

WRITING TASK 1

You should spend about 20 minutes on this task

The chart shows the global proportion of different types of energy produced annually. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

WRITING TASK 2

You should spend about 40 minutes on this task

Write about the following topic:

Childhood obesity is a problem which has recently received a lot of attention in western societies such as Britain, Australia and the United States.

Explain the cause(s) of this problem and suggest what can be done about it.

Give reasons for your answer and include any relevant examples from your own knowledge or experience

Write at least 250 words.

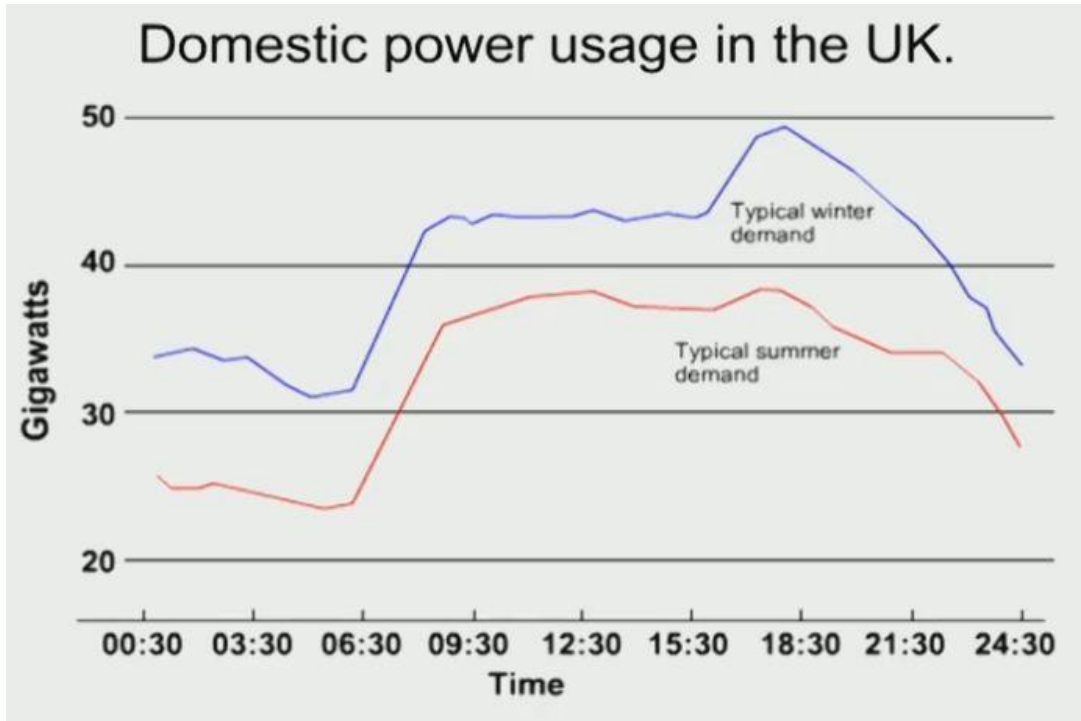
- You will be given 60 minutes to address both tasks.

My suggestion: As vividly seen, task 2 has twice as many marks as task 1 and it is far more challenging, so it is wiser to finish task 2 first.

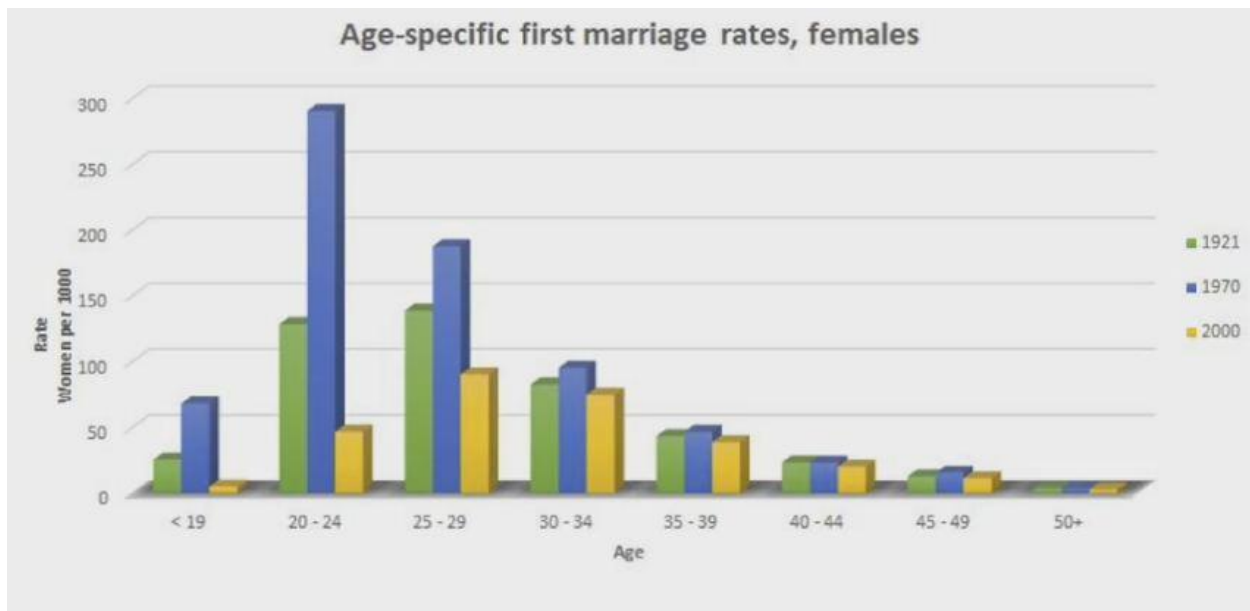
WRITING TASK 1: Band Descriptors (public version)

| Band | Task achievement | Coherence and cohesion | Lexical resource | Grammatical range and accuracy |
|------|--|--|--|---|
| 9 | <ul style="list-style-type: none"> fully satisfies all the requirements of the task clearly presents a fully developed response | <ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skillfully manages paragraphing | <ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' | <ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips' |
| 8 | <ul style="list-style-type: none"> covers all requirements of the task sufficiently presents, highlights and illustrates key features/bullet points clearly and appropriately | <ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately | <ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation | <ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies |
| 7 | <ul style="list-style-type: none"> covers the requirements of the task (A) presents a clear overview of main trends, differences or stages (GT) presents a clear purpose, with the tone consistent and appropriate clearly presents and highlights key features/bullet points but could be more fully extended | <ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-over-use | <ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation | <ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors |
| 6 | <ul style="list-style-type: none"> addresses the requirements of the task (A) presents an overview with information appropriately selected (GT) presents a purpose that is generally clear, there may be inconsistencies in tone presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate | <ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately | <ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication | <ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication |
| 5 | <ul style="list-style-type: none"> generally addresses the task, the format may be inappropriate in places (A) recounts detail mechanically with no clear overview; there may be no data to support the description (GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details | <ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over-use of cohesive devices may be repetitive because of lack of referencing and substitution | <ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader | <ul style="list-style-type: none"> uses only a limited range of structures attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader |
| 4 | <ul style="list-style-type: none"> attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate (GT) fails to clearly explain the purpose of the letter; the tone may be inappropriate may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate | <ul style="list-style-type: none"> presents information and ideas but these are not arranged coherently and there is no clear progression in the response uses some basic cohesive devices but these may be inaccurate or repetitive | <ul style="list-style-type: none"> uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task has limited control of word formation and/or spelling; errors may cause strain for the reader | <ul style="list-style-type: none"> uses only a very limited range of structures with only rare use of subordinate clauses some structures are accurate but errors predominate, and punctuation is often faulty |
| 3 | <ul style="list-style-type: none"> fails to address the task, which may have been completely misunderstood presents limited ideas which may be largely irrelevant/repetitive | <ul style="list-style-type: none"> does not organise ideas logically may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas | <ul style="list-style-type: none"> uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling can only use a few isolated words | <ul style="list-style-type: none"> attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning |
| 2 | <ul style="list-style-type: none"> answer is barely related to the task | <ul style="list-style-type: none"> has very little control of organisational features | <ul style="list-style-type: none"> cannot use sentence forms except in memorised phrases | <ul style="list-style-type: none"> cannot use sentence forms at all |
| 1 | <ul style="list-style-type: none"> answer is completely unrelated to the task | <ul style="list-style-type: none"> fails to communicate any message | <ul style="list-style-type: none"> cannot use sentence forms at all | <ul style="list-style-type: none"> cannot use sentence forms at all |
| 0 | <ul style="list-style-type: none"> does not attend does not attempt the task in any way writes a totally memorised response | | | |

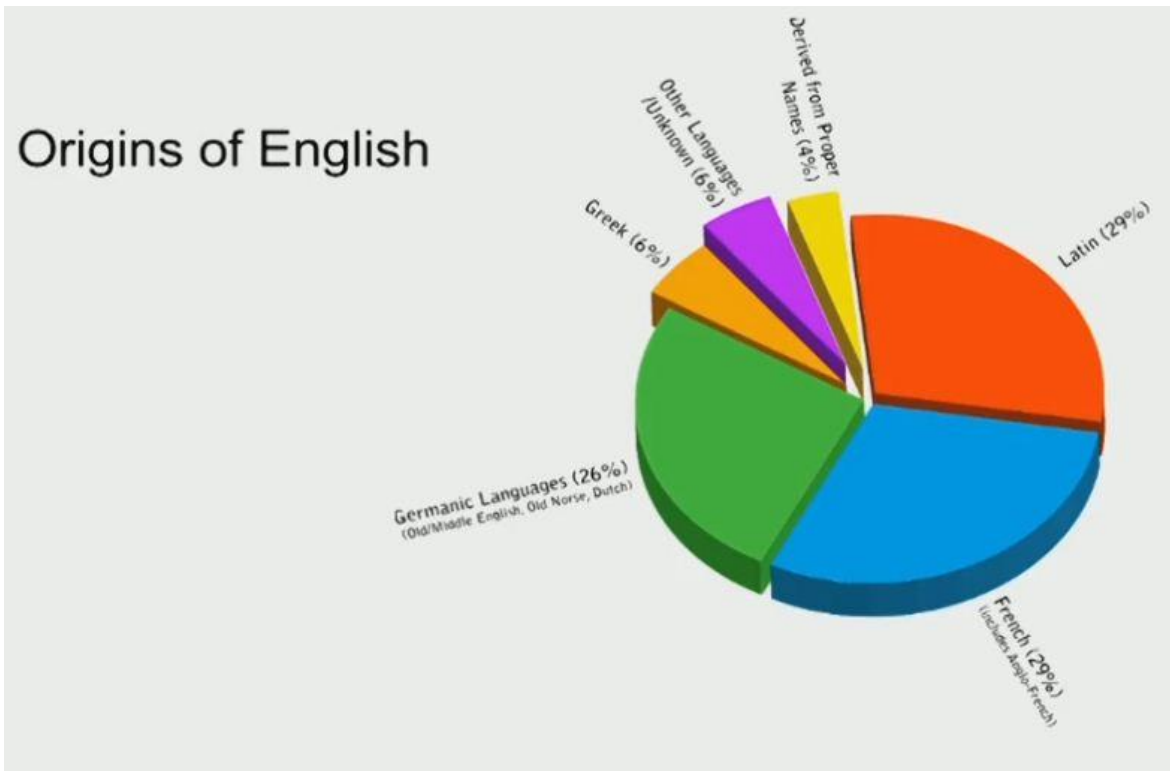
Line Graph



Bar Chart



Pie Chart



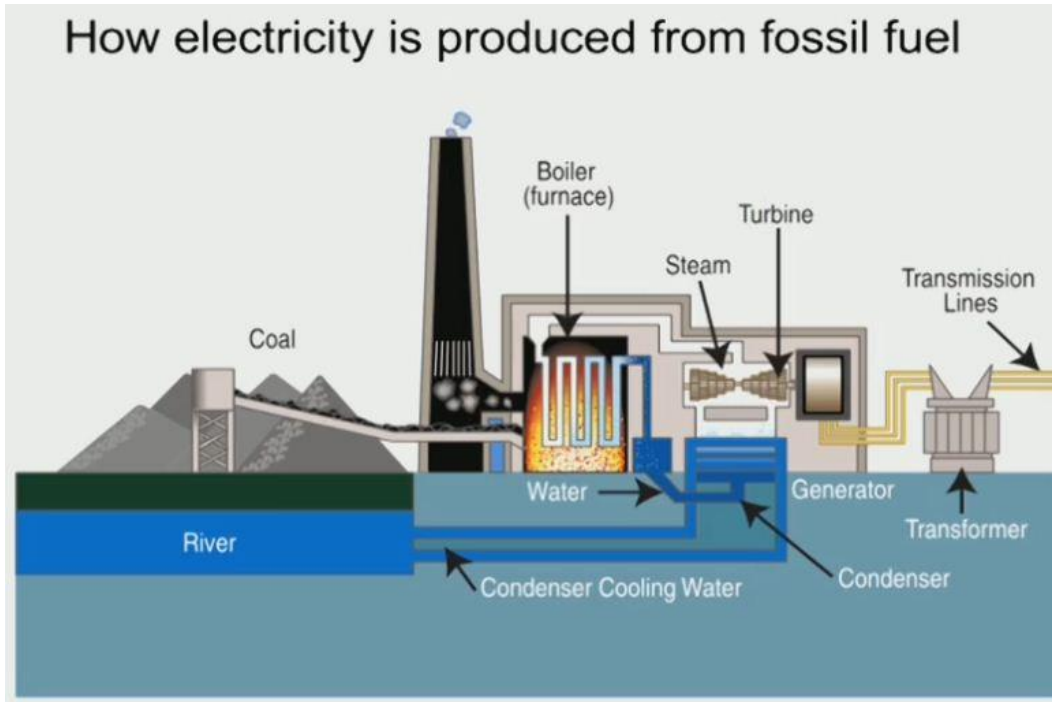
Table

Changes in Transport Use over Time

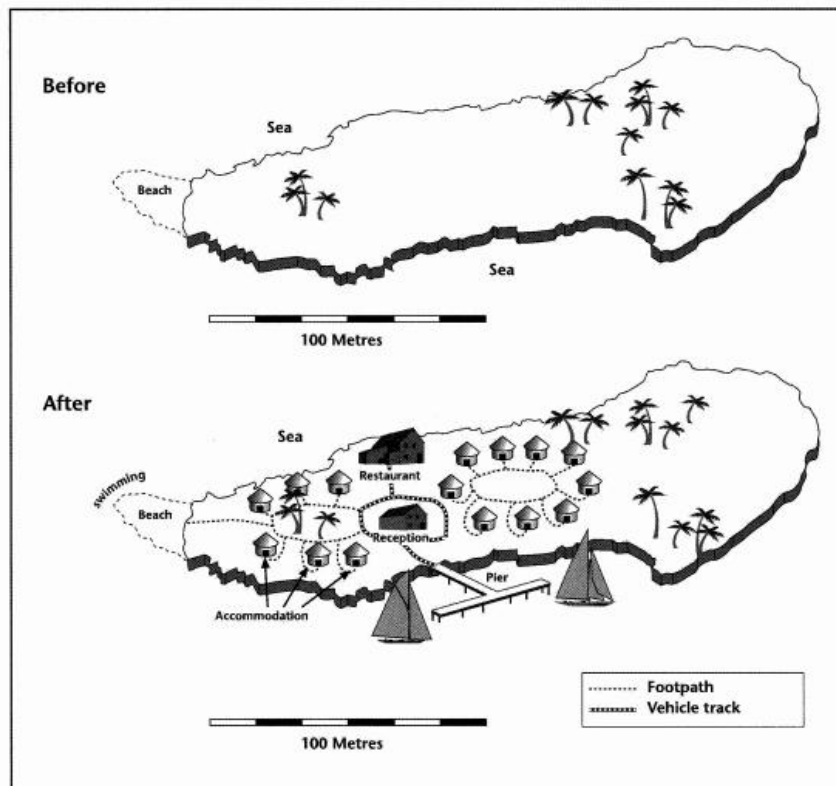
| Type of transport | 2004 % |
|-------------------------------------|--------|
| Car/truck/van | 74.6 |
| Motor bike/scooter | 0.6 |
| Train | 6.7 |
| Bus | 4.3 |
| Tram/light rail | 0.8 |
| Ferry/boat | 0.2 |
| Taxi | 0.1 |
| Bicycle | 1.2 |
| Walk | 3.9 |
| Did not travel (work/study at home) | 7.6 |

| Type of transport | 2014 % |
|-------------------------------------|--------|
| Car/truck/van | 65.5 |
| Motor bike/scooter | 0.7 |
| Train | 6.8 |
| Bus | 3.9 |
| Tram/light rail | 0.8 |
| Ferry/boat | 0.5 |
| Taxi | 0.1 |
| Bicycle | 6.5 |
| Walk | 8.0 |
| Did not travel (work/study at home) | 7.2 |

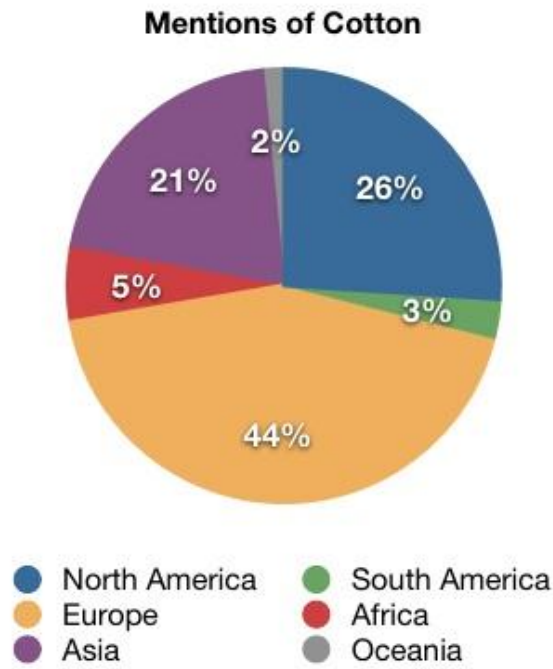
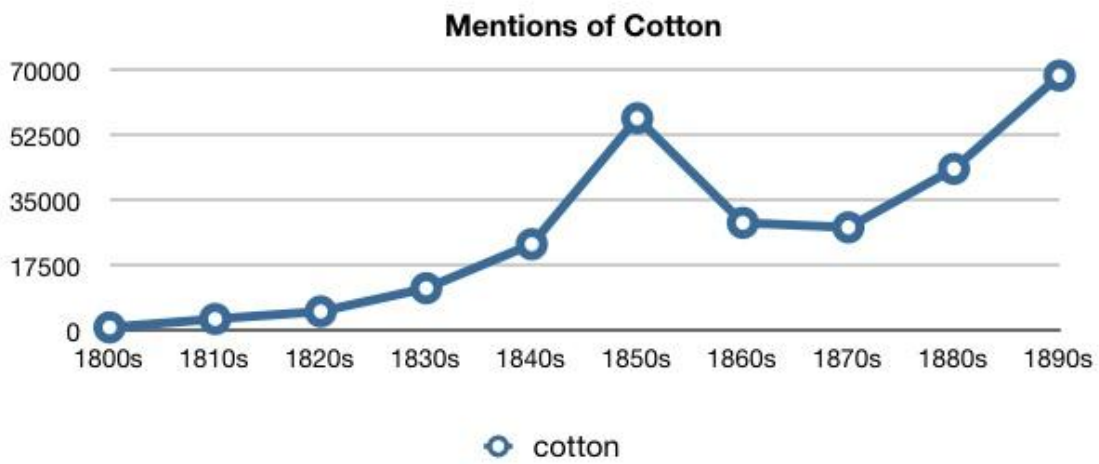
Process Diagram



Comparison Diagram (Map)



Double Data Source



Understanding the Question

WRITING TASK 1

You should spend about 20 minutes on this task

The charts below show total numbers of visitors to Australia as well as tourist revenue received from six countries.

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

Write at least 150 words.

Writing Task 1 Structure

Paragraphing is a vital skill that you must show you are capable of in the best way. ALWAYS write as above:

1. Introduction
2. Overview
3. Details No. 1
4. Details No. 2

Hint: always have a line blank between your paragraphs.

Introduction

You need to begin your written work with one or two sentences stating what the IELTS writing task 1 presents. The approach is, to paraphrase the title of the visual, making sure you put a time frame if there is one.

The graph below shows the percentages of males and females of different ages employed in Australia.

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

Model answer:

The given graph illustrates the proportion of men and women from various age groups who are working in Australia.

The chart shows the global proportion of different types of energy produced annually.

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

Model answer:

The supplied chart gives information about the ratio of various kinds of energy generated worldwide in one year.

Sample No. 1:

Writing Task 1

You should spend about 20 minutes on this task.

The graph below shows the number of whales sighted from Springbay lighthouse.

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

Write at least 150 words.

| Year | Number of whales sighted |
|------|--------------------------|
| 2009 | 45 |
| 2010 | 40 |
| 2011 | 105 |
| 2012 | 90 |
| 2013 | 110 |

Sample No. 2:

Writing Task 1

You should spend about 20 minutes on this task.

The flow chart below shows the system used in the production and distribution of natural gas.

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

Write at least 150 words.

NATURAL GAS PRODUCTION AND DISTRIBUTION SYSTEM

```

    graph TD
      Imports[Imports] --> MainStorage[Main Underground Storage]
      GasWell[Gas Well] --> GasPlant[Gas Plant]
      OilWell[Oil Well] --> Refinery[Refinery]
      GasPlant --> MainStorage
      Refinery --> MainStorage
      MainStorage -- Pipeline --> RegionalStorage[Regional Storage]
      RegionalStorage --> Tankers[40,000 litre tankers]
      RegionalStorage --> Wagons[24,000 litre wagons]
      Tankers --> RetailStorage[Retail Storage]
      Wagons --> RetailStorage
      RetailStorage -- 12,000 litre Delivery Truck --> RetailCustomer[Retail Customer]
  
```

Sample No. 3:

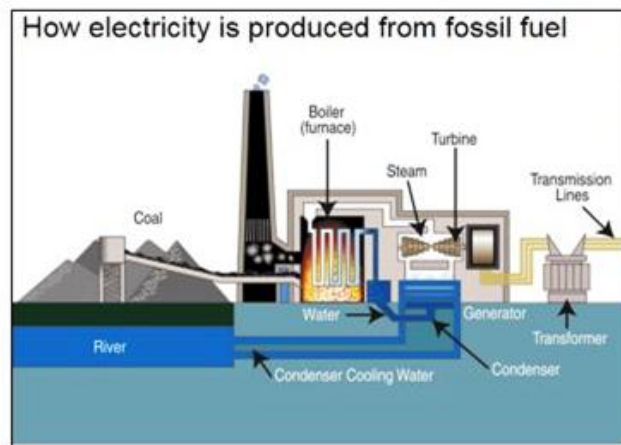
Writing Task 1

You should spend about 20 minutes on this task.

The diagram below shows the operation how electricity is produced from fossil fuel.

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

Write at least 150 words.



Model answer No.1:

The provided graph gives information about the numbers of individual whales that were observed from the Springbay lighthouse during the five years between 2009 and 2013.

Model answer No.2:

The supplied diagram gives an overview of the process followed in producing and distributing natural gas.

Model answer No.3:

The given diagram illustrates the process used to produce electricity using fossil fuels, such as coal.

Visuals in Task 1 present data that can be broken down into **Broad**, **Minor** and **Minute** details.

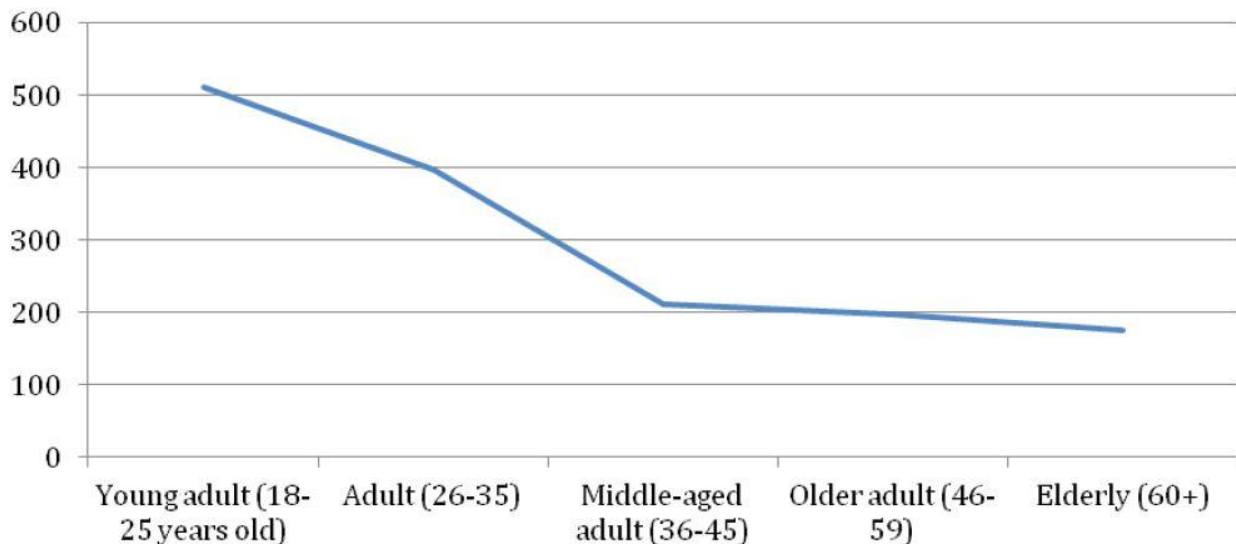
✓ **Broad Details:** Broad details are details that encompass all parts of the data source. They summarize the entire data source into a single sentence.

✓ **Minor Details:** Minor details describe the smaller portions that make up the broad details.

✓ **Minute Details:** Minute details refer to specific points of reference within a data source. Typically, precise figures (e.g.: numbers).

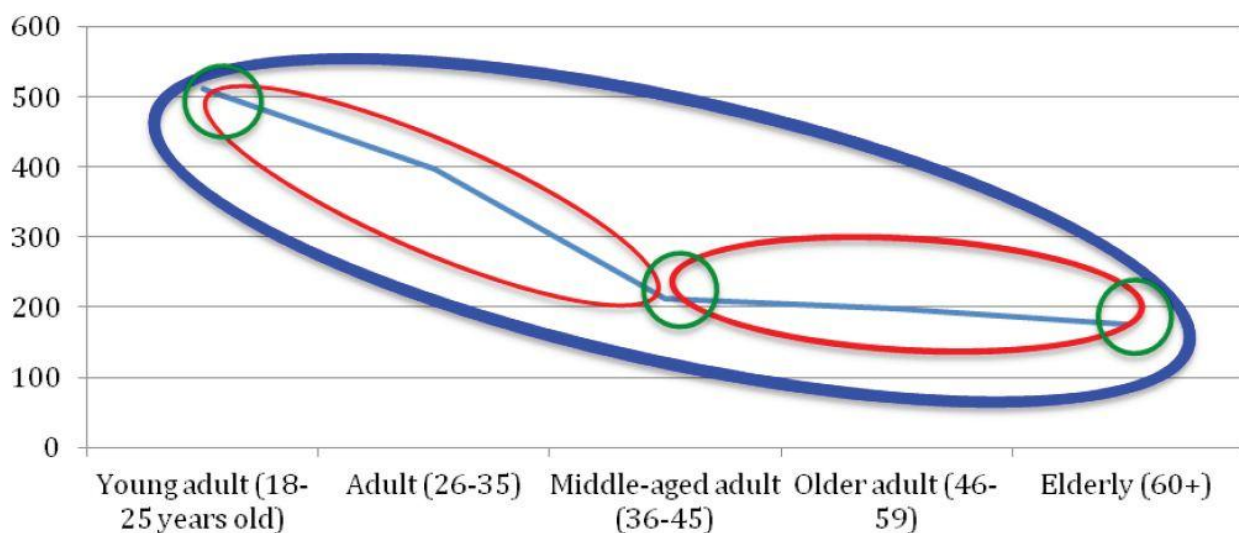
Your first step when responding to a Task 1 question is mentally breaking the data you are presented down and classifying it into these three categories. You should not start writing your response until you have carried out this essential step.

Avg daily milk beverage product consumption among adult age groups in Canada (in milliliters)



- **The broad detail** in this data appears to be a downward development without interruption from start to finish.
- **Minor details** are twofold: a sharper decline between ‘Young adult’ and ‘Middle---aged adult’ followed by a more gradual decline between ‘Middle---aged adult’ and ‘Elderly’.
- **Minute details** can be seen at three points in this data: the trend’s beginning (just slightly more than 500 milliliters), the point where the trend changes (middle---aged, at roughly 200 milliliters) and at the trend’s conclusion (slightly below 200 milliliters). These are the details that mark points of significance within the trend.

Avg daily milk beverage product consumption among adult age groups in Canada (in milliliters)



Overview

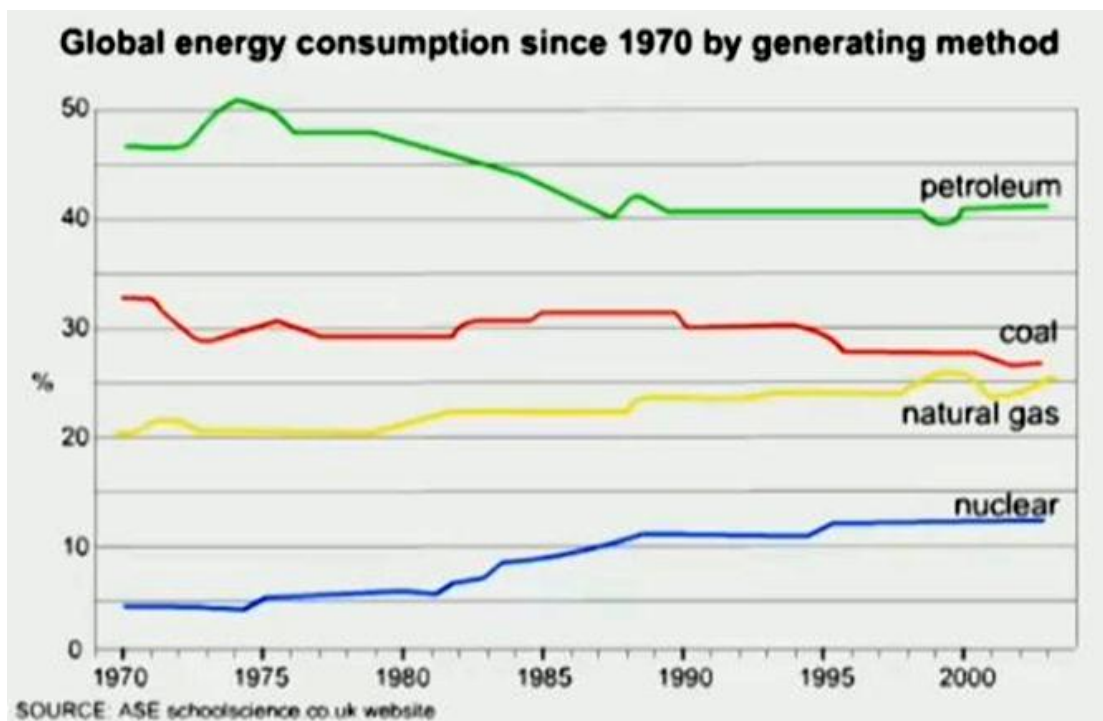
“Overview” is the most important paragraph of this task, showing your overall understanding of the visual. You need to understand what the main trend or trends in the visual are.

NEVER give detail such data (e.g.: number, percentage and etc.)

DESCRIBE what is happening overall.

To make it easier for the examiner to find the overview, we start it with words and phrases such as “Overall” or “It is clear that”

My suggestion: always write two sentences, presenting two main trends.



Model overview:

Overall, it can be seen that the use of petroleum and coal fell slightly over the period. On the other hand, there were slight increases in the use of natural gas and nuclear energy.

Model answer:

The provided chart shows trends in world usage of different types of energy between 1970 and 2003.

Overall, it can be seen that the use of petroleum and coal fell slightly over the period. On the other hand, there were slight increases in the use of natural gas and nuclear energy.

(53 words)

Sample No. 1:

You should spend about 20 minutes on this task.

The table illustrates the proportion of monthly household income five European countries spent on food and drink, housing, clothing and entertainment.

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

Write at least 150 words.

Proportion of household income five European countries spend on food and drink, housing, clothing and entertainment

| | Food and drink | Housing | Clothing | Entertainment |
|---------|----------------|---------|----------|---------------|
| France | 25% | 31% | 7% | 13% |
| Germany | 22% | 33% | 15% | 19% |
| UK | 27% | 37% | 11% | 11% |
| Turkey | 36% | 20% | 12% | 10% |
| Spain | 31% | 18% | 8% | 15% |

Sample No. 2:

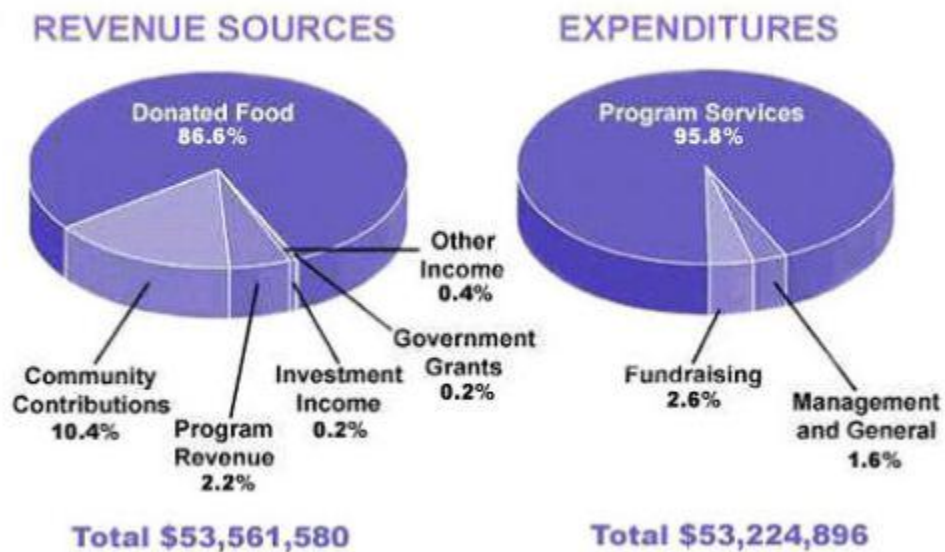
You should spend about 20 minutes on this task.

The pie charts show the amount of money that a children's charity located in the USA spent and received in one year, 2016.

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

Write at least 150 words.

Revenue Sources and Expenditures of a USA Charity in one year, 2016.



Model answer No. 1:

The table shows the amount of household income that five countries in Europe spend per month on four items.

Overall, it is evident that all five countries spend the majority of their income on food and drink and housing. However, much less money is allotted to clothing and entertainment.

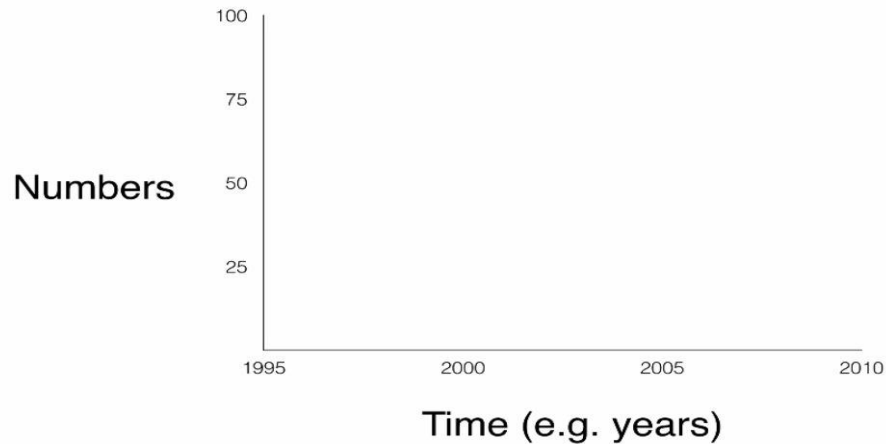
Model answer No. 2:

The pie charts show the amount of revenue and expenditures in 2016 for a children's charity in the USA.

Overall, total revenue sources just exceeded outgoings. Moreover, donated food accounted for the majority of the income, while program services comprised the most expenditure

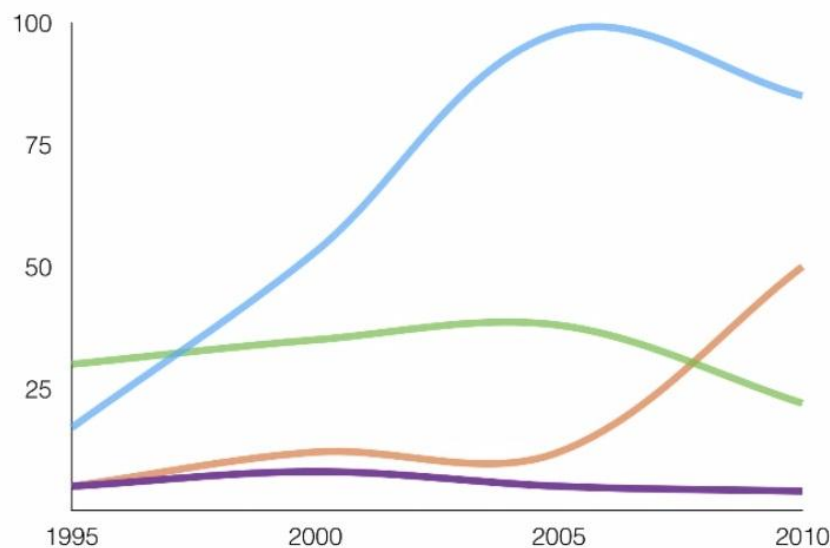
How to describe line graphs

Line graphs show numbers changing over a period of time



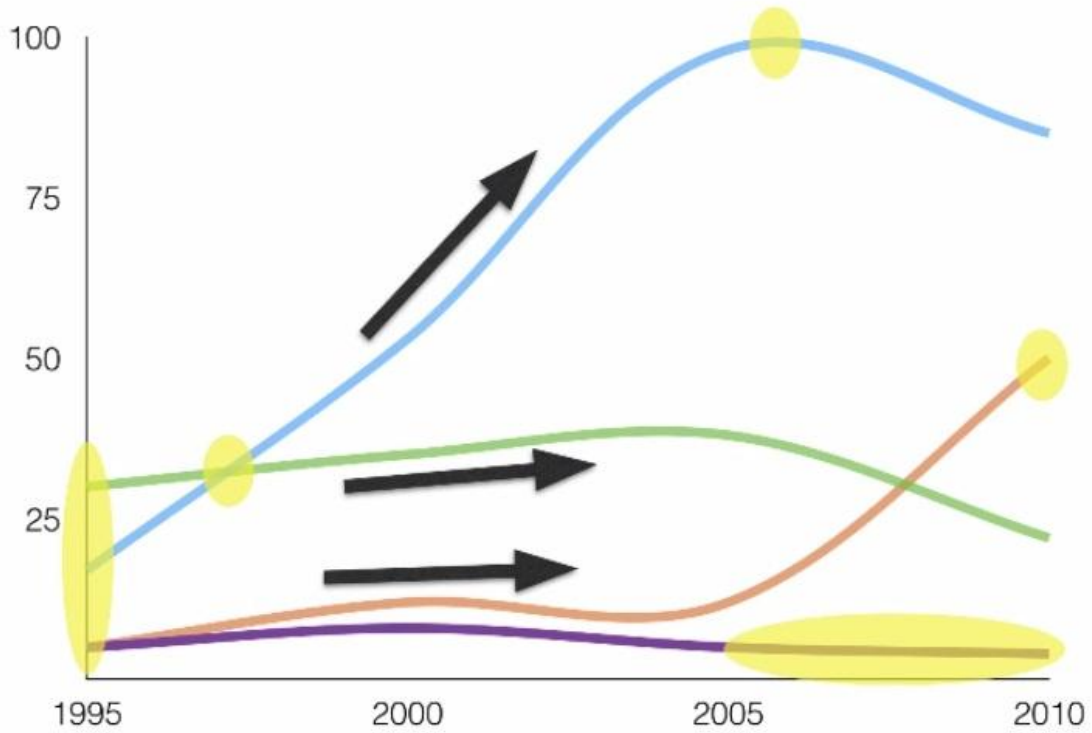
How to approach:

- You will almost definitely see 2, 3, 4 or 5 lines
- Your job is to compare the lines, not describe them separately.
 - First, make a very general comparison (overview paragraph)
 - Second, compare the lines at specific points (details' paragraphs)



4 lines: you can't describe everything

Write at least one thing about each line

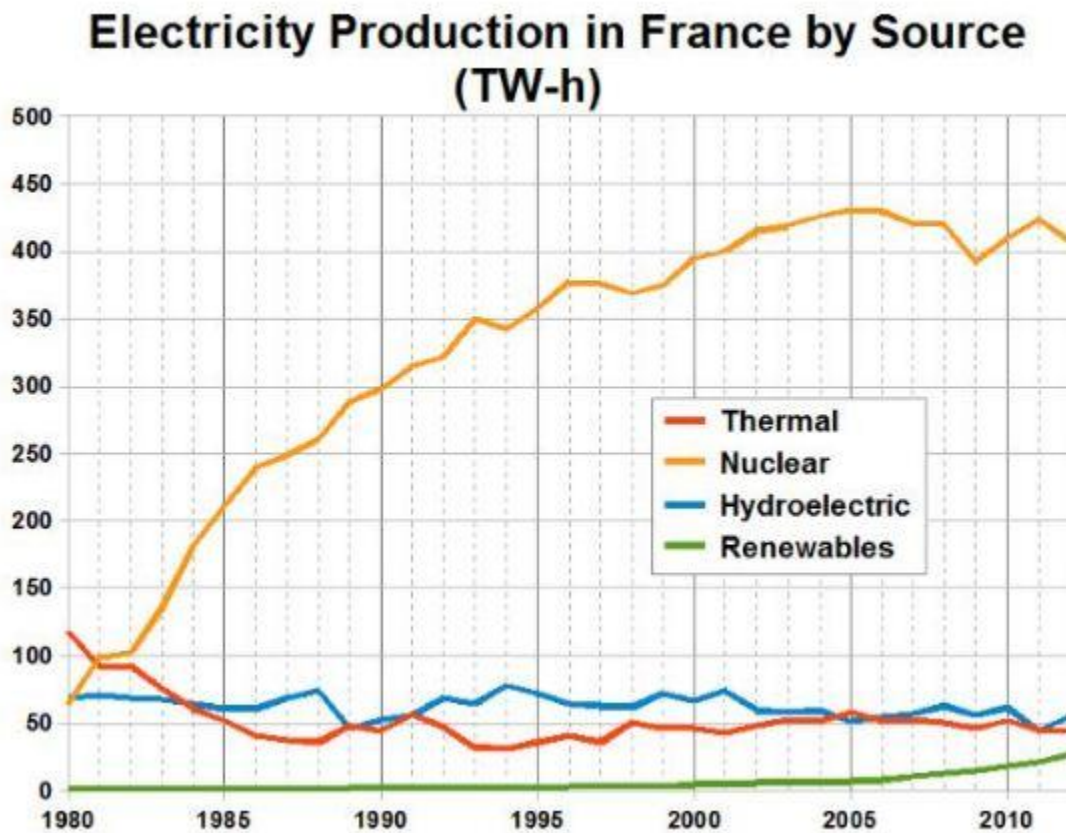


You should spend about 20 minutes on this task.

The graph below shows electricity production (in terawatt hours) in France between 1980 and 2012

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

Write at least 150 words.



The line graph compares the amount of electricity produced in France using four different sources of power over a period of 32 years.

It is clear that nuclear power was by far the most important means of electricity generation over the period shown. While renewables provided the lowest amount of electricity in each year.

In 1980, thermal power stations were the main source of electricity in France, generating around 120 terawatt hours of power. Nuclear and hydroelectric power stations produced just under 75 terawatt hours of electricity each, and renewables provided a negligible amount. Just one year later, nuclear power overtook thermal power as the primary source of electricity.

Between 1980 and 2005, electricity production from nuclear power rose dramatically to a peak of 430 terawatt hours. By contrast, the figure for thermal power fell to only 50 terawatt hours in 1985, and remained at this level for the rest of the period. Hydroelectric power generation remained relatively stable, at between 50 and 80 terawatt hours, for the whole 32-year period, but renewable electricity production saw only a small rise to approximately 25 terawatt hours by 2012.

Useful vocabularies for describing trends

Increase:



| Trends | |
|----------|-------------|
| Verb | Noun |
| rise | a rise |
| increase | an increase |
| grow | a growth |
| climb | a climb |
| boom | a boom |
| peak | a peak |
| go up | N/A |

Peaked at/in... / Topped at/in... / Reached (hit) a peak of/in

Shot to... / Rocketed to... / Jumped to... / leapt to....

Swelled to...

Swell (noun):

The following decade would see a swell to roughly 650 million people

Ballooned to...

Gradually (modestly) climbed to... / Escalated to...

Inched to...

Crawled to...

Inflate: hotels often inflate prices at particular times of the year.

Doubled/ Tripled/ It increased four fold

Decrease:



| | |
|----------|-------------|
| fall | a fall |
| decrease | a decrease |
| reduce | a reduction |
| decline | a decline |
| dip | a dip |
| go down | N/A |

Dropped to...

Fell to...

Deflated to

Shrank to...

Drop to....

Dwindle to.... / Slid to... (Gradual decrease for amount, popularity, price)

Plunge to...

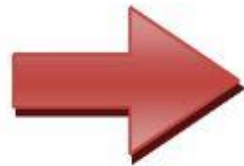
Diminish from....to.....

Slacken (gradually): he slackened his grip

Plunge/ Nosedive/ Plummet/ Tumble/ Slump (Nouns for sudden and sharp decreases)

Bottomed at/in... / Hit a trough at/in... / Reduced to a minimum of/in / reached a minimum/ Hit the rock bottom

Stability:



| | |
|-------------------------|-------------------------|
| level out | a leveling out |
| not change | no change |
| remain stable | (a period of) stability |
| remain steady | N/A |
| stay constant | N/A |
| maintain the same level | N/A |
| stand steady | N/A |

Maintained a value of...

Went without change for...

Went unaltered...

Remained stable

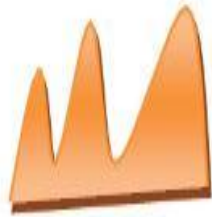
Held steady at...

Reached a plateau of...

Lull: After a slight lull in the early 1960s, Chinese population growth accelerates

Hover: College D's rating after hovering around the 40% level until 1997, declined gradually to 20% by 2002.

Fluctuation:



| | |
|-------------|------------------------|
| fluctuate | a fluctuation |
| oscillate | an oscillation |
| be volatile | a period of volatility |

Experienced volatility for...

Unstable figures between.....and.....

The figures became turbulent

Jumped back and forth erratically

Ex: his income oscillated betweenand..... a month

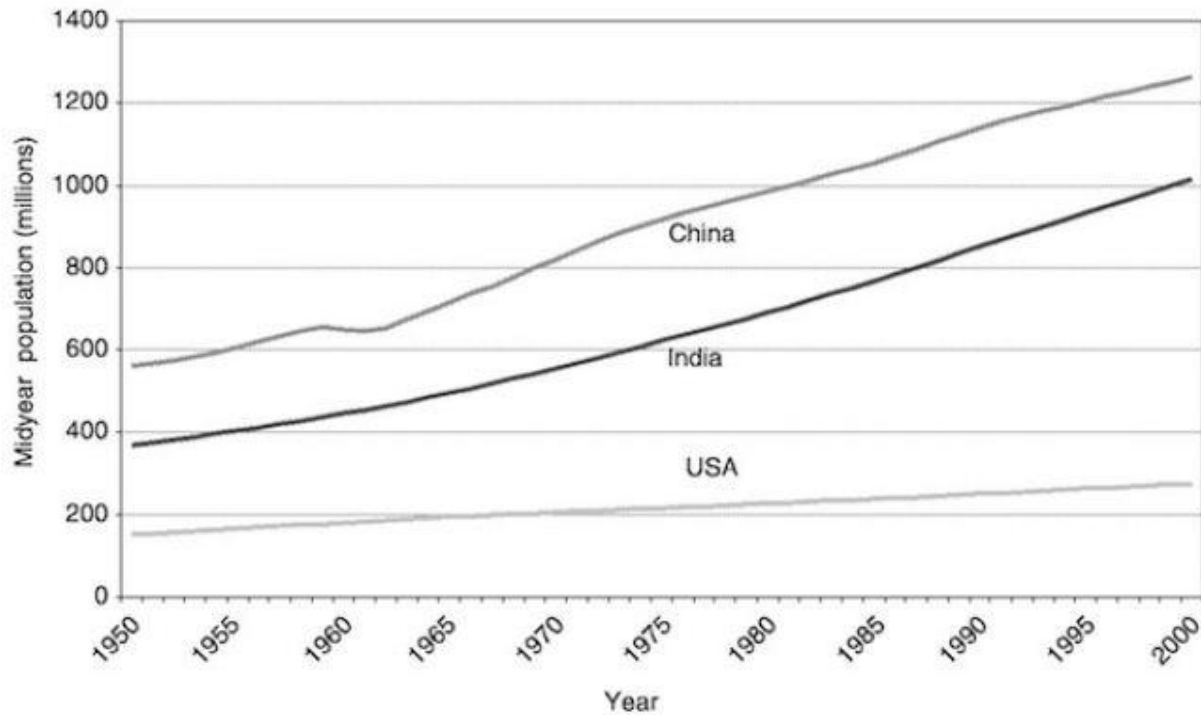
Degree and Speed:

| Degree and speed | |
|------------------|--------------|
| Adverb | Adjective |
| dramatically | dramatic |
| sharply | sharp |
| enormously | enormous |
| steeply | steep |
| substantially | substantial |
| considerably | considerable |
| significantly | significant |
| rapidly | rapid |
| moderately | moderate |
| gradually | gradual |
| slightly | slight |
| minimally | minimal |

Strong



Weak



This line graph outlines population growth patterns in China, India and the United States. All trends exhibit positive growth, albeit at different rates.

China's population growth started at just below 600 million in 1950. The following decade saw a swell to roughly 650 million people. After a slight lull in the early 1960s, Chinese population growth accelerated, and increased of almost 200 million people per decade were apparent. China hit a population of 800 million in 1970, one billion in 1980, 1.16 billion in 1990 and 1.25 billion in 2000. India's growth was very similar. Starting with a population just shy of 400 million, India swelled to 430 million in 1960 and then continued a very stable climb with slight acceleration over the following forty years. Its growth concluded at 1.1 billion in the year 2000. Although American population growth was much more modest, this trend's progression moved with greater predictability. The population of 160 million in 1950 expanded in a gradual and unremarkable manner to 270 million by the year 2000.

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



The diagram compares the different quantities of goods that were transported in the United Kingdom using four means of transportation from 1974 to 2002.

Overall, the figure for road ranked first throughout the period, while that for pipeline stood last. All modes experienced rises, except for railways which mainly showed fluctuations.

Road transport initially stood at 70 million tonnes, rising rather steadily until 1992 when it reached about 80 million. After a sudden surge in 1999, it continued to rise steadily for another 3 years to reach a high of just below 100 million in 2002.

The figures for water and rail transport remained stable at 40 million from 1974 to 1978, after which the former rose significantly to about 60 million before dropping slightly in 1999, followed by another increase to 65 million in 2002. In contrast, the latter fluctuated widely over the rest of the period, returning to its initial figure in 2002.

Goods transported via pipeline rose gradually in quantity from 5 million in 1974 to just over 20 million in 1995, following which the figure levelled off.

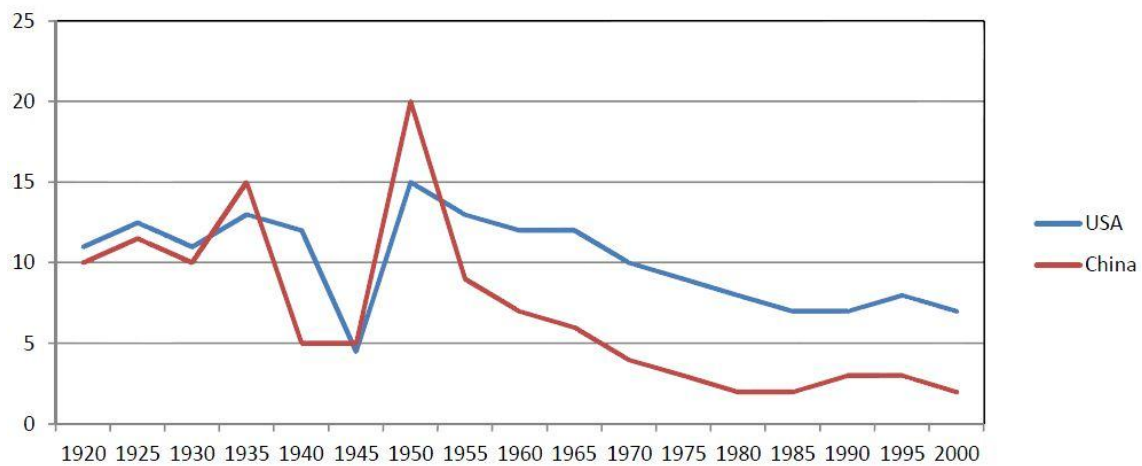
You should spend about 20 minutes on this task.

The graph below compares changes in the birth rates of China and the USA between 1920 and 2000.

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

Write at least 150 words.

Birth Rates in China and the USA



A glance at the graph provided reveals some striking similarities between the Chinese and US birth rates during the period from 1920 to 2000. It is evident that both nations saw considerable fluctuations in fertility, with lows during the 1940s and highs during the 1950s.

Increasing from approximately 10 percent in 1920 to 15 percent in 1935, China's birth rate then plunged to a low of just 5 percent in the 1940s. This was followed by a period of exponential growth, with fertility in the country reaching a peak of 20 percent in 1950. The latter half of the century, however, brought a sustained decline in this figure.

The US birth rate, meanwhile, fluctuated at somewhere between 11 and 13 percent prior to 1940, before dropping sharply to less than 5 percent in 1945. The following 5 years saw a rapid climb in this rate, to somewhere in the vicinity of 15 percent in 1950, followed by a steady fall.

It is interesting to note that while the birth rates of both countries were comparable until 1950, the gap between the two widened after this time as fertility in China slid away.

Sample No. 1:

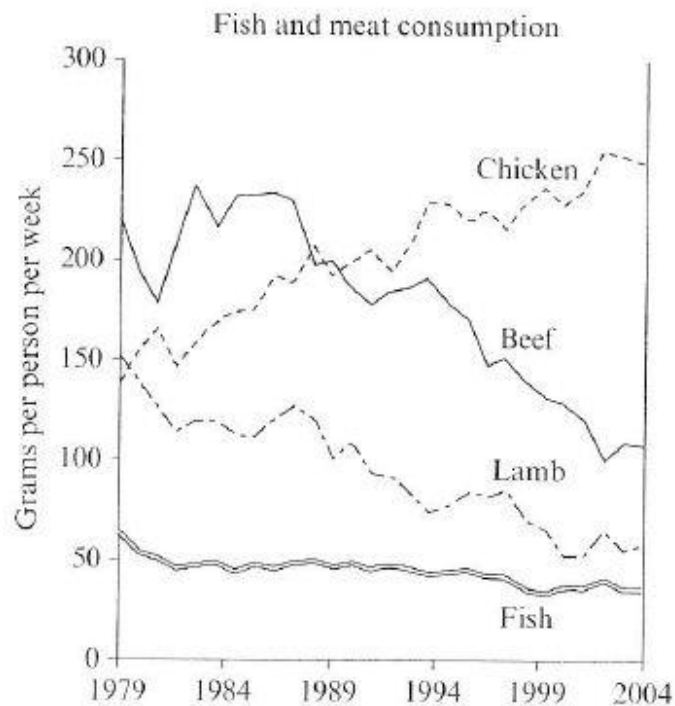
WRITING TASK 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



Sample No. 2:

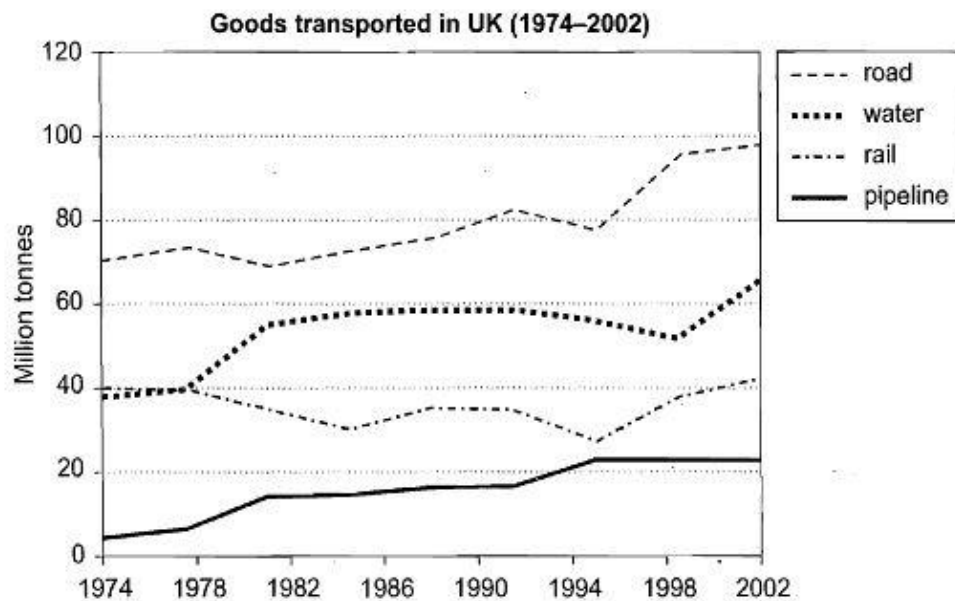
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport.

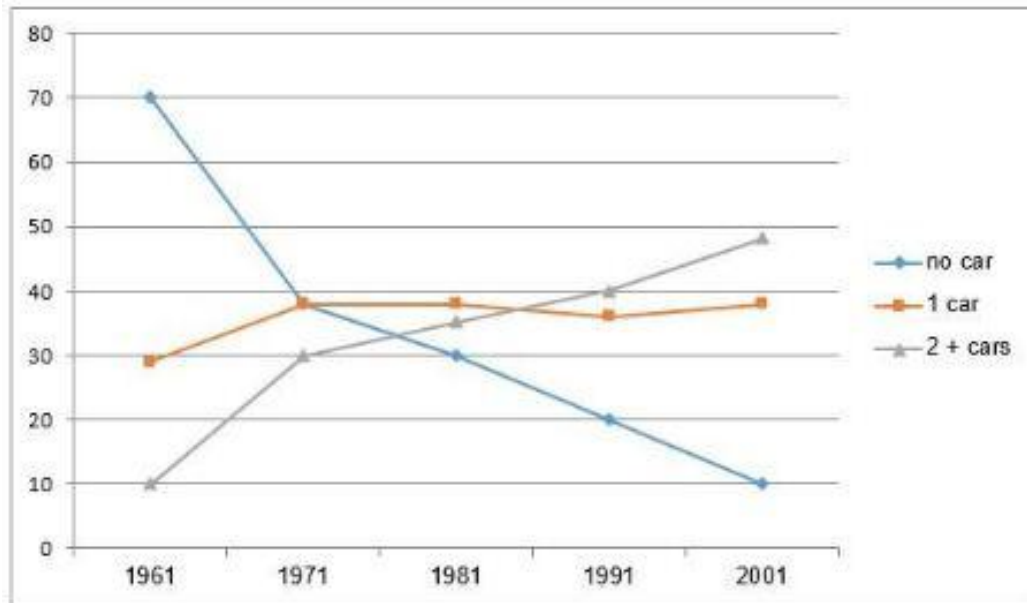
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Sample No. 3:

Percentage of car ownership in Great Britain according to household

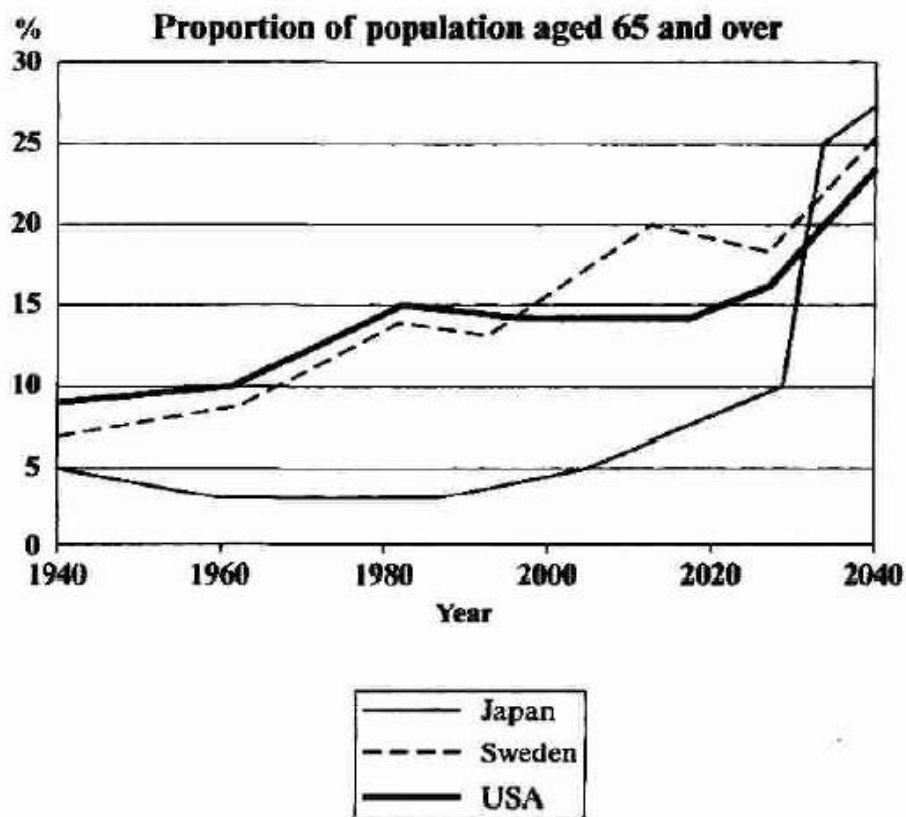


Sample No. 4:

The graph below shows the proportion of the population aged 65 and over between 1940 and 2040 in three different countries.

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

Write at least 150 words.



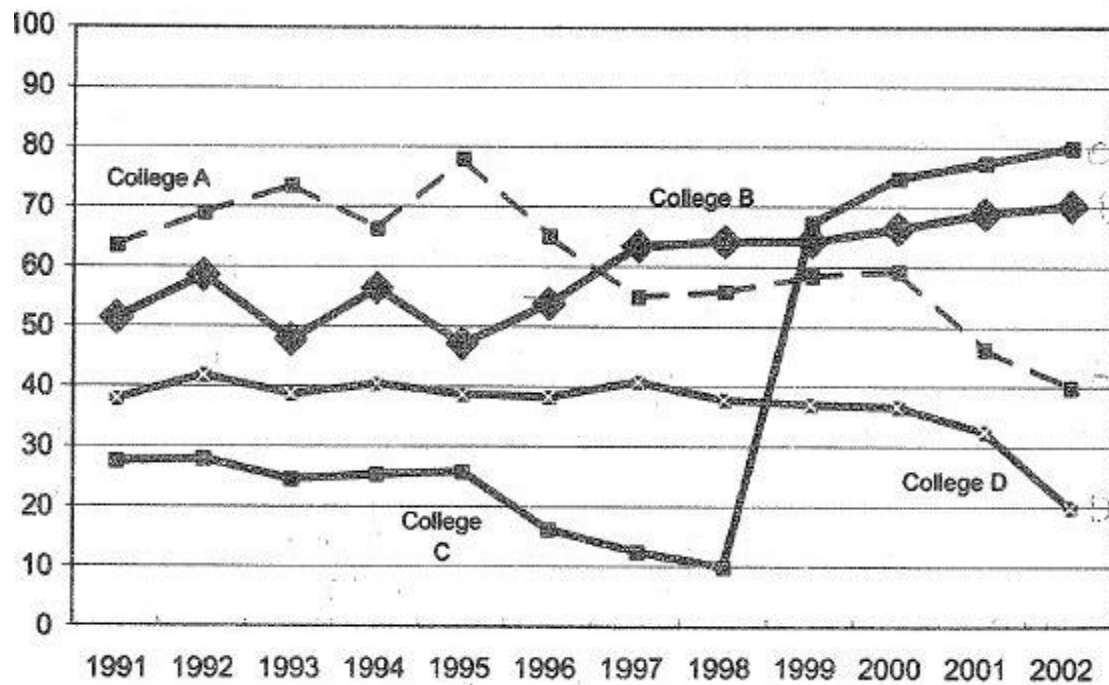
Sample No. 5:

You should spend about 20 minutes on this task.

The graph below shows the satisfaction rating of the staff in four colleges from 1991 to 2002.

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

Write at least 150 words.



Sample No. 6:

You should spend about 20 minutes on this task.

The graph below shows illustrates marriage and divorce rates in the UK during the latter part of the twentieth century.

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

Write at least 150 words.



Model answer No. 1:

The diagram compares changes in consumption figures for different kinds of meat and fish in a country in Europe from 1979 to 2004.

Overall, although beef was initially the most popular type of meat, it was overtaken by chicken towards the end of the survey. In contrast, the figure for fish remained the least significant throughout the period.

In the first year, beef had a consumption of about 225 grams per person per week, after which it experienced a sudden drop of 50 before increasing to about 230 in 1984. There were small fluctuations until 1989, which was followed by a dramatic decrease to around half as high as its original level in 2004.

The figure for lamb was initially almost as high as that for chicken (around 150 grams). However, while the former declined gradually as it reached approximately 60 in the last year, the latter saw a considerable growth and outstripped beef consumption in 1989, peaking at 250 in 2004. Fish consumption was originally approximately 60 grams and experienced a small fall of about 10 over the period.

Model answer No. 2:

The diagram compares the different quantities of goods that were transported in the United Kingdom using four means of transportation from 1974 to 2002.

Overall, the figure for road ranked first throughout the period, while that for pipeline stood last. All modes experienced rises, except for railways which mainly showed fluctuations.

Road transport initially stood at 70 million tonnes, rising rather steadily until 1992 when it reached about 80 million. After a sudden surge in 1999, it continued to rise steadily for another 3 years to reach a high of just below 100 million in 2002.

The figures for water and rail transport remained stable at 40 million from 1974 to 1978, after which the former rose significantly to about 60 million before dropping slightly in 1999, followed by another increase to 65 million in 2002. In contrast, the latter fluctuated widely over the rest of the period, returning to its initial figure in 2002. Goods transported via pipeline rose gradually in quantity from 5 million in 1974 to just over 20 million in 1995, following which the figure levelled off.

Model answer No. 3:

The line graph illustrates the proportion of cars owned by members of households in Great Britain from 1961 to 2001.

Overall, there were significant increases in the percentage of households with one car or two or more cars, whereas there was a dramatic decline in the proportion of households without a car.

In 1961, only 10% of households had two or more cars, compared with almost 30% with one car. Ten years later, the proportions had increased to 30% and 38% respectively. By 2001, however, the figure for households with two or more cars had risen to 48%, having overtaken the proportion of those with one car, which remained constant at 38% after 1981.

In contrast, the figure for households without a car witnessed a sharp decrease. The proportion fell sharply from 70% in 1961 to just 40% in 1971. The percentages continued to decline, although less dramatically, to a low point of only 10% in 2001.

Model answer No. 4:

The graph shows the increase in the ageing population in Japan, Sweden and the USA. It indicates that the percentage of elderly people in all three countries is expected to increase to almost 25% of the respective populations by the year 2040.

In 1940 the proportion of people aged 65 or more stood at only 5% in Japan, approximately 7% in Sweden and 9% in the US. However, while the figures for the Western countries grew to about 15% in around 1990, the figure for Japan dipped to only 2.5% for much of this period, before rising to almost 5% again at the present time.

In spite of some fluctuation in the expected percentages, the proportion of older people will probably continue to increase in the next two decades in the three countries. A more dramatic rise is predicted between 2030 and 2040 in Japan, by which time it is thought that the proportion of elderly people will be similar in the three countries.

Model answer No. 5:

The graph shows the satisfaction rating of the staff in four colleges, namely: College A, College B, College C and College D from 1991 to 2002.

Of all the colleges, College C strikingly increased rating over the designated period from almost 29%, the lowest rating in 1991, to a peak of 80% which was the highest rating in 2002. Between 1991 to 1995, rating for College C remained below 30% and then it drastically fell to 10% in 1998. Then, remarkably surprising the rating of College C rose to just under 70% and again it gradually surged triumphantly to 80% in 2002.

As for College B, satisfaction rating over the same period fluctuated wildly but it had almost an upward trend. Then, it climbed from just over 50% in 1991 to 70% in 2002. College A rating fell down gradually from just over 60% in 1991 to 40% in 2002. The fourth college, College D, stayed around 40% until 1997 and then collapsed gradually to only 20% by 2002.

To sum up, college C enjoyed the best improvement throughout the years and Colleges A and D suffered a lot in rating. College B despite all the fluctuations eventually made it through and reached a stable high level of satisfaction rating.

Model answer No. 6:

The graph shows marriage, divorce and remarriage numbers in the United Kingdom between the years 1961 and 1999. There appears to be a somewhat negative relationship between first marriage rates and the rates of divorces and remarriages.

According to the data, there were just shy of 350,000 first marriages in 1961. This value grew in a slightly unstable manner to a peak in 1970 of 400,000 before dropping to 270,000 in 1978. What followed this was a period of very gradual decrease until 250,000 first marriages were hit in 1991. This downward progression accelerated mildly until 1999, when first marriage numbers were roughly 200,000.

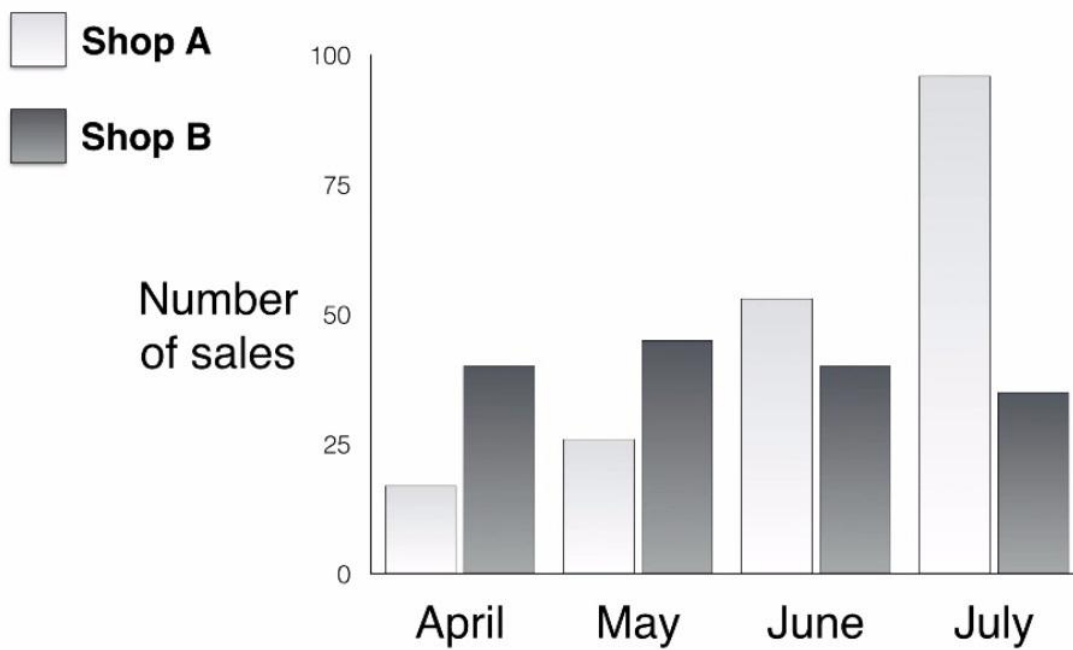
Divorce and marriage numbers however, moved in the opposite direction. There were roughly 25,000 divorces in the UK in 1961 and over the next decade this number swelled to 125,000. A period of modest, yet unstable, growth then occurred and carried on until about 1984, when a plateau of just over 150,000 was reached. Light variation around this value continued until 1999. Remarriages showed similar growth, accelerating from 50,000 in 1961 to 125,000 in 1971. The remaining period was marked by a relatively stable plateau of roughly 120,000 remarriages per year.

How to describe bar charts

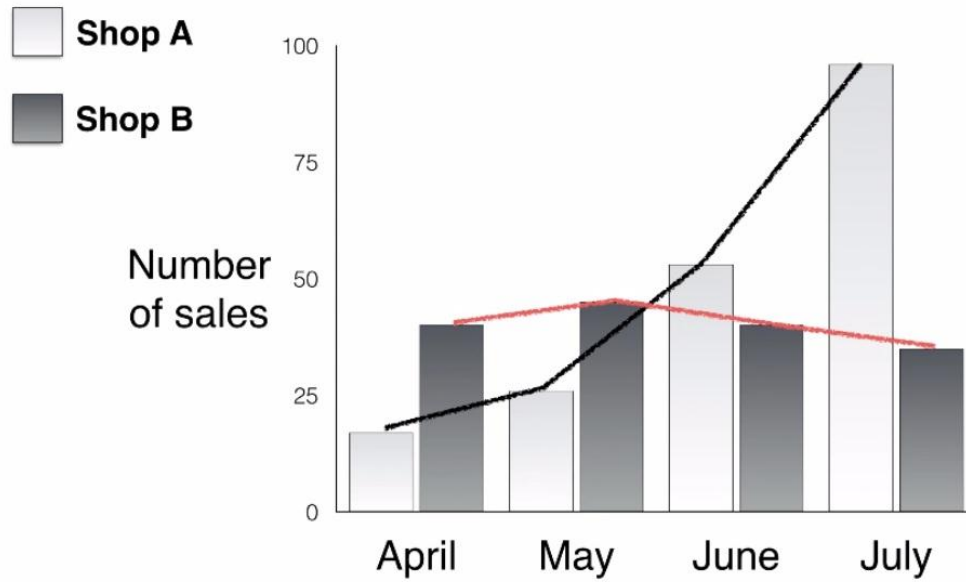
There are two different types of bar charts:

1. Showing changes over a period of time
2. only comparing numbers

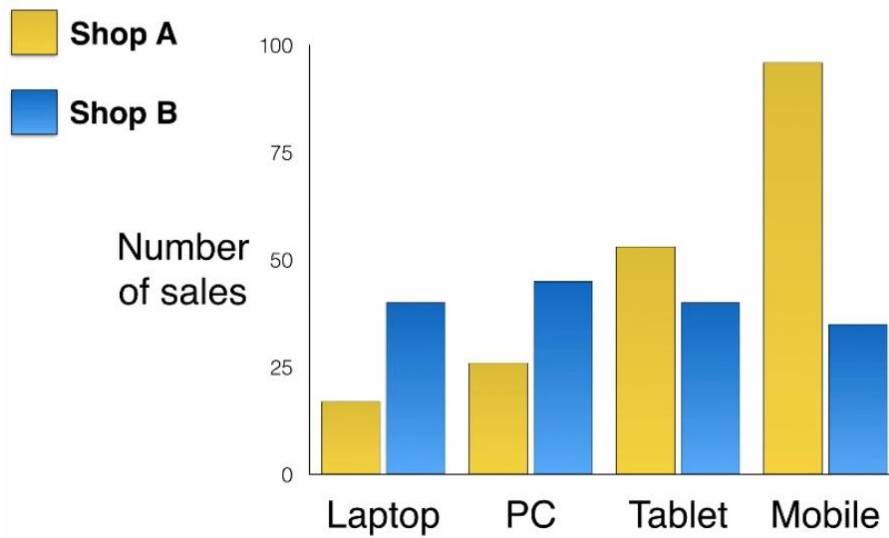
Number of computers sold by two different shops



Number of computers sold by two different shops



Number of items sold by two different shops in July



Your job is to compare bars

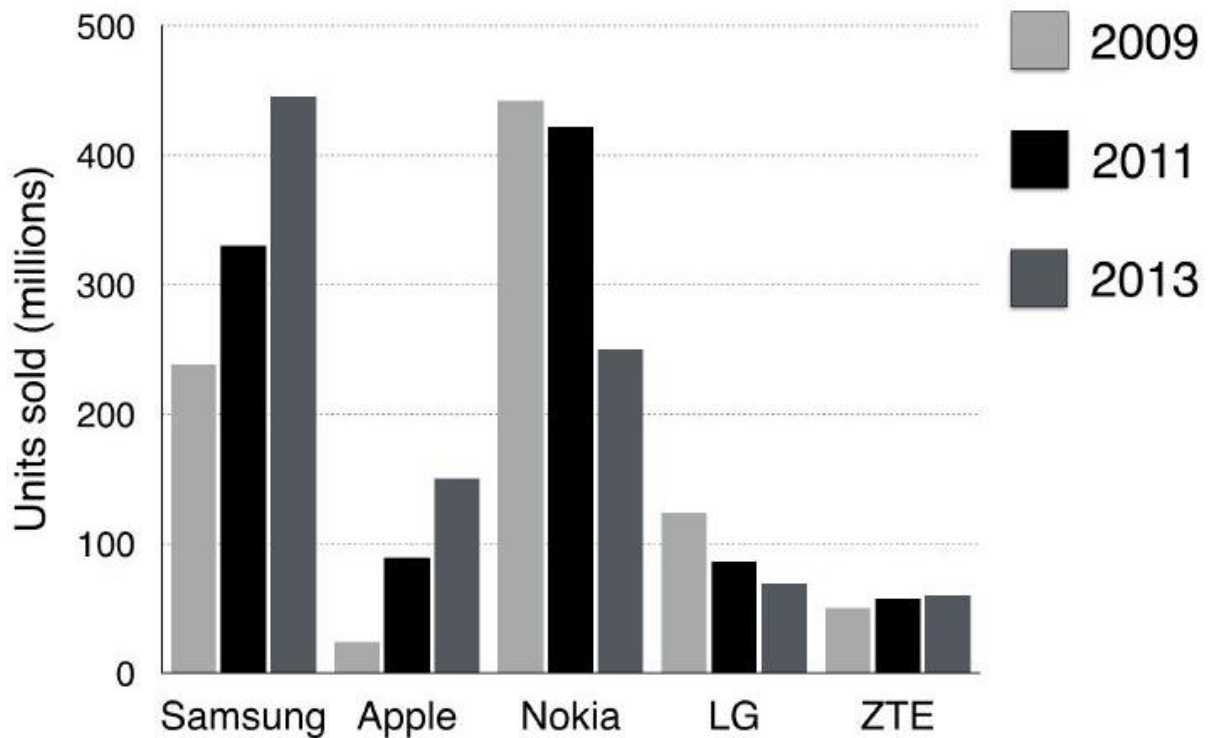
You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

Global mobile phone sales by brand



The bar chart compares the number of mobile phones sold worldwide by the five most popular manufacturers in the years 2009, 2011 and 2013.

It is clear that Nokia sold the most mobile phones between 2009 and 2011, but Samsung became the bestselling brand in 2013. Samsung and Apple saw the biggest rises in sales over the 5-year period.

In 2009, Nokia sold close to 450 million mobile phones, which was almost double the number of handsets sold by the second most successful manufacturer, Samsung. Over the following four years, however, Nokia's sales figures fell by approximately 200 million units, whereas Samsung saw sales rise by a similar amount. By 2013, Samsung had become the market leader with sales reaching 450 million units.

The other three top selling mobile phone brands between 2009 and 2013 were LG, ZTE and Apple. In 2009, these companies sold around 125 million, 50 million and 25 million mobile handsets respectively, but Apple overtook the other two vendors in 2011. In 2013, purchases of Apple handsets reached 150 million units, while LG saw declining sales and the figures for ZTE rose only slightly.

Different ways to compare

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

| | | |
|------|--|---|
| A is | (just) (over/ above/ under/ shy of) (approximately) | x |
|------|--|---|

| | | |
|------|---------------------------------|----------------------|
| A is | (almost/ roughly/ virtually...) | as large/ high/ as B |
|------|---------------------------------|----------------------|

| | | |
|--------------------|----------------------------|----------------------------|
| A is (under/ over) | Twice three/ four times | as large/ great/ high as B |
|--------------------|----------------------------|----------------------------|

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

| |
|---|
| A ranks/ stands first/second/third/last. |
| A is the (second/ third) largest/ smallest/ most significant/ most producer/... + n. |
| A has the (second/ third) greatest/ widest/ most significant/ most productive/.... + n. |

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

Different ways to report percentages

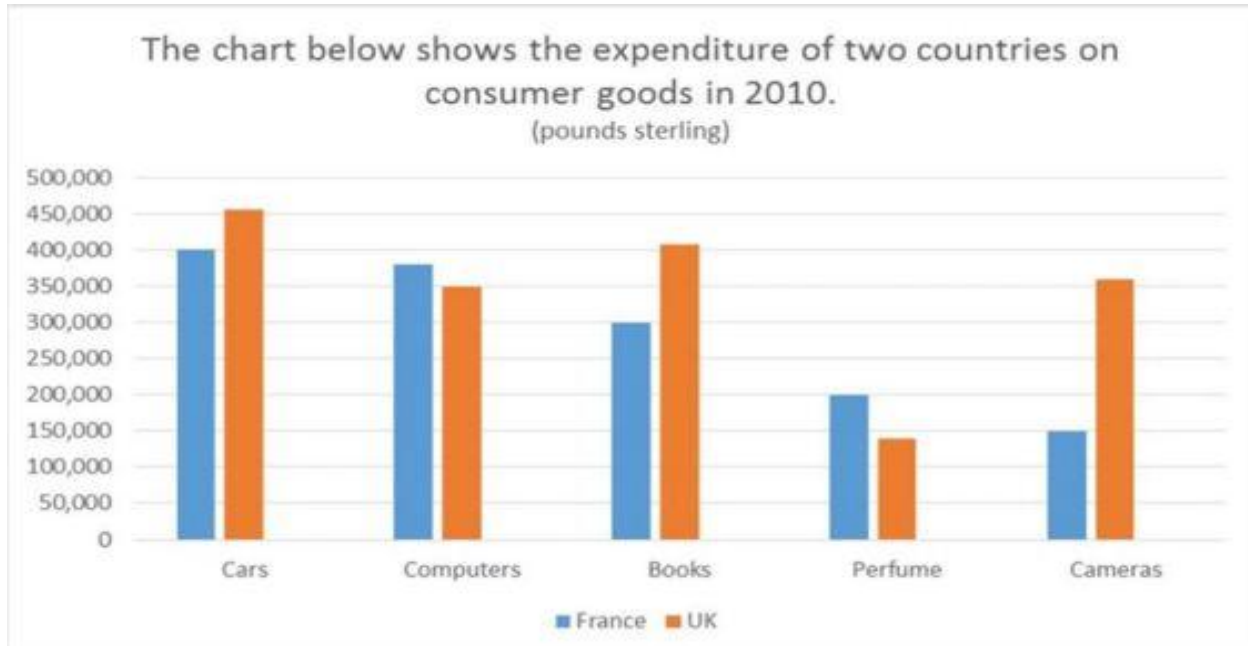
| Percentage to fraction | |
|-------------------------------|----------------------|
| Percentage | Fraction |
| 80% | Four-fifths |
| 75% | Three-quarters |
| 70% | Seven in ten |
| 65% | Two-thirds |
| 60% | Three-fifths |
| 55% | More than half |
| 50% | Half |
| 45% | More than two fifths |
| 40% | Two-fifths |
| 35% | More than a third |
| 30% | Less than a third |
| 25% | A quarter |
| 20% | A fifth |
| 15% | Less than a fifth |
| 10% | One in ten |
| 5% | One in twenty |

| Percentage to qualifier | |
|--------------------------------|------------------------------|
| Percentage | Qualifier |
| 77% | Just over three quarters |
| 77% | Approximately three quarters |
| 49% | Just under a half |
| 49% | Nearly a half |
| 32% | Almost a third |

| Percentage | Proportion/ number/ amount/ majority/ minority |
|-------------------|---|
| 75% - 85% | A very large majority Vast majority Lion's share of... By far the most |
| 65% - 75% | A significant proportion |
| 10% - 15% | A minority |
| 5% | A very small number Slight minority A small stake A rather minuscule share An insignificant part Rather negligible Next to none |

| | | |
|------------------|--|----------|
| The | share contribution proportion percentage | Of ... |
| X | formed accounted for comprised was responsible for made up | Y% of... |
| X | contributed | Y% to... |
| The remaining x% | | |

| Approximation | |
|----------------------|--|
| 12.1% | Just over 12 percent Approximately/ around/ about 12% A little more than 12% |
| 11.9% | Almost/ nearly 12% Approximately/ around/ about/ roughly 12% A little less than 12% Just below/ just shy of 12% |
| 146 Kg | Almost/ nearly 150 kg Approximately/ around/ about 150 kg Less than 150 kg |



The chart illustrates the amount of money spent on 5 consumer goods (Cars, Computers, Books, Perfume and Cameras) in France and the UK in 2010. Units are measured in pounds sterling.

Overall, the UK spent more money on consumer goods than France in the period given. Both the British and the French spent most of their amount of money on cars whereas the least amount of money was spent on perfume in the UK compared to cameras in France. Furthermore, the most significant difference in expenditure between two countries was on cameras.

In terms of cars, people in the UK spent about £450,000 on this as opposed to the French who spent £400,000. Similarly, the British spent more money on books than the French (around £400,000 and £300,000 respectively). In the UK, expenditure on cameras (just over £350,000) was over double that of France, which was only £150,000.

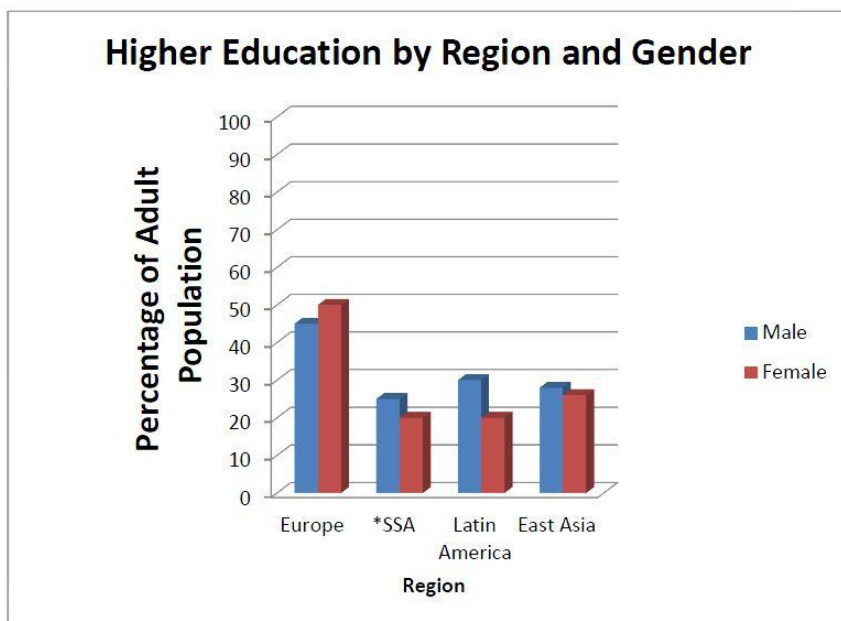
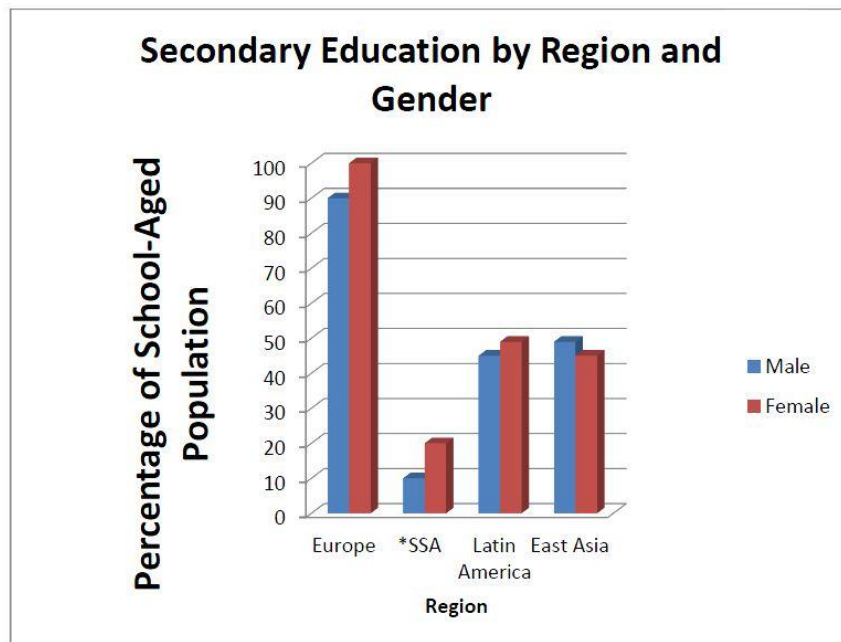
On the other hand, the amount spent on the remaining goods was higher in France. Above £350,000 was spent by the French on computers which was slightly more than British who spent exactly £350,000. Neither of the countries spent much on perfume which accounted for £200,000 of expenditure in France but under £150,000 in the UK.

You should spend about 20 minutes on this task.

The graphs below show current rates of secondary and higher education among people in various parts of the world.

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

Write at least 150 words.



Given are two column graphs comparing the rates of secondary and tertiary education among males and females in various different parts of the world.

While Europe enjoys relatively high levels of education overall, it seems that people in less affluent regions are far less likely to be educated. All European girls of school age and 90 percent of boys receive of girls and 10 percent of boys in Sub – Saharan Africa Latin. America and East Asia, meanwhile, have moderate levels of secondary education – between 40 and 50 percent for both sexes.

With regard to higher education, the figures are much lower throughout the world. In Europe, some 50 percent of adult females and 45 percent of adult males gain a higher education. Conversely, only 20 percent of females and 25 percent of males in sub – Saharan Africa attend college or university. The figures for Latin America and East Asia are marginally higher than those of Africa.

Also noteworthy is the fact that females are more likely to receive a secondary education in all regions except East Asia, but less likely to receive a tertiary education in all regions except Europe.

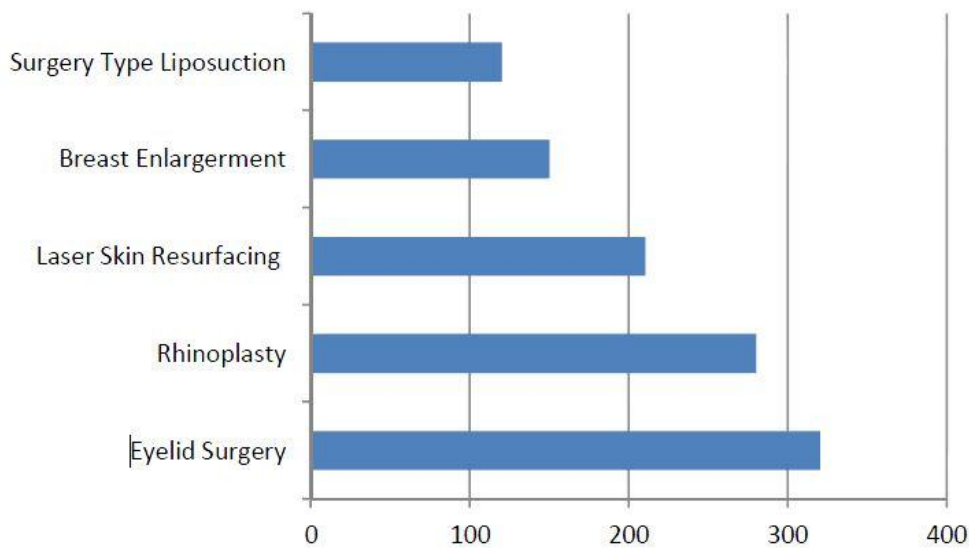
You should spend about 20 minutes on this task.

The graphs below compare the number of cosmetic procedures performed on males and females in Korea in 2004.

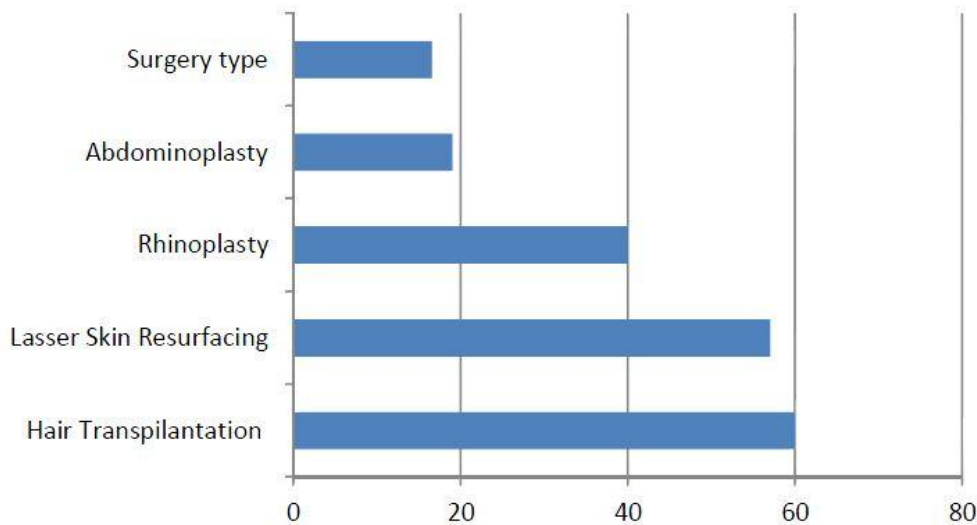
Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.

Cosmetic Surgery among Korean Women (2004)



Series 1 Cosmetic Surgery among Korean Men (2004)



A glance at the two figures provided reveals the popularity of various forms of cosmetic surgery among Korean men and women 2004.

Not surprisingly, plastic surgery enjoyed widespread popularity among women. By far the most common forms of cosmetic procedure for this group, eyelid surgery and rhinoplasty were performed a staggering 320,000 and 275,000 times respectively. Third in terms of popularity, meanwhile, was laser skin resurfacing. An approximate 215,000 of these procedures were conducted on women during the year in question. Breast enlargement and liposuction were considerably less common, at 145,000 and 120,000 operations respectively.

Equally predictable is the fact that plastic surgery was far less popular among men. In contrast to women, hair transplantation was the most common cosmetic procedure. There were just 60,000 of these operations among Korean males. Numbering some 55,000 procedures, laser skin resurfacing was second for this group. Third was rhinoplasty, at approximately 40,000 operations. Finally, a relatively small 19,000 abdominoplasty and 14,000 facelift procedures were carried out on men during 2004.

It is interesting to note that hair transplantation, abdominoplasty and face lift patients were exclusively male, while 100 percent of liposuction, breast enlargement and eyelid surgery patients were female.

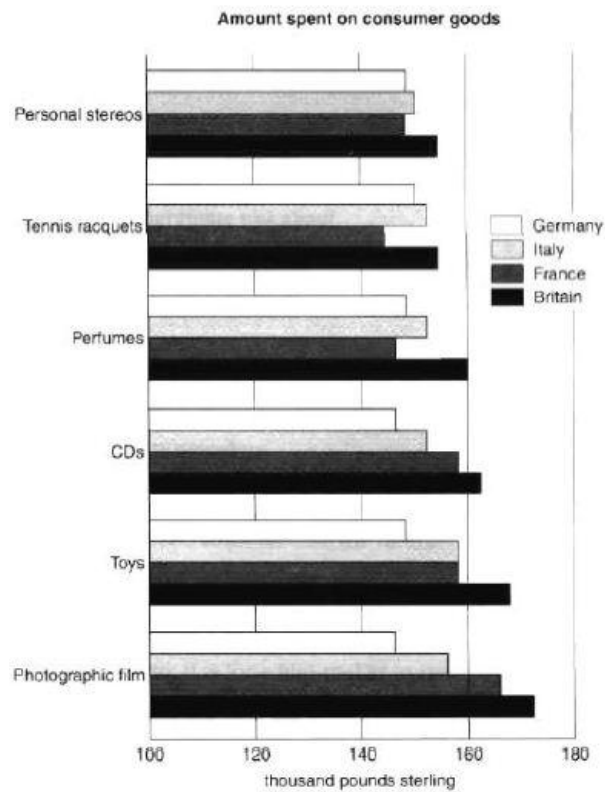
Sample No. 1:

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



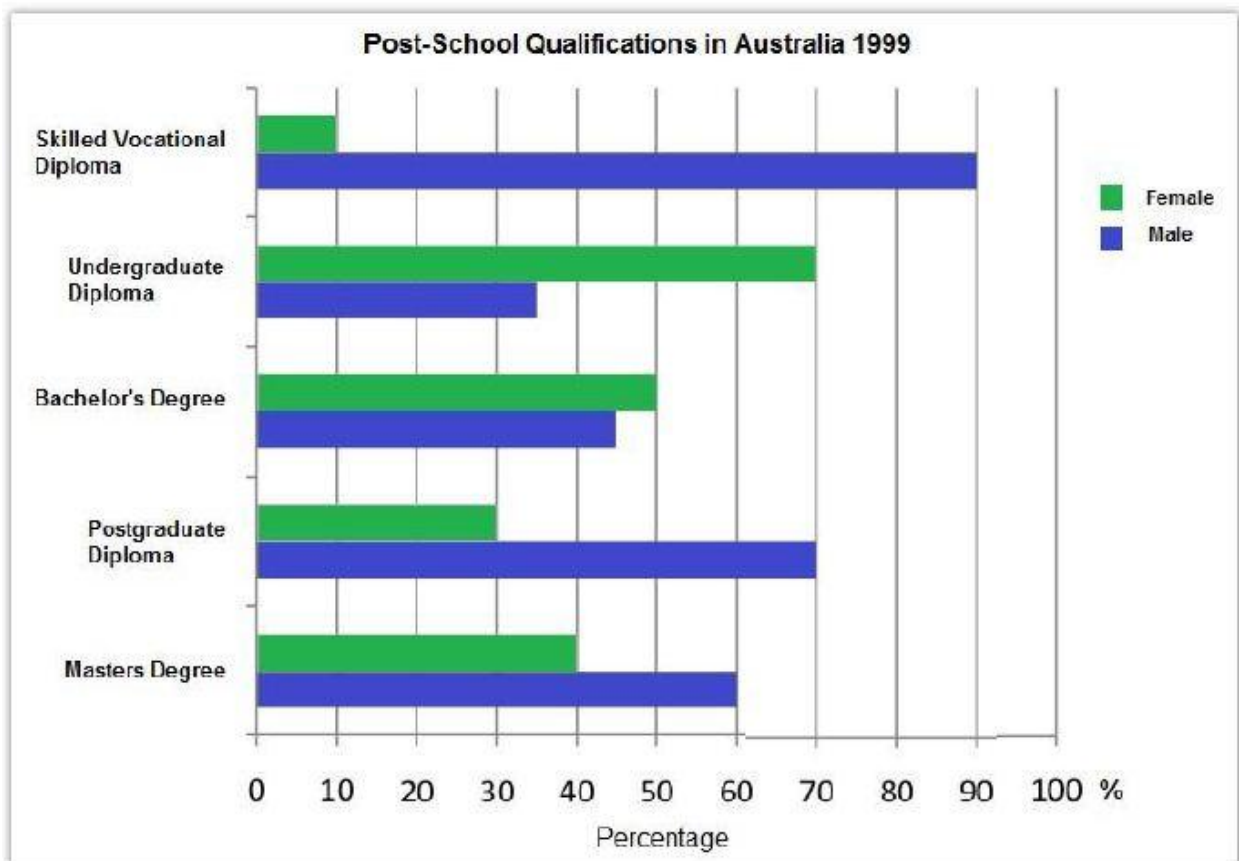
Sample No. 2:

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



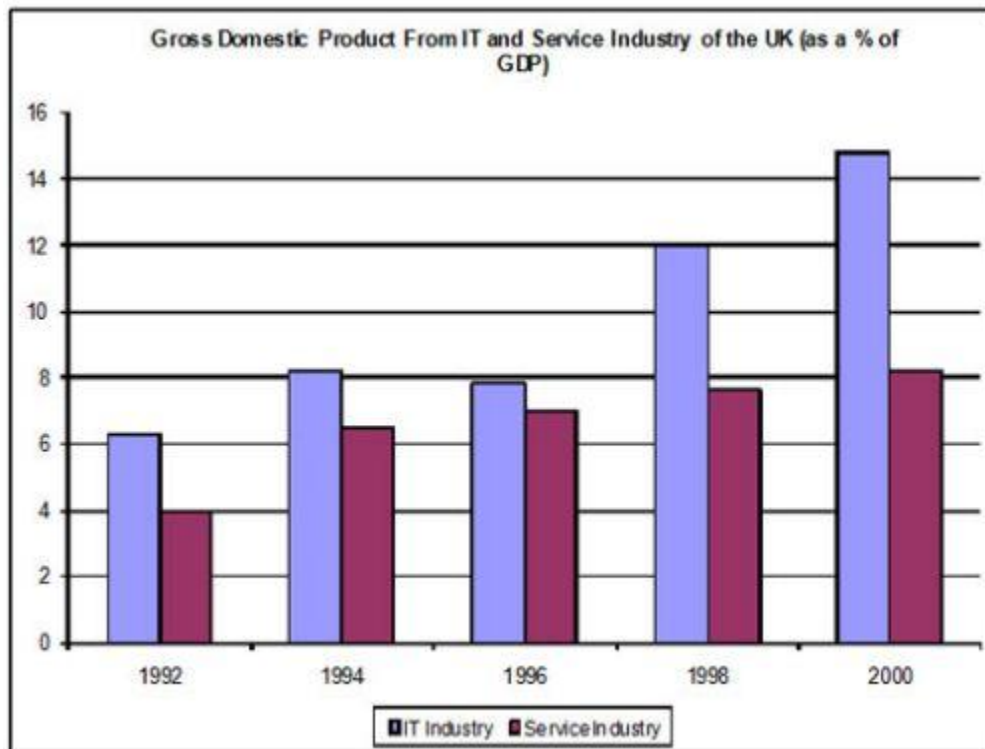
Sample No. 3:

You should spend about 20 minutes on this task.

The chart shows components of GDP in the UK from 1992 to 2000.

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

Write at least 150 words.



Sample No. 4:

You should spend about 20 minutes on this task.

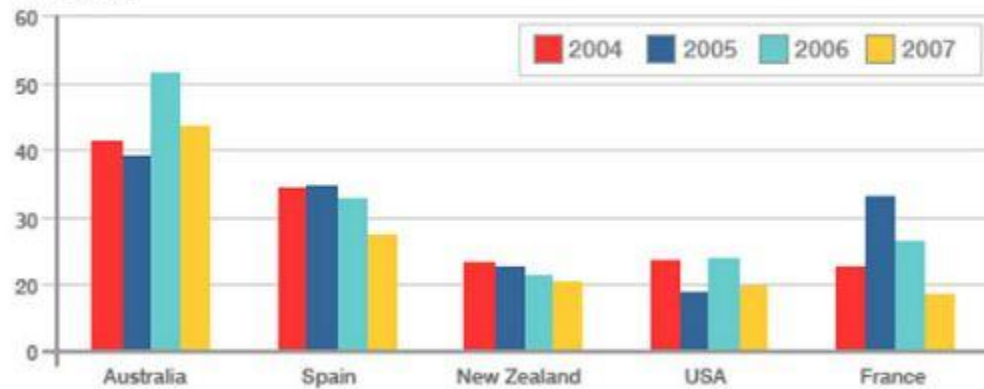
The chart shows British Emigration to selected destinations between 2004 and 2007.

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

Write at least 150 words.

BRITISH EMIGRATION TO SELECTED DESTINATIONS - 2004-2007

Thousands



SOURCE: International Passenger Survey/ONS

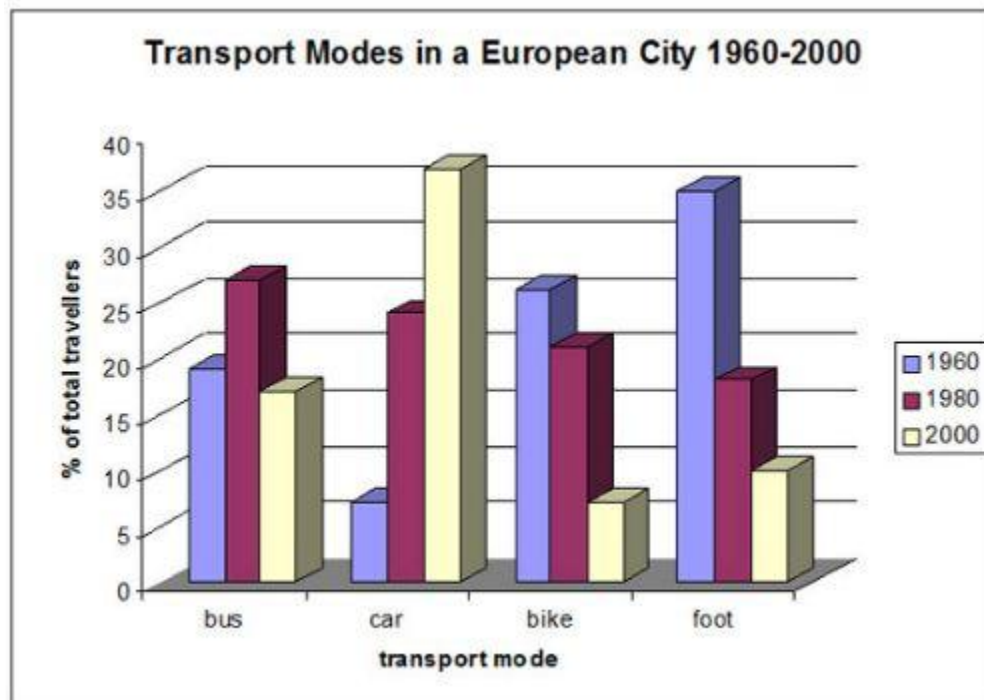
Sample No. 5:

You should spend about 20 minutes on this task.

The following bar chart shows the different modes of transport used to travel to and from work in one European city in 1960, 1980 and 2000.

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

Write at least 150 words.



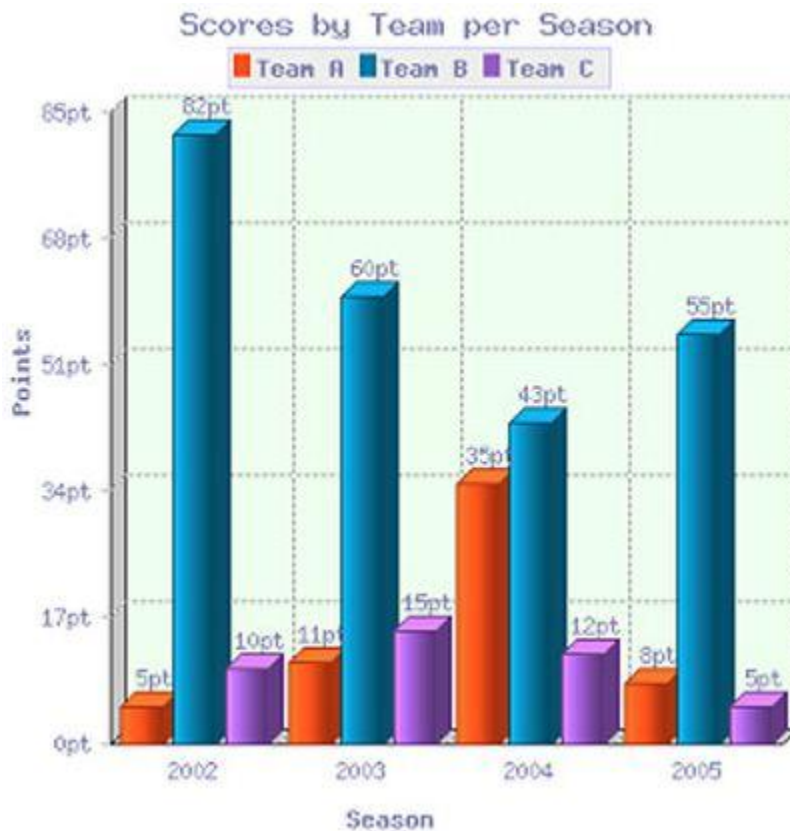
Sample No. 6:

You should spend about 20 minutes on this task.

The bar chart shows the scores of teams A, B and C over four different seasons.

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

Write at least 150 words.



Sample No. 7:

You should spend about 20 minutes on this task.

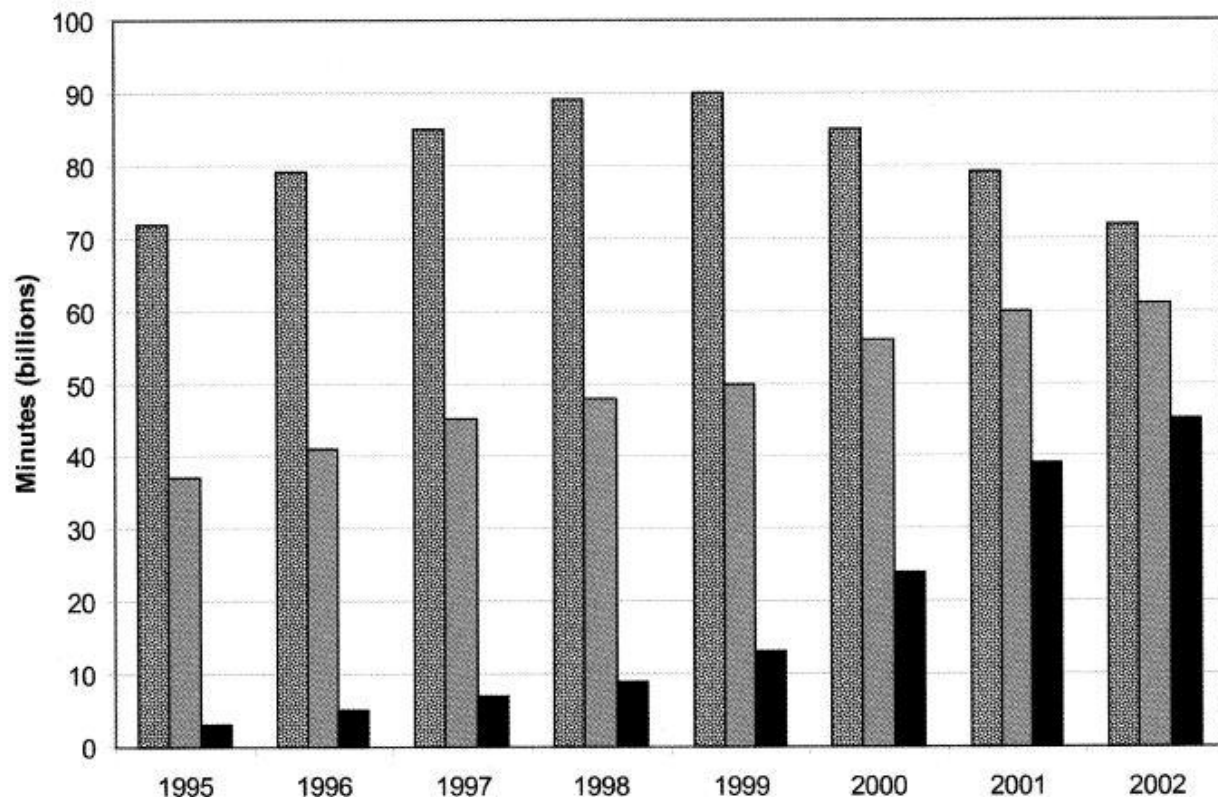
The chart below shows the total number of minutes (in billions) of telephone calls in the UK, divided into three categories, from 1995-2002.

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

Write at least 150 words.

UK telephone calls, by category, 1995–2002

Call type:
 Local – fixed line
 National and international – fixed line
 Mobiles (all calls)



Model answer No. 1:

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

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

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

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

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

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

Model answer No. 2:

The bar shows the difference between the percentage of females and males in different post-school qualifications in Australia in 1999.

Overall, women had the highest share in two qualifications, while men ranked first in three. The highest figures for women and men were reported in undergraduate diploma and skilled vocational diploma, respectively.

There was a significant difference between the proportions of males and females in skilled vocational diploma, with the former standing first with 90%.

The disparity between the two figures was almost the same in undergraduate diploma and postgraduate diploma. However, while in the former women had the highest share with 70%, men accounted for the largest percentage in the latter with 70%.

Women also ranked first in bachelor's degree, whereas the share of men was lower by a narrow margin (55% and 45%, respectively). In contrast, in master's degree, the contribution of females was 2/3 as high as that of males, as the latter was responsible for the largest share with 60%.

Model answer No. 3:

The bar chart illustrates the gross domestic product generated from the IT and Service Industry in the UK from 1992 to 2000. It is measured in percentages. Overall, it can be seen that both increased as a percentage of GDP, but IT remained at a higher rate throughout this time.

At the beginning of the period, in 1992, the Service Industry accounted for 4 per cent of GDP, whereas IT exceeded this, at just over 6 per cent. Over the next four years, the levels became more similar, with both components standing between 6 and just over 8 per cent. IT was still higher overall, though it dropped slightly from 1994 to 1996.

However, over the following four years, the patterns of the two components were noticeably different. The percentage of GDP from IT increased quite sharply to 12 in 1998 and then nearly 15 in 2000, while the Service Industry stayed nearly the same, increasing to only 8 per cent.

At the end of the period, the percentage of GDP from IT was almost twice that of the Service Industry.

Model answer No. 4:

The bar chart shows the number of British people who emigrated to five destinations over the period 2004 to 2007. It is evident from the chart that throughout the period, the most popular place to move to was Australia.

Emigration to Australia stood at just over 40,000 people in 2004, which was approximately 6,000 higher than for Spain, and twice as high as the other three countries. Apart from a jump to around 52,000 in 2006, it remained around this level throughout the period.

The next most popular country for Britons to move to was Spain, though its popularity declined over the time frame to finish at below 30,000 in 2007. Despite this, the figure was still higher than for the remaining three countries. Approximately 20,000 people emigrated to New Zealand each year, while the USA fluctuated between 20-25,000 people over the period.

Although the number of visitors to France spiked to nearly 35,000 in 2005, it was the country that was the least popular to emigrate to at the end of the period, at just under 20,000 people.

Model answer No. 5:

The bar chart shows the changing patterns of transport use in a European city during the period from 1960 to 2000. In brief, the chart shows that the use of the car as a means of transport dramatically increased over the period shown, while the others fell.

In detail, in 1960 the motor car was used least as a method of transport with only about 7% of the population using this method but car use grew steadily and strongly to finally reach about 37% of the population by 2000. This was a massive 5-fold increase in use.

Over this same period, however, the popularity of walking, which had been the most popular means of transport with 35% of the population in 1960 having it as their preferred way of getting around, fell to 10%. Bicycle use also fell from a high of about 27% in 1960 to just 7% in 2000.

On the other hand, bus use was more erratic being popular with almost 20% of the population in 1960 and rising to a peak of about 27% in 1980 before falling back to about 18% in 2000.

Model answer No. 6:

The bar chart shows the scores of three teams, A, B and C, in four consecutive seasons. It is evident from the chart that team B scored far higher than the other two teams over the seasons, though their score decreased as a whole over the period.

In 2002, the score of team B far exceeded that of the other two teams, standing at 82 points compared to only 10 for team C and a very low 5 for team A. Over the next two years, the points for team B decreased quite considerably, dropping by around half to 43 by 2004.

In contrast, team A's points had increased by 600% to reach 35 points, nearly equal to team B. Team C, meanwhile, had managed only a small increase over this time. In the final year, team B remained ahead of the others as their points increased again to 55, while team A and C saw their points drop to 8 and 5 respectively.

Model answer No. 7:

The chart shows the time spent by UK residents on different types of telephone calls between 1995 and 2002.

Local fixed line calls were the highest throughout the period, rising from 72 billion minutes in 1995 to just under 90 billion in 1998. After peaking at 90 billion the following year, these calls had fallen back to the 1995 figure by 2002.

National and international fixed line calls grew steadily from 38 billion to 61 billion at the end of the period in question, though the growth slowed over the last two years.

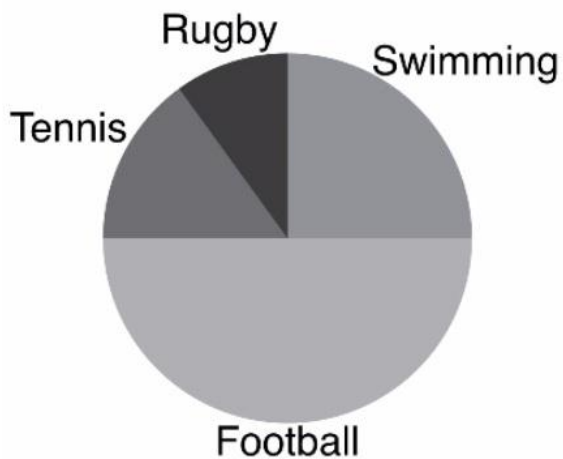
There was a dramatic increase in mobile calls from 2 billion to 46 billion minutes. This rise was particularly noticeable between 1999 and 2002, during which time the use of mobile phones tripled.

To sum up, although local fixed line calls were still the most popular in 2002, the gap between the three categories had narrowed considerably over the second half of the period in question.

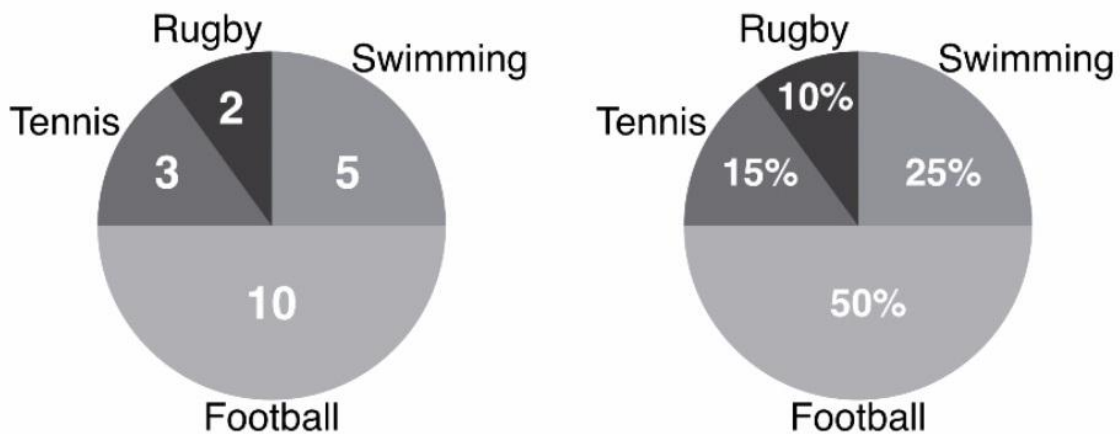
How to describe pie charts

- ✓ In pie charts we have numbers but normally in the form of percentages.
- ✓ Your job is to compare the percentages (and numbers).

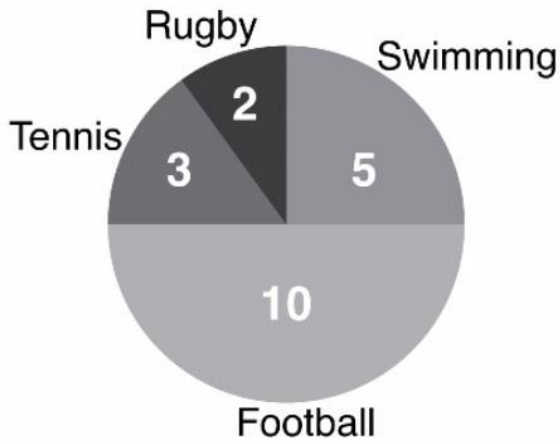
The favourite sports of a class of 20 children



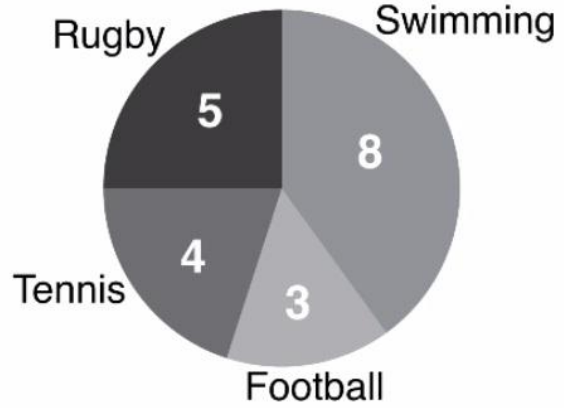
The favourite sports of a class of 20 children



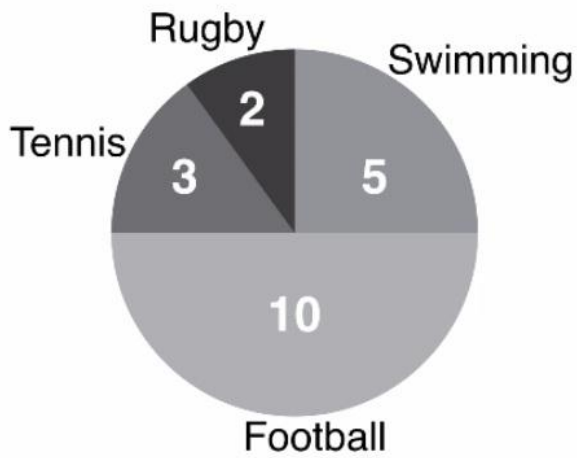
1999



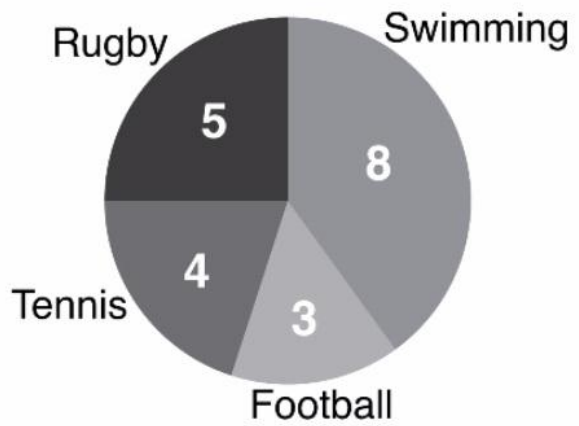
2009



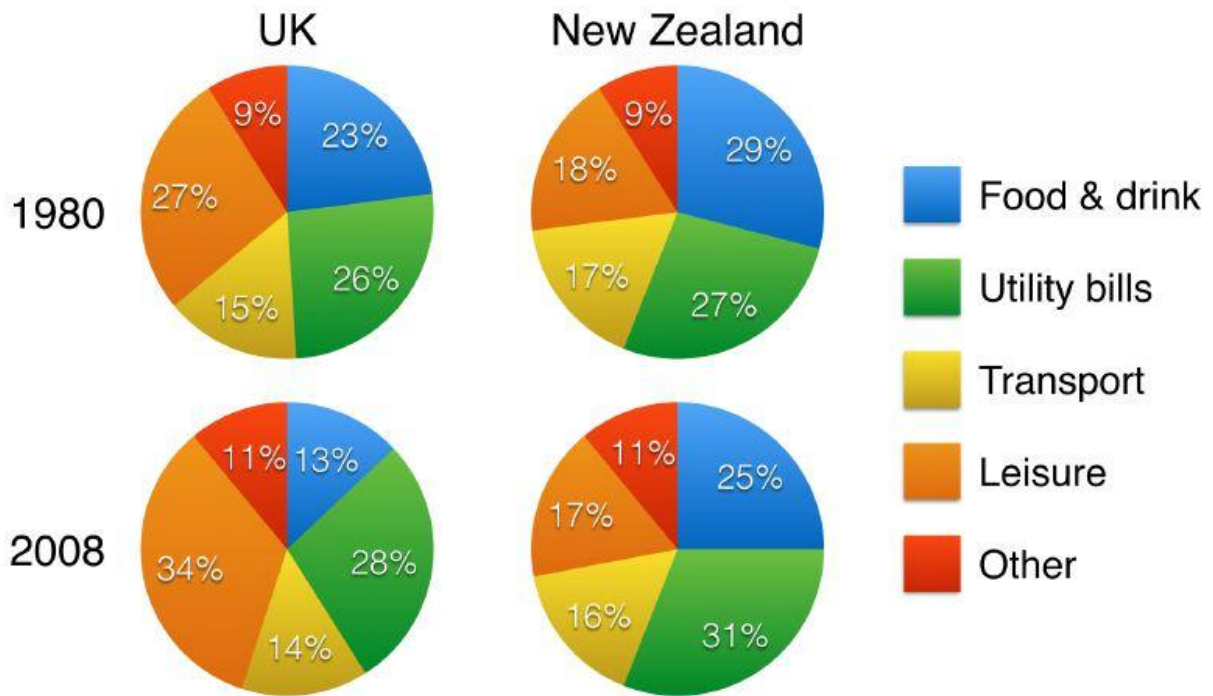
UK



Australia



The charts below show household spending patterns in two countries between 1980 and 2008.



The pie charts compare five categories of household expenditure in the UK and New Zealand in the years 1980 and 2008.

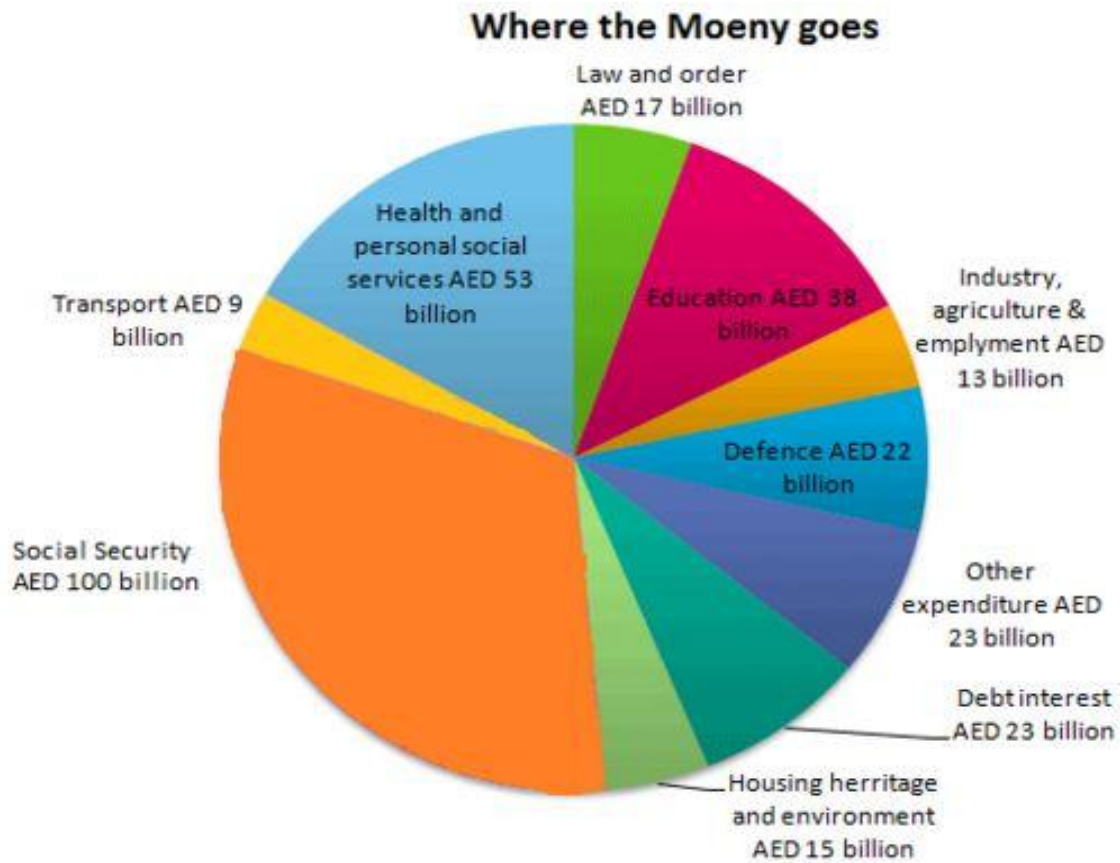
It is noticeable that the proportion of spending on food and drink fell in both countries over the 28-year period, while spending on utility bills rose. Also, UK residents spent a significantly larger percentage of their household budgets on leisure than their New Zealand counterparts.

In 1980, 29% of an average New Zealand household budget went on food and drink, while the equivalent figure for a UK home was 23%. By 2008, expenditure on food and drink had fallen by 4% in New Zealand, and by a full 10% in the UK. By contrast, both countries saw an increase in expenditure on utility bills for the average home, from 27% to 31% in New Zealand and from 26% to 28% in the UK.

Leisure activities accounted for the highest proportion of UK household spending in both years, but only the third highest proportion in New Zealand. In fact, in 2008, New Zealanders spent only half as much in relative terms on recreation (17%) as UK residents (34%). In both countries, transport costs and other costs took roughly 15% and 10% of household budgets respectively.

Hints:

- ✓ Don't describe each country separately.
- ✓ Don't describe each year separately.
- ✓ Compare countries and years together.
- ✓ Mention all 5 categories.
- ✓ Divide the categories into two groups for the two 'details' paragraphs.
- ✓ The category called "other" is not important.
- ✓ Don't write "Leisure was 34%".
- ✓ Write "Households spent 34% of their money on leisure".



The given pie chart shows the UAE government's spending in different sectors for the year 2000. As is given in the presentation, the UAE government had AED 315 billion budget for the year 2000 and they spent the highest amount in Social Security.

According to the pie chart, the UAE government spent AED 100 billion in social security among their total budget of AED 315. This single sector cost the UAE government almost one third of the total budget. This year the government spent 53 million on health and personal social services which was the second largest sector in terms of expenditure made by the UAE government in this year. 38 million AED was spent on education while 23 billion was spent both in debt and other expenditures. The government spent 22 billion in Defense sector while 13 billion was spent for the industry, employment and agriculture sectors. The lowest money spent was in transport sector which was only 9 billion. Finally, 15 billion of the budget was spent on housing and environment.

In summary, UAE government's maximum spending went in social security and healthcare sectors while the least amounts were spent on transport, law and order, housing and industry/agriculture and employment sectors.

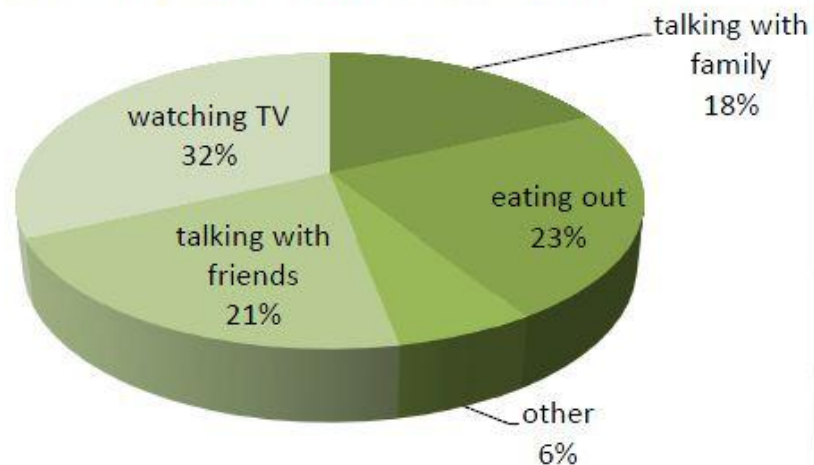
You should spend about 20 minutes on this task.

The following two pie charts show the results of a survey into the popularity of various leisure activities among European adults in 1985 and 1995.

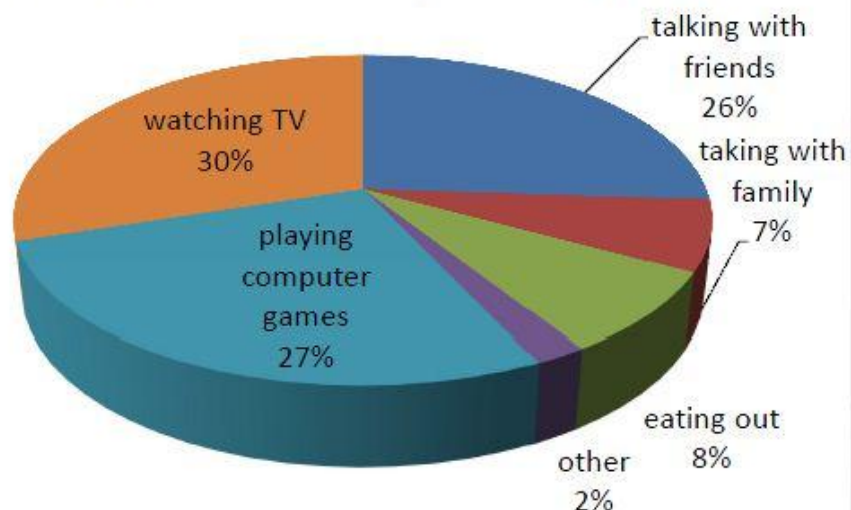
Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.

Leisure activities of European Adults (1985)



Leisure activities of European Adults (1995)



A glance at the two pie charts provided reveals the relative popularity of various leisure activities among European adults in 1985 and 1995.

Of these activities, watching TV was the most widely enjoyed in both years, at 32 percent in 1985 and a slightly lower 30 percent in 1995. Yet, by far the most significant change to take place during this period was the increased popularity of computer games. Not a single respondent to the survey rated playing computer games as their preferred leisure activity in 1985. However, by 1995 this figure stood at 27 percent – the second highest overall. Also, more popular in 1995 was talking with friends, at 26 percent compared to 21 percent a decade earlier.

In stark contrast, however, all other activities decreased in popularity. Eating out – which was the second most widely enjoyed pastime in 1985, accounting for 23 percent of respondents – slipped to a mere 8 percent in 1995. Likewise, there were also considerable decreases in the popularity ratings of talking with family, other activities and (as previously mentioned) watching television.

Sample No. 1:

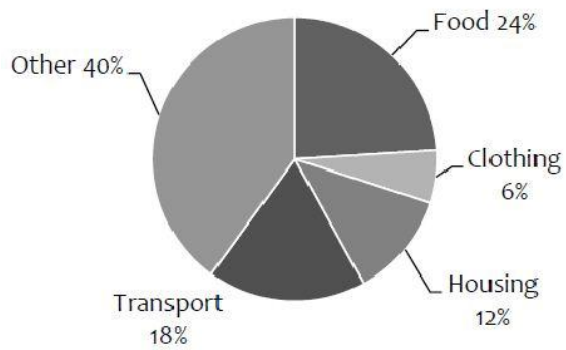
You should spend about 20 minutes on this task.

The charts below give information about world spending and population.

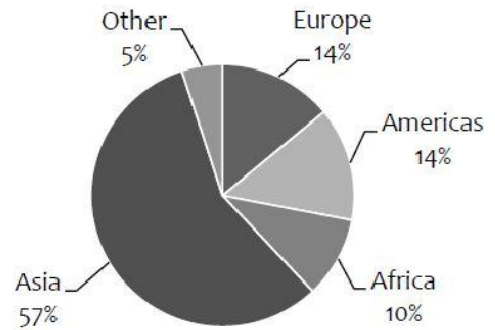
Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.

World Spending



World Population



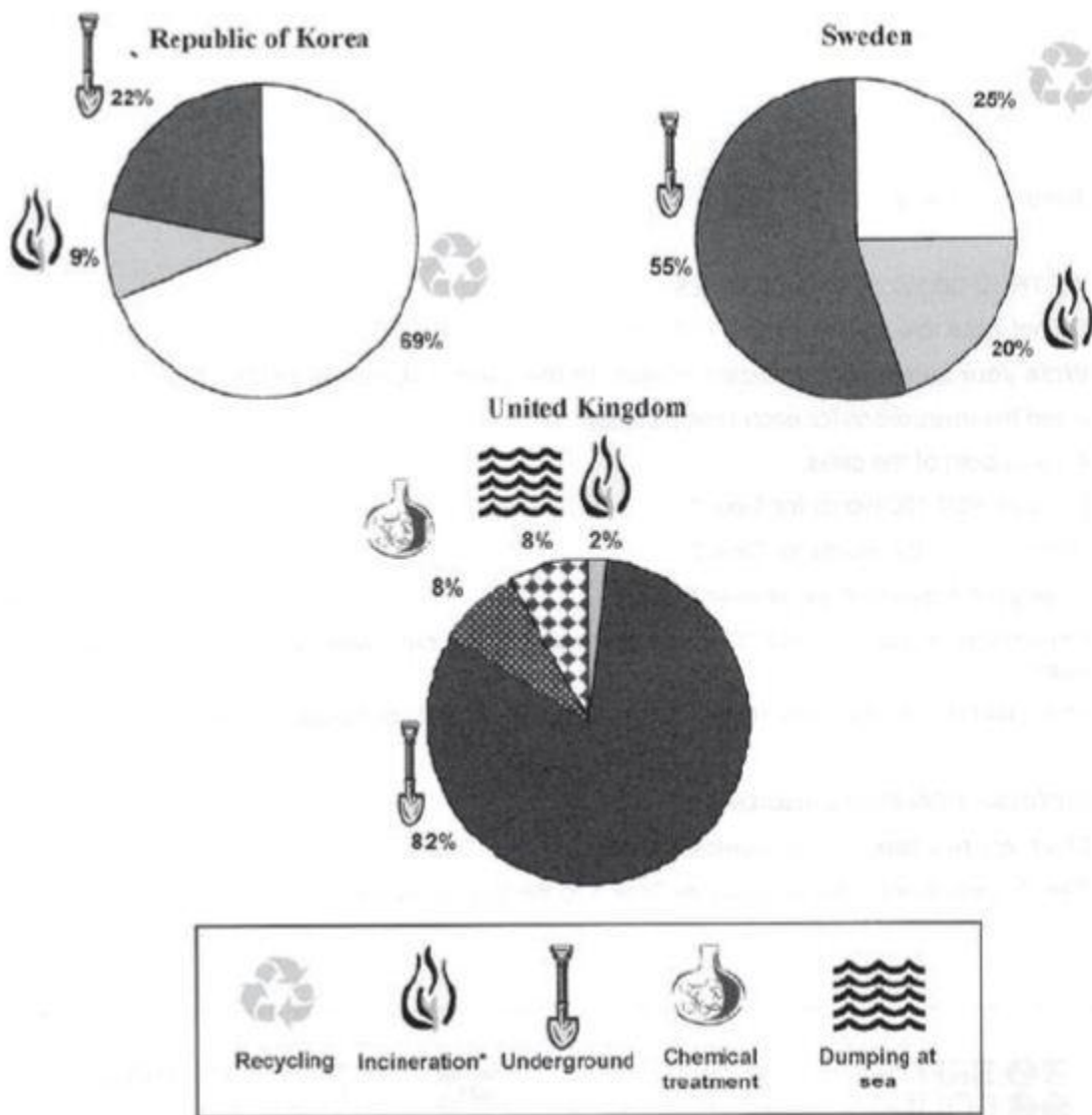
Sample No. 2:

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



* Incineration: a way of destroying something by fire

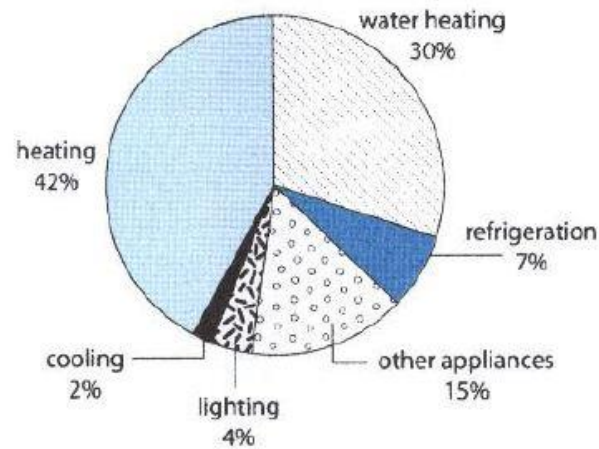
Sample No. 3:

You should spend about 20 minutes on this task.

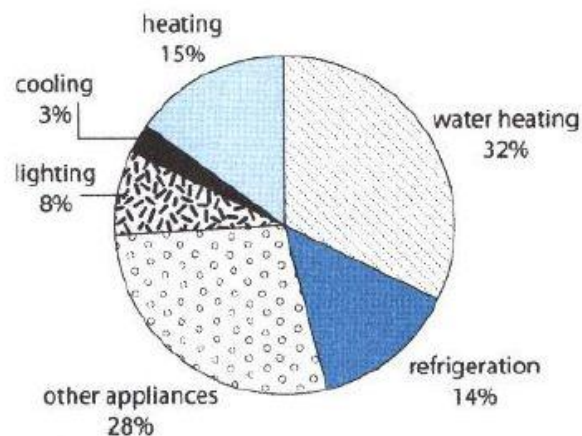
The first chart below shows how energy is used in an average Australian household. The second chart shows the greenhouse gas emissions which result from this energy use. Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.

Australian household energy use



Australian household greenhouse gas emissions



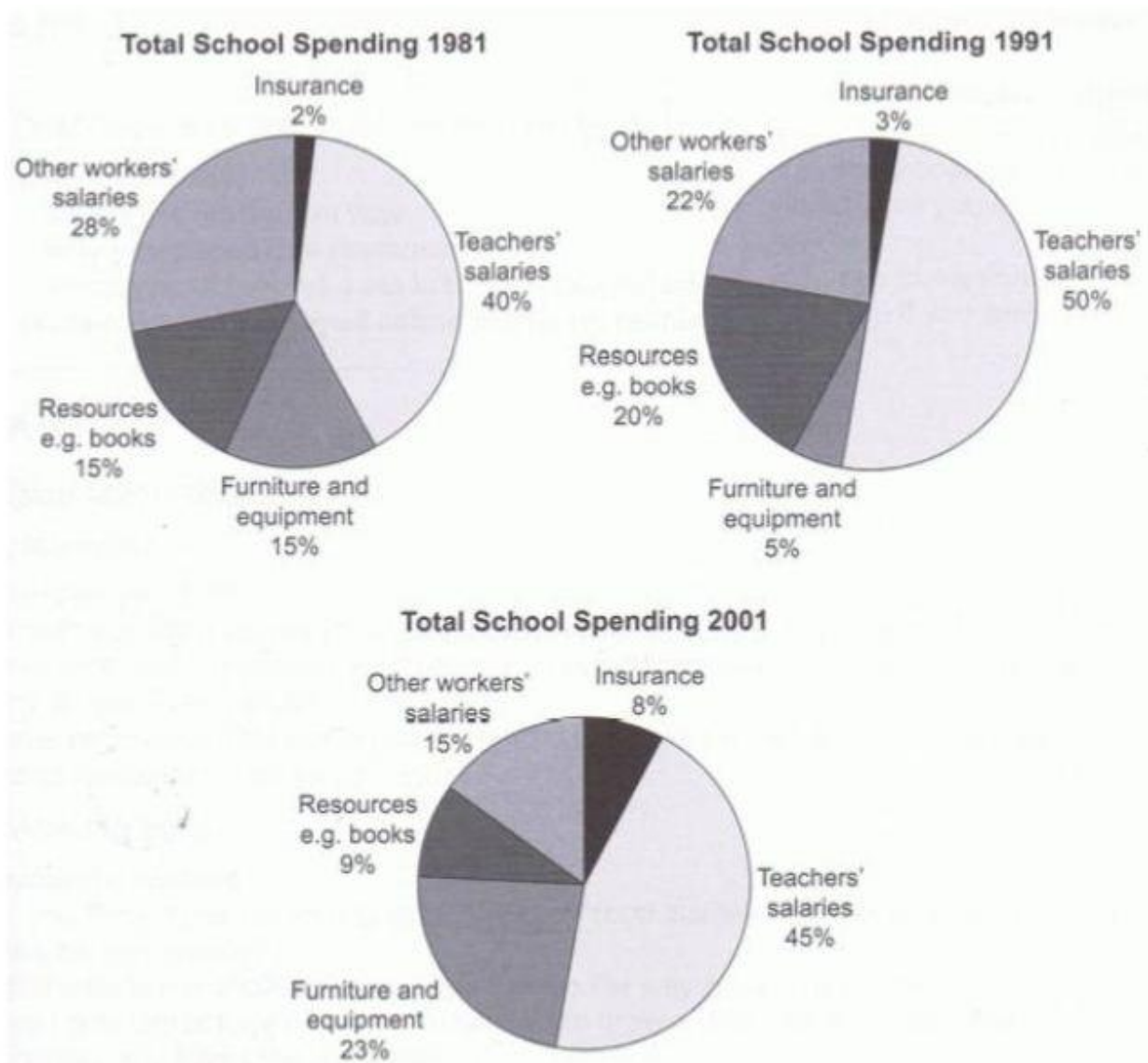
Sample No. 4:

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



Sample No. 5:

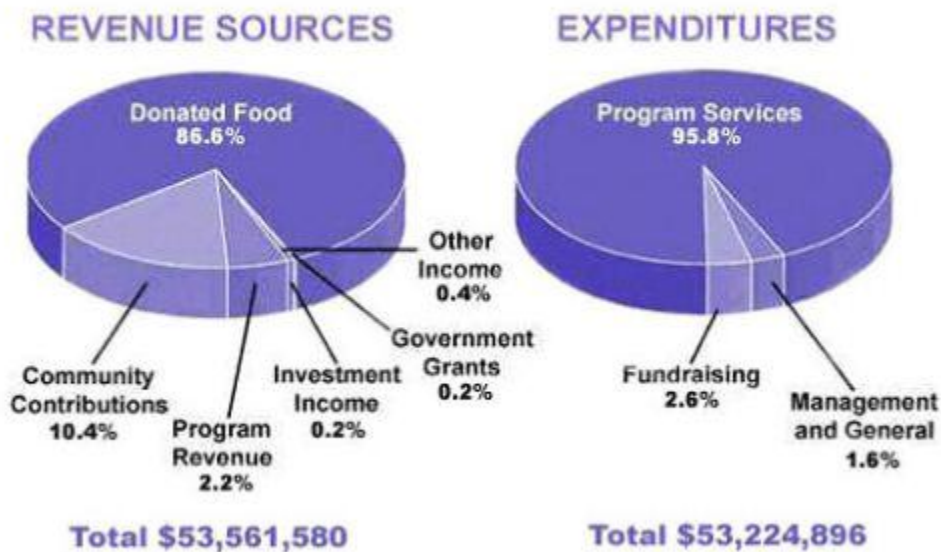
You should spend about 20 minutes on this task.

The pie chart shows the amount of money that a children's charity located in the USA spent and received in one year, 2016.

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

Write at least 150 words.

Revenue Sources and Expenditures of a USA Charity in one year, 2016.



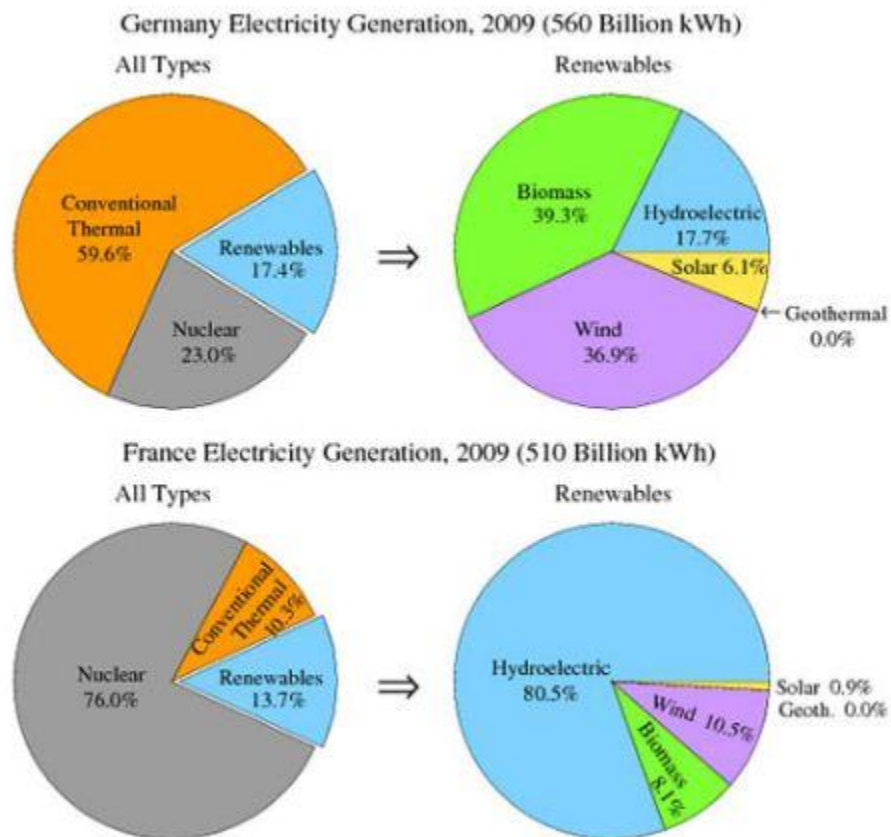
Sample No. 6:

You should spend about 20 minutes on this task.

The pie charts show the electricity generated in Germany and France from all sources and renewables in the year 2009.

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

Write at least 150 words.



Model Answer No. 1:

The pie charts compare the shares of four major items in global expenditure, as well as how global population is distributed.

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

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

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

Model Answer No. 2:

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

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

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

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

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

Model Answer No. 3:

The pie charts show the proportion of energy consumed for different tasks by average households in Australia, as well as the subsequent greenhouse gas emissions.

Overall, heating, water heating and other appliances rank first, both in terms of energy consumption and emissions, while cooling and lighting do not contribute much to either.

The largest proportion of energy, 42%, is used for heating purposes, followed by water heating which accounts for 12% less. The share of other appliances is more than twice as high as that of refrigeration (15% and 7%, respectively). The proportion of energy used for lighting is 4%, which is twice as high as that of cooling at 2%.

On the other hand, water heating is responsible for the largest share of greenhouse gas emissions at 32%, while that of other appliances is smaller by a narrow margin (28%). There is no significant difference between the figures for heating and refrigeration (15% and 14%, respectively), with lighting and cooling ranking last with just 8% and 3%, respectively.

Model Answer No. 4:

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

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

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

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

The contribution of insurance had risen minimally from 2% to 3% by 1991, before climbing almost threefold in 2001.

Model Answer No. 5:

The pie charts show the amount of revenue and expenditures in 2016 for a children's charity in the USA. Overall, it can be seen that donated food accounted for the majority of the income, while program services accounted for the most expenditure. Total revenue sources just exceeded outgoings.

In detail, donated food provided most of the revenue for the charity, at 86%. Similarly, with regard to expenditures, one category, program services, accounted for nearly all of the outgoings, at 95.8%.

The other categories were much smaller. Community contributions, which were the second largest revenue source, brought in 10.4% of overall income, and this was followed by program revenue, at 2.2%. Investment income, government grants, and other income were very small sources of revenue, accounting for only 0.8% combined.

There were only two other expenditure items, fundraising and management and general, accounting for 2.6% and 1.6% respectively. The total amount of income was \$53,561,580, which was just enough to cover the expenditures of \$53,224,896.

Model Answer No. 6:

The four pie charts compare the electricity generated between Germany and France during 2009, and it is measured in billions kWh. Overall, it can be seen that conventional thermal was the main source of electricity in Germany, whereas nuclear was the main source in France.

The bulk of electricity in Germany, whose total output was 560 billion kWh, came from conventional thermal, at 59.6%. In France, the total output was lower, at 510 billion kWh, and in contrast to Germany, conventional thermal accounted for just 10.3%, with most electricity coming from nuclear power (76%). In Germany, the proportion of nuclear power generated electricity was only one fifth of the total.

Moving on to renewables, this accounted for quite similar proportions for both countries, ranging from around 14% to 17% of the total electricity generated. In detail, in Germany, most of the renewables consisted of wind and biomass, totaling around 75%, which was far higher than for hydroelectric (17.7%) and solar (6.1%). The situation was very different in France, where hydroelectric made up 80.5% of renewable electricity, with biomass, wind and solar making up the remaining 20%. Neither country used geothermal energy.

How to describe tables

Table

| | Categories / items | | |
|---------------------------|---------------------------|--|--|
| Categories / items | Numbers | | |
| | | | |
| | | | |
| | | | |

- Any kind of number
- The same information as a line graph, bar chart and pie chart
- Comparisons
- Changes over time
- A lot of information (too much!)

A key skill is selecting which information to mention

Your job is to select, describe and compare key numbers

The table below shows statistics about the top five countries for international tourism in 2012 and 2013.

| Country | Number of tourists, 2012 (millions) | Number of tourists, 2013 (millions) | Tourist spending, 2012 | Tourist spending, 2013 |
|---------|-------------------------------------|-------------------------------------|------------------------|------------------------|
| France | 83.0 | 84.7 | \$53.6 billion | \$56.1 billion |
| USA | 66.7 | 69.8 | \$126.2 billion | \$139.6 billion |
| Spain | 57.5 | 60.7 | \$56.3 billion | \$60.4 billion |
| China | 57.7 | 55.7 | \$50.0 billion | \$51.7 billion |
| Italy | 46.4 | 47.7 | \$41.2 billion | \$43.9 billion |

The table compares the five highest ranking countries in terms of the numbers of visits and the money spent by tourists over a period of two years.

It is clear that France was the world's most popular tourist destination in the years 2012 and 2013. However, the USA earned by far the most revenue from tourism over the same period.

In 2012, 83 million tourists visited France, and the USA was the second most visited country, with 66.7 million tourists. Spain and China each received just under 58 million visitors, while Italy was ranked fifth with 46.4 million tourists. 2013 saw a rise of between 1 and 4 million tourist visits to each country, with the exception of China, which received 2 million fewer visitors than in the previous year.

Spending by tourists visiting the USA increased from \$126.2 billion in 2012 to \$139.6 billion in 2013, and these figures were well over twice as high as those for any other country. Spain received the second highest amounts of tourist revenue, rising from \$56.3 billion to \$60.4 billion, followed by France, China and Italy. Interestingly, despite falling numbers of tourists, Chinese revenue from tourism rose by \$1.7 billion in 2013.

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

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

The supplied table gives data on underground railway system in six metropolitan cities namely: London, Paris, Tokyo, Washington DC, Kyoto and Los Angeles.

As is observed, London railway system is the oldest among six and has the longest rail route and the most recent railway system in Los Angeles having a small route and fewer passengers using the railway system each year.

London railway system was opened in 1863 and has a total of 394 km. route. Paris railway system was started in 1900 and has 199 km. route but has a larger passengers (1191 million per year) than the London railway (775 million passengers per year). Again, Tokyo railway has the largest passengers using the system and this railway station was started in the year 1927.

Two most recent railway stations are Kyoto and Los Angeles those started in the year 1981 and 2001 consecutively and have 11 and 28 km. of route only. The 11 km. route of Kyoto railway station is the smallest route among the mentioned six cities.

You should spend about 20 minutes on this task.

The table below provides statistics on several major metro (MRT) systems around the world.

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

Write at least 150 words.

| City | Year completed | Total length (km) | Carrying capacity per year (millions) |
|---------------|----------------|-------------------|---------------------------------------|
| London | 1863 | 1100 | 548 |
| Paris | 1890 | 594 | 850 |
| Tokyo | 1904 | 149 | 1434 |
| Washington DC | 1921 | 114 | 70 |
| Kyoto | 1980 | 11 | 11 |
| Los Angeles | 2001 | 14 | 90 |

The table given compares the age, length and annual carrying capacity of metro systems in London, Paris, Tokyo, Washington DC, Kyoto and Los Angeles.

It is clear that the newer metro systems are generally much shorter than the older ones. The oldest metro system is that of London. It was built in 1863 and is 1100 kilometres long. Meanwhile, the second oldest metro system is in Paris. This metro was built in 1890 and is also the second longest, at 594 kilometres. On the other hand, the Kyoto and Los Angeles metro systems are much newer and shorter. They were built in 1980 and 2001, and are just 11 and 14 kilometres in length respectively.

We can also see from the table that the carrying capacities of these six metro systems are very different. The Tokyo metro system can carry the most people each year. At 1434 million. The Paris metro comes second, with 850 million. By contrast, the metro systems with the smallest carrying capacities are Kyoto and Washington DC. These two metros can only carry 11 million and 70 million people per year respectively.

Sample No. 1:

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

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

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

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

Sample No. 2:

You should spend about 20 minutes on this task.

The table shows the Proportions of Pupils Attending Four Secondary School Types Between 2000 and 2009.

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

Write at least 150 words.

Secondary School Attendance

| | 2000 | 2005 | 2009 |
|------------------------------|------|------|------|
| Specialist Schools | 12% | 11% | 10% |
| Grammar Schools | 24% | 19% | 12% |
| Voluntary-controlled Schools | 52% | 38% | 20% |
| Community Schools | 12% | 32% | 58% |

Sample No. 3:

**Proportion of household income five European countries
spend on food and drink, housing, clothing and
entertainment**

| | Food and drink | Housing | Clothing | Entertainment |
|----------------|---------------------------|----------------|-----------------|----------------------|
| France | 25% | 31% | 7% | 13% |
| Germany | 22% | 33% | 15% | 19% |
| UK | 27% | 37% | 11% | 11% |
| Turkey | 36% | 20% | 12% | 10% |
| Spain | 31% | 18% | 8% | 15% |

Model Answer No. 1:

The tables show how fairtrade coffee and banana sales changed in five countries in 2004 compared to 1999. Overall, Coffee sales rose in all countries with the highest sales observed in Switzerland. Banana sales also rose in all but two countries, and were highest in the UK.

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

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

Model Answer No. 2:

The table illustrates the percentage of school children attending four different types of secondary school from 2000 to 2009. It is evident that whereas the community schools experienced a marked increase in the proportion of those attending their institutions over the period, the others saw a corresponding decline.

To begin, the percentage of pupils in voluntary-controlled schools fell from just over half to only 20% or one fifth from 2000 to 2009. Similarly, the relative number of children in grammar schools -- just under one quarter -- dropped by half in the same period. As for the specialist schools, the relatively small percentage of pupils attending this type of school (12%) also fell, although not significantly.

However, while the other three types of school declined in importance, the opposite was true in the case of community schools. In fact, while only a small minority of 12% were educated in these schools in 2000, this figure increased to well over half of all pupils during the following nine years.

Model Answer No. 3:

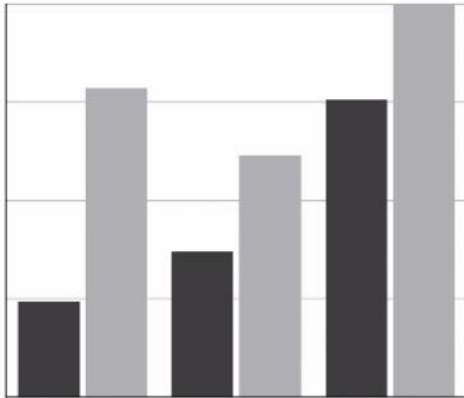
The table shows the amount of household income that five countries in Europe spend per month on four items. Overall, it is evident that all five countries spend the majority of their income on food and drink and housing, but much less on clothing and entertainment.

Housing is the largest expenditure item for France, Germany and the UK, with all of them spending around one third of their income on this, at 30%, 33% and 37%, respectively. In contrast, they spend around a quarter on food and drink. However, this pattern is reversed for Turkey and Spain, who spend around a fifth of their income on housing, but approximately one third on food and drink.

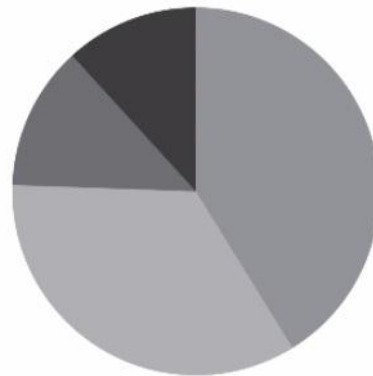
All five countries spend much less on the remaining two items. For clothing, France and Spain spend the least, at less than 10%, while the other three countries spend around the same amount, ranging between 11% and 15%. At 19%, Germany spends the most on entertainment, whereas UK and Turkey spend approximately half this amount, with France and Spain's spending between those other three nations.

How to describe two different charts

Bar chart



Pie chart

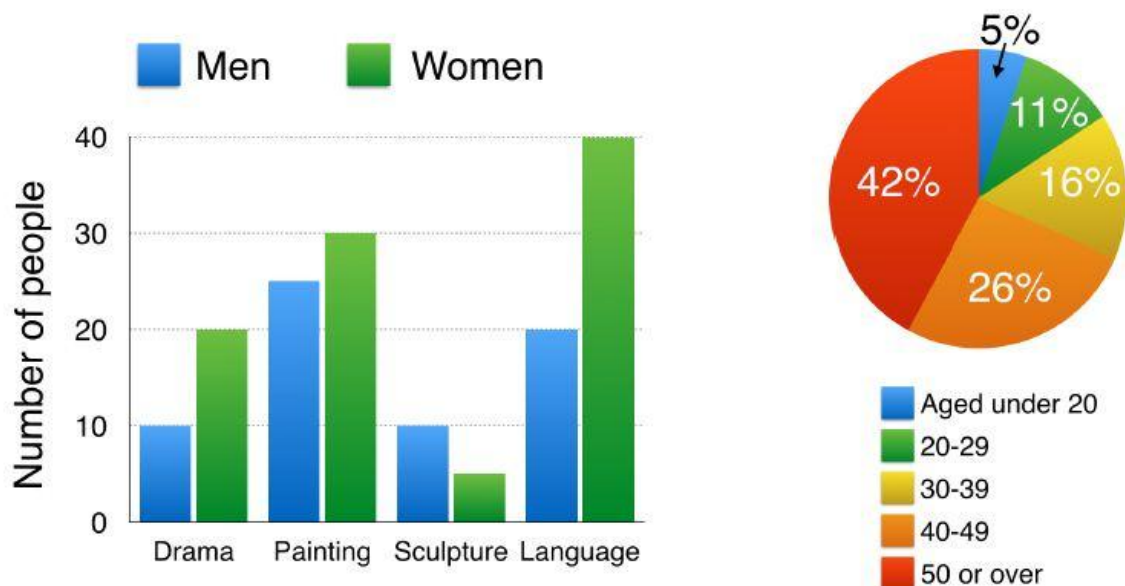


Your job is to select, describe and compare the key numbers.

But you don't need to compare the 2 charts together- you can describe them separately.

- For the overview, you need to write about one main feature of each chart
- Describe specific numbers of each chart separately

The bar chart below shows the numbers of men and women attending various evening courses at an adult education centre in the year 2009. The pie chart gives information about the ages of these course participants.



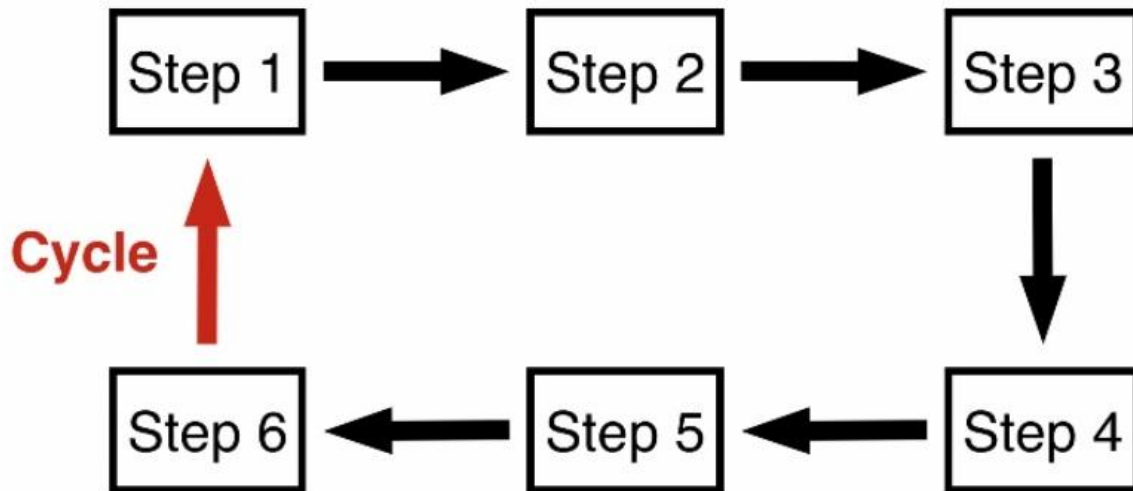
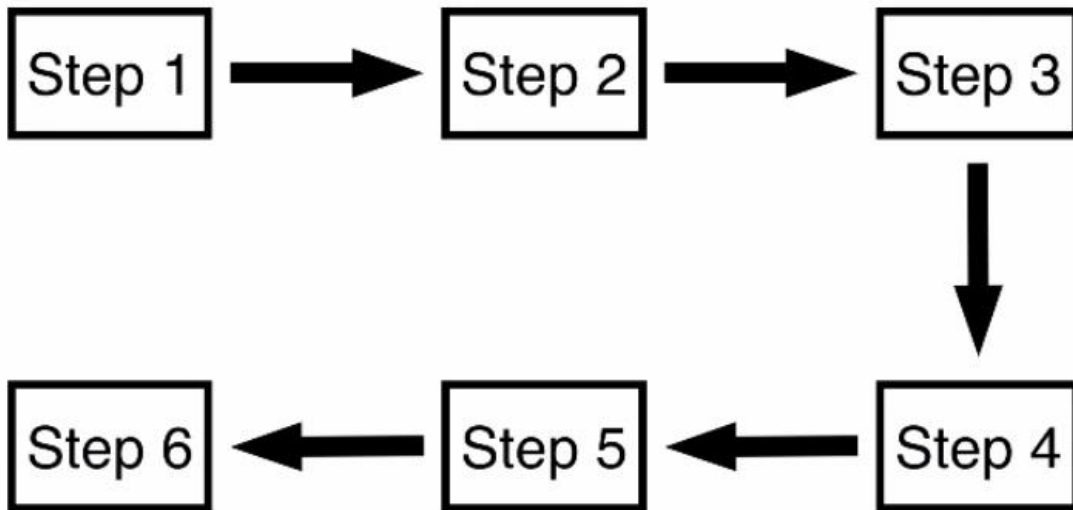
The bar chart compares the numbers of males and females who took four different evening classes in 2009, and the pie chart shows the age profile of these attendees.

It is clear that significantly more women than men attended evening classes at the education centre. We can also see that evening courses were much more popular among older adults.

According to the bar chart, drama, painting and language courses all attracted more women than men to the education centre in 2009. Language classes had the highest number of participants overall, with 40 female and 20 male students, while painting was a popular choice among both genders, attracting 30 female and 25 male attendees. The only course with a higher number of males was sculpture, but this course was taken by a mere 15 people in total.

Looking at the age profile pie chart, we can see that the majority of people attending evening lessons were over 40 years of age. To be precise, 42% of them were aged 50 or more, and 26% were aged between 40 and 49. Younger adults were in the minority, with only 11% of students aged 20 to 29, and only 5% aged under 20.

How to describe process diagrams



and the process starts over again.

Describing a process is completely different from aforementioned charts

- No numbers
- Can't compare numbers
- Can't describe trends
- ✓ What can we describe:
 - How many steps
 - Where the process begins and ends
 - Each step in the process

“Step” language and passive voice are necessary to describe these charts

Step language:

- At the first step of the process
- The process begins with
- Secondly, Finally
- The second step involves
- Next, Then, After that
- At the following stage, In the subsequent stage
- Following (this), Ensuing (this)
- Afterward, Thereafter

The First Stage

First,

Firstly,

First off,

First of all,

In the first stage,

At/In the beginning,

The first stage is when...

The process begins/starts/commences when...

The process begins with + (n./n.ph.)

Middle Stages:

Next,

Then

After this/that,

Following this/that,

Afterwards,

In the following stage,

In the stage after/following this,

In the stage that follows,

Over the course of/During the next/following/second/third stage,

This is followed by + (n./n.ph.)

When/After/Once <stage A>, <stage B>

<stage A>. When/Once this stage is complete, <stage B>

<stage A> before <stage B as n./n.ph. or clause>

Before <stage B>, <stage A>

<stage A> after/following which <stage B>

<stage A> which is followed by <stage B as n./n.ph.>

The Last Stage:

Finally,

Ultimately,

Eventually,

The last/final stage is when ...

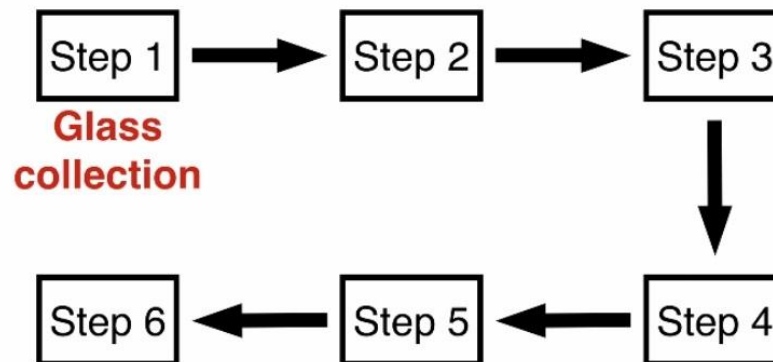
The process ends when ...

The process ends with + <n./n.ph.>

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

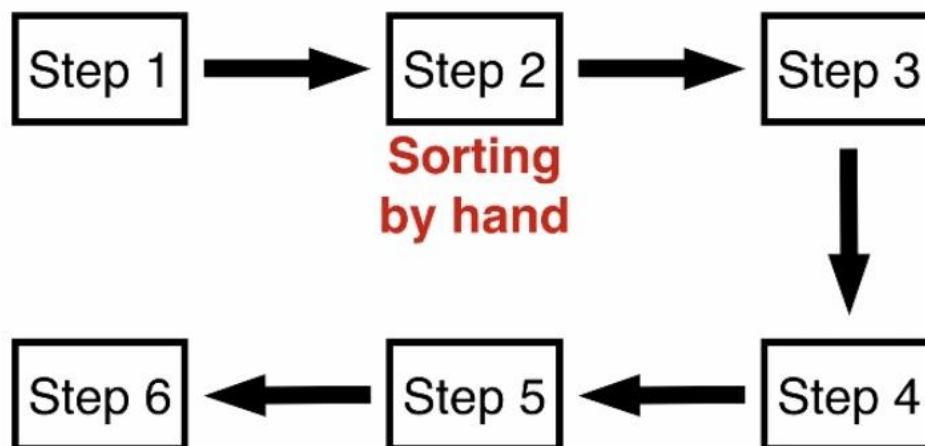
Passive Voice:

Glass recycling process



At the first stage in the process, glass is collected.

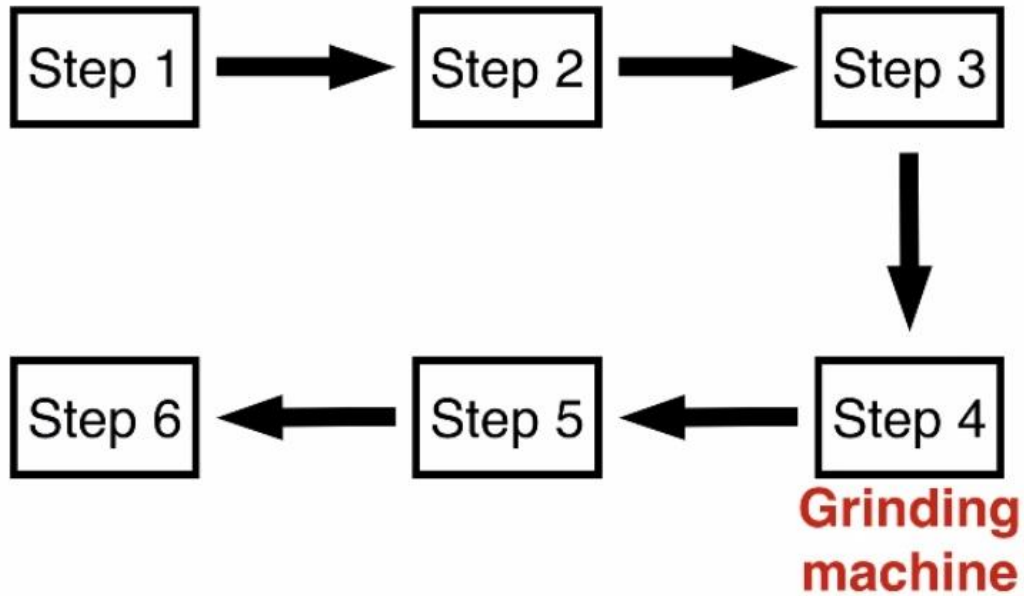
Glass recycling process



Passive:

Next, the collected glass is sorted by hand.

Glass recycling process

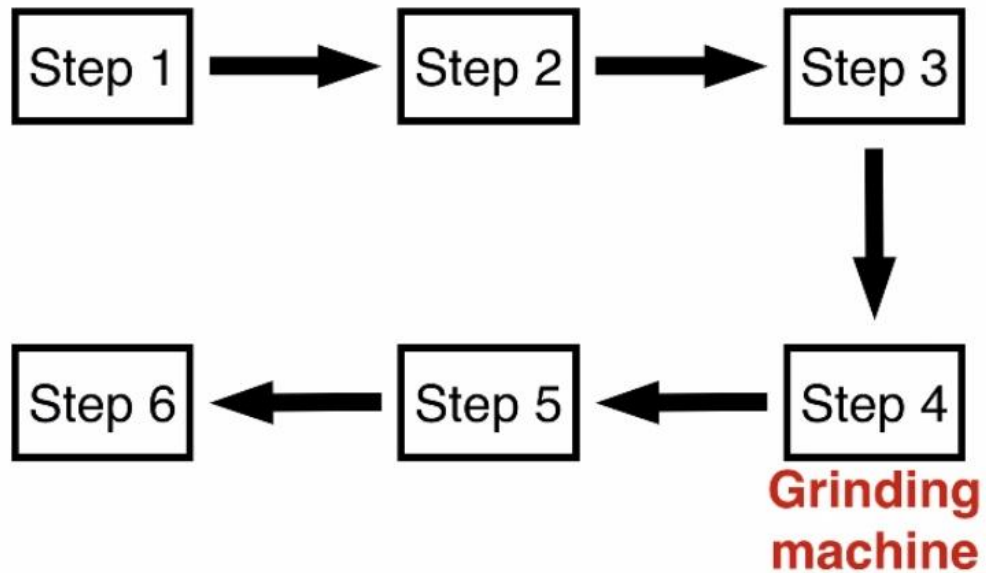


Active Sentences:

A machine grinds the glass

The glass passes through a grinding machine

Glass recycling process



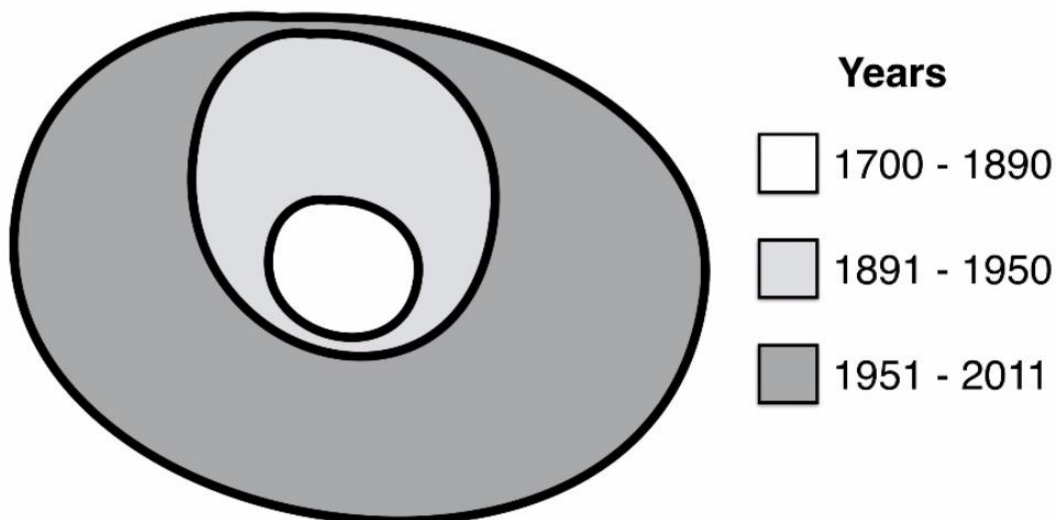
Passive Sentences:

The glass is passed through a grinding machine

The glass is ground in a machine

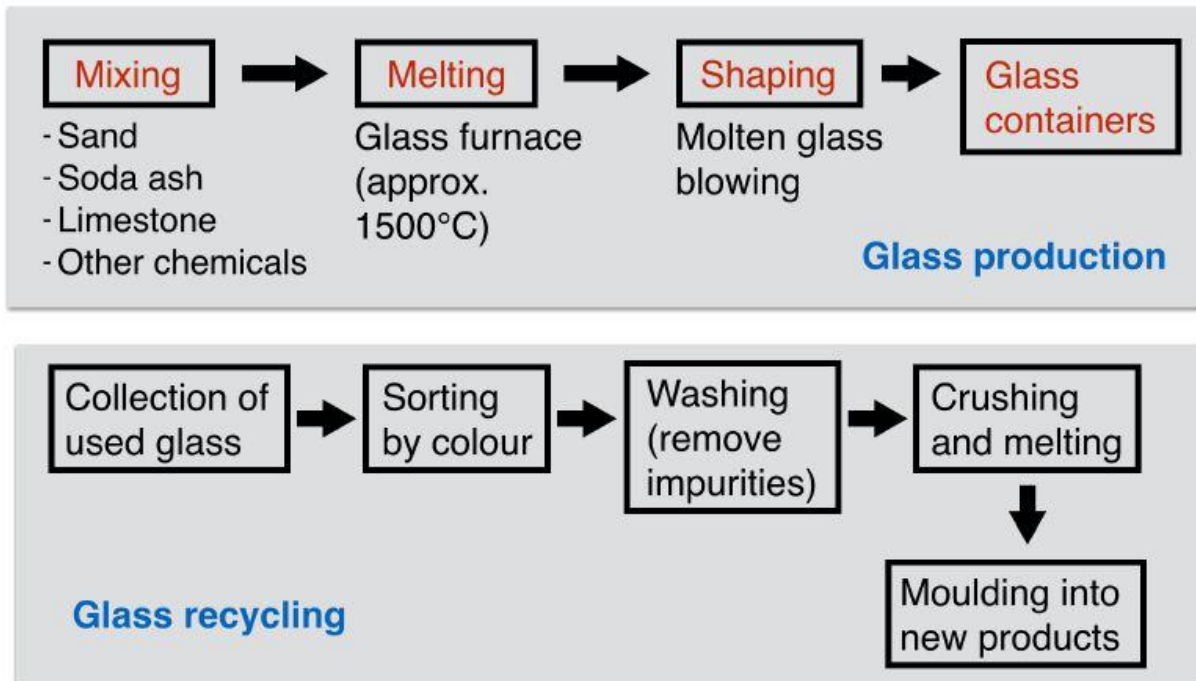
The sorted glass is then ground in a machine

Map showing growth of a city



e.g. At the second stage of development, from 1891 to 1950, the city grew in a northerly direction.

The diagrams* below show how glass containers, such as bottles, are produced and recycled.



The first flow diagram illustrates the process of glass container production, and the second diagram shows steps in the process of recycling used glass.

We can see that glass is made using three main raw materials, and that the manufacturing process consists of four distinct stages. It requires five steps to turn used glass into new glass products.

At the first stage in the production of glass, sand, soda ash, limestone and other chemicals are mixed together. Next, this mixture is heated in a glass furnace at approximately 1500°C to produce molten glass. The molten glass can then be shaped, by blowing, to create the end products, namely glass containers.

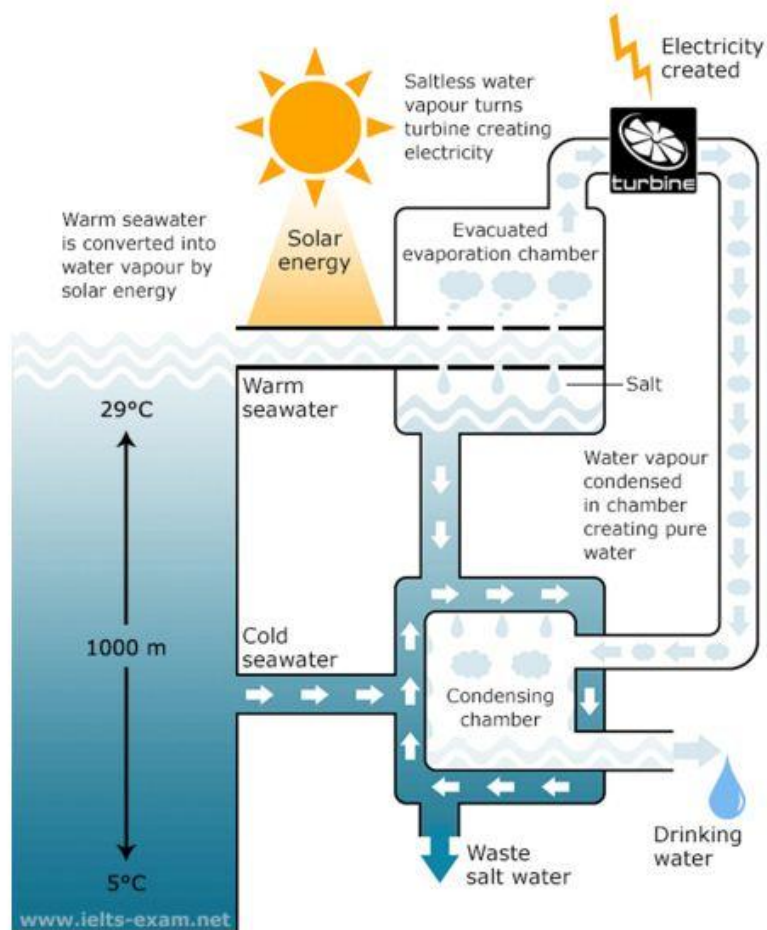
Glass recycling begins with the collection of used glass products. The collected glass is sorted according to its colour, and then washed in order to remove any impurities. At the fourth stage of recycling, the glass is crushed and melted, and the resulting molten glass can finally be moulded to create new items.

You should spend about 20 minutes on this task.

The diagram below shows the production of electricity using a system called Ocean Thermal Energy Conversion (OTEC).

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

Write at least 150 words.



How Ocean Thermal Energy Conversion (OTEC) works

The supplied diagram portrays a process in which electricity and drinking water are produced using an approach called Ocean Thermal Energy Conversation (OTEC).

Overall, the vapor derived from seawater participates in the creation of electricity. Finally, it condenses into drinking water.

Seawater in the depth of 1000 meter has the temperature of 5 °C, while on the surface it is 29°C. In the first stage, the warm seawater evaporates using solar energy, afterward the evaporation is directed toward a turbine in order to generate electricity by the usage of an evacuated chamber.

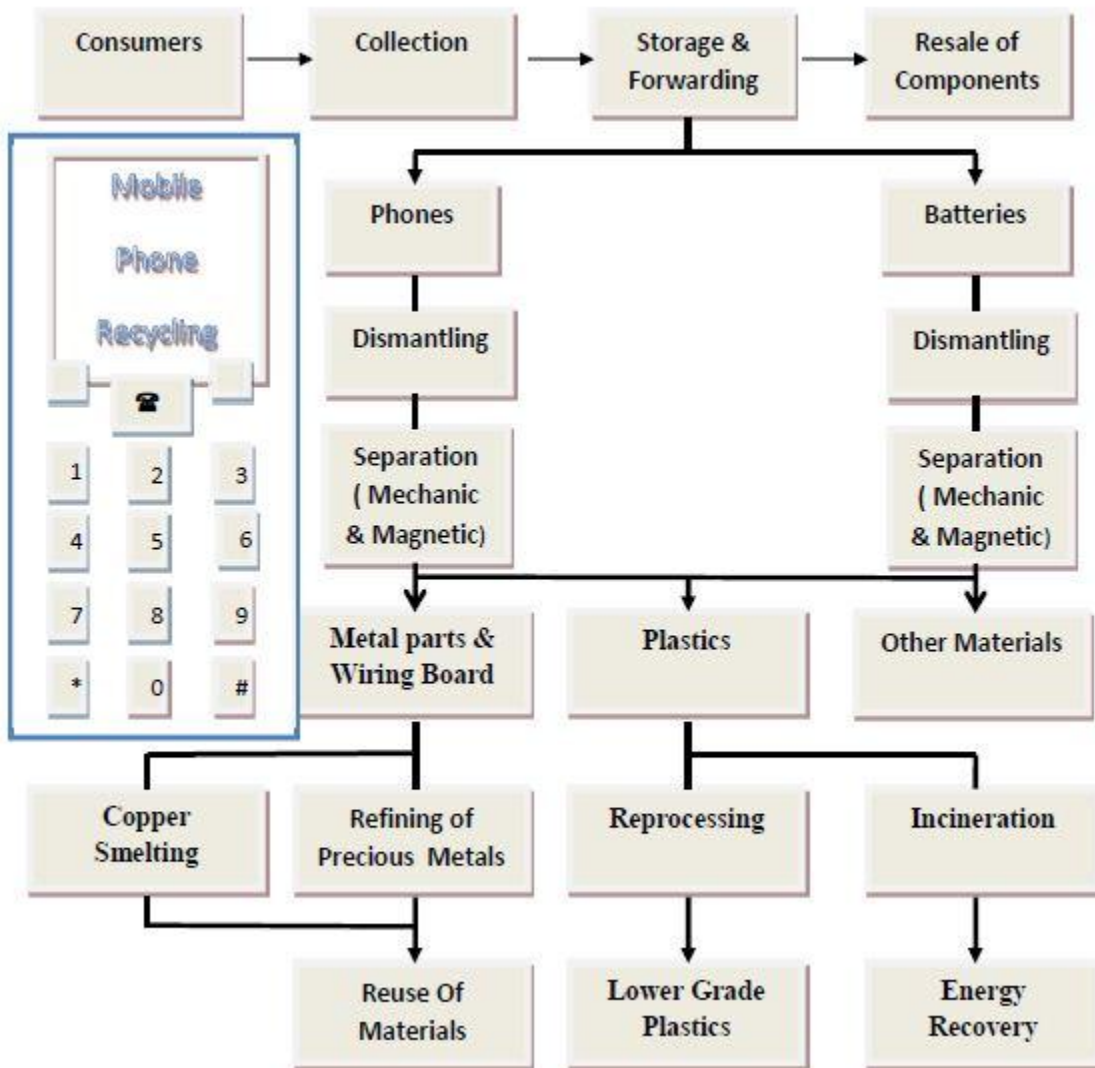
Ensuing this, the vapor involved in the electricity production is led to a condensing chamber. The cold water required to obtain the pure water is provided from two sources, one of which is the cold seawater from a deeper level of the ocean and the other one is the salty water remained in the evaporation chamber. The cold water circulates around the condensing chamber where the vapor is trapped to yield pure drinking water. At the end, the waste water leaves from the bottom and returns to the cycle.

You should spend about 20 minutes on this task.

The following is a diagram of the mobile phone recycling process.

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

Write at least 150 words.



Given is a diagram illustrating the process by which mobile phones are recycled. It is evident from the information provided that there are three main phases involved.

Prior to the actual processing of the phones, it is first necessary for the recycler to collect them from consumers. They are then either placed into storage or forwarded directly. At this point, the resale of certain components occurs.

The second stage of the recycling process, meanwhile, entails the separation of the mobile phones from their batteries and the dismantling of both. Having further separated the phones and batteries into mechanical and magnetic parts, these parts are then divided into metals, plastics and other materials.

In the third and final phase, copper and precious metals are extracted from the metal components. The former is smelted while the latter are refined and the raw materials produced through these processes are subsequently reused. Meanwhile, plastic parts are either converted into lower grade plastics or incinerated to recover energy. The diagram does not indicate how other kinds of material are disposed of.

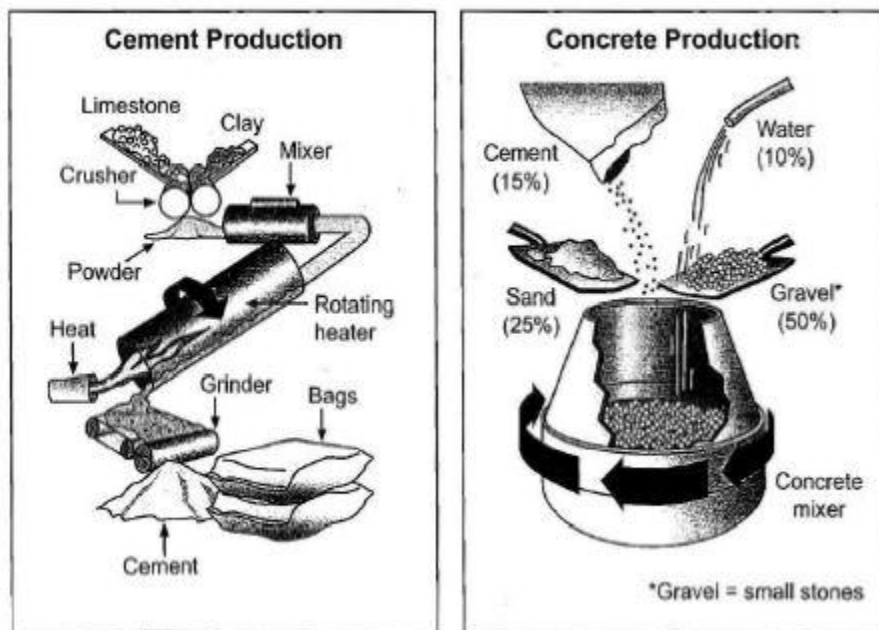
Sample No. 1:

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



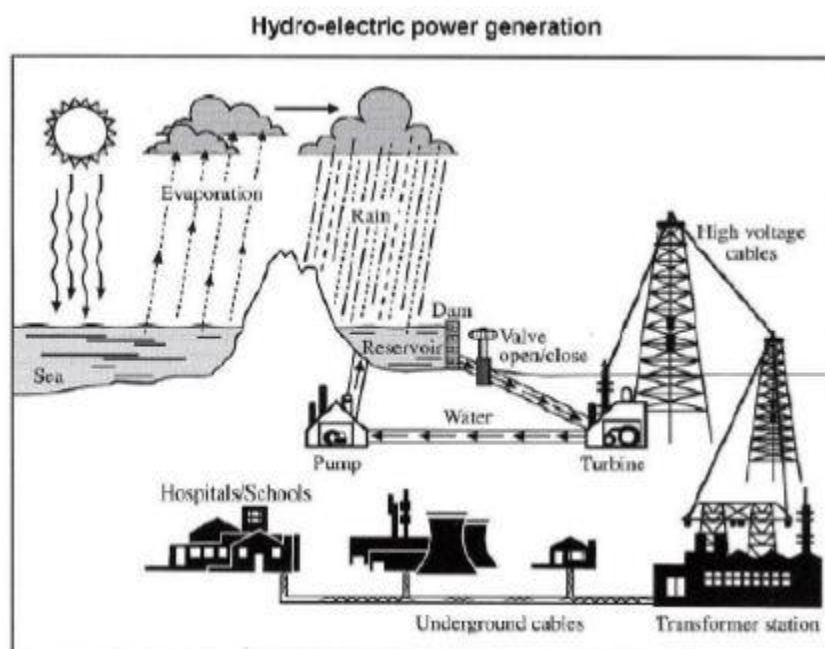
Sample No. 2:

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



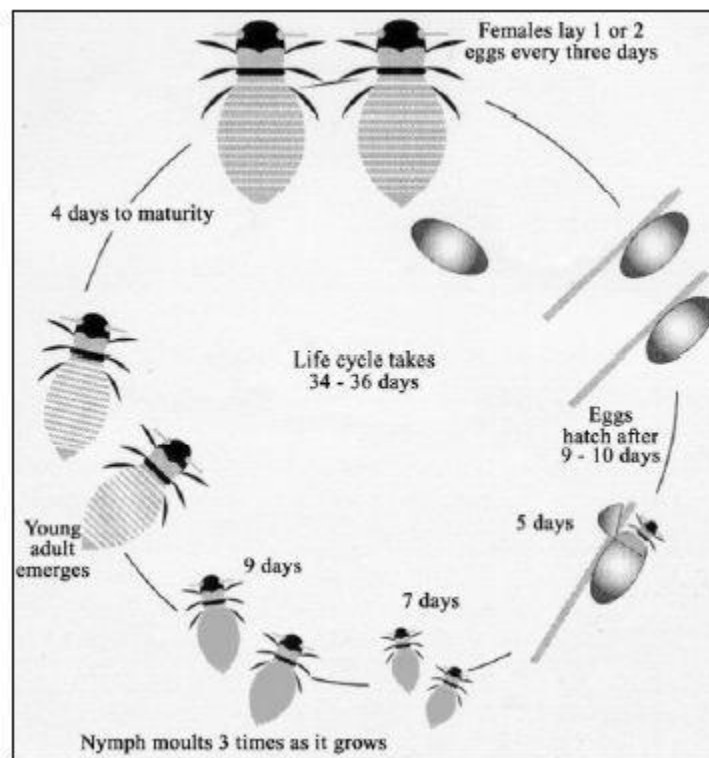
Sample No. 3:

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



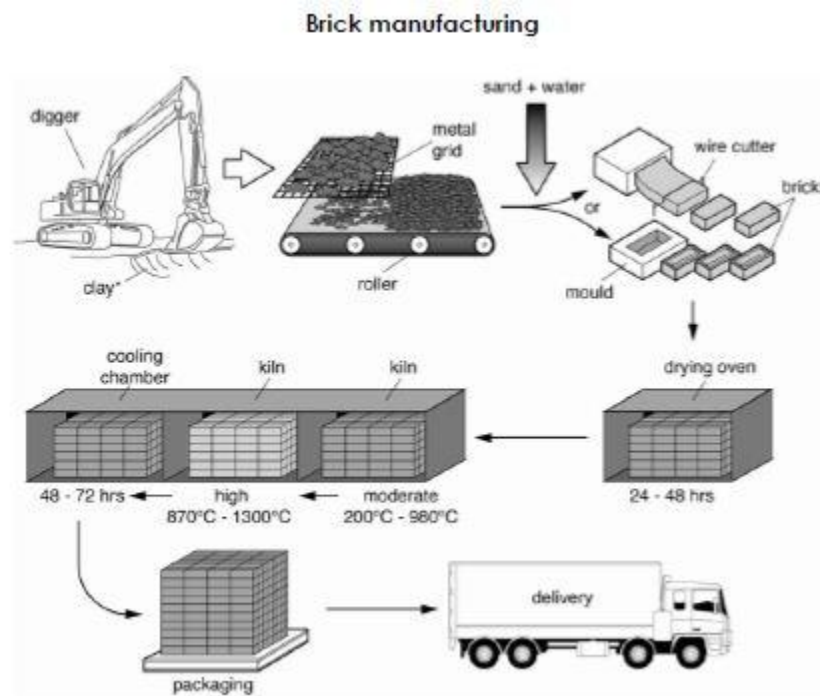
Sample No. 4:

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



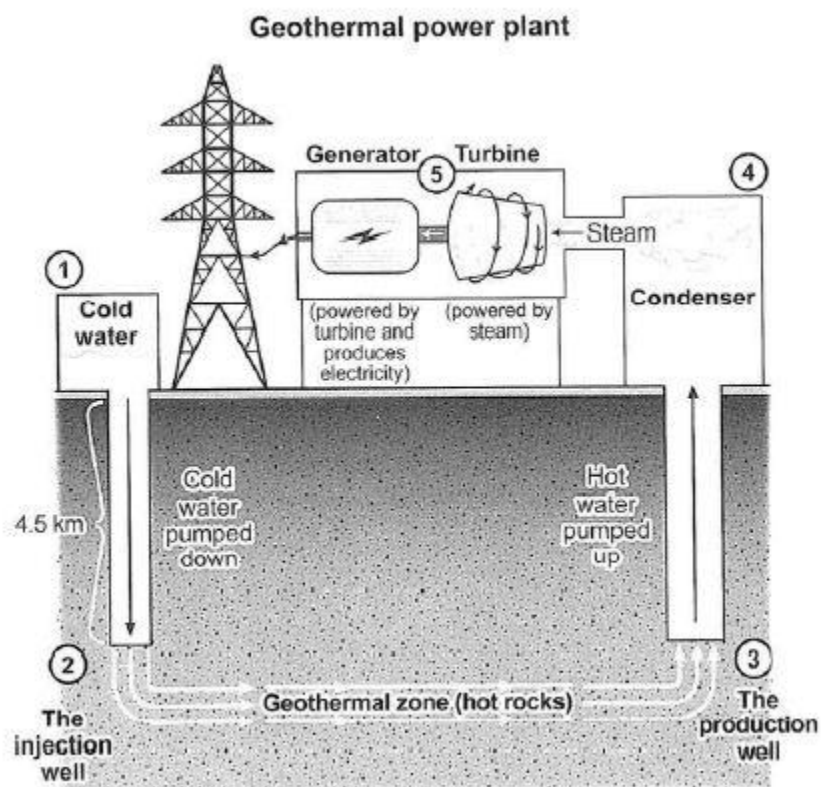
Sample No. 5:

You should spend about 20 minutes on this task.

The diagram below 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.



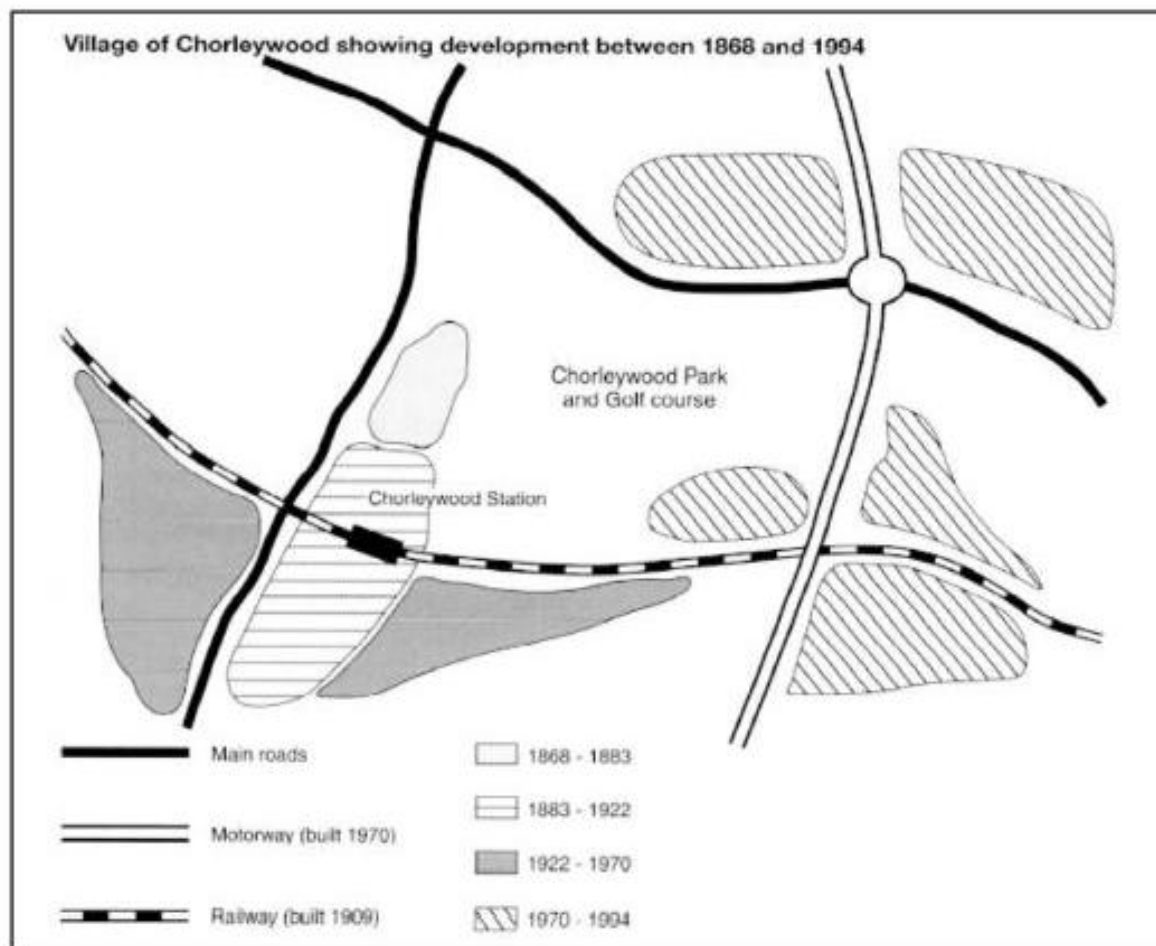
Sample No. 6:

You should spend about 20 minutes on this task.

Chorleywood is a village near London whose population has increased steadily since the middle of the 19th century. The map below shows the development of the village.

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

Write at least 150 words.



Model Answer No.1:

The diagrams show how cement and concrete are produced. Overall, there are five stages in the production of cement, while the procedure for producing concrete from cement and a few other simple ingredients involves a single stage.

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

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

Model Answer No.2:

The diagram shows the process through which water is used to produce electrical power. Overall, hydroelectric power is generated using water from the sea through a relatively sophisticated procedure which comprises over ten stages.

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

Model Answer No.3:

The chart illustrates the stages in the life of honey bees. Overall, this life cycle is comprised of six stages, from eggs to fully mature bees, which take approximately five weeks to complete.

The first stage is when the female bee lays up to 2 oval eggs once every 72 hours. These eggs hatch between nine and ten days later, and immature bees, called nymphs, emerge, lacking the typical bee stripes.

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

Model Answer No.4:

The picture illustrates the procedure for producing construction bricks from clay, sand and water through ten rather simple stages.

It commences when raw clay is dug using a digger machine following which it is sifted through a metal grid into finer fragments which then fall onto a conveyor belt. In the next stage, water and sand are added and the resulting mixture is either pushed through a frame and cut into simple bricks, or is moulded into specially-formed bricks.

These are then placed in a special oven for one or two days in order to minimise their moisture content. The following three stages involve the use of a couple of kilns and a cooling chamber: bricks are first heated moderately in the first kiln to reach a temperature of between 200 and 980 degrees centigrade before being subjected to higher temperatures (870 to 1300 degrees) in the second one. Next, they are allowed to cool down for two to three days in the cooling chamber. The process ends with the bricks being packed on pallets and delivered to end users on trucks.

Model Answer No.5:

The diagram shows that there are five main stages in the production of electricity through the use of geothermal energy.

The process begins with cold water being pumped from the surface of the earth down into a 4.5 kilometer-deep injection well. From there, it is transferred to the geothermal zone, a subterranean region composed of hot rocks, before reaching the production well, which is a vertical pipe similar to the injection well but a bit wider.

In the stage that follows, the hot water is pumped up through the production well into a condenser on the surface where it is converted into steam, following which it is used to power a turbine and rotate it. This turbine is connected to an electricity generator which, when rotated by the turbine, produces electricity. The process ends when the electricity generated by the generator is transferred to the power grid for consumption by end users.

Model Answer No.6:

The map shows the growth of a village called Chorleywood between 1868 and 1994.

It is clear that the village grew as the transport infrastructure was improved. Four periods of development are shown on the map, and each of the populated areas is near to the main roads, the railway or the motorway.

From 1868 to 1883, Chorleywood covered a small area next to one of the main roads. Chorleywood Park and Golf Course is now located next to this original village area. The village grew along the main road to the south between 1883 and 1922, and in 1909 a railway line was built crossing this area from west to east. Chorleywood station is in this part of the village.

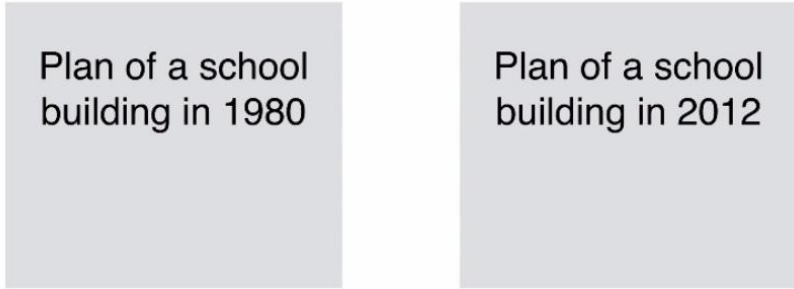
The expansion of Chorleywood continued to the east and west alongside the railway line until 1970. At that time, a motorway was built to the east of the village, and from 1970 to 1994, further development of the village took place around motorway intersections with the railway and one of the main roads.

How to describe comparison diagrams

Comparison Diagrams show:

1. Changes to something e.g. an old design compared to a new design

The diagrams show changes to a school building over a period of 32 years

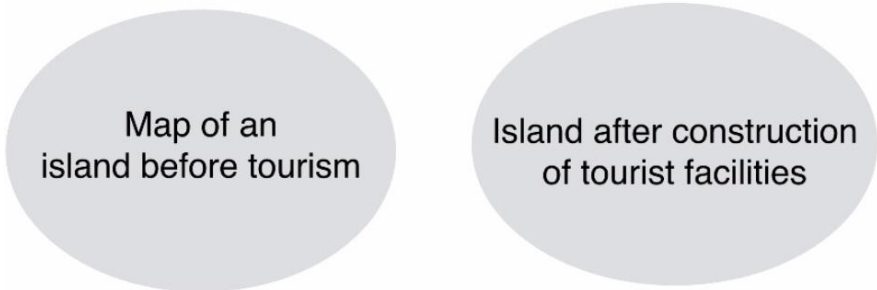


Plan of a school building in 1980

Plan of a school building in 2012

'Before and after' diagrams

The maps show an island before and after the construction of facilities for tourists



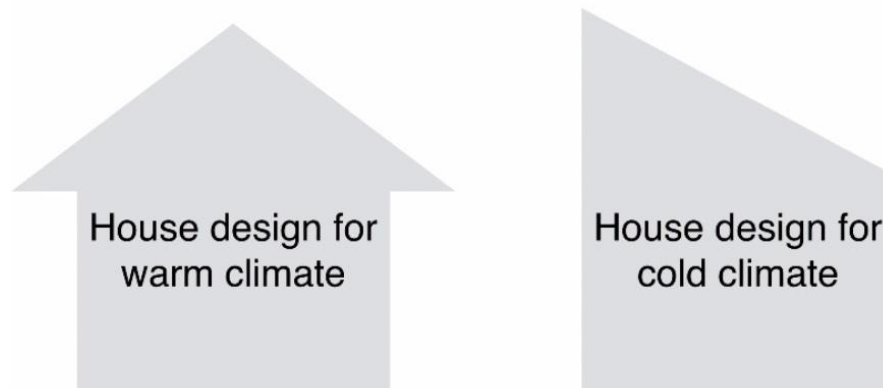
Map of an island before tourism

Island after construction of tourist facilities

'Before and after' maps

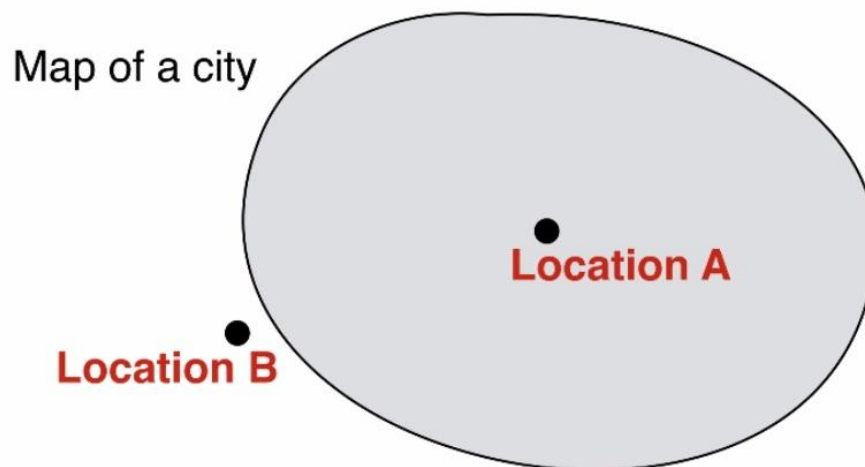
2. Two alternative designs

The diagrams show different house designs
for warm and cold climates



'Alternative designs' diagrams

The map shows two possible locations
for a new supermarket



'Alternative locations' map

Your job is to compare the diagrams:

- Describe the changes
- Describe the things that don't change
- Describe the differences
- Describe the similarities

Be careful about the
VERB TENSE

Plan of a school
building in 1980

Plan of a school
building in 2012

Use the past simple:

- In 1980, the school **had**...
- In 2012, a new... **was built**

Map of an
island **before** tourism

Island **after** construction
of tourist facilities

There were no buildings
on the island.

- There is now a hotel.
- A hotel has been built.

Plan of a school
building **now**

(future)
Planned changes
to school building

Use the present simple AND 'will' future:

- At present, the school **has**...
- According to the new plan, a... **will be built**

The diagrams show different house designs
for warm and cold climates

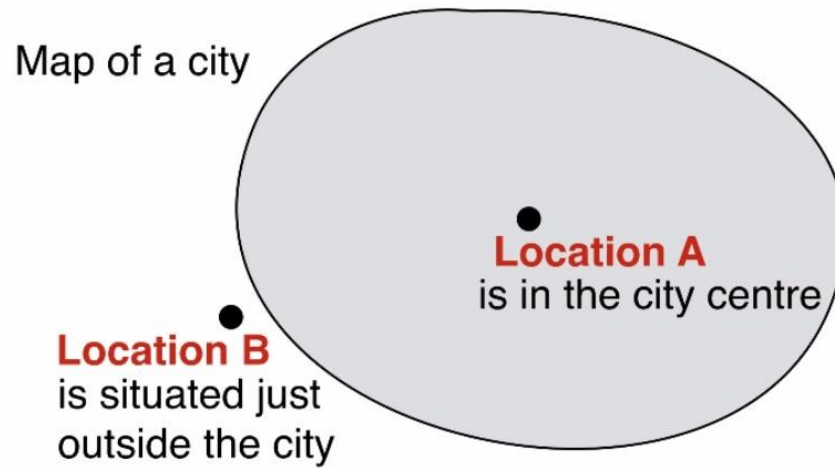


This house has...

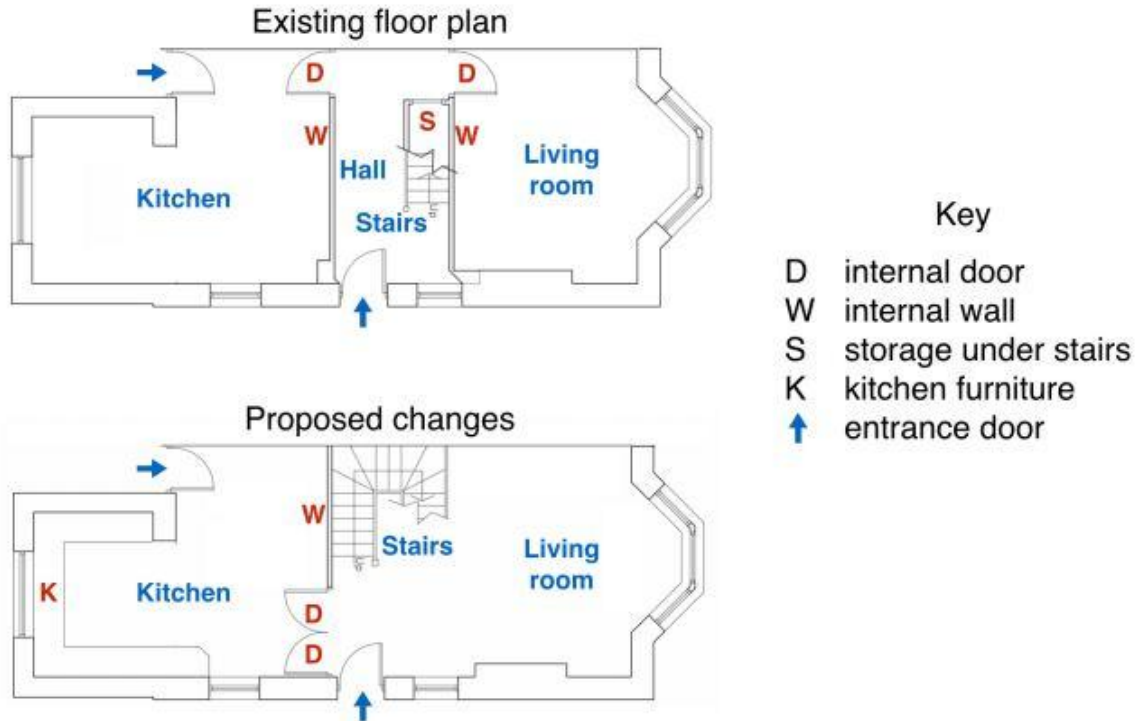


This house is built with...

The map shows two possible locations
for a new supermarket



The diagrams below show the existing ground floor plan of a house and a proposed plan for some building work.



The two pictures compare the current layout of the ground floor of a house with a plan to redesign the same living space.

We can see that the new design proposal involves making a number of changes to the ground floor of the house, mainly in the central hall area. There are no plans to change external walls or entrances.

The most noticeable change from the existing to the proposed floor plan is that there will no longer be a separate hall area when the building work has been done. This will be achieved by removing the internal wall and door between the hall and living room, along with the current staircase and under-stair storage cupboard. With no separate hall area, the proposed living room will also contain the staircase to the first floor.

To replace the current straight staircase, a new set of winding stairs will be installed in the corner of the living room. The internal door between the hall and kitchen will also be replaced with double doors connecting the kitchen with the new living room. Finally, the planned building work will also include the installation of some kitchen furniture.

Describing Position and Location:

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

of/around/below/inside/near ...

north, south, east, west, northeast, northwest, southeast, southwest

at the top/bottom

on the right/left side

in the top/bottom right/left hand corner

10 miles from

10 miles to the right of

10 miles north of

in the middle / at the centre

along / off

across [from]

opposite

close to / near / in the vicinity of

adjacent to / next to / beside

... is covered with ...

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

Useful Vocabulary for Describing Maps:

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

Industrial area: an area that has lots of factories

Commercial area: an area that has lots of stores

Hospital: a health facility where patients receive treatment

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

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

Fire station: a station housing fire apparatus and firemen

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

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

Skyscraper: a very tall building

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

Parking lot: an area where people can park cars

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

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

Factory: an industrial plant, a production facility,

Woodland: an area with lots of trees

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

Street: the place where cars drive

Intersection: the point where several streets meet.

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

Proximity: closeness

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

Develop: to make

Change: modify

Construct: to build

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

Demolish: to destroy a building or other structure completely

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

Expand: to become or make something become larger

Convert: turn into something else

This diagram outlines the floor plan of the A350, a super luxury jumbo jet.

Write an accurate description of the diagram for a university professor.



This image outlines the interior floor plan of the A350 jumbo jet from nose to tail. As a luxurious item, its floor plan appears to include all of the basics of a modern house and a select number of extravagant extras.

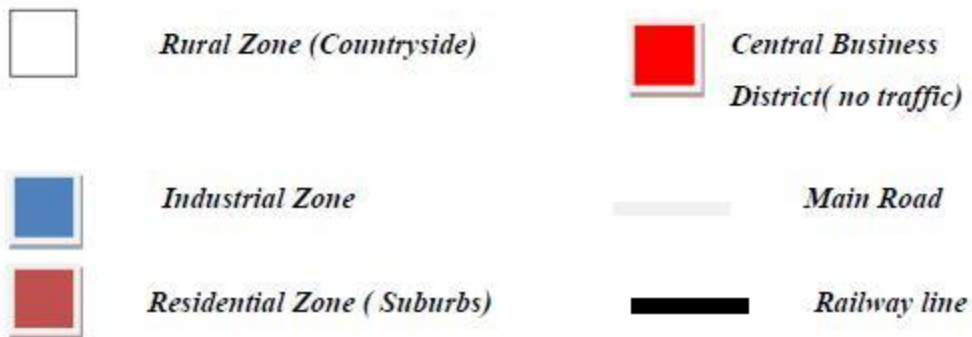
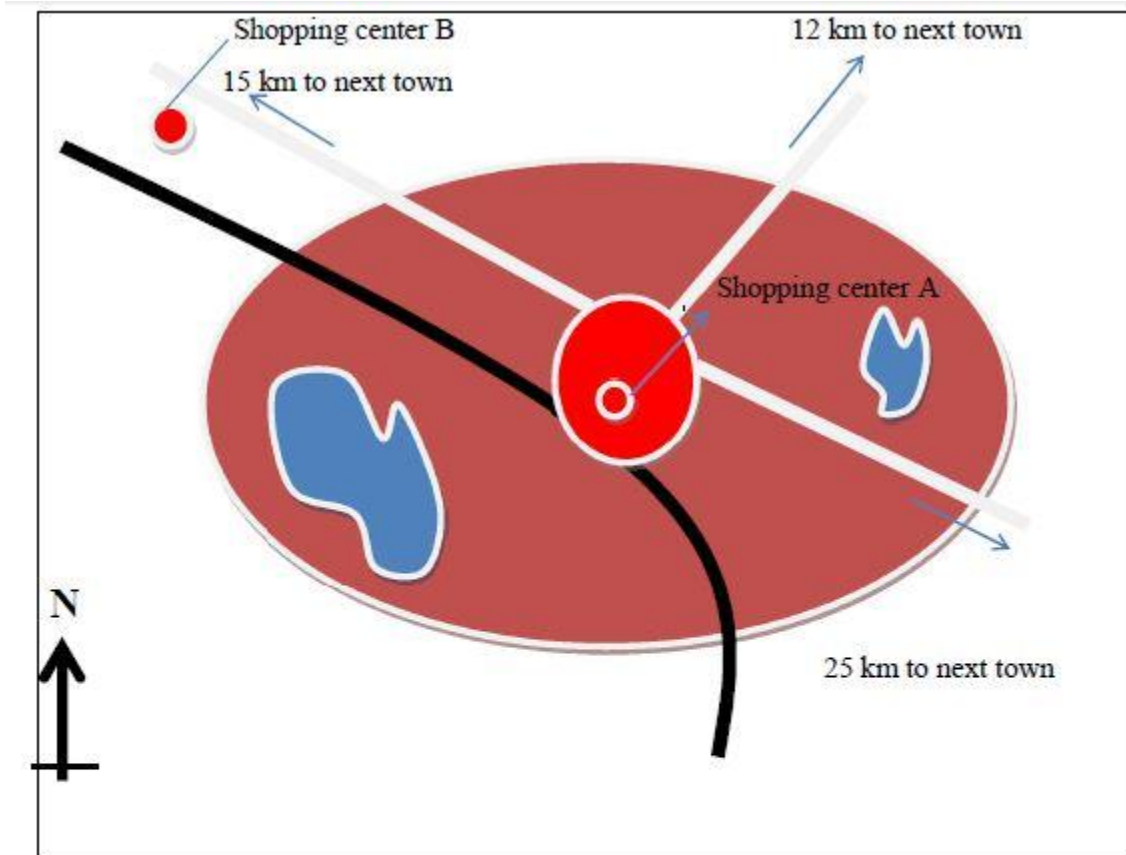
Immediately behind the cockpit is the VIP Galley, followed by the master bathroom, bedroom and office. The first pair of emergency exit doors can be seen after these amenities on opposite sides of the plane. The bar and lounge, executive seating area and dining room appear to be connected by a hallway that snakes through all three. The second pair of emergency exits follows this, also on opposite sides of the aircraft. A central corridor, lined by two guest rooms on one side and a VIP and master guest room on the other, connects the dining area to the back of the plane, where a cinema room large enough to seat 12 can be found.

You should spend about 20 minutes on this task.

The figure below is a town planning map. Showing the likely position of new shopping centers as well as the various different zones and major transportation route of the town.

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

Write at least 150 words.



Given is a map of an unnamed town illustrating the probable sites of two new shopping centers in the relation to various different zones as well as major transportation links.

As shown in the figure, the town has four main zones. Located at the apes of three arterial roads is a relatively small central business district. Cars are not permitted in this area and all major roads terminate at its outer edge. Surrounding the town center is a much larger residential zone which has within it two smaller industrial zones. Beyond this, meanwhile, is an even larger rural area. A railway line runs through the entire town from the northwest to the southeast.

With regard to the planned locations of the two new shopping centers, one is likely to be situated in the town center and will be accessible by train or by parking on the edge of the central business district and walking. The other will probably be placed on the outskirts of the town to the northwest. Access to this shopping center will be by either car or train as it will be situated between the railway line and the main northwest road.

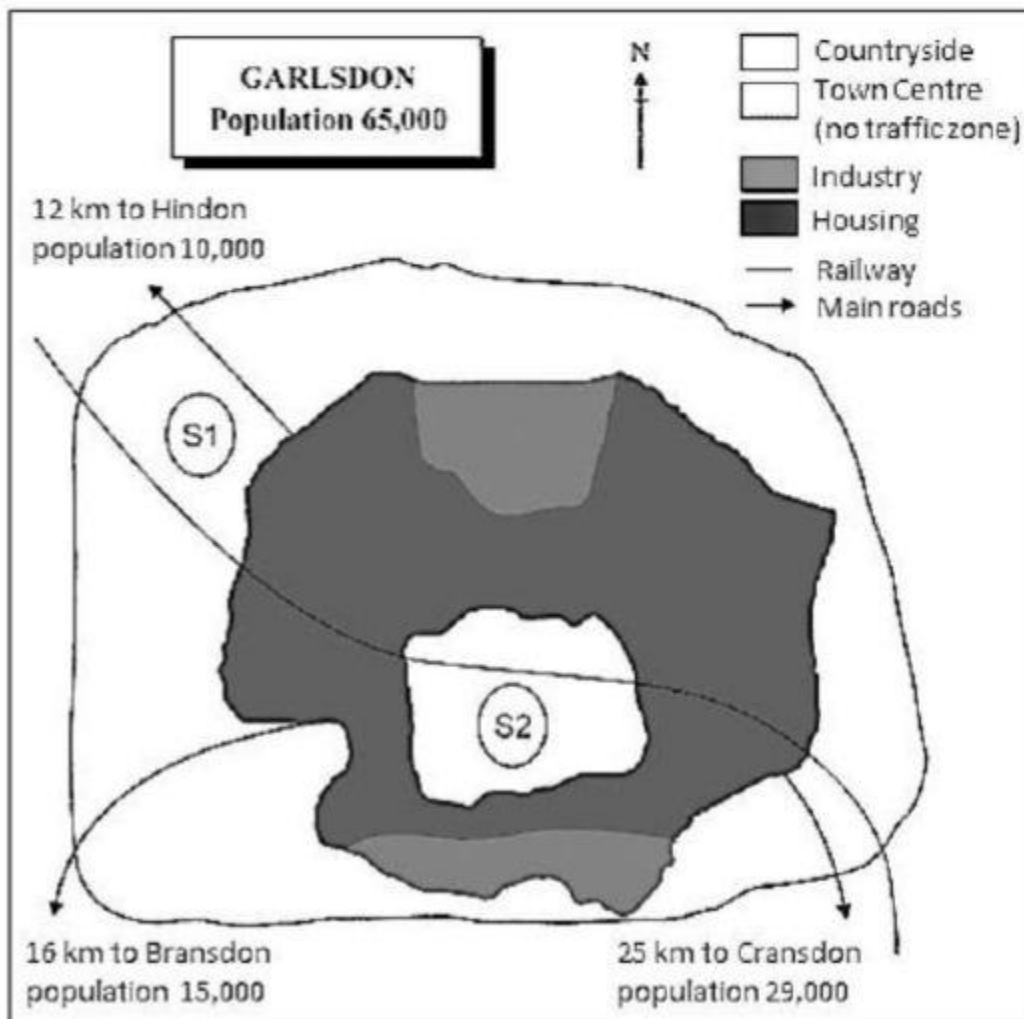
Sample No. 1:

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



Sample No. 2:

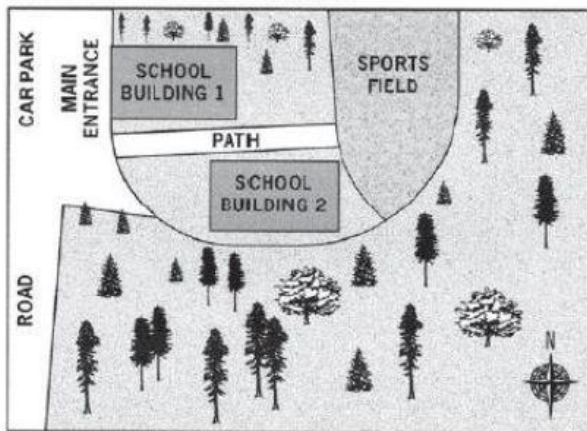
You should spend about 20 minutes on this task.

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

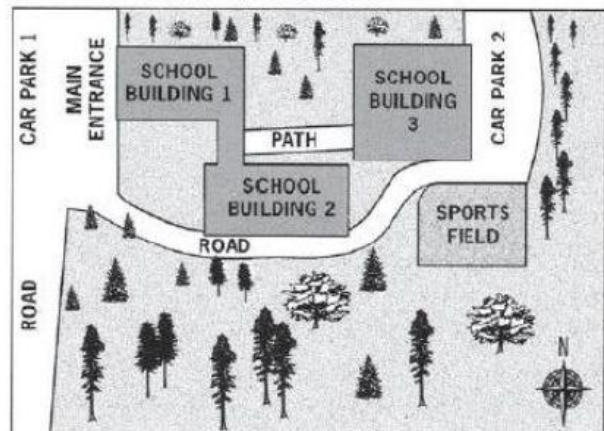
Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.

School Site - 2004: 600 students



School Site - 2024: 1,000 students



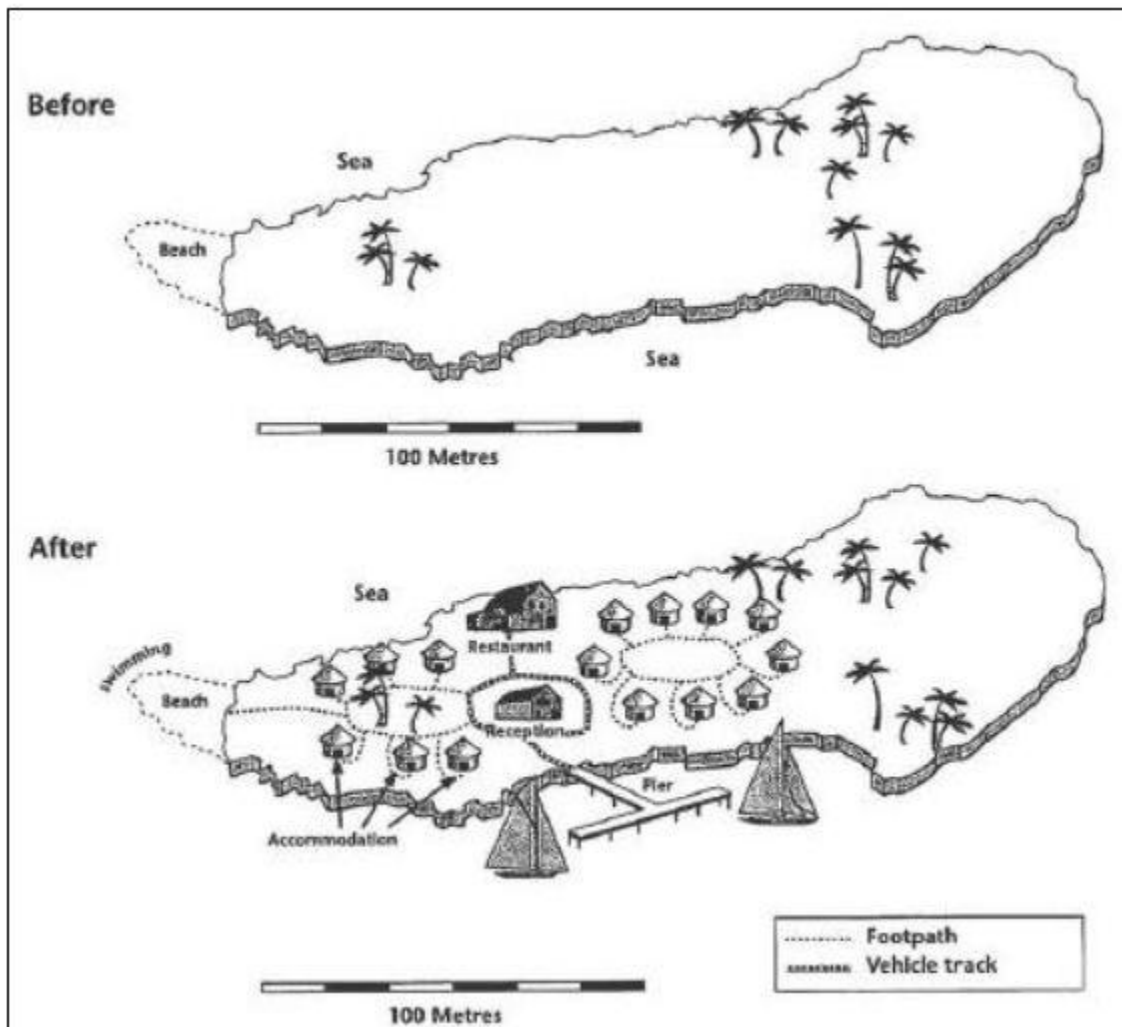
Sample No. 3:

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



Model Answer No.1:

The map shows two proposed locations for a new supermarket for the town of Garlsdon. Overall, neither site is appropriate for all the towns, but for customers in Cransdon, Hindon and Garlsdon, the out-of-town site (S1) would probably offer more advantages.

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

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

Model Answer No.2:

The maps illustrate how a school site is planned to be developed over a 20-year period. Overall, there will be extensive developments with regards to construction of buildings, facilities and roads in the school site, and the number of students will also increase significantly.

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

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

Model Answer No.3:

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

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

The length of the island is over 1200 metres while its width varies from about 200 to 500 metres in different places. Originally, there was a beach to the left of the island, and the eastern and western parts were covered with woodland, apart from which the island was completely bare.

In comparison, swimming facilities have now been built in the beach. Furthermore, the western woodland is surrounded by a series of huts which are connected to each other and to the beach via footpaths. There is also a restaurant in northern part which is connected to a reception building in the middle of the island as well as a new pier to the south by means of a vehicle track. Finally, a larger set of huts have been constructed between the reception and the eastern woodland.