

# SHARPENING SKILLS FOR IELTS WRITING TASK 1

A Comprehensive Guide with Examiners' Model Essays



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## VỀ TÁC GIẢ ĐÌNH THẮNG



- Sáng lập và chủ nhiệm bộ phận Học thuật tại A&M | IELTS. 8.0 Writing và 8.0 Speaking công nhận bởi [IDP Việt Nam](#).
- Diễn giả Hội thảo IELTS tổ chức bởi IDP Việt Nam (05/2022)
- Chứng chỉ ngành **Ngôn ngữ Anh đại học Brighton, Anh Quốc**
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- **Tác giả của các đầu sách tự học IELTS** nổi tiếng trong cộng đồng học IELTS tại Việt Nam như [Boost your vocabulary Cambridge IELTS 8-17](#) và [Hướng dẫn viết câu trong IELTS Writing 6.5-7.5](#) đã giúp ít nhất **24 bạn đạt 9.0 Reading và 4 bạn đạt 7.5 writing**.
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Cô Như Ngọc – Biên soạn

Thu Hằng – Thiết kế bìa

Phương Anh & Sơn Tùng – tổng hợp và hiệu đính ảnh/layout

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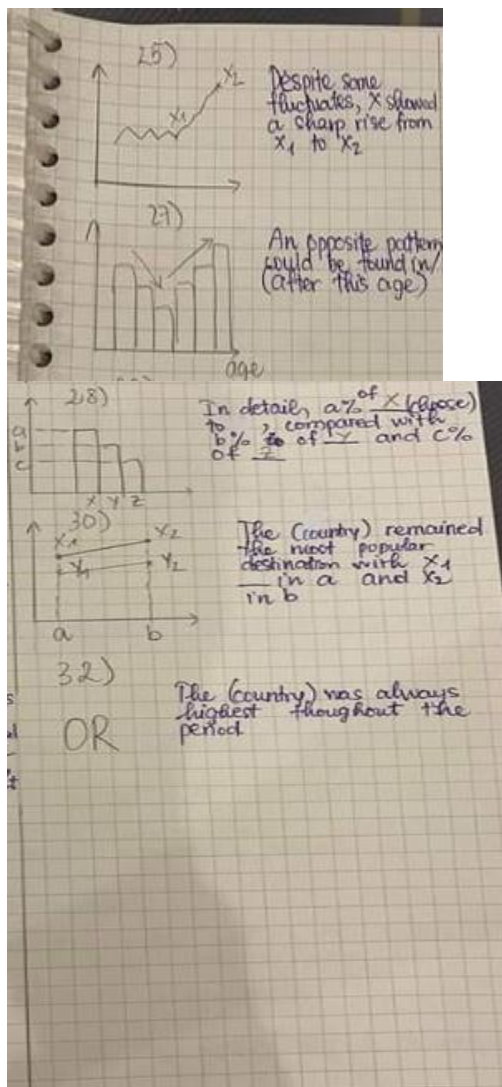
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## CÁC BƯỚC SỬ DỤNG SÁCH

### 1. Đọc và tổng hợp mẫu cấu trúc cho từng dạng.

Đây là vở writing task 1 ghi chép các cấu trúc mà mình yêu cầu học sinh làm. Tổng hợp tầm 20 trang cấu trúc là đủ đi thi 7-7.5 writing về mặt từ vựng/ngữ pháp rồi.



2. Lấy 1 bài writing task 1 CŨ mà bạn ĐÃ viết ra và cố gắng sử dụng các mẫu cấu trúc đã học được trong này để thay cho những cấu trúc đơn giản của bạn. VD: sử dụng các mẫu câu ghép thay cho các câu đơn khi miêu tả biểu đồ.

3. Còn nếu chưa viết bài nào thì bạn hãy lấy 1 tập đề writing ra và luyện viết dựa trên các mẫu cấu trúc đã tổng hợp nhé. Các bạn nên luyện viết mỗi dạng ít nhất 5 bài để chắc chắn đã học thuộc và sử dụng được các cấu trúc này một cách thành thạo và chính xác nhé.

# IELTS Writing Task 1

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## 1. Line graph

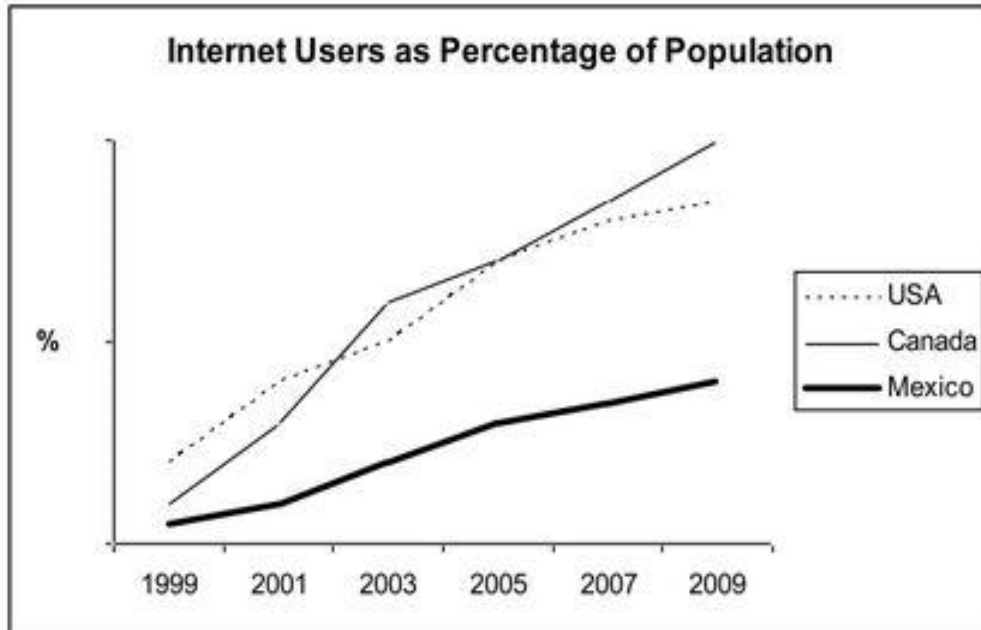
### 1.1. Tips for Line graph

Line graphs always show changes over time. Here's some advice about how to describe them:

- Try to write 4 paragraphs - introduction, summary of main points, 2 detail paragraphs.
- For your summary paragraph, look at the "big picture" - what changes happened to all of the lines from the beginning to the end of the period shown (i.e. from the first year to the last). Is there a trend that all of the lines follow (e.g. an overall increase)?
- You don't need to give numbers in your summary paragraph. Numbers are specific details. Just mention general things like 'overall change', 'highest' and 'lowest', without giving specific figures.
- Never describe each line separately. The examiner wants to see comparisons.
- If the graph shows years, you won't have time to mention all of them. The key years to describe are the first year and the last year. You should also mention any 'special' years (e.g. a peak or a significant rise/fall).
- Start describing details (paragraph 3) with a comparison of the lines for the first year shown on the graph (e.g. in 1990, the number of...).
- Use the past simple (increased, fell) for past years, and 'will' or 'is expected/predicted to' for future years.
- Don't use the passive (e.g. the number was increased), continuous (e.g. the number was increasing), or perfect tenses (e.g. the number has increased).

Source: [ielts-simon.com](http://ielts-simon.com)

## 1.2. Simon - Internet Users as percentage of population



The line graph compares the percentage of people in three countries who used the Internet between 1999 and 2009.

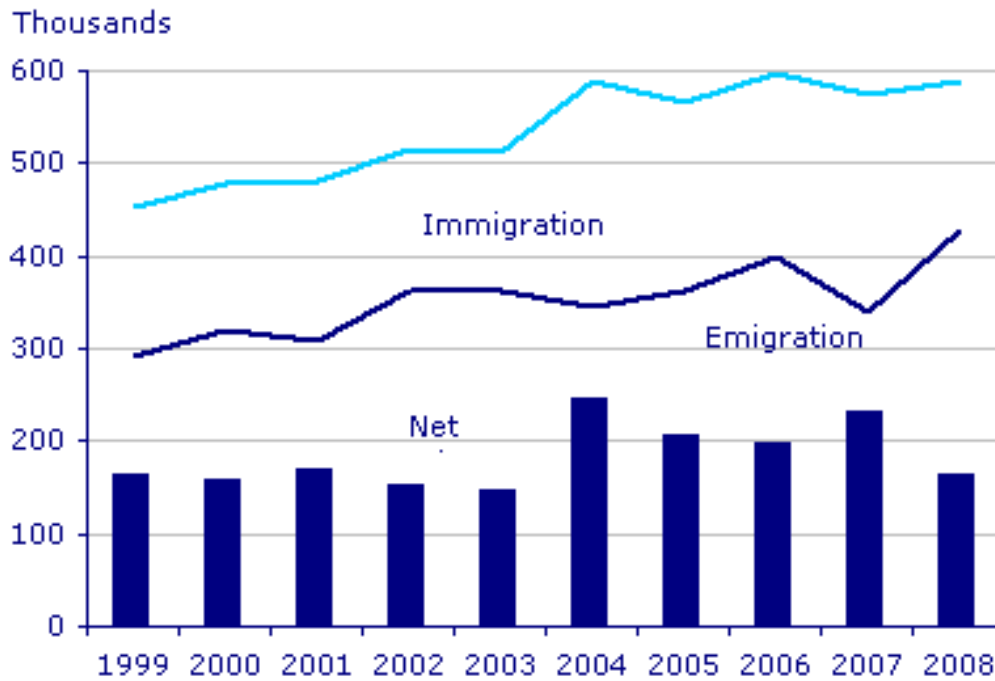
It is clear that the proportion of the population who used the Internet increased in each country over the period shown. Overall, a much larger percentage of Canadians and Americans had access to the Internet in comparison with Mexicans, and Canada experienced the fastest growth in Internet usage.

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

By 2009, the percentage of Internet users was highest in Canada. Almost 100% of Canadians used the Internet, compared to about 80% of Americans and only 40% of Mexicans.



### 1.3. Simon - International migration in UK



Long-Term International Migration, UK, 1999-2008

The chart gives information about UK immigration, emigration and net migration between 1999 and 2008.

Both immigration and emigration rates rose over the period shown, but the figures for immigration were significantly higher. Net migration peaked in 2004 and 2007.

In 1999, over 450,000 people came to live in the UK, while the number of people who emigrated stood at just under 300,000. The figure for net migration was around 160,000, and it remained at a similar level until 2003. From 1999 to 2004, the immigration rate rose by nearly 150,000 people, but there was a much smaller rise in emigration. Net migration peaked at almost 250,000 people in 2004.

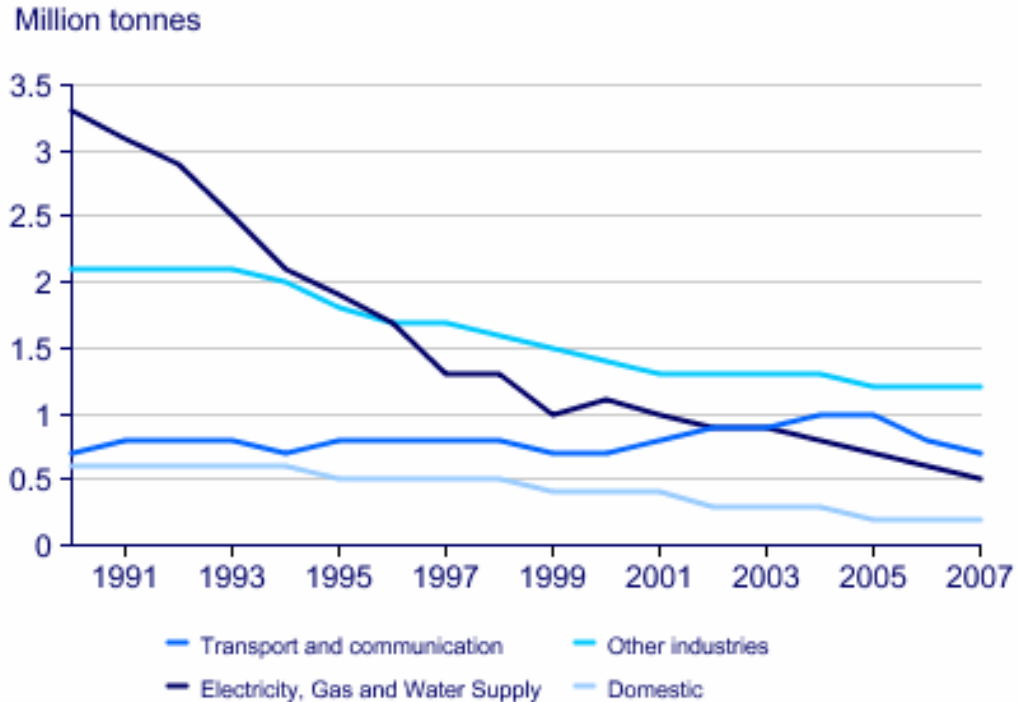
After 2004, the rate of immigration remained high, but the number of people emigrating fluctuated. Emigration fell suddenly in 2007, before peaking at about 420,000 people in 2008.

As a result, the net migration figure rose to around 240,000 in 2007, but fell back to around 160,000 in 2008.

(159)

### 1.4. Simon - UK acid rain emission

The graph below shows UK acid rain emissions, measured in millions of tonnes, from four different sectors between 1990 and 2007.



The line graph compares four sectors in terms of the amount of acid rain emissions that they produced over a period of 17 years in the UK.

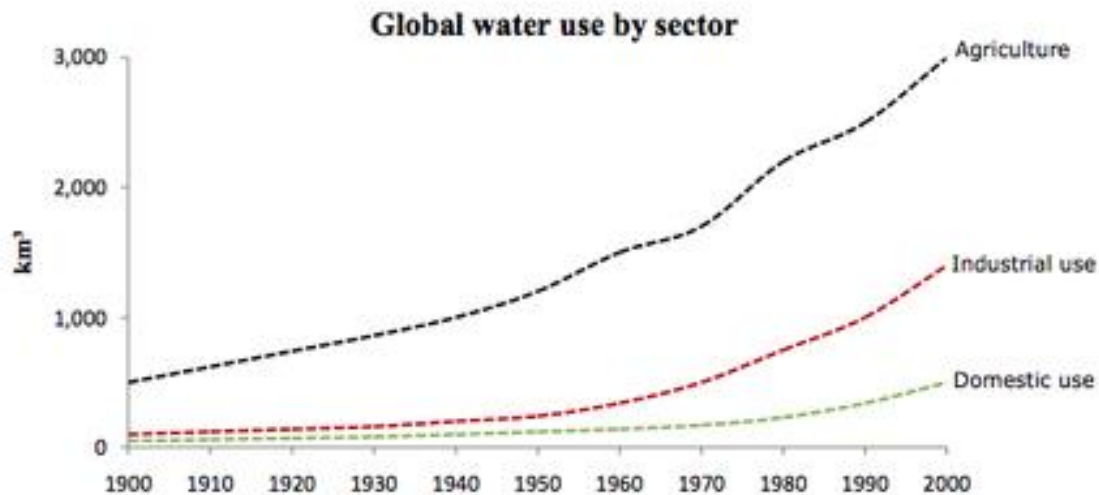
It is clear that the total amount of acid rain emissions in the UK fell considerably between 1990 and 2007. The most dramatic decrease was seen in the electricity, gas and water supply sector.

In 1990, around 3.3 million tons of acid rain emissions came from the electricity, gas and water supply sector. The transport and communication sector was responsible for about 0.7 million tons of emissions, while the domestic sector produced around 0.6 million tons. Just over 2 million tons of acid rain gases came from other industries.

Emissions from electricity, gas and water supply fell dramatically to only 0.5 million tons in 2007, a drop of almost 3 million tons. While acid rain gases from the domestic sector and other industries fell gradually, the transport sector saw a small increase in emissions, reaching a peak of 1 million tons in 2005.

### 1.5. Simon - Water consumption

The graph and table below give information about water use worldwide and water consumption in two different countries.



**Water consumption in Brazil and Congo in 2000**

Country	Population	Irrigated land	Water consumption per person
Brazil	176 million	26,500 km <sup>2</sup>	359 m <sup>3</sup>
Democratic Republic of Congo	5.2 million	100 km <sup>2</sup>	8 m <sup>3</sup>

The charts compare the amount of water used for agriculture, industry and homes around the world, and water use in Brazil and the Democratic Republic of Congo.

It is clear that global water needs rose significantly between 1900 and 2000, and that agriculture accounted for the largest proportion of water used. We can also see that water consumption was considerably higher in Brazil than in the Congo.

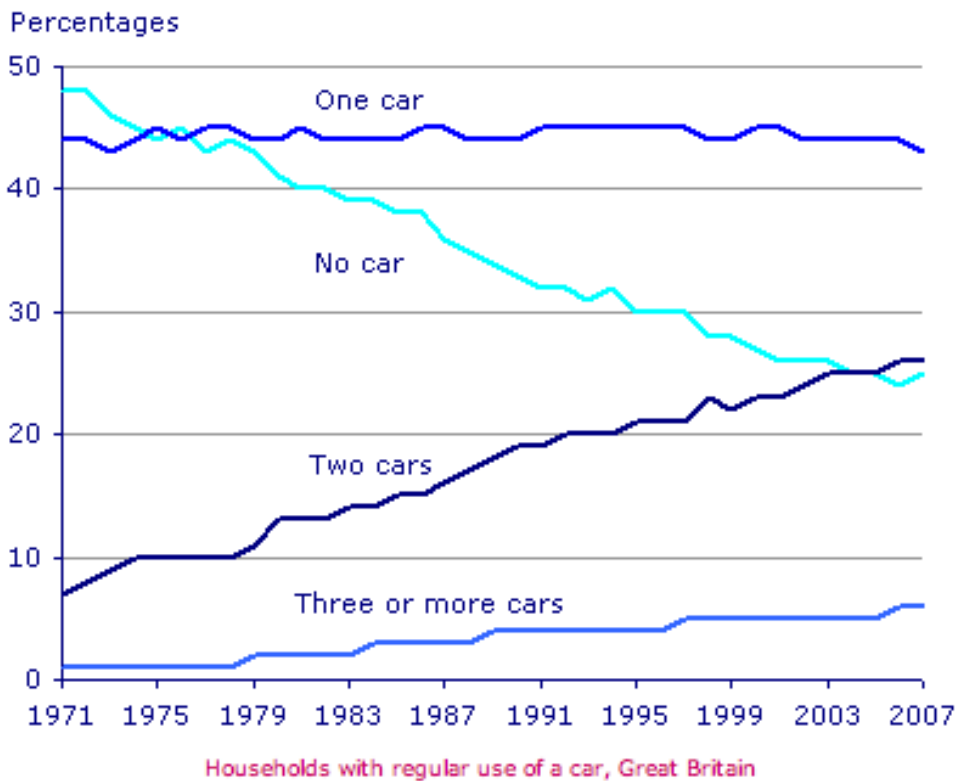
In 1900, around 500km<sup>3</sup> of water was used by the agriculture sector worldwide. The figures for industrial and domestic water consumption stood at around one fifth of that amount. By 2000, global water use for agriculture had increased to around 3000km<sup>3</sup>, industrial water use had risen to just under half that amount, and domestic consumption had reached approximately 500km<sup>3</sup>.

In the year 2000, the populations of Brazil and the Congo were 176 million and 5.2 million respectively. Water consumption per person in Brazil, at 359m<sup>3</sup>, was much higher than that in the Congo, at only 8m<sup>3</sup>, and this could be explained by the fact that Brazil had 265 times more irrigated land.

(184 words, band 9)

### 1.6. Simon - Car ownership

The graph below gives information about car ownership in Britain from 1971 to 2007.



The graph shows changes in the number of cars per household in Great Britain over a period of 36 years.

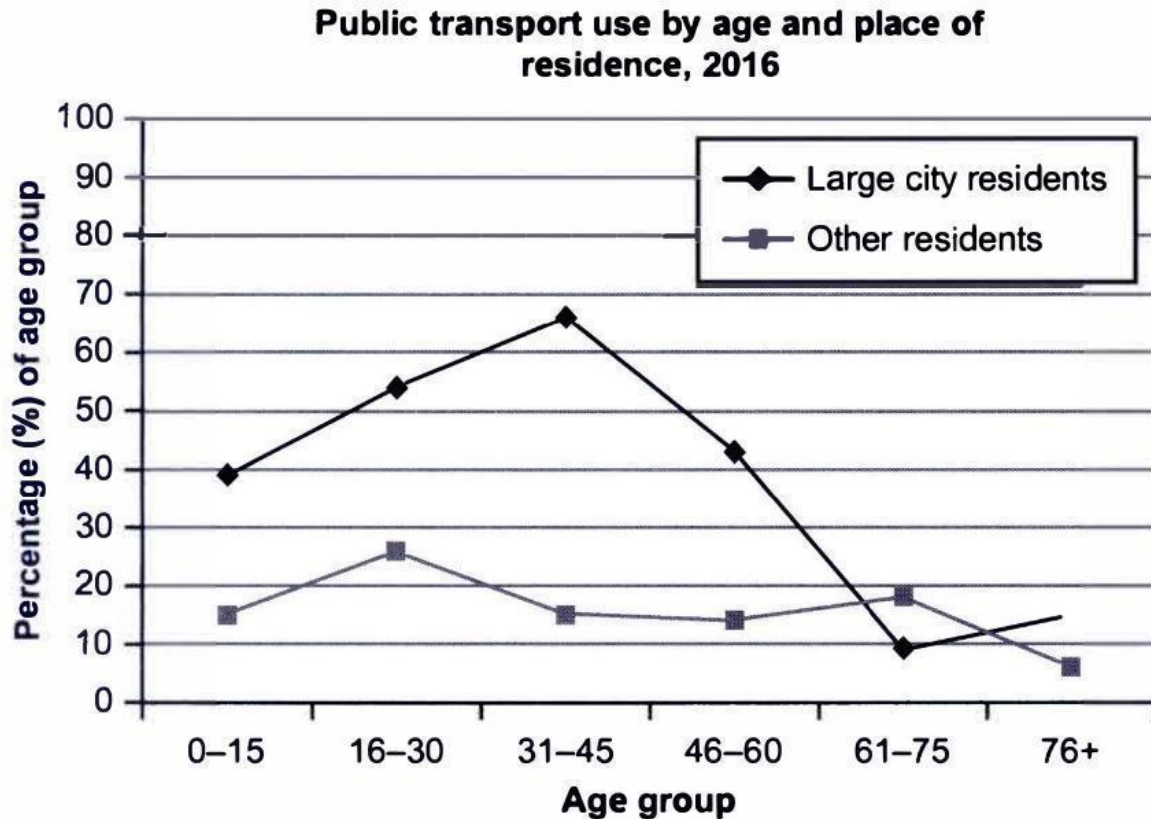
Overall, car ownership in Britain increased between 1971 and 2007. In particular, the number of households with two cars rose, while the number of households without a car fell.

In 1971, almost half of all British households did not have regular use of a car. Around 44% of households had one car, but only about 7% had two cars. It was uncommon for families to own three or more cars, with around 2% of households falling into this category.

The one-car household was the most common type from the late 1970's onwards, although there was little change in the figures for this category. The biggest change was seen in the proportion of households without a car, which fell steadily over the 36-year period to around 25% in 2007. In contrast, the proportion of two-car families rose steadily, reaching about 26% in 2007, and the proportion of households with more than two cars rose by around 5%

### 1.7. Public Transport Usage

*The graph below shows information about the use of public transport in one country by age and location of residence in 2016*  
*Summarise the information by selecting and reporting the main features, and make comparisons where relevant*  
*(IELTS Trainer 2 - Test 4)*



The graph shows a clear difference in the pattern of public transport use in 2016 between people living in large cities and other citizens in the country in question.

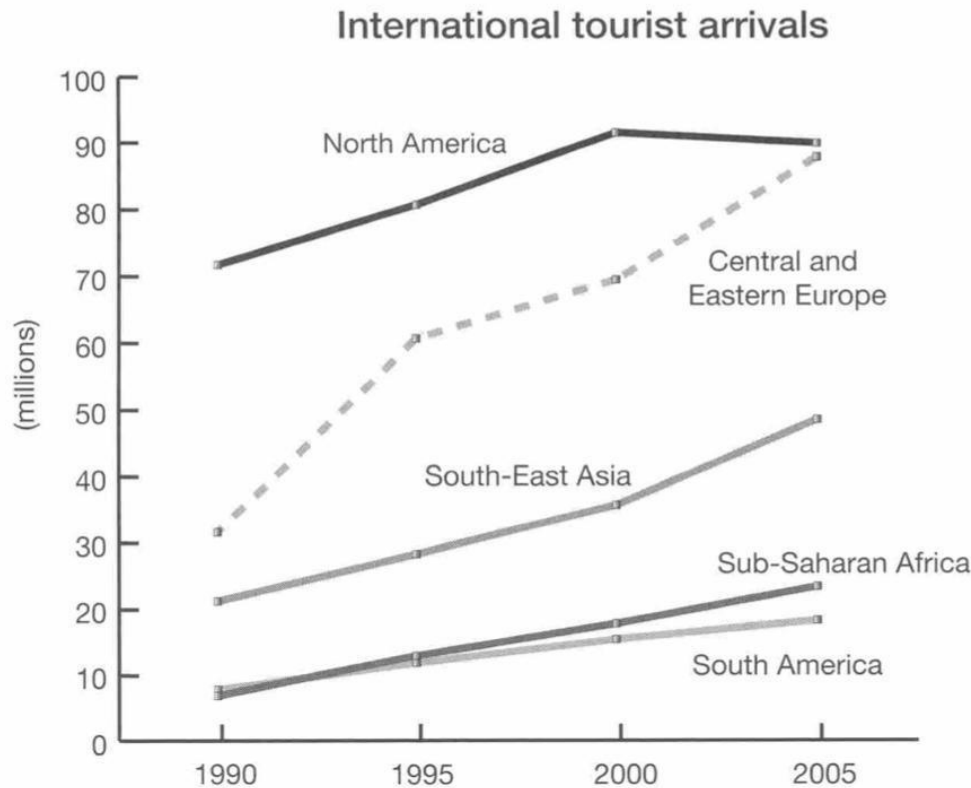
The gap between the two is particularly noticeable for younger and middle-age groups, with the highest difference for 31-45 year olds: 66% of city dwellers used public transport compared with just 15% of people living outside large urban centres. For children the difference was smaller but still significant, at 39% and 15% respectively. However, for the older ages the trend changed: there was actually a lower percentage of 61-75 year olds in large urban areas using public transport (9%) than others (18%), though for those in the oldest age bracket the figures reversed (15% and 6%). It is noteworthy that there is a more marked fluctuation across age groups for city dwellers: starting at 39% for the youngest, the figure rises to 66% before dropping sharply to a low of 9%. By contrast, figures for those living outside big cities hold fairly steady, with a high of 26% for 16-30 year olds and a low of 6% for the oldest group  
 (190 words)

## 1.8. Global Tourism

*The graph below gives information about international tourist arrivals in different parts of the world.*

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

*(IELTS Trainer 1 - Test 3)*



Based on data published by the United Nations World Tourism Organization, 2008.

The graph shows the overall numbers of tourist arrivals in five parts of the world between 1990 and 2005. In 1990 over 70 million tourists visited North America, more than twice as many as the next most popular destination shown, Central and Eastern Europe. However, between 2000 and 2005 there was a decrease of approximately 1,500,000 in the numbers going to North America whereas there was an increase of nearly 20 million tourists visiting Central and Eastern Europe. The result was that in 2005 the number of tourists arriving in North America and Central and Eastern Europe was almost equal at around 90 million each. The number of tourists visiting South-East Asia rose steadily over the whole period but by 2005 the total was still under 50 million. The regions with the fewest tourist arrivals were South America and Sub-Saharan Africa. The number of tourists going there was similar between 1990 and 1995 but after that there was a greater increase in tourists going to Sub-Saharan Africa than to South America.

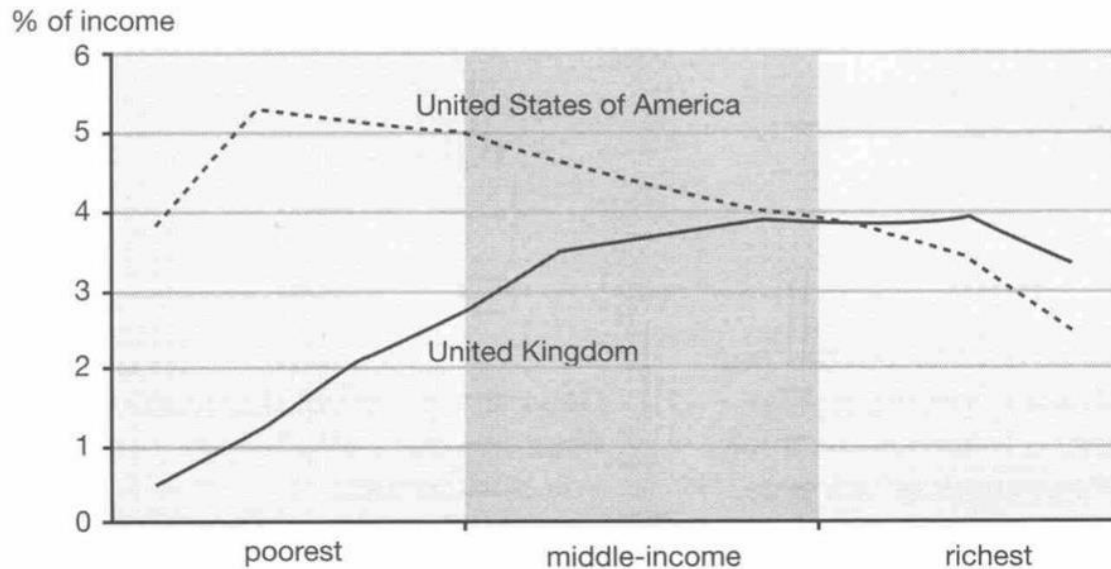
## 1.9. Fuel Expenditure

*The graph below gives information about how much people in the United States and the United Kingdom spend on petrol.*

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

*(IELTS Trainer 1 - Test 4)*

## How much do drivers spend on petrol?



The graph compares the percentage of their income which people in the UK and USA spend on petrol. From the data, we can see two clear differences.

Firstly, the difference between the poorest and the richest is greater in the UK than in the USA. In the former, the poorest spend less than 0.5% of their income on petrol: suggesting that they do not use cars very much, and the richest spend around 3%. By contrast, in the US, the poorest spend around 4-5% while the richest spend between 2 and 3%. This suggests that virtually everyone in the USA uses a car sometimes. Secondly, in the USA it is also noticeable that the percentage of income spent by the poor can be twice that spent by the rich. However, in the UK, the percentage spent rises quite steeply for the poorer members of the population but then remains almost constant apart from the very richest, when it falls again. In both countries people on middle incomes spend about the same percentage. Overall, the percentage of income spent on fuel generally gets higher in the UK, the more you earn, whereas it decreases in the US.

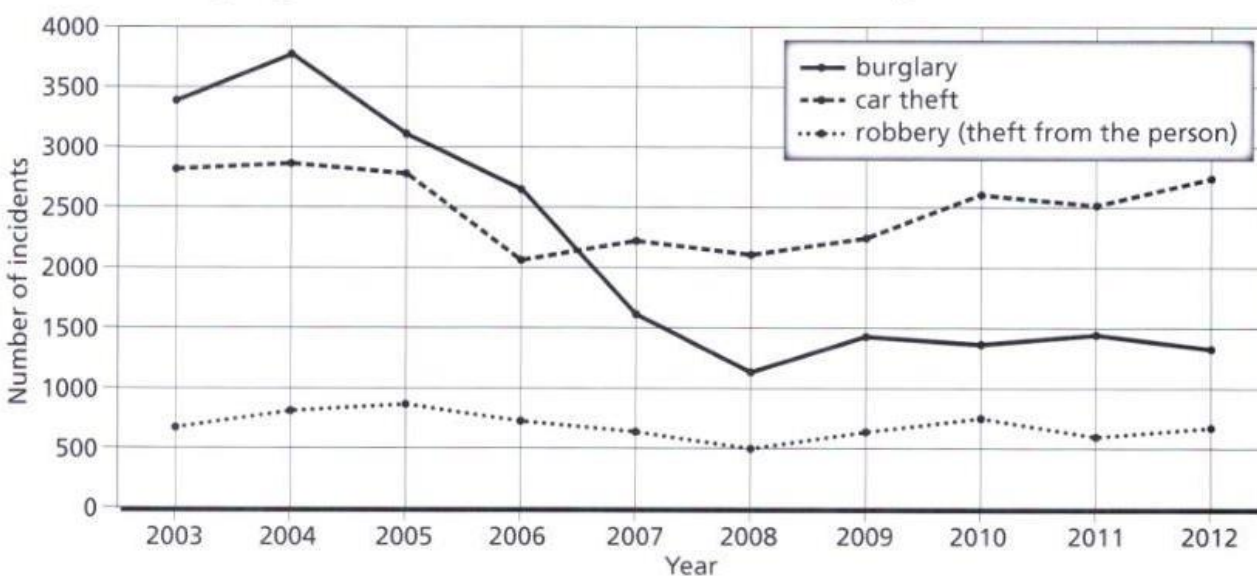
## 1.10. Urban Crime Trends

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

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

(Official Cambridge Guide to IELTS- Test 6)

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



This graph illustrates how crime rates altered in Newport inner city during the period 2003–2012. We can see immediately that the greatest change occurred in the number of burglaries, while incidents of theft remained low but steady.

In 2003, we can see that burglary was the most common crime, with approximately 3,400 reported cases. The figure rose to around 3,700 in 2004, but then there was a downward trend until 2008. At this point the figure stood at just over 1,000 incidents. This rose slightly in 2009, then continued to fluctuate for the remaining period.

In 2003, the number of cars being stolen stood at around 2,800 and followed a similar trend to burglary until 2006. At this point the number rose, standing at around 2,200 in 2007. There was a marginal decrease in the following year, but from then on, the trend was generally upwards. Finally, robbery has always been a fairly minor problem for Newport. The number of offences committed changed little over nine years. It is interesting to note that the figure of approximately 700 in 2003 is the same figure for 2012.

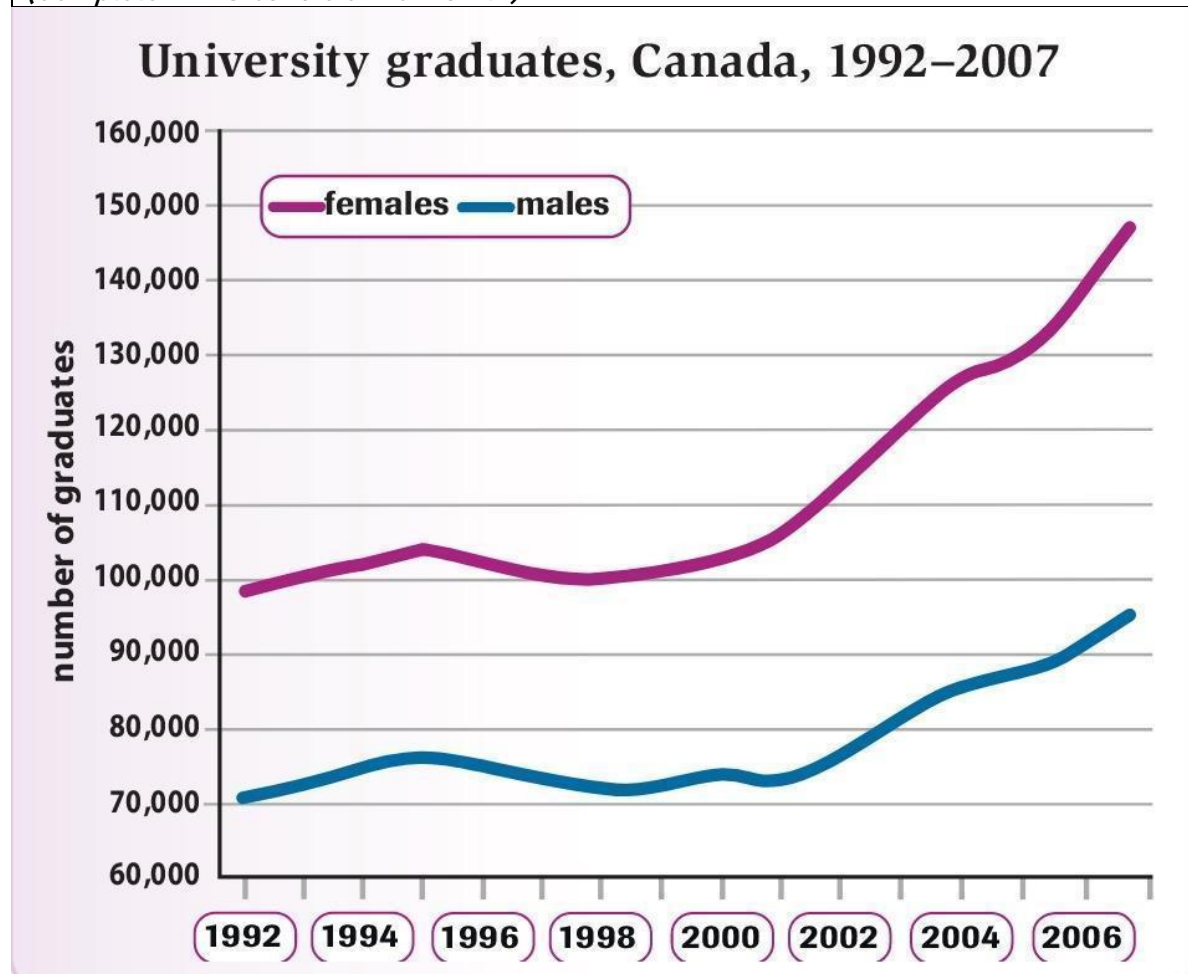
(187 words)



## 1.11. Canadian Graduates

The graph below shows the number of university graduates in Canada from 1992 to 2007. Summarise the information by selecting and reporting the main features and make comparisons where relevant.

(Complete IELTS band 6.5-7.5 - Unit 1)



Graduate numbers rose during the 15 years and reached their highest levels in 2007, but there were always more female than male graduates. In 1992, the difference was less marked, with just over 70,000 males and about 100,000 females. However, by 2007 there had been more significant growth in female numbers. That year, they rose to 147,000, compared to just 95,000 males. Thus the gap between the number of male and female graduates had widened.

A more detailed look at the graph reveals that the overall growth in numbers was not always steady. Between 1992 and 1995, there was a slight increase. That was followed by a period of about five years, when numbers fell, then flattened out at just over 70,000 for men and 100,000 for women. After 2000, however, graduate numbers saw their strongest growth rate, and this was well above the increases that had been seen in the early 1990s.

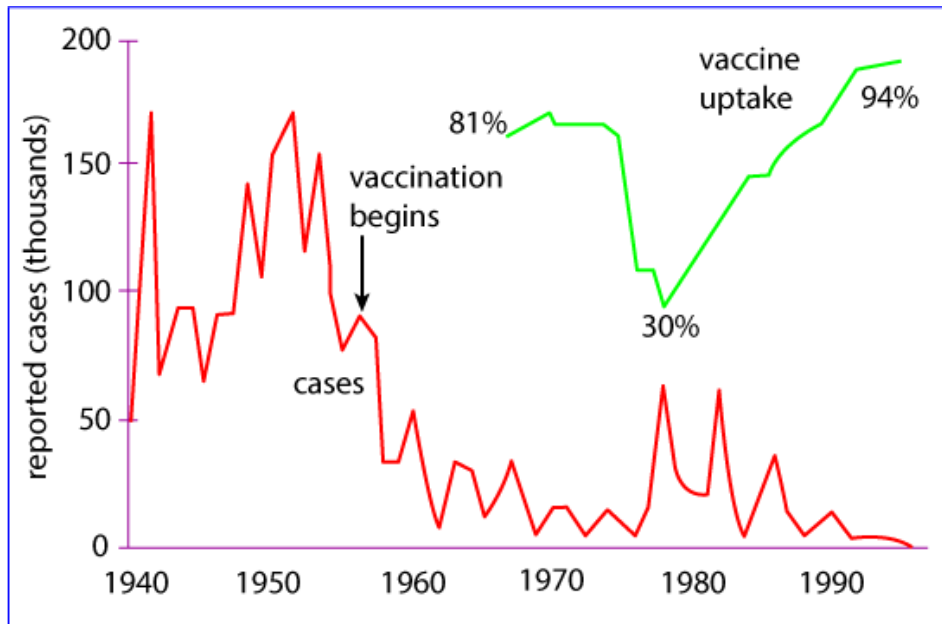
Clearly, there were similar trends for male and female graduates over this period, but the number of women graduating increased at a higher rate than the number of men.

## 1.12. Whooping Cough Vaccinations

*The graph shows the impact of vaccinations on the incidence of whooping cough, a childhood illness, between 1940 and 1990 in Britain .*

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

*(Complete IELTS band 6.5-7.5 - Writing reference no.3)*



The graph shows the changing number of cases of whooping cough in Britain from 1940 to 1990 and how the introduction and use of a vaccine for the disease affected the pattern. Clearly, there was a direct link between the administration of the vaccine and the number of cases of whooping cough among children during this period in history.

Overall, the number of cases fell from a high of 170,000 to almost zero. However, there were significant fluctuations in the trend. For example, just after 1940, there was a surge in the number of cases from 50,000 to approximately 170,000. Although the figure fell back in the next few years, it peaked again in the early 1950s and fluctuated considerably until the introduction of a vaccination in the late 1950s.

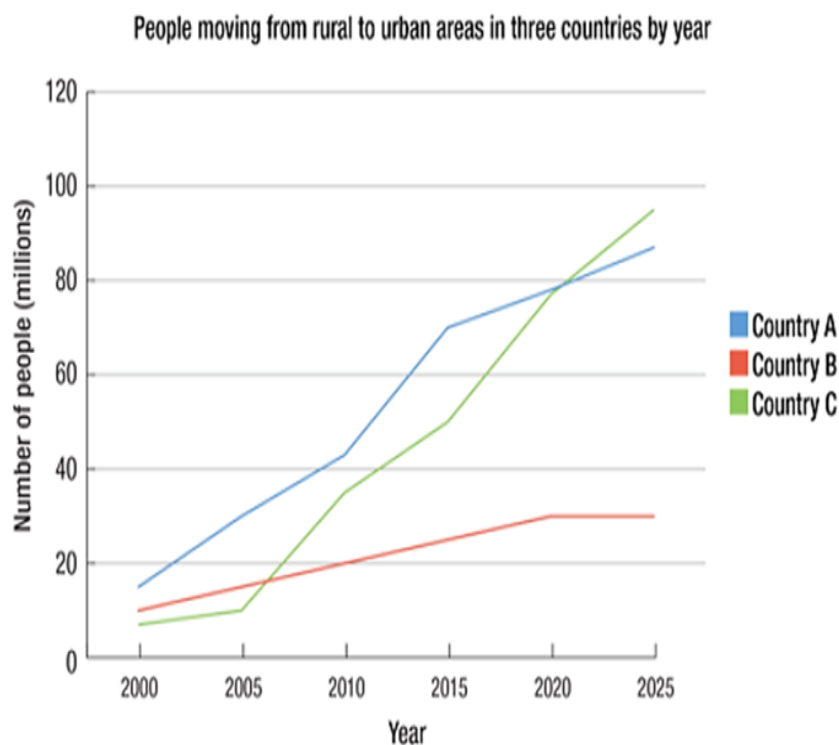
Following this, the number of cases dropped sharply to well below 20,000 in the mid-1970s, until a sudden fall in vaccinations, from 81 percent to 30 percent, resulted in a parallel rise in the incidence of the illness. Figures then went up again to 60,000 around 1980, but gradually fell back to their earlier level as vaccinations were resumed. By 1990, 94 percent of children were being vaccinated against whooping cough, and there were few, if any, cases.

## 1.13. Rural-Urban Migration

*The chart below shows the movement of people from rural to urban areas in three countries and predictions for future years.*

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

*(Mindset for IELTS level 3 - unit 1)*



The line graph shows the figures in millions for the migration of people from the countryside to cities in three different countries over the period 2000 to 2025, including future predictions. Overall, it is clear that the shift from rural communities towards urban metropolitan areas is upwards.

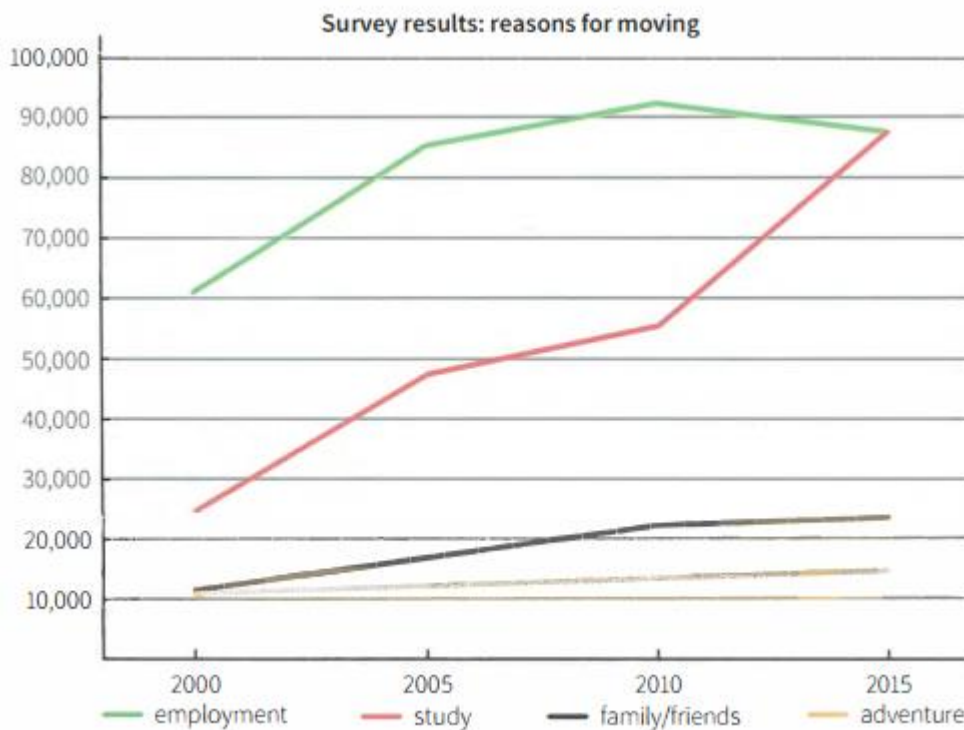
All three countries began the period with similar numbers of urban migrants. Country A started with the most migrants (around 15 million) and over the period sees significant increases, particularly between 2010 and 2015 (around 42 to 70 million) with this upward trend predicted to continue (reaching approximately 86 million by 2025). Similarly, Country C after a slow start between 2000 and 2005 sees a dramatic rise in urban migration, and after 2015 is predicted to see an even more dramatic increase, surpassing Country A's figures in 2020 reaching around 95 million by 2025.

However, Country B bucks the trend somewhat. Whilst consistently steady between 2000 and 2020, its growth is far less dramatic than the other two countries (10 to 30 million).

Furthermore, post 2020, it is predicted to level off at around 30 million.

To sum up, while all three countries have seen growth up to 2015, only the figures for countries A and C are predicted to see continued growth up to 2025.

## 1.14. Capital City Migration



*The line chart below shows the results of a survey giving the reasons why people moved to the capital city of a particular country.*

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

*(Mindset for IELTS level 3 - Unit 1)*

The line graph sets out the key motivations for people relocating to the capital of a specific country between 2000 and 2015.

Moving for the purpose of study saw the greatest rise overall, with a jump of approximately 62,000. It rose considerably in two periods from 2000 to 2005 (by 22,000), and then again from 2010 to 2015 (by 33,000), with a more gentle growth of around 7,000 in between. Elsewhere, the figure of people relocating for work began at 61,000 in 2000, then peaked at 92,000 in 2010- the highest of any reason, in any year- before finishing as the joint-highest in 2015 (87,000 - on a level with those relocating in order to study). Notably, this category was the only one of the four that underwent a downturn.

Turning to 'adventure', this category rose the most stably and steadily of all four categories, from 11,000 to 15,000 over the fifteen-year period. Meanwhile, the number of people relocating for 'family and friends' reasons climbed gently in the first five years (12,000 to 14,000), followed by an upswing to 22,000, before eventually levelling off at around 23,000 in 2015.

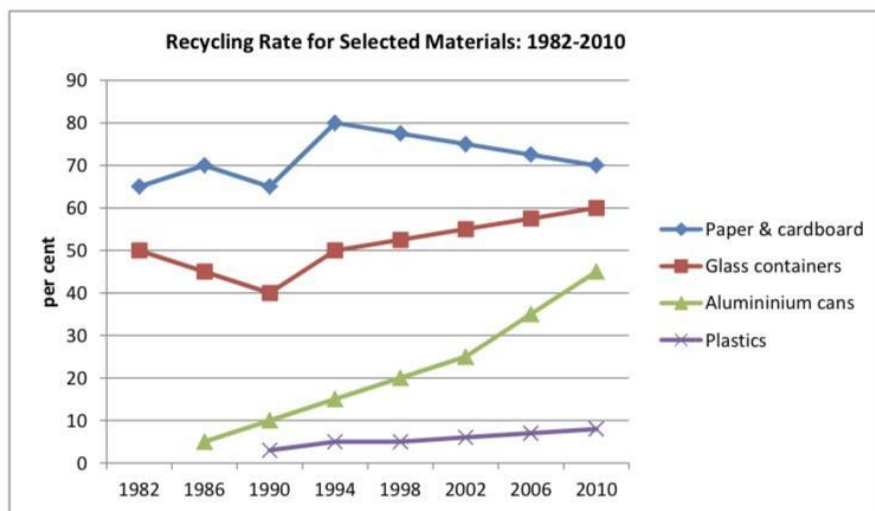
All in all, the graph tells us that, 'employment' aside, there was an increase in each of the four reasons for moving over the period in question, with the greatest rise occurring in those citing study as the main motivating factor.

### 1.15. Recycled materials (Road to IELTS test 3)

*The graph below shows the proportion of four different materials that were recycled from 1982 to 2010 in a particular country*

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

*(Road to IELTS by BC - Test 3)*



The chart shows the percentages of paper and cardboard, glass containers, aluminium cans and plastics that were recycled in one country between 1982 and 2010.

In 1982, about 65% of paper and cardboard was recycled. This figure fluctuated before rising steeply to reach a peak of 80% in 1994. From then on, however, it decreased steadily to a level of 70% in 2010. In 1982, half of all glass containers were recycled; after dipping to a low of 40% in 1990, the glass recycling rate gradually increased to 60% by 2010.

Aluminium cans were first recycled in 1986, starting at about 5%, but this figure climbed rapidly over 25 years and by 2010 it had reached 45%. Recycling of plastics, on the other hand, was not introduced until 1990 and, although the growth in this category was also constant, it was very slow, rising from about 2% to around 8% over the period.

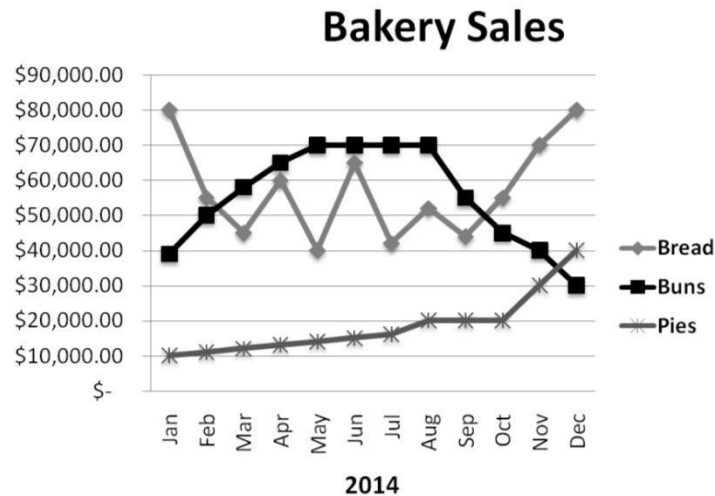
Overall, the proportion of paper and cardboard that was recycled was the highest of the four classes of material, but this category experienced a decline after 1994, whereas there was a continuing upward trend in the recycling of the other materials.

1.16. Bakery sales (Road to IELTS test 4)

The graph below gives information about the sales of the three most commonly purchased items in a particular bakery for the year 2014.

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

(Road to IELTS by BC - Test 4)



The graph shows the value of sales of popular baked goods in an individual bakery in 2014. Overall, bread and buns appear to have been more profitable than pies but the sales of buns ended the period in steep decline, ending up even below pie sales.

In January, sales of bread were valued at \$80,000 but this figure fell to around \$45,000 in March and fluctuated between \$40,000 and \$65,000 until September. The last quarter, however, saw a jump in the value of bread sales to finish where it was at the beginning of the year.

The sales of buns followed quite a different pattern. In January, bun sales stood at \$40,000 but quickly rose to \$70,000 in May and remained stable until August, after which they plunged to just \$30,000 in December.

The value of pies sold slowly increased from \$10,000 in January to reach \$20,000 in August. Sales then levelled off but went up sharply in the last two months of the year to close just ahead of buns at \$40,000. Pies were the only item where sales figures in December exceeded those in January.

(184 words)

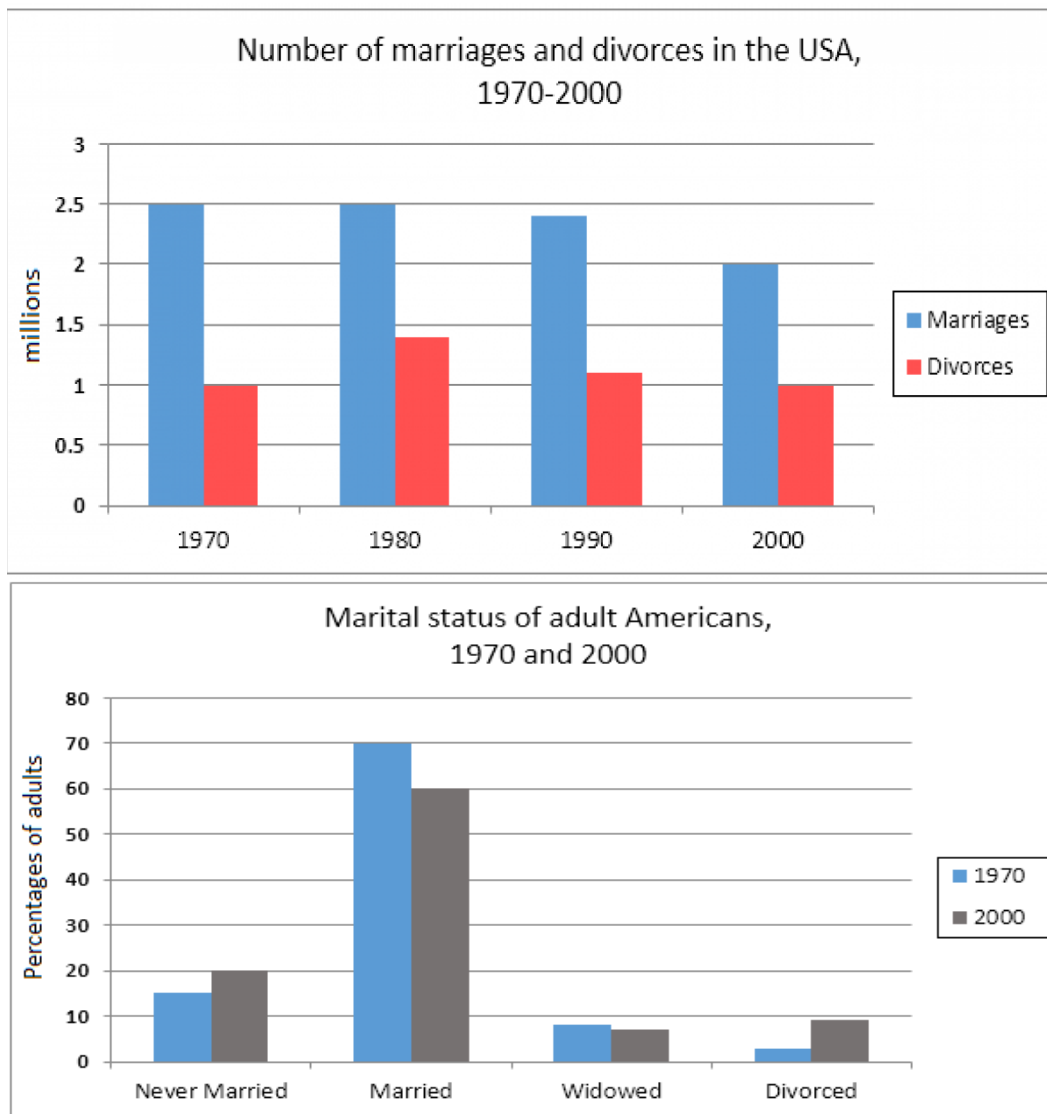
## 2. Bar chart

### 2.1. Tips for Bar chart

- **Introduction Paragraph**  
Keep your introduction paragraph simple. Just paraphrase the information given by IELTS. It is usually just one sentence. It is possible to also comment on the units of measurement in the chart "Units are measured in..."
- **The overview**  
Look at your bar chart and choose the key features. These might be highs, lows, main differences etc. Collect them together and present them in an overview. You must remember that the examiner is looking for the overview and it is an essential part of your Task Achievement mark. That criterion is 25% of your marks.
- **Body Paragraphs**  
Make sure you have more than one body paragraph. The usual is two body paragraphs. Decide how you will divide the information in the bar chart into different body paragraphs. You must organise your paragraphs into a logical order.
- **Support Sentences with Data**  
Your body paragraphs must have numbers to support them. If you fail to have numbers with your sentences in the body paragraphs, you might get only band 5 in Task Achievement.
- **Complex Sentences**  
You must write your task 1 using a range of complex sentences.
- **Linking devices**  
You should use a range of linking devices. For example, while/whereas/as opposed to/compared to/in comparison with. All these will help you get a higher score in Coherence and Cohesion which is 25% of your marks. Make sure you use them correctly.

Source: ieltsliz.com

## 2.2.Simon - Marriages and divorces



The first bar chart shows changes in the number of marriages and divorces in the USA, and the second chart shows figures for the marital status of American adults in 1970 and 2000. It is clear that there was a fall in the number of marriages in the USA between 1970 and 2000. The majority of adult Americans were married in both years, but the proportion of single adults was higher in 2000.

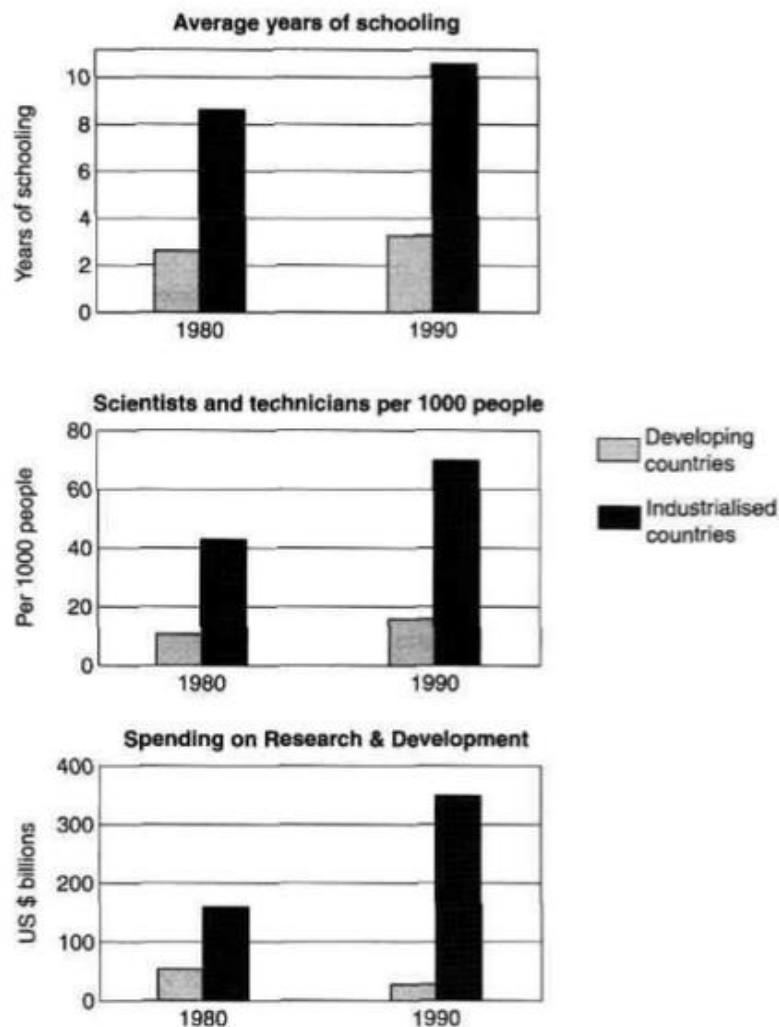
In 1970, there were 2.5 million marriages in the USA and 1 million divorces. The marriage rate remained stable in 1980, but fell to 2 million by the year 2000. In contrast, the divorce rate peaked in 1980, at nearly 1.5 million divorces, before falling back to 1 million at the end of the period.

Around 70% of American adults were married in 1970, but this figure dropped to just under 60% by 2000. At the same time, the proportion of unmarried people and divorcees rose by about 10% in total. The proportion of widowed Americans was slightly lower in 2000. (174)



### 2.3.Simon - Levels of participation

The charts below show the levels of participation in education and science in developing and industrialised countries in 1980 and 1990.



The three bar charts show average years of schooling, numbers of scientists and technicians, and research and development spending in developing and developed countries. Figures are given for 1980 and 1990.

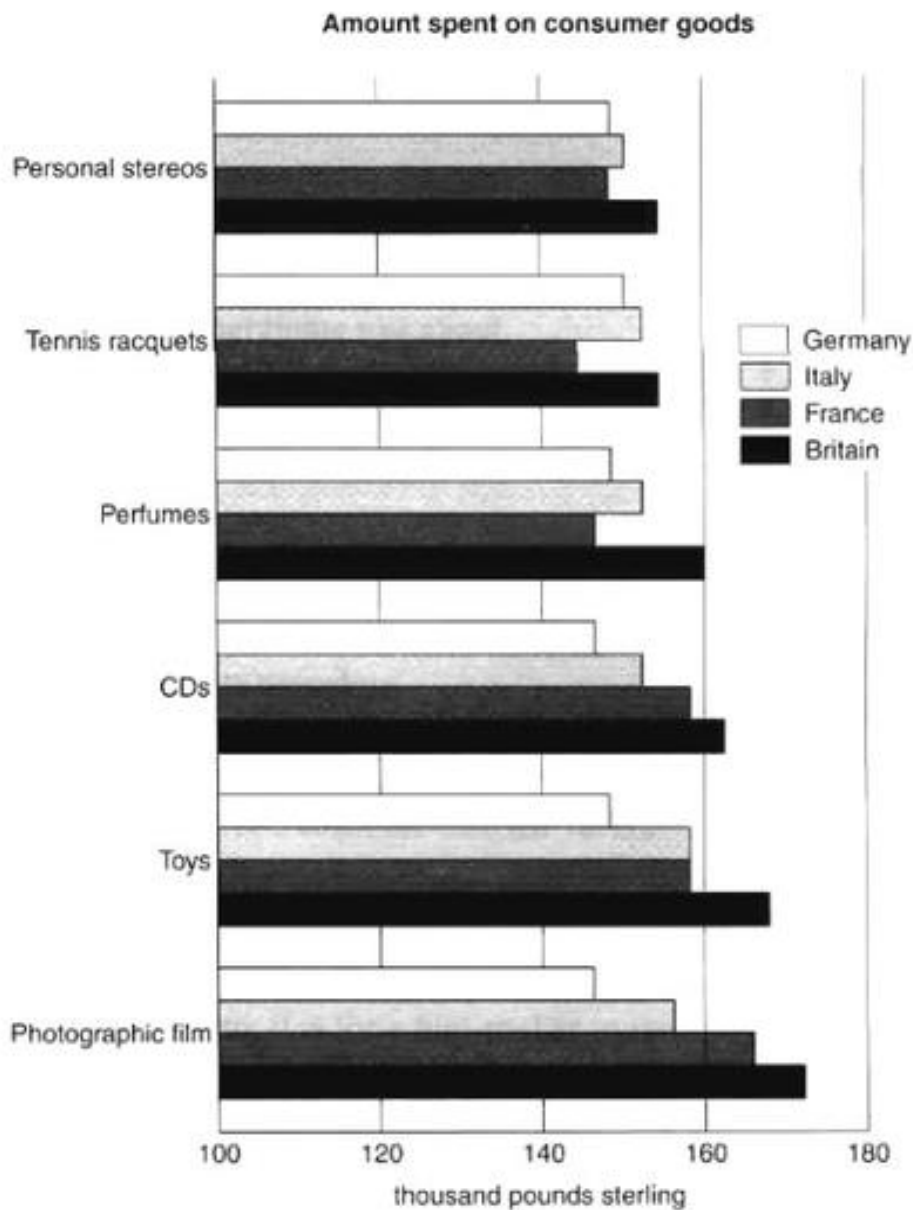
It is clear from the charts that the figures for developed countries are much higher than those for developing nations. Also, the charts show an overall increase in participation in education and science from 1980 to 1990.

People in developing nations attended school for an average of around 3 years, with only a slight increase in years of schooling from 1980 to 1990. On the other hand, the figure for industrialised countries rose from nearly 9 years of schooling in 1980 to nearly 11 years in 1990.

From 1980 to 1990, the number of scientists and technicians in industrialised countries almost doubled to about 70 per 1000 people. Spending on research and development also saw rapid growth in these countries, reaching \$350 billion in 1990. By contrast, the number of science workers in developing countries remained below 20 per 1000 people, and research spending fell from about \$50 billion to only \$25 billion.

(187 words)

2.4. Simon - Consumer good



The bar chart compares consumer spending on six different items in Germany, Italy, France and Britain.

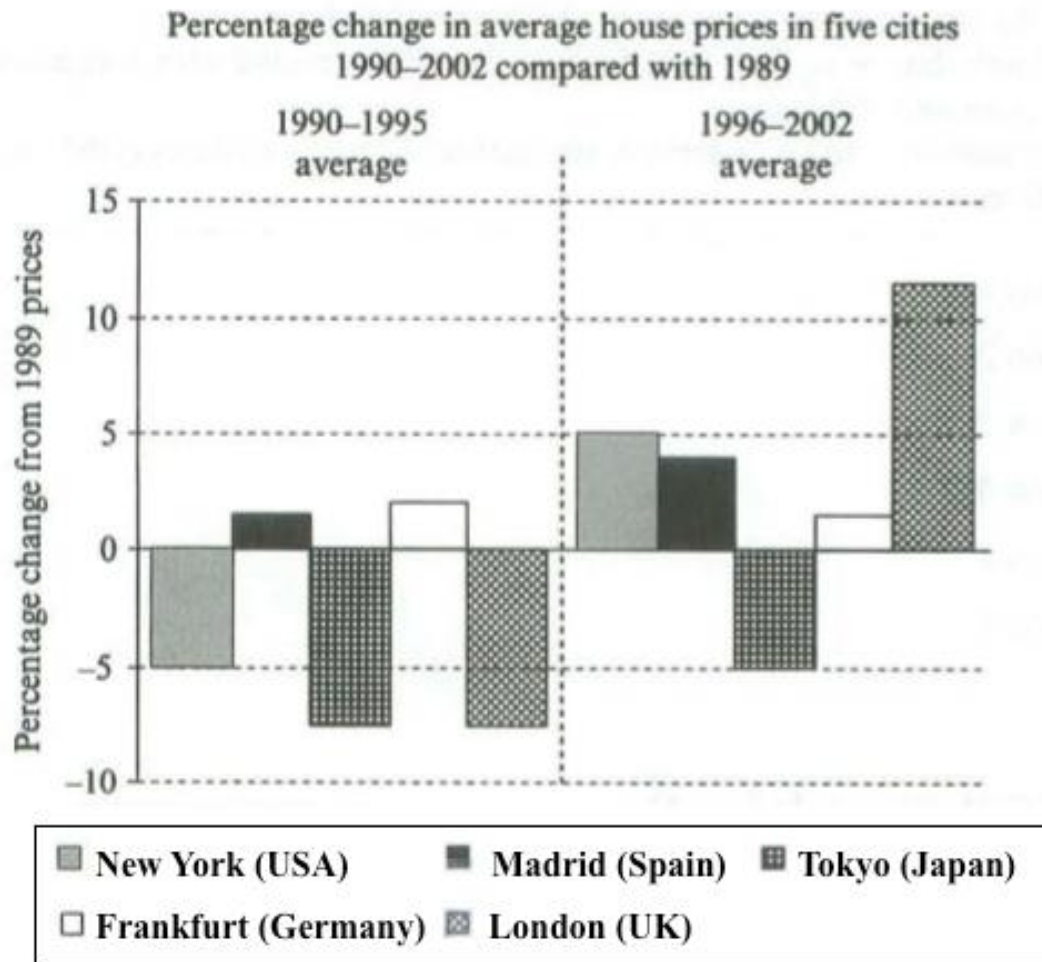
It is clear that British people spent significantly more money than people in the other three countries on all six goods. Of the six items, consumers spent the most money on photographic film.

People in Britain spent just over £170,000 on photographic film, which is the highest figure shown on the chart. By contrast, Germans were the lowest overall spenders, with roughly the same figures (just under £150,000) for each of the six products.

The figures for spending on toys were the same in both France and Italy, at nearly £160,000. However, while French people spent more than Italians on photographic film and CDs, Italians paid out more for personal stereos, tennis racquets and perfumes. The amount spent by French people on tennis racquets, around £145,000, is the lowest figure shown on the chart.

*(154 words)*

2.5. Simon - House prices



The bar chart compares the cost of an average house in five major cities over a period of 13 years from 1989.

We can see that house prices fell overall between 1990 and 1995, but most of the cities saw rising prices between 1996 and 2002. London experienced by far the greatest changes in house prices over the 13-year period.

Over the 5 years after 1989, the cost of average homes in Tokyo and London dropped by around 7%, while New York house prices went down by 5%. By contrast, prices rose by approximately 2% in both Madrid and Frankfurt.

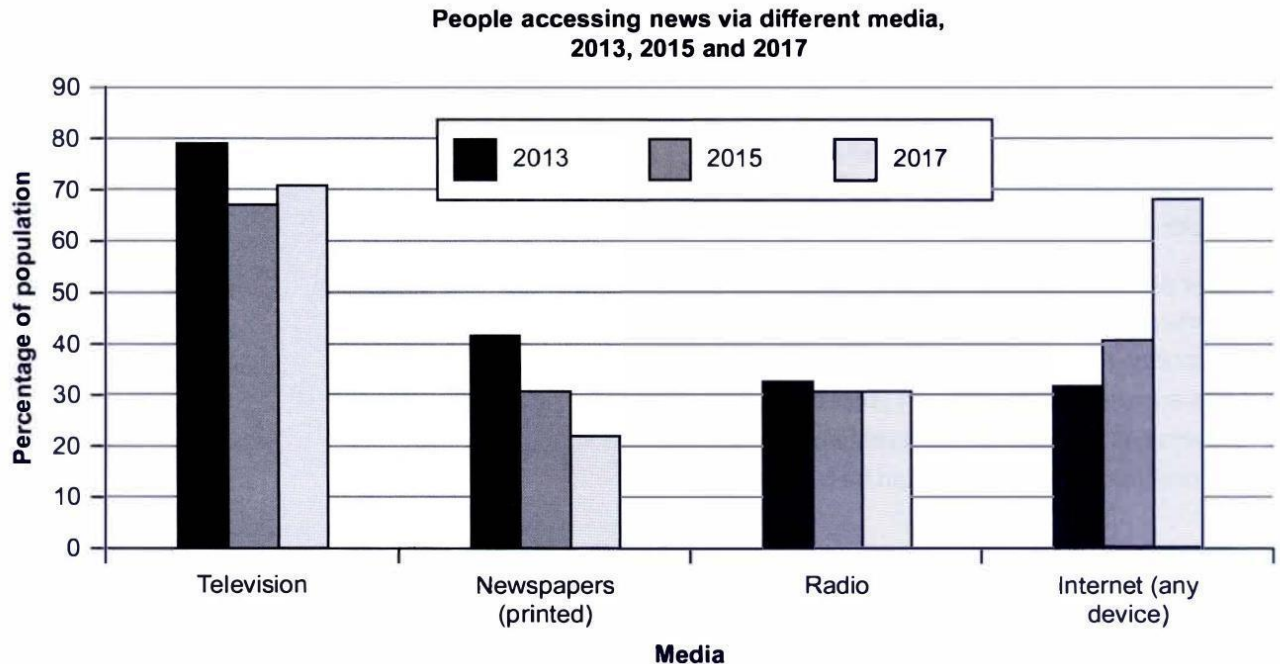
Between 1996 and 2002, London house prices jumped to around 12% above the 1989 average. Homebuyers in New York also had to pay significantly more, with prices rising to 5% above the 1989 average, but homes in Tokyo remained cheaper than they were in 1989. The cost of an average home in Madrid rose by a further 2%, while prices in Frankfurt remained stable. (165)

## 2.6. News Consumption

The chart below shows the percentage of people accessing news via different media in one country in 2013, 2015, and 2017.

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

(IELTS Trainer 2 - Test 3)



The chart shows that there is considerable variation in the ways people accessed news in the country in question between 2013 and 2017. The most noticeable trend was the huge decline in the percentage of the population getting their news from printed newspapers.

This saw a collapse from 42% in 2013 to just 22% over five years. By contrast, the proportion using the internet for news grew from 32% to 41% in 2015 and then saw a massive rise to 68% by 2017. Figures for radio news saw almost no change, holding steady at approximately one third. TV news had a sizable decline between 2013 and 2015 (79% to 67%) but this was followed by a small rise to 71% in 2017. It is noticeable that in 2013 TV was by far the most popular medium for news access with a 35% gap between this and the next most popular – newspapers, at 42%. In 2017, TV was still the most used medium but a close second was the internet and the difference had narrowed to just 3% – 71% compared to 68%.

(181 words)

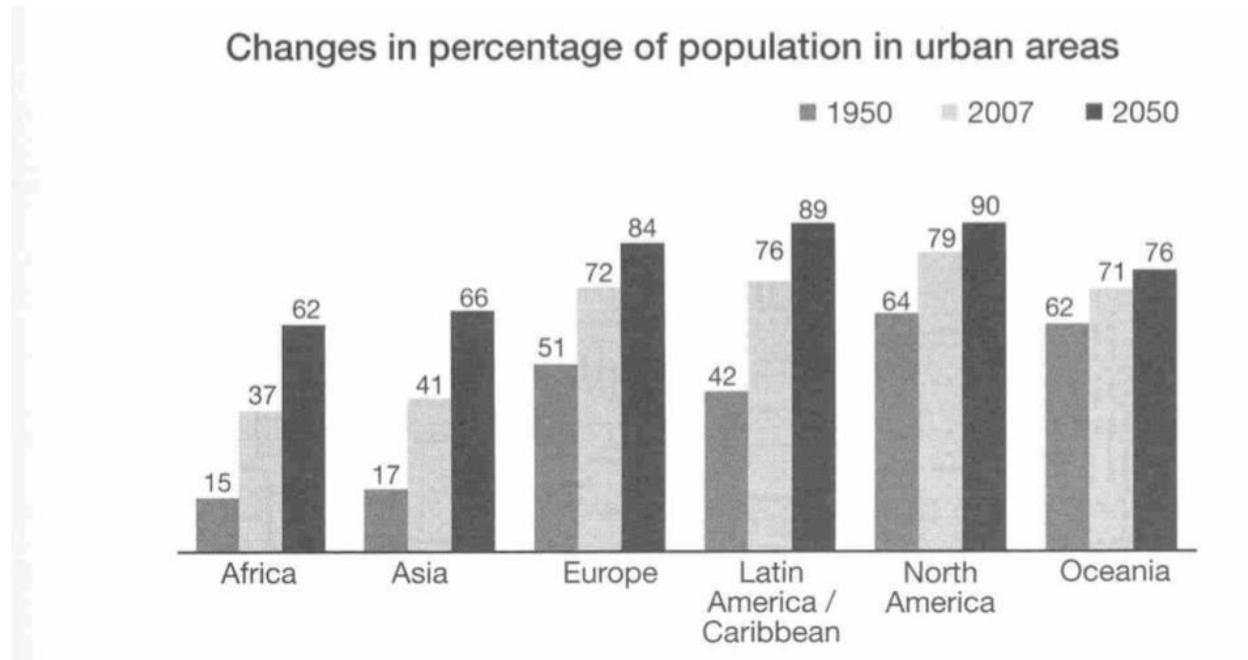
## 2.7. Global Urbanization

*The bar chart below gives information about the percentage of the population living in urban areas in different parts of the world.*

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

*Write at least 150 words.*

*(IELTS Trainer 1 - Test 1)*

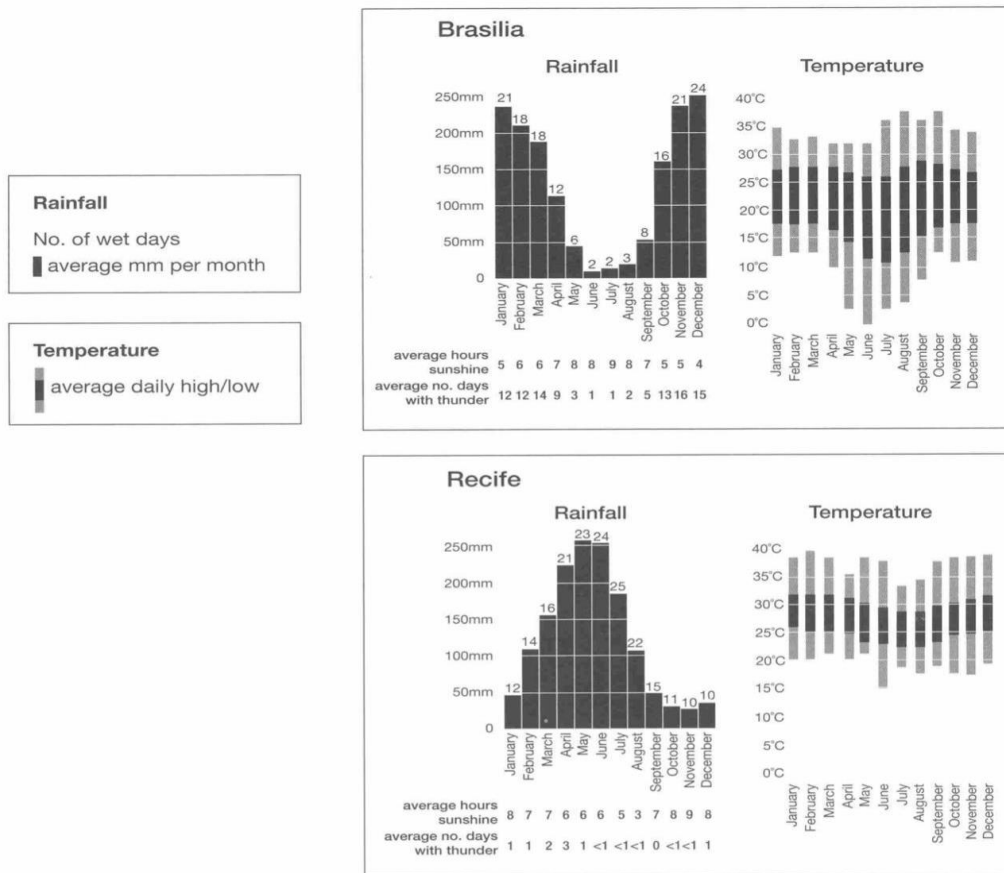


This bar chart compares the growth in the percentage of the population living in urban areas in six different regions of the world.

According to the chart, between 1950 and 2007 the percentage of the population living in cities in Latin America and the Caribbean almost doubled from 42% to 76%, whereas in Europe it only increased by 21%. However, in Europe over half the people already lived in cities in 1950. When we compare the projected increases in Asia and Europe by 2050 we see that in Asia the percentage will continue to grow at the same speed, with a further increase of 25%, whereas in Europe the change will be even slower than before, increasing by only 12%. By 2050, the vast majority (around 90%) of people in Latin America, the Caribbean and North America will live in cities. Even in Africa, more than half the population (62%) will live in urban areas by then.

## 2.8. Brazilian Weather

The charts below give information about weather in two Brazilian cities. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. (IELTS Trainer 1 - Test 6)



These charts give information about the rainfall and temperatures for the cities of Brasilia and Recife, with additional data about hours of sunshine and days with thunder.

Although temperatures in Brasilia can be quite extreme, from just above freezing to 37oC, the average daily temperatures in Recife are not so variable. In Brasilia the range can be as great as 15 degrees, but in Recife average daily temperatures generally vary from 22oC to 31oC throughout the year.

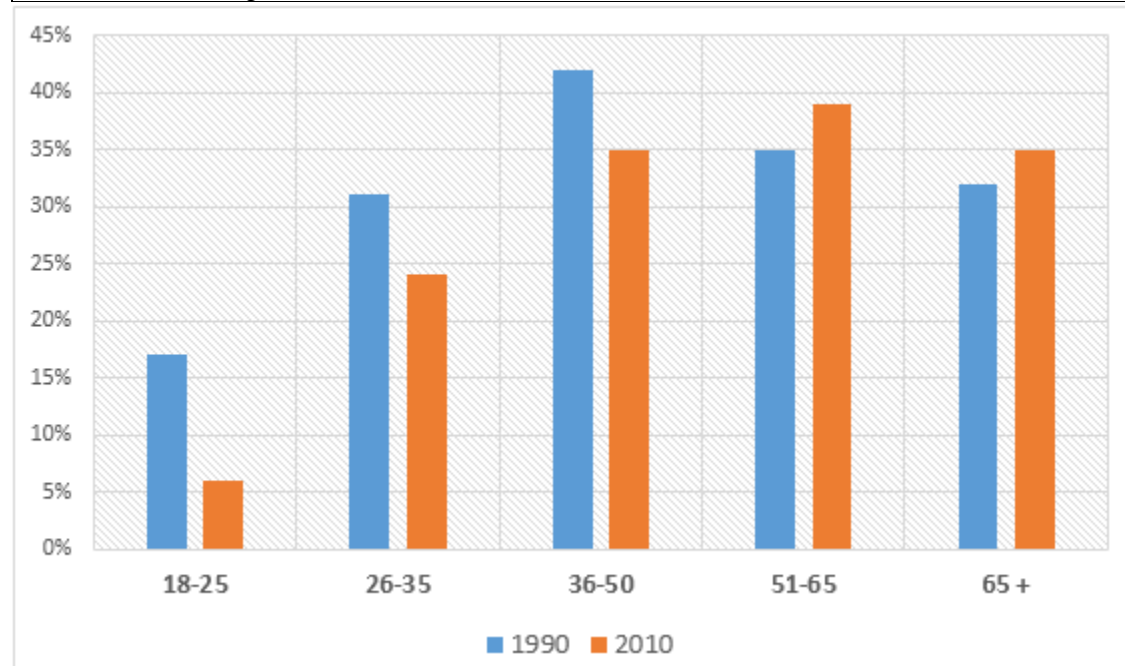
The most noticeable contrast is in the rainfall. Brasilia is wettest from September to May, with only two or three wet days in June, July and August. During the wet months, there is thunder on approximately half the days. By contrast, Recife has at least ten wet days, even its driest season, which lasts from October to January. From April to August there is rain on over twenty days per month. However, thunder is less common there, with a maximum of three thundery days in April.

## 2.9. Charitable Giving

*The chart below gives information on the percentage of British people giving money to charity by age range for the years 1990 and 2010.*

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

*(Official Cambridge Guide to IELTS - Test 1)*



The chart examines the levels of donation among people of different ages in Britain. Overall, a greater percentage of British people gave money to charity in 1990 than in 2010. However, across the two years, the pattern differs before and after the age of 50. In 1990, 42% of the 36-50 age-group made charitable donations, and this figure is the highest on the chart. The 18-25s contributed the least at only 17%. By 2010, these figures had fallen significantly to 35% and 7% respectively. The level of donations from the 26-35 age-group also experienced a decrease in 2010 from 31% to 24%.

While donations up to the age of 50 declined across the two years, they rose among the 51-65 age-group from 35% to nearly 40%, which was the highest percentage for 2010. The figure for the over 65s was lower than this, at 35%, but it was still a little higher than the 1990 figure of 32%.

(157 words)

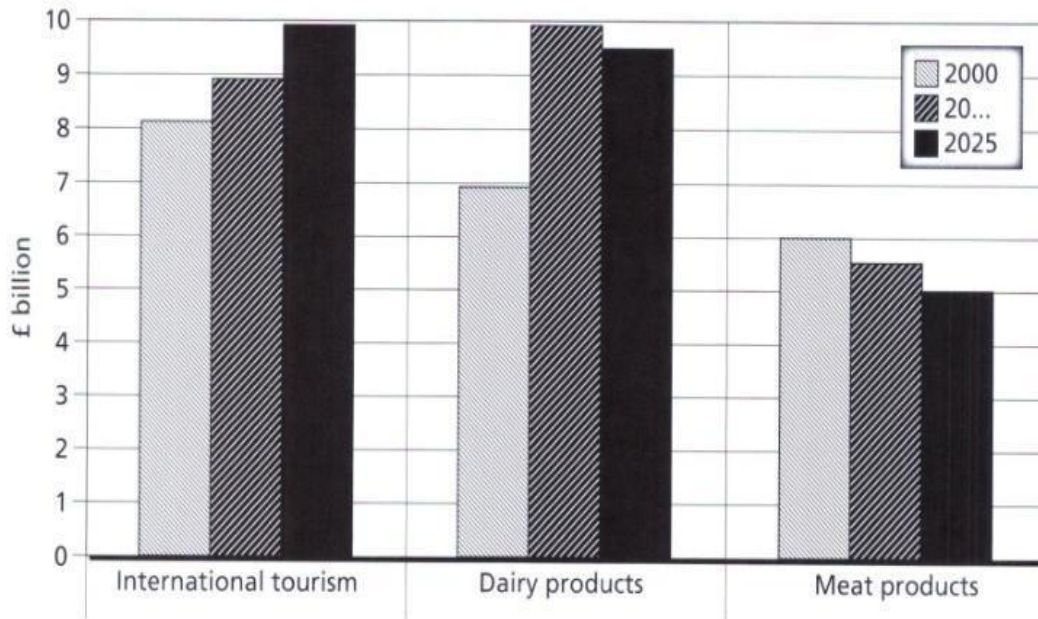
## 2.10. Southland Exports

*The chart below gives information about Southland's main exports in 2000, \*20.., and future projections for 2025.*

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

*(Official Cambridge Guide to IELTS - Test 4)*

**Southland's main exports in 2000 and \*20.., and future projections for 2025**



This bar chart illustrates the performance of Southland's primary exports in 2000 and 2013. It also indicates future projections for 2025. According to the data, it seems likely that international tourism will become the dominant industry, although dairy exports will remain strong. In 2000, we can see that tourism was the greatest export earner of the three industries. With revenue standing at just over £8 billion. This figure has increased slightly, so that now, in 2013, it has reached almost £9 billion. It is estimated that international tourism will continue to grow, so that by 2025, it will be earning around £10 billion for the country. In 2000, dairy exports were worth around £7 billion, but since then there has been a dramatic increase, and sales for this year are approximately £10 billion. Experts are predicting that exports in this area may fall slightly, so a figure of £9.5 billion is expected for 2025. Meat products are the third key industry in Southland, but sales have dropped since 2000 and now stand at £5.5 billion. It is expected that sales will continue to decrease in the future. (187 words)

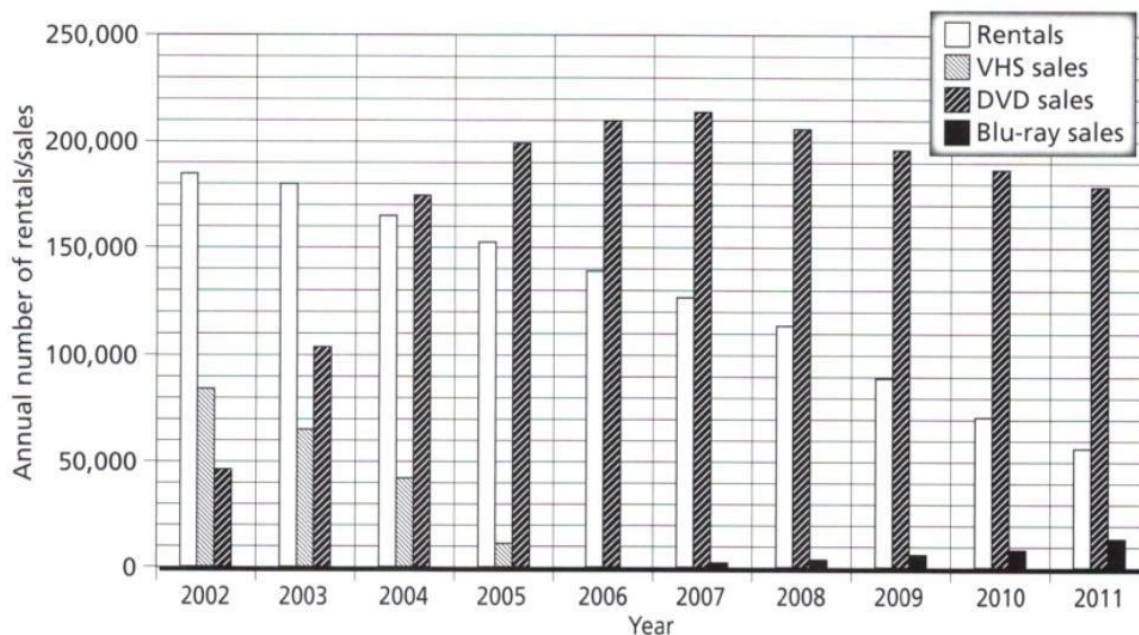


## 2.11. Film Rentals and Sales

*The chart below shows the annual number of rentals and sales (in various formats) of films from a particular store between 2002 and 2011.*

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

*(Official Cambridge Guide to IELTS - Test 8)*



The number of rentals and sales in various formats of films, between 2002 and 2011 in a particular store has changed a lot. Sometimes it has been very low and sometimes very high. The number of rentals since 2002 has been decreasing every year. Comparing the number of rentals in 2002 with 2011, it's possible noticing that in 2002 it was about 180,000 rentals against approximately 55,000 in 2011. In regards to the number of VHS sales, comparing the period between 2002 and 2005, it has happened as well. In 2002 the number of VHS sales was about 85,000 sales, against 65,000 in 2003, 40,000 in 2004 and about 10,000 sales in 2005. After that time, this store stopped to sale VHS. By another side, the number of DVD sales grew up between 2002 and 2007, from approximately 45,000 in 2002, more than 100,000 in 2003, to more than 200,000 in 2007. However, since 2008, it has been going down slightly. In 2011 this number was less than 180,000.

The number of Blu-Ray sales has started since 2007 and it has been growing up slowly. In 2007 it was nowhere near as significant as DVD sales but I guess it will grow up drastically in a few years. Actually the number of DVD sales is still very higher than other products in that place.

(222 words)

## 2.12. International Graduates in Canada

The graph below shows the percentage change in the number of international students graduating from universities in different Canadian provinces between 2001 and 2006. Summarise the information by selecting and reporting the main features and make comparisons where relevant.

(Complete IELTS band 6.5-7.5 - Unit 2)



The chart compares the changes that took place between 2001 and 2006 in relation to the percentage of overseas students who graduated from universities in Canada. In 2001, the proportion of students from other countries who graduated in Canada ranged from three percent in Ontario to seven percent in New Brunswick. Nova Scotia had the second highest percentage at 6.5. Five years later, the figures for most provinces had risen by two to three percent, with the exception of Alberta. There, figures fell by one percent to just over four percent.

A closer look at the chart reveals that significant growth occurred in New Brunswick, where the figures rose from seven to just under 12 percent. However, the biggest increase took place in British Columbia, where the percentage of graduates more than doubled, almost reaching almost 11 percent in 2006.

Over this five-year period, some parts of Canada experienced a considerable increase in their proportion of overseas graduates, although New Brunswick remained the province with the highest percentage overall.

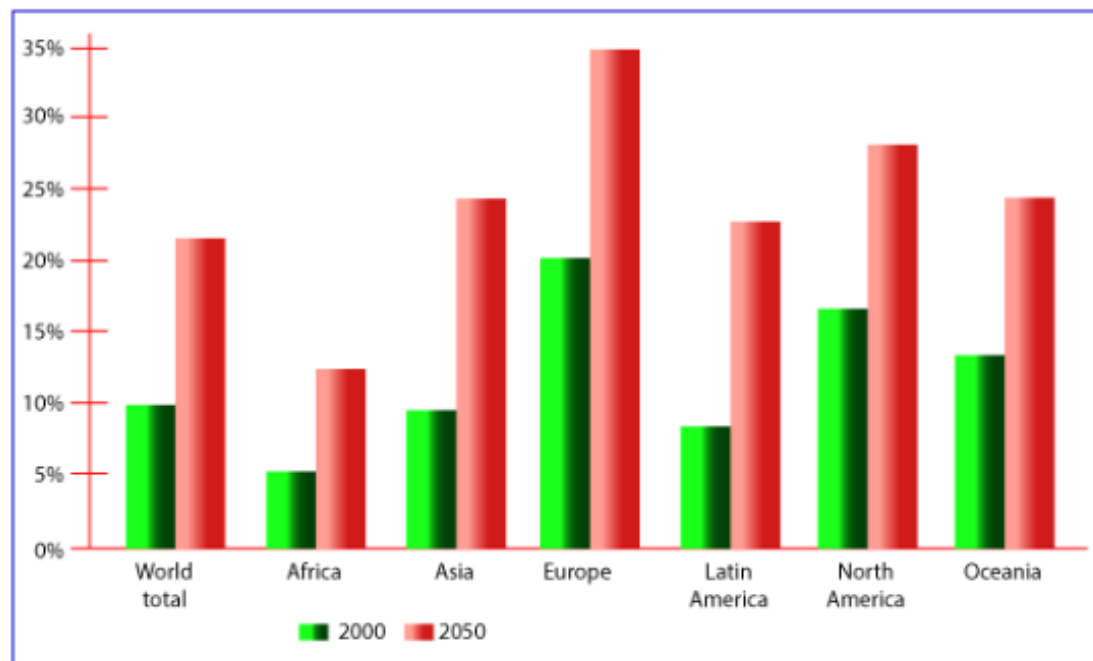
### 2.13. Global Ageing

*The chart below gives information about the ageing population worldwide in 2000 and makes predictions for 2050.*

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

*(Complete IELTS band 6.5-7.5 - Writing reference no.1)*

## Percentage of population aged 60 and over



The graph shows how the size and distribution of the world's ageing population is likely to change over a 50-year period.

Overall, the proportions around the world are predicted to rise significantly. In 2000, just under ten percent of the world's population was over 60. But by 2050, this will more than double to approximately 22 percent.

A closer look at the data reveals that the ageing population is expected to rise more in some parts of the world than in others. In 2000, Europe had the largest group of ageing citizens, at 20 percent of its population. The second-largest group could be found in North America and the third in Oceania. While only 5 percent of Africa's population was in this category. By 2050, Europe is still going to have by far the greatest percentage of people over 60s. With figures likely to reach 35 percent. However, the biggest increases in this age group relative to the rest of the population are predicted to occur in Asia, Latin America and Africa. In Asia and Latin America, for example, figures will increase almost threefold to between 20 and 25 percent: in Africa, they will more than double.

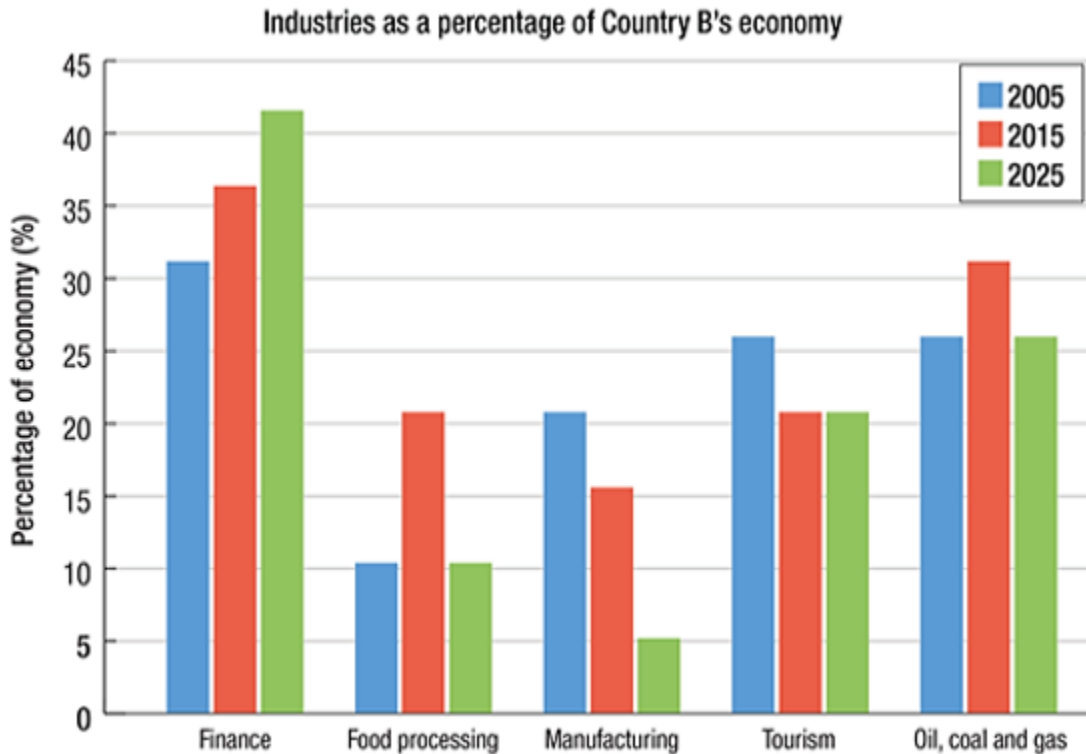
Although Europe will maintain its lead in terms of its proportion of elderly citizens, the rate of increase in other parts of the world by 2050 will be much more significant.

## 2.14. Industry Share

*The bar chart below illustrates five different industries' percentage share of Country B's economy in 1995 and 2015 with a forecast for 2025.*

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

*(Mindset for IELTS level 3 - Unit 5)*



The bar chart shows the actual and projected share of the economy of Country B held by the five key business sectors for the years 1995, 2015 and 2025.

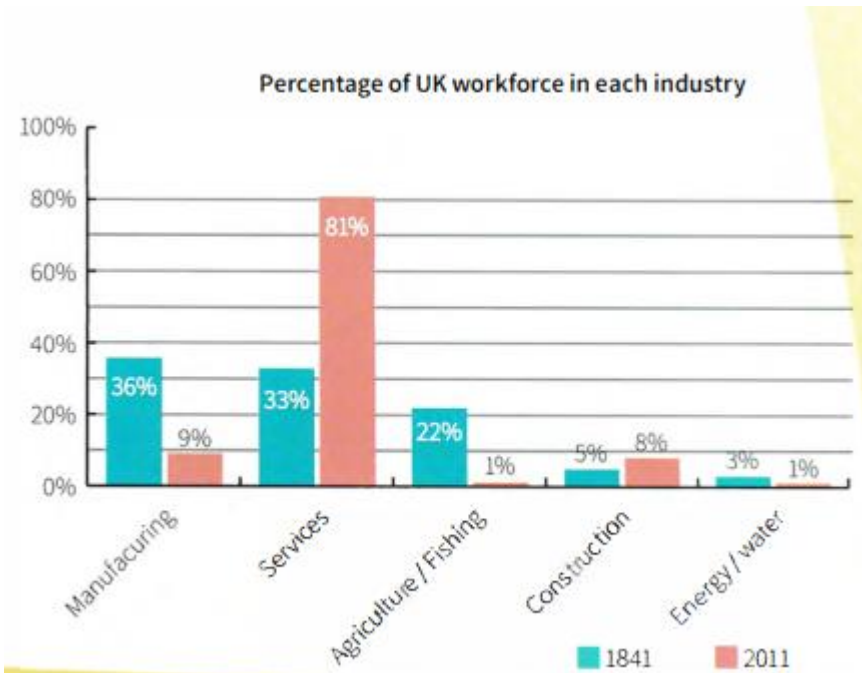
Beginning with the real figures, the sectors that saw growth between 1995 and 2015 are Finance, Fossil Fuels and Food Processing with rises of around 5 percent for the two former and around 10% for the latter. However, both Tourism and Manufacturing saw falls of around 5% for that period.

Turning next to the projected figures for 2025, only the Finance sector is predicted to see a continued growth in 2025, again by 5%. Of the remaining sectors, tourism stays at 2015 levels with around 21% and both Food Processing and Oil, Coal and Gas return to 1995 levels (11 and 26% respectively). Meanwhile, Manufacturing sees a further drop in its share, falling by a further 10 percent to around 5 percent.

Overall, for the period covered, the Finance sector stands out in terms of having the largest share of Country B's economy and its share shows continued growth. The big loser is manufacturing, which starts as the joint smallest sector and sees both real and projected falls.

## 2.15. UK Workforce

*The bar chart shows the percentages of the UK workforce in five major industries in 1841 and 2011. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*



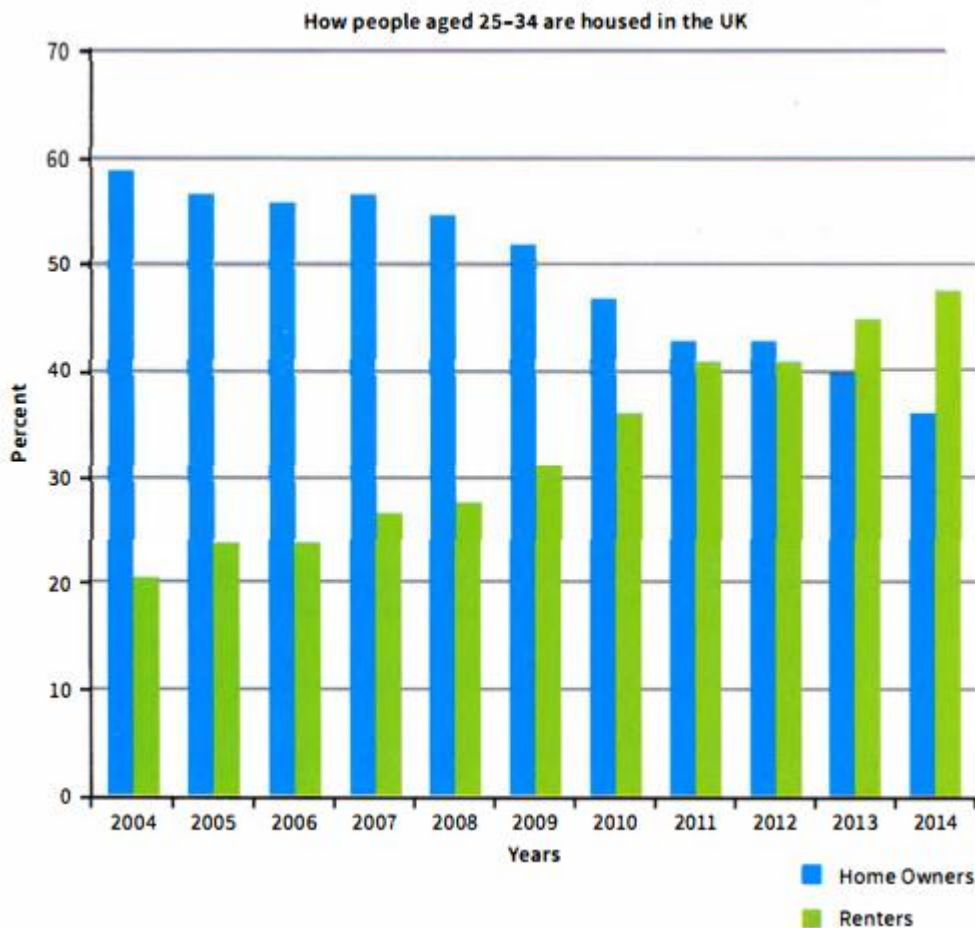
The bar charts divide the UK workforce into five categories based on the type of industry they work in for the years 1841 and 2011.

The overall trend shown in the data is a steep rise in the proportion of employees engaged in the service industry, coupled with a decline in manufacturing. The most salient feature is that in 2011, 81% of the workforce were involved in providing services, which contrasts sharply with the figure of 33% in 1841. In contrast, we observe a huge drop in the manufacturing industry from over a third in the mid nineteenth century to just 9% by the early twenty-first century. Furthermore, the 170-year period saw a marked fall in the agriculture and fishing sectors, leaving food production with a tiny 1% of UK workers. Similarly, workers in energy and water companies decreased by two thirds. On the other hand, the construction industry experienced significant growth from 5% to 8% over the period.

In conclusion, the job profile of the UK workforce changed radically between 1841 and 2011, with the increases coming in the construction and service industry but all other areas seeing a decline

## 2.16. UK Housing

*The chart below gives information about how people aged 25-34 are housed in the UK. Summarise the information by selecting and reporting on the main features, and make comparisons where relevant (Mindset for IELTS level 2 - Unit 1)*



The bar chart shows how many people aged 25-34 either rent or have bought a house in the UK. Furthermore, it illustrates this change over an eleven-year period.

The number of homeowners within this age range has decreased substantially since 2004. In 2004, nearly 60% owned their own home, whereas in 2014 this dropped to under 40%. There was a gradual decrease in home ownership over the eleven-year period which was more significant from 2009 to 2014. Only in 2011 and 2012 did the number remain stable at just over 40%.

The rental market, however, has increased dramatically over the same eleven-year period. From 2004 to 2014, the number of people renting has risen by nearly 30%. Again, this has been a gradual increase in most years, rising by just a few percent each year. In 2014, the rental market reached a peak at just under 50%.

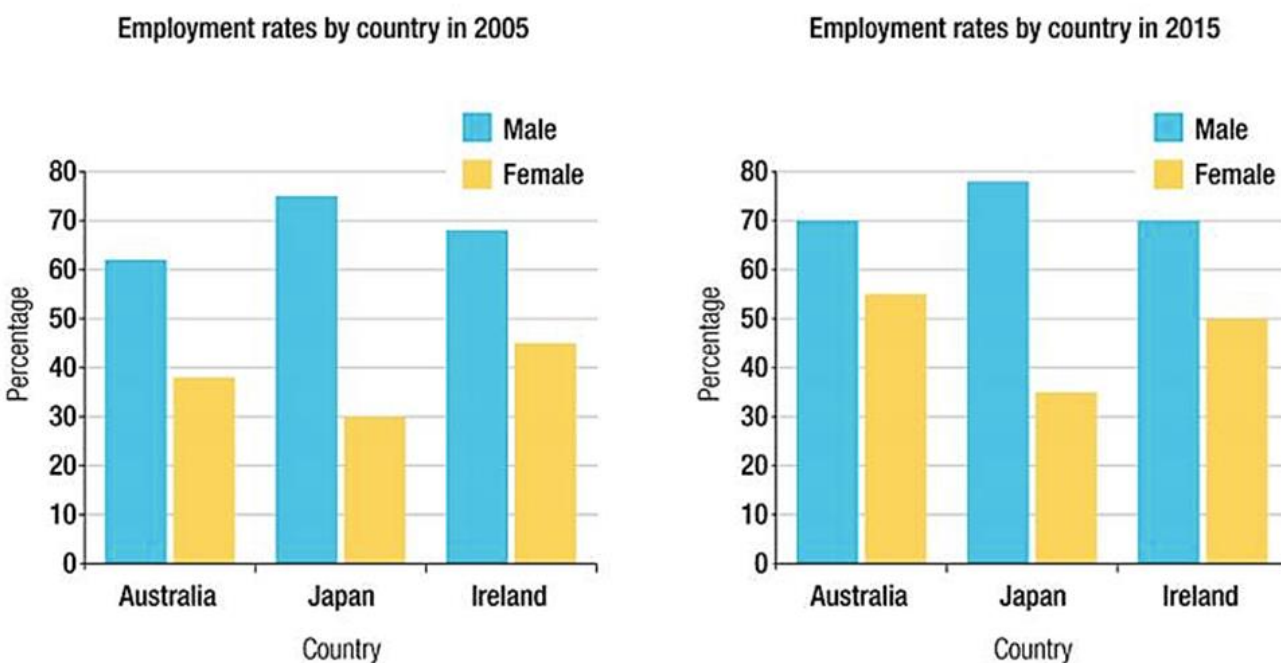
In conclusion, therefore, it is easily apparent from this bar chart that for people between the ages of 25 and 34, the rental market is increasing each year, whereas the buyers' market is decreasing

## 2.17. Gender Employment

*The bar charts below show the percentages of men and women in employment in three countries in 2005 and 2015.*

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

*(Mindset for IELTS level 2 - Unit 2)*



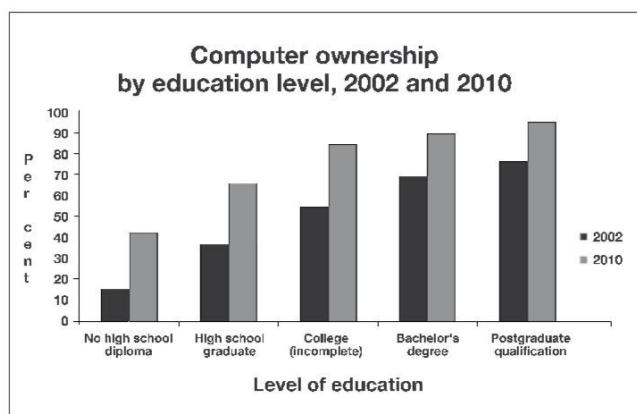
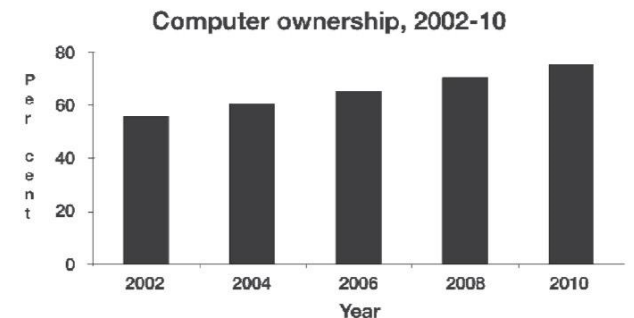
The two charts show the percentages of men and women in employment in three countries in the years 2005 and 2015. In general, we can see that the percentages of working people increased, with the proportion of women showing the most significant rise.

In all of the countries covered, and in both years, the number of men in employment was greater than the number of women. Japan has the highest rate of male employment – approximately 75% in 2005, rising slightly to about 78% in 2015 – and Australia has the lowest – just over 60% in 2005 and 70% in 2015.

The proportion of women in employment was lower than men in all of the countries covered over the two years. It was below 50% everywhere in 2005, but the figures had risen by 2015. In Australia, over half of the women were working, and in Ireland the figure was exactly 50%. In contrast, the number of Japanese women who were working was only about 35% compared with a percentage which was more than double for men at over 70%.

## 2.18. Computer Ownership

*The graphs below give information about computer ownership as a percentage of the population between 2002 and 2010, and by level of education for the years 2002 and 2010.  
(Road to IELTS by BC - Test 5)*



The bar charts show data about computer ownership, with a further classification by level of education, from 2002 to 2010.

A steady but significant rise can be seen in the percentage of the population that owned a computer over the period. Just over half the population owned computers in 2002, whereas by 2010 three out of four people had a home computer.

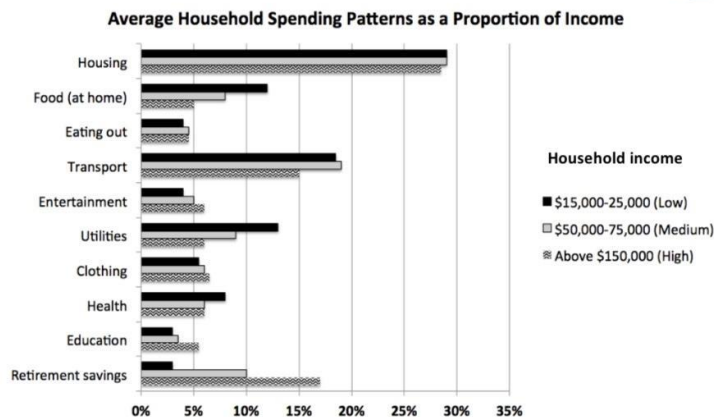
An analysis of the data by level of education shows that higher levels of education correspond to higher levels of computer ownership in both of those years. In 2002, only around 15% of those who did not finish high school had a computer but this figure had trebled by 2010. There were also considerable increases, of approximately 30 percentage points, for those with a high school diploma or an unfinished college education (reaching 65% and 85% respectively in 2010). However, graduates and postgraduates proved to have the greatest level of ownership in 2010, at 90% and 95% respectively, 20 percentage points higher than in 2002.

The last decade has seen a substantial growth in computer ownership in general, and across all educational levels.



## 2.19. Computer Ownership

*The chart below shows the average household spending pattern for households in three income categories as a proportion of their income.  
(Road to IELTS by BC - Test 5)*



The bar chart shows how those on low, medium and high incomes spend their money. Both the differences and the similarities are striking.

Housing costs consume almost a third of each group's income and another 15-19% goes on transport. While the high income earners are able to put 17% towards their retirement, and the medium group 10%, those on low incomes invest only three per cent of their income in retirement funds.

All categories spend a similar percentage of their income on clothing (around 6%), eating out (less than 5%), and entertainment (4-6%). The lowest income group spend a higher proportion on their health (8%), eating at home (12%) and paying for utilities (13%) but less on education, which stands at just three per cent compared with slightly more for the middle group and over five per cent for the wealthy.

To sum up, each income group assigns by far the largest portion of their budget to housing and a large portion to transport. However, only the rich devote a significant share of their income to retirement savings. Poor families, on the other hand, spend more of their budget on the basic necessities.

(193 words)

### 3. Table

#### 3.1. Tips for table

Tables seem difficult when they contain a lot of numbers. Here's some advice:

- Try to write 4 paragraphs - introduction, summary of main points, 2 detail paragraphs.
- Before you start writing, highlight some key numbers. Choose the biggest number in each category in the table (i.e. in each column and row). If the table shows years, look for the biggest changes in numbers over the time period. You could also mention the smallest numbers, but you can ignore 'middle' numbers (neither biggest nor smallest).
- For your summary paragraph, try to compare whole categories (columns or rows) rather than individual 'cells' in the table. If you can't compare whole categories, compare the biggest and smallest number. Write 2 sentences for the summary.
- In your two 'details' paragraphs, never describe each category (column or row) separately. The examiner wants to see comparisons. Try to organise the numbers you highlighted into 2 groups - one for each paragraph (e.g. highest numbers for all categories together, and lowest numbers together).
- Describe / compare the numbers you highlighted - include at least 3 numbers in each paragraph.
- Use the past simple for past years, and 'will' or 'is expected/predicted to' for future years. If no time is shown, use the present simple.

Source: [ielts-simon.com](http://ielts-simon.com)

## 3.2.Simon - Rail networks

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

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

Full essay (band 9):

The table shows data about the underground rail networks in six major cities.

The table compares the six networks in terms of their age, size and the number of people who use them each year. It is clear that the three oldest underground systems are larger and serve significantly more passengers than the newer systems.

The London underground is the oldest system, having opened in 1863. It is also the largest system, with 394 kilometres of route. The second largest system, in Paris, is only about half the size of the London underground, with 199 kilometres of route. However, it serves more people per year. While only third in terms of size, the Tokyo system is easily the most used, with 1927 million passengers per year.

Of the three newer networks, the Washington DC underground is the most extensive, with 126 kilometres of route, compared to only 11 kilometres and 28 kilometres for the Kyoto and Los Angeles systems. The Los Angeles network is the newest, having opened in 2001, while the Kyoto network is the smallest and serves only 45 million passengers per year.

(185 words)

## 3.3. Simon - Poverty proportion in Australia

*The table below shows the proportion of different categories of families living in poverty in Australia in 1999.*

Family type	Proportion of people from each household type living in poverty
single aged person	6% (54,000)
aged couple	4% (48,000)
single, no children	19% (359,000)
couple, no children	7% (211,000)
sole parent	21% (232,000)
couple with children	12% (933,000)
<b>all households</b>	<b>11% (1,837,000)</b>

The table gives information about poverty rates among six types of households in Australia in the year 1999.

It is noticeable that levels of poverty were higher for single people than for couples, and people with children were more likely to be poor than those without. Poverty rates were considerably lower among elderly people.

Overall, 11% of Australians, or 1,837,000 people, were living in poverty in 1999. Aged people were the least likely to be poor, with poverty levels of 6% and 4% for single aged people and aged couples respectively.

Just over one fifth of single parents were living in poverty, whereas only 12% of parents living with a partner were classed as poor. The same pattern can be seen for people with no children: while 19% of single people in this group were living below the poverty line, the figure for couples was much lower, at only 7%.

(150 words, band 9)

## 3.4. Simon - Daily activities

*The chart below shows average hours and minutes spent by UK males and females on different daily activities.*

	Hours and minutes per day	
	Males	Females
Sleep	8.04	8.18
Resting	0.43	0.48
Personal care	0.40	0.48
Eating and drinking	1.25	1.19
Leisure		
Watching TV/DVD and listen to radio/music	2.50	2.25
Social life and entertainment/culture	1.22	1.32
Hobbies and games	0.37	0.23
Sport	0.13	0.07
Reading	0.23	0.26
All leisure	5.25	4.53
Employment and study	3.45	2.26
Housework	1.41	3.00
Childcare	0.15	0.32
Voluntary work and meetings	0.15	0.20
Travel	1.32	1.22
Other	0.13	0.15

The table compares the average amount of time per day that men and women in the UK spend doing different activities.

It is clear that people in the UK spend more time sleeping than doing any other daily activity. Also, there are significant differences between the time spent by men and women on employment/study and housework.

On average, men and women in the UK sleep for about 8 hours per day. Leisure takes up the second largest proportion of their time. Men spend 5 hours and 25 minutes doing various leisure activities, such as watching TV or doing sport, while women have 4 hours and 53 minutes of leisure time.

It is noticeable that men work or study for an average of 79 minutes more than women every day. By contrast, women spend 79 minutes more than men doing housework, and they spend over twice as much time looking after children.

## 3.5. Simon - Goods consumer

*The table below gives information on consumer spending on different items in five different countries in 2002.*

Percentage of national consumer expenditure by category - 2002

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

The table shows percentages of consumer expenditure for three categories of products and services in five countries in 2002.

It is clear that the largest proportion of consumer spending in each country went on food, drinks and tobacco. On the other hand, the leisure/education category has the lowest percentages in the table.

Out of the five countries, consumer spending on food, drinks and tobacco was noticeably higher in Turkey, at 32.14%, and Ireland, at nearly 29%. The proportion of spending on leisure and education was also highest in Turkey, at 4.35%, while expenditure on clothing and footwear was significantly higher in Italy, at 9%, than in any of the other countries.

It can be seen that Sweden had the lowest percentages of national consumer expenditure for food/drinks/tobacco and for clothing/footwear, at nearly 16% and just over 5% respectively.

Spain had slightly higher figures for these categories, but the lowest figure for leisure/education, at only 1.98%.

(155)

## 3.6. Patient Satisfaction

*The table shows how patients evaluated different services at three health centres. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.  
(IELTS Trainer 2 - Test 5)*

### How patients evaluated health centre services

Aspect of service	(1 = very poor; 10 = excellent)		
	Longston Centre	Peveril Centre	Marchbank Centre
Booking appointments	5.2	9.1	7.8
Doctors' service	8.0	8.7	8.4
Care of children	6.3	7.5	7.3
Pharmacy	5.1	6.3	5.8
Response to concerns	4.3	9.6	6.5
<b>Overall average</b>	<b>5.8</b>	<b>8.3</b>	<b>7.2</b>










The table shows that there are significant differences in patients' perceptions of quality of provision at the three health centres. By far the most highly rated is the Peveril Centre with an overall mean of 8.3 and the highest scores in all service areas. The weakest performing centre overall was Longston at just 5.8, with Marchbank between the two at 7.2. It is noticeable that one aspect – Doctors' service – received relatively strong evaluations in all three centres, with scores ranging from 8 to 8.7. Pharmacy received the poorest ratings of the services in all the centres: at 5.1, 6.3 and 5.8 at Longston, Peveril and Marchbank respectively. Regarding the other aspects of provision, there is considerable variation. Perhaps the most striking differential in ratings is in Response to concerns, which for Peveril is the highest scoring of all the aspects, at 9.6. This compares with 6.5 for this area at Marchbank and just 4.3 at Longston. Ratings for Care of children are moderate in all three centres, though they are significantly lower for Longston than for the other two: 6.3, compared to 7.5 at Peveril and 7.3 at Marchbank.  
(204 words)

## 3.7. Bristol University Enrolment

The table below gives information about student enrolments at Bristol University in 1928, 1958, and 2008.

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

(IELTS Trainer 1 - Test 2)

Bristol University student enrolments			
	1928	1958	2008
How many new students enrolled?	218 	1,046 	6,377 
What percentage were female?	42%	32%	54%
What percentage were male?	58%	68%	46%
What percentage came from within 30 miles of Bristol?	50% 	14% 	1-2% 
What percentage came from overseas?	5%  from 3 countries	6%  from 27 countries	28%  from 98 countries

In the table we can see information about the numbers of students enrolling at Bristol University in the three years, 1928, 1958 and 2008. It compares the percentage of females and males, and also students from abroad and those from within 30 miles of the city.

The most noticeable changes concern the overall growth of student numbers, from 218 in 1928 to 6,377 in 2008, and the proportions of local students, who constituted 50% of the total in 1928, but only 1-2% in 2008.

It is surprising to note that the percentage of female enrolments did not rise steadily, but dropped between 1928 and 1958. However, at the same time, the percentage of the student population who came from abroad remained almost unchanged between 1928 and 1958, being 5% and 6% respectively, but rose markedly after that, so that by 2008 foreign students represented 28% of the total.



## 3.8. Production of grains

*The chart below gives information about the production of grains, measured in million metric tons, from the years 2010 to 2015, with projections until 2030. (Road to IELTS - test 6)*

Production of Grains (2010–2030)

Grain	2010	2015	2020	2025	2030
Wheat	100	105	107	108	110
Barley	50	70	80	90	100
Maize	34	34.5	34.5	35	35
Rice	24.7	24.3	24.5	25	25.5

The quantities shown are in million metric tons.

The table shows the amounts of grain that a certain country produced from 2010 with predictions until 2030. Wheat is the leading grain crop and its production is expected to remain fairly stable, along with maize and rice, whereas the barley harvest is estimated to double over the period.

In 2010, 100 million metric tons of wheat were produced. This figure rose to 105 million tons in 2015 and is predicted to increase slightly to 110 million tons by 2030. The maize crop was only about a third of the wheat crop in 2010, at 34 million tons, and will remain much the same until the end of the period. Rice production is also fairly constant at around 25 million tons, although this dipped slightly in 2015 and will also do so in 2020. Production will probably not exceed 25.5 million tons in 2030.

However, barley shows dramatic growth in production, rising from 50 to 70 million tons in the first five years. The yield is projected to expand by another ten million tons in each succeeding five-year phase, until finally reaching an estimated 100 million metric tons by 2030.

(190 words)

## 4. Pie chart

### 4.1. Tips for pie chart

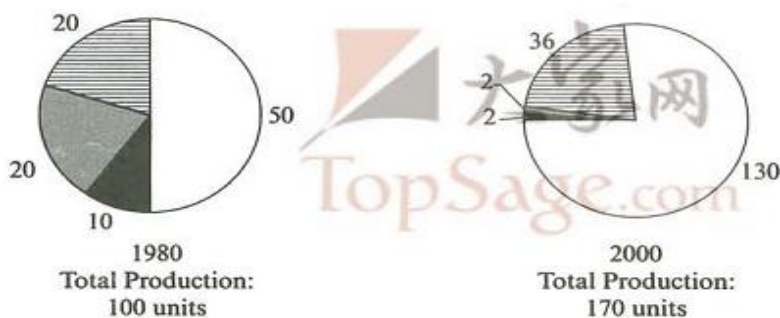
- Always highlight the largest and smallest proportions
- If there are two pie charts in different time periods, then you must highlight the key changes/trends
- Use pie chart language – accounts for / comprises of / represents
- The phrase “Units are measured in ...” should be used when the units have not been stated in the previous sentence.

Source: ieltsliz.com

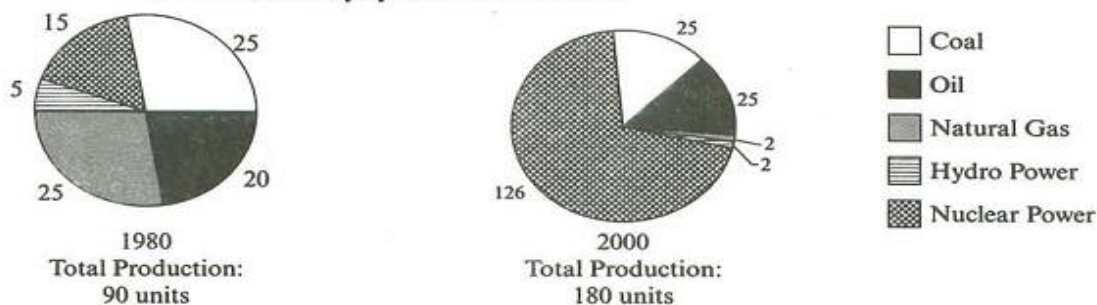
### 4.2. Electricity Production Sources

(Cam7, page 101)

Units of electricity by fuel source in Australia



Units of electricity by fuel source in France



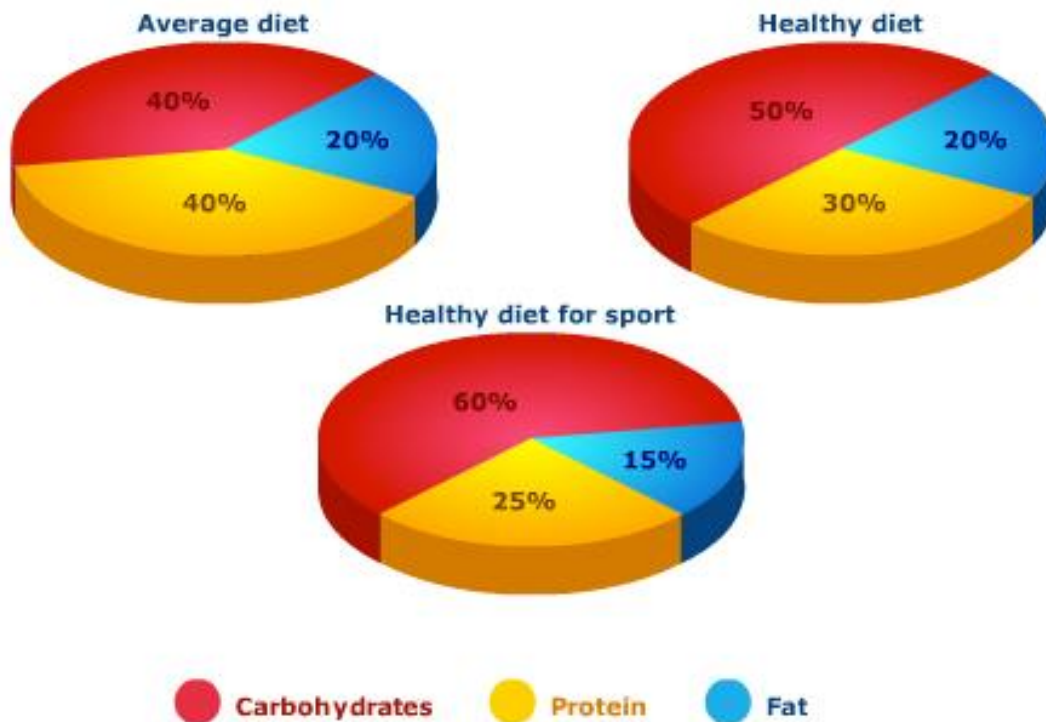
The pie charts compare the amount of electricity produced using five different sources of fuel in two countries over two separate years.

Total electricity production increased dramatically from 1980 to 2000 in both Australia and France. While the totals for both countries were similar, there were big differences in the fuel sources used.

Coal was used to produce 50 of the total 100 units of electricity in Australia in 1980, rising to 130 out of 170 units in 2000. By contrast, nuclear power became the most important fuel source in France in 2000, producing almost 75% of the country's electricity.

Australia depended on hydro power for just under 25% of its electricity in both years, but the amount of electricity produced using this type of power fell from 5 to only 2 units in France. Oil, on the other hand, remained a relatively important fuel source in France, but its use declined in Australia. Both countries relied on natural gas for electricity production significantly more in 1980 than in 2000. (170 words)

4.3. Simon - Diet

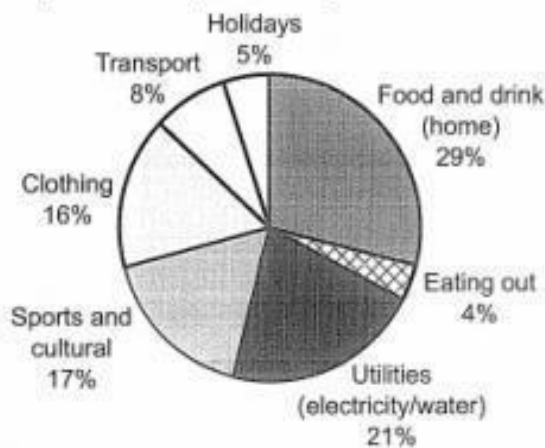


The pie charts compare the proportion of carbohydrates, protein and fat in three different diets, namely an average diet, a healthy diet, and a healthy diet for sport. It is noticeable that sportspeople require a diet comprising a significantly higher proportion of carbohydrates than an average diet or a healthy diet. The average diet contains the lowest percentage of carbohydrates but the highest proportion of protein. Carbohydrates make up 60% of the healthy diet for sport. This is 10% higher than the proportion of carbohydrates in a normal healthy diet, and 20% more than the proportion in an average diet. On the other hand, people who eat an average diet consume a greater relative amount of protein (40%) than those who eat a healthy diet (30%) and sportspeople (25%). The third compound shown in the charts is fat. Fat constitutes exactly one fifth of both the average diet and the healthy diet, but the figure drops to only 15% for the healthy sports diet.

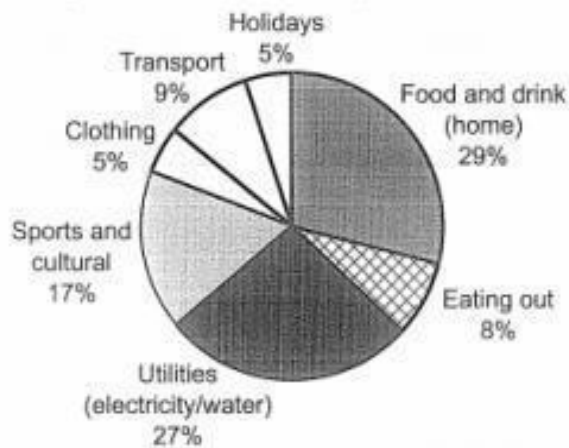
#### 4.4. Student Expenditure

*The charts below show the proportion of expenditure by students, on average, at one university, in 2000 and 2010. Summarise the information by selecting and reporting the main features, and make comparisons where relevant (IELTS Trainer 2 - Test 2)*

Proportion of expenditure by students - 2000



Proportion of expenditure by students - 2010



The two charts show how, on average, students in one university divided their spending across seven areas, in 2010 compared with 2000. It is noticeable that the two biggest areas for expenditure – food and utilities – between them accounted for over half the total outlay in both years.

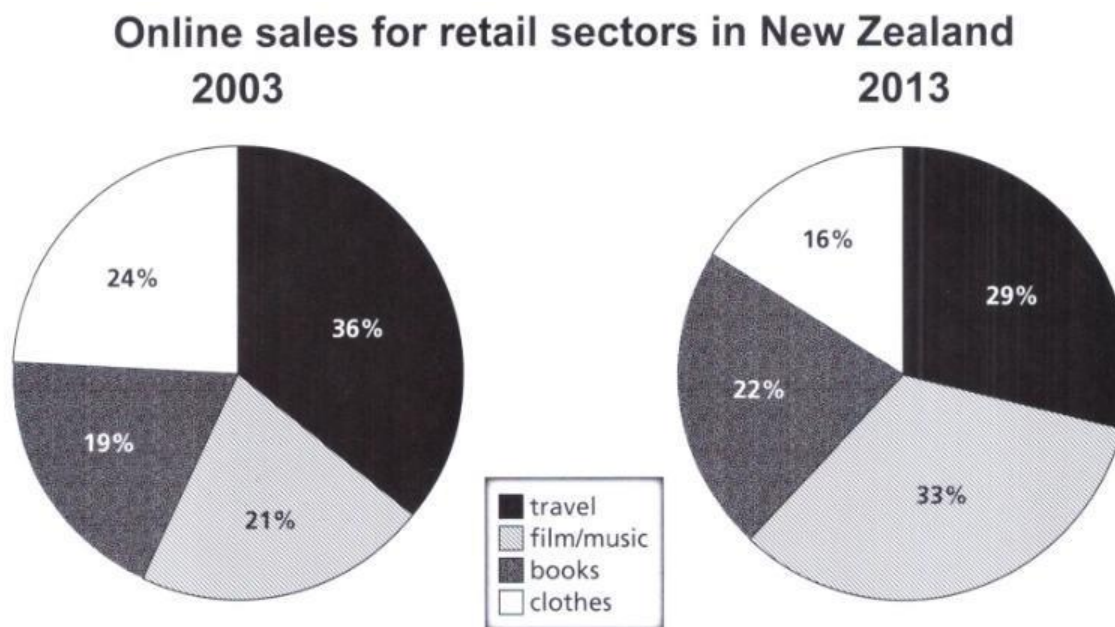
However, it is also worth noting that the proportion of spending on food and drink remained the same, at 29%, while figures for utilities rose quite significantly, from 21% to 27%. One small but significant statistic was that while eating at home accounted for the same percentage in 2010 as in 2000, eating out made up a higher percentage, rising from 4% to 8%. Another striking change was the proportion of spending on clothing: this went down markedly, from 16% to just 5% in 2010. Three other areas saw no or hardly any alteration: the portion of spending on sports and cultural activities remained at 17% in both years, spending on transport rose by 1% to 9%, while the proportion on holidays remained exactly the same, at 5%. (175 words)

#### 4.5. Online Shopping Trends

*The pie charts below show the online shopping sales for retail sectors in New Zealand in 2003 and 2013.*

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

*(Official Cambridge Guide to IELTS - Test 5)*



The two pie charts compare the percentages of online sales across different retail sectors in New Zealand in the years 2003 and 2013. For three of the sectors, it is evident that over this time frame there was significant change in their proportion of online transactions.

At 36% we can see that the travel sector accounted for the majority of online sales in 2003, but this percentage had dropped to 29% by 2013. Across the same ten-year period, an increasing number of people chose to purchase films and music online. We can see that transactions went from just 21% to 33%, making it the retail sector with the highest overall share of the online market.

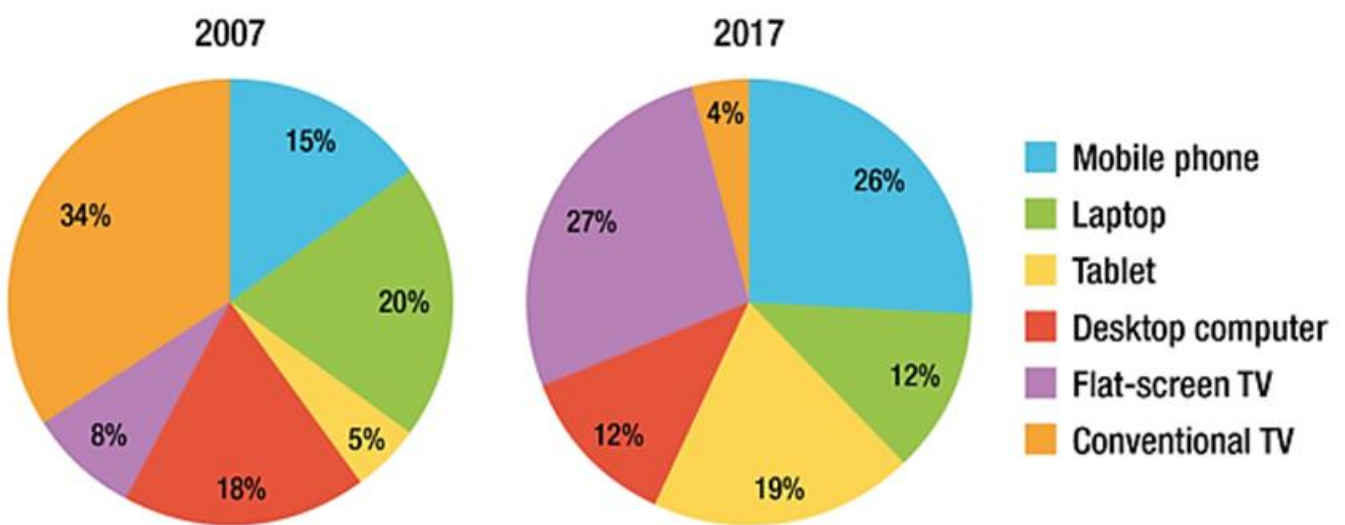
In 2003, the clothing industry boasted an impressive 24% of total online sales in New Zealand. However, by 2013, the figure had fallen considerably to 16%. Interestingly, online sales of books eventually overtook sales of clothes, although books still represented only 22% of the market.

(162 words)

#### 4.6. TV Viewing Devices

*The pie charts below show the devices people in the 18 to 25 age group use to watch television in a European country in two different years. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. (Mindset for IELTS level 3 - Unit 7)*

Devices used by 18- to 25-year-olds to watch television



The two charts illustrate the appliances that young adults in a European country use to watch television programmes and how this has changed over the ten year period from 2007 to 2017. One of the key changes over this decade is the transition from conventional televisions to flat-screens, with the former falling from 34% to 4% and the latter rising from 8% to 27% for the period, making it the number one television device. The latter has replaced the former as the most popular TV viewing device.

Another general trend is that younger people are now watching television on smaller, more portable devices than in 2007. In particular, the use of mobile phones and tablets for viewing purposes has increased by almost three quarters to 26% and tablet use seeing an almost four-fold increase to 19%. This trend is reinforced by the number of 18 to 25-year-olds using computers for the TV viewing. Both desktop and laptop computers saw substantial falls in usage (around a third for both).

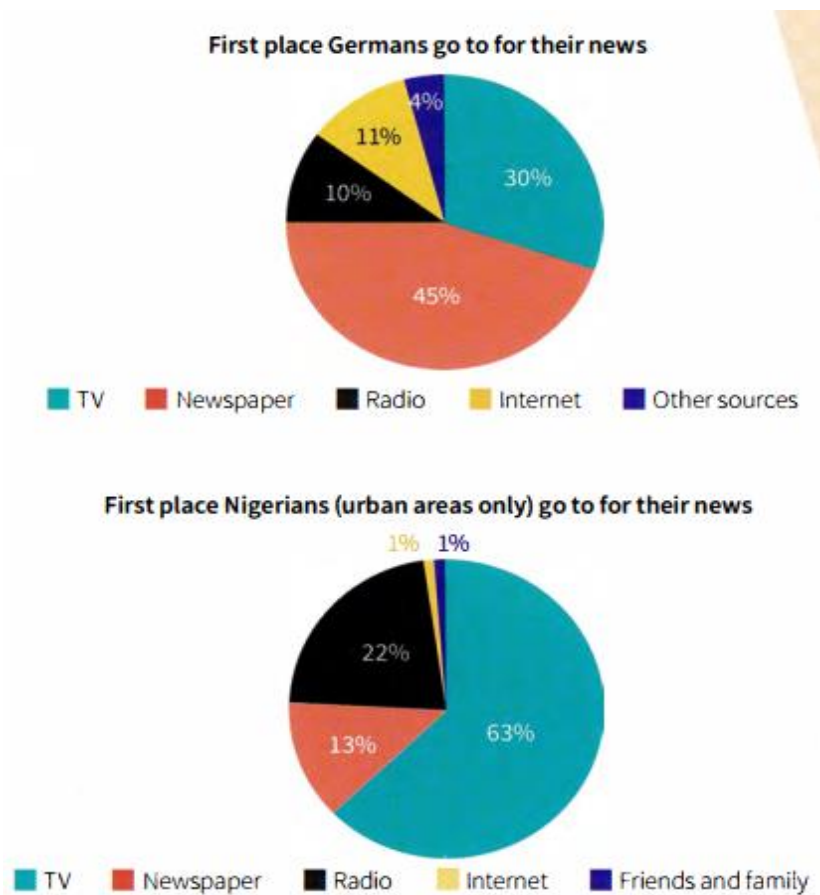
Overall then, it can be said that the two pie charts suggest the TV viewing habits in this European country over the period saw a move away from older devices and towards more modern equivalents.

#### 4.7. News Access

*The pie charts show the first place Germans and Nigerians go to in order to access the news in a typical week.*

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

*(Mindset for IELTS level 3 - Unit 7)*



The pie charts represent which sources the citizens of two countries, Germany and Nigeria, turn to first in order to access the news. It should be noted that the figures for Nigeria do not include figures for rural areas of the country. Overall, it is clear from the data that the two countries have vastly different tendencies when it comes to news sources. For Germans, the primary news source is newspapers, with just under half of the population using them, followed in second place by television with 30 percent. In Nigeria, however, television is the dominant first news provider, more than doubling the German figure with 63 percent, and whilst newspapers are a relatively popular source of first news in Nigeria, only 13 percent use them in this way. The second most popular first news provider in Nigeria is actually radio, with numbers approaching a quarter of the population. In Germany, however, the figure is less than half that, only reaching 10 percent. In fact, the internet is more commonly used by Germans than radio, with 11 percent of the population turning to it first. This contrasts sharply with Nigerians, of whom only 1 percent say that they use it for initial news access. In summary, it can be said that whilst television is one of the favoured first news providers for both countries, the two countries otherwise exhibit very different first news consumption habits.

## 5. Tips for map

To describe two maps, I advise my students to follow a four-paragraph structure.

Paragraph 1- Paraphrase Sentence

Paraphrase question using synonyms.

Paragraph 2- Overview

Make two general statements about the map. You should describe the maps generally and write about the most noticeable differences between the two maps. You could ask yourself the following questions to identify general changes. Is the map more or less residential? Is there more or less countryside? Are there more or fewer trees? Were the changes dramatic or negligible? Were there any major infrastructure improvements? How have the buildings and leisure facilities changed?

Paragraph 3- Main Body 1

Three to four sentences about specific changes that have occurred.

Paragraph 4- Main Body 2

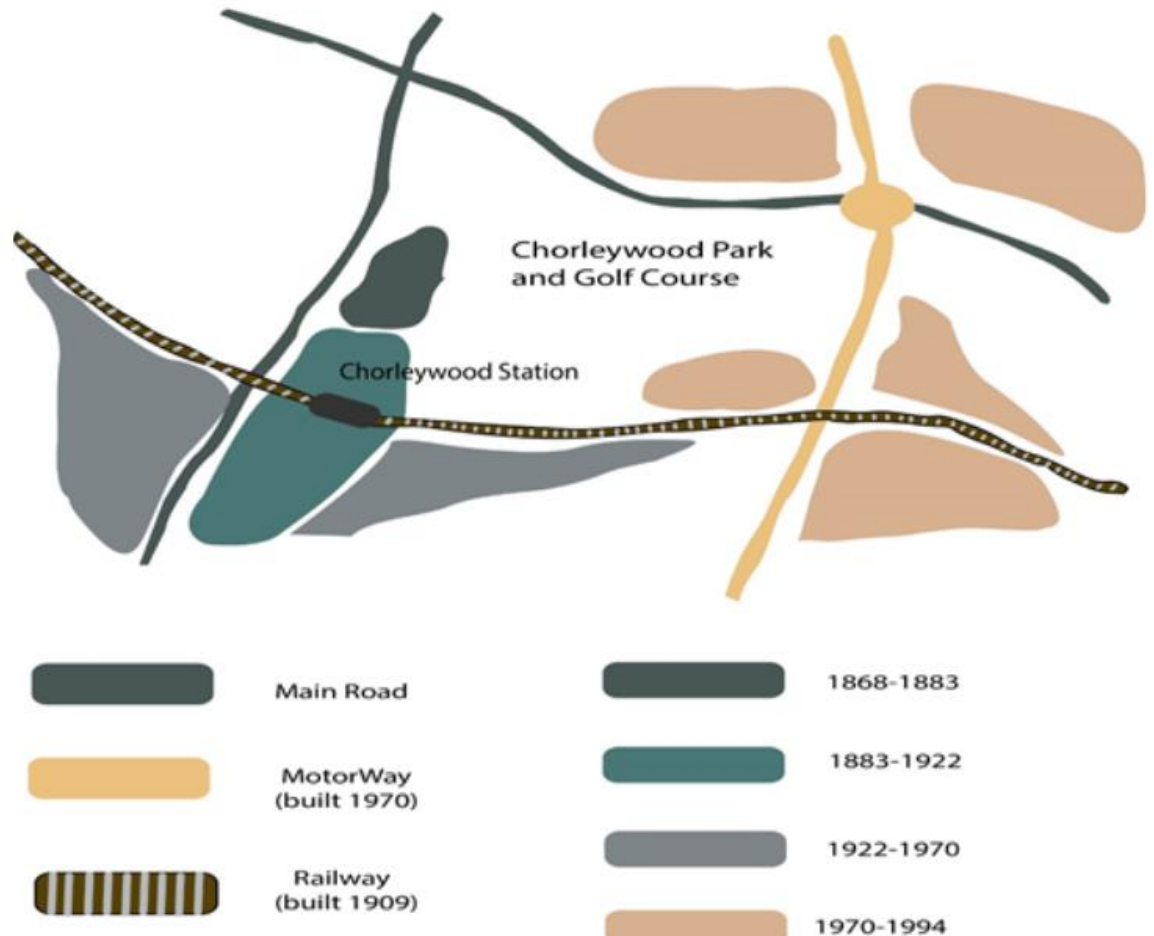
Further, three to four sentences about specific changes that have occurred.

You can group information in paragraphs 3 and 4 by time or location, depending on the question asked.

Source: [ieltsadvantage.com](http://ieltsadvantage.com)



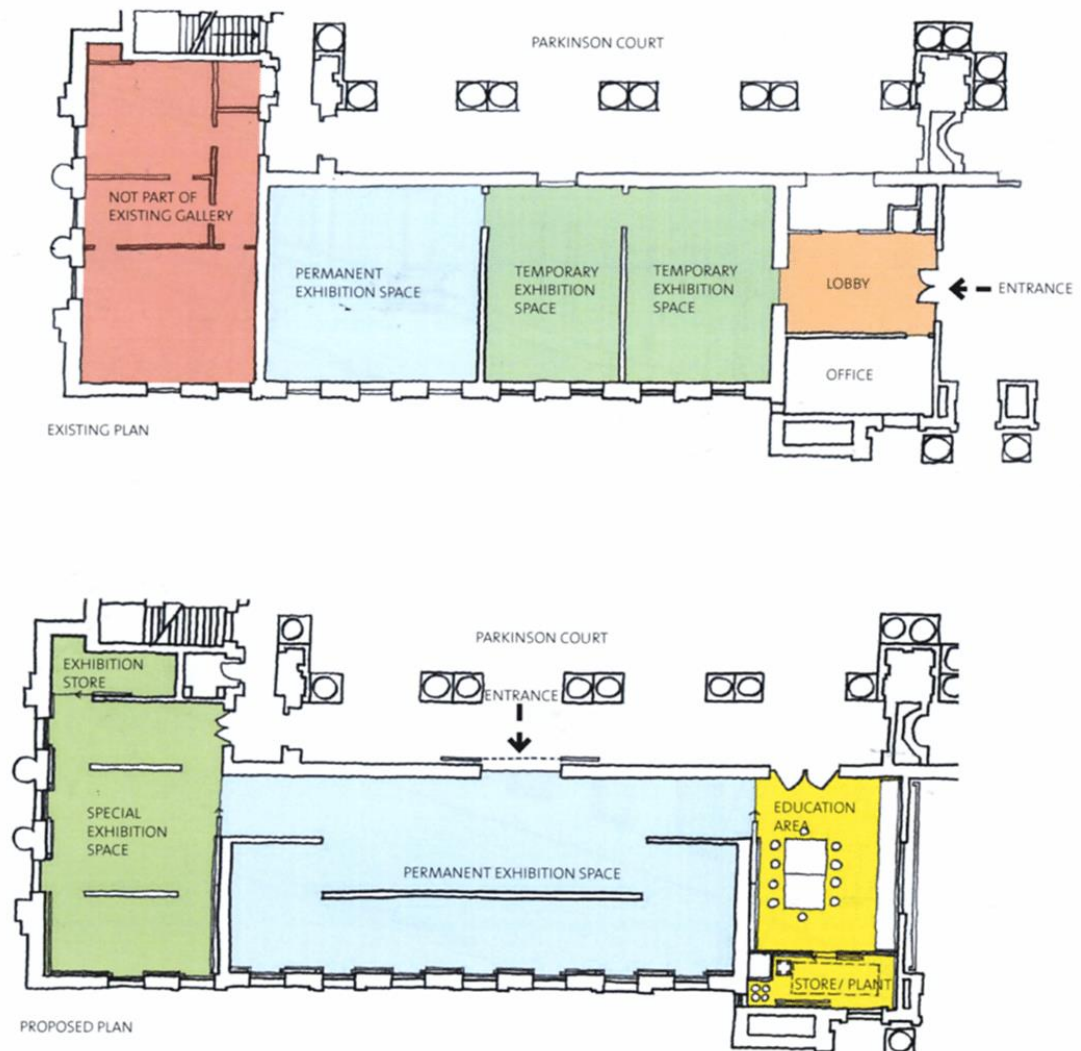
### 5.1. Simon - Village of Chorleywood



The map shows the growth of a village called Chorleywood between 1868 and 1994. It is clear that the village grew as the transport infrastructure was improved. Four periods of development are shown on the map, and each of the populated areas is near to the main roads, the railway or the motorway. From 1868 to 1883, Chorleywood covered a small area next to one of the main roads. Chorleywood Park and Golf Course is now located next to this original village area. The village grew along the main road to the south between 1883 and 1922, and in 1909 a railway line was built crossing this area from west to east. Chorleywood station is in this part of the village. The expansion of Chorleywood continued to the east and west alongside the railway line until 1970. At that time, a motorway was built to the east of the village, and from 1970 to 1994, further development of the village took place around motorway intersections with the railway and one of the main roads.

(174 Words)

## 5.2. Simon - Gallery



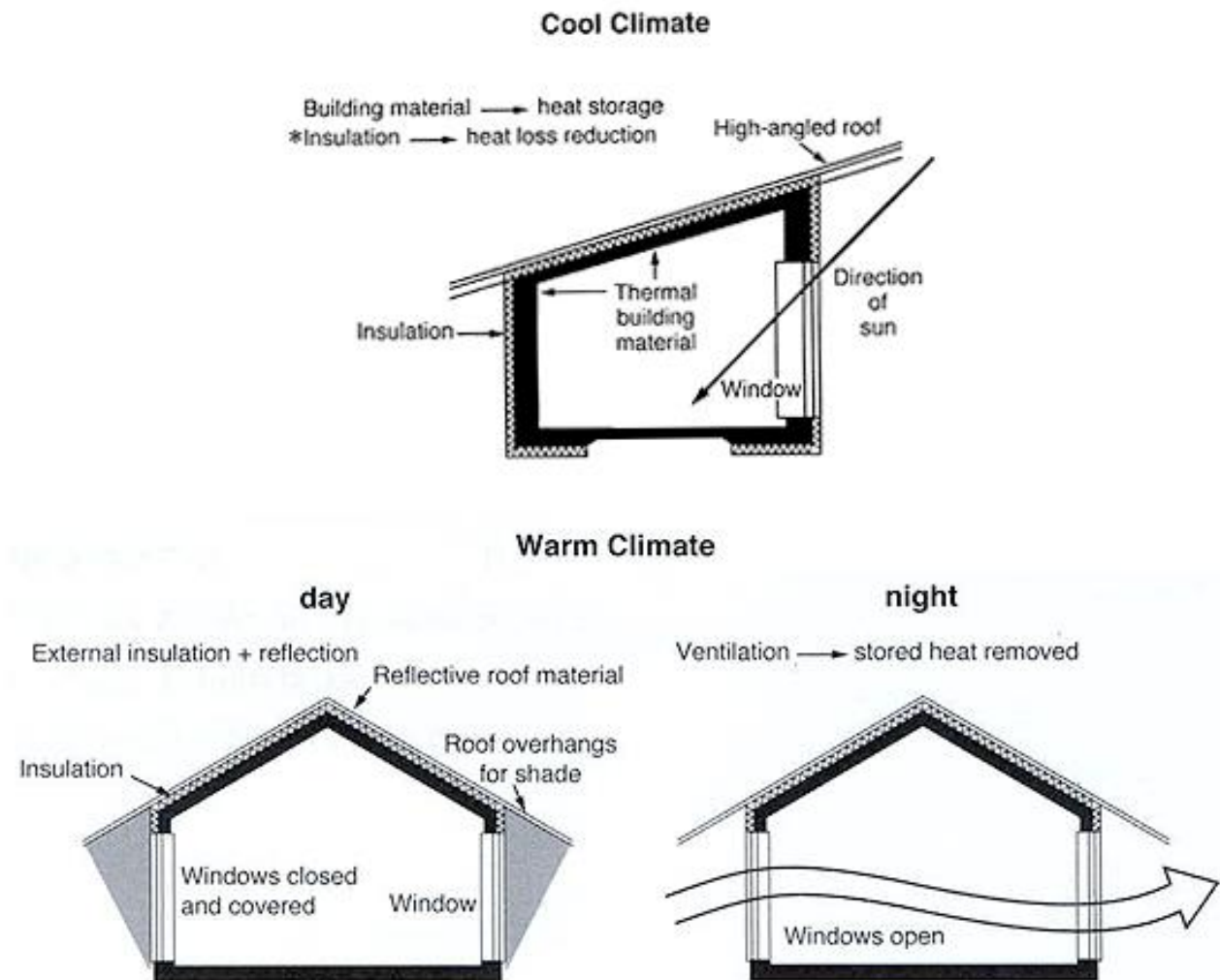
The first picture shows the layout of an art gallery, and the second shows some proposed changes to the gallery space.

It is clear that significant changes will be made in terms of the use of floor space in the gallery. There will be a completely new entrance and more space for exhibitions.

At present, visitors enter the gallery through doors which lead into a lobby. However, the plan is to move the entrance to the Parkinson Court side of the building, and visitors will walk straight into the exhibition area. In place of the lobby and office areas, which are shown on the existing plan, the new gallery plan shows an education area and a small storage area.

The permanent exhibition space in the redeveloped gallery will be about twice as large as it is now because it will occupy the area that is now used for temporary exhibitions. There will also be a new room for special exhibitions. This room is shown in red on the existing plan and is not currently part of the gallery. (178 words, band 9)

### 5.3. Simon - House design



The diagrams show how house designs differ according to climate.

The most noticeable difference between houses designed for cool and warm climates is in the shape of the roof. The designs also differ with regard to the windows and the use of insulation.

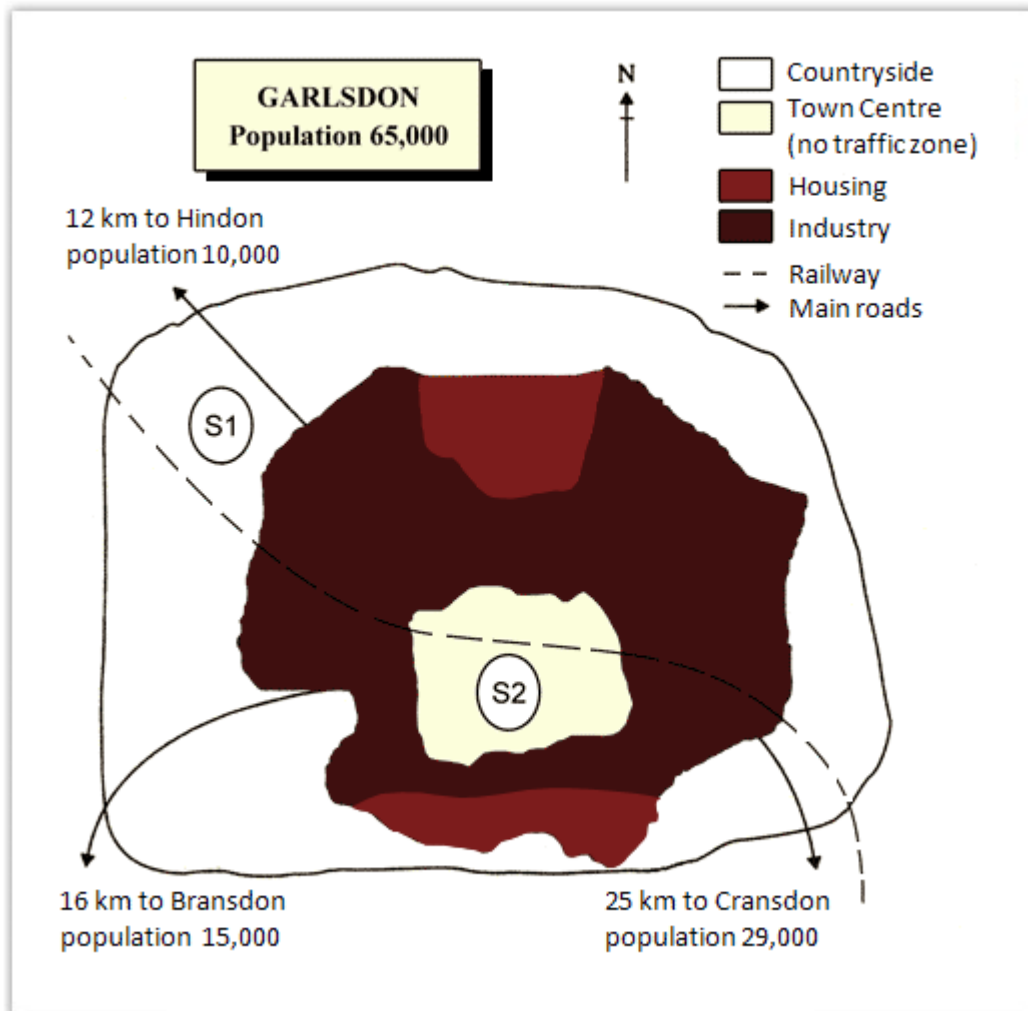
We can see that the cool climate house has a high-angled roof, which allows sunlight to enter through the window. By contrast, the roof of the warm climate house has a peak in the middle and roof overhangs to shade the windows. Insulation and thermal building materials are used in cool climates to reduce heat loss, whereas insulation and reflective materials are used to keep the heat out in warm climates.

Finally, the cool climate house has one window which faces the direction of the sun, while the warm climate house has windows on two sides which are shaded from the sun. By opening the two windows at night, the house designed for warm climates can be ventilated.

(162 words, band 9)

5.4. Simon - 2 proposed supermarket

The map below is of the town of Garlsdon. A new supermarket (S) is planned for the town. The map shows two possible sites for the supermarket.



The map shows two potential locations (S1 and S2) for a new supermarket in a town called Garlsdon.

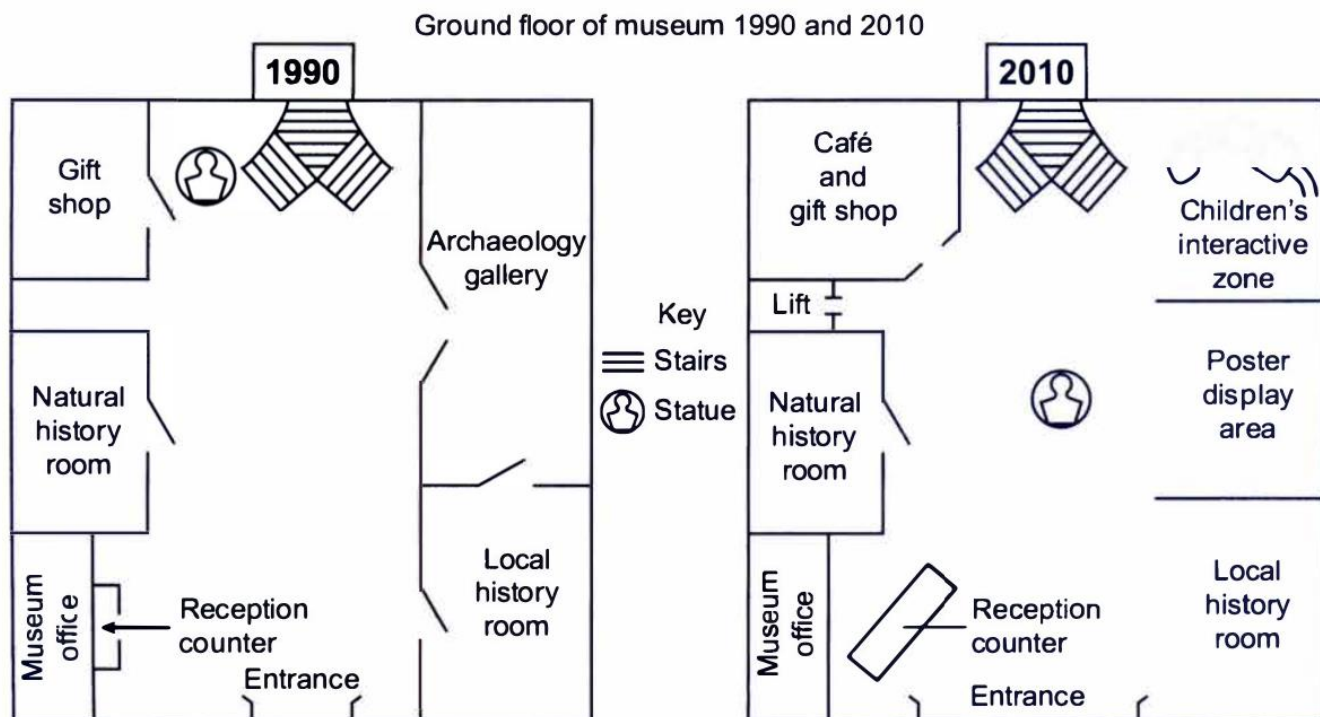
The main difference between the two sites is that S1 is outside the town, whereas S2 is in the town centre. The sites can also be compared in terms of access by road or rail, and their positions relative to three smaller towns.

Looking at the information in more detail, S1 is in the countryside to the north west of Garlsdon, but it is close to the residential area of the town. S2 is also close to the housing area, which surrounds the town centre.

There are main roads from Hindon, Bransdon and Cransdon to Garlsdon town centre, but this is a no traffic zone, so there would be no access to S2 by car. By contrast, S1 lies on the main road to Hindon, but it would be more difficult to reach from Bransdon and Cransdon. Both supermarket sites are close to the railway that runs through Garlsdon from Hindon to Cransdon. (171)

## 5.5. Museum Floor Plans

The plans below show the layout of the ground floor of a museum in 1990 and in 2010. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. (IELTS Trainer 2 - Test 1)



The two plans show that there were a number of small but important changes to the ground floor of a museum between 1990 and 2010. The general design remained the same, with the entrance and stairs in the same place, although the entrance was widened and certain areas were used for different purposes.

The most noticeable alteration was the removal of the Archaeology Gallery. This was replaced with two new areas: a poster display space and a children's interactive zone. The Natural History and Local History rooms stayed the same size and in the same location, but one wall of the latter was knocked down, making it more open. The museum office was unchanged but the reception counter was enlarged and moved closer to the entrance. The original gift shop was expanded to include a café. The statue which in 1990 was next to the staircase was moved to the centre of the floor. A lift was added in the space between the Gift Shop and the Natural History Room.

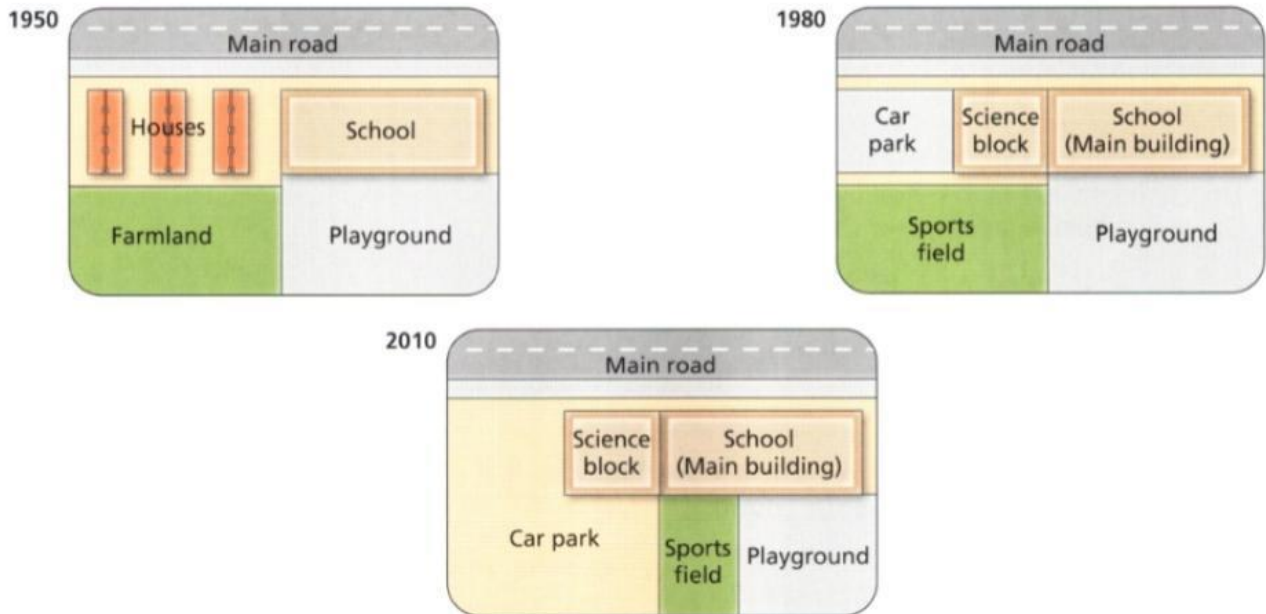
(170 words)

## 5.6. West Park School Evolution

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

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

*(Official Cambridge Guide to IELTS - Test 3)*



The diagrams show West Park School at three different stages in its development: 1950, 1980 and 2010.

In 1950, the school was built close to a main road and next to a number of houses. A large area behind the school was turned into a playground, while the area behind the houses was farmland.

By 1980, the houses had been demolished in order to make way for a small car park and an additional school building, which became the science block. In addition to the existing playground, the school also gained the farmland and converted it into a sports field.

In 2010, the school building remained unchanged but the car park was extended to cover the entire sports field. As a result of this, the original playground was divided into two so that it provided a smaller playground and a small sports field.

During this period, the school has increased in size and a car park has been created and enlarged. The combined recreational areas, however, first expanded and were then reduced in size.

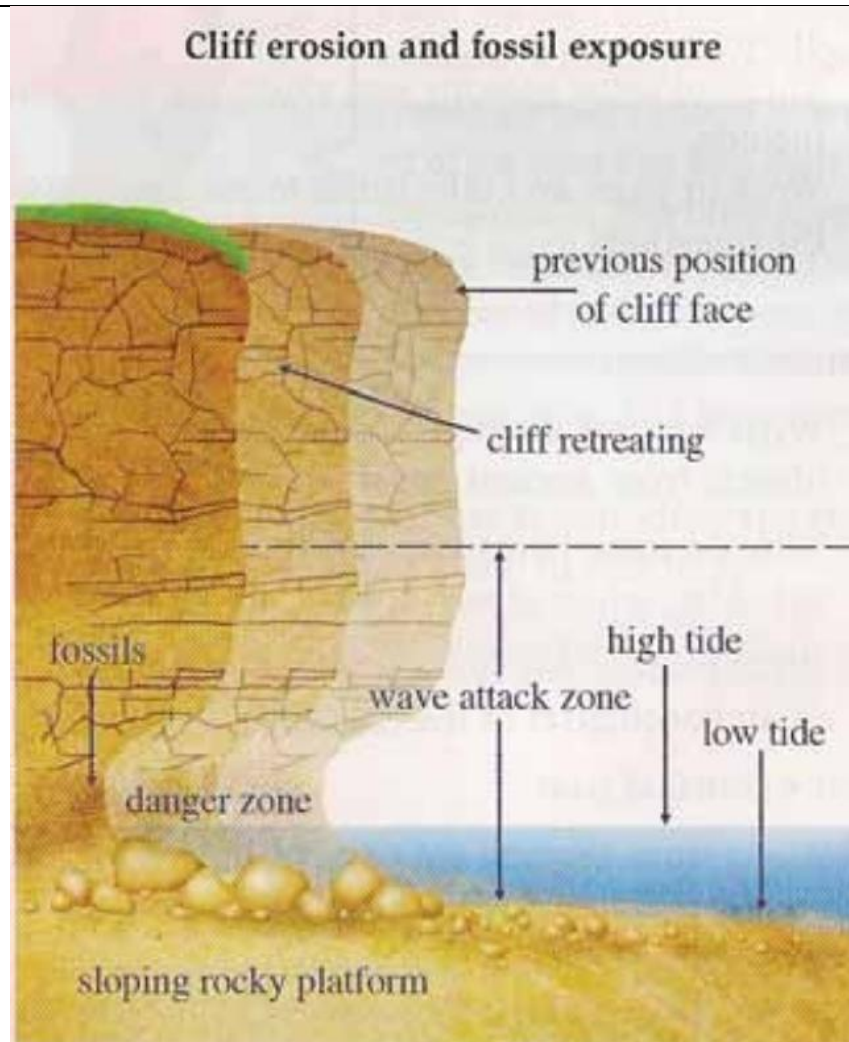
(174 words)

## 5.7. Fossil Discovery

*The diagram below illustrates how fossils were exposed beneath a cliff as a result of coastal erosion.*

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

*(Complete IELTS band 6.5-7.5 - Unit 5)*



The diagram shows the changes that took place in a cliff face as a result of coastal erosion, and how this led to the discovery of fossils.

At one time, the cliff stood much further out and, at low tide, the sea water did not touch the base of the rock.

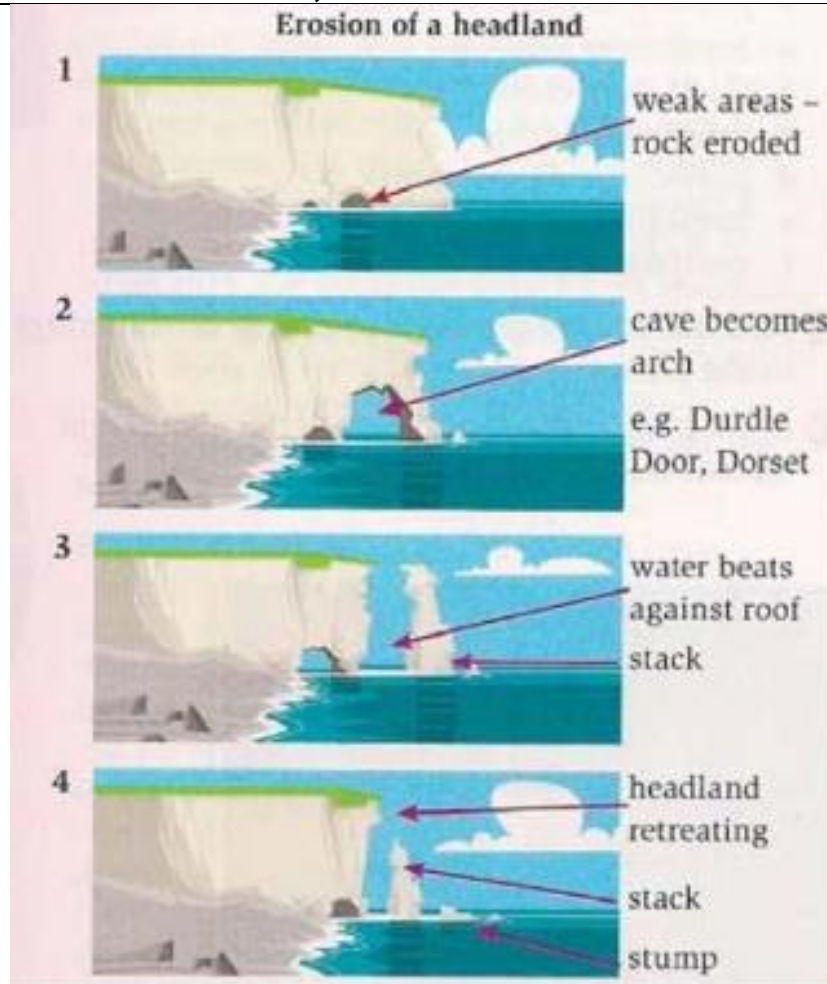
Conversely, at high tide, the waves sometimes reached halfway up the cliff wall, beating on it with some force. Eventually, the power of these waves loosened and wore away the rock. This meant that stones and boulders fell into the sea, and the cliff slowly retreated, exposing previously buried rock at low tide.

As the waves hit the lower part of the cliff more frequently, this area eroded more quickly and became a hollow in the cliff wall where fossils could be found. Meanwhile, the overhanging cliff at the top cracked, creating a dangerous area beneath it.

Clearly, the fossils would have remained buried and the coastline unchanged if it had not been for the action of the sea

## 5.8. Headland Erosion

*The diagrams below show the stages in the erosion of a headland.  
Summarise the information by selecting and reporting the main features, and make comparisons where relevant  
(Complete IELTS band 6.5-7.5 - Unit 6)*



The four pictures illustrate the changes that can take place in the appearance of a headland as a result of coastal erosion.

A headland is a cliff or large rock that extends into the sea. Initially, it is solid, but over time, the movement of the sea water can wear away a weak part at the base of the rock, to form a small hollow or cave. At high tide, the water may reach half-way up the headland and gradually the motion of the waves can widen the cave, turning it into an arch. Durdle Door in Dorset is an example of this type of erosion.

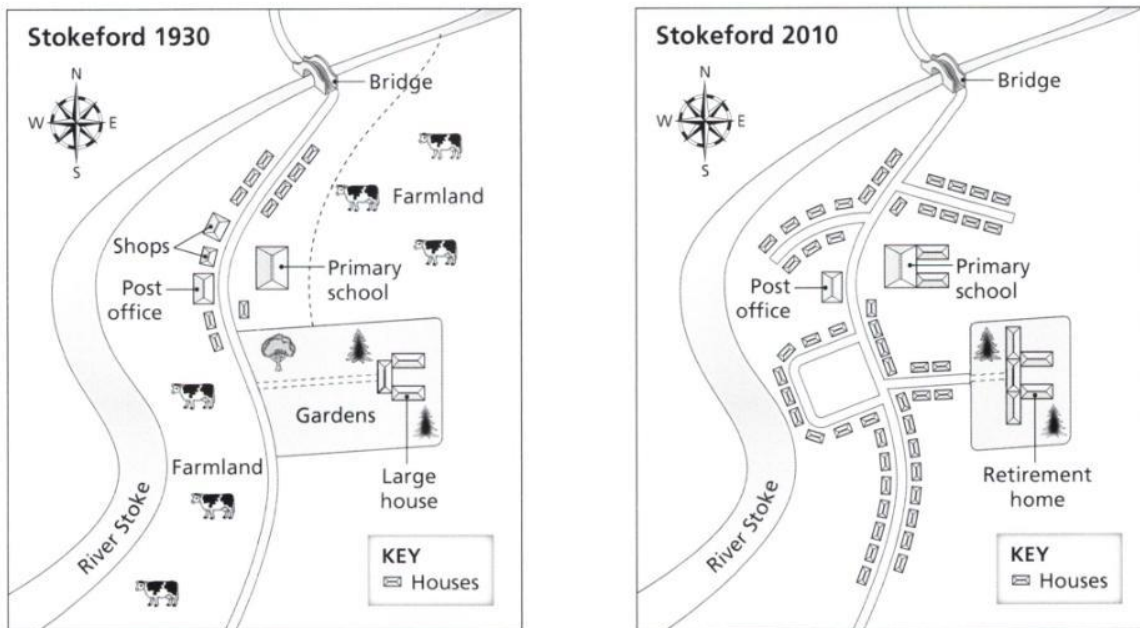
As the water continually beats against the arch, it can weaken the top part, which eventually collapses, leaving an isolated piece of rock called a 'stack'. Over time, the stack also wears away to form a 'stump'. Meanwhile, more caves may develop along the base of the headland, and additional arches and stacks can be created.

The diagrams clearly show how the continual process of erosion, with the formation of caves, arches and stumps of rock, contributes to the eventual withdrawal of a headland.



## 5.10. Stokeford Village Evolution

*The maps below show the village of Stokeford in 1930 and in 2010. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. (Official Cambridge Guide to IELTS - Test 7)*



The given maps show us the changes that have taken place in the village of Stokeford in 2010 compared to the locality in 1930.

There have been quite a few major changes in the outlook of the village over the years. It is also noticeable that there were more residential buildings in Stokeford in 2010 than in 1930.

A major part of the area of Stokeford was used for agriculture and farming in 1930. There were a few shops and a post office towards the northern end of the village, along with a bridge over River Stoke. There was also a primary school in the village and a large residential compound.

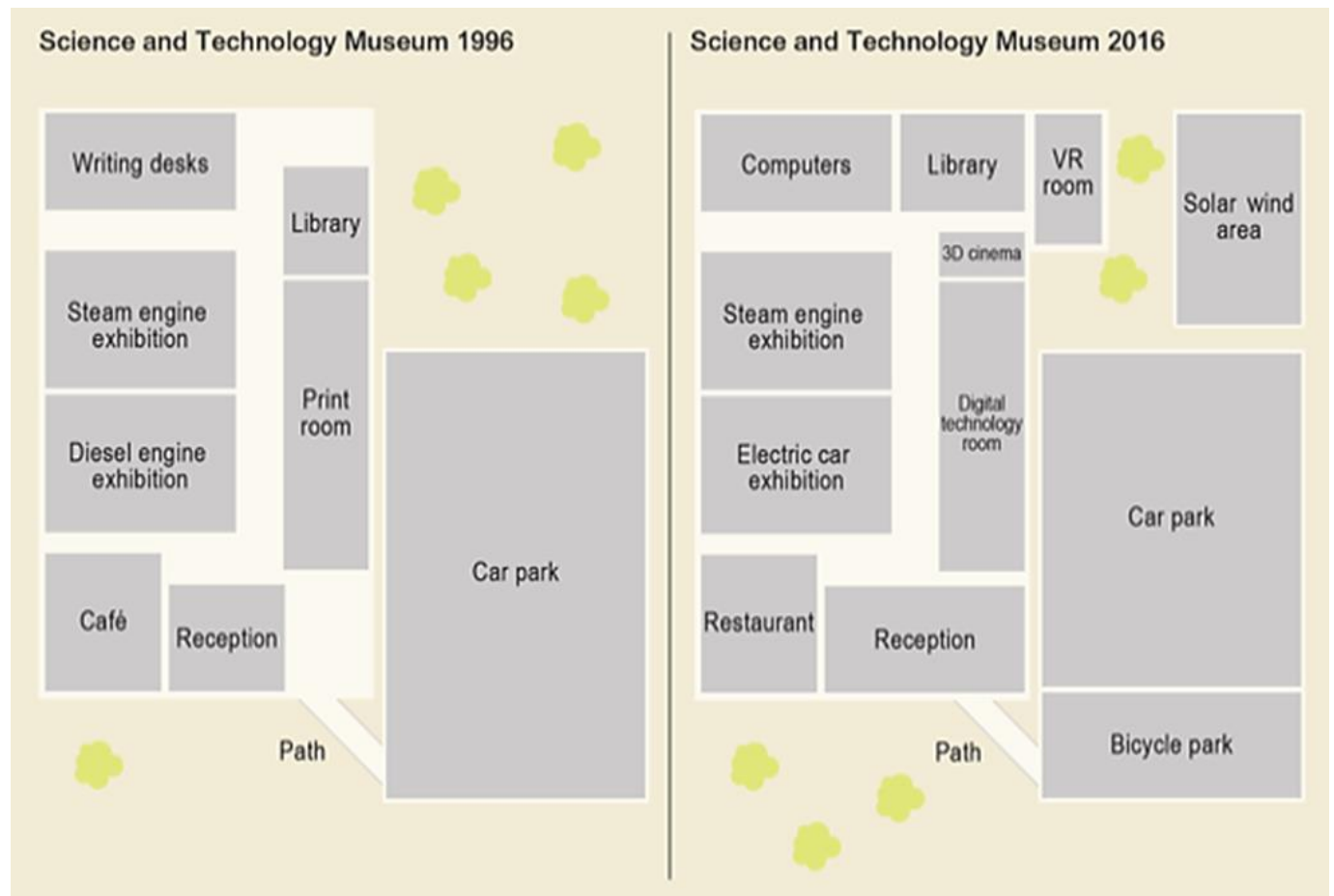
By 2010, the village had transformed into a residential area from an agricultural area. Most of the farming area and the market area were used to build houses. The primary school was also renovated into a larger building. The compound with a large house was transformed into a retirement house. However, the bridge and the post office were unchanged.

### 5.11. Museum Transformation

*The maps below show the changes that took place at a science and technology museum between 1996 and 2016.*

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

*(Mindset for IELTS level 3 - Unit 3)*



The two diagrams describe how a science and technology museum has been renovated and refurbished over a 20 year period from 1996 to 2016.

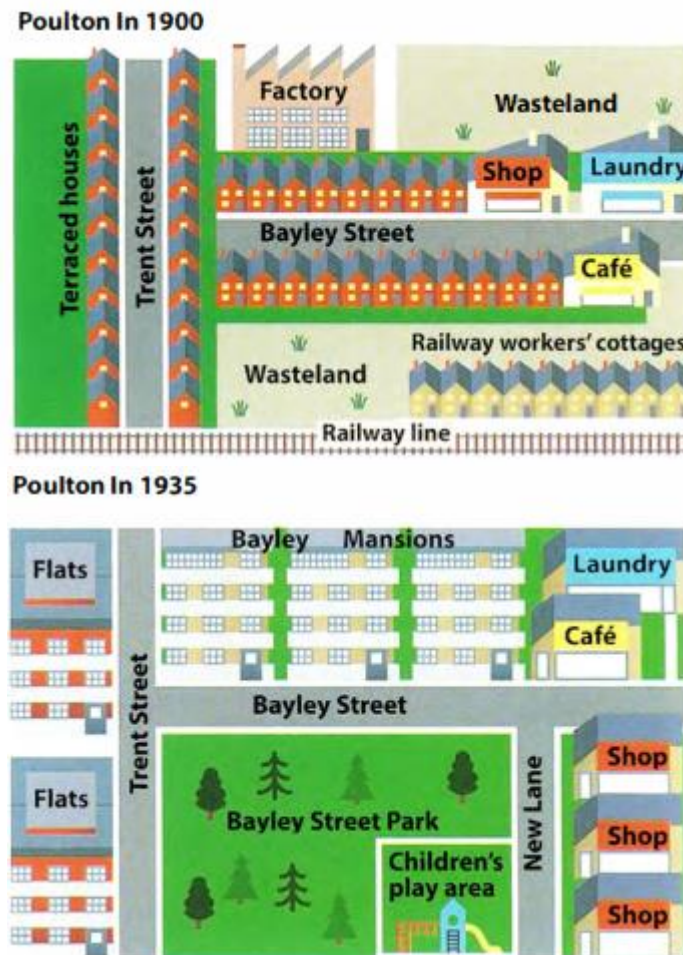
It is apparent from the more recent map that the museum has undergone extensive modernisation and rebuilding, with the installation of a computer room (replacing the old writing desk room), and the construction of a 3D cinema, a VR room and a solar wind facility. This modernisation is also reflected in the exhibits with the conversion of a previous exhibition of diesel engines to one of electric cars and the old print room exhibit into a digital technology room. A further noticeable feature is the museum's expansion of its public-facing facilities, with the expansion of the reception area, the conversion of the café into a restaurant and the provision of a bicycle park for visitors and museum workers using space that had previously been allocated to car parking.

In summary, the changes and expansion of the science museum over the period reflect a shift in focus from technology of the 20th century to that of the 21st century both in terms of exhibits and amenities.

The maps show part of the town of Poulton in 1900 and 1935. Summarise the information by selecting and reporting the main features and make comparisons where relevant.

## 5.12. Poulton Town Evolution

*The maps show part of the town of Poulton in 1900 and 1935. Summarise the information by selecting and reporting the main features and make comparisons where relevant.  
(Mindset for IELTS level 3 - Unit 3)*



The maps depict an area of the town of Poulton in the years 1900 and 1935 and the urban developments that took place. Overall, there were a number of notable changes to the buildings and amenities of this area.

In 1900, this area had a combination of residential and industrial features, but by 1935 the industrial features had largely disappeared. Whereas in 1900 a railway line ran through the neighbourhood, by 1935 this had been removed. Furthermore, the terraced houses which used to dominate the 1900 map had been replaced by blocks of flats by 1935, and the areas of wasteland had gone.

Another major change to the area in 1935 was the development of more commercial and recreational features. The demolition of a second row of houses on Bayley Street and the removal of the railway line made room for a spacious park and children's play area. On the commercial side, to the right of the park some new shops were built on the aptly named New Lane, replacing the small shop of 1900, and the cafe and laundry were relocated and expanded.

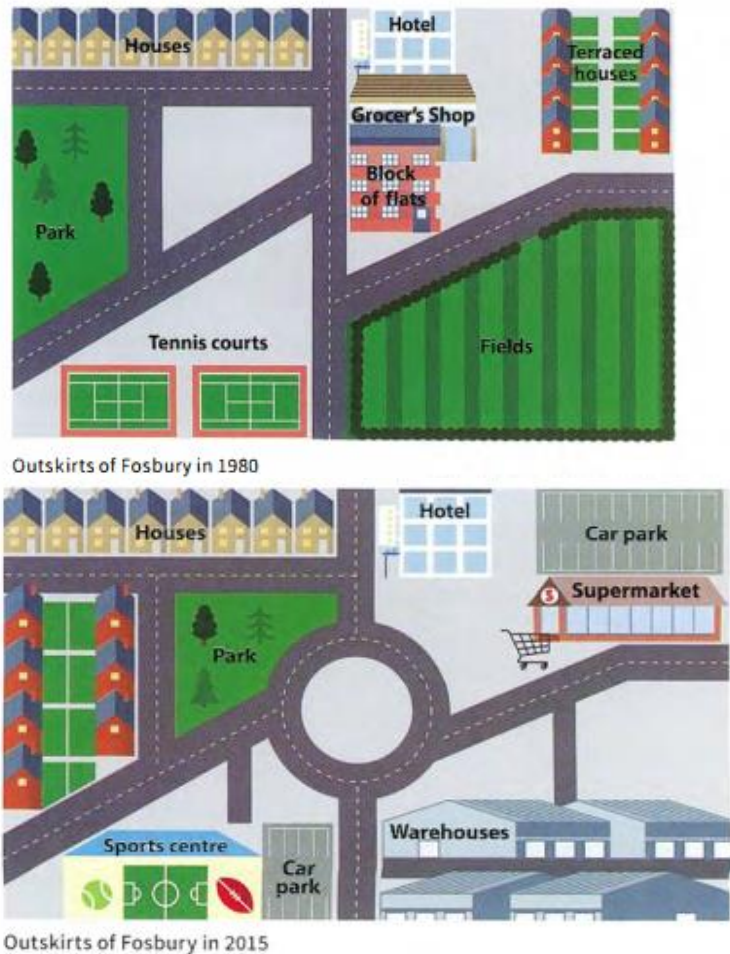
To sum up, the area was renovated extensively, seeing fundamental changes to its residential accommodation, and its commercial and recreational facilities were developed.

### 5.13. Fosbury Town Expansion

*The maps show the outskirts of the town of Fosbury in 1980 and 2015.*

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

*(Mindset for IELTS level 3 - Unit 3)*



The two maps show the outskirts of the town of Fosbury in 1980 and 2015. The 35-year period saw changes to the road layout, and to the residential, recreational and commercial facilities. In terms of the road layout, the main change was the addition of a roundabout in the centre of this area, which necessitated the demolition of a block of flats and a grocer's shop. The residential accommodation underwent further changes with the removal of a street of terraced houses on the right side of the map and the construction of additional housing on the left side. New houses replaced the park, which was relocated to the other side of the road and decreased in size. By 2015 a supermarket with a car park had been erected on the site of the terraced houses.

The area industrialised further during the 35-year period, with warehouses being put up where fields had been earlier. The area's sporting facilities had also been developed, with a new sports centre taking the place of the old tennis courts.

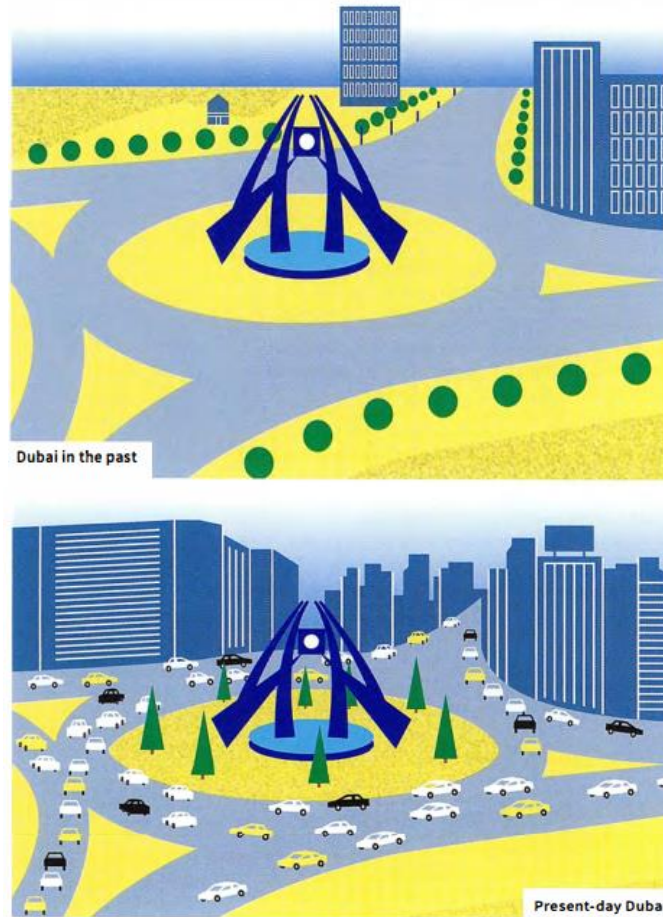
In summary, the area of Fosbury shown on the maps modernised and developed between 1980 and 2015.

### 5.14. Dubai Transformation

*The following maps show some of the changes that have taken place in Dubai in recent decades. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

*(Mindset for IELTS level 2 - Unit 4)*

Clock Tower Roundabout, Dubai



When comparing these two maps, it is evident that this area has changed significantly. It has definitely become more modern and busier.

In both maps the only feature which remains completely the same is the clock tower in the middle of the roundabout. In the past, there were a few buildings at the side of the road, but the area was mainly covered in sand.

Today, however, the map is quite different: the area by the road is covered with skyscrapers and the road itself is heavily used due to the increase in the number of people driving cars and the amount of traffic. In addition, trees have been planted around the edge of the roundabout.

Overall therefore, the area has become significantly more developed and populated.

Numerous skyscrapers fill the roadside and it is no longer possible to see areas of sandy desert.

### 5.15. University Campus Upgrades

*The maps show improvements that have been made to a university campus between 2006 and the present day.*

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

*(Mindset for IELTS level 2 - Unit 4)*



The two maps show the development of a university campus from 2006 to the present day. It can be seen from the maps that the campus has been improved and extended, with much more student accommodation and facilities than previously.

Firstly, the number of student accommodation buildings has been increased in number and size. A previous accommodation block south of the lake has been destroyed and replaced by a new building for students, which includes shops and offices. In addition, the teaching facilities have been extended. The previous single teaching block has been changed into a block only for arts subjects and there is a new building for the sciences to the north of the campus. This has replaced the old university offices. The lawn and outside seating area which were next to the lake have been removed. The lake, however, has remained and is still the central point of the campus.

## 6. Process

### 6.1. Tips for process diagram

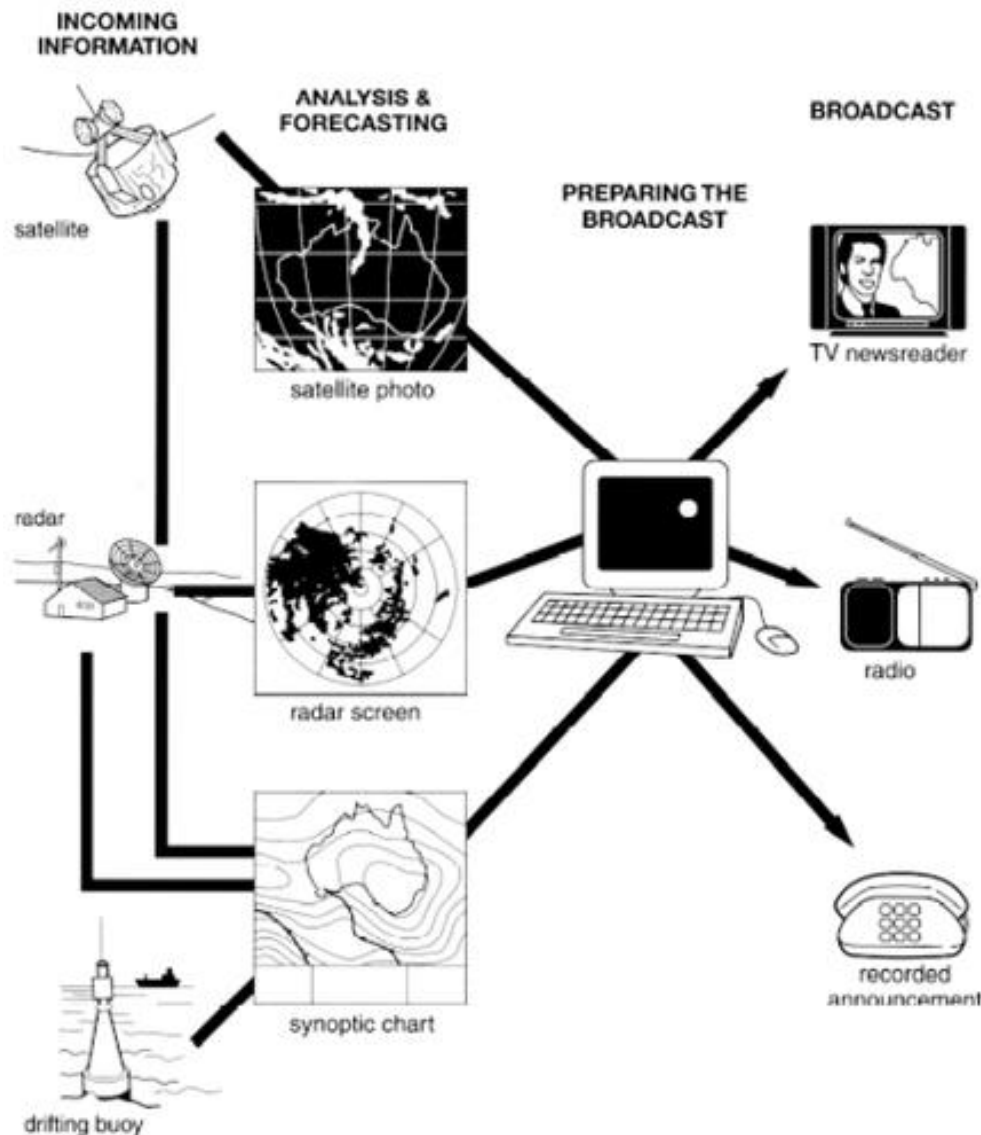
Process diagrams show how something is done or made. They always show steps/stages. Here's some advice about how to describe them:

- Try to write 4 paragraphs - introduction, summary of main points, 2 detail paragraphs.
- Write the introduction by paraphrasing the question (rewrite it by changing some of the words).
- For your summary, first say how many steps there are in the process. Then say where/how the process begins and ends (look at the first and last stages).
- In paragraphs 3 and 4, describe the process step by step. Include the first and last steps that you mentioned in the summary, but try to describe them in more detail or in a different way.
- You could describe the steps in one paragraph, but it looks more organised if you break the description into two paragraphs. Just start paragraph 4 somewhere in the middle of the process.
- Mention every stage in the process.
- Use 'sequencing' language e.g. at the first / second / following / final stage of the process, next, after that, then, finally etc.
- Times (e.g. past dates) are not usually shown, so use the present simple tense.
- It's usually a good idea to use the passive e.g. 'At the final stage, the product is delivered to shops' (because we don't need to know who delivered the product).

Source: [ielts-simon.com](http://ielts-simon.com)

## 6.2.Simon - Forecast in Australia

*The diagram below shows how the Australian Bureau of Meteorology collects up- to-the-minute information on the weather in order to produce reliable forecasts.*



The figure illustrates the process used by the Australian Bureau of Meteorology to forecast the weather.

There are four stages in the process, beginning with the collection of information about the weather. This information is then analysed, prepared for presentation, and finally broadcast to the public.

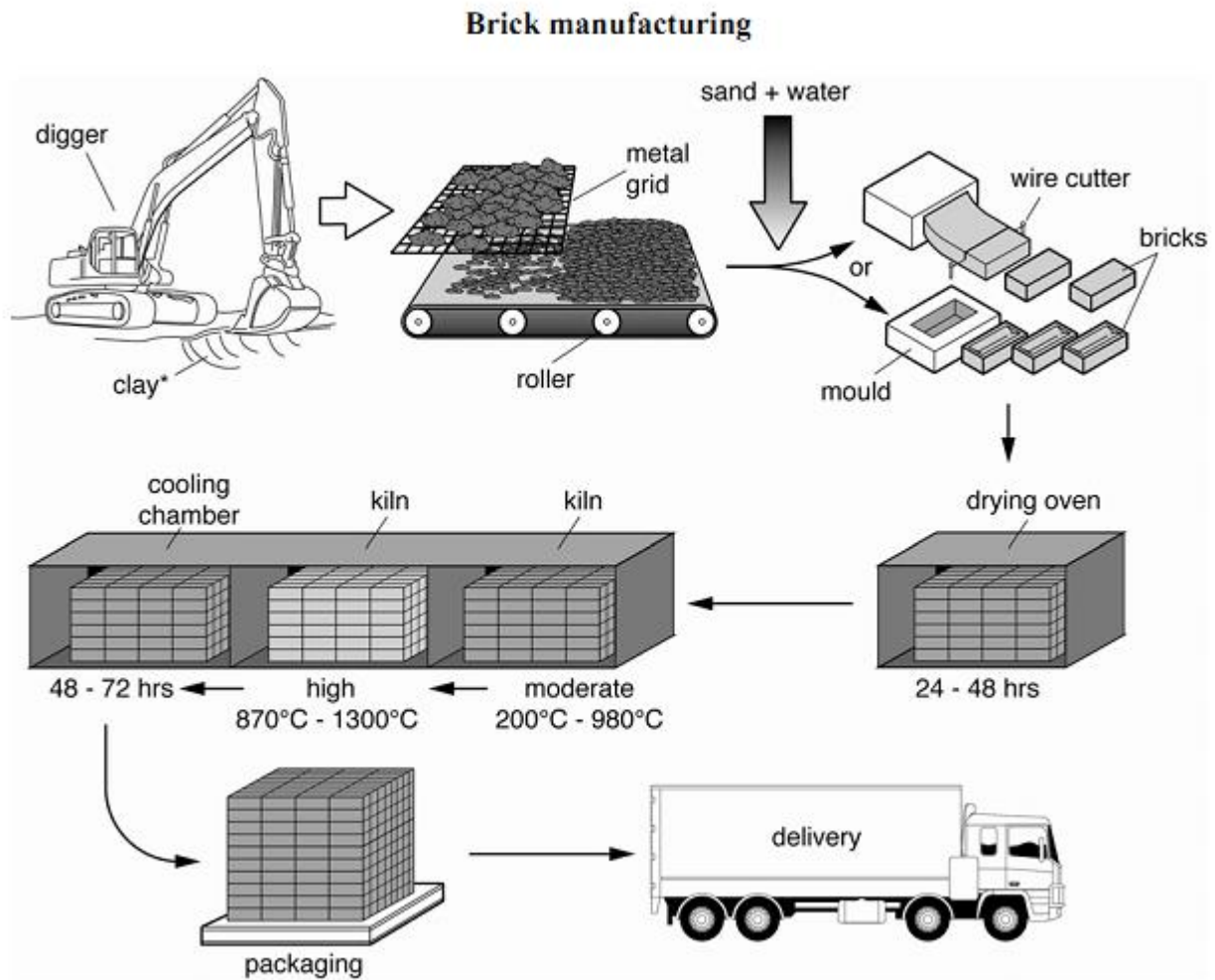
Looking at the first and second stages of the process, there are three ways of collecting weather data and three ways of analysing it. Firstly, incoming information can be received by satellite and presented for analysis as a satellite photo. The same data can also be passed to a radar station and presented on a radar screen or synoptic chart. Secondly, incoming information may be collected directly by radar and analysed on a radar screen or synoptic chart. Finally, drifting buoys also receive data which can be shown on a synoptic chart.

At the third stage of the process, the weather broadcast is prepared on computers. Finally, it is delivered to the public on television, on the radio, or as a recorded telephone announcement.

(170)



### 6.3.Simon - Brick manufacturing



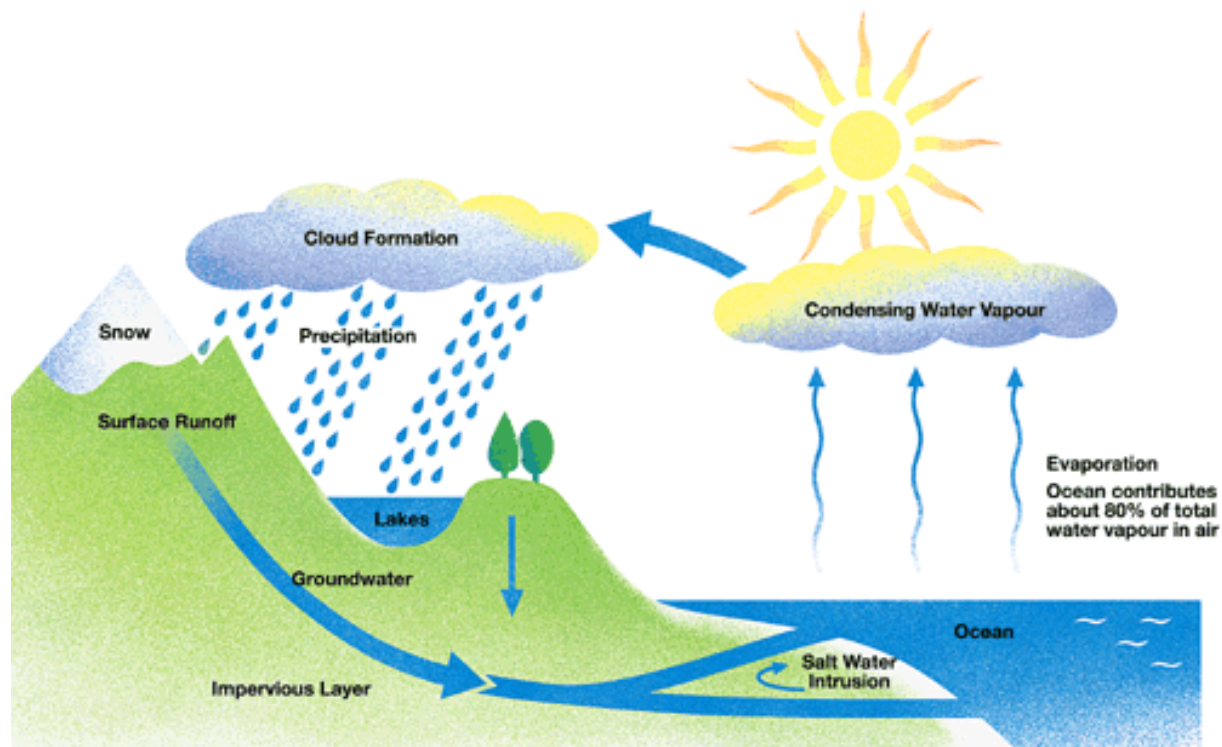
Here are my 2 main paragraphs describing the steps:

At the beginning of the process, clay is dug from the ground. The clay is put through a metal grid, and it passes onto a roller where it is mixed with sand and water. After that, the clay can be shaped into bricks in two ways: either it is put in a mould, or a wire cutter is used.

At the fourth stage in the process, the clay bricks are placed in a drying oven for one to two days. Next, the bricks are heated in a kiln at a moderate temperature (200 - 900 degrees Celsius) and then at a high temperature (up to 1300 degrees), before spending two to three days in a cooling chamber. Finally, the finished bricks are packaged and delivered.

#### 6.4. Simon - Water cycle

*The diagram below shows the water cycle, which is the continuous movement of water on, above and below the surface of the Earth.*



The picture illustrates the way in which water passes from ocean to air to land during the natural process known as the water cycle.

Three main stages are shown on the diagram. Ocean water evaporates, falls as rain, and eventually runs back into the oceans again.

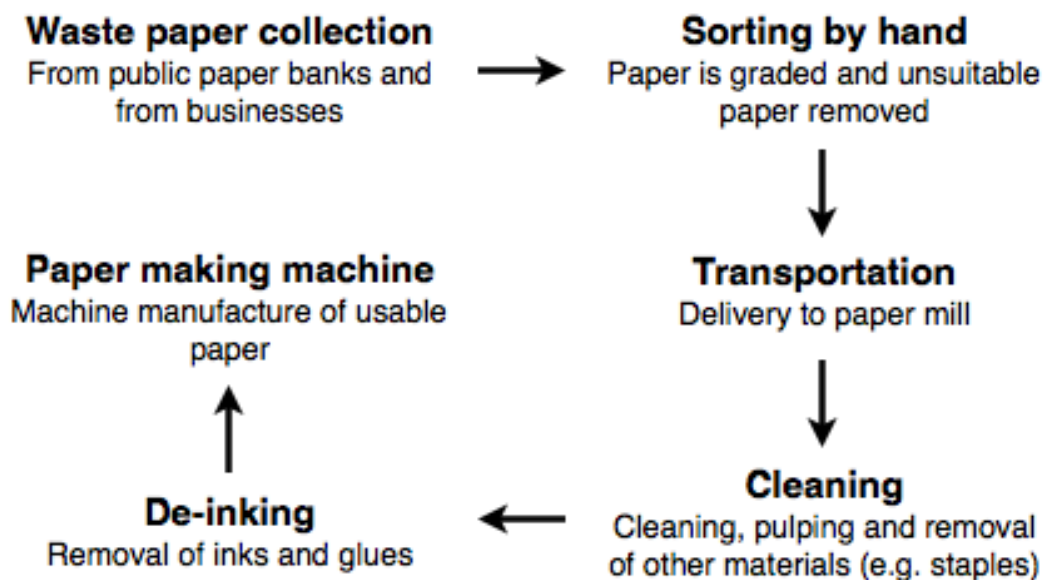
Beginning at the evaporation stage, we can see that 80% of water vapour in the air comes from the oceans. Heat from the sun causes water to evaporate, and water vapour condenses to form clouds. At the second stage, labelled 'precipitation' on the diagram, water falls as rain or snow.

At the third stage in the cycle, rainwater may take various paths. Some of it may fall into lakes or return to the oceans via 'surface runoff'. Otherwise, rainwater may filter through the ground, reaching the impervious layer of the earth. Salt water intrusion is shown to take place just before groundwater passes into the oceans to complete the cycle.

(156 words, band 9)

6.5. Simon – Paper recycling

The chart below shows the process of waste paper recycling.



The flow chart shows how waste paper is recycled. It is clear that there are six distinct stages in this process, from the initial collection of waste paper to the eventual production of usable paper.

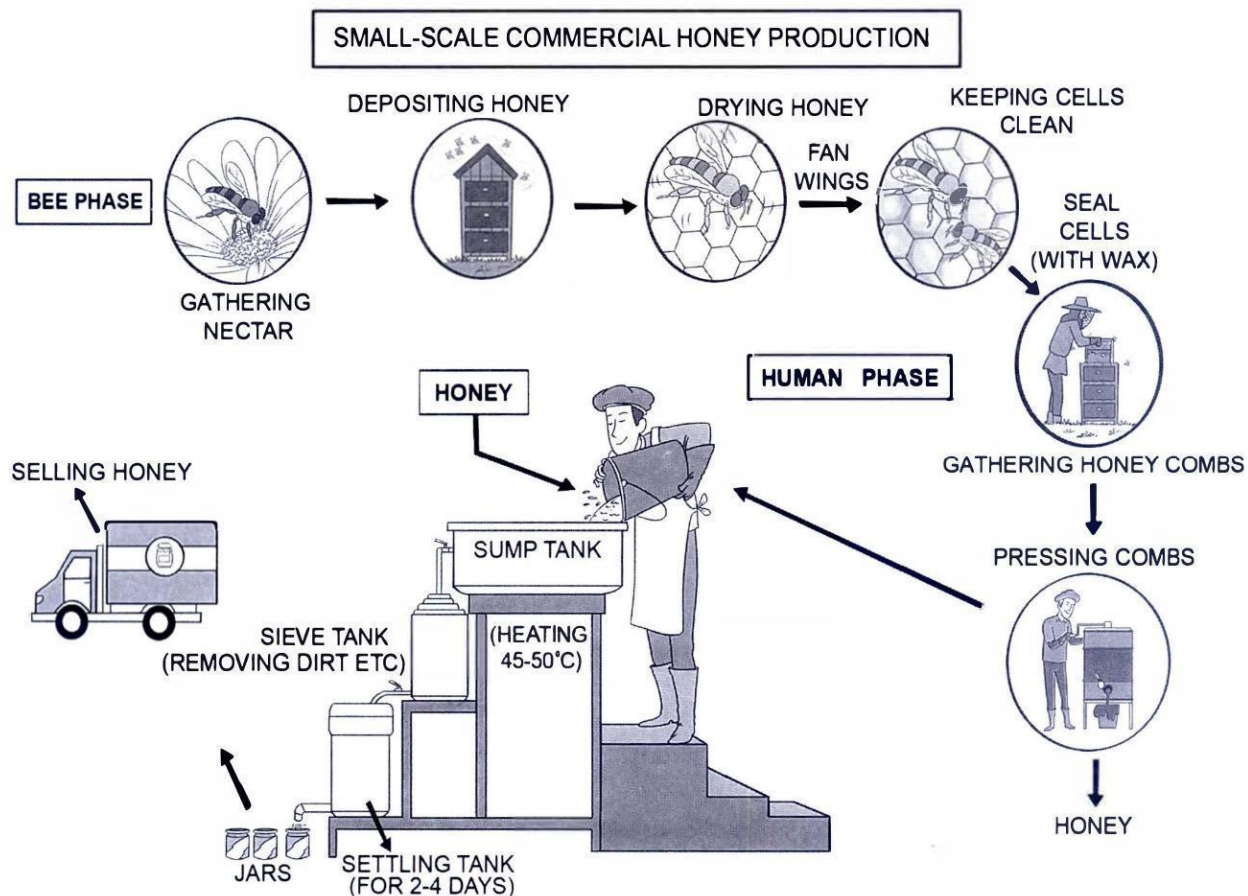
At the first stage in the paper recycling process, waste paper is collected either from paper banks, where members of the public leave their used paper, or directly from businesses. This paper is then sorted by hand and separated according to its grade, with any paper that is not suitable for recycling being removed. Next, the graded paper is transported to a paper mill. Stages four and five of the process both involve cleaning. The paper is cleaned and pulped, and foreign objects such as staples are taken out. Following this, all remnants of ink and glue are removed from the paper at the de-inking stage. Finally, the pulp can be processed in a paper making machine, which makes the end product: usable paper.

(160 words, band 9)

*Note:* I joined the introduction and overview together because they were both short. Try to analyse the essay - why is it worth band 9?

## 6.6. Honey Production

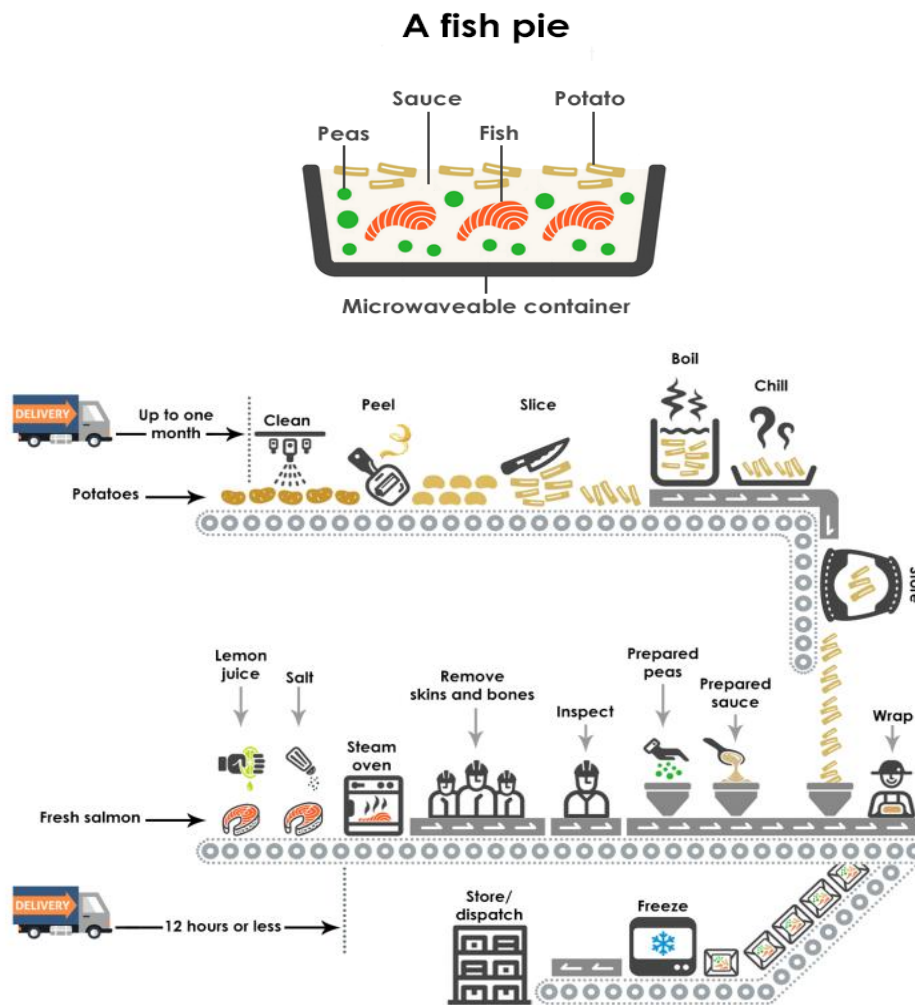
The diagram below shows how honey is made in small-scale commercial production. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. (IELTS Trainer 2 - Test 6)



The diagram shows that there are two major phases to the commercial production of honey: by bees and by human intervention. The process starts when nectar is gathered by forager bees from flowers. This is carried back to the hive, where it is deposited in wax cells as honey, which at this stage is very runny. Worker bees then fan their wings to dry it, thereby making it thicker. Each cell is then sealed with wax to keep the substance clean; the cells form the honeycombs, which are gathered and taken to the factory. There they are pressed to release the honey, which is poured into the top container of three, the sump tank, where it is heated to 45–50°C. This makes it thin enough to flow by gravity to the next tank, where it is sieved to remove impurities. It then runs down to the last container, the settling tank, where it sits for two to four days before being drained out into jars. The jars are then labelled and transported to the place of sale. (177 words)

### 6.7. Fish pie production

*The diagrams below give information about the manufacture of frozen fish pies. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. (IELTS Trainer 1 - Test 5)*

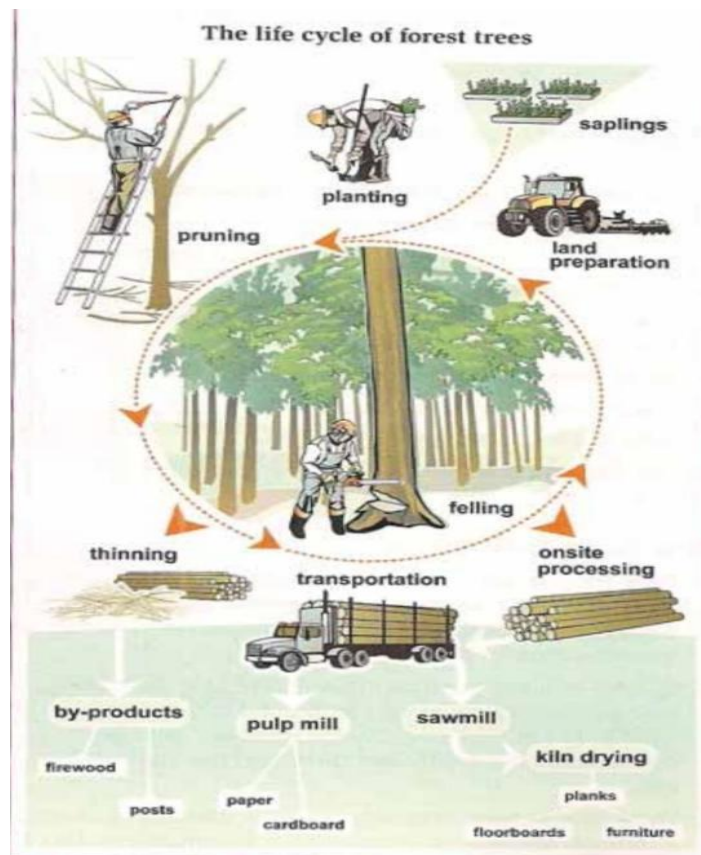


This diagram shows that there are a number of processes involved in the commercial production of frozen fish pies. The main ingredients consist of fresh salmon, peas and sauce, with sliced potatoes, and they are prepared separately. The potatoes, which may have been delivered up to a month in advance, are cleaned, peeled and cut into slices. The slices are boiled and then chilled before being stored until needed. The preparation of the fish is more labour intensive than the preparation of the potatoes. Within twelve hours of being delivered to the factory, the fresh fish is cooked by being steamed with lemon juice and salt. Then the skin and bones are removed by hand and disposed of, before a visual inspection takes place.

After this, the pies are assembled in microwaveable containers. Peas and sauce, which have also been prepared, are added to the fish and then the pie is covered with a layer of cooked potato slices. The pies are then wrapped and frozen. At this point they are ready for dispatch, or they may be stored at the factory before being dispatched.

## 6.8. Forestry management

*The diagram shows the stages in the cultivation and management of a forest. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. (Complete IELTS band 6.5-7.5 - Writing reference no.4)*



The diagram illustrates the stages in the creation of a man-made forest and the various uses of the wood that is produced.

Before planting can take place, the land must be cleared and prepared. Heavy machinery is used to turn over the soil and ensure that it is ready for young trees. Once this has been done, saplings that have grown in a nursery are taken to the area and planted individually.

Over time, the young trees start to grow. As they reach a certain height, they are pruned by hand and the forest is thinned. Trees that have been cut down at this stage are used for firewood or to create posts for fences.

The remaining trees gradually reach maturity and are not removed until they are required for wood products. When this happens, individual trees are felled using electrical saws, and prepared for transport on site. The trunks are transported by lorry either to the pulp mill, where they are turned into paper or cardboard, or to the sawmill, where they are dried and cut into planks, to be used for floorboards and furniture. Meanwhile, the felled forest ground is prepared for the planting of new saplings.

Clearly, the agricultural process required to use wood-based products consists of a number of well-defined stages that allow trees to reach a certain age before they are cut down and new forests are planted.

## 6.9. Plastic Bottle Recycling

The diagram below shows the process of recycling plastic bottles. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. (Mindset for IELTS level 3 - unit 8)

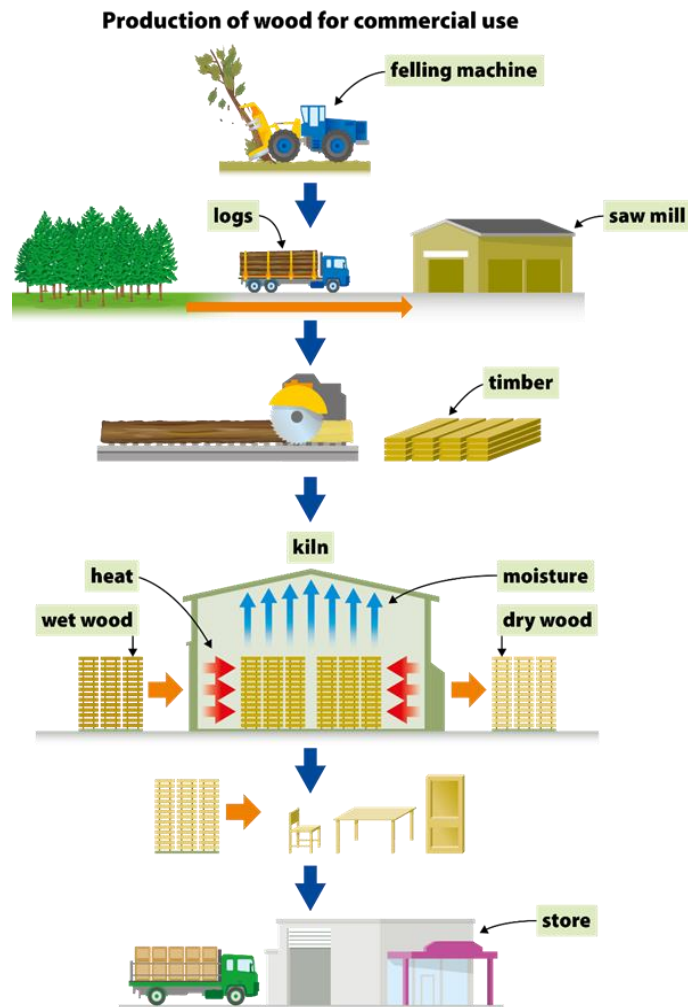


The diagram illustrates the process of recycling plastic bottles. This is a circular process which begins and ends with a plastic product. In the diagram, we can see how the bottles go through stages of being collected, cleaned, reshaped and ultimately reformed into a new plastic product. In the beginning, empty used plastic bottles are collected and placed in a recycling bin. These bottles are then classified by their colour and put into different boxes before going further into the process. As soon as they are sorted, the bottles are compressed together by a crushing machine into a bundle.

Following on from this, the crushed bottles are fed into a machine where they are sliced up into individual plastic pieces. The chopped-up plastic is in turn rinsed with water. The clean plastic is scooped up by a worker, who filters the water using a special tool prior to putting the plastic into a heating machine. A heating process boils the plastic pieces into pellets. Afterwards, these pellets are put into another machine where a screw mashes them into a mould for new bottles. A new bottle is then ready for use in the packaging of liquids such as soft drinks, cosmetics and detergents.

## 6.10. Wood Production

*The diagram below shows the process of producing wood for commercial use. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. (Mindset for IELTS level 3 - unit 8)*



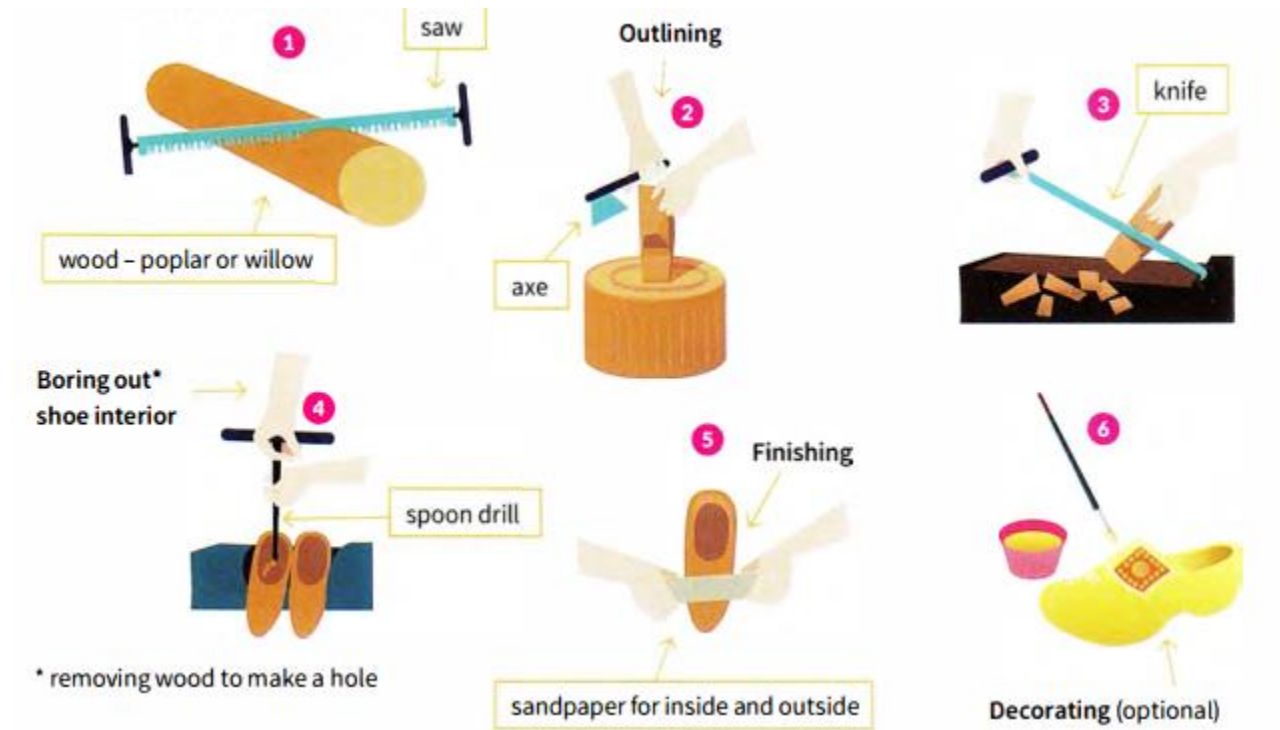
The flow chart summarises in graphic form the procedure whereby wood is converted from trees into a sellable product. There are six main steps involved in the process.

The first stage is the harvesting of the trees that supply the wood, using a felling machine, a vehicle that looks similar to a tractor, followed by the felled tree logs being transported by truck to the saw mill. In the saw mill, the logs are then cut into shape using electrical saws to convert them into usable timber planks. At this stage, the new timber is still wet so, after this stage, in order to dry the wood so that it can be used for construction, the timber is then moved to a kiln building. Here it is heated so that moisture evaporates from the wood out through the kiln roof. The dried wood is then ready to be used for the construction of products, in this case furniture such as chairs, tables and doors. The final stage in the process sees the finished product or products being transported by truck again, this time to the stores, where they can be sold on to consumers.



### 6.11. Clog Making

*The diagram illustrates the process of making traditional wooden shoes called clogs. Summarise the information by selecting and reporting the main features and make comparisons where relevant. (Mindset for IELTS level 3 - unit 8)*



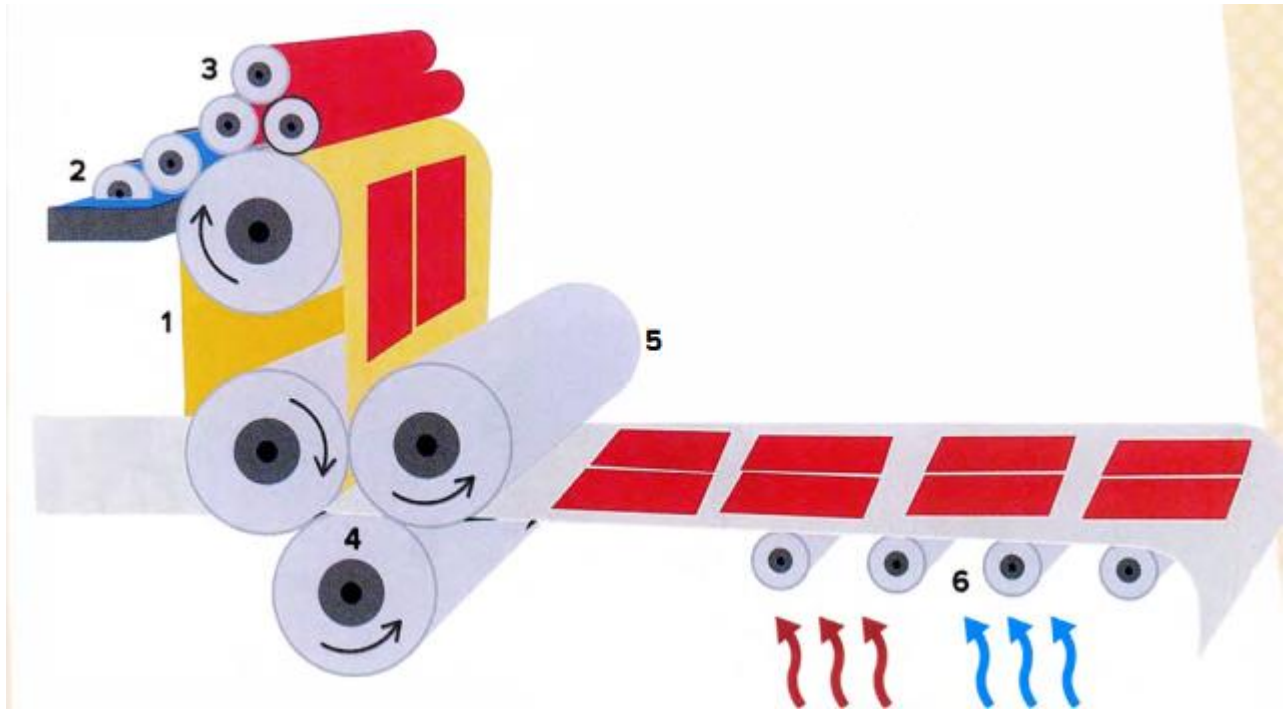
The diagram shows the traditional techniques used for carving wooden shoes known as clogs. The process consists of six main stages, which are done by hand rather than using automated processes.

The first stage is to obtain wood from either poplar or willow trees. The wood is cut into pieces of the correct size using a saw. Next, each clog is roughly outlined using an axe. After this, the clog maker takes a long knife to cut the shoe to the exact shape it should be. Once the exterior is finished, the next stage in the process is to bore out the interior of the clogs using a spoon drill to make space for the foot. Once this is done, the shoes are nearly finished. Sandpaper is used to smooth down the wood on both the interior and the exterior of the clog. The final task for the clog maker is to decorate the completed wooden shoe using various different colours, although this is an optional stage. The clog is then ready to be worn.

This completes the process of making traditional wooden footwear, or clogs, by hand.

## 6.12. Lithography Printing

*The diagram illustrates the process of lithography: a method used for printing newspapers. Summarise the information by selecting and reporting the main features and make comparisons where necessary (Mindset for IELTS level 2 - Unit 3)*



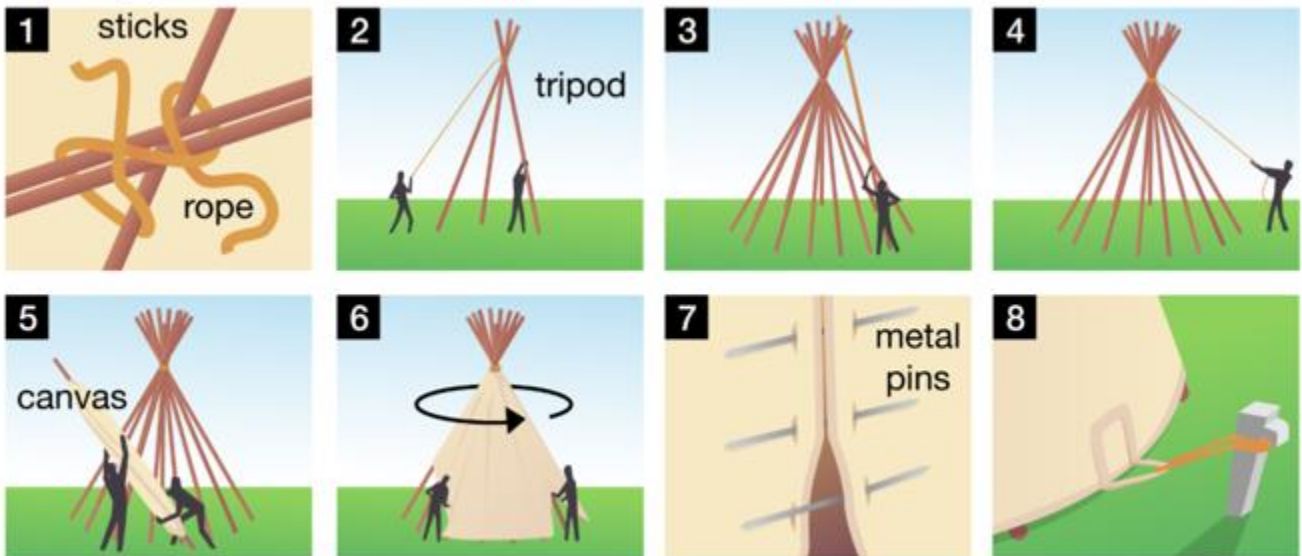
The diagram illustrates a method called 'lithography', a process used for printing newspapers. After the image is transferred onto a press plate, it goes through several rollers before being successfully printed onto paper.

First, the plate is passed through dampening rollers, which provide a mixture of water and chemicals. This is to dampen the non-image areas. Secondly, the plate passes through a set of ink rollers, in order for the ink to stick to the image area. Thirdly, the plate goes through the blanket cylinder. This is to squeeze out the water and the inked image area is picked up. Finally, the plate passes through the impression cylinder. The paper then runs between the impression cylinder and blanket cylinder, pressing the image onto the paper. After that, the paper is dried with hot and cold air and put on the delivery pile.

Overall, the diagram shows that there are four sets of rollers used, before the image is transferred onto paper.

### 6.13. Tepee Construction

*The diagram shows how a type of tent called a tepee is built.  
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.  
(Mindset for IELTS level 2 - Unit 3)*



The diagram shows the eight stages needed to build a tepee. The process begins by tying together three long sticks and ends by attaching the canvas to the ground to form the tepee.

Firstly, you need three long sticks of the same length which are tied together by rope. The rope is then pulled to form a frame with three legs, which is called a tripod. Next, more sticks are added to the tripod to make the frame strong and the rope is wrapped around the whole structure to keep it all together. After this has been done, a canvas is wrapped around a separate stick. This is lifted against the structure and the canvas is unrolled around the tepee. To keep the canvas in place, the ends are then pinned together using metal pins. Finally, the bottom of the canvas is fixed to the ground. The tepee is complete.

## 7. Mixed charts

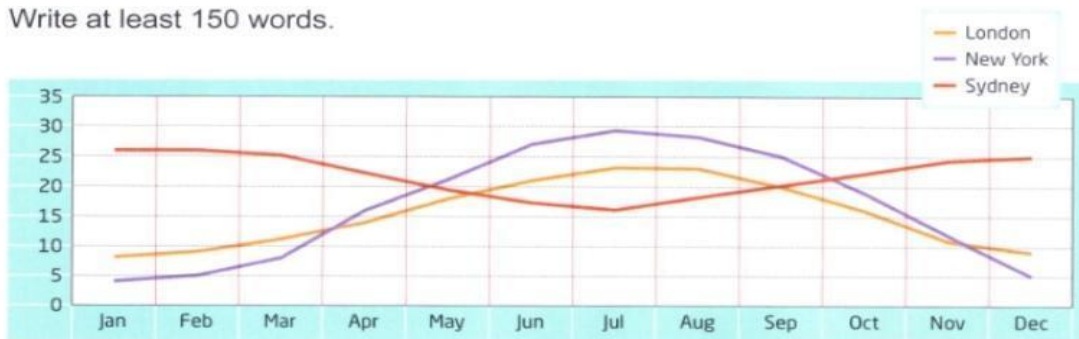
### 7.1. Weather patterns

*The graph and table below show the average monthly temperatures and the average number of hours of sunshine per year in three major cities.*

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

*(Official Cambridge Guide to IELTS - Test 2)*

Write at least 150 words.



**Total annual hours of sunshine for London, New York and Sydney**

London	1,180
New York	2,535
Sydney	2,473

The data provides information on average temperatures and annual hours of sunshine in London, New York and Sydney.

The temperature patterns for London and New York are similar, although New York has warmer summers and colder winters. In both cities, peaks occur in July/August, at 23° in London and 29° in New York. In contrast, Sydney's hottest weather is in December/January when temperatures average 25°. During this period, New York's temperatures dip to an average of around 5°, compared with 8° in London. On the other hand, Sydney's lowest average temperatures in July are just over 15°.

As far as hours of sunshine are concerned, New York and Sydney have similar averages of 2,535 and 2,473 hours respectively. London, however, has a much lower average of 1,180 hours.

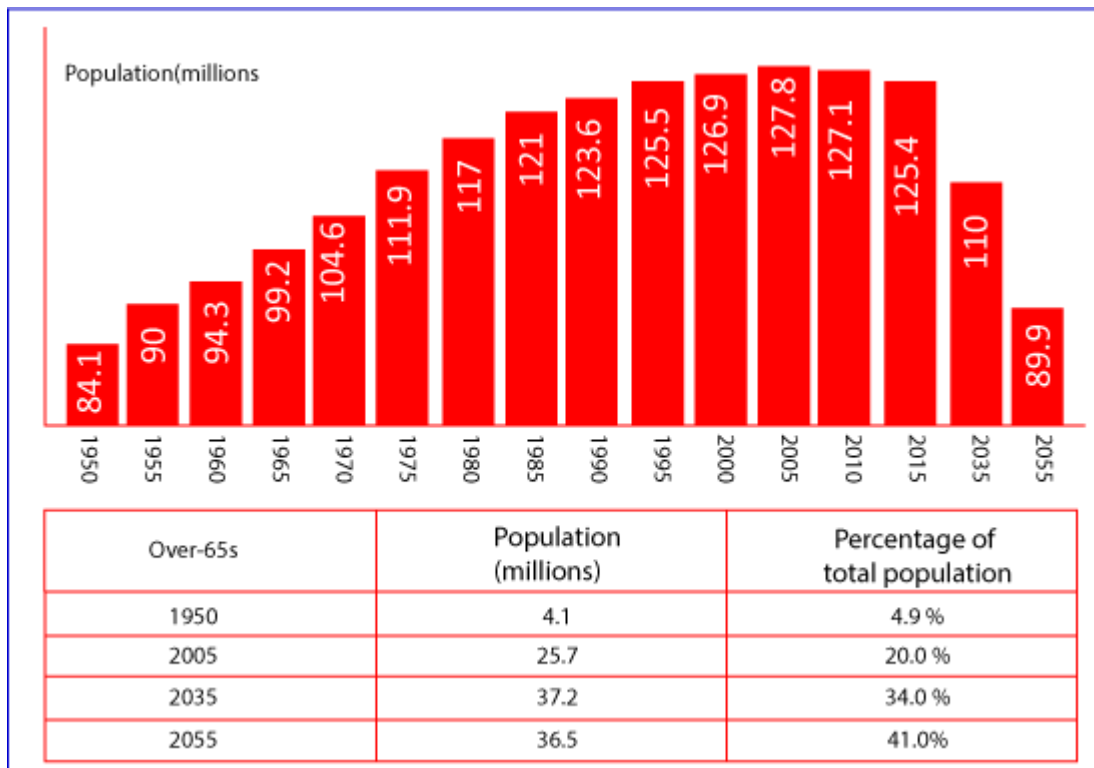
Clearly, London is the coldest city and has the fewest hours of sunshine. New York has the hottest summers, but Sydney enjoys the warmest overall climate.

(156 words)

## 7.2. Population Figures in Japan

*The chart and table below give information about population figures in Japan. Summarise the information by selecting and reporting the main features and make comparisons where relevant.*

*(Complete IELTS band 6.5-7.5 - Unit 3)*



The table and chart provide information regarding population growth and the proportion of the population over 65 over a 100-year period in Japan.

According to the information, Japan's general population figures in 1950 were very different from those in 2005, and future predictions show even greater differences. In 1950, the number of people was just over 84 million, and only 4.9 percent (4.1 million) of these people were above the age of 65. By 2005, the percentage of older people had risen considerably to 20 percent while the overall population had shown a parallel increase to nearly 128 million.

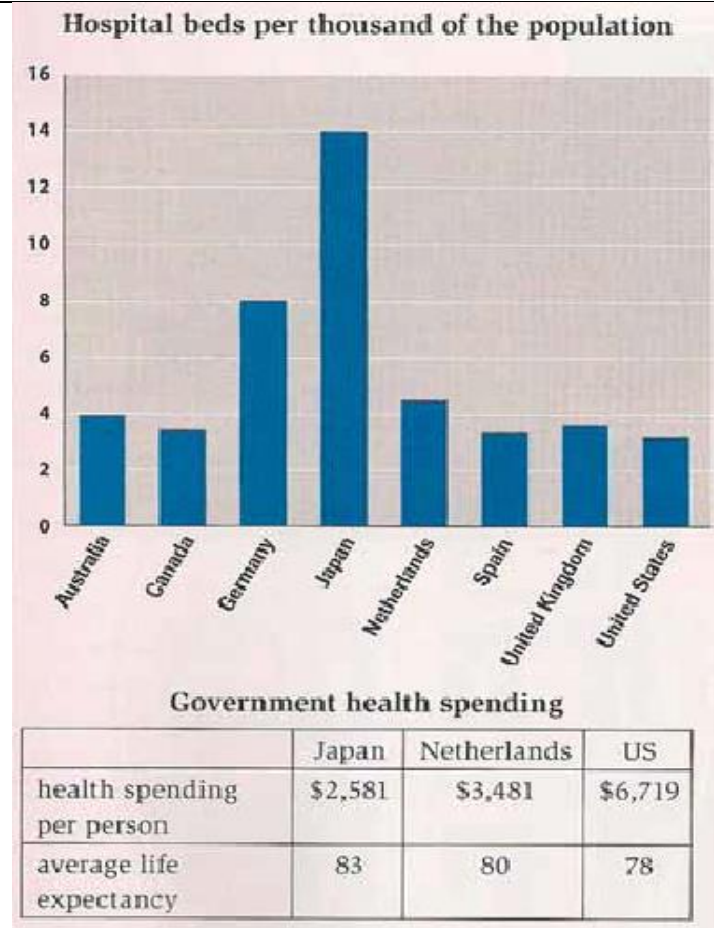
However, total population figures peaked in 2005, and it is expected that the number of people in Japan will fall substantially over the next 50 years to a little below 90 million. In spite of this failure, the rise in the ageing population will continue, and at a faster rate, so that by 2055, 41 percent (36.5 million) of Japanese people will be over 65.

These statistics show two contrasting trends in Japan's demographics that will result in fewer citizens, but greater numbers of elderly people.

## 7.3. Healthcare resources and life expectancy

*The chart and table below give information about healthcare resources and life expectancy in different countries. Summarise the information by selecting and reporting the main features and make comparisons where relevant.*

*(Complete IELTS band 6.5-7.5 - Unit 4)*



The chart and table reveal some significant differences between the countries, with regard to health and medical care.

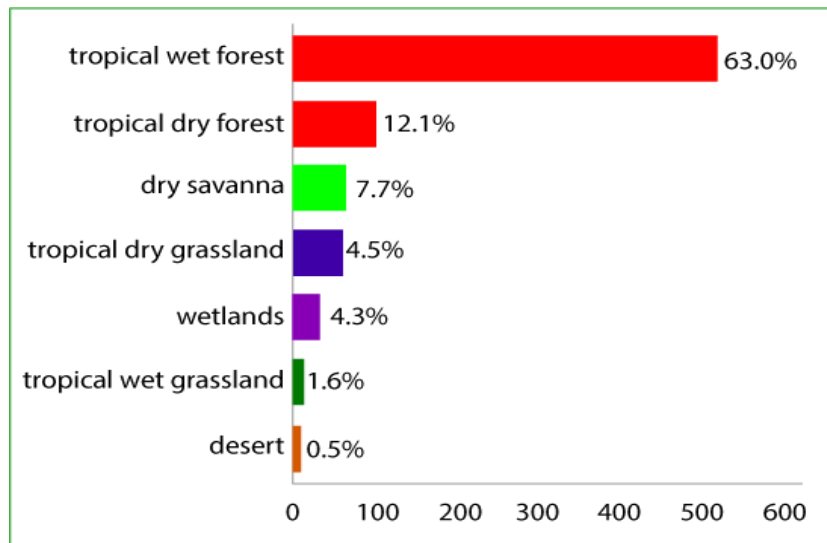
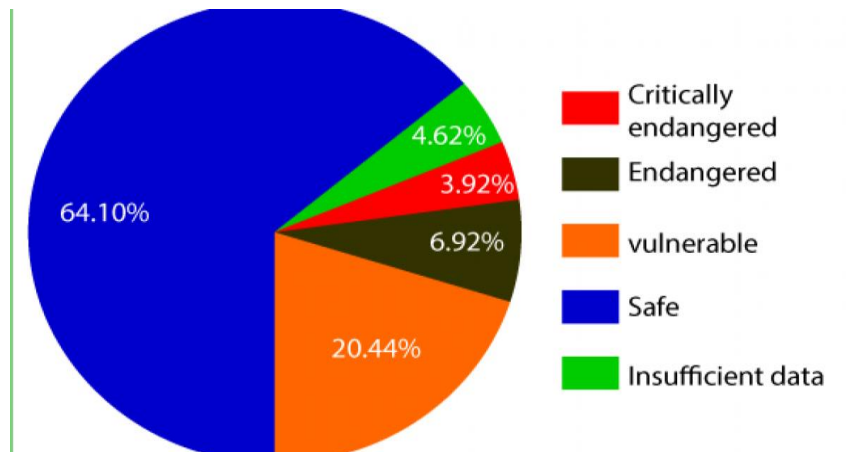
Looking at the chart, it can be seen that Japan provides by far the highest number of hospital beds, at 14 per thousand of the population. The second highest allocation is 8 per thousand in Germany, but this is little more than half the Japanese figure. On the other hand, the US, Spain, Canada and the UK provide the lowest numbers of hospital beds, at around 3 per thousand people. Dutch and Australian figures are only very slightly higher than this.

The table takes a closer look at funding and life expectancy in three of these countries. Although Japan has a much better life expectancy figure (83 years) than the other two countries, its government spends considerably less money on healthcare, contributing just \$2,581 per person. In contrast, the US government allocates well over twice that amount, yet its citizens have a life expectancy of only 78 years. Meanwhile, Dutch people can expect to live to be 80, and the government spends \$3,481 on each citizen.

Although the Japanese government contributes much less money to healthcare. There are far more beds available for patients, and people can expect to live longer there than in some other countries.

### 7.4. Endangered Plants

*The charts below give information about endangered plants around the world. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. (Complete IELTS band 6.5-7.5 - Unit 7)*



The charts provide information on the proportion of plant species that are at risk, the levels of risk and the different environments in which these plants grow. Although a lot of plants are safe, about a third of all plant species around the world are under some kind of threat. For just over 10 percent of these species, the threat is severe, with 3.92 percent of plants likely to become extinct and over 25 percent being vulnerable to extinction.

When you look at plant habitats, the area with the greatest proportion of threatened species is tropical rainforest, where 63 percent of species are threatened. In contrast, desert areas have the lowest proportion of vulnerable plants at percent. Forest grassland and wetland areas are also home to threatened species. However, the danger is on a much smaller scale than in the tropics, with figures ranging between 12 and one percent.

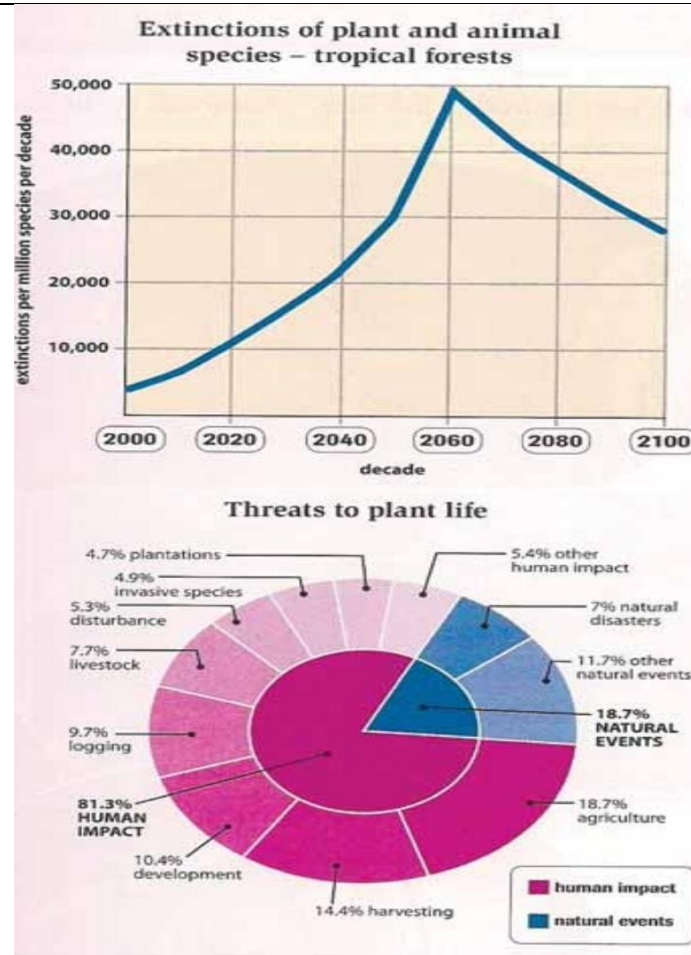
To conclude, tropical areas of the world have more endangered plant species than others, and certain plants need immediate protection

## 7.5. Biodiversity Threats

*The graph and chart below give information about species extinctions and the threats to plant life.*

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

*(Complete IELTS band 6.5-7.5 - Unit 8)*



The data provide information about species extinctions in tropical forests and the reasons why plants become extinct. Looking at the graph first, it can be seen that approximately 4,000 in every million species had become extinct by 2000. This figure is predicted to rise significantly until 2060, when it will hit a peak at 50,000 and then fall, though less steeply, to 28,000 per million in the year 2100.

The chart takes a close look at the impact of different types of activity on plant survival. Clearly, over three-quarters of extinctions are caused by human activity, and more than half of this is related in some way to farming. Other activities, such as logging (9.7 percent) and development (10.4 percent), also pose threats.

Natural events, on the other hand, have a much smaller effect on the lives of plants. Natural disasters, such as tropical storms, account for 7 percent of extinctions, while other natural influences cause a further 11.7 percent.

To sum up, extinctions in tropical regions will get much worse before they eventually fall. Meanwhile, human beings are likely to be responsible for the greater part of these.



## 7.6. Education and Employment

The table and charts below provide information about the destinations and employment of UK first degree holders.

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

(Complete IELTS band 6.5-7.5 - Writing reference no.2)

### Destinations of UK graduates by academic year (%)

	2007	2008	2009	2010
full-time employment	64	62	59	63
part-time employment and study	9	8	8	7
further study only	16	17	18	17
not employed	11	13	15	13



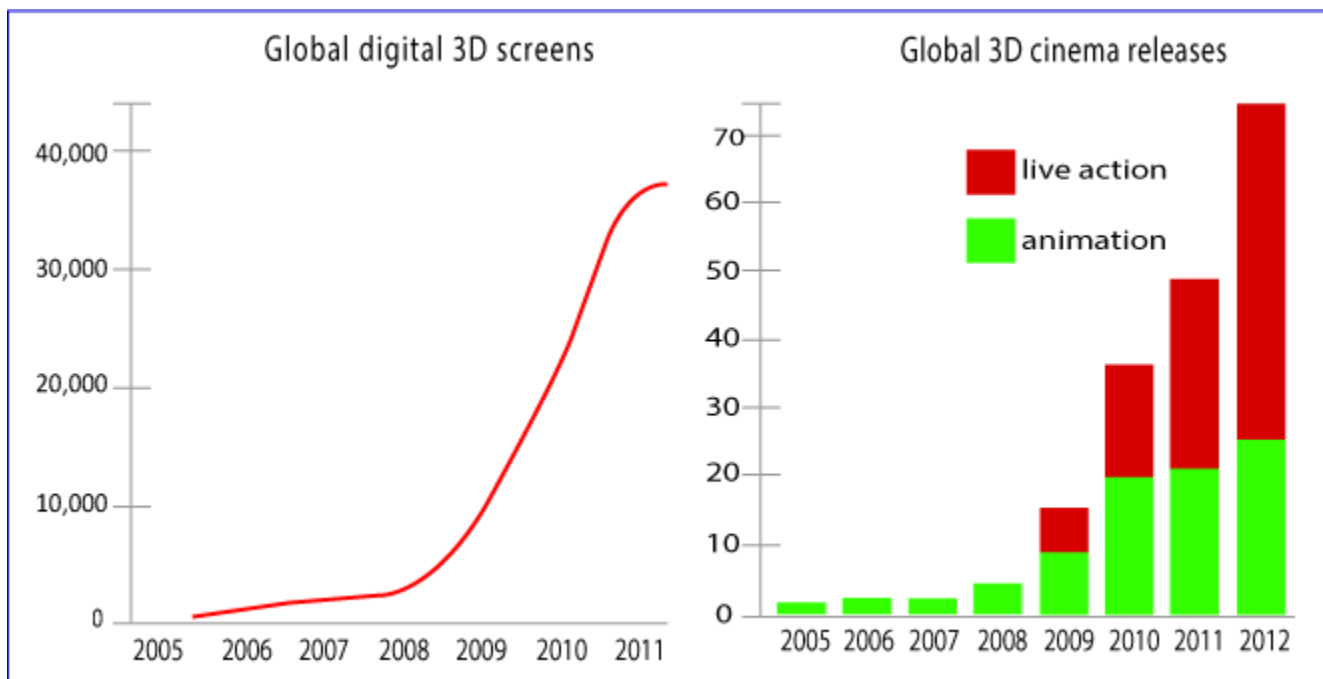
The table and charts show the study and employment choices of UK graduates over a four-year period and the annual salaries of the 2009/10 group in full-time employment.

According to the table, the pattern in graduate destinations altered very little over this period. The largest category comprising approximately two-thirds of graduates, found full-time jobs, while 7-9 percent opted for a mix of work and further study. Approximately twice this number continued their studies, while the percentage of graduates not working ranged from 11-15 percent. Among those 2009/10 graduates who were employed in the UK, the majority were earning between \$15,000 and \$25,000 per year. Female graduates in the \$20,000-\$25,000 salary band formed the largest group at 32 percent, and a higher percentage of women than men were employed at lower salary levels. However, 14 percent of male graduates earned \$25,000 - \$30,000 a year compared with only 10 percent of females. And this trend continued as salaries rose.

In summary, many first-degree holders secured jobs after graduation. However, women graduates tended to earn less, on average, than their male counterparts.

## 7.7. 3D Cinema

*The graph and chart below give information about 3D cinema screens and film releases. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.  
(Complete IELTS band 6.5-7.5 - Practice test)*



The graph shows the rapidly growing number of 3D cinema screens around the world, while the chart provides information on two types of film that are released in 3D, and shows how their relative numbers have changed over time.

Clearly, the global increase in 3D screens has been significant. In 2005, there were none, and initially the increase in numbers was minimal. However, between 2008 and 2011, there was a steep rise to just over 35,000 screens, after which numbers seemed to flatten out a little.

The chart shows a similar pattern in terms of 3D film releases. Very few animated films and no live-action films existed in this format up to 2002. In 2008, live action and animated films were released in equally small numbers. However, between 2009 and 2012, the combined number of these films increased dramatically to about 75. In addition, the number of live-action films grew faster, so that by this date there were twice as many live-action films as animations.

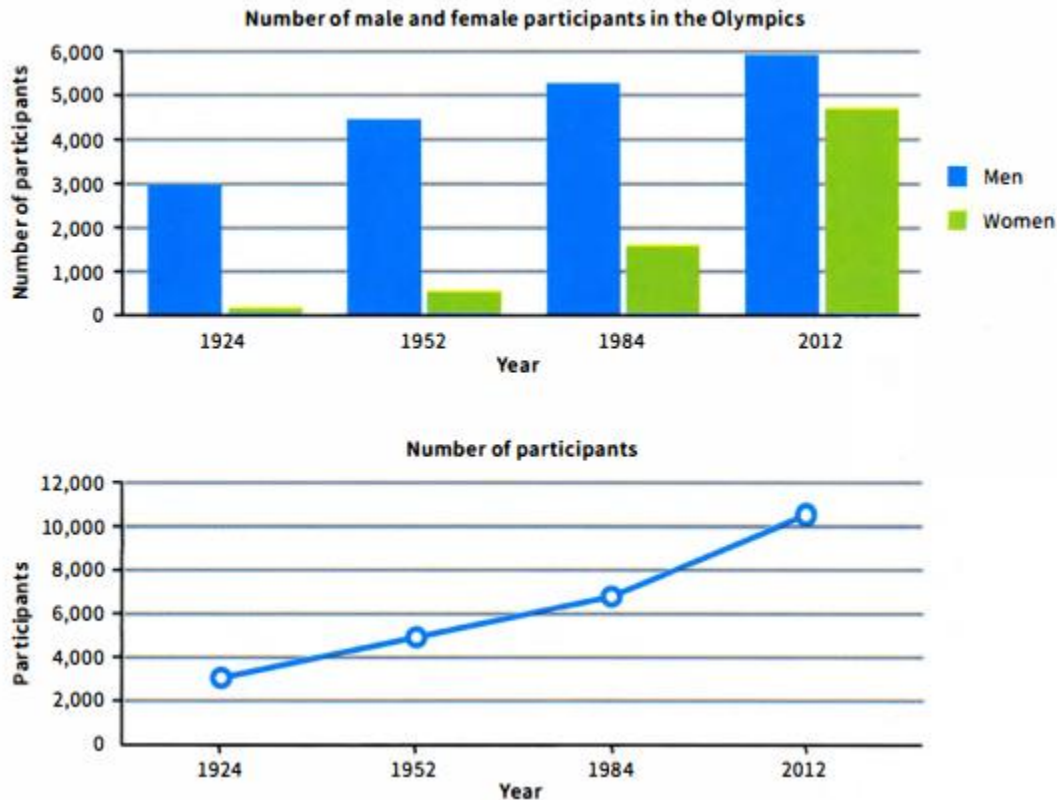
To summarise, there has evidently been significant growth in 3D cinema, with the number of live-action 3D films outstripping that of animations by the end of the period covered in the data.

## 7.8. Olympic Participants

*The chart and graph below give information about participants who have entered the Olympics since it began.*

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

*(Mindset for IELTS level 2 - Unit 2)*



The two charts give information about the gender and number of athletes who have entered the Games since they started. The bar chart illustrates the number of men and women entering the Games, whereas the line graph shows the number of participants.

It is evident from the bar chart that, until 2012, there were always significantly more men entering the Games than women. In 1924 and 1952, there were hardly any women entering the Games, yet in 1952 there were over 4,000 male participants. In 2012, however, the number of female athletes rose significantly to nearly 5,000, only approximately 1,000 fewer than male participants.

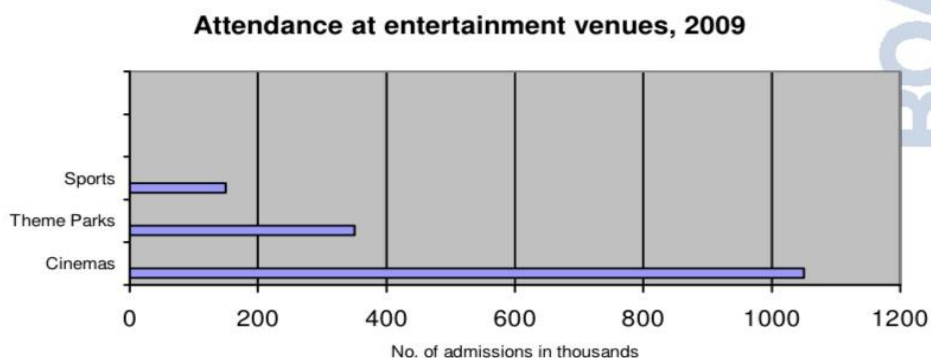
The line graph shows a similar trend, with the number of participants increasing throughout the century. The most significant increase occurred between 1984 and 2012, when the number of athletes rose from just over 6,000 to over 10,000 in 2012.

To summarise therefore, since 1924 the number of athletes entering the Olympic Games has increased dramatically. This is particularly the case for women, who are now represented in nearly the same numbers as male participants.

7.9. Entertainment Venues - Road to IELTS test 2

*The charts below give information about attendance at entertainment venues and admission prices to those venues in 2009.*

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



Event	2009 Admission Price	
	1 Ticket	Family Ticket (4 people)
Football Game – AFL	\$75	\$298
Football Game – NRL	\$73	\$290
Football Game – NRU	\$71	\$280
Theme Parks	\$70	\$210
Basketball Game	\$34	\$135
Cricket Game	\$24	\$80
Cinema	\$15	\$55

The bar chart shows how many tickets were sold to sports events, theme parks and movies in 2009 and the table reveals ticket prices to various venues in the same year. Going to the cinema was both the most popular and the cheapest form of entertainment in 2009.

Cinemas attracted more people than theme parks and sports combined. Whilst 1,050,000 people attended movies, only a third of that number visited theme parks, and a mere 150,000 went to sports games.

Movie tickets were far cheaper than other forms of entertainment. Attendance at a football game in 2009 cost around \$73, with little reduction for families. Basketball and cricket games cost less, at \$34 and \$24 respectively for a single admission. However, a family ticket to cricket, at \$80, showed considerable savings. Theme parks were only slightly less expensive than football matches at \$70 a single, but there was a significant reduction in the price of a family concession with four people gaining entry for the price of three. Movie tickets at \$15 for one, and \$55 for four, were the cheapest.

Overall, the cinema was the most affordable entertainment option.

(190 words)

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**Chúc các bạn học tốt và thi đạt kết quả cao,**

Thầy Đinh Thắng

13.07.2023