,000, are depicted in the map.*

### Overview

For the overview for a single map, describe the locations of the proposed development.

**Example:** Overall, location A is proposed to be built in the northwest, while site B could be constructed in the northeast, and C is suggested for the south of Pellington.

### Main Features

For the main features of a single map, include the positives and negatives of each proposed site.

**Example:** Site A is proposed to be built in the residential area that will afford easy access for the residents. The location, however, is next to a large industrial area which could create issues with air pollution.

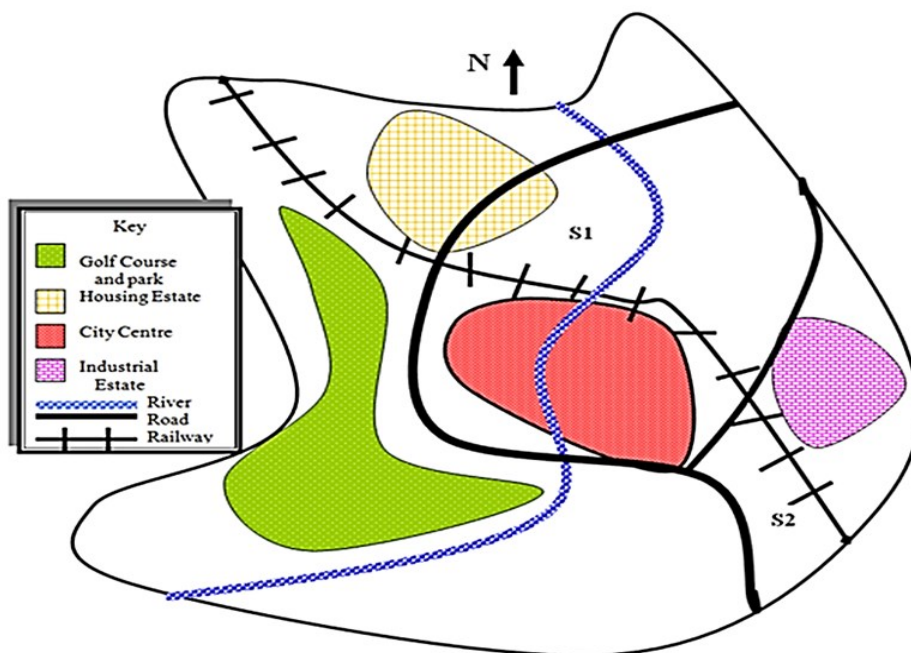
### Test Practice

Time yourself when completing this task. When you have finished, compare your answer to the model. You should spend about 20 minutes on this task.

**The local council of Foxfield town plan to build a new shopping mall and two possible sites, S1 and S2 are being considered.**

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

Write at least 150 words



### Model Answer D

## Unit 2: Dynamic Charts

**Test Tips: Dynamic Charts**

Dynamic charts show trends, in various categories over a period of time. The trends can be shown in **line graphs, bar charts, pie charts** or **tables**. The time periods will be in the diagram description, titles or labelled on the axis and can be...

- In the past.
- From past to present.
- Diagrams that include future predictions.

### Vocabulary: Verbs + Adverbs

**Exercise 1:** Put the **verbs** in the correct row.

increase	grow	decrease	soar	halve	surge	rise
decline	go up	dip	go down	plummet	incline	drop
rocket	climb	jump	fall	plunge	double	

Upward trend	increase
Large upward trend	
Downward trend	
Large downward trend	

**Test Tips: Describing Figures**

When writing or spelling numbers do not add “s”.

Write 3000 **NOT** 3000s                      Write three thousand **NOT** three thousands

**Exercise 2:** Which of the **adverbs** in the box below describe...

- |                      |                     |
|----------------------|---------------------|
| 1. A small change... | 3. A fast change... |
| 2. A big change...   | 4. A slow change... |

dramatically	rapidly	significantly	considerably	slightly
substantially	gradually	steadily	marginally	sharply



### Grammatical Range

To increase your band score in the **Grammatical Range and Accuracy** criterion, use a combination of verbs & adverbs and adjectives & nouns to describe trends.

### Vocabulary: Prepositions

Prepositions are widely used to describe trends and time periods.

Preposition	Use
<b>in</b>	Used with months and years: <i>The rates peaked in April at \$500.</i>
<b>during, over</b>	Covers a period of time: <i>Overall, the rate fluctuated slightly over the three year period.</i> <i>Overall, during the three year period, the rate fluctuated slightly.</i>
<b>from/to</b> <b>between/and</b>	Covers a period of time from start to finish. <i>From 2015 to 2016, the pass rate rose significantly by 25%.</i> <i>The pass rate rose significantly from 25% to 45% between 2015 and 2016.</i>
<b>by</b>	Describes how much something has changed. <i>The divorce rate dropped by 25%.</i>
<b>from/to</b>	Describes the data from start to finish. <i>The divorce rate rose from 20% to 25%.</i>

**Exercise 5:** Complete the sentences with the correct preposition.

- The number of students enrolling in the course rose significantly \_\_\_\_\_ 2020 \_\_\_\_\_ 2021.
- Overall, there was a slight increase in all the categories \_\_\_\_\_ the decade.
- The number of users increased \_\_\_\_\_ approximately 1000 from 2019 to 2020.
- The figures plateaued \_\_\_\_\_ 2018 at 10,000.
- The numbers varied considerably \_\_\_\_\_ the 5 years.
- \_\_\_\_\_ 2010 \_\_\_\_\_ 2015, the enrolment rate rose gradually.

### Grammar: Active Vs Passive

The active voice is mostly used to describe trends. So, avoid using it for this task type.

**Example:** *The accident rate rose significantly over the years.*

**NOT:** *The accident rate was risen significantly over the years.*



### Vocabulary: No Trend

No trend is when there is no upward or downward change in the data between consecutive time periods.



Phrase	Example
<b>Remain stable/unchanged/steady</b>	From about 1995 to 2002, the figures for goods transported by pipeline <b>remained stable/unchanged/steady</b> at approximately 22 million tonnes.
<b>Stay constant</b>	From about 1995 to 2002, the figures for goods transported by pipeline <b>stayed constant</b> at approximately 22 million tonnes.
<b>No change</b>	There was <b>no change</b> in the figures for goods transported by pipeline between 1995 and 2002, at roughly 22 million tonnes.

#### Test Tips: Approximate Figures

When the exact figures are not clear in the diagram, you can use phrases to express approximations.

- |               |                |        |                    |                    |            |
|---------------|----------------|--------|--------------------|--------------------|------------|
| approximately | roughly        | almost | nearly             | just over          | just under |
| a little over | a little under | about  | a little less than | a little more than |            |

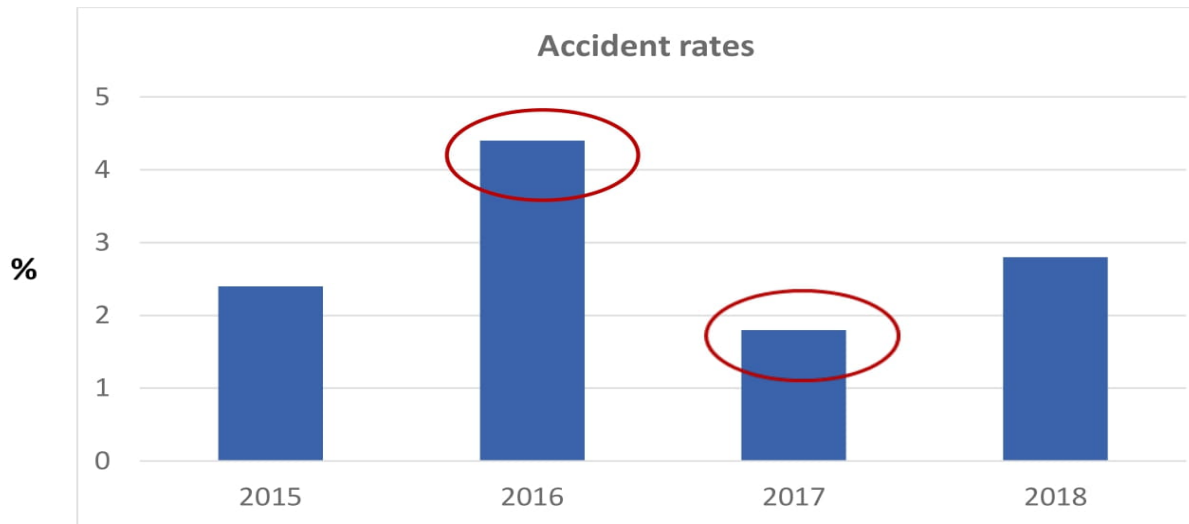
**Test Tips**

Always include data (figures) to support your description of trends.

**Example:** The student numbers rose considerably from 10% to 17% from 2020 to 2022.

**Vocabulary: Highs & Lows**

The highs and lows are main features and should be included in your report.



**Exercise 6:** Choose the correct answer A or B based on the information in the bar chart above.

- The accident rates reached \_\_\_\_\_ of roughly 4.4% in 2016.  
 A. a low point                      B. a high point                      C. highest point
- Approximately 1.8% was \_\_\_\_\_ accident rate in 2017.  
 A. the lowest                      B. the highest                      C. lowest
- The accident rate reached \_\_\_\_\_ at roughly 4.4% in 2016.  
 A. a trough                      B. the lowest                      C. a peak
- In 2017, the accident rate decreased to \_\_\_\_\_ of about 1.8%  
 A. a trough                      B. a peak                      C. a bottom
- The accident rate \_\_\_\_\_ at approximately 4.4% in 2016.  
 A. gained                      B. peaked                      C. higher

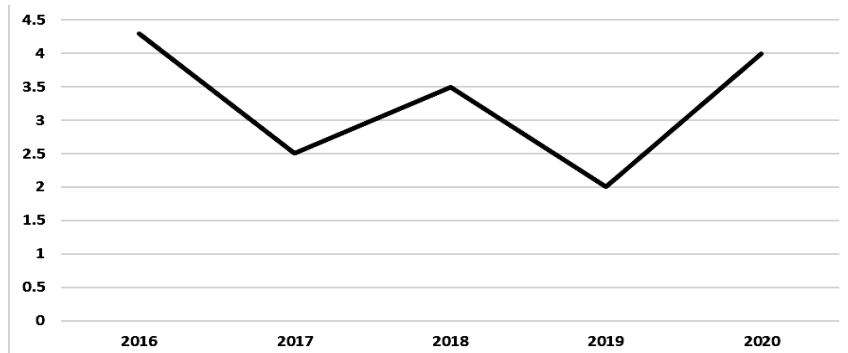
**Test Tips**

Never give opinions or reasons when describing trends.

**Example:** The sales figures rose considerably from 10% to 17% from 2020 to 2022.

**NOT:** The sales figures rose considerably from 10% to 17% from 2020 to 2022 because of the healthy economy.

### Vocabulary: Fluctuating Trends



**Example:** From 2015 to 2018, the accident rate *fluctuated/varied/vacillated considerably*.

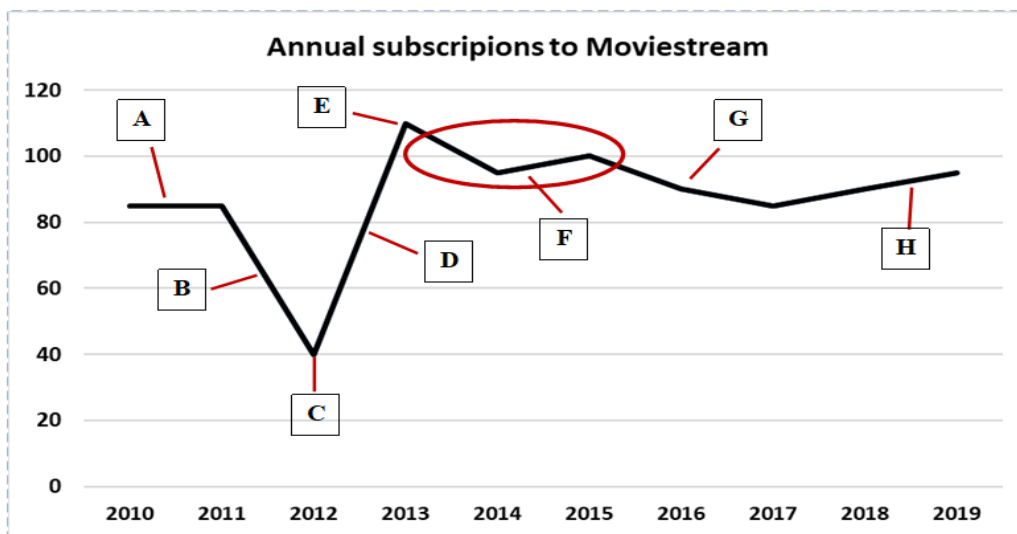
*A significant fluctuation/variation/vacillation in the accident rate was witnessed from 2016 to 2018.*

### Describing Trends

#### Exercise 7:

Read the line graph below and match the descriptions 1 to 8 to the boxes A to H.

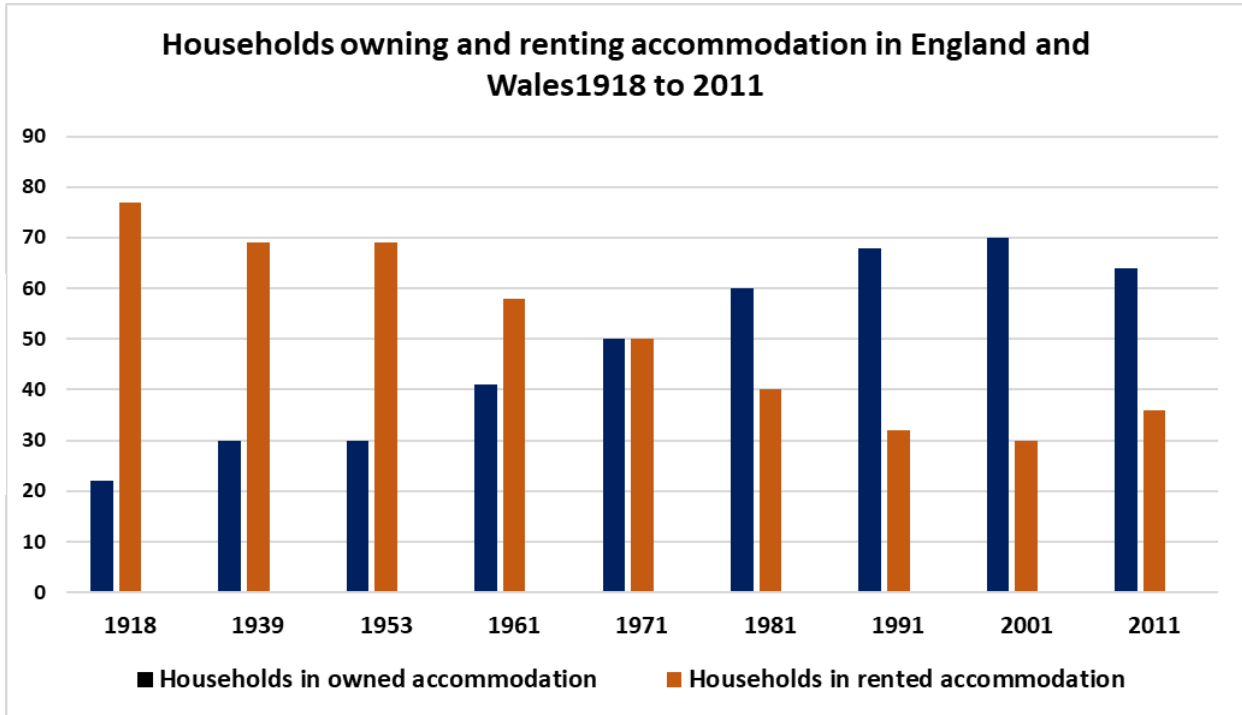
1. rose dramatically/substantial increase
2. fell sharply/rapid decrease
3. grew gradually/steady climb
4. dropped slightly/slight drop
5. reach a high of/peaked at
6. hit a low of/reached a trough/was the lowest
7. fluctuated/varied/vacillated
8. remained constant, unchanged, stable, steady... there was no change



Task Focus

Dynamic Charts: Past

The chart below shows the percentage of households in owned and rented accommodation in England and Wales between 1918 and 2011.



Source: IELTS past papers

Introduction

**Basic:** The bar chart shows the percentage of households that owned and rented a place to live in England and Wales over 93 years.

**Complex:** Depicted in the diagram is the percentage of households that owned and rented a place to live in England and Wales over 93 years.

**Complex:** The percentage of households that owned and rented a place to live in England and Wales over 93 years is illustrated in the bar chart.

Overview

For dynamic charts in the past, describe the general trend in the categories from start to finish. Do not include the data (figures). These will be included in the main body paragraphs.

**Example:** Overall, the rate of rented accommodation decreased gradually but rose slightly in the final recorded year, while the percentage of places that were owned increased steadily with a slight drop in 2011.

## Main Features & Comparisons

When describing trends, the main features are the greatest increases and decreases followed by the second greatest ones, the high and low points and the trends that remained constant.

**Example:** *In 1918, the percentage of rented accommodation was almost four times that of owned places at just under 80%, whereas in 1971 the percentage of both types of accommodation was identical at 50% each.*

### Grammar: Trends in the Past

The main tenses for dynamic charts (past) are Past Simple active and Past Perfect active.

### Test Practice

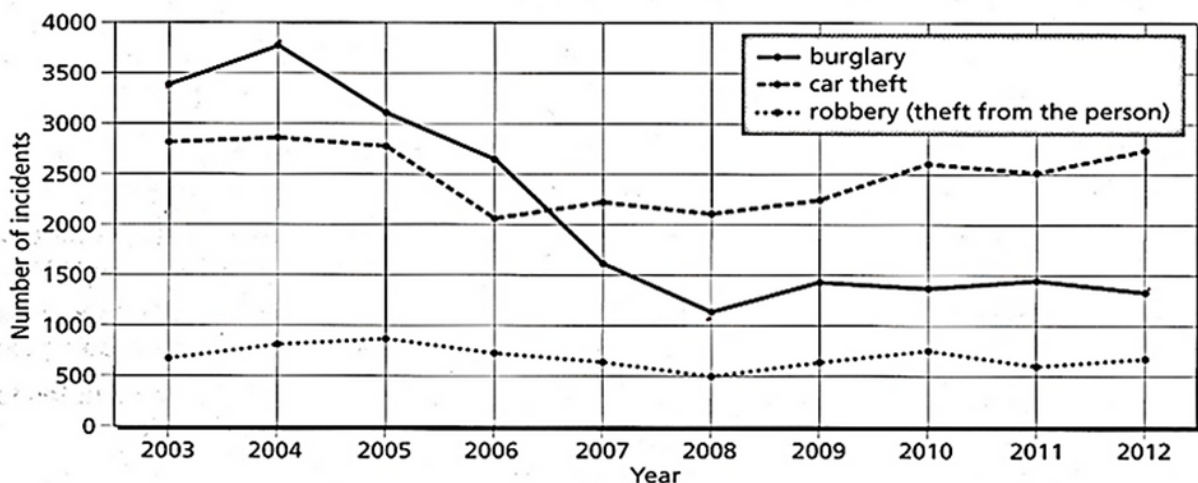
Time yourself when completing this task. When you have finished, compare your answer to the model. You should spend about 20 minutes on this task.

**The chart below shows the changes that took place in three different areas of crime in Newport city centre from 2003–2012.**

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

Write at least 150 words.

### The changing rates of crime in the inner city from 2003–2012



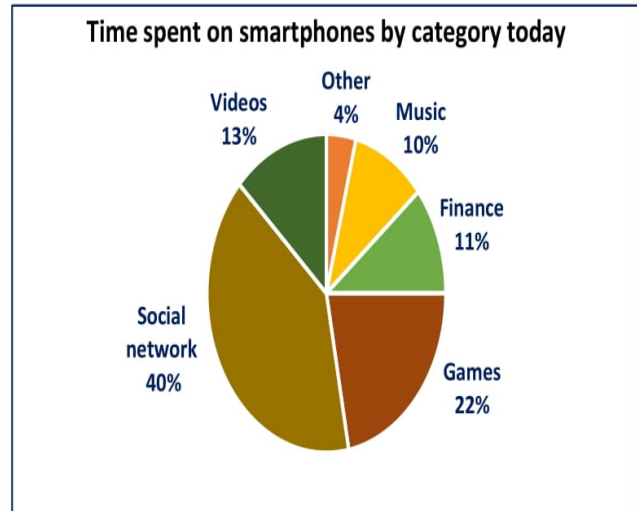
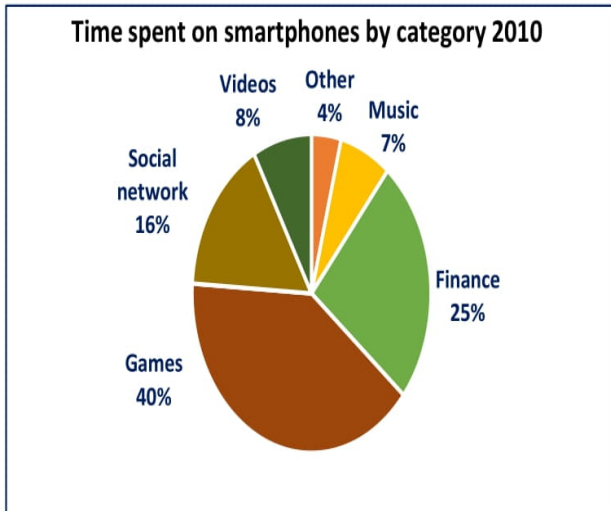
Source: IELTS past paper

### Model Answer E

**Task Focus**

**Dynamic Charts: Past to Present**

The diagrams below show the amount of time spent on smartphones, by category, in 2010 and today.



**Introduction**

**Basic:** The diagrams show how people have spent their time on their mobile devices in 2010 and today.

**Complex:** Illustrated in the pie charts are the categories in which smartphone users have spent time on in 2010 and today.

**Complex:** The categories in which smartphone users have spent time on in 2010 and today are depicted in the pie charts.

**Overview**

For dynamic from past to present, describe the general trend in the categories from start to finish. Do not include the data (figures). These will be included in the main body paragraphs.

**Example:** Overall, only one of the six categories, other, has remained unchanged, while there has been a decline in two of them and an increase in the remaining three.

**Test Tips – Percentages and Fractions**

The data in pie charts is usually expressed in percentages that add up to 100. To show a range of language, you can describe the percentages as fractions using modifiers, such as almost, approximately, just under, just over.

**Example:** In 2010, finance accounted for **a quarter** of all smartphone use, while today it accounts for **just over one tenth**.

### Main Features & Comparisons

When describing trends, the main features are the greatest increases and decreases followed by the second greatest ones. Another main feature is when the trend remained constant.

**Example:** *The most noticeable trend is the considerable increase in the use of social media over the time period which has more than doubled from 16% in 2010 to 40% today.*

#### Grammar: Trends from Past to Present.

When describing trends from past to present, the main tense is Present Perfect active. When you describe trends or figures solely in the past in the same diagram, Past Simple active and Past Perfect active are used. When describing data in the present, use Present Simple active.

#### Test Practice

Time yourself when completing this task. When you have finished, compare your answer to the model. You should spend about 20 minutes on this task.

**The diagram below shows the percentage of children with different educational problems in two primary schools.**

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

Write at least 150 words.

#### Percentage of children with different educational problems

	2012	2012	Today	Today
Problem area	School A	School B	School A	School B
Spelling	22	8	24	10
Handwriting	29	9	29	9
Reading ability	30	5	15	10
Listening skills	35	11	20	12
Concentration level	40	15	20	15
Following instructions	42	6	21	12

#### Model Answer F

**Task Focus**

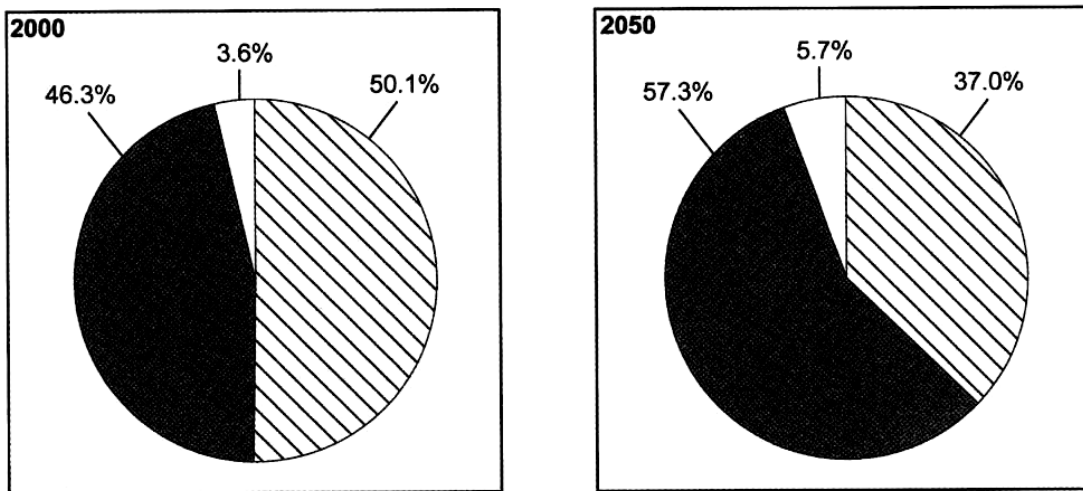
**Dynamic Charts with Future Predictions**

The charts below give information about the ages of the population of Yemen and Italy in 2000 and projections for 2050.

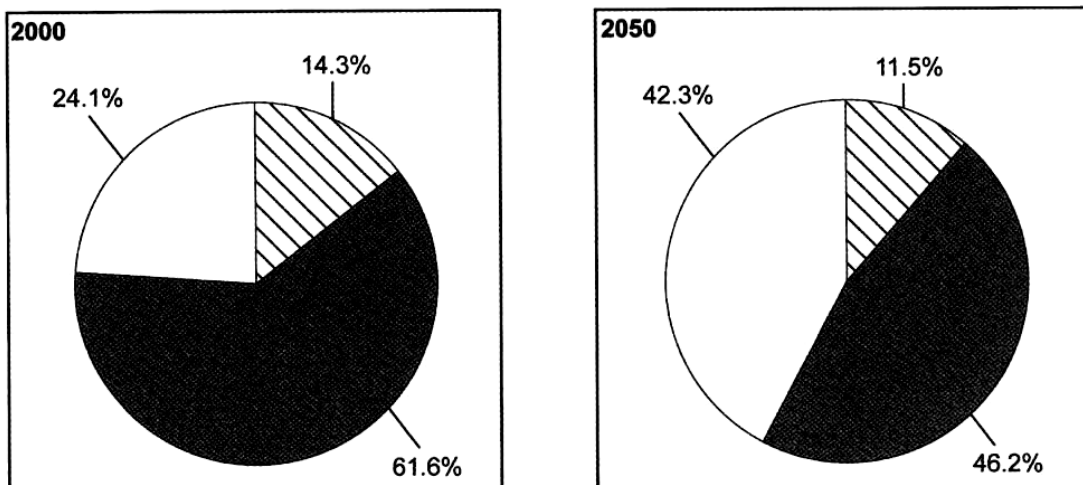
Summarize the information by selecting and reporting the main features and make comparisons where necessary.




Write at least 150 words.

**YEMEN**



**ITALY**



 **0-14 years**    
  **15-59 years**    
  **60+ years**

Source: IELTS past paper



### Grammar: Dynamic Charts with Future Predictions

For future prediction of trends, **will** and **going to** are not appropriate to use because they describe future certainty and future plans. If you use **will**, then use modifiers such as **will possibly, probably or likely**.

The instruction clearly states **projections for 2050** which may or may not happen. Expressions, in the passive, such as *is anticipated*, *is forecast*, *is predicted*, *is expected* and *is projected* should be used. If you use the active voice, add a subject.

**Example:** *The diagram predicts/forecasts the level will rise.*

### Introduction

**Basic:** *The pie charts show different age groups in Italy and Yemen in 2000, along with predictions for 2050.*

**Complex:** *Depicted in the pie charts are the percentages of three age groups in Yemen and Italy in 2000 and how they are expected to change by 2050.*

**Complex:** *The percentages of three age groups in Yemen and Italy in 2000 and how they are expected to change by 2050 are depicted in the pie charts,*

### Overview

For dynamic charts showing trends from past to future, describe the predictions in the different categories.

**Example:** *Overall, an increase in two of the three categories in Yemen is forecast, while a significant rise in only one age group is expected in Italy.*

### Main Features & Comparisons

When describing trends in charts with future predictions, the main features are the greatest predicted increases and decreases followed by the second greatest ones. Another main feature is when the trend is forecast to remain unchanged.

**Example:** *A considerable increase in the 60+ age group, from 24.1% to 42.3%, is forecast for Italy, whereas in Yemen, this category is only expected to rise slightly from 3.6% to 5.7%.*

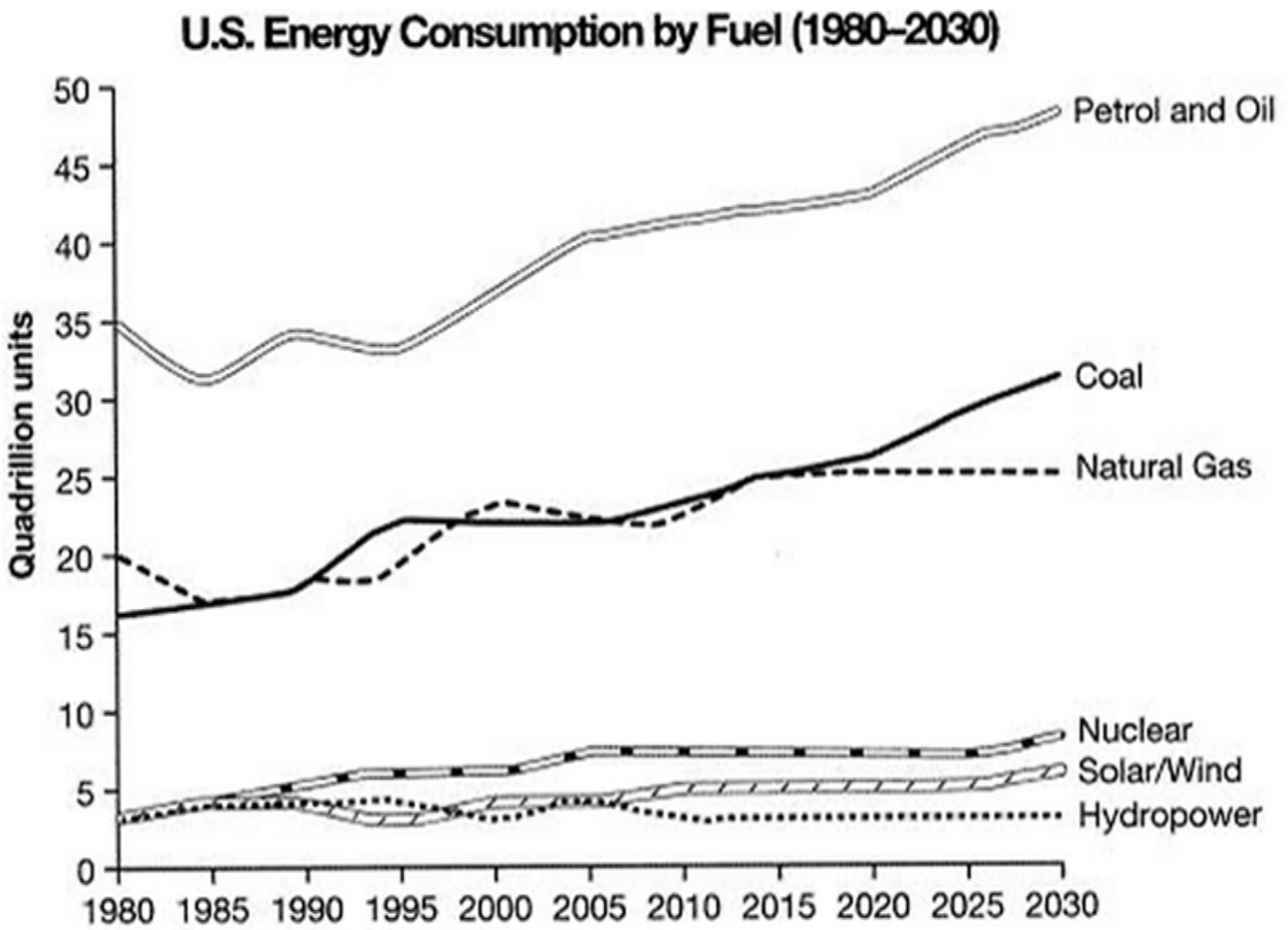
**Test Practice**

Time yourself when completing this task. When you have finished, compare your answer to the model.

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

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

Write at least 150 words.



Source: IELTS past paper

**Model Answer G**

## Unit 3: Static Charts

### Test Tips

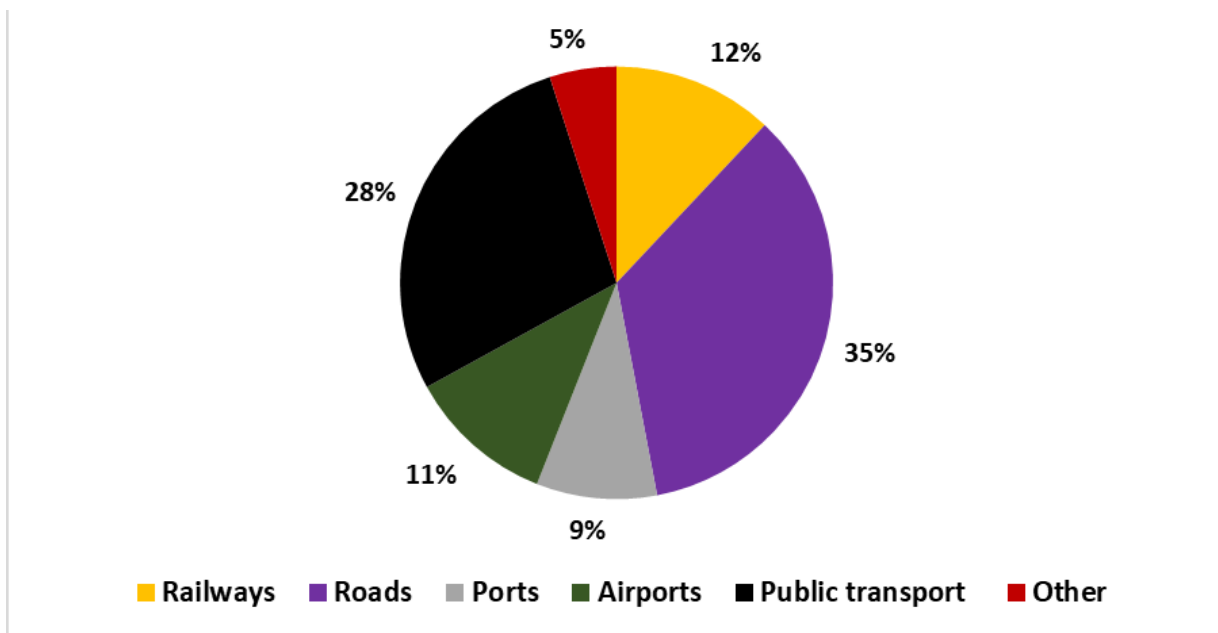
Static charts show data in several categories from a **fixed point in time**. Unlike dynamic charts, there are no trends in these types of diagrams. The information can be shown in **bar charts**, **tables** or **pie charts**. The time can be...

- In the past.
- In the present.
- Have no timeframe - when no timeframe is given, the information is in the present.

Analyze the chart carefully to determine the timeframe (past or present).

### Task Focus

**Sources of CO2 emissions in Asia**



You should spend about 20 minutes on this task.

**The diagram shows carbon dioxide (CO2) emissions for different types of transport in Asia.**

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

Write at least 150 words.

## Introduction

**Basic:** *The diagram shows the percentage of CO<sub>2</sub> emissions for various transportation types in Asia.*

**Complex:** *Depicted in the diagram are the percentage figures of CO<sub>2</sub> emissions for various transportation types in Asia.*

**Complex:** *The percentage figures of CO<sub>2</sub> emissions for various transportation types in Asia are illustrated in the diagram.*

## Overview

For static charts, include the highest and lowest categories. Don't include any data (numbers) because you will do this when describing the main features.

**Example:** *Overall, the greatest source of CO<sub>2</sub> emissions in Asia is road traffic, while the category of other accounts for the lowest percentage.*

## Main Features & Comparisons

For static charts, the main features are the highest and the lowest data, and data that is equal. After you have described these, you should describe the second highest and lowest.

You should compare and contrast the information using comparatives and superlatives, cohesive devices (linking words) and expressions to make comparisons.

**Example:** *Ports are the second lowest source of CO<sub>2</sub> emissions at 9%, while, in contrast, public transport is over three times higher than ports, with a percentage of 28.*

**Grammar: Static Charts**

The table below is dated 2012, so the main tense is Past Simple active and passive.

**Active:** *Food, drinks and tobacco **represented** the highest spending in Ireland at 28.91%, while it **constituted** almost half that amount in Sweden at 15.77%.*

**Passive:** *28.91% **was spent** by the Irish on food, drink and tobacco in 2012.*

The table below gives information on consumer spending on different items in 5 different countries in 2012.

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

Source: IELTS past paper

**Grammar: Static Charts**

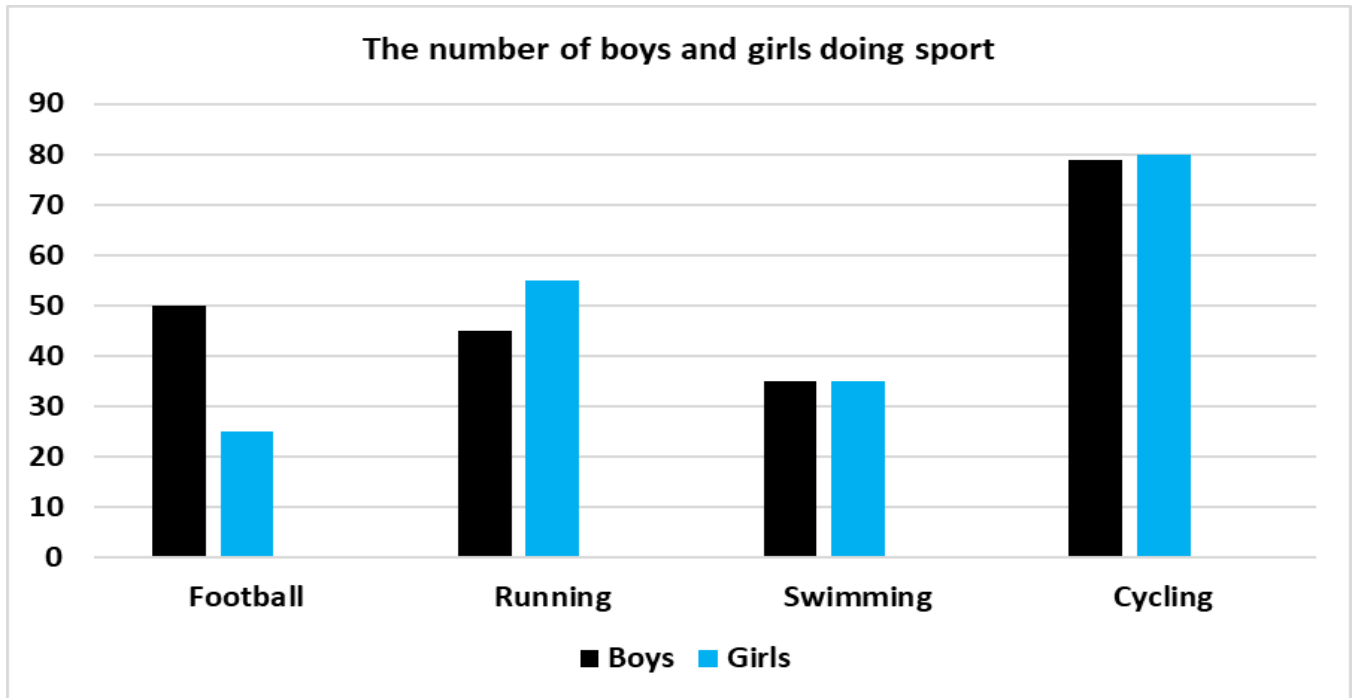
The bar chart on the next page has no date, so the main tense is Present Simple active.

**Example:** An equal number of boys and girls, 35 each, **go** cycling.

**Note:** When the chart has no date, either use Present Simple or Past Simple - **NOT** of mixture of both.

**Example:** Cycling **accounts/accounted** for the most popular sport with 80 girls and boys at approximately 79.

The bar chart shows the number of boys and girls playing sport in an Irish city.



**Exercise 1:** Look at the bar chart above and the table on the previous page and complete the sentences with the verb (in brackets) in the correct tense.

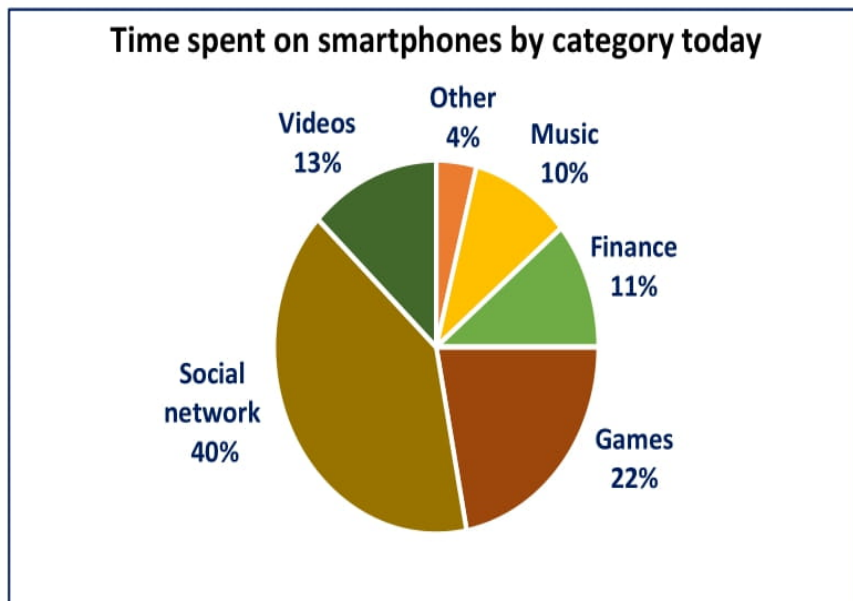
1. Almost 25 girls \_\_\_\_\_ football, whereas the number for boys is double that, at 50. (play)
2. The Spanish \_\_\_\_\_ the least amount of all the countries on leisure and education at just 1.98%, whereas Turkey was the biggest spender in this category at 4.35%. (spend)
3. Food, drinks and tobacco \_\_\_\_\_ the greatest percentage of consumer spending in all 5 countries. (account for)
4. An equal number of boys and girls, approximately 35 each, \_\_\_\_\_ swimming. (go)
5. About 10 more girls \_\_\_\_\_ running than boys. (prefer) The number of girls \_\_\_\_\_ of about 55, whereas boys totaled roughly 45. (consist)
6. Spending on leisure/education \_\_\_\_\_ the least amount of consumer spending for all 5 countries in 2012. (represent)
7. The least favorite sport, with a total of 25, that girls \_\_\_\_\_ in is football at about 25. (take part)

### Vocabulary: Proportions

When reporting on static charts, use verbs to describe proportions...

account for	consist of	comprise	make up	proportion
constitute	represent	take up	include	number of

The diagram below shows the amount of time spent on smartphones today, by category.



#### Exercise 2

Match 1 - 7 to A - F to make sentences describing the information in the pie chart above.

1. Watching videos **represents**...
2. The **proportion** of smartphone users...
3. Playing games on smartphones today **comprises**...
4. Other use of smartphones **constitutes**...
5. Music **accounts for**...
6. Accessing the social network **makes up**...

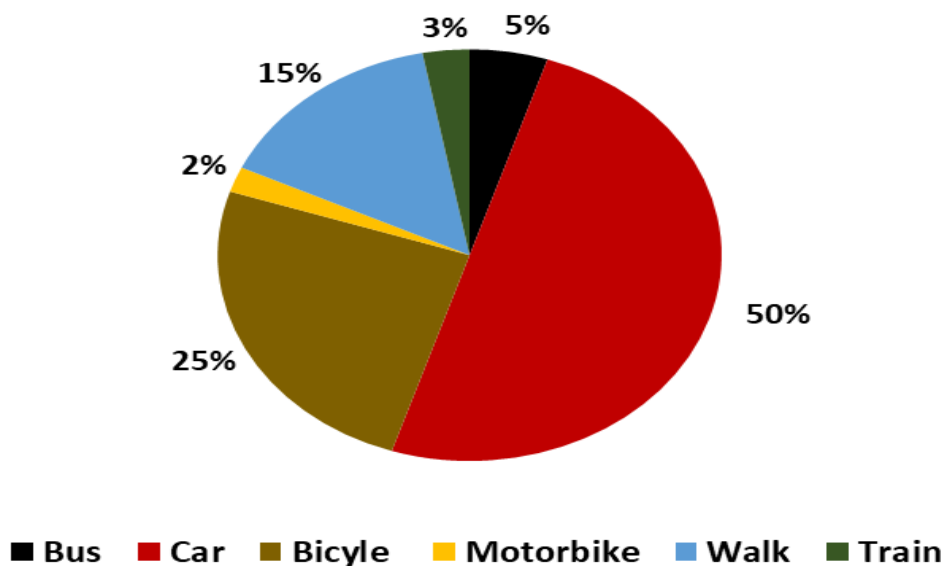
- A. 22% of the total.
- B. spending their time on finance is 11%
- C. the smallest percentage, at 4%.
- D. the second least popular use of smartphones, at 10% of users.
- E. 13% of the time people spend on their smartphones today.
- F. the highest percentage of smartphone use, with 40%.

## Making Comparisons

Expressions to make comparisons...

same as...as	almost/nearly as... as	not as... as	more/less... than	as... as
the second/third most	almost/nearly as	twice/three times as....	the second/third least	similar to

### How workers travel to and from work



**Exercise 3:** Look at the pie chart above and choose the correct answer A, B or C.

- Overall, the \_\_\_\_\_ method of commuting is using a car.  
 A. more popular                                      B. most popular                                      C. popular
- The least popular form of transport is riding a motorbike, with only 2% of commuters using it. Taking the train is \_\_\_\_\_ the motorbike, at 3%.  
 A. as unpopular as                                      B. the same percentage as                                      C. almost as unpopular as
- \_\_\_\_\_ workers use a car to commute to work as those who go by bicycle.  
 A. Half as many                                      B. Twice as many                                      C. Twice as much
- 15% of employees prefer to walk to work, which is \_\_\_\_\_ the combined total of 10% for train, bus and motorbike.  
 A. more than                                      B. lower than                                      C. equal
- Riding a bicycle accounts for \_\_\_\_\_ popular mode of transportation.  
 A. the third most                                      B. the least                                      C. the second most





**Test Practice**

Time yourself when completing this task. When you have finished, compare your answer to the model.

You should spend about 20 minutes on this task.

**The diagram below shows the final medal table from the London Olympic Games in 2012.**

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

Write at least 150 words

**2012 Olympics medal table**

Rank	Nation	Gold	Silver	Bronze	Total
1	United States (USA)	46	29	29	104
2	China (CHN)	38	27	23	88
3	Great Britain (GBR)	29	17	19	65
4	Russia (RUS)	24	26	32	82
5	South Korea (KOR)	13	8	7	28
6	Germany (GER)	11	19	14	44
7	France (FRA)	11	11	12	34
8	Italy (ITA)	8	9	11	28
9	Hungary (HUN)	8	4	5	17
10	Australia (AUS)	7	16	12	35

**Model Answer H**

## Unit 4: Processes & Procedures

### Test Tips

Diagrams showing a step-by-step process or procedure can come in many forms. The various stages are usually labelled on the diagram with arrows showing the direction of the process or procedure. The diagrams can include...

**A: Manufacturing Process:** Diagrams depicting how something is produced.

**B: Cycles:** Recycling diagrams show the step-by-step procedure of how products are reused, and natural cycles show a process from the world of nature.

**C: Flow Charts:** Show a step-by-step procedure on how to do something.

**D: Machines & Devices:** Diagrams that show how machines and devices work and the procedure for operating them.

### Vocabulary: Cohesive Devices

All process and procedure diagrams depict a series of stages or steps and you should use a range of cohesive devices (linking words) appropriately to describe sequence.

**Exercise 1:** Put the following linking words and phrases in the column below according to the meaning.

first of all	culminating in	to start with	thirdly
to begin with	concluding with	secondly	after that/this
firstly	second	the next step/stage is	following this/that
the following step is	initially	after which	subsequently
finally	at the beginning	at the end	lastly

The first stage/step	Next	The last stage/step
first of all		

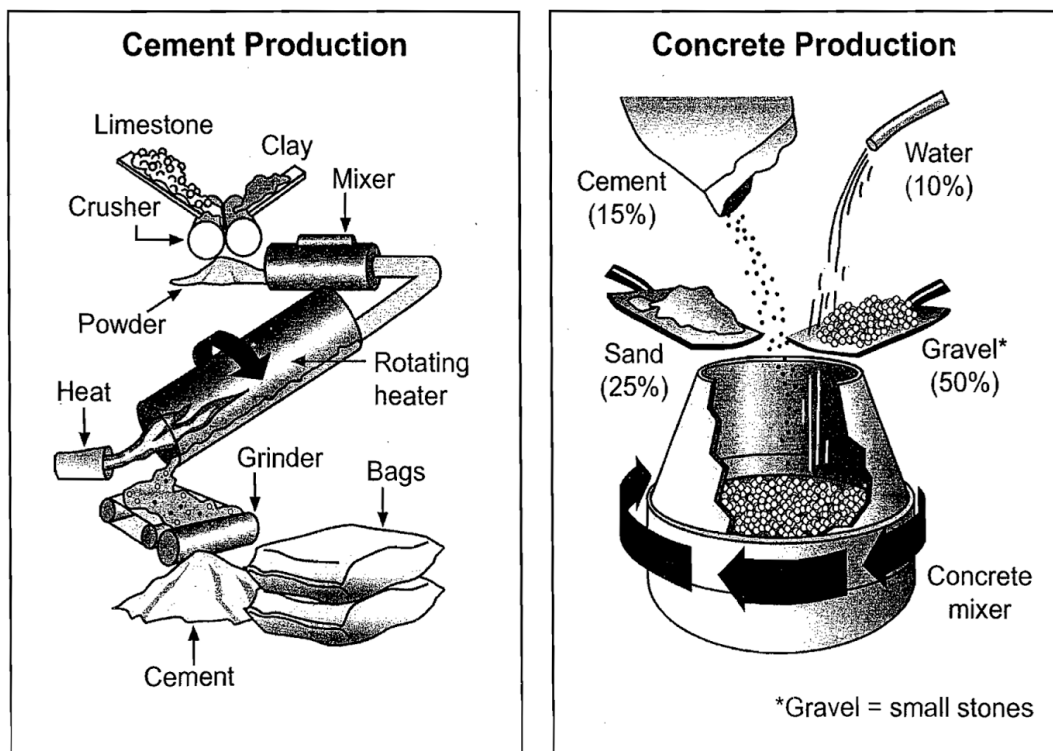
### Test Tips - Describing Stages

When describing processes and procedures, every stage is a main feature and should be included in your report.

### Grammar: Active & Passive

When describing the steps/stages, the main tenses we use are Present Simple passive.

**Example:** *After raw materials **are turned** into powder, it **is fed** into a mixer.*



### Exercise 2:

Source: IELTS past paper

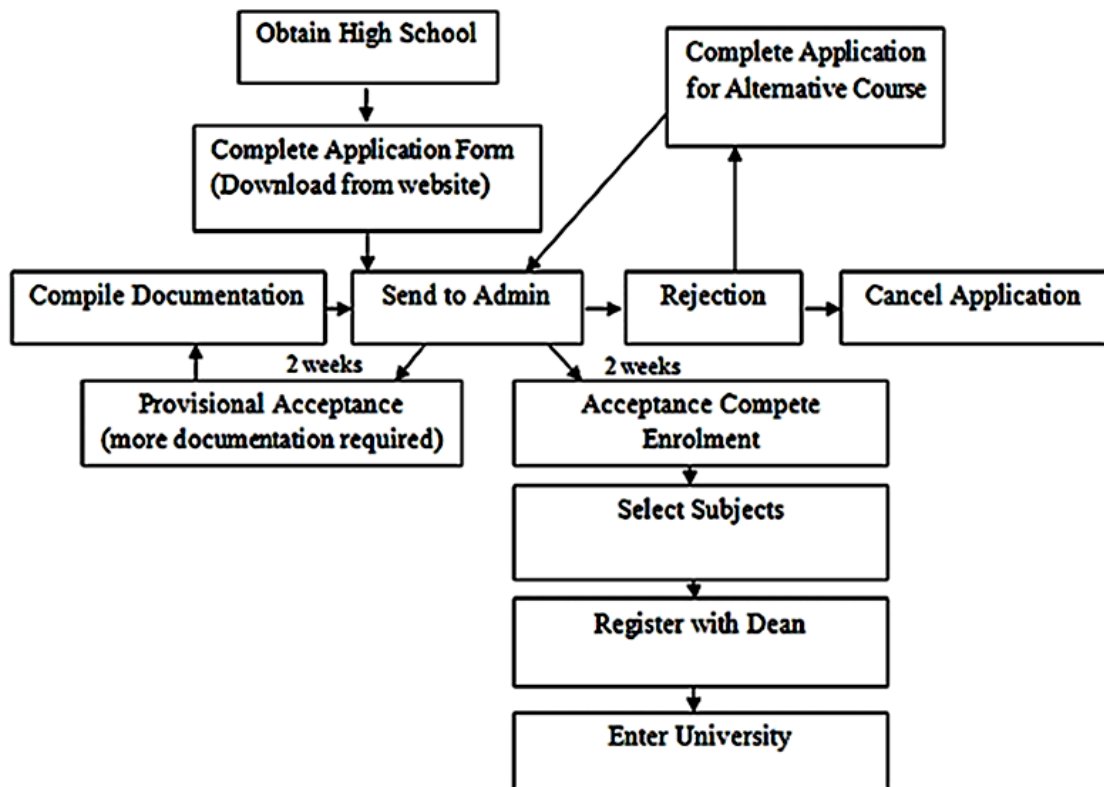
Change the following sentences from active to passive.

1. In the first stage, workers feed limestone and clay into a crusher.
2. After mixing the powder, they put it into a heater.
3. After that, the grinder crushes the powder into cement.
4. As soon as the cement is in powder form, they put it in separate sacks.
5. Workers then add the cement, along with gravel, water and sand into a concrete mixer.
6. The mixer rotates the four components until it produces concrete.

## Grouping Stages

Process and procedure diagrams often have a lot of stages, especially flow charts. When this happens, group the stages together when describing the main features.

**Example:** The diagram shows the procedure for university entry for high school graduates.



Source: IELTS past paper

You can combine the first 4 stages. **Note:** stage 2 has 2 steps.

**Example Basic Description:** First of all, students graduate from high school. Then, they download the college application form. Next, they fill out this form and after that, they submit it to the college admin department.

Each stage is described in order in three sentences using the Present Simple active. It uses a range of linking words to describe sequence.

**Example Complex Description:** Once the university application form has been downloaded and completed by high school graduates, it is forwarded to the university admin department where there are 3 possible outcomes.

The 4 stages have been combined in 1 sentence using more complex grammatical structures - Present

### Grammar: Conjunctions

Use conjunctions to describe sequence for more complex sentences.

**Exercise 3:** Complete the sentences about the cement and concrete making process with the correct conjunction from the box below.

as soon as/ when/once + Present Perfect	after + ing	after + Present Perfect
before + ing	where	

- \_\_\_\_\_ emerging from the mixer, the powder is placed in a rotating heater.
- The powder is placed in a rotating heater \_\_\_\_\_ it has emerged from the mixer.
- \_\_\_\_\_ the clay and limestone have passed through a crushing device, it is loaded into a mixer.
- After it is heated, the cement is fed into a grinder, \_\_\_\_\_ it is crushed into a fine powder.
- \_\_\_\_\_ being packed into bags, the cement is run through a grinder.

### Paraphrasing Diagram Labels

The various stages in process and procedure diagrams are usually labeled. You should use synonyms and paraphrase, where possible, when describing these in your answer.

**Exercise 4:** Replace the words and phrases **in bold** with synonyms and paraphrase from the box.

gather documents	choose courses	forwarded to the administration department
join the college	fill out a form for a different subject	

- After all the requirements have been met, the applicant can finally **enter university**.
- Once high school graduates have enrolled at the college, they can **select subjects** they want to study.
- The completed application form is **sent to admin**.
- Students need to **complete an application for an alternative course** if their initial application is rejected.
- If the application is provisionally accepted, the student must **compile documentation**.

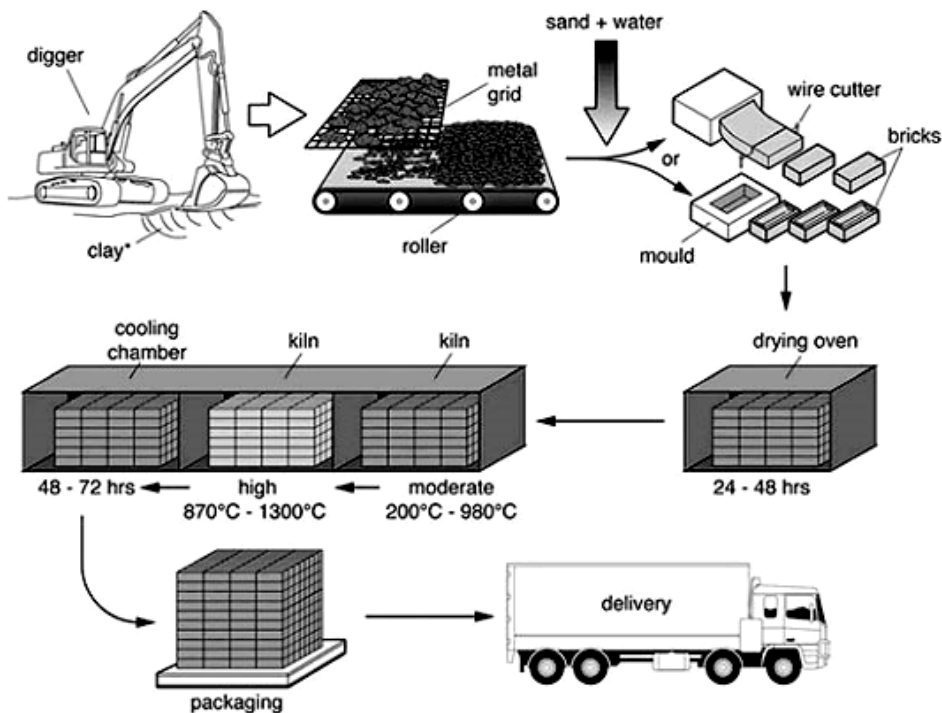
**Task Focus**

**Manufacturing Process**

The diagram illustrates the process that is used to manufacture bricks for the building industry.

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

Write at least 150 words.



Source: IELTS past paper

**Introduction**

**Basic:** The diagram shows how bricks are made for the construction sector.

**Complex:** Depicted in the diagram is the manufacturing process for bricks which are used in the construction sector.

**Complex:** The manufacturing process for bricks that are used in the construction sector is depicted in the diagram.

**Overview**

For manufacturing processes, include the number of steps and where it starts and finishes.

**Example:** Overall, there are several stages involved in the process, which commences with a vehicle extracting the clay and culminates with the finished bricks being delivered to customers by lorry.

## Main Features

For manufacturing processes, every step or stage is a main feature and you need to include all of them in your description. Paraphrase the labelled steps in the diagram and it is usually not relevant to include comparisons.

**Example:** *After the bricks have been dried in an oven for one to two days, they are placed in kilns where they are heated at temperatures ranging from 200 to 1300 degrees.*

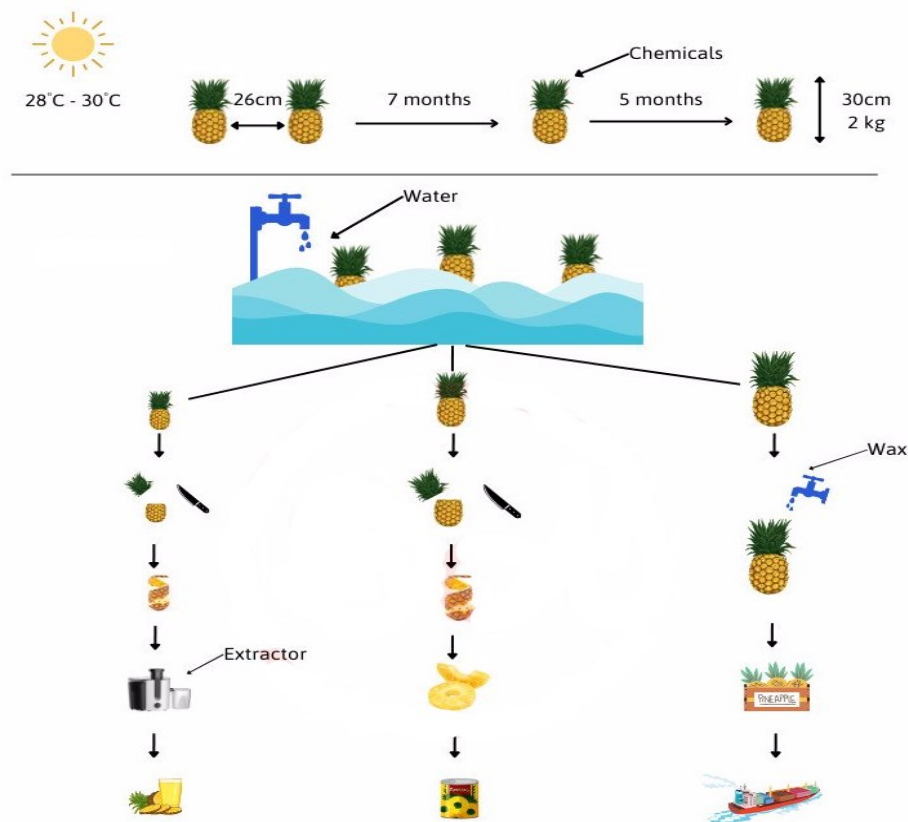
### Test Practice

Time yourself when completing this task. When you have finished, compare your answer to the model. You should spend about 20 minutes on this task.

The diagram below shows the process of growing and preparing pineapples and pineapple products

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

Write at least 150 words



Source: IELTS past paper

### Model Answer I



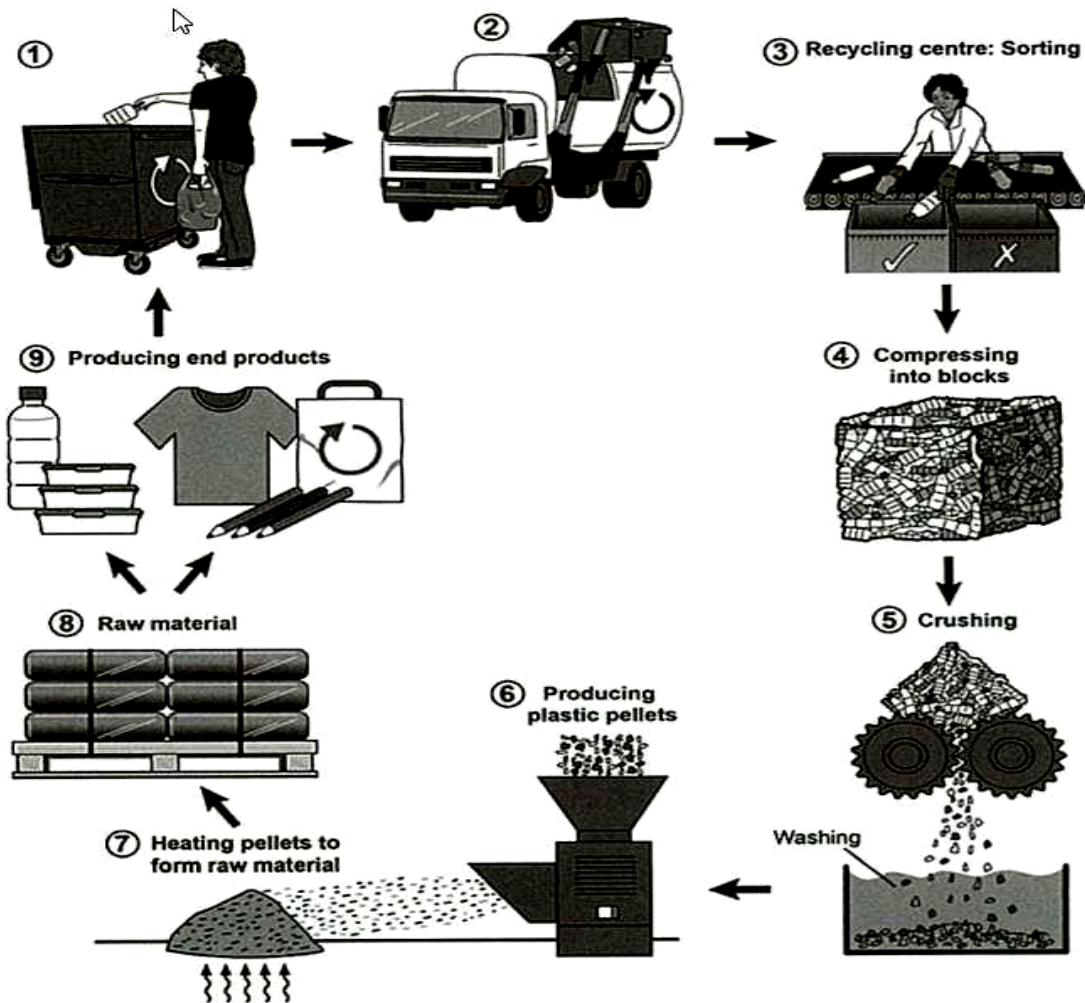
**Task Focus**

**Cycles**

The diagram illustrates the process for recycling plastic bottles.

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

Write at least 150 words.



Source: IELTS past paper

**Introduction**

**Basic:** The diagram shows how bottles made of plastic are recycled.

**Complex:** Depicted in the diagram is the procedure for recycling bottles made of plastic.

**Complex:** The procedure for recycling bottles made of plastic is depicted in the diagram.

## Overview

For cycles, include the number of stages along with where it starts and finishes in the overview. Additionally, because they are cycles that constantly repeat, include a phrase to describe this.

**Example:** ... *it is a continuous/ongoing process.*

**Example:** *Overall, the procedure consists of nine steps, which begin with empty bottles being left at a collection point and finishing with various products that are made of the recycled plastic, and it is an ongoing process.*

## Main Features and Comparisons

For cycles, every step or stage is a main feature and you need to include all of them in your description. Paraphrase the labelled steps in the diagram and it is usually not relevant to include comparisons.

**Example:** *The empty plastic bottles are transported to a recycling center by lorry where they are sorted into ones that can be recycled and those that cannot be used.*

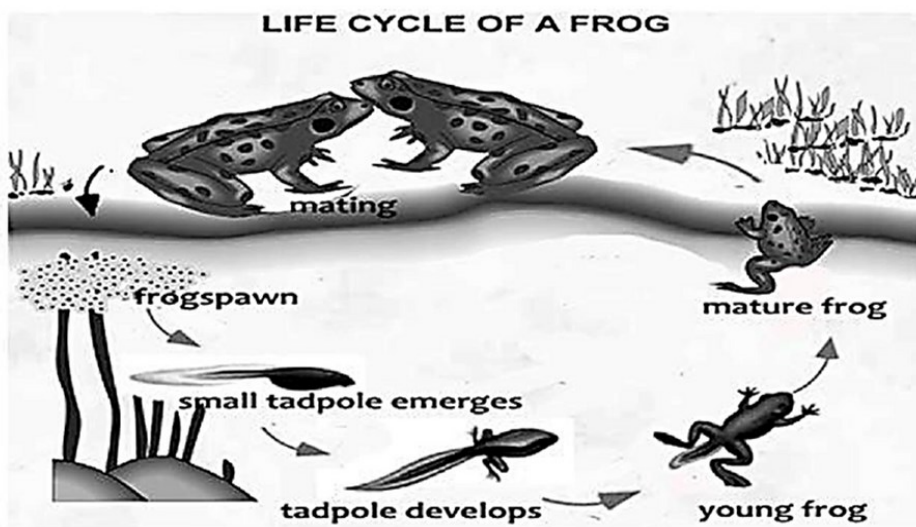
## Test Practice

Time yourself when completing this task. When you have finished, compare your answer to the model. You should spend about 20 minutes on this task.

**The diagram below shows the stages in the life cycle of a frog.**

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

Write at least 150 words



Source: IELTS past paper

## Model Answer J

**Task Focus**

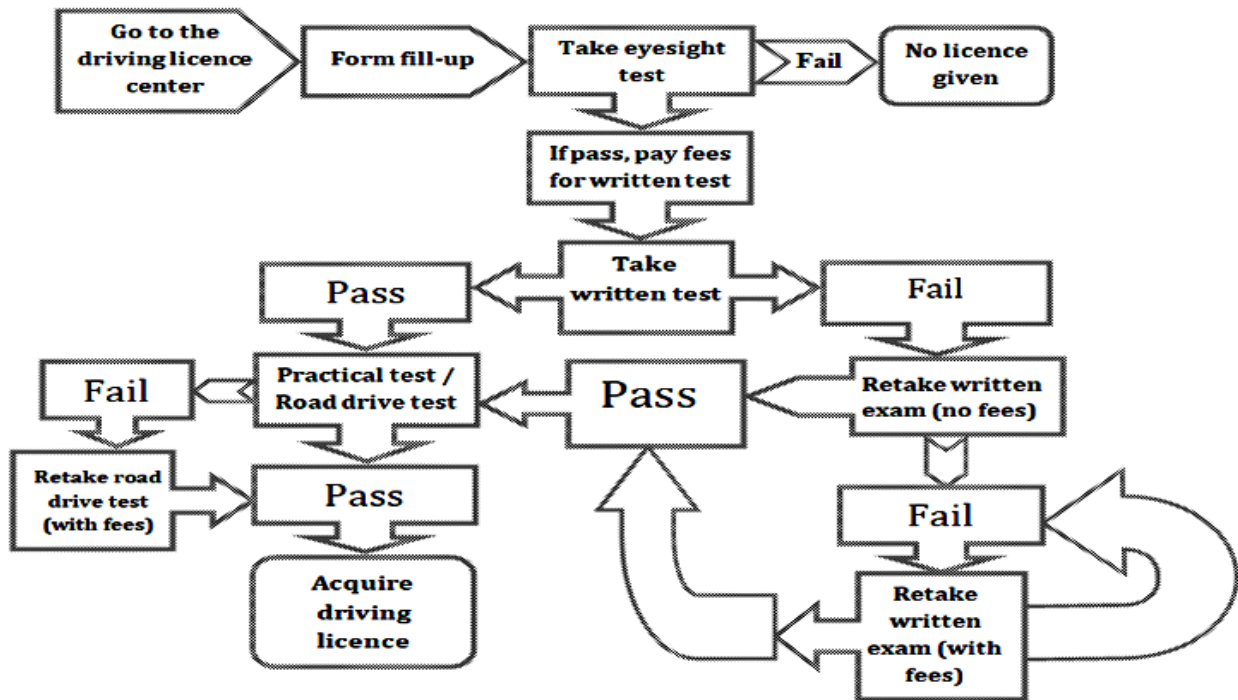
**Flowchart**

You should spend about 20 minutes on this task.

The flowchart shows the procedure for acquiring a driving license.

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

Write at least 150 words



Source: IELTS past paper

**Introduction**

**Basic:** The flowchart shows the process for getting a permit to drive.

**Complex:** Illustrated in the flowchart is the process for obtaining a permit to drive.

**Complex:** The process for obtaining a permit to drive is illustrated in the flowchart.

**Overview**

For flowcharts, include the number of steps. You should also include where the procedure starts and finishes, including the different possible endings.

**Example:** Overall, there are several steps, commencing at the center where the license is issued and finishing with successfully obtaining a permit once all the conditions have been met.

## Main Features and Comparisons

Every step or stage is a main feature in a flowchart and you need to include all of them in your description. Paraphrase the labelled steps in the diagram. Making comparisons are relevant for flowcharts when there are alternative directions the procedure can take.

**Example:** *Once the form has been completed by the applicant, they need to take an eye test, and if they fail this, they cannot obtain a license.*

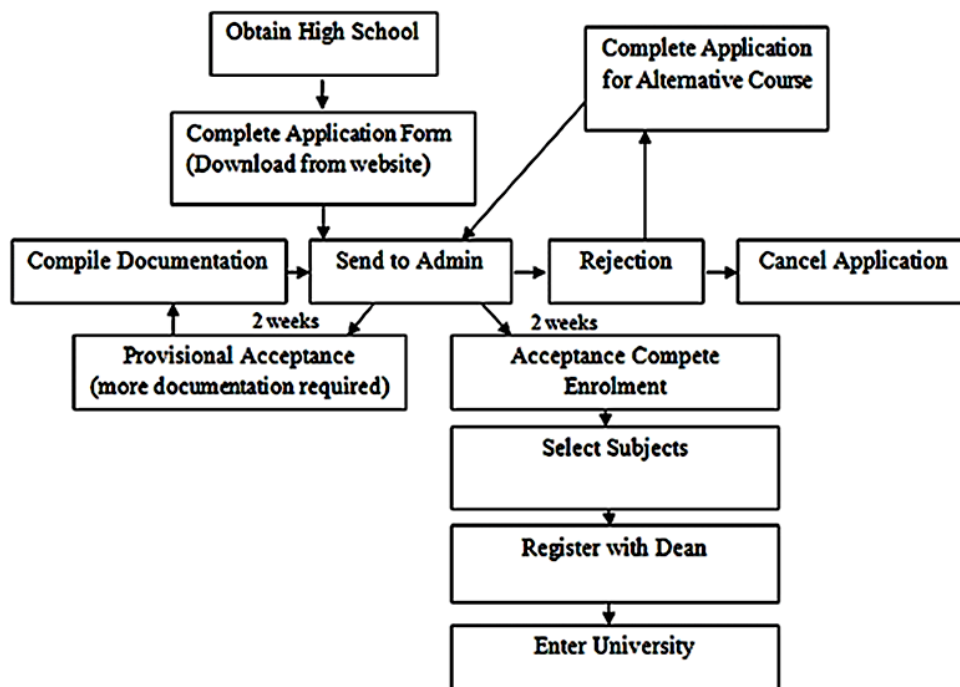
### Test Practice

Time yourself when completing this task. When you have finished, compare your answer to the model. You should spend about 20 minutes on this task.

**The diagram shows the procedure for university entry for high school graduates.**

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

**Write at least 150 words**



Source: IELTS past paper

### Model Answer K

**Task Focus**

**Machines & Devices**

Diagrams that show machines and devices are a type of process diagrams that students can find challenging mainly because they think that specialized knowledge and vocabulary is necessary to write the report.

However, no specialized knowledge or vocabulary is needed and these types of diagrams should be approached in the same way as the other process and procedure diagrams.

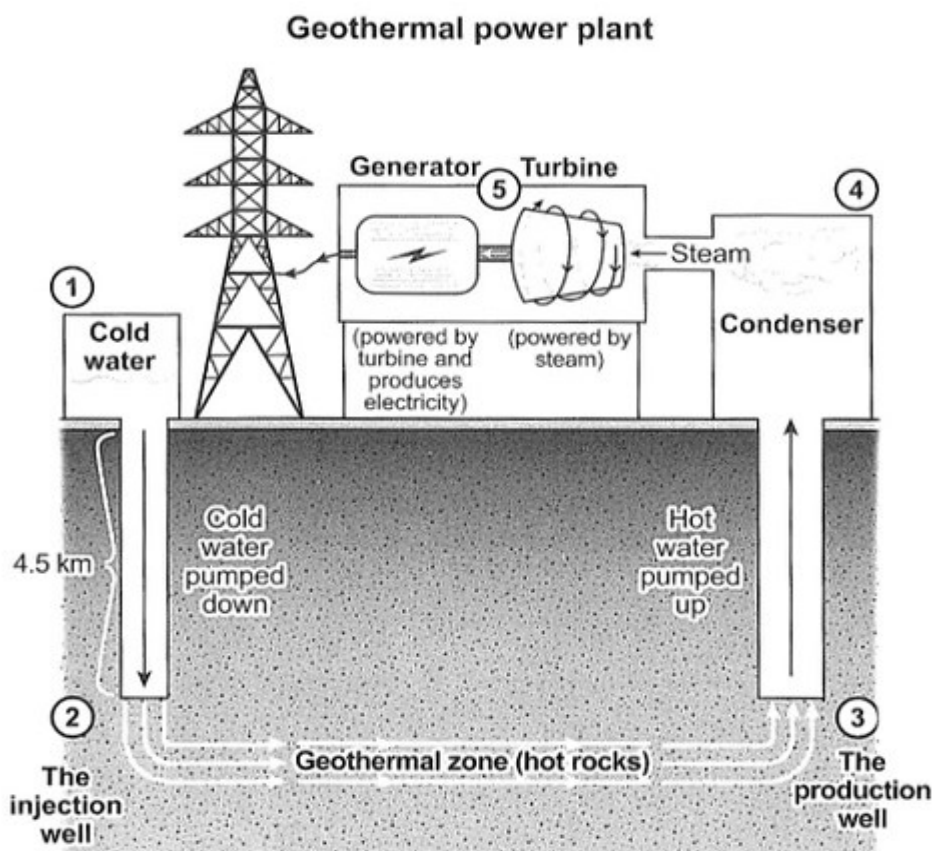
The stages and equipment are labeled on the diagram and you should try to use synonyms and paraphrase when describing these.

You should spend about 20 minutes on this task.

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

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

Write at least 150 words



Source: IELTS past paper

## Introduction

**Basic:** *The diagram shows how electricity is produced using geothermal energy.*

**Complex:** *Illustrated in the picture is the process of how electricity is generated using geothermal energy.*

**Complex:** *The process of electricity generation using geothermal energy is illustrated in the picture.*

## Overview

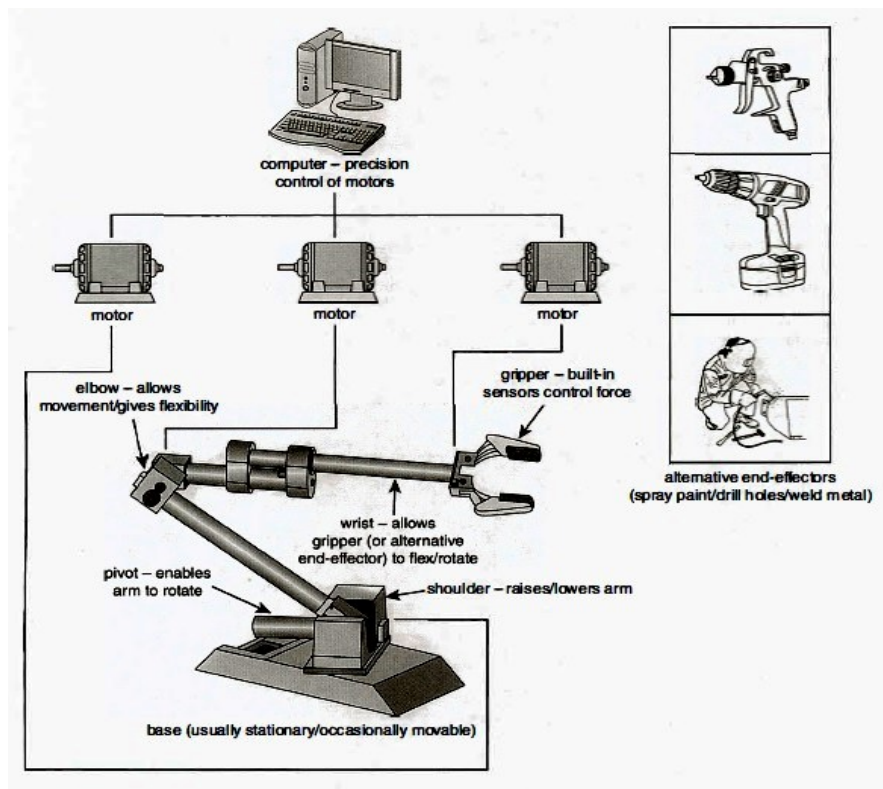
The stages in machine and devices diagrams are often numbered so you should write the number of stages and where the process starts and finishes.

**Example:** *Overall, the process of generating electricity has five stages, beginning with the pumping of cold water into geothermal areas and finishing with electricity being fed into the national grid.*

For diagrams showing machines and devices that do not have numbered stages, you should describe what the machine does.

**Example Introduction:** *The diagram shows how a mechanical arm works, and how the joints that make up the arm function in the same way as those in the human arm.*

**Example Overview:** *Overall, the machine arm can perform a variety of tasks such a holding items, drilling, painting and welding.*



Source: IELTS  
past paper

## Main Features and Comparisons

Every step/stage is a main feature and you need to include all of them in your description. Paraphrase the labelled steps in the diagram. You should use a range of cohesive devices to describe sequence and addition. Making comparisons are not usually relevant in this type of diagram.

**Example:** *Once the cold water is fed down to a depth of 4.5km, it passes through a well which injects it onto the hot rocks in the geothermal zone.*

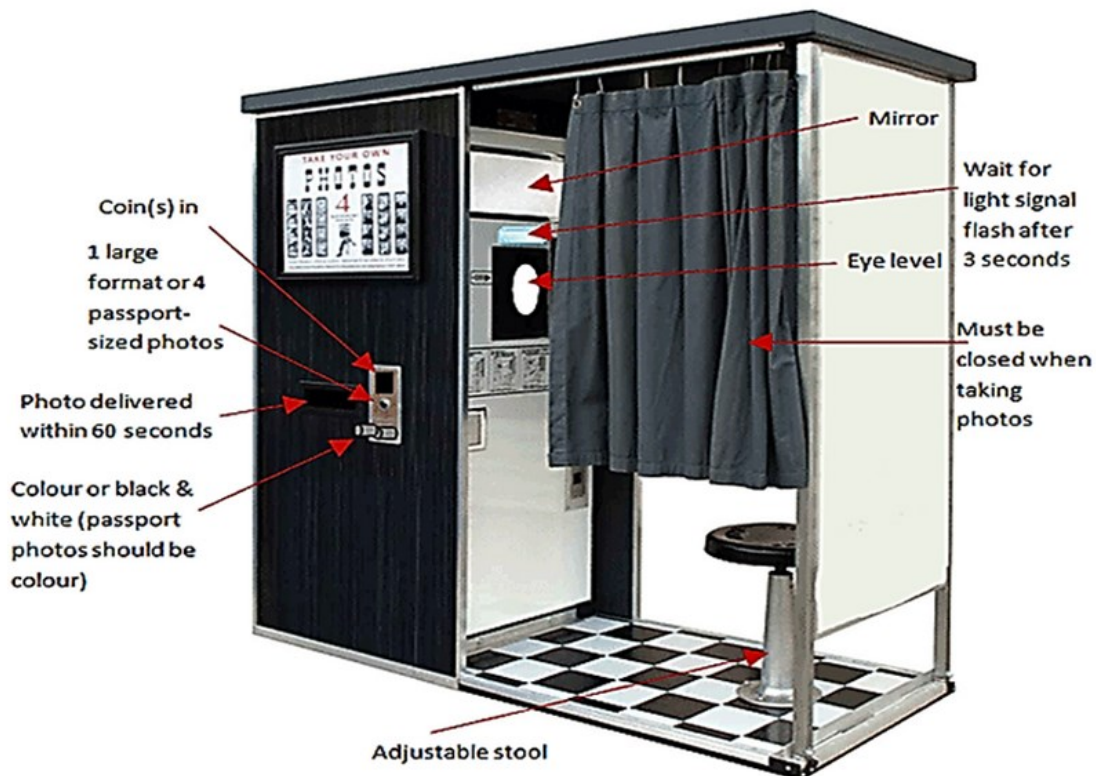
### Test Practice

Time yourself when completing this task. When you have finished, compare your answer to the model. You should spend about 20 minutes on this task.

**The picture below shows an automatic photo booth.**

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

Write at least 150 words



Source: IELTS past paper

### Model Answer L

## Unit 5: Multiple Diagrams

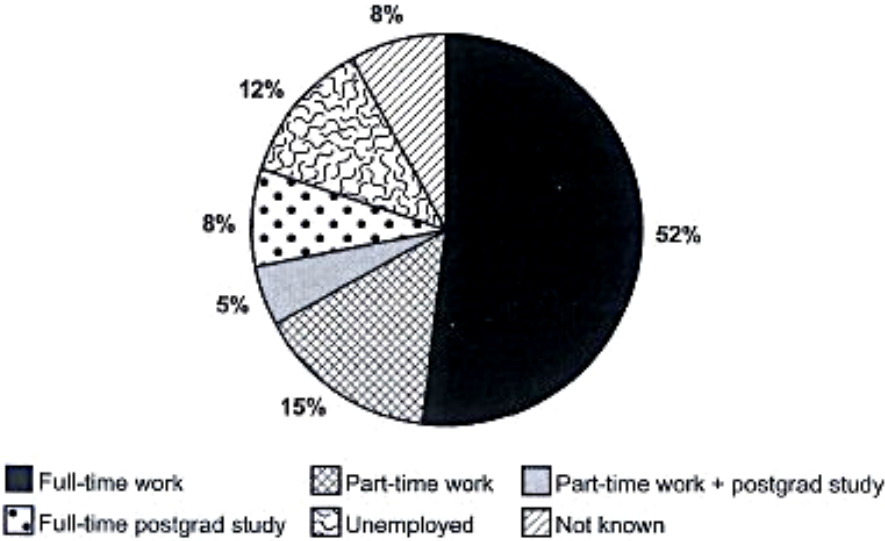
### Task Focus

**Test Tips**

Multiple diagrams are a minimum of 2 types of diagrams showing information related to a topic. The diagrams can be a combination of a **pie chart**, a **table**, a **line graph** or a **bar chart**, and their functions can be describing trends and static information.

The chart below shows what anthropology graduates from a university did after finishing their undergraduate degree course. The table shows the salaries of the anthropologists in work after 5 years.

**Destination of Anthropology graduates (from one university)**



**Salaries of Anthrhopology graduates (after 5 years' work)**

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

Source: IELTS past papers



## Structure

### Test Tips

For multiple diagrams, use the following structure for your answer. Separate the description of the main features for each diagram into two separate paragraphs.

**Paragraph 1:** Introduction (Paraphrase + Overview)

**Paragraph 2:** Diagram 1 - Description of main features + comparisons

**Paragraph 3:** Diagram 2 - Description of main features + comparisons

## Introduction

### Test Tips

Paraphrase the description of the charts and their titles in one sentence using an appropriate linking word or phrase.

### Exercise 1:

Choose the most appropriate introduction for the charts from the previous page.

- A. *The pie chart illustrates what students of anthropology from a college did after graduation, while the table compares their earnings after 5 years in employment.*
- B. *The first diagram, a pie chart, shows what anthropology graduates did after finishing their undergraduate degree course, whereas the table shows salaries of these graduates after 5 years work.*
- C. *The pie chart depicts what graduates from a university chose to do after they finished their course with full-time employment being the most popular choice at 52%, while the table shows that 50% of government sector employees were the highest paid after 5 years.*

## Overview

### Test Tips

The overview will depend on the function of the charts. Both charts on the previous page show static information. Describe the highest OR lowest in each category. You do not need to include both the highest and lowest categories for each chart because you should manage your time and not write too much.

**Exercise 2:**

Choose the most appropriate overview for the charts about anthropologists.

**A.** Overall, it is clear from the information in the pie chart that the majority of students (52%) decided to enter full-time employment after graduation, while, according to the data in the table, government sector employees were the highest paid after 5 years with 50% of them receiving a salary of more than \$100,000.

**B.** Overall, the majority of students decided to enter full-time employment after graduation, while government sector employees were the highest paid after 5 years.

### Time Management

#### Test Tips

Keep the introduction - paraphrase and overview as concise as possible. If we look at the introduction and overview for the task about anthropologists, we can see it is already 48 words.

*The pie chart illustrates what students of anthropology from a college did after graduation, while the table compares their earnings after 5 years in employment. Overall, the majority of students decided to enter full-time employment after graduation, while government sector employees were the highest paid after 5 years.*

**48 words**

### Main Features and Comparisons

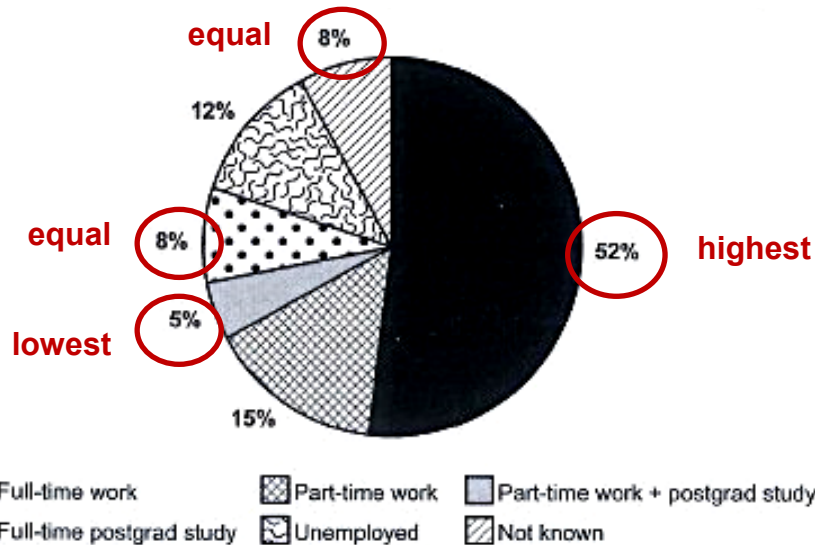
#### Test Tips

Analyze the charts and identify the main features for each one and make comparisons. When selecting the main features, you can highlight these on the question paper.

Since they are both static information charts, look for the highest, lowest and similar features.

Do not attempt to describe every feature in both charts. You simply do not have enough time and you are only required to write 150 words.

### Highlighting the Main Features



**Example:** Paragraph 2 - Pie Chart

*Slightly more than half of the graduates, at 52%, from a single college, entered full time employment, whereas combining full-time work with a postgrad course was the least popular choice and accounted for 5% of the total figures. In addition, enrolling on a full-time postgrad course and not known were the second lowest figures, constituting 8% each.*

**Salaries of Anthrhopology graduates (after 5 years' work)**

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

**Example:** Paragraph 3 - Table

*Half of the graduates of anthropology who work for the government receive a salary of more than \$100,000, while 10% of those employed by private companies receive \$25,000 to \$49,999. An equal percentage of freelance consultants and government employees receive identical salaries, with 5% receiving \$25,000 to \$49,999 and 15% getting a salary between \$50,000 and \$74,999.*

**The complete sample answer is in the answer key.**

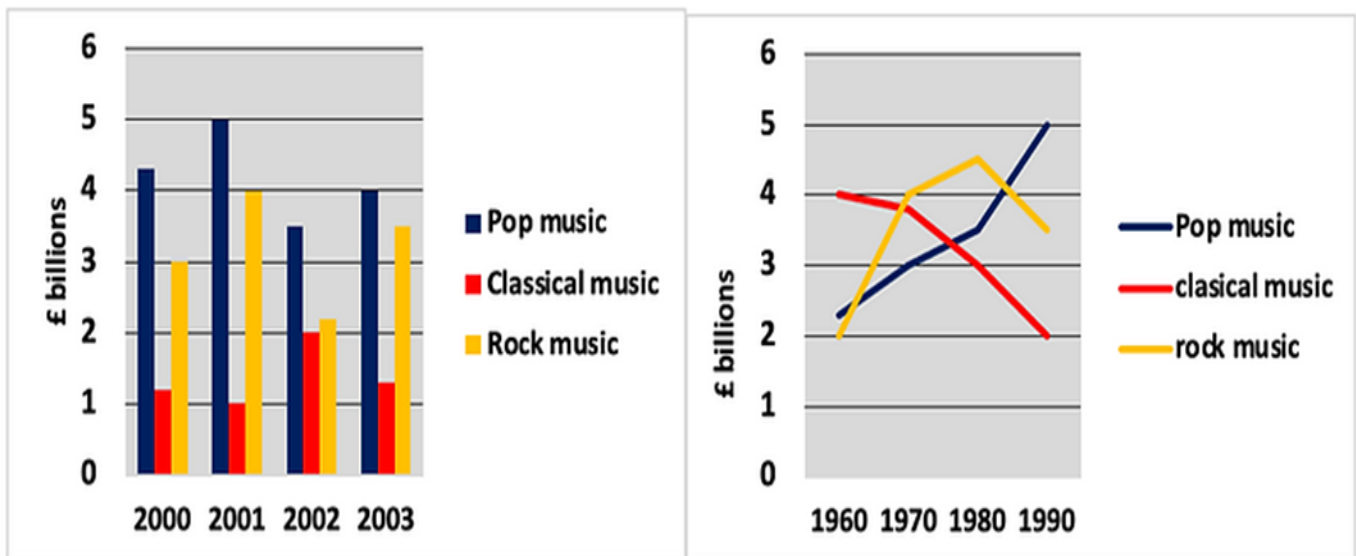
Test Practice

Time yourself when completing this task. When you have finished, compare your answer to the model. You should spend about 20 minutes on this task.

The graphs below provide information about the sales of three different types of music in England.

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

Write at least 150 words



Model Answer M

## Answer Key

### Unit 1: Exercise 1

**Infrastructure:** roads, highways, roundabout, airport, port

**Industrial features:** factory, warehouse, plant

**Commercial/retail facilities:** shop, store, mall, shopping center, hotel, café, restaurant, cinema

**Residential area or zone & features:** houses, apartments, block of flats, housing estate

**Leisure/recreational facilities:** golf course, park, playing fields, theatre

**Agricultural area & features:** farmland, farmhouse, fields

**Public buildings:** library, city hall, museum, school, hospital

### Unit 1: Exercise 2

**To change into something else:** convert, replace, reconstruct, renovate, redevelop, transform, change, turn into

**Make something bigger:** add, enlarge, extend, expand, increase

**Make something smaller:** reduce, scale down, cut back

**Build something where there was nothing before:** construct, build, develop, erect, assemble

**To take something away:** demolish, remove, cut down, knock down, pull down

**General statements about changes:** industrialize, modernize, improve, upgrade, urbanize

### Unit 1: Exercise 3

convert            conversion

reduce            reduction

introduce	introduction
construct	construction
refurbish	refurbishment
redevelop	redevelopment
industrialize	industrialization
modernize	modernization
extend	extension
replace	replacement
remove	removal
improve	improvement
add	addition
renovate	renovation
expand	expansion
demolish	demolition
build	building
upgrade	upgrade
reconstruct	reconstruction
enlarge	enlargement
transform	transformation
develop	development
erect	erection
change	change

### Unit 1: Exercise 4

1. construction
2. extended                      3. improve
4. development                5. industrialization
6. enlarged                      7. modernization
8. addition                      9. demolished
10. improved

**Answer Key**

**Unit 1: Exercise 5**  
 1. B 2. A 3. C 4. B 5. C

**Unit 1: Exercise 6**  
 1. The old factory by the river will be demolished.  
 2. A new office block was built in the center of the business district.  
 3. Overall, the town's infrastructure has been modernized over the time period.  
 4. The old city hospital is planned to be replaced.  
 5. The campus will be renovated during the summer holiday.  
 6. Three new stations have been opened in the north of the town.  
 7. A new housing estate was constructed next to the forest.  
 8. The farmland surrounding the village has been completely demolished.  
 9. The canteen will be converted into a meeting room.  
 10. No changes have been made to the café's building.

**Unit 2: Exercise 1**  
**Upward trend:** increase, grow, go up, incline, climb, rise  
**Large upward trend:** soar, surge, rocket, jump, double  
**Downward trend:** decrease, decline, dip, go down, fall, drop  
**Large downward trend:** halve, plummet, plunge

**Unit 2: Exercise 2**  
 1. marginally, slightly  
 2. dramatically, substantially, considerably, significantly  
 3. rapidly, sharply  
 4. gradually, steadily

**Unit 2: Exercise 3**  
**Upward trend:** increase, growth, rise, incline, climb  
**Large upward trend:** surge, jump  
**Downward trend:** decrease, fall, drop, decline, dip  
**Large downward trend:** plunge

**Unit 2: Exercise 4**  
 1. A 2. B 3. B 4. A 5. B 6. A 7. B

**Unit 2: Exercise 5**  
 1. from/to, between/and 2. over/during  
 3. by 4. in 5. over, during  
 6. form/to, between/and

**Unit 2: Exercise 6**  
 1. B 2. A 3. C 4. A 5. B

**Unit 2: Exercise 7**  
 1. D 2. B 3. H 4. G 5. E 6. C  
 7. F 8. A

**Unit 3: Exercise 1**  
 1. play/played 2. spent  
 3. accounted for 4. go/went  
 5. prefer/preferred consists/consisted  
 6. represented 7. take part/took part

**Answer Key**

**Unit 3: Exercise 2**  
 1 E    2 B    3 A    4 C    5 D    6 F

**Unit 3: Exercise 3**  
 1 B    2 C    3 B    4 A    5 C

**Unit 3: Exercise 4**  
 1 C    2 C    3 B    4 A    5 A    6 B

**Unit 4: Exercise 1**  
**The first stage/step:** first of all, to start with, to begin with, firstly, initially, at the beginning  
**Next:** thirdly, secondly, after this/that, second, the next step/stage is, following this/that, the following step is, after which, subsequently,  
**The last stage/step:** culminating in, concluding with, finally, lastly, at the end

**Unit 4: Exercise 2**  
 1. In the first stage, limestone and clay are fed into a crusher.  
 2. After the powder is mixed, it is put into a heater.  
 3. After that, the powder is crushed into cement in the grinder.  
 4. As soon as the cement is in powder form, it is put it in separate sacks.  
 5. Cement is added into a concrete mixer along with gravel, water and sand.  
 6. The four components are rotated in the mixer until it produces concrete.

**Unit 4: Exercise 3**  
 1. **After** emerging from the mixer, the powder is placed in a rotating heater.  
 2. The powder is placed in a rotating heater **after** it has emerged from the mixer.  
 3. **As soon as/When/Once** the clay and limestone have passed through a crushing device, it is loaded into a mixer.  
 4. After it is heated, the cement is fed into a grinder, **where** it is crushed into a fine powder.  
 5. **Before** being packed into bags, the cement is run through a grinder

**Unit 4: Exercise 4**  
 1. join the college  
 2. choose courses  
 3. forwarded to the administration department  
 4. fill out a form for a different subject  
 5. gather documents

**Unit 5 Exercise 1**  
 Answer A  
 A is the most appropriate. It briefly paraphrases the task description and diagram titles.  
 B copies parts of the description exactly as they appear and this would be deducted from the overall word count.  
 C has too much information and contains data that belongs in the body paragraphs.

**Answer Key**

**Unit 5 Exercise 2**

Answer B

B is concise and contains the highest category from each chart.

A has memorized chunks of language  
*“it is clear from the information in the pie chart”*  
 and *“according to the data in the table”*.

It also contains data that belongs in the body paragraphs.

**Unit 5 Sample answer**

*The pie chart illustrates what students of anthropology from a college did after graduation, while the table compares their earnings after 5 years in employment. Overall, the majority of students decided to enter full-time employment after graduation, while government sector employees were the highest paid after 5 years.*

*Slightly more than half of the graduates, at 52%, from a single college, entered full time employment, whereas combining full-time work with a postgrad course was the least popular choice and accounted for 5% of the total figures. In addition, enrolling on a full-time postgrad course and not known were the second lowest figures, constituting 8% each.*

*Half of the graduates of anthropology who work for the government receive a salary of more than \$100,000, while 10% of those employed by private companies receive \$25,000 to \$49,999. An equal percentage of freelance consultants and government employees receive identical salaries, with 5% receiving \$25,000 to \$49,999 and 15% getting a salary between \$50,000 and \$74,999.*

**162 words**



## Cohesive Devices

Below are listed common cohesive devices. Using a range of them flexibly and accurately will increase your band score.

Function	Cohesive Devices
Sequence	to start with, first, to begin with, the first thing, first of all, firstly, second, third, secondly, thirdly, next, after that, moving on, subsequently, after this, as well as that, finally, lastly, in conclusion, to sum up, to summarize
Comparison	in comparison, compared with, similarly, compared to, in the same way, equally, likewise
Concession	although it is true that, even though, granted that, it may be the case that
Contrast	However, even though, in spite of, on the other hand, whereas, although, instead of, despite, on one hand, on the other hand, in contrast
Consequences and results	Consequently, thus, as a result, hence, therefore, because of this, so, then
Addition	furthermore, also, and, besides, moreover, also, as well as, additionally, another example of this is, another reason for this
Example	for example, such as, for instance, namely, specifically, an example of this is, in other words, a clear example of this
Highlighting	in particular, specifically, particularly, especially, obviously

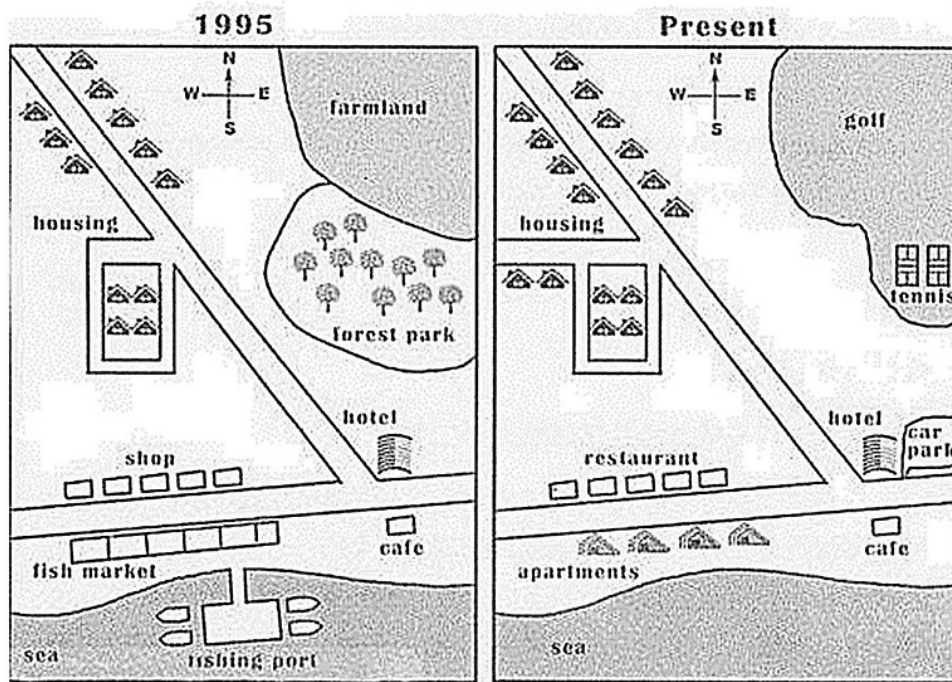
**Model Answer A**

You should spend about 20 minutes on this task.

The diagram below shows the changes to the town of Seaville.

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

Write at least 150 words



Source: IELTS past paper

Illustrated in the maps is the redevelopment of the town of Seaville from 1995 until the present day. Overall, the town has changed considerably, especially with the development of the leisure facilities in the north east.

The most noticeable change to Seaville since 1995 is the construction of a golf course and tennis courts that have replaced the forest park and the agricultural area. Another striking difference is the reconstruction of the seafront in the south that includes the complete demolition of the fishing port. Additionally, the fish market in the southwest has been replaced with apartments. The cafe, however, located in the southeast, has remained unchanged.

All the retail facilities, specifically the shops, in the southwest have been converted into restaurants but the hotel has remained and added a car park to the east of the building. Meanwhile, the residential facilities in the northwest have expanded, with a few additional housing units being added to the existing ones.

**159 words**

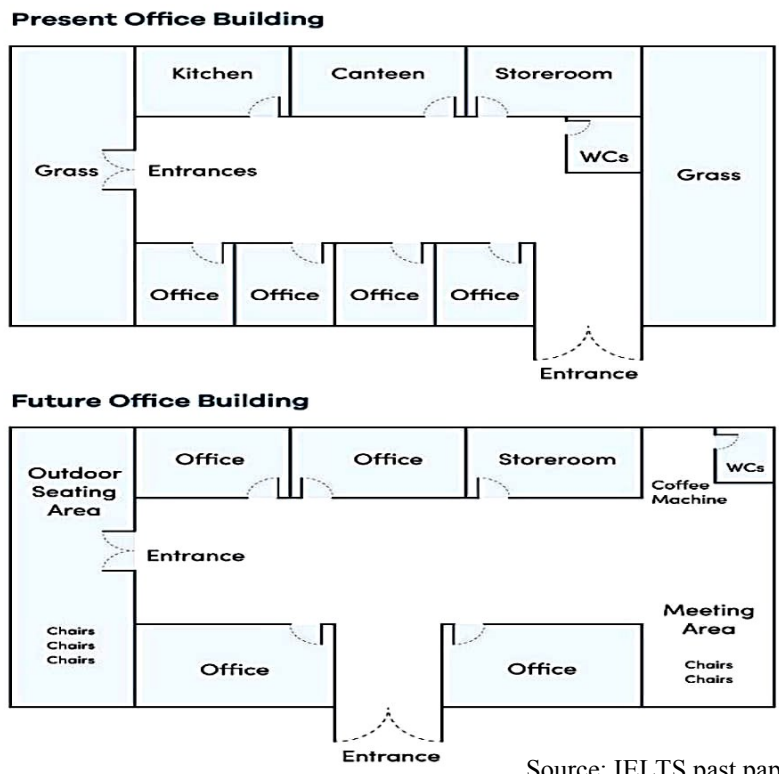
**Model Answer B**

You should spend about 20 minutes on this task.

The diagram below shows the proposed changes to an office building.

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

Write at least 150 words



Source: IELTS past paper

Illustrated in the maps are the existing structure and planned renovation of an office complex. Overall, extensive changes are proposed, particularly regarding the redevelopment of the grass areas on either side of the building.

The grass area, currently located on the right of the building, will be changed to a meeting area and the WCs adjacent to it are proposed to be moved from its present location to the back right of the new complex. On the opposite side, the grass will be converted into a seating area. Additionally, another significant change is the relocation of the entrance from the right side to the center of the building.

In the central interior, the four small offices at the front will be remodeled into two larger ones located on either side of the entrance. Furthermore, the canteen and kitchen at the rear are planned to be renovated into additional offices, and a coffee machine will be installed next to the WCs, while the only room to remain unchanged will be the storeroom.

**171 words**

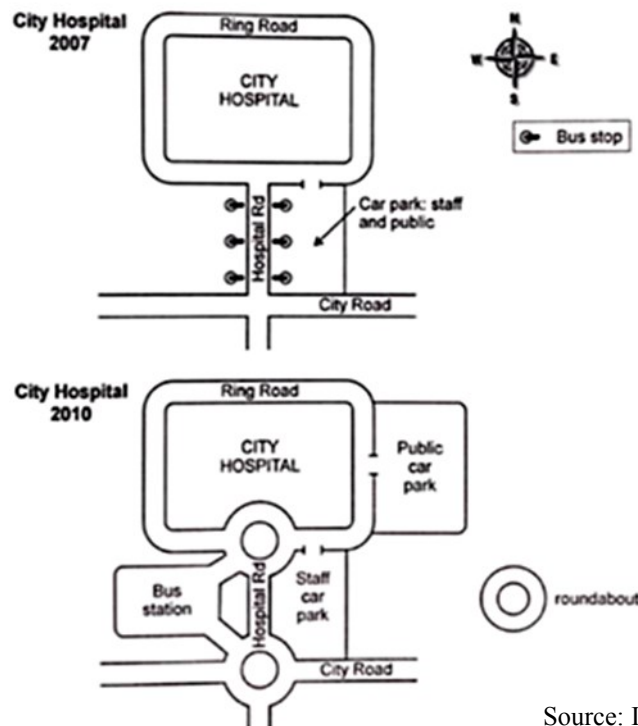
**Model Answer C**

You should spend about 20 minutes on this task.

The two maps below show road access to a city hospital in 2007 and in 2010.

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

Write at least 150 words



The redevelopment of the road system at a hospital in the city, over a three-year period, is illustrated in the diagrams. Overall, the transport infrastructure was significantly reconstructed, especially with the expansion of parking facilities.

In 2007, there was a singular car park, east of Hospital Road, which served hospital employees and the public. By 2010, however, this was restricted to staff only, while additional parking for the public was opened to the east of the main hospital building. Access for vehicles to and from the hospital was considerably transformed, with the construction of two roundabouts north and south of Hospital Road.

Another major transformation was the improvement in public transport facilities at the hospital complex. Specifically, the six bus stops that were located on both sides of Hospital Road were removed and a large bus station was built to the southeast of the hospital that was connected to the two new roundabouts.

**153 words**

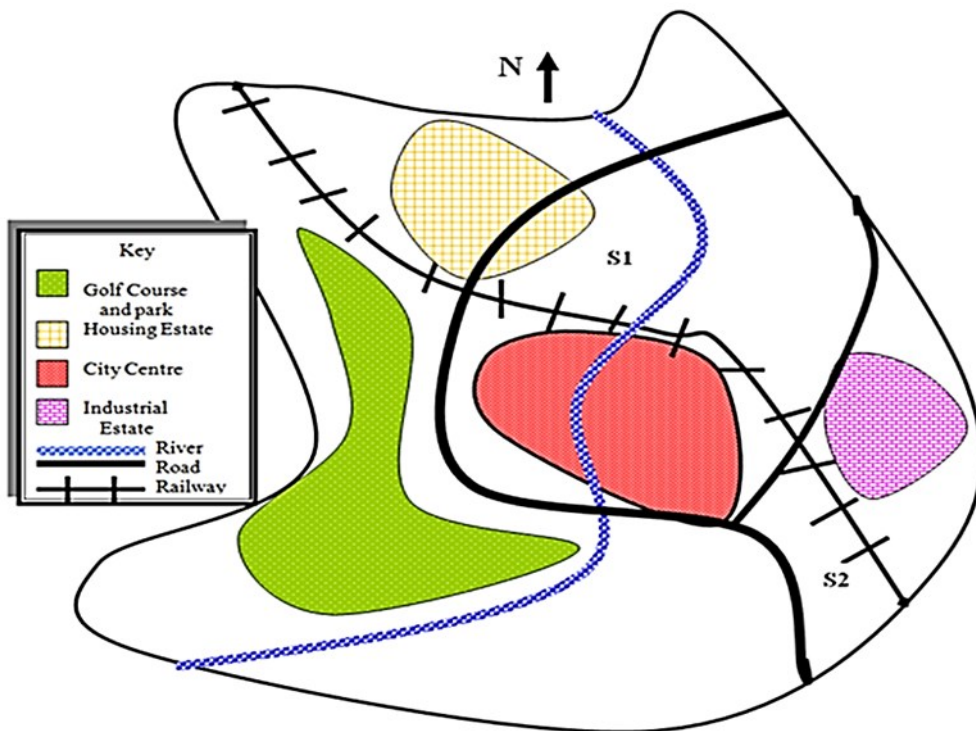
**Model Answer D**

You should spend about 20 minutes on this task.

The local council of Foxfield town plan to build a new shopping mall and two possible sites. S1 and S2 are being considered.

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

Write at least 150 words



Illustrated in the map are the sites under consideration by the local council as the location for a new shopping mall in Foxfield. Overall, there are two proposed locations, with S1 in the north and S2 in the south east of the town.

The S1 site, just north of the city center, is very close to the main housing estate, which means that it would be easy to access for the residents. Additionally, it is located between the main road and railway line, which would provide access for non-residents of the town. Furthermore, it is west of the river, which would mean a picturesque location.

In comparison, the alternative site, S2 south west of the city center, is located closer to the main road and railway line, thus offering access to those using these forms of transport. It is, however, next to the large industrial area which could raise issues of air pollution and is considerably further from the town's residential area than S1.

**164 words**

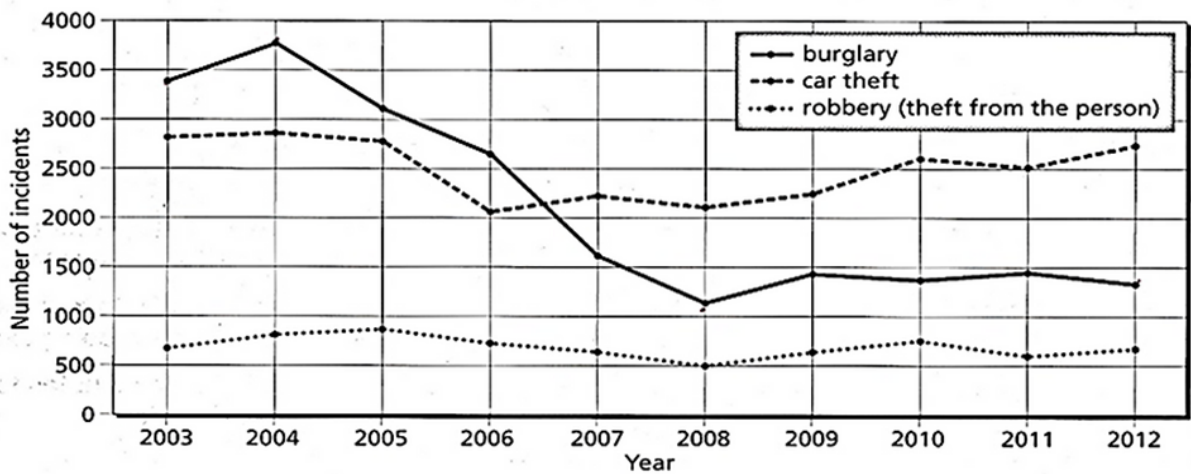
**Model Answer E**

You should spend about 20 minutes on this task.

*The chart below shows the changes that took place in three different areas of crime in Newport city centre from 2003–2012. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.

**The changing rates of crime in the inner city from 2003–2012**



Source: IELTS past paper

The rates for three different types of crime, from 2003 to 2012, are depicted in the line graph. Overall, there was a decrease in two categories, burglary and car theft, while the rate for robbery remained unchanged.

After an initial increase from roughly 3400 to 3800, from 2003 to 2004, there was a significant decline in the burglary rate from 2004 until 2008 from nearly 3700 incidents to 1100. After this dramatic drop, the rate fluctuated from 2008 to 2012, and finished at approximately 1400 incidents in 2012.

In comparison, the robbery rate witnessed a steady fall in numbers from around 900 to 500 incidents over a three-year period, beginning in 2005 and ending in 2008. Additionally, there was a sharp decrease in the car theft rate in one year from 2005 to 2006, dropping by approximately 1700 incidents, from 2700 to 2000. Subsequently, the number of thefts varied until 2012, with the last recorded number being roughly 2600.

**159 words**

**Model Answer F**

You should spend about 20 minutes on this task.

The diagram below shows the percentage of children with different educational problems in two primary schools.

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

Write at least 150 words.

**Percentage of children with different educational problems**

	2012	2012	Today	Today
Problem area	School A	School B	School A	School B
Spelling	22	8	24	10
Handwriting	29	9	29	9
Reading ability	30	5	15	10
Listening skills	35	11	20	12
Concentration level	40	15	20	15
Following instructions	42	6	21	12

The percentage of school pupils with various learning issues, at two different schools from 2012 until today, is illustrated in the table. Overall, there has been a decrease in the percentage in four of the categories at school A, whereas school B has witnessed an increase in four of the learning issues.

At school A, the greatest issue amongst school pupils in 2012 was the ability to follow instructions at a rate of 42%; however, by today, this has halved to 21%. In comparison, in the same category, school B's rate has doubled from 6% to 12%.

Regarding handwriting, schools A and B have witnessed no change in the percentage rate from 2012 until the present day, with 29% and 9%, respectively. School B's major problem for students in 2012 was concentration levels at 15%, and this has remained unchanged until today. However, school A has seen this educational issue drop by 50%, from 40% to 20%.

**157 words**

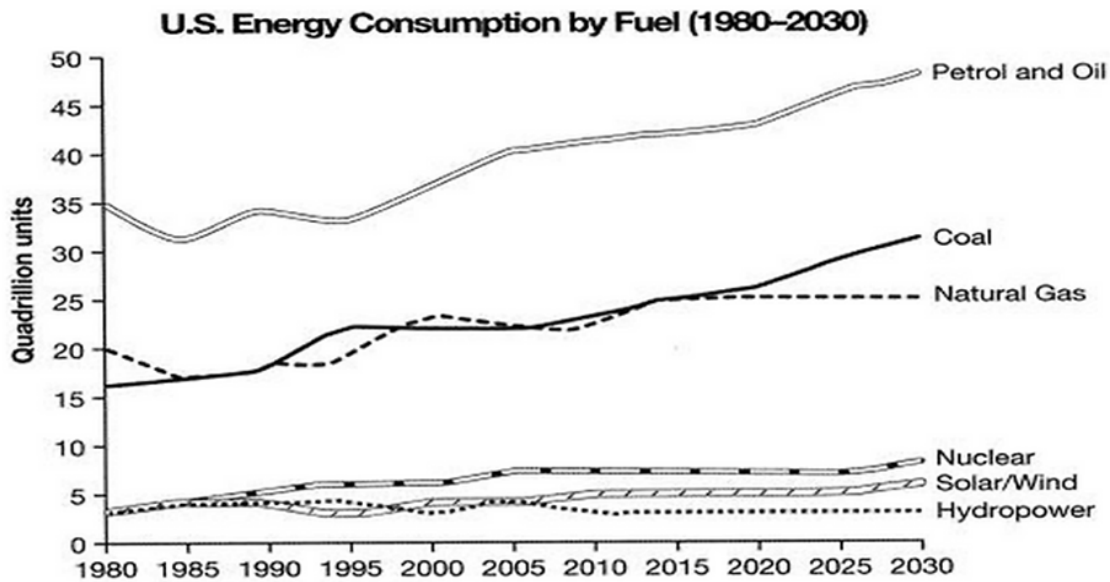
**Model Answer G**

You should spend about 20 minutes on this task.

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

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

Write at least 150 words



Source: IELTS past paper

Illustrated in the line graph is how the US has consumed fuel from 1980 until the present day, including estimations on future trends. Overall, there has been an increase in five categories until today, which is expected to continue with the exception of hydropower.

Petrol and oil use fluctuated between 1980 and 1996, but then rose considerably up to today's total of about 40 quadrillion units; furthermore, it is predicted to have increased to approximately 50 quadrillion units by 2030. Natural gas similarly fluctuated from 20 to about 23 units from 1980 until 2013; however, since then, it has plateaued and is forecast to remain constant at 23 units until 2030.

Coal use has risen steadily and is expected to continue growing up to 30 quadrillion units in 2030. In contrast, a slight increase was witnessed in the growth of nuclear energy and solar/wind, and they are estimated to reach roughly 6 and 4 quadrillion units, respectively, in 2030. Even though the rate of hydropower varied from 1980 to approximately 2013, ranging from 4 to 3 units, the rate has remained constant until today and is projected to remain unchanged until 2030.

192 words



**Model Answer H**

You should spend about 20 minutes on this task.

*The diagram below shows the final medal table from the London Olympic Games in 2012.*

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

Write at least 150 words

**2012 Olympics medal table**

Rank	Nation	Gold	Silver	Bronze	Total
1	United States (USA)	46	29	29	104
2	China (CHN)	38	27	23	88
3	Great Britain (GBR)	29	17	19	65
4	Russia (RUS)	24	26	32	82
5	South Korea (KOR)	13	8	7	28
6	Germany (GER)	11	19	14	44
7	France (FRA)	11	11	12	34
8	Italy (ITA)	8	9	11	28
9	Hungary (HUN)	8	4	5	17
10	Australia (AUS)	7	16	12	35

Illustrated in the table is the ten most successful countries that competed at the London Olympics of 2012 in terms of medals won. Overall, the countries were ranked according to the number of gold medals they attained rather than the sum of all medals, with the USA positioned at number one in both categories.

With a total of 104 medals obtained, of which 46 were gold medals, the United States topped the said sports competition. China was placed second with 38 gold medals, which was eight less than the USA, achieving 88 medals in total. Additionally, Great Britain and Russia took the third and fourth places with 29 and 24 gold medals, respectively.

Russia, however, surpassed Great Britain by 17 in the total number of medals won, as well as gaining the greatest number of bronze medals with 32. Ranked tenth was Australia with the fewest number of gold medals, at seven. Although Hungary gained ninth position with eight gold medals, their 17 medals in total were less than half of Australia's 35.

**173 words**

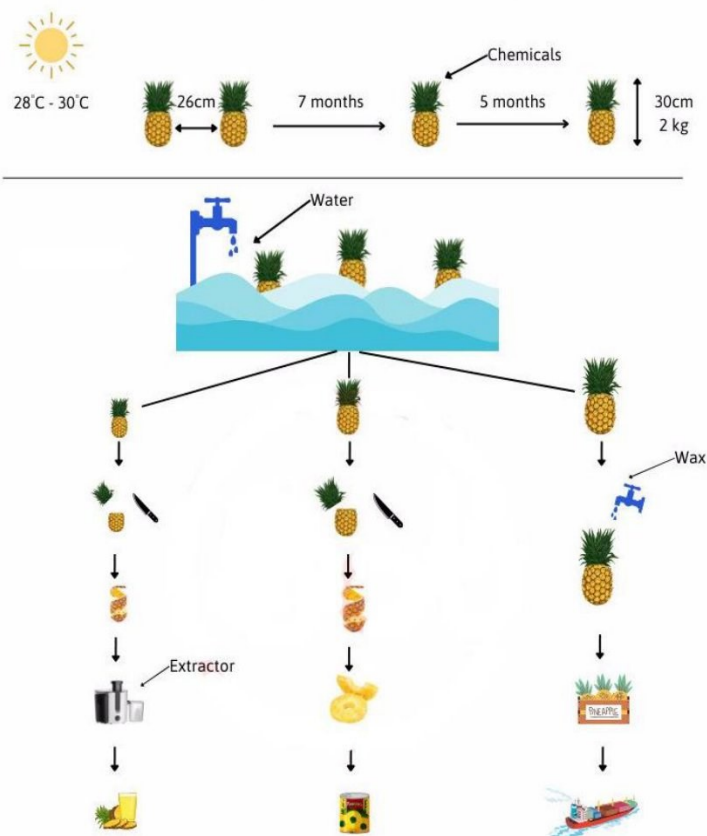
**Model Answer I**

You should spend about 20 minutes on this task.

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

Write at least 150 words.

The diagram below shows the process of growing and preparing pineapples and pineapple products.



Illustrated in the diagram is the process by which pineapples are grown and processed into different products. Overall, there are two main stages, the farming of pineapples and the processing of the crop, according to the size of the fruit.

In the first stage, pineapples are grown with their crowns spaced 26 centimeters apart in a climate where the temperature ranges from 23 to 30 degrees Celsius. After seven months, ethylene is sprayed on the plants, after which they continue to grow for an additional five months when the pineapples should be 30 centimeters high and 2 kilograms in weight.

The second stage commences with the harvested pineapples being washed prior to being graded according to their size. The smallest and medium-sized pineapples have their tops removed and their rinds peeled. Next, the smallest ones are put into an extractor to produce juice and the mid-sized pineapples are cut into slices or smaller chunks which are subsequently canned. The largest pineapples are coated in wax and placed in crates before being shipped abroad.

**173 words**

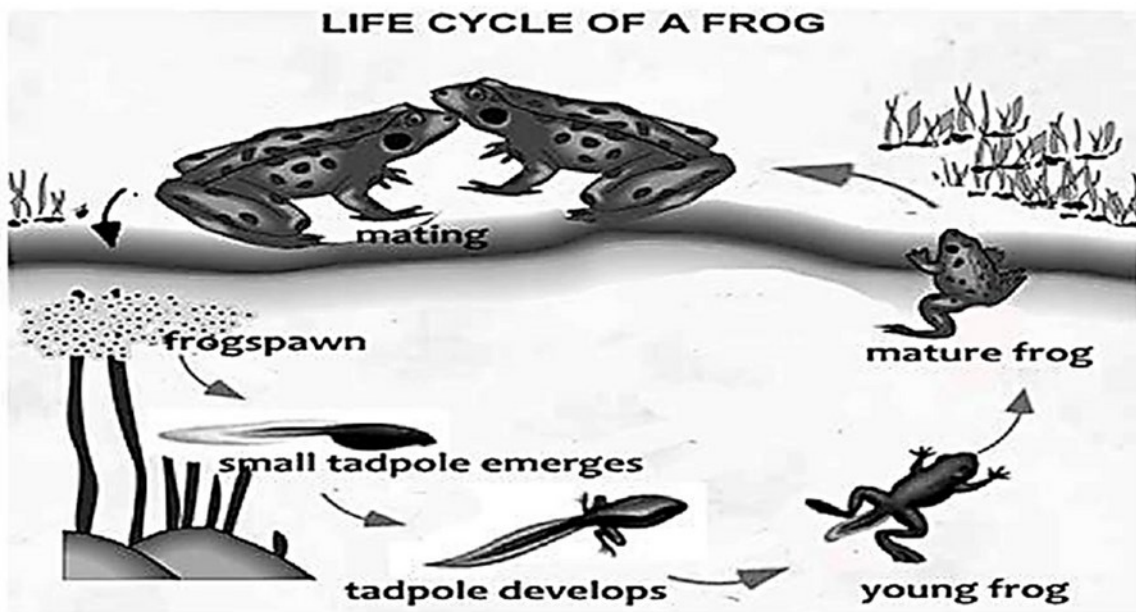
**Model Answer J**

You should spend about 20 minutes on this task.

The diagram below shows the stages in the life cycle of a frog.

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

Write at least 150 words



Source: IELTS past paper

The illustration depicts the cycle of life of a frog. Overall, there are six stages in its life, beginning with mating and it is an ongoing process.

Once adult frogs have mated, the female lays her eggs or frogspawn, which are attached to vegetation, just under the surface of the water. After a period of time, the infant frog or tadpole that has a tiny body with a long tail, emerges from the egg. The tadpole subsequently evolves over time and grows hind legs and develops a bigger body.

The next stage of its cycle is the evolution of the young frog which has four legs and a much larger body that resembles the adult frog. However, it retains its tail, which, by this time, is a lot smaller than the previous versions. The final stage of its transformation is when the young frog evolves into a mature one that no longer has a tail and has fully developed legs and a body. This mature frog then finds a mate and the cycle begins again.

**175 words**

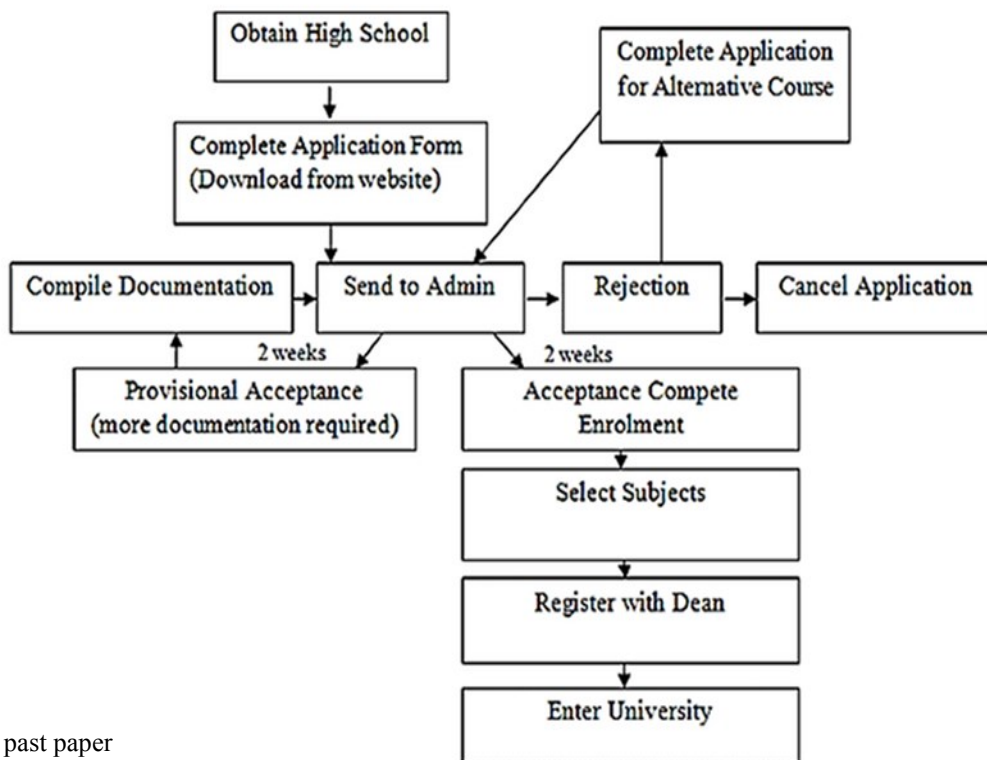
**Model Answer K**

You should spend about 20 minutes on this task.

The diagram shows the procedure for university entry for high school graduates.

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

Write at least 150 words



Source: IELTS past paper

Illustrated in the flowchart is the procedure which students, who have graduated from high school, follow when applying for a college course. Overall, there are several steps, commencing with high school graduation and ending with either rejection of the application or successfully entering university.

Once the application form has been downloaded and completed by high school graduates, it is forwarded to the university admin department where there are several possible outcomes. If it is rejected, it will either be cancelled, or the applicant can apply for a different course and resubmit their alternate application to the same department.

Alternatively, when the form is provisionally accepted, after a 2-week consideration period, the applicant will be required to gather and provide additional documents to support their application and then submit these to the college. Once candidates are accepted, at the end of a fourteen-day appraisal, they can complete their registration with the dean, after they have chosen their preferred subjects and then they finally join the college.

**165 words**

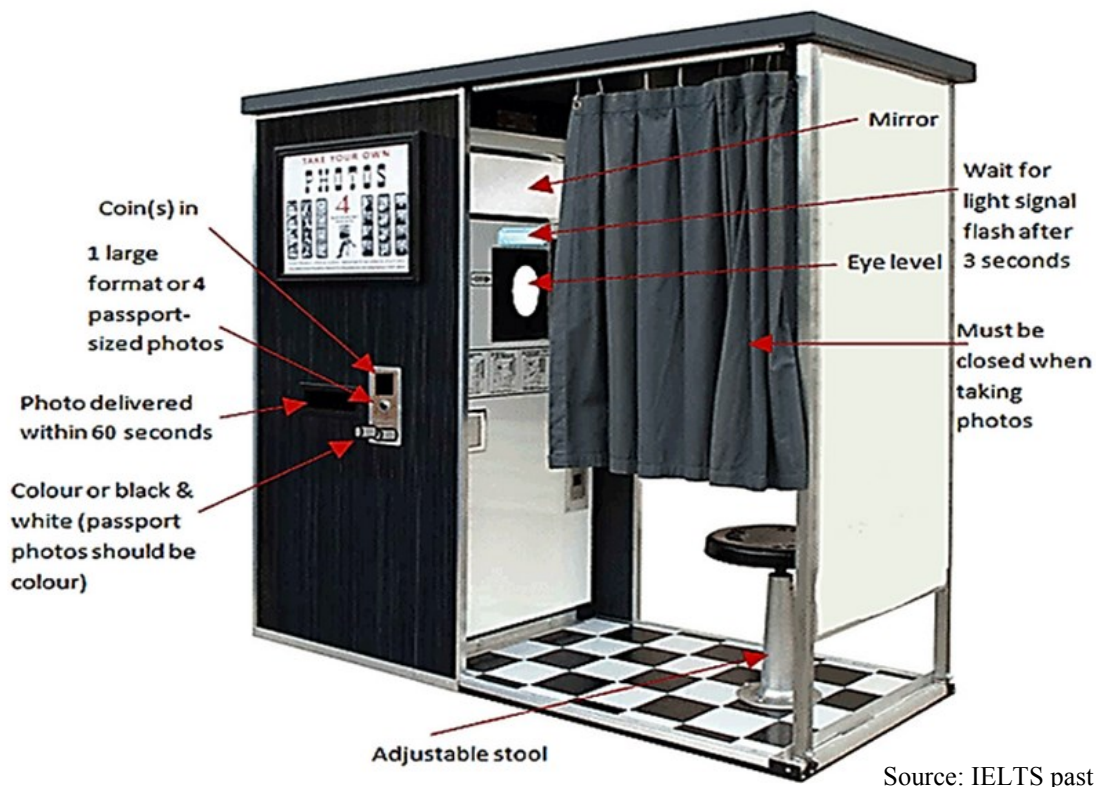
**Model Answer L**

You should spend about 20 minutes on this task.

*The picture below shows an automatic photo booth.*

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

Write at least 150 words



Source: IELTS past paper

The main features of a coin-operated photo booth are depicted in the illustration. Overall, this booth requires operation outside and inside, and it allows users to take two different types of photos.

On the outside of the device, the user should, to begin with, insert coins into the slot. The amount they pay depends on which type of service they want, either a single large size picture or four passport-sized ones. The customer can then select if they want black and white or color prints, although passport photos must be in color.

The user has to close the curtain when the photographs are being taken. There is a mirror inside the booth in which people can check their appearance and there is an adjustable stool that should be lowered or raised so that the user's eyes are level with the screen. A light above the screen comes on to signal the photo will be taken and the flash goes off after three seconds. Finally, the photos can be collected from the large slot on the outside of the booth within a minute.

**182 words**

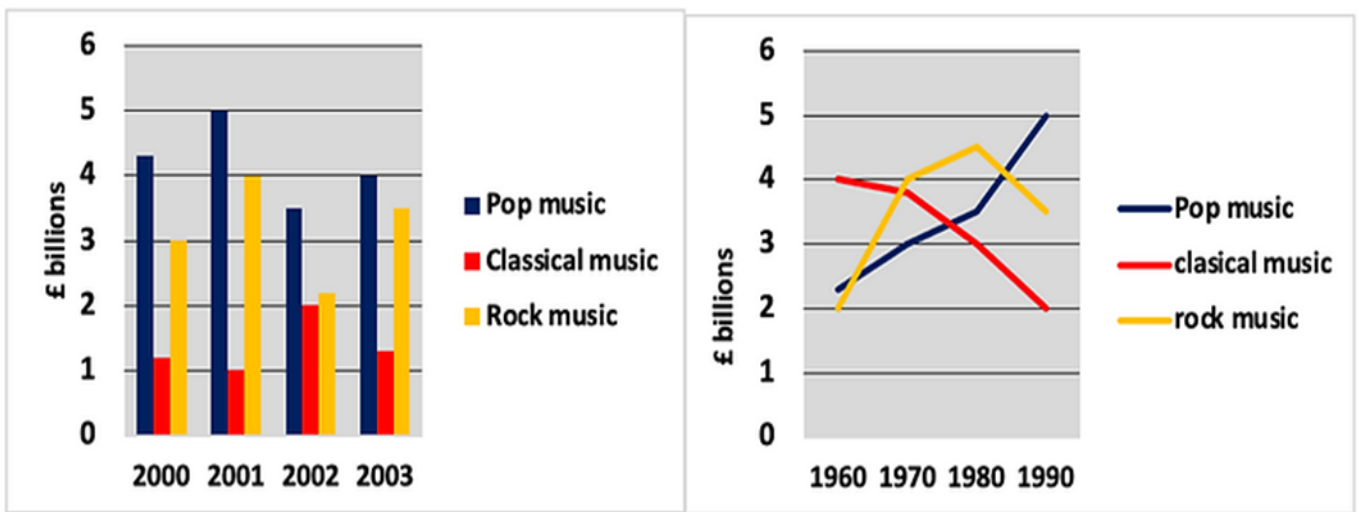
**Model Answer M**

You should spend about 20 minutes on this task.

*The graphs below provide information about the sales of three different types of music in England.*

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

Write at least 150 words



Depicted in the diagrams are the sales of three kinds of music per decade and annually. Overall, pop music was consistently the best seller, according to the bar chart, while the line graph shows that sales of pop and rock increased, whereas classical decreased.

The sales of all music types, illustrated in the bar chart, fluctuated over the years but pop was consistently the most popular and peaked at £5 billion in 2001, while rock reached its highest level in 2001, at £4 billion. Classical, in contrast, was always the least popular, with the lowest amount sold in 2001, at just £1 billion.

As for the line graph, the sales for pop more than doubled from approximately £2.2 in 1960 to £5 billion in 1990, whereas classical sales slumped by 50%, from £4 to £2 billion over the same period of time. There was a steep rise in the sales of rock from £2 to around £4.5 billion from 1960 to 1980, but its sales sharply declined over the next decade to approximately £3.5 billion.

**175 words**

# IELTS

## Academic Writing Task 1

### Target 7.0

IELTS Academic Writing 7.0 Task 1 is a step-by-step guide to writing a band 7.0 report. It takes you through the task requirements for each type of diagram, gives practice of the essential vocabulary and grammar and provides band 8.0 model answers.

#### Who is the book for?

This book is suitable for IELTS students and candidates who have just started on their IELTS study program, along with more experienced students who need to achieve a band 7.0 .

#### Unit contents

- Test tips: Explanation of the requirements for each task type.
- Essential vocabulary and grammar for all types of diagrams.
- Language practice exercises to reinforce grammar and vocabulary.
- Task Focus: How to write an effective introduction, overview and describe the main features.
- Band 8.0 model answers for each type of diagram.
- Test practice questions from IELTS past papers.

#### How to use the book?

The book can be used as a self-study guide and is also suitable for IELTS teachers to use in their lessons, either as a complete course book or a supplementary material. You can work through each unit or focus on units on diagram types that you might be having difficulty with.

**Achieve your goal**

