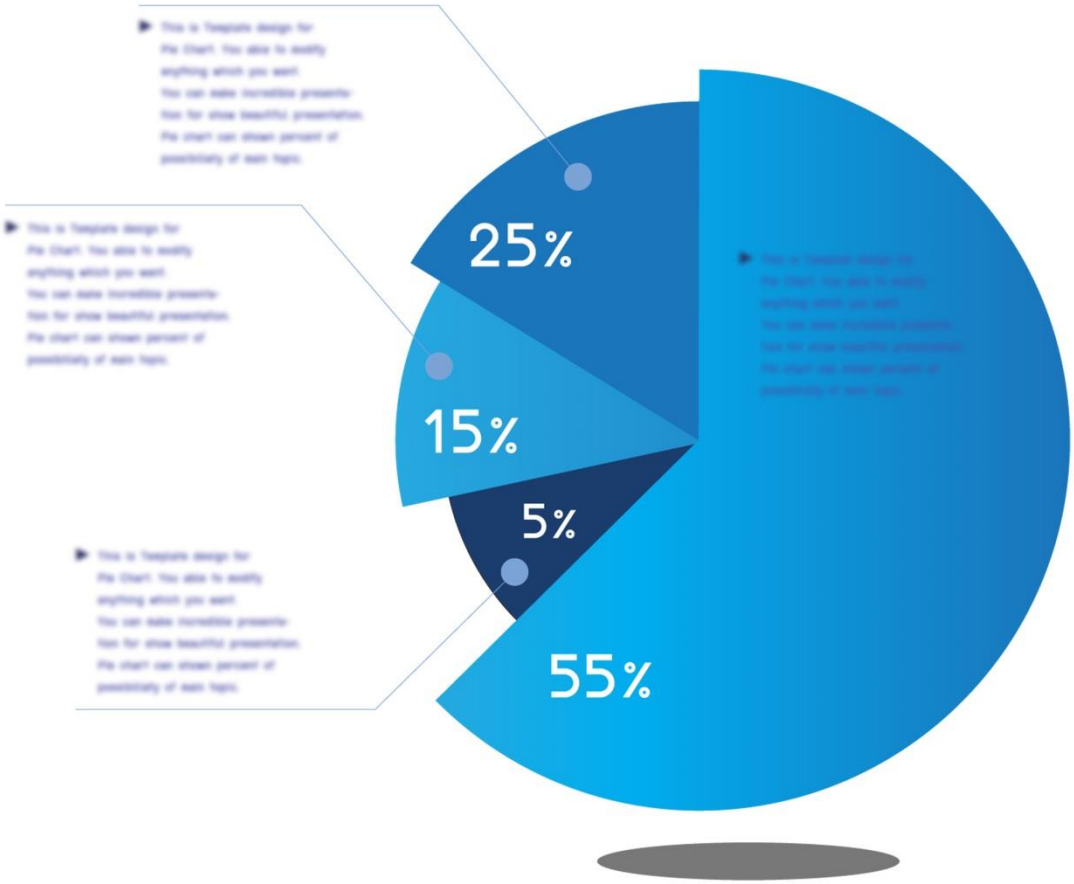
IELTS Made Easy

Step-by-step guide to writing a Task 1



IELTS buddy

CONTENTS

		Page
Thank you page		3
About the book		4
UNIT 1:	*About Academic IELTS Task 1*	6
UNIT 2:	*Line Graphs – Language of Change*	8
UNIT 3:	*Introducing a graph*	20
UNIT 4:	*Grouping Information*	26
UNIT 5:	*A More Complicated Line Graph*	29
UNIT 6:	*Describing Bar Charts*	36
UNIT 7:	*Describing Pie Charts*	44
UNIT 8:	*Describing Tables*	49
UNIT 9:	*Describing Multiple Data Sources*	53
UNIT 10:	*Describing a Process / Diagram*	59
UNIT 11:	*Maps*	65
Answer Key		72

All rights reserved. Except for the use in any review, the reproduction or utilization of this work in whole or in part in any form by any electronic, mechanical or other means is forbidden without the express permission of the author.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Thank You Page

This page is to say thank you for purchasing the **IELTS Made Easy eBook** and I hope that it will help you with your IELTS test.

It is important that you try to put what you will learn into practice by trying to use some of the tips and strategies that you will be shown. This is the way to improve your score.

Of course everybody has different ways of learning and some people are more comfortable with doing things one way than someone else.

You will be shown various strategies and techniques but don't feel that you have to do everything the way it has been explained in the book – if you like some strategies or techniques then use them. If there are things you do not feel suit you, then do it your own way or another way that you have been taught.

You'll always hear different advice on ways to approach the IELTS test as teachers have different methods – there is not always a right or wrong way.

It is important to be flexible – choose what works for you.

Of course whatever you do, you must ensure that you are meeting the criteria as set out in the band descriptors.

Finally, as I hope you will understand, a lot of work has gone into creating and writing this eBook, so please don't share it on the internet or post it anywhere as a free download.

It is a small price to pay for such a book, so if you like it and would like to share it with others, then please recommend it to others in social media such as blogs or on facebook, and post a link to the sales page on the IELTS buddy website so others can purchase it.

This is the link: http://www.ieltsbuddy.com/ielts-ebook.html

Thank you again and good luck with the book and with your preparation.

IELTS buddy

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

About the book

The book is designed to be a self-study guide; however, it can also be used as a guide to teaching IELTS if you are an IELTS instructor.

The book is suitable for those who are beginners but also those who are more advanced and need a higher band score such as a 7 or 8.

How to use the book

It is recommended that you work through the book unit by unit as each unit builds up different skills and they are then built further in the next unit. You can, though, look at specific units if you need particular help in one area.

Contents

Unit 1 gives an overview of task 1 and some general tips.

Units 2-4 set out the core elements that are required to write a good task 1. Unit two will be useful for those who are new to writing a line graph as it breaks down the sentence types required into clear and simple patterns and the unit also provides all the language of change you will need.

Units 3 and **4** describe other core elements central to any graph writing - be it a table, bar, or line – introducing the graph and grouping information.

What you have learnt in units 2-4 is then brought together in **Unit 5** where a more complex line graph is presented, with explanations on how to approach your description and a full explanation of why the model answer would get a high score.

Unit 6 explains bar charts. This chart is not over time so it requires a focus on comparing and contrasting.

Pie charts are explained in **Unit 7**. There is a specific approach you should take to describe a pie chart to make sure your answer is well-organized, and this approach is explained in this unit, together with useful language for pie charts.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

In **Unit 8** you'll be shown how tables are just another way of presenting information that can be put in a line graph or other illustrative chart. Again, you'll be given a sample answer and tips about writing a good answer for a table.

Sometimes you will be given multiple data sources i.e. more than one graph or diagram to describe. This requires a slightly different approach, so **Unit 9** guides you on how to do this successfully.

Unit 10 discusses processes. These require a completely different type of language to the other types of diagram, so you will be guided on how to use this language and how to organize your answer.

Finally, **Unit 11** examines maps, which again require a certain style and type of language.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

UNIT 1: About Academic IELTS Task 1

What is in academic task 1?

In the academic part of the IELTS test you will have to do one of the following things:

Describe a:

- Line Graph
- Bar Chart
- Pie Chart
- Table
- Process
- Diagram
- Map

You will have 20 minutes to write your response.

How will it get graded?

You get graded on four criteria. You will be given a band score (1-9) for each of these and then these will be averaged to give your final task 1 writing score.

The criteria are shown below with a brief explanation of the meaning of each. These are very brief general explanations – you can download the full versions from the internet as they are publicly available.

Criteria	Evaluation
Task Achievement	Your ability to cover all the requirements of the task, select and highlight the appropriate information, and present an overview.
Coherence and Cohesion	Your ability to logically organize and arrange your response and the information within the response.
Lexical Resource	Your ability to use a range of vocabulary and your ability to use it accurately.
Grammatical Range & Accuracy	Your ability to use a range and variety of sentence structures and the accuracy you have with your grammar.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

How should I answer the task?

This will all be explained in the eBook, but here are some general tips before we begin:

- Limit yourself to 20 minutes. You have one hour for the writing part of the test and you also need to write an essay. The essay is more marks and longer so you should spend 40 minutes on this – if you go over your 20 minutes for task 1, you will not have the 40 minutes you need for task 2.
- Make sure you write at least 150 words. If you don't your score may be reduced. Aim for 165 words.
- Don't write too many words. It does not follow that you get more marks for writing more. Quality is more important than quantity.
- Do a plan, don't just start writing. You should spend 5 minutes analyzing the graph to identify the key features and plan how you will organize your response
- Select the important information – don't just write a long list of every point in the graph. If you look at the question, you'll see you are told to select and explain the key features.
- Use a mix of sentence types and language – you will be graded on your language skills, "The number of …. increased. The number of …. decreased. The number of … stayed the same". This is boring and repetitive and will not get you a good score!
- Don't give your opinions or start to explain why things may have happened. It is a factual report – just explain what you see.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

UNIT 2: Line Graphs – Language of Change

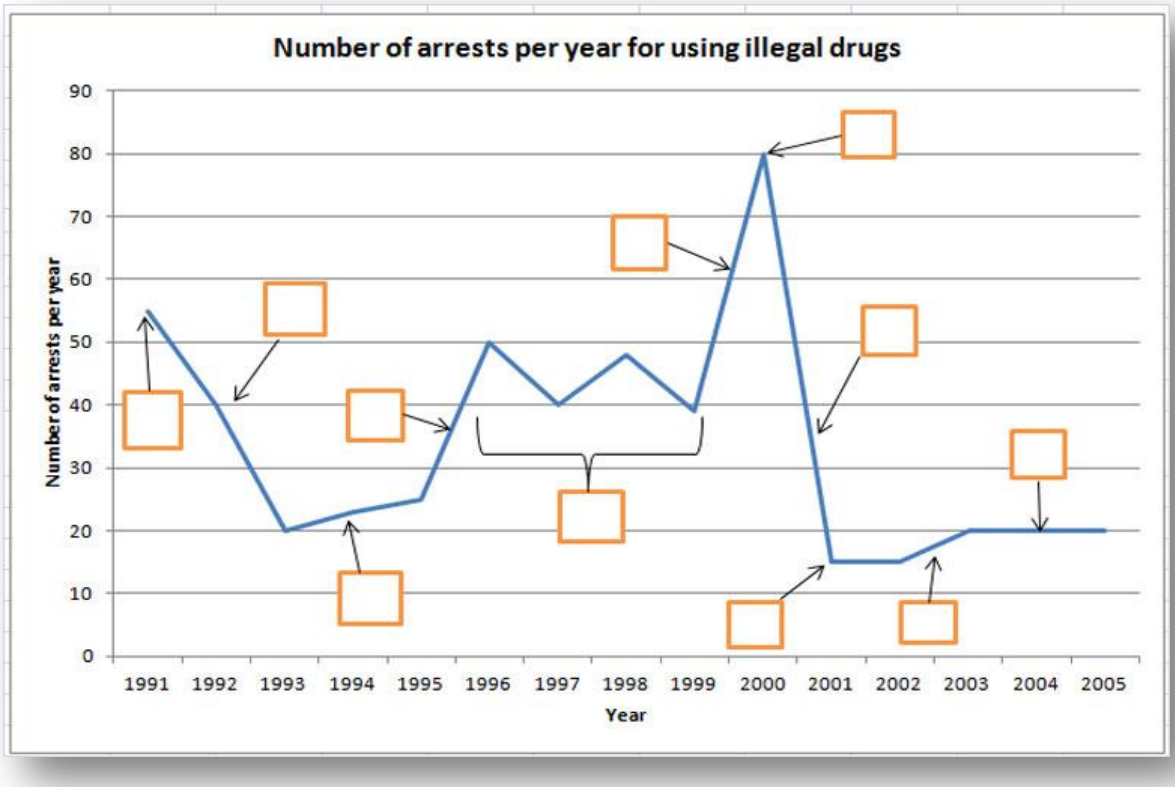
When you write about a graph in Task 1 of IELTS, you will most likely be using the language of change and / or the language of comparison and contrast.

In this first part we'll look at expanding your range of **vocabulary** and **grammar structures** for describing changes.

Exercise 1

Place the words of change into the right box

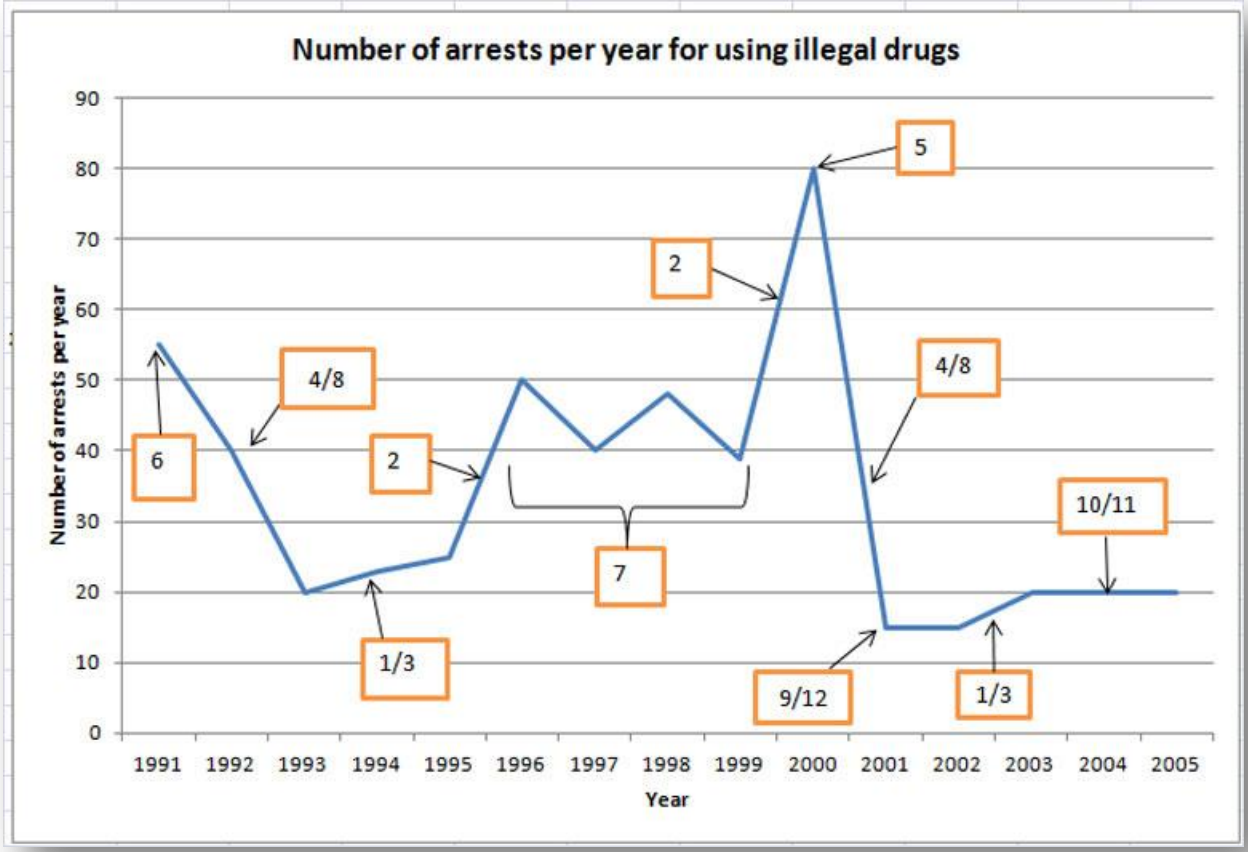
Note: you can use a word more than once as there is more than one choice for some (that is why there are 11 boxes but 12 words)



1. Rose/increased steadily
2. Rose/increased dramatically
3. Rose/increased gradually
4. Plunged to …
5. Peaked at/reached a high of …
6. Stood at
7. Fluctuated
8. Fell/dropped dramatically / sharply
9. Reach a trough of …
10. Remained constant/unchanged/stable at ….
11. Leveled off/evened out at …
12. Hit a low of …

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Answers



Here is an explanation of some of the words that may be more difficult:

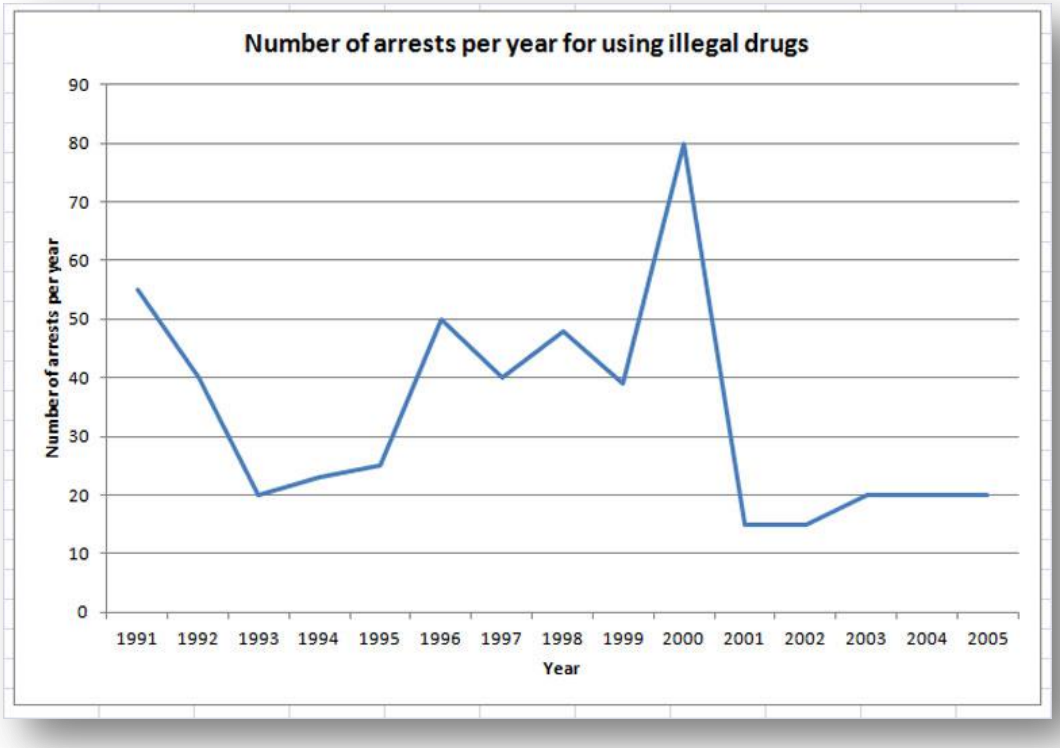
Word	Explanation
Stood at	*This means 'not moving'. So avoid using it once you have begun describing the graph, but use it to say where the figures started*
Plunged	*This is a very sudden and large drop down*
Peaked at / reached a high of	*The highest point that is reached on the graph*
Hit a low of / Reached a trough of …	*The lowest point that is reached on the graph*
Remained constant/unchanged/stable at …./ Leveled off/evened out at …	*This is used if a 'flat' point arises where the data is neither increasing nor decreasing for a period of time*
Fluctuated	*To rise and fall or vary irregularly*

There are many more words that can be used, and we'll look at them later.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Mastering Language of Change Sentence Structures

Take a look at the graph again below, and read the paragraph that describes it.



Description:

In 1991, the number of arrests for illegal drug use stood at 55. However, over the following two years, there was a sharp fall to 20 per year. The number then rose significantly from 1995 to 1996 to 50 per year. 1996 to 1999 saw a fluctuation in the arrest rate, which was followed by a sudden increase at the end of this period, with the rate reaching a peak of 80 in 2000. Next, the number of arrests plunged to a low of 15 in 2001. It remained stable for the following year, but then increased gradually to 20, leveling off at this rate for the remainder of the period.

Exercise 2

Now, take a look at the sentences below which are all from the graph. There are four different parts: **black**, **green**, **blue** and **red** (they are also classed as '*bold*', '*capitals*', '*italics*' and '*underlined*' in case you print off in black and white). Each part has a specific function. Read the sentences and say what you think each different part is doing:

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Sentence part	*Function?*
Black (bold)	
Green (capitals)	
Blue (italics)	
Red (underlined)	

1. **To begin,** IN 1991, *the number of arrests for illegal drug use stood at* 55.
2. However, OVER THE FOLLOWING THREE YEARS, *there was a sharp fall to* 20 per year.
3. *The number rose significantly* FROM 1995 TO 1996 to 50 per year.
4. 1996 TO 1999 *saw a fluctuation in the arrest rate*,
5. **which was followed by** *a sudden increase* AT THE END OF THIS PERIOD,
6. *with the rate reaching a peak of* 80 IN 2000.
7. **Next,** *the number of arrests plunged to a low of* 15 IN 2001.
8. *It remained stable* FOR THE FOLLOWING YEAR,
9. **but then** *increased gradually to* 20,
10. *leveling off at this rate* FOR THE REMAINDER OF THE PERIOD.

The answers are on the next page. Don't look until you've worked out the purpose of each part.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Answers:

Sentence part	*Function*
Black (bold)	Connector
Green (capitals)	Time
Blue (italics)	Change
Red (underlined)	Value

The words in **black (bold)** are connectors, or linking words, the words in green (Capitals) are the time period, the words in blue (italics) are the change taking place, and the words in red (underlined) are the value the graph is measured in.

Connector	Time	Change	Value
To begin,	**in 1991**,	***the number of arrests for illegal drug use stood at***	55.
Connector	**Time**	**Change**	**Value**
However,	**over the following three years**,	***there was a sharp fall to***	20 per year.
Change	**Time**	**Value**	(no connector)
The number rose significantly	**from 1995 to 1996**	to 50 per year.	
Time	**Change**	**Connector**	**Change**
1996 to 1999	***saw a fluctuation in the arrest rate***,	**which was followed by**	***a sudden increase***
Time	**Change**	**Value**	**Time**
at the end of this period,	***with the rate reaching a peak of***	80	**in 2000.**

This should help you to visualize and understand exactly what you need to be doing when you write about graphs over time. Each sentence you write should have all or some of these parts.

If you are a beginner writing about graphs, this is particularly useful to get you started. As you improve, you should be able to use these naturally without thinking about it.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Three Essential Sentences

There are three *essential* sentence structures that you should learn and practice so you can write them without thinking! If you know these and can write them correctly, you are well on your way to achieving a good score on your IELTS task 1 if you get a graph over time.

Three common patterns used when describing changes are:

1	There + be + adjective + noun + in + noun	see table 1
	There was a gradual rise in the number of arrests.	
2	Noun + verb + adverb	see table 2
	The number of arrests rose gradually.	
3	Time + saw/experienced/witnessed + adjective + noun + in + noun	see table 1
	*1952 saw a gradual rise in the number of arrests.	

there is no preposition before time words in this 3rd pattern (Not: **In 1952 saw…)*

It is common to see students who have learned *one* of these sentences, and then they use them throughout their response. This will make your answer 'mechanical' and will not show that you know a variety of sentences structures.

Using a ***variety*** of sentence structures is essential to achieving a high band score.

As you can see from the table, though, the difficulty in using these is getting the word forms right. Adjectives (*gradual*) change to nouns (*gradually*) and nouns (*a rise*) change to verbs (*rose*) depending on the sentence structure you are using.

This is why you have to be very careful when you use them and you have to practice them so using them becomes second nature.

This will then enable you to write your task 1 quickly and flexibly with a good range of language.

On the following pages, you will see three tables that provide you with all the language of change you will need.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Table 1: There + be + adjective + noun + in + noun

Time + saw + adjective + noun + in + noun

Note: *as you can see in the table, the time phrases can fit in three different places.*

Time	Verb	Adjective	Noun	Time	In the	Quantity of	Item	Time
Time	There was a(n) (very)	dramatic gradual large marked minimal rapid sharp significant	decline decrease drop fall growth increase	Time	in the	amount of number of percentage of price of value of etc.	noun	Time
	saw witnessed experienced	slight slow small steady steep sudden	rise fluctuation* jump* plunge*					

*Some words do not work with all adjectives and adverbs. Only use these with the following:

Fluctuation – dramatic(ly) /Slight(ly) / small.

e.g. There was a dramatic change in the number of arrests.

Jump – dramatic(ally), sudden(ly), sharp(ly) minimal(ly), slight(ly) or small

e.g. There was a sudden jump in the number of arrests.

Plunge – dramatic(ally), sudden(ly)

e.g. 1996 saw a dramatic plunge in the arrest rate to 20.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Table 2 Noun + verb + adverb

Time	Quantity	Time	Verb in past tense	Adverb	Time
	The number of (noun) The price of… The value of… etc.		declined decreased dropped fell grew increased reduced rose fluctuated* jumped* plunged*	dramatically gradually markedly minimally rapidly sharply significantly slightly slowly steadily suddenly	
			remained constant / stable the same leveled out did not change		
			reached a peak/trough peaked at hit a high of/low of		

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Table 3

Time phrases
From (time 1) to (time 2)
Between (time 1) and (time 2)
During the period (time 1) to (time 2)
During (month or year)
In (month or year)
On (day)
On the (date)
At (time; hours/minutes)
(time/time 1 to time 2) saw/experienced/witnessed

Table 4

Connectors
Moving to a more detailed analysis,…/First of all,…/To begin,…
Following that/this, …
Subsequently,…
Afterwards,…
After that/this,…
Next,…
Then,…
Finally,…
In contrast,…
However,…

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Exercise 3

Now there is a chance for you to practice. ***Making sure that you look at the tables very carefully*** (so you get the structure and word forms correct), rewrite these sentences using each of the three patterns:

Example: *The consumption of oil rose steadily in 2008.*
There was a steady rise in the consumption of oil in 2008.
2008 saw a steady rise in the consumption of oil.

1. Milk consumption fell sharply during June and July.

   There was a …….

   June and July saw a……..

2. There was a slight dip in food prices at the start of the year.

   Food prices……

   The start of the year witnessed…….

3. In January, weather conditions improved significantly.

   January……

   There……

4. There will be a sudden increase in the birth rate next year.

   ……

   ……

5. The use of public transport grew steadily in most cities from 2001 to 2008.

   ……

   ……

6. March experienced a fluctuation in the number of people going abroad.

   ……

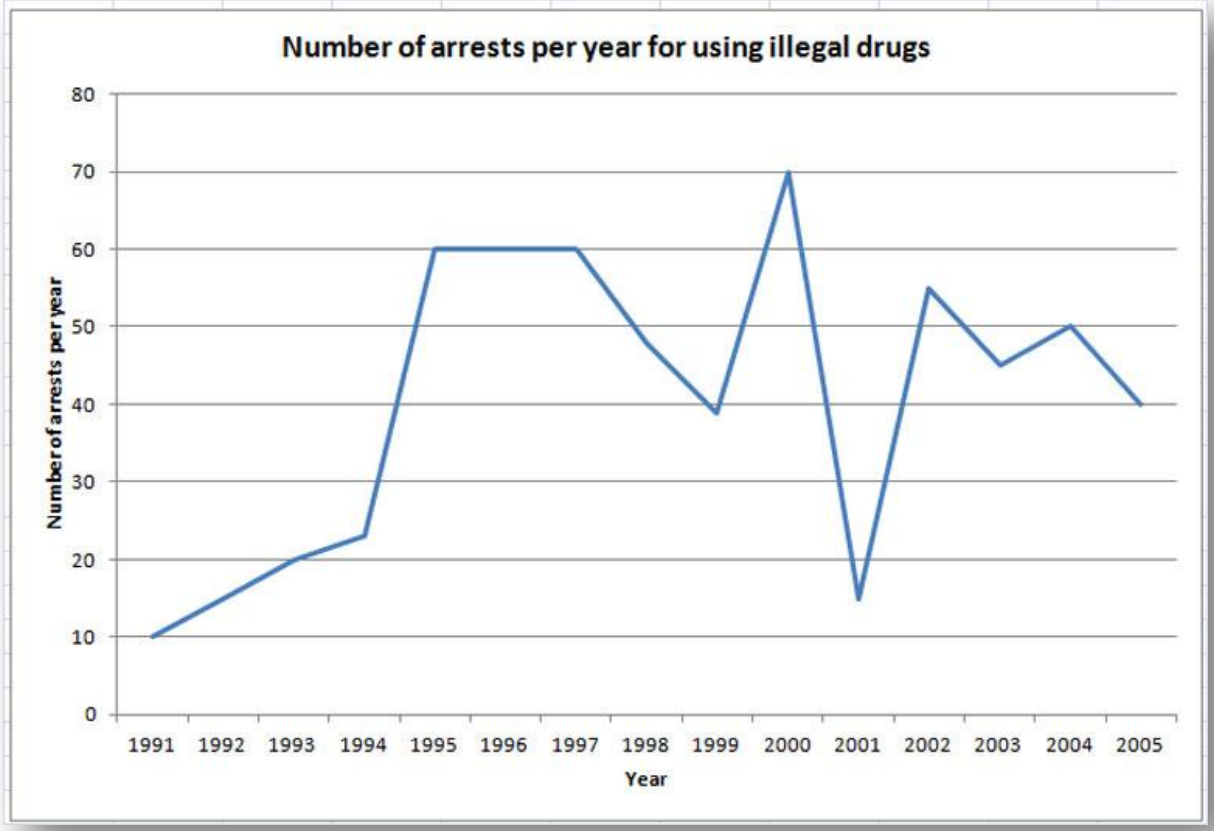
   ……

Answers in the answer key at the back of the book on page 72.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Exercise 4

Here is the same topic, but the data is different. Have a go at writing some sentences describing different patterns on the graph, making sure you vary your sentence patterns between the three we looked at.



1. ……
2. ……
3. ……
4. ……
5. ……
6. ……
7. ……
8. ……
9. ……
10. ……

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Answers in the answer key at the back of the book on page 73.

Important: *Remember this is a grammatical exercise to practice the language and improve your range of structures. In the test you will not get a graph this simple and you should not explain every single change. You will not have the space or time to do that with a more complex graph and you need to show that you can select the key features and changes rather than just describe everything. We'll look at a more complex graph and how to describe broader trends in the following units.*

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

UNIT 3: Introducing a graph

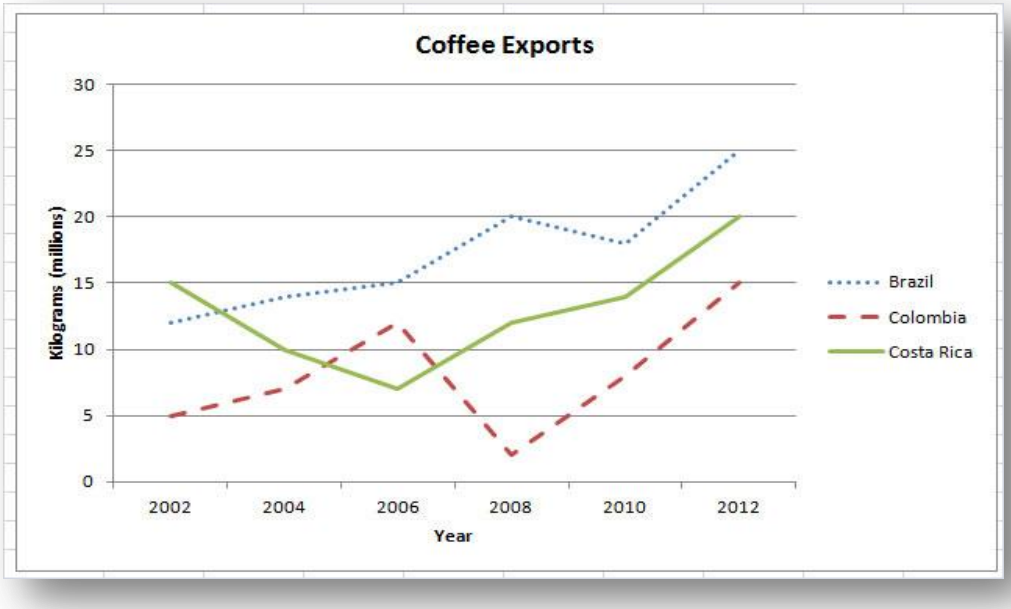
Take a look at the graph below, then look at the description.

You should spend about 20 minutes on this task.

The line graph below shows changes in the amount of coffee exported from three countries between 2002 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 illustrates changes in the levels of coffee exports in three South American countries from 2002 to 2012 and is measured in millions of kilograms. Overall, it can be seen that, despite some fluctuations, over the period as a whole the levels of exports rose in all three countries.

Brazil and Costa Rica produced the most coffee. They began at a fairly similar level of between 12 and 15 million kilograms in 2002, but while the coffee exported from Brazil increased gradually over the following four years, exports from Costa Rica experienced a significant fall to around 7.5 million. However, they both then followed a similar trend, increasing steadily to 20 million (Costa Rica) and 25 million (Brazil).

Colombia had a more erratic pattern of exports than the other two countries. Exports stood at 5 million kilograms per year in 2002, which was lower than Costa Rica or Brazil. They overtook Costa Rica in 2006, with exports reaching 12 million, but there was then a sharp fall to 2008, when exports hit a low of 2.5 million. Following this, exports increased rapidly to finish the period at 15 million.

(191 words)

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

There are two parts to the introduction:

1) **What the graph shows**
2) **The overview**

1) What the graph shows

This part should answer these questions:

a) What is the type of graph shown?
b) What is the data?
c) What are the units of measurement?
d) Is there a period of time?

This can be answered by paraphrasing the title of the graph and using information from the x and y axis. See how the title of the above graph has been changed into the first line of the introduction:

Introduction	**The line graph illustrates changes in the levels of coffee exports in three South American countries from 2002 to 2012 and is measured in millions of kilograms.** Overall, it can be seen that, despite some fluctuations, over the period as a whole the levels of exports rose in all three countries.

Note: *You must not copy the title or significant parts of the title, so you must paraphrase - keeping some words the same or changing the order of the words is acceptable*

Language

a) Tense - Use the **present simple** to say what the graph shows.
b) Phrases - You can use phrases such as these to introduce what the graph shows (don't use the same phrase as the question):

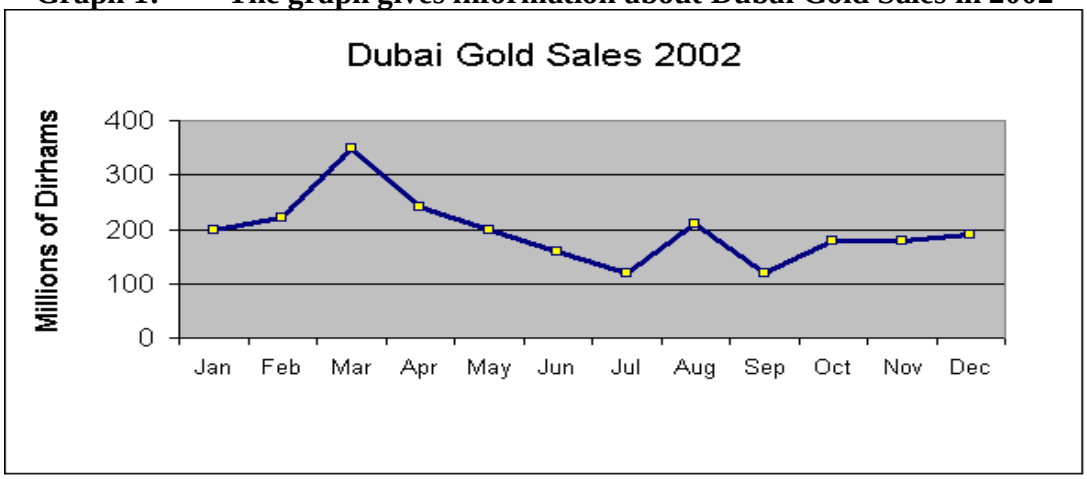
- The graph shows …
- The graph illustrates…
- The graph compares …
- The graph gives information about…

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Exercise 1

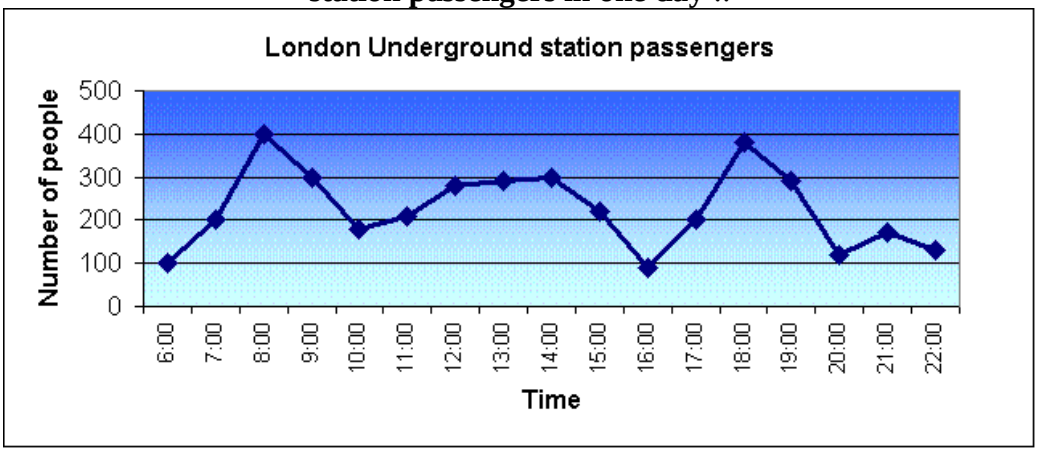
Now look at the following four graphs. Write one (or two if you wish) sentences to indicate what the graph is about.

Graph 1: The graph gives information about Dubai Gold Sales in 2002



.....
.....
.....
.....
.....

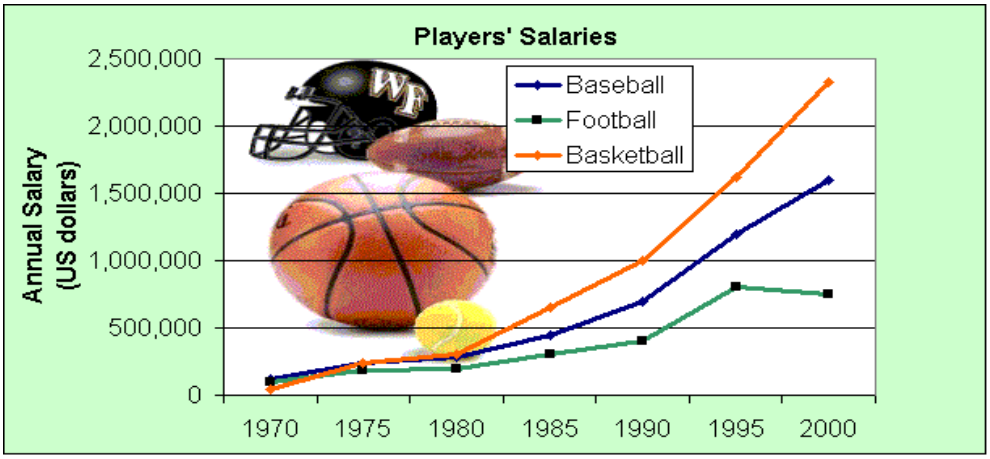
Graph 2: The graph shows changes in the number of London Underground station passengers in one day ::



.....
.....
.....
.....
.....

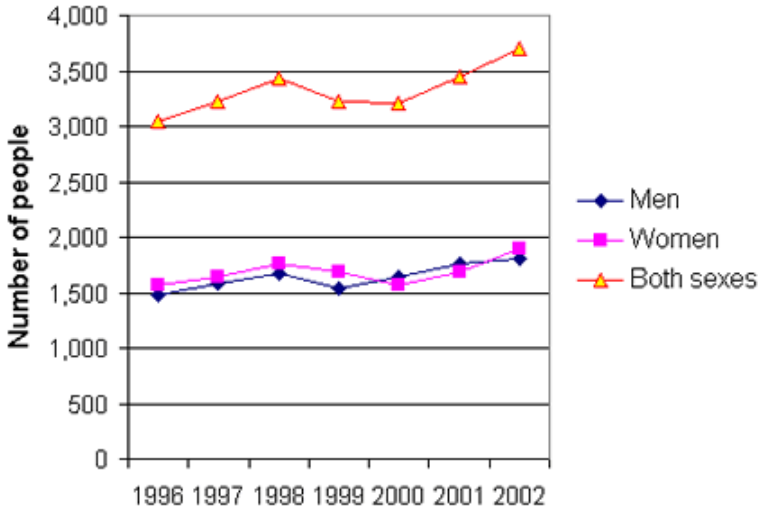
IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Graph 3: The graph shows the level of sports player's salaries from 1970 to 2000



.....
.....
.....
.....
.....

Graph 4: Cell phone use in Brazil between 1996 and 2002



.....
.....
.....
.....
.....

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

2) Overview

You also need to identify of one or two main trends or patterns**.**

To identify this, it is better to think of the graph more like a picture or pattern. What are the main things that have occurred? In the graph we looked at about coffee exports, you can see all the exports have increased so this would be fine. Or if two increased over the period and one fell, you could mention this.

Usually one or two pieces of data on the graph stand out. If you look at the IELTS public band descriptors, you must have an 'overview' to get a band 6 or higher for 'task response'. So it is important not to miss this.

Introduction	The line graph illustrates changes in the levels of coffee exports in three South American countries from 2002 to 2012 and is measured in millions of kilograms. **Overall, it can be seen that, despite some fluctuations, over the period as a whole the levels of exports rose in all three countries.**

Note: N*o precise statistical data is provided (i.e. number and figures), only overall trends. This is an 'overview'. If you give data it may look like detail and so may not be viewed as an overview.*

**Sometimes you may not see this part in the introduction as it is used as a conclusion at the end of the graph instead – either way is acceptable. If you have time at the end or maybe you think you have too few words, you can paraphrase your 'overview' statement that you placed at the beginning and place it at the end as well, but this is not necessary. A conclusion is not required in the task 1.

I recommend that students put the 'overview' at the beginning because if you run out of time and do not do an overview at the end, then you will not be able to get a band 6 or higher for your 'task response'.

Language

a) **Tense:–** Use the **active, past simple** to describe completed past events**
b) **Phrases:-** You can use phrases such as these to introduce the main points:

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

i. Overall, it can be seen that …
ii. It is noticeable that …
iii. Overall it is immediately apparent that…
iv. The most obvious pieces of information are that …
v. The main facts that stand out are that …
vi. It is important to note that …
vii. The most significant facts to emerge from the graph are that …

Note: *Do not try and learn all or some of these – pick one you want to use and learn it and use it every time – this will save you time. Another important point – if your writing is at a lower level, use the more simple phrases such as (i) or (ii). If, for example, you use (vii) and then the rest of your writing does not match the sophistication of this, the examiner may notice and realize it is not your natural language.*

**Some graphs have no date – in this case you can you past or present. Some are future predictions in which case you need to use future tenses.

Exercise 2

Now go back to the four graphs again. Try writing one or two sentences that identify the main points of each one.

Go to the answer key at the back on page 74 for sample answers to Exercises 1 and 2

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

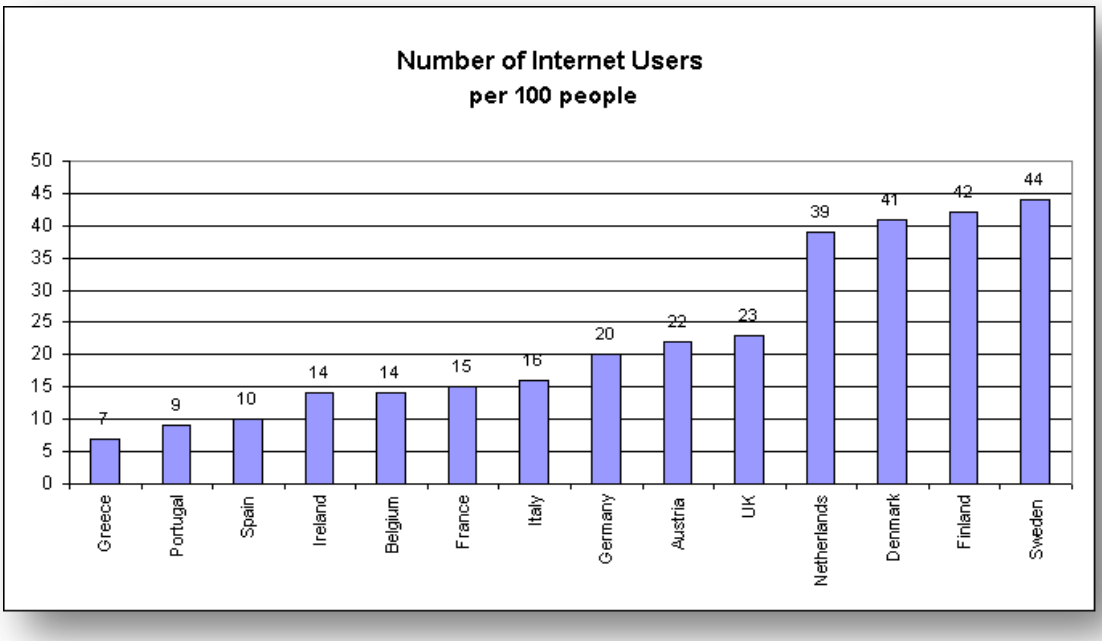
UNIT 4: Grouping Information

When you write about a task 1 graph or chart, you need a well-organized answer. It will affect your band score if the examiner has difficulty following your ideas.

In order to do this you need to group information. This means looking for similarities in the graph and writing about them together.

For example, you might be able to divide a list into three groups. Often there is one group at the top, one in the middle, and one at the bottom. Look at the graph below, which shows the number of Internet users in European countries in 2000. How might you group the information?

Tip: Look for similarities for things that can be grouped together



Possible groups are:

Top: Finland, Sweden, Netherlands, and Denmark (about 40 users per hundred)

Group 2: Germany, Austria, UK (about 20 to 25 users per hundred)

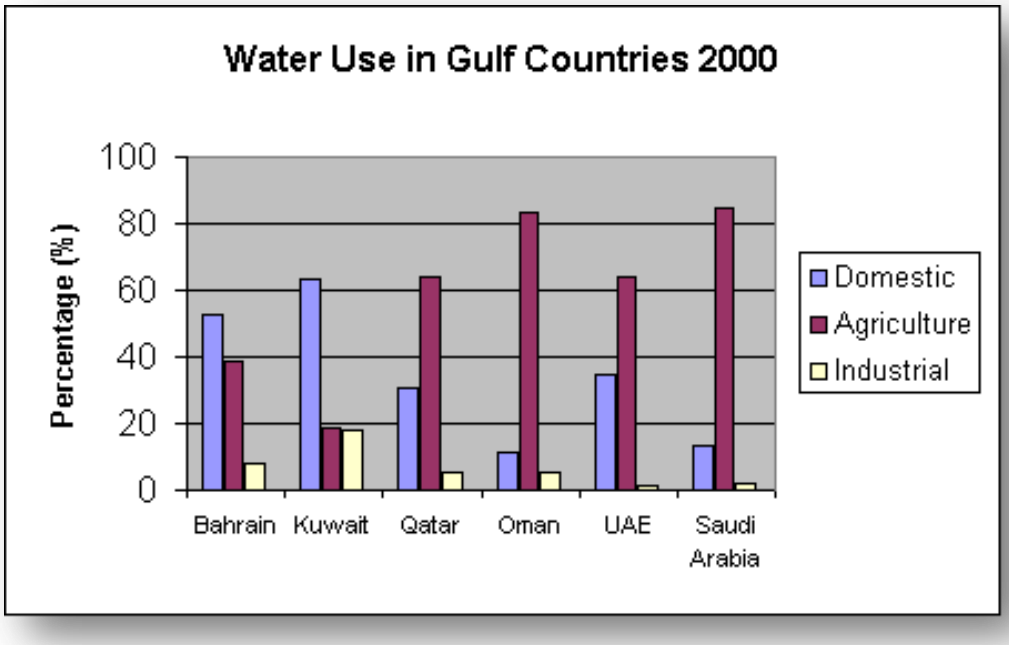
Group 3: Ireland, Belgium, France and Italy (14-16 users)

Group 4: Spain, Portugal, Greece (less than 10% Internet use)

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Here is another example

What are the choices for grouping information from this chart?



You have to compare the amount of water used for domestic, agricultural and industrial purposes.

There are two ways to write about this graph:

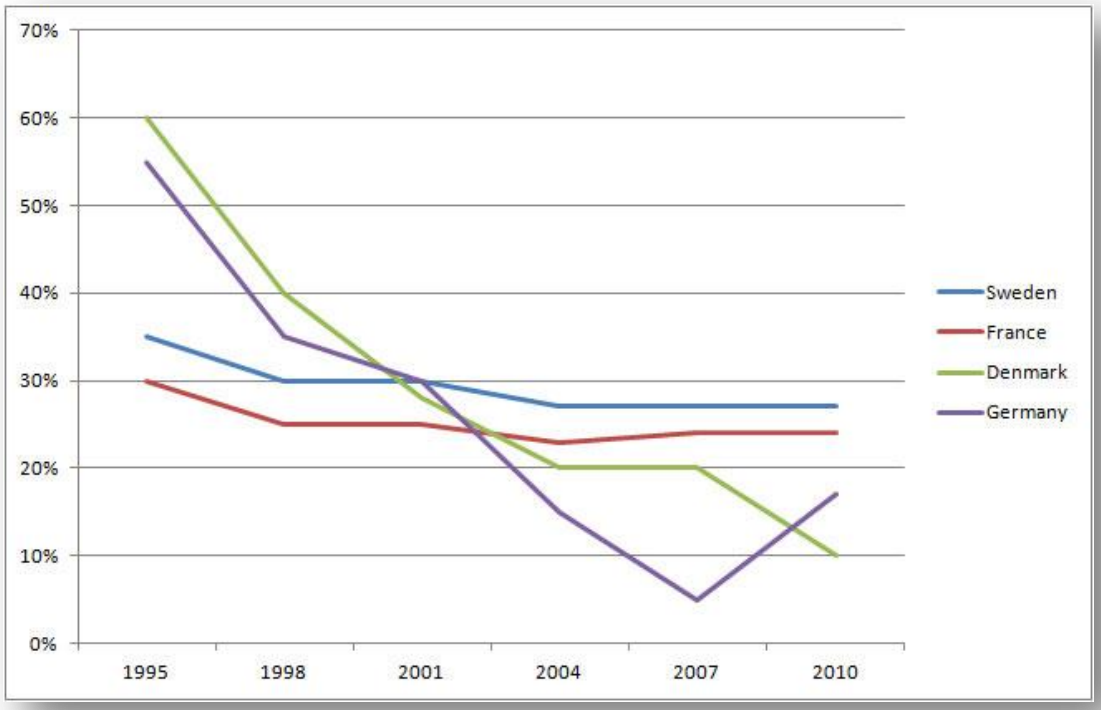
1. by **country:**
    a. **Saudi Arabia & Oman**, which have mainly agricultural use
    b. **UAE & Qatar**, which have a similar pattern (more domestic than group a)
    c. **Bahrain & Kuwait** which have mainly domestic use

2. by **use:**

    a. **Agriculture** - start with Agriculture because it is the biggest user. Group together Saudi Arabia and Oman as the top users, and then group UAE and Qatar as the middle group of users, using 60% of water for agriculture. Finally mention Bahrain and Kuwait.
    b. **Domestic** - your second paragraph should be about Domestic use, the use of water in the home, because it is the second biggest use. Start with Kuwait and Bahrain (grouped together) (more than 50%) and then write about Qatar and the UAE.
    c. **Industrial** – then briefly mention industrial

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

This is the same for line graphs. You need to look for similarities and differences to see how things can be grouped together.



By Country:

If you look for 'patterns' you will see that Denmark and Germany follow a similar pattern (falling sharply over the period and similar rates, apart from the last few years) and Sweden and France fall gradually, again by similar rates.

It is thus logical to put these two patterns into two different paragraphs.

By Time:

You could of course also group them by time.

1995 – 2001 = Denmark and Germany produce the highest energy from coal

2001 – 2010 = Sweden and France produce more than the other two countries

So again, this could be put into two different paragraphs.

You can find out more information about grouping for line graphs online here.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

UNIT 5: A More Complicated Line Graph

The exercises from parts 1 and 2 were relatively simple so you could practice the language of change and understand the structures you need to use to write about a line graph.

Now we will look at a more complicated line graph.

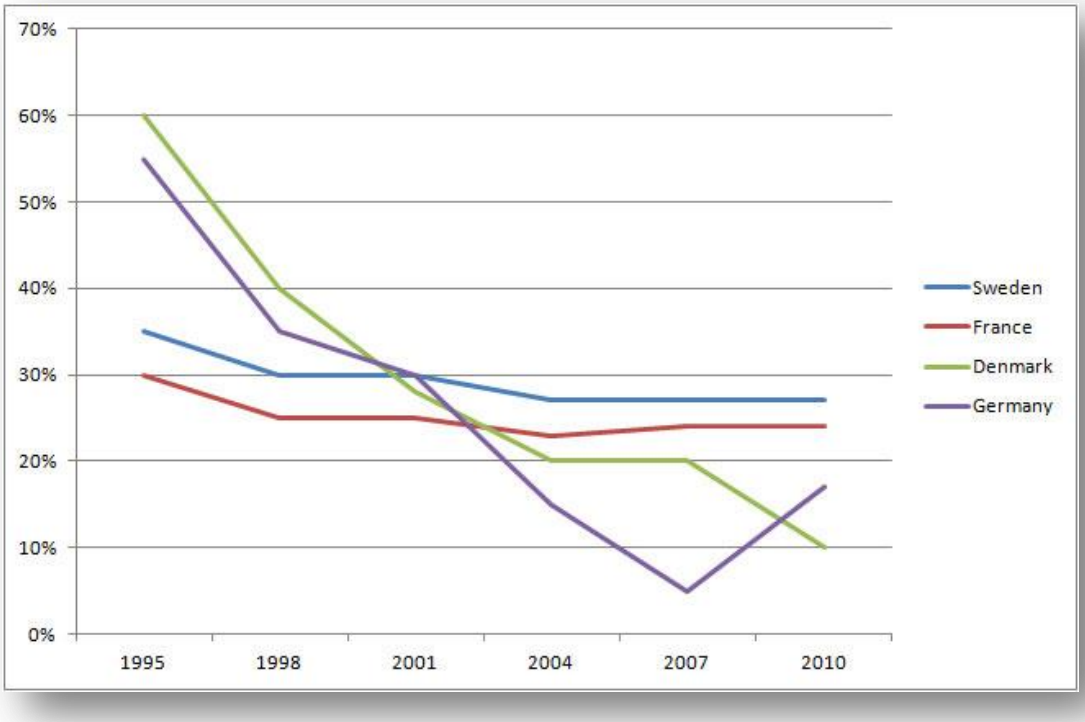
You should spend about 20 minutes on this task.

The graph shows the proportion of energy that was produced from coal in four European countries from 1995 to 2010.

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

Write at least 150 words.

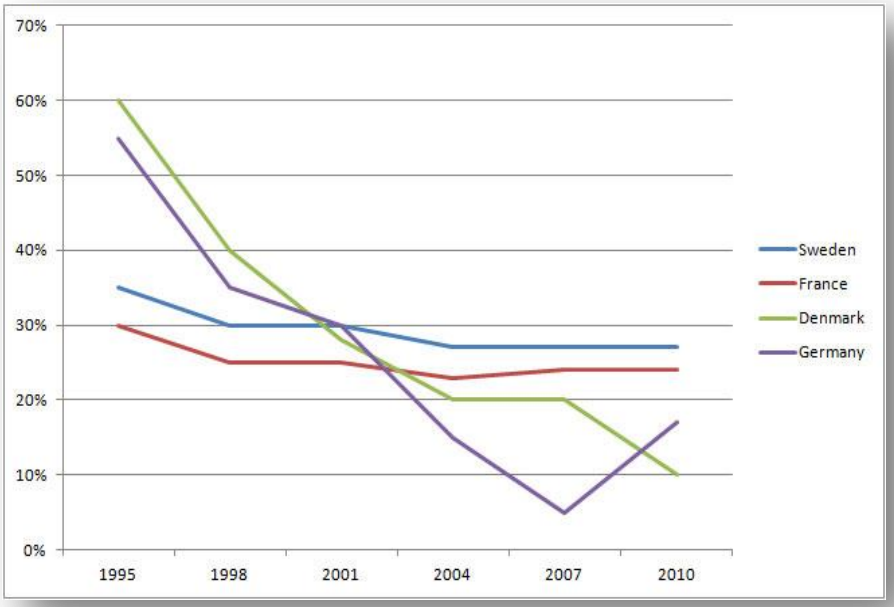
The proportion of energy produced from coal in four European countries from 1995 to 2010.



IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Exercise 1: To help you analyze the graph, answer the following questions (*check your answers in the answer key at the back of the book on page 75*):

1. What is the graph showing? ……..
2. What measurements are used? …….
3. Is there a timeframe? ……
4. What is/are the main trend/s? …….
5. How could you group the information (look for any similarities between the patterns in the countries)? ……
6. Based on your answer to number 5, how many body paragraphs would you have? ……



The line graph compares the production of energy from coal in Sweden, France, Denmark and Germany between 1995 and 2010. Overall, the percentage of energy produced from coal declined in all four countries over the timeframe.

There was a dramatic fall in the production in Denmark and Germany. Denmark's production of energy from coal stood at 60% in 1995, higher than the other four countries. However, production levels dropped sharply over the next 15 years to finish at 10% in 2010, which was the lowest of that year. Energy production from coal in Germany followed a similar pattern, beginning the period at just under 60% and falling significantly, though unlike Denmark it fell to a low of only 5% in 2007 and then increased again to approximately 18%.

In contrast, Sweden and France saw more moderate falls over the period. 35% of energy came from coal in Sweden in 1995, and this proportion gradually declined over the period to finish at approximately 28% in 2010, the highest of the four countries, while the percentage produced in France remained just under that of Sweden over the 15-year period.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Why is this a good answer?

This is a good answer because it has the following:

1. An introduction
2. An overview
3. Mix of complex sentences
4. Appropriate language of change
5. Mix of language of change
6. Variety of sentence types
7. Good organization
8. Appropriate data selection
9. Accurate grammar

We'll look at these now in more detail.

1) An introduction

It **introduces the graph** with all the key information but does **not** copy from the rubric:

The line graph compares the production of energy from coal in Sweden, France, Denmark and Germany between 1995 and 2010.

Original	Paraphrased Version
The graph shows	The line graph compares
The proportion of energy that was produced from coal	the production of energy from coal
Four European Countries	Sweden, France, Denmark and Germany
From 1995 to 2010	between 1995 and 2010

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Tip: When writing your graph introduction, think about how you can change word forms. For example, in this answer, "*energy produced*" (verb form) has been changed to "*production of energy*" (noun form).

---

2) An overview

It provides an **overview** of the graph that identifies the key trend/s taking place:

> *Overall, the percentage of energy produced from coal declined in all four countries over the timeframe.*

Note: this could be placed at the end as a conclusion instead, but either is ok.

---

3) Mix of complex sentences

There is a mix of **complex sentences**:

"…higher than the other four countries" (reduced relative clause)

"…which was the lowest of that year" (relative clause)

"…though unlike Denmark it fell to a low of only 5% in 2007" (adverbial clause)

"…the highest of the four countries" (reduced relative clause)

"…while the percentage produced in France remained…" (adverbial clause)

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

4) Appropriate language of change

The graph uses the appropriate ***language of change***, but the graph does not only describe the changes, it also **compares** the information:

> The line graph compares the production of energy from coal in Sweden, France, Denmark and Germany between 1995 and 2010. Overall, the percentage of energy produced from coal ***declined*** in all four countries over the timeframe.
>
> There was a ***dramatic fall*** in the production in Denmark and Germany. Denmark's production of energy from coal ***stood at*** 60% in 1995, **higher than the other four countries**. **However**, production levels ***dropped sharply*** over the next 15 years to finish at 10% in 2010, **which was the lowest of that year**. Energy production from coal in Germany followed a **similar pattern**, beginning the period at just under 60% and ***falling significantly***, **though unlike** Denmark it ***fell to a low of*** only 5% in 2007 and then ***increased*** again to approximately 18%.
>
> **In contrast**, Sweden and France saw more ***moderate falls*** over the period. 35% of energy came from coal in Sweden in 1995, and this proportion ***gradually declined*** over the period to finish at approximately 28% in 2010, **the highest of the four countries**, **while** the percentage produced in France remained just under that of Sweden over the 15-year period.

---

5) Mix of language of change

There is also a mix in the language of change used. You need a variety:

- *declined*
- *dramatic fall*
- *stood at*
- *dropped sharply*
- *falling significantly*
- *fell to a low of*
- *increased*
- *moderate falls*
- *gradually declined*
- *remained just under*

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

---

6) Variety of sentence types

There are also a variety of sentence types discussing the graph. Remember, you will get a low score if you just use a few sentence structures (see Unit 2). This graph has a mixture of grammatical structures. For example:

There was a dramatic fall in the production in Denmark and Germany

(There + be + adjective + noun + in + noun)

Production levels dropped sharply over the next 15 years to finish at 10% in 2010

(Noun + verb + adverb)

France saw more moderate falls over the period

(Time/country + saw/experienced/witnessed + adjective + noun + in + noun)

---

7) Good organization

The graph is organized well. The information has been grouped in a logical way that shows the writer has taken some time to analyze the graph and understood the trends taking place:

Body paragraph one = Germany and Denmark
Body paragraph two = Sweden and France

Topic sentences (with no data) that give the main idea of the paragraphs also make this a well-organized and clear answer:

Topic sentence 1: *There was a dramatic fall in the production in Denmark and Germany.*

Topic sentence 2: *There was a dramatic fall in the production in Denmark and Germany.*

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

8) Appropriate data selection

There are no mistakes in the data taken from the graph. In addition, all the important data is selected and compared. It is probably not possible to describe every point or change in the graph, especially if it is more complex like the one above, and you should not try to do this as you need to show you can identify the key points. For example, the change in Denmark is described in two sentences. The writer has only needed to identify where it began (60%) and where it ended (10%) because it more or less goes straight down with only minor changes along the way:

> *Denmark's production of energy from coal stood at 60% in 1995, higher than the other four countries. However, production levels dropped sharply over the next 15 years to finish at 10% in 2010, which was the lowest of that year.*

Any more data would be too much detail. The data from Germany is described in one sentence:

> *Energy production from coal in Germany followed a similar pattern, beginning the period at just under 60% and falling significantly, though unlike Denmark it fell to a low of only 5% in 2007 and then increased again to approximately 18%.*

---

9) Accurate grammar

There are no grammar errors (of course it is unlikely you will achieve this as a non-native writer of English, but the more accurate your grammar the better).

The correct tense is also used throughout – past simple because the graph represents a finished time in the past.

Summary

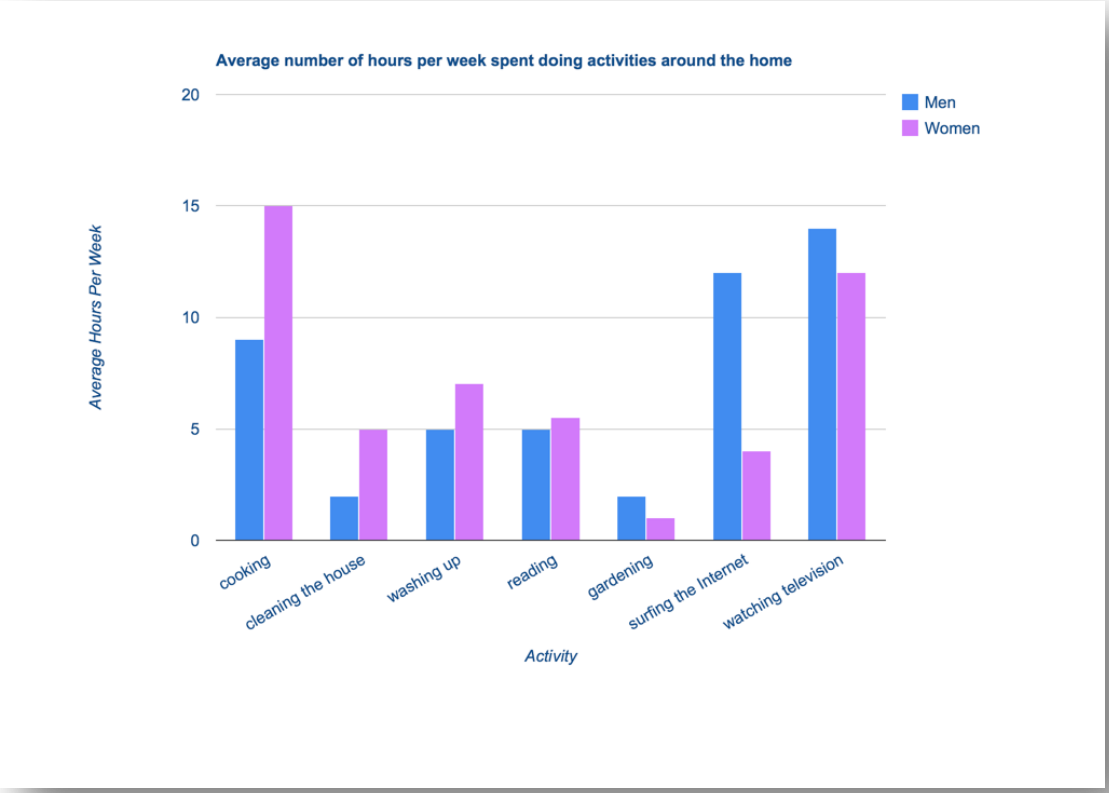
These are the key elements then that you need for a high scoring task 1. When you write a task 1, use it as a checklist to examine your own answer.

You can practice the language further in this online gap fill exercise.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

UNIT 6: Describing Bar Charts

The bar chart shows the average number of hours per week that men and women spend doing activities around the home.



As we discussed in Units 4 and 5, in order to write a well-organized and structured answer for task 1, you should think about how you can group the information.

This will form the paragraphs for your task 1. You need to show how things relate to each other i.e. by comparing and contrasting.

Look at the chart on the average number of hours spent doing activities around the home. These are the kind of questions you should think about before you start writing.

What is the graph about?

It compares the number of hours that men and women spend on different activities around the home.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Is there a time frame?

No, there is no timeframe. This tells you that you **cannot** use the language of change. You can just compare and contrast things. You should also notice that no date is given on the graph or question (for example stating that the results are from a survey from 2010). This means that you can use the present simple.

How could the information be grouped?

This is a key part as it will also help you to think about how you can provide an overview of the main points. Go back and look at Unit 4 on grouping information.

Now you have some idea about grouping information, look at the bar chart on men and women's activities around the home again.

How would you group the information? Write your answer here (there is more than one possibility):

_____

_____

_____

_____

_____

_____

_____

_____

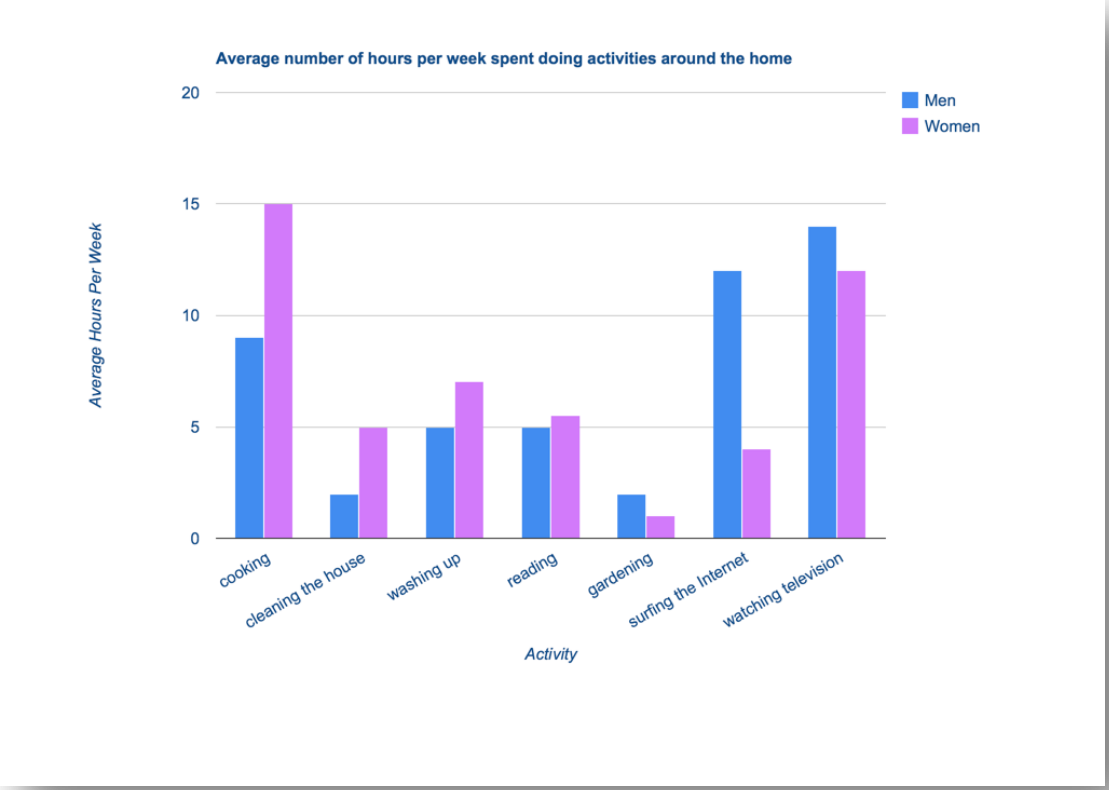
_____

_____

_____

When you have finished, look on the next page and compare your answers

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author



Possible Groupings

1) By Men and Women

You could write one paragraph about men, then another about women. The disadvantage of doing it this way is that if someone is reading your written response, they will have to keeping looking back and forward in each paragraph in order to compare different activities.

For example, cooking for men would be in one paragraph, and cooking for women in the other. So you'd have to look through both to try to see the differences. This then may not be the best way.

2) By activities

a) Type of activity

Quite often, if you look it is possible to group the elements you are comparing into small subgroups. For example, if you are comparing countries, you may be able to identify developing and developed countries.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

In this case, it is possible to subdivide the activities into **leisure activities** and **household chores**. 'Chores' are tasks or duties that need to be done, and are usually viewed as a burden rather than enjoyable (though of course this is subjective as to what is enjoyable and what is not).

Thus you would have the following:

Paragraph 1	**Household chores** • Cooking • Cleaning the house • Washing up
Paragraph 2	**Leisure activities** • Reading • Gardening* • Surfing the internet • Watching TV

** this could be seen as a chore, but in many countries it is viewed as an enjoyable hobby*

This is a very good way to organize the information in a clear way because not only are the activities clearly divided up, but also you should notice that (with the exception of reading) women spend the most time on the chores, and men the most time on leisure activities. So the pattern within each subgroup of activities shows clear differences.

b) By Pattern of the activity

When you are looking for patterns, you may find ways to logically group things. For example, with this graph you could discuss those activities that men spend more time on than women, and the activities that women spend more time on than men.

So your groups would be these:

Paragraph 1	**Men spend more time than women** • Gardening • Surfing the Internet • Watching Television
Paragraph 2	**Women spend more time than men** • Cooking • Cleaning the house • Washing up • Reading

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Another way would be to discuss the groups with big differences first, and then those that are more similar, as follows:

Paragraph 1	**Big differences between the sexes** • Cooking • Cleaning the house • Surfing the Internet
Paragraph 2	**Similarities between the sexes** • *Washing up* • *Reading* • *Gardening* • *Watching Television*

There is not necessarily a 'right' or 'wrong' way to group the information. One person may group it differently to another person, but they could both be good answers.

The important thing is that it is logical and easy to read and follow. This is why it is necessary to spend at least a few minutes before you start writing ooking at the graph to identify:

1. what pattern or trends stand out
2. what groups would make your answer the most clear ***AND*** be the simplest way for you to write about the information

Language

As you will not be using any language of change, your focus will be on the language of comparison and contrast.

	Example Word	Comparative	Superlative
Words with one syllable	high	higher	the highest
Words with three syllables or more	productive	more productive less productive	the most productive the least productive
Words ending in –y	wealthy	wealthier	the wealthiest
Short words ending with a consonant/vowel/consonant	hot	hotter	the hottest
Irregular	good	better	the best

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Other Important Language

Comparatives and superlatives are useful to compare and contrast, but they won't be enough.

Here are some other useful words and structures that look at **differences**:

Transitions

1. Japan consumes nearly 70 million tonnes of oil; **however**, it produces none.
2. The USA produces large amounts of natural gas. **In contrast**, South Korea produces none.
3. The UK consumes 86.1 million tonnes of gas. **On the other hand**, the Former Soviet Union consumes just 7.1.

Subordinating Conjunctions

1. The UAE produces high levels of gas, **whereas / while** Japan produces none.
2. **Whereas / While** the UAE produces high levels of gas, Japan produces none.
3. **Although** the UAE produced almost 36 million tonnes of gas, Japan produced none.

Other Structures

1. Developing countries are **more** reliant on alternative energy production **than** developed countries.
2. Solar power accounts for **far less** of the total energy production **than** gas or coal does.
3. Hydropower is not **as** efficient **as** wind power.
4. The Middle East produces **twice as much** oil **as** Europe.
5. Western countries consume **three times more** oil **than** the Middle East.
6. Russia consumes **slightly more** oil than Germany.

Here are some structures for discussing **similarities**:

Transitions

4. Japan consumes nearly 70 million tonnes of oil; **Likewise**, Italy consumes 69.8.
5. The USA produces large amounts of natural gas. **Similarly**, it consumes high levels of gas.

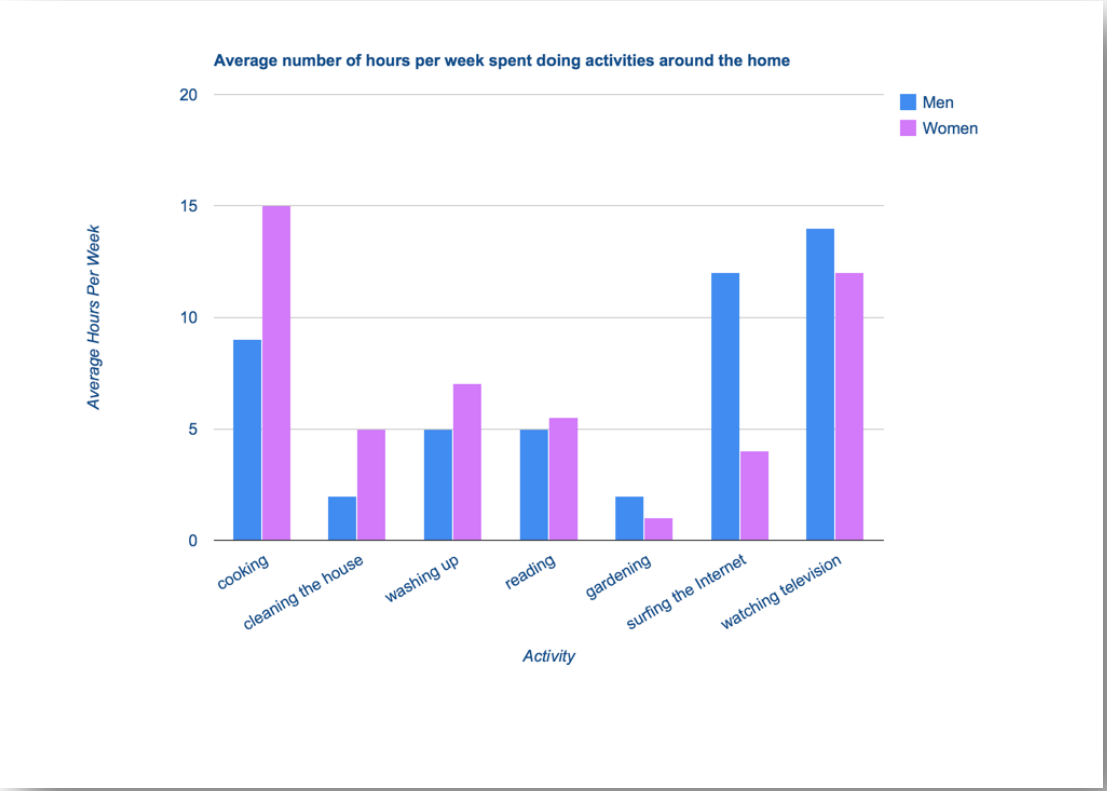
Other Structures

7. **Both** South Korea and Japan produce low amounts of natural gas.
8. Solar power accounts for **the same** total energy production **as** coal does.
9. The UAE produced **the same** amount of oil **as** Saudi Arabia.
10. Hydropower is **as** efficient **as** wind power.
11. **Like** Japan, South Korea does not produce any natural gas.
12. The production of oil in The Middle East and Europe is **equal / the same / similar**.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Sample Answer

Now we will look at a sample answer for the activities graph. This answer follows the '*type of* activity' response, with the paragraphs divided into 'chores' and 'leisure activities'.



The bar chart illustrates the average hours that men and women spend per week on various activities around their homes. At first glance it is evident that, with the exception of reading, women spend more time on household chores than men, while men spend more time on leisure activities.

With regards to household chores, women spend the most time on cooking, at 15 hours per week, compared to approximately 9 for men. Women also spend more than double the amount of time than men cleaning the house, though this chore consumes less time than the other chores for both sexes. Again, washing up is predominantly a task undertaken by women rather than men, at 7 and 5 hours respectively.

Turning to leisure activities, the most popular is watching television, with slightly more men than women partaking in this activity on a weekly basis. Interestingly, Men spend nearly 3 times more time than women surfing the Internet. The hours spent on reading are fairly similar for males and females at around 5 per week. Gardening accounts for a just few hours per week for both sexes.

(185 words)

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Comments

This graph would get a high score for the following reasons:

1) The chart is clearly introduced
2) There is an overview which identifies the main features of the chart
3) The response is clearly organized
   - The last sentence in the introduction makes it clear how the graph is organized
   - The first sentence of each paragraph identifies how the paragraphs are organized
4) There is a mix of sentence types with examples of subordination:

   ...*while men spend more time on leisure activities.*

   ...*though this chore consumes less time than the other chores for both sexes.*

5) And a mix of comparison structures:

women spend more time	*for both sexes*
while men spend more time	*women rather than men*
women spend the most time	*slightly more men than women*
compared	*Men spend nearly 3 times more time than women*
double the amount of time	*are fairly similar*
consumes less time than	

Summary

As you can see, with bar charts you follow the same steps as with a line graph in analyzing and organizing your answer.

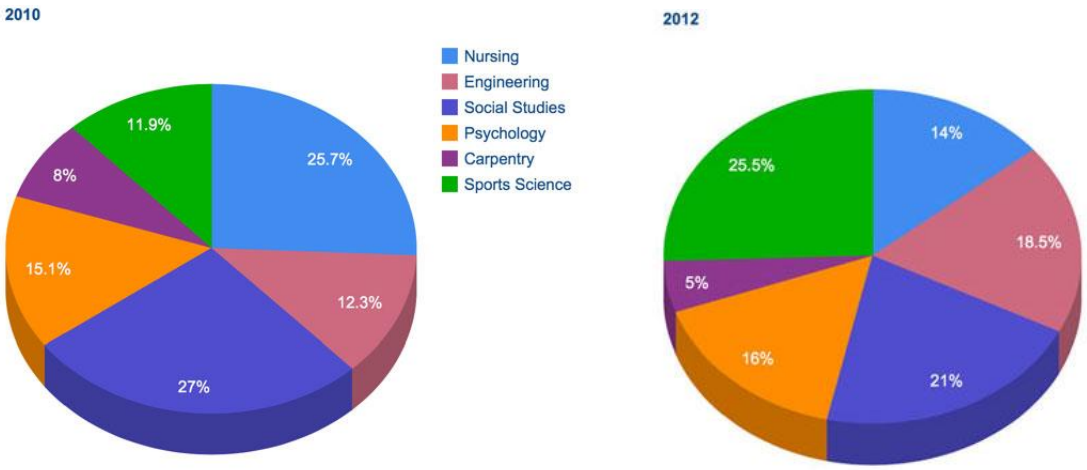
Just remember to check carefully to see whether the graph is over time or not. Line charts are obviously always over time – some bar charts are, some are not.

You can view a bar chart over time by following this link.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

UNIT 7: Describing Pie Charts

The charts show the percentage of enrolments on six courses at a local education college in the UK in 2010 and 2012.



Organizing your answer

Which is the best way to write about the information?

1. Write about the chart in 2010 then write about the chart in 2012
2. Write about them together, comparing each course in turn

It may at first seem like the first way is the best, but the second is actually the best way.

The problem of doing it the first way is that if someone is reading your written response and they want to know how enrolment for each course has changed, it will be difficult to do this. For example, to see the difference between *nursing* enrolments in the two years, they will have to look through both paragraphs to find this information.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

What should I write about first?

The most important information is usually the largest or those which changed the most, so it is best to begin with these. In this case then, you should look first at *social studies*, *nursing* or *sports science* (this is the largest in the second chart).

Sports Science and *Nursing* are particularly interesting as they show big changes. Of less interest are *engineering*, *psychology* and *carpentry* because not only are the percentages smaller, they also showed only slight changes.

What should I use for an overview

Again, this will be what stands out as the most interesting and important information. If it is a graph over time, this may be something that changed the most, such as sports science.

What language should I use?

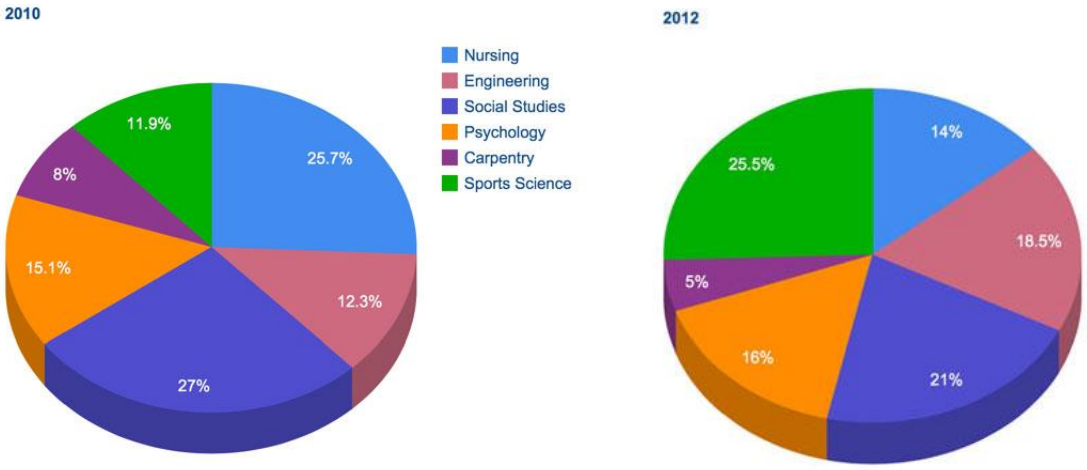
This pie chart ***is*** over time. That means you will use the language of change and the language of comparison and contrast.

Not all pie charts are over time, so check this carefully. If there is no time frame, obviously you will not use the language of change.

See the following page for a sample answer

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Sample Answer



The pie chart compares the proportion of enrolments on six different courses at a UK college of education in 2010 and 2012. Overall, it can be seen that the greatest change was in the percentage of enrolments to the sports science courses.

In 2010, the most popular course was social studies, representing just over a quarter of all enrolments, and although it was still a popular course, by 2012 it had fallen to one fifth of the total. At 25.7%, nursing was the second most popular subject to study, but this fell significantly to only 14% two years later. Initially, enrolment on the sports science course was fairly low, at only 11.9%. However, this figure increased dramatically over the two years to represent the largest proportion of enrolments in 2012 at 25.5%.

Less change was seen in the remaining three courses. Enrolments on the engineering course went up slightly to 18.5% in 2012, but psychology remained virtually unchanged. This was also the case for carpentry, which experienced very low levels of enrolment throughout the period.

(175 words)

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Pie Chart Language

This pie chart uses the language of change because it has a time frame (see Unit 2 for language of change).

However, one particular aspect of pie charts is that they always show *percentages* and *proportions*, so you need to review the language for this, particularly fractions and percentages. Here are highlighted examples of this type of language from the chart description:

> The pie chart compares the proportion of enrolments on six different courses at a UK college of education in 2010 and 2012. Overall, it can be seen that the greatest change was in the percentage of enrolments to the sports science courses.
>
> In 2010, the most popular course was social studies, representing just over a quarter of all enrolments, and although it was still a popular course, by 2012 it had fallen to one fifth of the total. At 25.7%, nursing was the second most popular subject to study, but this fell significantly to only 14% two years later. Initially, enrolment on the sports science course was fairly low, at only 11.9%. However, this figure increased dramatically over the two years to represent the largest proportion of enrolments in 2012 at 25.5%.
>
> Less change was seen in the remaining three courses. Enrolments on the engineering course went up slightly to 18.5% in 2012, but psychology remained virtually unchanged. This was also the case for carpentry, which experienced very low levels of enrolment throughout the period.

You need to make sure you vary your language as much as you can. As you can see from the example, a mix of *fractions* and *percentages* are used. Also, phrases are used to indicate that a number is not exact, such as '*just over*'.

Follow this online link to view a pie chart that is not over time. You will still use proportions, percentages and fractions, but obviously you cannot use the language of change. Or this link for a more complex pie chart.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Here are some language examples to learn and increase your flexibility:

Percentage	Fraction
80%	four-fifths
75%	three-quarters
70%	seven in ten
5%	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	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
65% - 75%	a significant proportion
10% - 15%	a minority
5%	a very small number

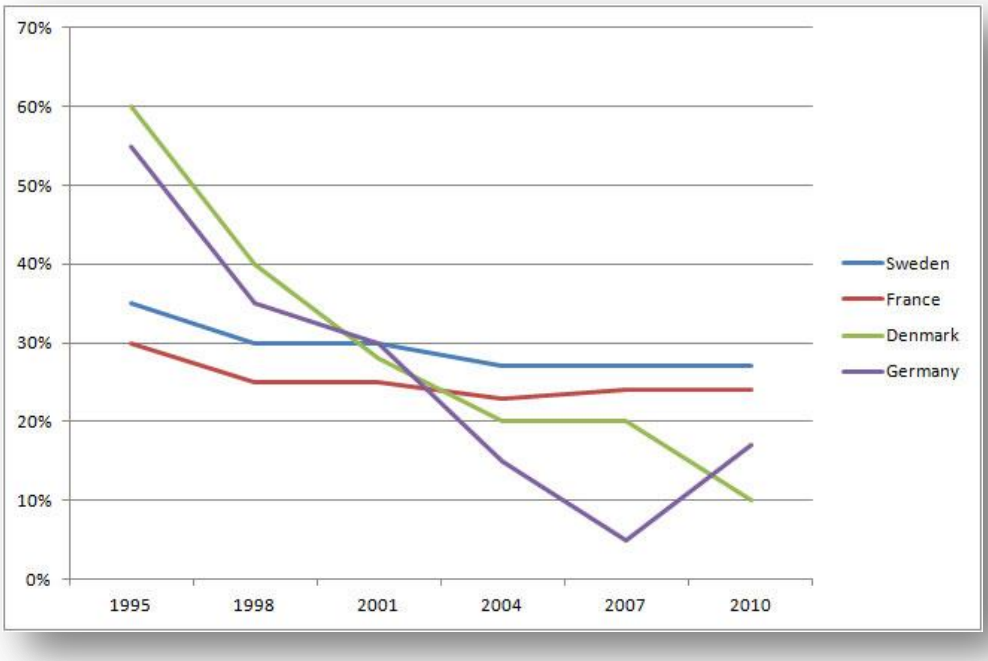
IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

UNIT 8: Describing Tables

Tables are actually described in the same way you would describe a line graph (if the table is over time) or a bar chart that is not over time. New language is not required.

Like with line graphs and bar charts you need to look at the table and decide if it is possible for you to make any groupings of the data.

If we take a look again at the graph from Unit 5:



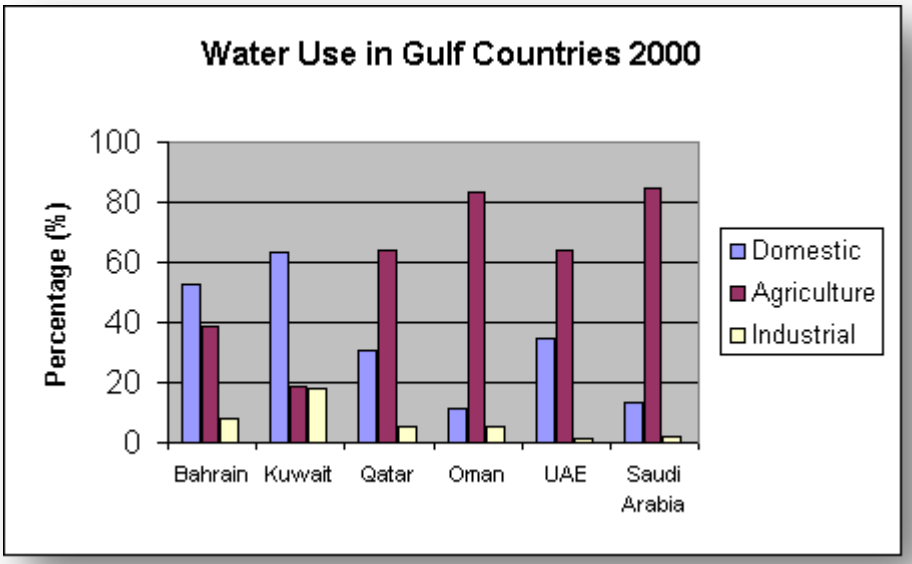
This could also be presented as a table:

	1995	1998	2001	2004	2007	2010
Sweden	35%	30%	30%	27%	27%	27%
France	30%	25%	25%	23%	24%	24%
Denmark	60%	40%	28%	20%	20%	10%
Germany	55%	35%	30%	15%	5%	17%

It's probably easier to see the patterns when it is presented as a line graph, but if you did spot the similarities / differences from the table then you could describe it in exactly the same way, using the language of change.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Here is another example using the bar chart from Unit 4.



Water Use in Gulf Countries 2000 (%)

	Bahrain	Kuwait	Qatar	Oman	UAE	Saudi Arabia
Domestic	53	63	30	11	35	13.5
Agriculture	39	19	62	83	65	85
Industrial	8	18	5	5.5	2	2.5

In this case the table is not over time so the language of comparison and contrast can be used only.

You need to scan over the table and see what important points you notice. Make a list of the things that standout here:

……

……

……

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Hopefully you noticed these things:

1. *All the countries have low uses of water for industry*
2. *Bahrain and Kuwait have high domestic uses for water, but medium uses for agriculture*
3. *In contrast, Qatar, Oman, UAE, and Saudi Arabia have much higher uses for agriculture but medium uses for domestic*

If you can scan over a table (or any other diagram for that matter) and identify key patterns like this then you have your organization to write your answer. This is similar to writing an outline or plan for a task 2 essay.

Doing this will ensure that your answer meets the requirements of the task i.e. it compares and contrasts information. If you just decide to pick the items in the list and describe each one in turn you are in danger of just making your answer descriptive with no analysis. For a band 7 or higher in *task response* you need to do more than simply describe the data one by one.

Don't start with the least interesting information (often the smallest things) so you do not want to start with the low water use of the countries – leave the least interesting things till the end.

Now, do an outline of how you would organise your answer:

Plan

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Sample Answer

	Bahrain	Kuwait	Qatar	Oman	UAE	Saudi Arabia
Domestic	53	63	30	11	35	13.5
Agriculture	39	19	62	83	65	85
Industrial	8	18	5	5.5	2	2.5

The table shows how six different countries in the Middle East used water in 2000. At first glance it is evident that while Bahrain and Kuwait made use of water predominantly for domestic purposes, the other four countries used it mainly for agriculture.

Turning first to Kuwait and Bahrain, Kuwait had the highest use of water, at 63%, whereas its use for agriculture was only a third of this. Accounting for a slightly lower amount of use for domestic purposes was Bahrain, but it used two times more water than Kuwait for agriculture.

In contrast to this, the remaining four countries used much more water for agriculture. The highest were Saudi Arabia (85%) and Oman (83%). Interestingly though, these countries had particularly low levels of domestic water use. Next, Qatar and UAE used 62% and 65% respectively for agriculture and about half this amount for domestic purposes.

Finally, all six countries used very low amounts for industrial purposes, all at under 8%, the only exception being Kuwait at just under 20%.

Of course this is not the only way to organize the response. You could have had your first paragraph describing domestic use across all the countries, highlighting the fact that use in Bahrain and Kuwait was higher than for the other four countries.

The second paragraph could have described agricultural use, again highlighting the difference between the first two and the last four countries, with a final look at use for industry.

See Unit 4 for more on grouping for this chart.

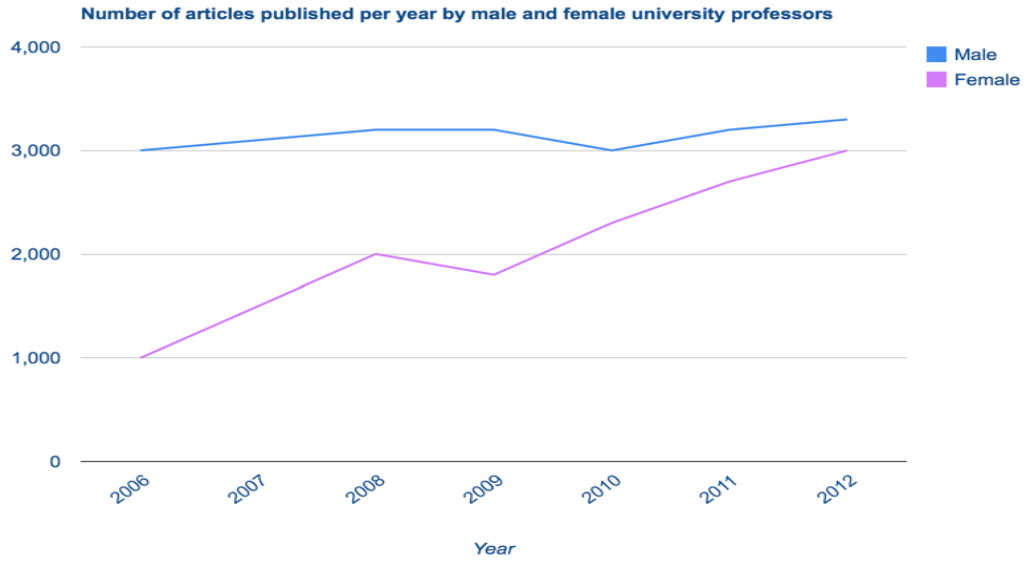
The important thing is that you are discussing things in a logical and clear way and highlighting similarities and differences.

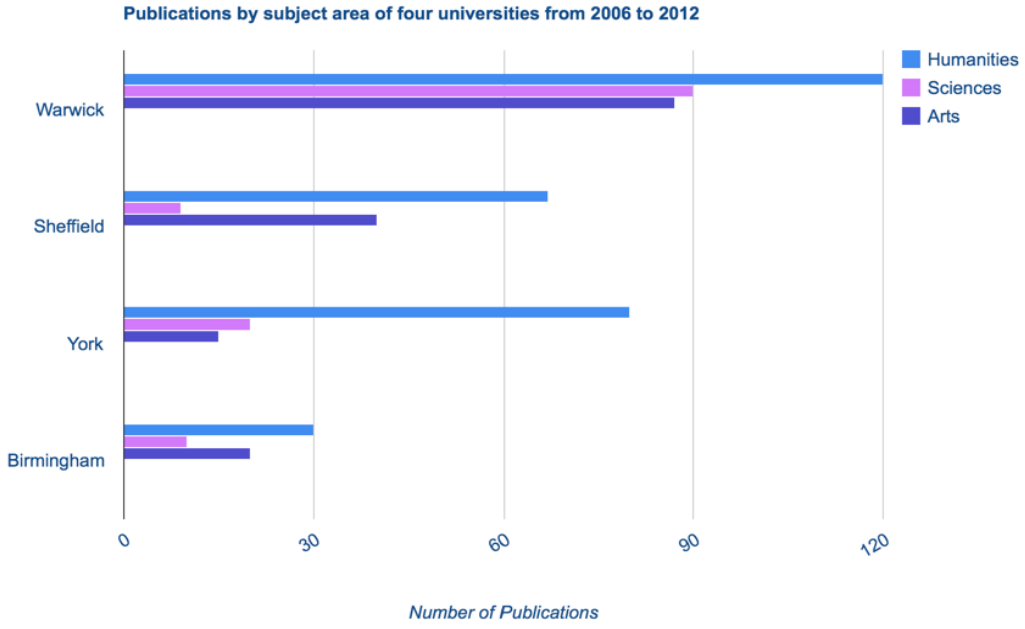
IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

UNIT 9: Describing Multiple Data Sets

Sometimes you may get two sets of data that you need to describe:

> The line graph shows the number of articles published per year by male and female UK university professors and the bar chart shows publications by subject area over the same time frame from four UK universities.
>
> *Summarize the information by selecting and reporting the main features and make comparisons where relevant.*





IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Organising two data sets

When you present your data, you should try to do it in the simplest way – the simplest way for you to write and the simplest way for the examiner to read and follow.

So you should describe the first graph first, and the second one next. Don't try and compare across the graphs or write about them at the same time (you should only do this if you have two of the same graphs comparing the same thing, such as the two pie charts in Unit 7). The data usually won't be suited to this and it will be too complicated to do in 20 minutes anyway.

One of the tricky things to do in a graph like this is to write about all the necessary data in a brief way. If you start writing too much, you will run out of time. So you really need to have good summarizing skills. Remember, you are summarizing the main points and making comparisons - not just writing about everything.

Now we'll go through the usual steps as we have discussed in the previous units. The first thing you need to do is analyse what you see to check you understand everything.

Graph 1

- **What type of graph?** Line graph
- **What is it showing?** Number of articles published by male and female university professors
- **What are the measurements?** Just numbers, 1,000s (not percentages for example)
- **Is there a time frame?** 6 years, 2006-2012
- **What language do I use?** Language of change & comparison / contrast
- **What are the main trends?** Males increased very slightly / females increased significantly

Graph 2

- **What type of graph?** Bar Chart
- **What is it showing?** Number of articles published by four universities
- **What are the measurements?** Just numbers, 1,000s (not percentages for example)
- **Is there a time frame?** 6 years, 2006-2012
- **What language do I use?** Comparison / contrast*
- **What are the main trends?** More publications in the Humanities for all universities; Warwick had the most

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

** In the second graph you can't use language of change – even though there is a time frame, the bar chart shows TOTAL numbers for the 6 years. There is no change taking place.*

Composing your answer

We discussed introductions in Unit 3. If you have two graphs, you follow the same procedures that you learned in this unit, but simply introduce both the graphs and then provide an overview of each graph. Remember to paraphrase.

Here is an example.

Introduction:

The line graph illustrates the publication rate of UK based university professors, categorised by male and female, and the bar chart measures publications by four selected universities. Both are during 2006 to 2012. Overall, the publication rate of male professors remained more or less stable, whereas those for females increased significantly. It can also be seen that the majority of publications were in the humanities.

(64 words)

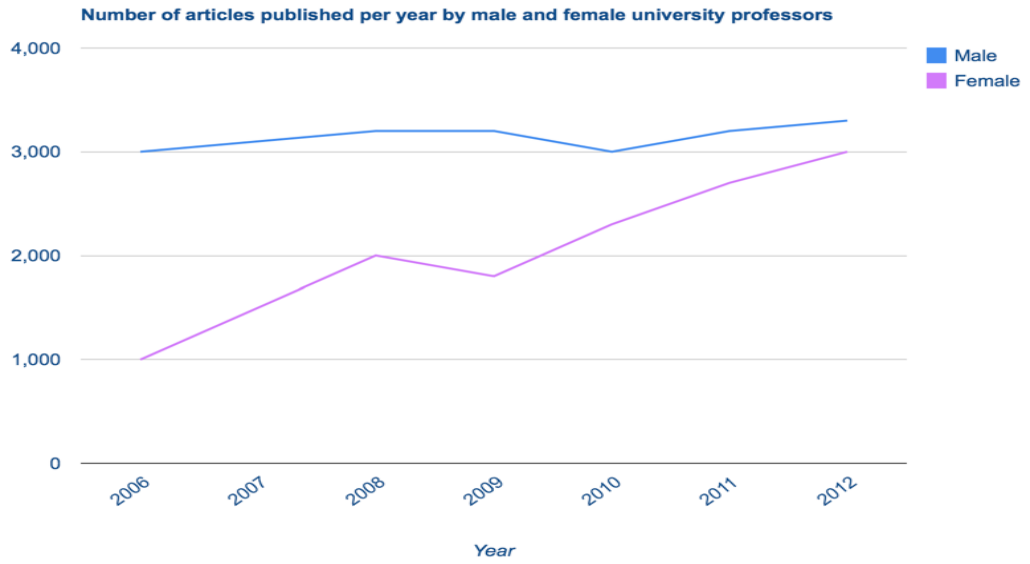
As you can see, your introduction may end up slightly longer than if you have only one graph. This is why, depending on how much data is in the graphs, you'll need to carefully select the important things in order to provide the detail. If you try and write too much, you may run out of time.

Take a look at the graphs again – does one graph have more data than the other?

There is more in the bar chart so you can probably describe the line chart in a few sentences as it is fairly simple.

Here is an example paragraph:

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author



First Graph / First Body Paragraph:

In 2006, the number of female publications stood at 1000 per year, while that for males was three times as high. However, over the following 6 years, this gap closed as the female rate climbed noticeably to 3000 by 2012, which nearly matched that of the males, at around 3,300.

(50 words)

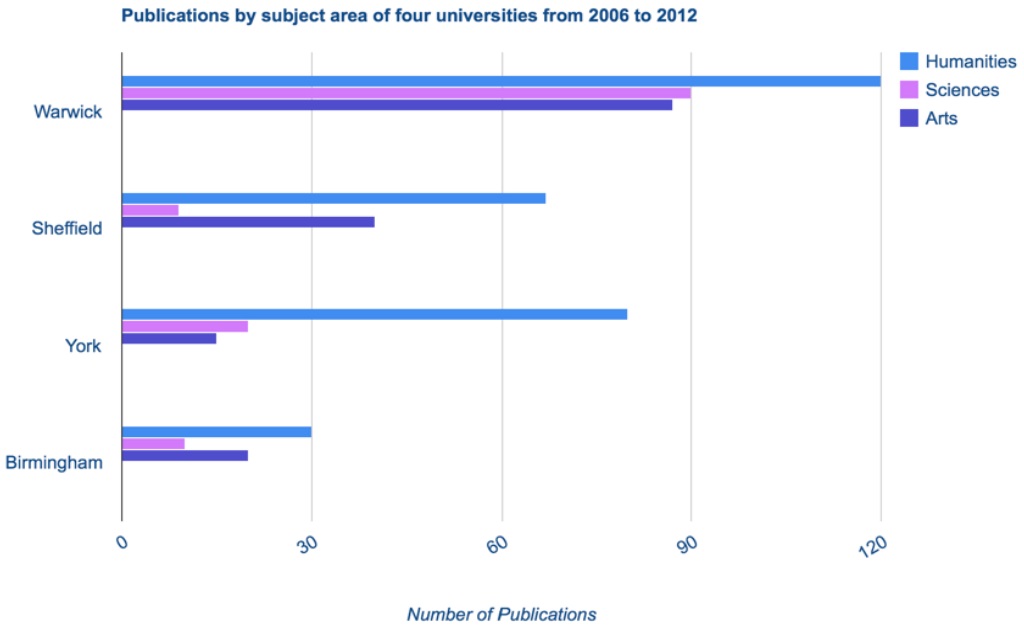
As you can see, the description has summarized the main trends and ignored the small changes that occurred over the time frame. Comparisons have also been made.

For the next paragraph, there is more data so you'll have to select the main points carefully. As we have already noted, two of the main points are that humanities accounted for the most publications and Warwick published more than the other universities.

You need to add some statistics to explain these and highlight anything else that is important.

Here is another example:

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author



Second Graph / Second Body Paragraph:

Publications in the humanities were considerably higher than for all the other subjects for all the universities, and particularly noticeable was Warwick, which had 120 over the whole period, far higher than the other establishments. Warwick was also more prolific in publishing in the sciences and the arts, at around 90, whilst Sheffield, York and Birmingham all produced less than 45 in all these areas. Overall, Birmingham published the least.

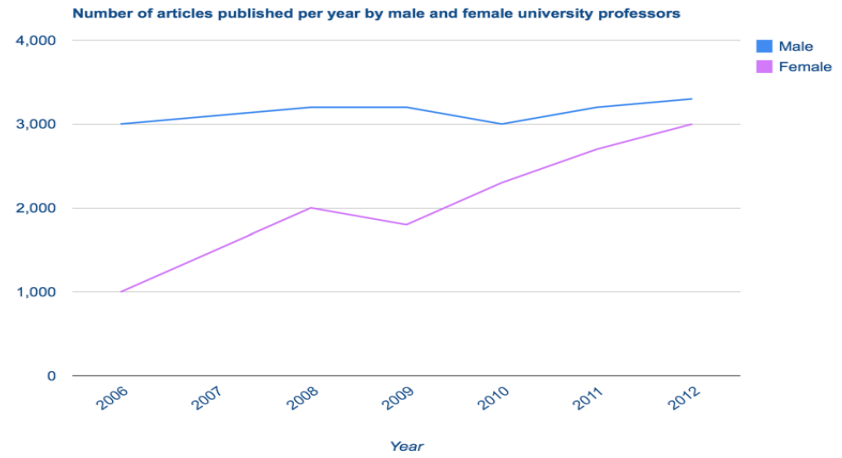
(70 words)

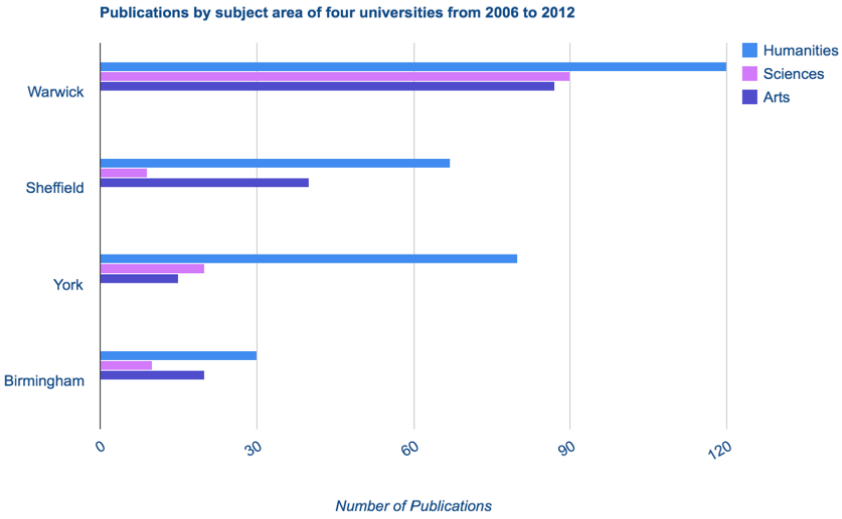
So when you have multiple data sources, these are the key points:

- Analyse both diagrams (the same as you would for any graph)
- Introduce both data sources
- Give an overview for both data sources
- Write a paragraph about each graph
- Select the main points very carefully – you will not be able to explain everything

You can see the full sample answer on the next page. You can view another example online here and here.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author





The line graph illustrates the publication rate of UK based university professors, categorised by male and female, and the bar chart measures publications by four selected universities. Both are during 2006 to 2012. Overall, the publication rate of male professors remained more or less stable, whereas those for females increased significantly. It can also be seen that the majority of publications were in the humanities.

In 2006, the number of female publications stood at 1000 per year, while that for males was three times as high. However, over the following 6 years, this gap closed as the female rate climbed noticeably to 3000 by 2012, which nearly matched that of the males, at around 3,300.

Publications in the humanities were considerably higher than for all the other subjects for all the universities, and particularly noticeable was Warwick which had 120 over the whole period, far higher than the other establishments. Warwick was also more prolific in publishing in the sciences and the arts, at around 90, whilst Sheffield, York and Birmingham all produced less than 45 in all these areas. Overall, Birmingham published the least. (words 185)

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

UNIT 10: Describing Process Diagrams

When you write about an IELTS process, some things are the same as writing about a graph. For example, you still must provide an overview of the diagram.

However, the language varies. You will not be using the language of change and although you will still use some language of comparison and contrast, the focus of the language is on the **passive** and **time transitions**. You will also need to describe the **stages of the process**. There are the key things you need to do:

- *describe each important stage in the process and expand where necessary;*
- *organise your description in a logical way, linking each stage; and*
- *use the present simple passive.*

Why do we use the passive to describe a process?

When you write about a process, you are interested in ***what*** happens, ***NOT who*** does it. When we are not interested in who is carrying out an action, we usually use the passive.

To make the passive, the verb ***"to be"*** is added, and the main verb is changed to the past participle:

Active Voice	Passive Voice
I take	I am taken
He / She / It takes	He / She / It is taken
You Take	You are taken
They take	They are taken
We take	We are taken

However, as we are not interested in who does the action in a process, we need to make the object of the sentence the subject of the sentence.

Take a look at this example:

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

*The lorry (S) **delivers** the milk (Obj) to the supermarket.*

ACTIVE VOICE

To make the passive, the object becomes the subject and the verb is put into the passive:

***The milk** (S) **is delivered** to the supermarket (Obj) (by the lorry).*

PASSIVE VOICE

Transitive verbs

Something important to note though is that only *transitive verbs* (those that take objects) can be transformed into the passive.

Examples of intransitive verbs are *go*, *die*, and *arrive*. So we **cannot** say:

The milk is taken from the cows and then is gone through a pasteurization process.

"*Is taken*" is ok (because this word can take an object) but the second "*is goes*" is not correct. So we have to leave the second part as active:

The milk is taken from the cows and then it goes through a pasteurization process.

Certain verbs cannot take the passive even though they may be transitive. Examples are the possessive form of *have* and *lack*. So these cannot be changed to passive:

He lacks the ability to succeed.

The ability is lacked to succeed. (Wrong)

He has a new car.

A new car is has by him. (Wrong)

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Time transitions

Another important element when writing about a process diagram is ***time transitions*.**

A process is a series of actions or steps taken to achieve an end. The first step happens first in time, the second one next until we reach the end, so time connectors join the steps.

Here are common time connectors:

Transitions	Subordinating Conjunctions
Firstly / First	After
Secondly / Second	Before
Thirdly / Third	Until
Fourthly / Forth	Once
Finally / Lastly	When
After that	Having
Afterwards	At the same time as
Then	While
Next	
Following this / that	

Use of the connectors is explained on the following page.

Analyze them carefully to see how they are used. You'll notice some of the complex structures change slightly depending on whether you are putting the subordinating conjunction at the beginning or in the middle.

And notice with 'before' that you are describing the following step before the preceeding step.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Examples of time transitions in use

First, + sentence	First, the cows graze in the field.
After that, + sentence	After that, the milk is pasturized.
Afterwards, + sentence	Afterwards, the milk is pasturized.
Then, + sentence	Then, the milk is pasturized.
Next, + sentence	Next, the milk is pasturized.
Following this, + sentence	Following this, the milk is pasturized.
COMPLEX STRUCTURES	
After SV…, SV… After + gerund	After the milk is packed and labled, it is is delivered. After being packed and labled, the milk is delivered.
Before SV…, SV… Before + gerund	Before the milk is delivered, it is packed and labled. Before being delivered, the milk is packed and labled.
SV…until SV….	The milk is stored in a holding tank until it is ready to be delivered.
Once SV…, SV… SV…once SV…	Once the cows have been milked, they are then returned to the field. The cows are returned to the field once they have been milked.
When SV…, SV… SV…when SV…	When the cows have been milked, they are then returned to the field. The cows are returned to the field when they have been milked.
*Having…	Having been milked, the cows are then returned to the field.
Two things happening at the same time	
SV… at the same time as SV At the same time as SV…, SV	The cows are milked at the same time as the holding tank is prepared. At the same time as the holding tank is prepared, the cows are milked.
SV…while SV… While SV…, SV…	The cows are milked while the holding tank is prepared. While the holding tank is prepared, the cows are milked.

**This is a reduced adverbial clause (a reduction of the previous two clauses using 'once' and 'when')*

You can see there is a good mix of structures that can be used and you should try to make use of as many as possible rather than repeating certain ones. This will ensure a higher score for grammatical range and lexical resource.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Process Sample

Sample Answer

The diagram presents the manufacturing process of two types of tea, pu-erh raw tea and pu-erh ripe tea. Although the first three stages are the same for both teas, it can be seen that the methods of production differ in the final stages, which accounts for the resulting variations in the two teas.

First, the tea leaves that have been picked are pan fried in order to inactivate the enzymes. Following this, the tea is rolled and afterwards spread out on a round mat so that it can dry under the sun. Once it has been dried, the loose raw tea is ready to be turned into either ripe tea or raw tea. This is where the process diverges. To make pu-erh ripe tea, the loose tea is fermented by being left to mold. Having completed the fermentation stage, the resulting loose ripe tea is then compressed, after which the tea is ready for sale. Regarding the alternative process, before being ready for sale as vintage raw tea, the loose tea is first compressed, and then left to age by storage.

(181 words)

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Here is an example of the answer with the connecting words highlighted in yellow, the passive in red (**bold**) and some instructions on organization.

(introduce the process in your own words) The diagram presents the manufacturing process of two types of tea, pu-erh raw tea and pu-erh ripe tea. *(give an overview of the complete process)* Although the first three stages are the same for both teas, it can **be seen** that the methods of production differ in the final stages, which accounts for the resulting variations in the two teas.

(start the description with the first stage and then describe them in order) First, the tea leaves that **have been picked are pan fried** in order to inactivate the enzymes. Following this, the tea **is rolled** and afterwards **spread out** on a round mat so that it can dry under the sun. Once it **has been dried**, the loose raw tea is ready to **be turned** into either ripe tea or raw tea. *(if the process splits up, mention this and describe each in turn)* This is where the process diverges. To make pu-erh ripe tea, the loose tea **is fermented** by **being left** to mold. Having completed the fermentation stage, the resulting loose ripe tea **is** then **compressed**, after which the tea is ready for sale. Regarding the alternative process, before being ready for sale as vintage raw tea, the loose tea **is** first **compressed**, and then left to age by storage.

Summary

Process diagrams follow the same structure as other task 1s:

- *Introduce the process*
- *Provide an overview (of the stages)*
- *Explain the detail*

However, the differences are that you should:

- *Use the passive*
- *Use time transitions.*
- *Describe every stage (don't just select some)*

If you want to view another example of a process diagram, follow the link.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

UNIT 11: Maps

Although not so common, there is occasionally a map in task 1 of the IELTS test.

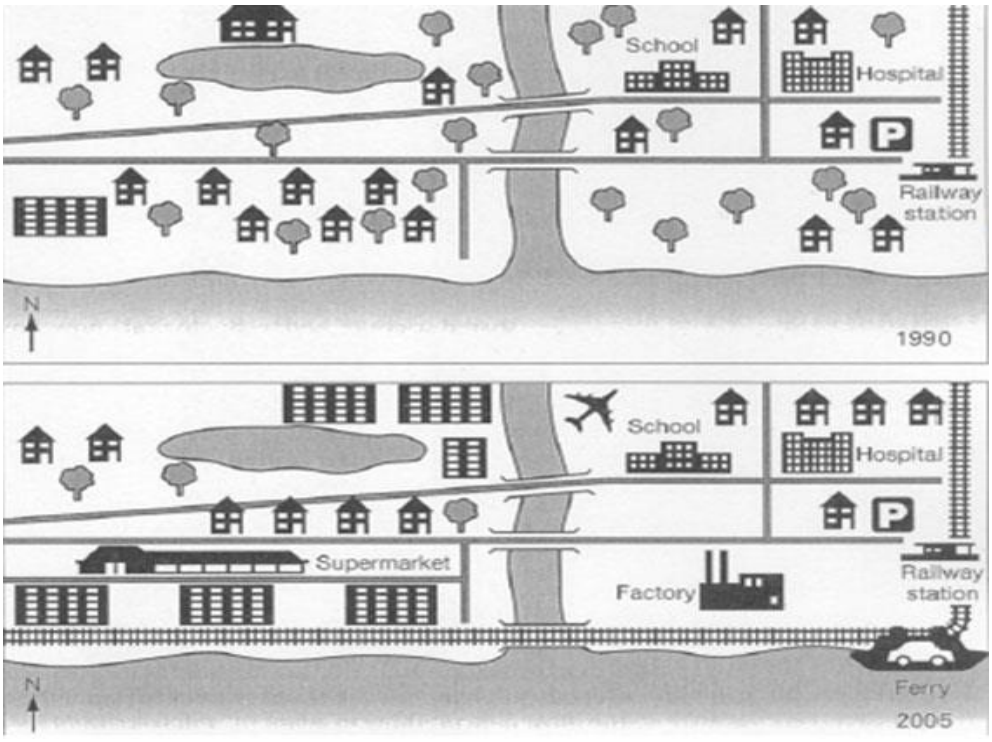
You should do the same things that you do for any task 1:

- *Write an introduction (making sure you paraphrase)*
- *Write an overview*
- *Decide on the key changes you will explain and decide how to group your ideas*

A key difference between maps and graphs or processes is the language you use. A particular language that you need to learn in case you get a map is language that identifies **position** or **location**.

Take a look at the map below:

> The maps below show the changes that have taken place in the seaside resort of Templeton between 1990 and 2005.
>
> Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Organizing your answer

As with any task 1, you need to decide how best to organize your response so it will be coherent and easy to read for the examiner, whilst identifying the key features / changes.

Have a look at the map again. Write down some possible ways to group the information and then organize your answer:

.....

.....

.....

.....

These are some possibilities:

1. **By Year**:
    a. Write about 1990 (paragraph 1)
    b. Write about 2005 (paragraph 2)

2. **By Position**: e.g.
    a. Write about the west of the town in 1990 and 2005 (paragraph 1)
    b. Write about the east of the town in 1990 and 2005 (paragraph 2)

3. **By Feature**: Identify the key changes and describe them in turn e.g.
    a. Transport (paragraph 1)
    b. Business (paragraph 2)
    c. Housing (paragraph 3)

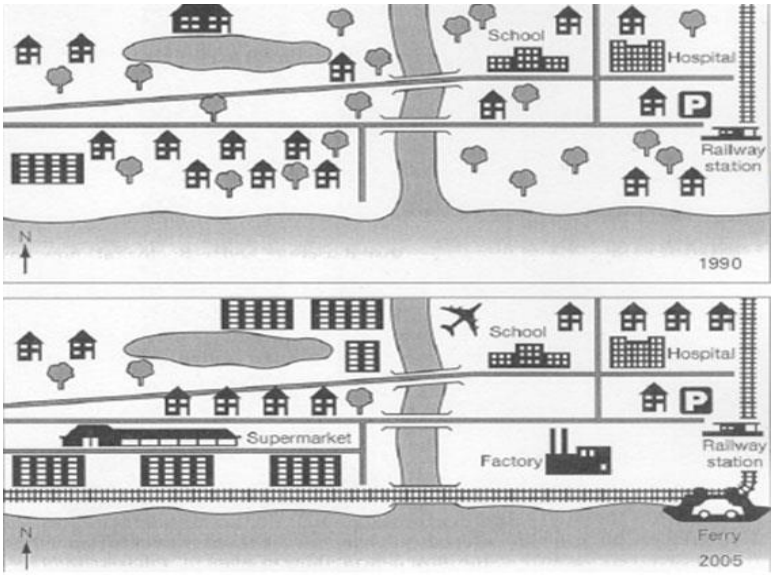
Choosing any of these will be ok, but how you do this will really depend on the map you are given and which way you think will be the clearest.

For example, some maps may not have features that can be grouped, so you will not be able to do this. As always, spend a few minutes examining the map carefully and then doing a quick plan before starting to write.

The language

Some of the key language is prepositions of location and points on a compass:

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

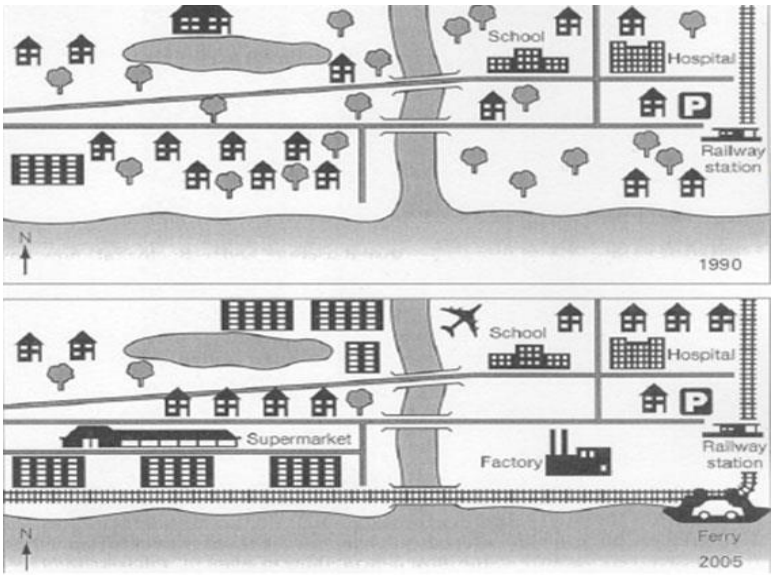


Prepositional and other phrases	Example Sentence
in front of	The railway line is **in front of** three apartment blocks.
opposite	One apartment building is **opposite** the lake.
next to	The car park is **next to** a house.
beside	There is a mansion house **beside** the lake.
behind	There are three houses **behind** the hospital.
to the left / right of	The car park is **to the right of** a house.
between	The supermarket is **between** four houses and three apartment blocks.
the middle of	A river runs through **the middle of** the town.
alongside	The railway runs **alongside** the coast.
pass by	A new road **passes by** the supermarket.
run through	A river **runs through** the middle of the town.

Point on the compass	Example Sentence
in the north	In the north of the town there is now an airport.
in the south east	There is a ferry port in south east Templeton
from west to east	A railway runs from the west to the east of the town
to the east	To the east of the river there is a factory, a school and a railway station.
just south	Just south of the supermarket are three apartment buildings.
the west side	There is a ferry port on the west side of the town.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Exercise 1: Have a practice writing some of your own sentences using the words.

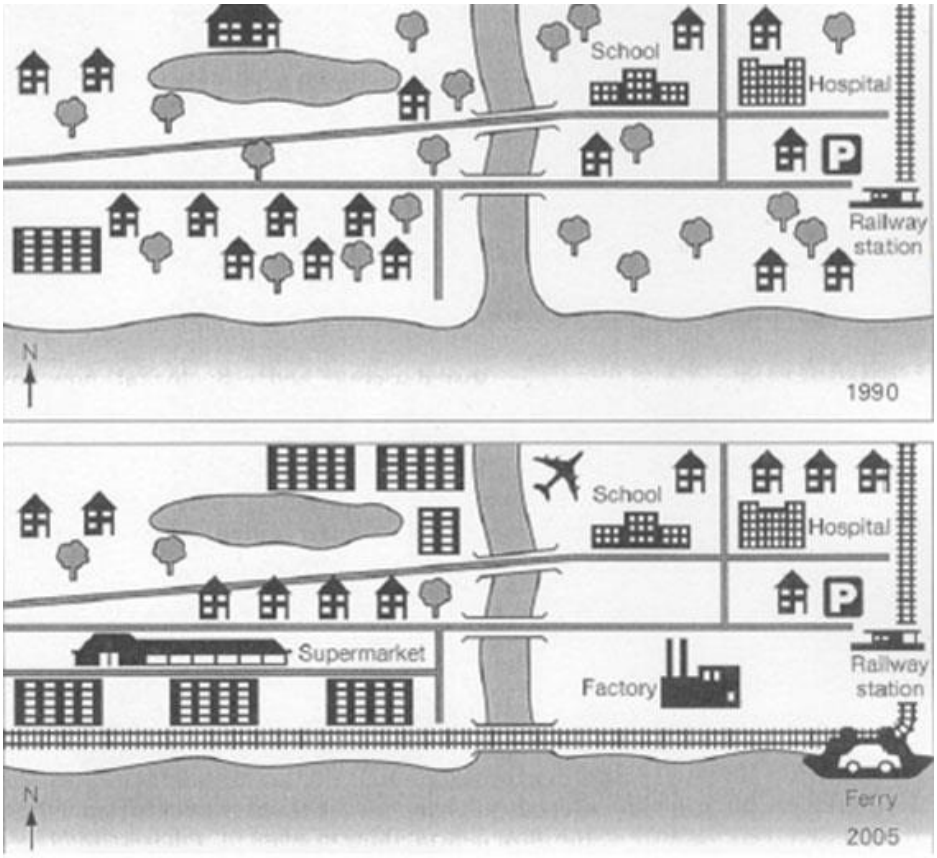


Prepositional and other phrases	Your Sentence
in front of	
opposite	
next to	
beside	
behind	
to the left / right of	
between	
the middle of	
alongside	
pass by	
run through	

Point on the compass	Your Sentence
in the north	
in the south east	
from west to east	
to the east	
just south	
the west side	

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Sample Answer



The map illustrates the changes that have occurred in Templeton, a seaside resort, over a 10 year period beginning in 1990 and ending in 2005. The most noticeable change is the replacement of many green areas with several major infrastructure projects.

To begin, there were several major changes to transport in the town. An airport has been built beside the river on the outskirts of the town. In addition to this, a ferry port was constructed on the far east coastline, with a new railway extension line passing by the ferry port, continuing along the coast and crossing over a new bridge so it connects to the west side of town.

There have also been changes to the business sector in Templeton. A factory can be seen in the south east of the town behind the new railway line, and a supermarket has been built over the river in the west of Templeton, running alongside a new road.

The residential landscape has also altered, particularly on the west side of town, where large apartment blocks now stand in place of the houses.

(158 words)

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Comments

The answer follows the standard for a task 1, with a paraphrased introduction to the map:

> *The map illustrates the changes that have occurred in Templeton, a seaside resort, over a 10 year period beginning in 1990 and ending in 2005.*

And an overview:

> *The most noticeable change is the replacement of many green areas with several major infrastructure projects.*

Don't just say that '*…there have been many changes*'. You need to choose some specific points. Look for what the major changes have been.

Organization

The answer is well organized, with paragraphs based around the features – Transport, Business and Housing. It may not be possible to organize it this way – it depends on the map.

As you were shown previously in this unit, there are other ways to organize it. The important thing is to make sure you identify the main changes and organize your description logically.

Language

A mix of language of location has been used to describe the information, and this is highlighted below:

To begin, there were several major changes to transport in the town. An airport has been built ***beside*** *the river on the outskirts of the town. In addition to this, a ferry port was constructed* ***on the far east*** *coastline, with a new railway extension line* ***passing by*** *the ferry port, continuing along the coast and crossing* ***over*** *a new bridge so it connects to* ***the west side*** *of town.*

There have also been changes to the business sector in Templeton. A factory can be seen in ***the south east of*** *the town behind the new railway line, and a supermarket has been built* ***over*** *the river in the west of Templeton,* ***running alongside*** *a new road.*

The residential landscape has also altered, particularly ***on the west side*** *of town, where large apartment blocks now* ***stand in place of*** *the houses.*

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Summary

With maps, you need to make sure you learn the language that is used to explain location and possibly change.

Maps can vary though. Here is an online link to a map that shows proposed changes.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

ANSWER KEY

UNIT 2 Answers

Exercise 3

1. Milk consumption fell sharply during June and July.

   There was a sharp fall in the consumption of milk during June and July.

   June and July saw a sharp fall in the consumption of milk.

2. There was a slight dip in food prices at the start of the year.

   Food prices dipped slightly at the start of the year.

   The start of the year witnessed a slight dip in food prices.

3. In January, weather conditions improved significantly.

   January saw/witnessed/experienced a significant improvement in weather conditions.

   There was a significant improvement in weather conditions in January.

4. There will be a sudden increase in the birth rate next year.

   Next year will see/witness/experience a sudden increase in the birth rate.

   The birth rate will increase suddenly next year.

5. The use of public transport grew steadily in most cities from 2001 to 2008.

   2001 to 2008 saw/witnessed/experienced a steady growth in the use of public transport in most cities.

   From 2001 to 2008, there was a steady growth in the use of public transport in

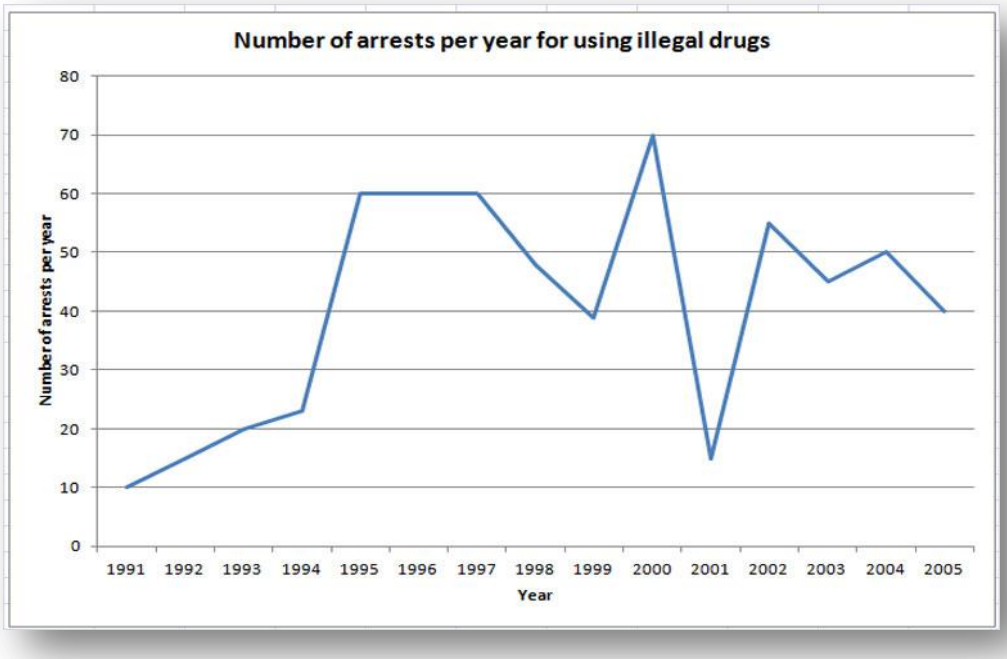
   most cities.

6. March experienced a fluctuation in the number of people going abroad.

   There was a fluctuation in the number of people going abroad in March.

   The number of people going abroad fluctuated in March.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author



Exercise 4

There are various choices for your answers - these are just some possibilities. As you can see, there is a mix of the three sentences types. This will ensure you have variety of sentences which will improve your band score.

1. In 1991, the number of arrests stood at 10 per year.
2. This number then increased steadily to reach approximately 23 in 1994.
3. The following year saw a dramatic rise in the number of arrests.
4. The arrest rate remained constant at 60 between 1995 and 1997.
5. After declining significantly to just below 40 in 1999, it then jumped suddenly to hit a high of 70 in 2000.
6. There was a plunge in the figure to 15 during 2000 and 2001.
7. However, the next year witnessed a rapid increase in the number of arrests to 55
8. There was a slight fluctuation during the remaining years, with the rate of arrests ending the period at 40 per year.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Unit 3 Answers

Possible Answers

Graph 1

The line graph shows the sales of gold in Dubai for 12 months in 2002 in millions of dirhams. Overall, although the price peaked early in the year and fluctuated over the summer months, the price finished the year at the same level at which it started.

Graph 2

The graph shows the fluctuation in the number of people at a London underground station over the course of a day. The most significant facts to emerge from the graph are that the station is most crowded in the early morning and early evening periods.

Graph 3

The graph compares the salaries per year of baseball, football and basketball players in US dollars over a 30 year period, 1970 to 2000. Overall, it can be seen that all salaries increased over the period, most significantly for those playing basketball.

Graph 4

The graph shows the use of mobile phones in Brazil between 1996 and 2002. It is noticeable that mobile phone use increased over the period and that slightly more women than men used phones for the majority of the timeframe.

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author

Unit 5 Answers

Exercise 1:

1. What is the graph showing?

   It is comparing the amount of energy produced from coal in France, Germany, Denmark and Sweden

2. What measurements are used?

   Percentages

3. Is there a timeframe?

   Yes – 1995 to 2010

4. What is/are the main trend/s?

   The energy produced from coal falls in all the countries over the period (particularly in Denmark and Germany)

5. How could you group the information (look for any similarities between the patterns in the countries)?

   Denmark and Germany can be written about together as they both experience significant fall over the period and follow a similar pattern. Likewise, Sweden and France can be written about together as they follow a similar pattern which is not the same as the other two countries.

6. Based on your answer to number 6, how many body paragraphs would you have?

   Two:

   Body paragraph one = Germany and Denmark

   Body paragraph two = Sweden and France

IELTS Made Easy: Step-by-step guide to writing a Task 1. Copyright © 2013. IELTS buddy. All rights reserved. No part of this eBook or any of its contents may be reproduced, copied, modified or adapted, without the prior written consent of the author