

IELTS WRITING TASK 1

BY MAHDI MODARRES

EDITION 2022



Modarres Educational Group

**اطلاعات این کتاب در حال مراحل قانونی برای اخذ مجوز
می باشد، لطفا از انتشار آن خودداری کنید.**

About the author



Mahdi Modarres received his PhD in English language teaching from Shiraz University. He has been an international English teacher for over a decade now and he is currently preparing students for IELTS as his field of specialty. Taking part in different international IELTS workshops, courses and seminars, Mahdi has mastered teaching and mentoring teachers for IELTS courses.

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Part 1

Data driven diagrams

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Chapter 1

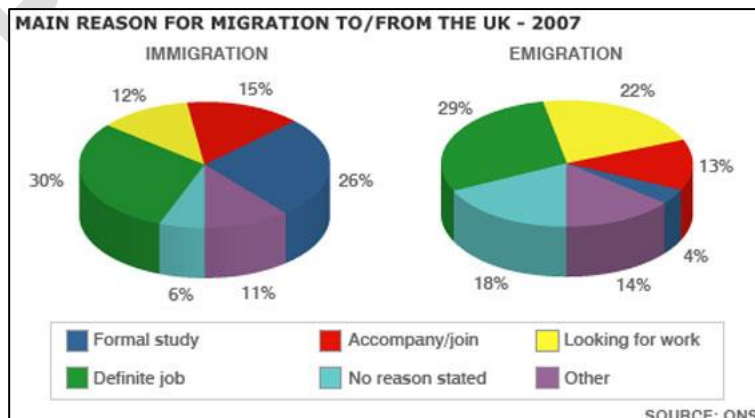
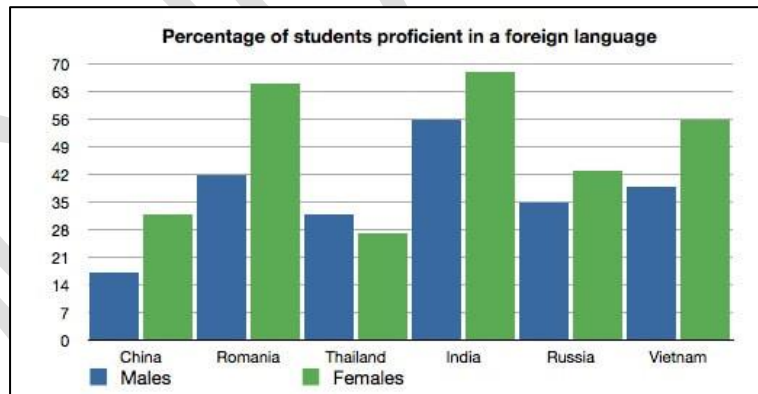
Comparison diagrams

A: what are you supposed to do?

In comparison diagrams, the categories should be compared and contrasted based on the main feature. Try to find similar information and group them in one or two body paragraphs. This grouping, as I will explain later in this chapter should present the sets of information logically. As a candidate, you need to create an appropriate link between the body paragraphs (check part C for a list of good linkers to be used at the beginning of your second/third body paragraph).

The tables below are two examples of comparison diagrams. Take a close look at them and find out the answer to the following questions:

1. What does each graph show?
2. How are the data categorized? (the major groups)
3. How can I order the information from the most important pieces to the least?



B: Language of Comparison

As you need to make a comparison between the information given in the chart(s), you need to learn some comparative words/phrases. Take a look at the table below:

Table 3: Language of comparison summarized

A: Introducing Differences	B: Comparative Structures	C: Superlative Structures
There is a significant difference	Larger/smaller than	A ranks first/second/last
There is a small difference	A is as high/large as B	A stands first/second/last
The difference is negligible	Twice/three times larger/smaller than	A is the largest/smallest/most significant
	Half as much as	The largest proportion is consumed
	The same amount/number/quantity of X as B	

Comparison can happen in two forms. The first form of comparison is when you divide the information in one chart into meaningful segments and use the language above to report them. The flow of information is usually from the most significant piece of information in that chart to the least significant one. Here is a sample:

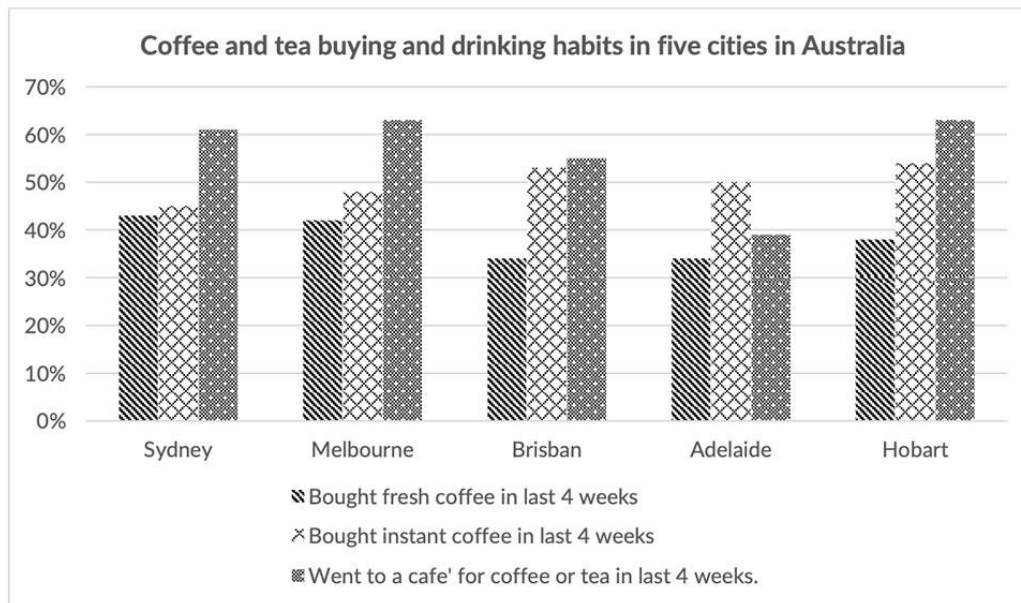


Figure 3: Cambridge IELTS Academic Book 15- test one

Some examples for using language of comparison:

1. Going to a café in Melbourne was the most popular, at just below 65%. Similar figures were reported for Hobart and Sydney.
2. The second most common category was purchasing instant coffee. The figures for Hobart and Brisbane were the highest, each at approximately 54%.
3. Going to a café for coffee or tea has ranked first in almost all the cities during the past month.

There is another type of organization, which is set according to the key of the graph. The key is the small box on one side of the graph that shows the major categories reported in that chart, their pertinent color or other relevant information that help the reader understand the graph. Each big set of information can be represented in a paragraph. It is the easiest formula for categorization that can help you save time in the real exam session.

Sometimes you may also need to use subordinate conjunctions to present various information within a chart or block of information presented by one chart. The list below can help you with this:

1. While:

While added sugar and saturated fat hold equal shares, 16% each, sodium constitutes 14% of the whole intake.

2. Whereas:

Whereas lighting and cooling systems play a minimal part in both sections, there is a considerable amount of heat emission when it comes to heating systems in the country under study.

3. **Although**

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

Another type of comparison is when you decide to make transitions from one block of information, for example one of the cities in figure 3, to another one. Here, you need linkers to show the similarity or contrast between the blocks. Next part presents the details and helps you to organize your writing for a higher CC.

B.2. Comparison and Contrast Linkers

- **Transitions to show contrast:**

1. **On the contrary:**

On the contrary, industry constitutes the highest proportion of water consumption, almost half of the whole usage, in North America.

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

2. **On the other hand:**

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

- **Transitions to show similarity:**

3. **Similarly:**

Similarly, heating in general is the cause for almost half of the greenhouse gas emitted by an average Australian household, comprising water heating with 32% and heating with 15%.

C: Other useful structures:

1. Uses/produces/consumes
2. X formed 10% of...
3. X accounted for 10% of...
4. X is responsible for 10% of...
5. The remaining 10% is allocated to... Proportion/percentage/rate/figure

Examples:

Industry sector consumes 60% of the total energy produced.

Industry accounts for 60% of total energy consumption.

Industry is responsible for 60% of total energy consumed.

Industry sector uses 60% of total energy produced.

D: Further practice and samples:

Task 1: Let's practice

Task purpose: to improve sentence construction.

Instruction: Unscramble the sentences to describe the information in figure 3.

1. immediately/more popular than going to a café/ was / followed by that of Adelaide /happened to be slightly/ this figure,/ where instant coffee

Your answer:

2. in /below 65%/ Melbourne / was / the/ at/ just/ going to a café/ most popular.

Your answer:

3. Although/Sydney/ was almost as high as that of instant coffee, at 44%/ by a narrow margin/ shopping for fresh coffee was the least popular group,/The figure for Melbourne was lower than Sydney /the share of.

Now read the sample below and check your answers:

The bar chart gives a breakdown of the proportion of instant and fresh coffee bought in five cities in Australia during the last four weeks. Also, the chart compares the said proportions with that of people who went to a café for coffee or tea.

Overall, except for Adelaide, going to a café for coffee or tea was the most popular. As far as fresh and instant coffee purchasing are concerned, the latter was more popular than the former.

Going to a café in Melbourne was the most popular, at just below 65%. Similar figures were reported for Hobart and Sydney. The share of Brisbane was 55%, while less than half of people in Adelaide decided to go to a café for coffee or tea in the studied period.

The second most common category was purchasing instant coffee. The figures for Hobart and Brisbane were the highest, each at approximately 54%. This figure was immediately followed by that of Adelaide, where instant coffee happened to be slightly more popular than going to a café. The share of Sydney and Melbourne were 46% and 48%, respectively.

Although shopping for fresh coffee was the least popular group, the share of Sydney was almost as high as that of instant coffee, at 44%. The figure for Melbourne was lower than Sydney by a narrow margin. Finally, the proportions reported for the remaining cities were below 40%, with Brisbane having the lowest recorded rate.

(Written by Mahdi Modarres, band 7.5+ sample)

Task 2: Lets practice

Task purpose: to improve students' coherence in writing. In this task, they will learn how to organize information properly and manage linker as needed.

Instruction: Put the sentences in order to make a coherent paragraph about the chart.

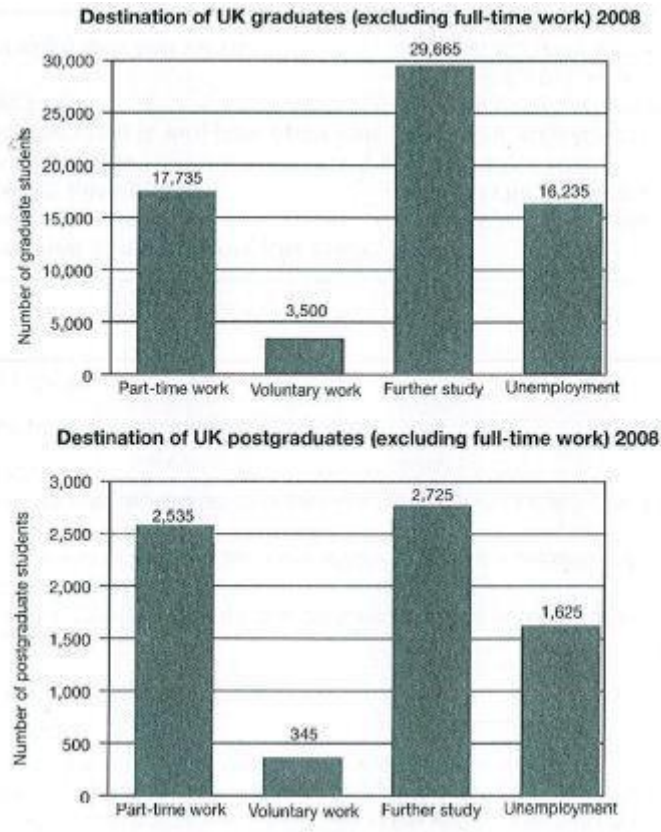


Figure 4: IELTS Cambridge: book 10 test 3

A: the least popular type of job was voluntary work among postgrads, with only a mere 345 students, while 1625 of them were left unemployed in that year.

B: This rate was lower by a narrow margin, only about 200, for the students who decided to do part-time jobs.

C: the largest proportion of postgrads (2725) decided to continue their education.

Your answer:

Suggested answer:

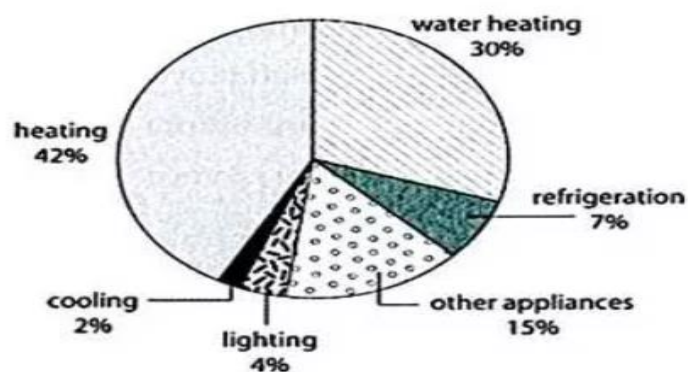
The largest proportion of postgrads (2725) decided to continue their education. This rate was lower by a narrow margin, only about 200, for the students who decided to do part-time jobs. Similar to the graduates' interests, the least popular type of job was voluntary work among postgrads, with only a mere 345 students, while 1625 of them were left unemployed in that year.

Task 3: Let's practice

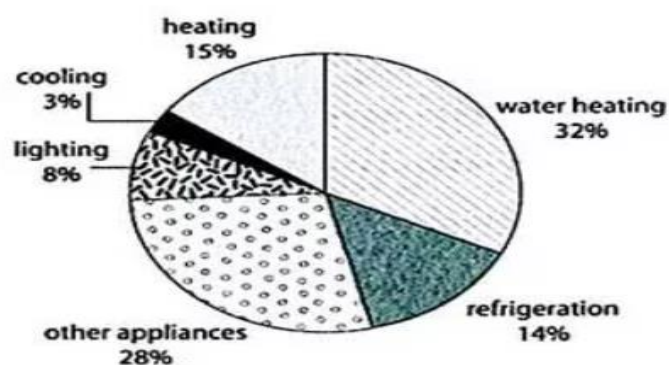
Task purpose: To increase students' precision in writing. In this part students learn/make sure how to use individual words/preposition in their writings to score higher in grammar and lexical resource parts (vocabulary).

Instruction: look at the pie charts below and fill in the blanks with the appropriate phrase from the box.

Australian household energy use



Australian household greenhouse gas emissions



The two pie charts give information on the1..... of energy consumption and the amount of greenhouse gas ...2.... by a typical Australian household. Almost ...3.... of energy is consumed for heating the house (42%) and water (30%). Over twenty percent of energy consumption goes to house appliances, ...4....refrigerator comprising about one-third of it. Lighting and cooling5..... the lowest amounts, at 4 and 2 percent, respectively. Similarly, heating in general is the6.... for almost half of the greenhouse gas emitted by an average Australian household,7.... water heating with 32% and heating with 15%. The second biggest share is for house appliances, with about 42%. Lights contribute a8.... 8% to the emission of greenhouse gas and only a mere 3 percent is produced by the cooling system. ...9....., the heating system and house appliances consume the highest amount of energy as well as being the major producer of greenhouse gasses,10.... lighting and cooling systems play a minimal part in both sections.

Two-thirds Emitted With	Two-third Comprising Cause	By Proportion Take	Further Overall	Consume Whereas
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Answers:

1. Proportion 2. Emitted 3. Two-thirds 4. With 5. Consume 6. Cause
7. Comprising 8. further 9. overall 10. whereas

Chapter 2

Trend Diagrams

A. What are you supposed to do?

In IELTS academic task 1 trend diagram reports you are tested on your ability to categorize and describe information (presented in a graph, table, chart or diagram) that show some changes throughout a specific period in time (from 2015 to 2020 for example). The charts below are some examples of trend diagrams in IELTS.

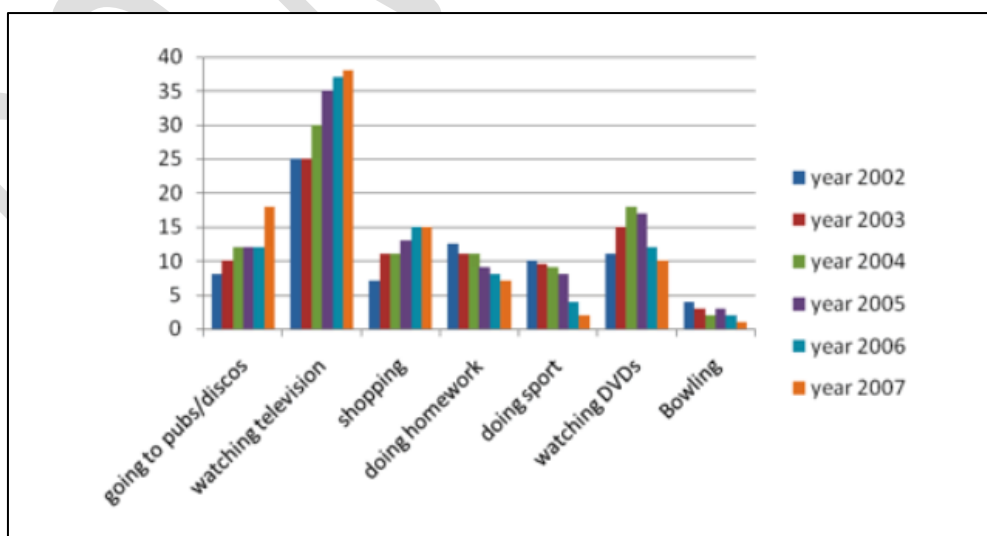
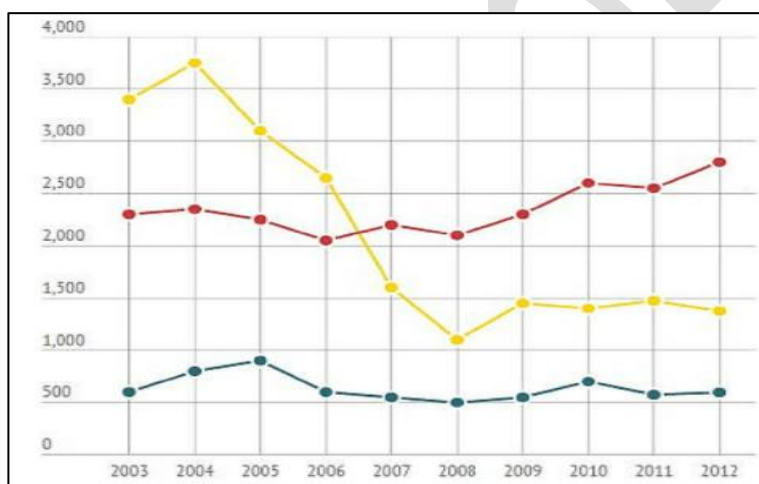


Figure 1 and 2: Trend diagrams

Unlike comparison diagrams, you need to focus on reporting data that change through *time*. Your language should show rise, fall or no change of the given data during the years. While you still need to use some comparison language at the beginning (e.g., first body paragraph to describe information from the first year) to show the status quo, the language to describe the change during time is different. This difference is presented in the following part.


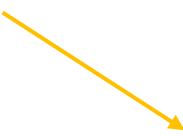

Table 1: Trend vs. Comparison language

<p>Comparison examples (Used in comparison diagrams and <i>the first year in trend diagrams</i>)</p>	<p>Trend examples (Used to report the changes in a specific period)</p>
<ul style="list-style-type: none"> ▪ Is as large as ... ▪ Consumes the most... ▪ Is smaller than... 	<ul style="list-style-type: none"> ▪ Decreases ▪ Increases ▪ Falls

The language in the first column can be used to report the information given in the first year, as there is no other year prior to that time reported by the chart. This means the data of the first year is not dynamic i.e., it does not show the change during a specific time period, but a static situation. In your first body paragraph, through using comparison language, you sequence the information from the most to the least important piece, just like I taught you to do in the previous chapter. You may also use comparison language in the first sentence of reporting each item (see samples in part C). For the remaining years, you need trend language, which is presented in the next section.

B. Language for describing change during time


Table 2: Vocabulary to describe trend diagrams

Trend	Verbs	Nouns
	Rise(rose-risen) Increase Grow Go up	Witnesses/sees/experiences a rise an increase a growth
	Fall (fell, fallen) Decline Decrease Drop	a fall a decline a decrease
	Level off Reach a plateau Maintain the same level Fluctuate Remain constant	a leveling off a plateau a fluctuation

Examples:

- The rate *experienced a rise* to 7000 in 2010.
- The rate *rose* to 7000.
- The coffee sales *had witnessed a rise by 2008*.
- Banana sale in Sweden *dropped* by 0.8 million after 2016.

Table 3: Adjectives/ Adverbs to describe intensity

Intensity	Adjectives	Adverbs
big change		
	A dramatic/sharp rise A substantial fall A noticeable increase A minimal rise	Rose dramatically Rose sharply Increased noticeably Fell minimally to/by
small change		

Examples:

- There was a minimal rise in the number of residents from 1999 to 2005, from 10m to 12m.
- The rate grew significantly within the period, from a minimum of 400 to 6000 in 2006.

C. Paragraphing

- Start with paraphrasing the topic and writing an overall segment.
- Try to draw reader's attention to the last years in your overall segment (The last years usually carry more importance in the overall section rather than the first years).
- Go with a logical paragraphing, usually try to group categories which have similar trends throughout the period in one paragraph.
- You need language of comparison at the beginning to start your description, but trend language to report the changes in the next years.

The sample below shows a great categorization (examiner's sample, Cambridge book 9-test 4):

Sample X:

The graph below gives information from a 2008 report about consumption of energy in the USA since 1980, with projections until 2030. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

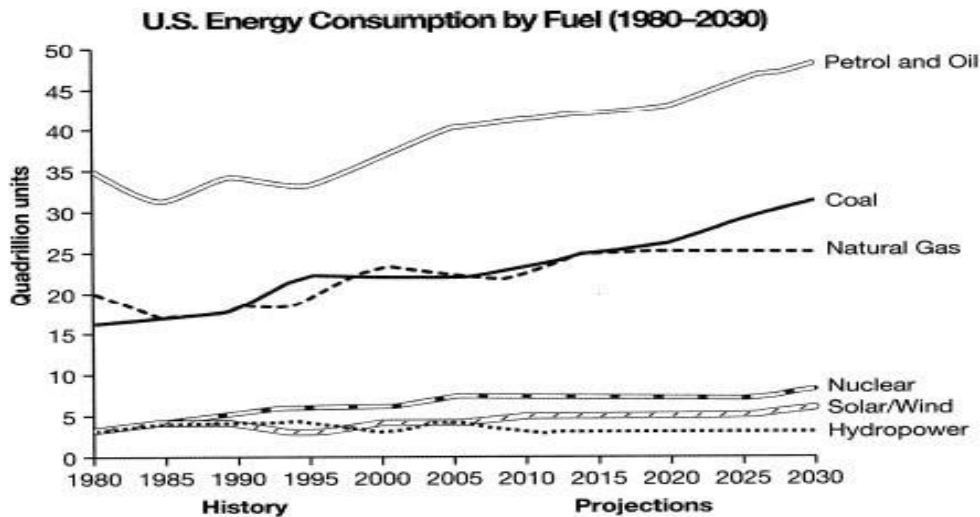


Figure 3: IELTS 9 Cambridge (test 3)

The graph shows energy consumption in the US from 1980 to 2012, and projected consumption to 2030.

Petrol and oil are the dominant fuel sources throughout this period, with 35 quadrillion (35q) units used in 1980, rising to 42q in 2012. Despite some initial fluctuation, from 1995 there was a steady increase. This is expected to continue reaching 47q in 2030.

Consumption of energy derived from natural gas and coal is similar over the period. From 20q and 15q respectively in 1980, gas showed an initial fall and coal a gradual increase, with the two fuels equal between 1985 and 1990. Consumption has fluctuated since 1990 but both now provide 24q. Coal is

predicated to increase steadily to 31q in 2030, whereas after 2014, gas will remain stable at 25q.

In 1980, energy from nuclear, hydro- and solar/wind power was equal at only 4q. Nuclear has risen by 3q and solar/wind by 2. After slight increases, hydropower has fallen back to the 1980 figure. It is expected to maintain this level until 2030, while the others should rise slightly after 2025.

Overall, the US will continue to rely on fossil fuel, with sustainable and nuclear energy sources remaining relatively insignificant.

(Cambridge 9, p.168)

In this type of organization, similar key items (coal and natural gas on the one hand and all renewable sources of energy on the other) were reported in separate paragraphs, while “petrol and oil” category was reported in one paragraph alone. In this style, the first sentence (phrases in some cases) used the comparison language to report the status of the fuel(s) in the first year; and to show the changes during the period, the writer used language of trend. I call this type of organization Type A.

In Type B organization, however, the data from the first year is reported in the first paragraph, while that of other years in other paragraph(s). Language of comparison is used in the first paragraph, and other paragraphs make use of language of trend. Type B is still sensitive to similar trends in data, i.e., they are grouped in one paragraph. The sample below (Cambridge IELTS, book 7, test 4, examiner’s sample of a very good response) is a great version of Type B organization:

Sample Y:

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

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

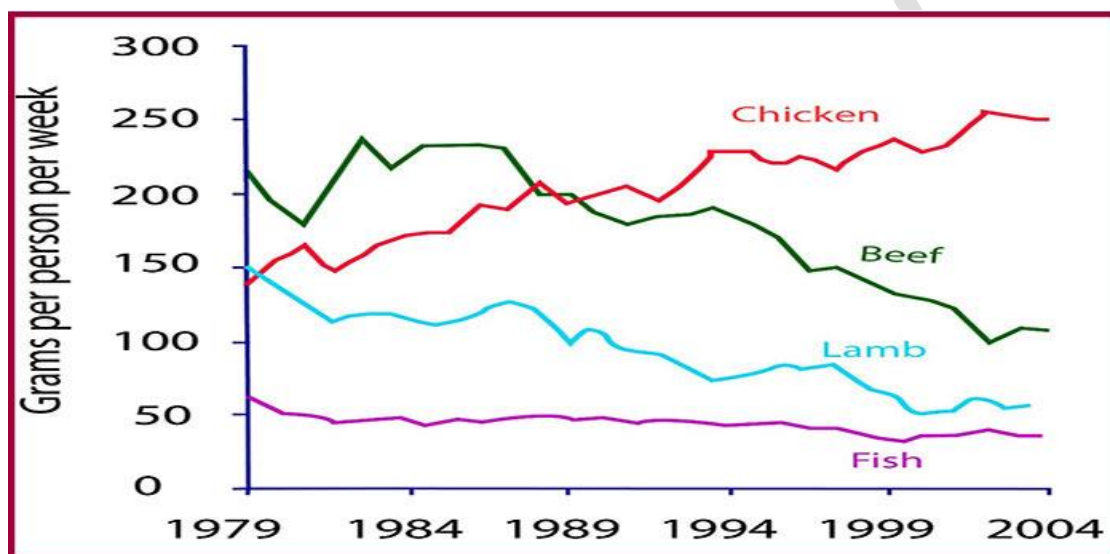


Figure 4: IELTS 7 Cambridge- Test 2

The graph illustrates changes in the amounts of beef, lamb, chicken and fish consumed in a particular European country between 1979 and 2004.

In 1979 beef was by far the most popular of these foods, with about 225 grams consumed per person per week. Lamb and chicken were eaten in similar quantities (around 150 grams), while much less fish was consumed (just over 50 grams).

However, during this 25-year period the consumption of beef and lamb fell dramatically to approximately 100 grams and 55 grams respectively. The consumption of fish also declined, but much less significantly to just below 50 grams, so although it remained the least popular food, consumption levels were the most stable.

The consumption of chicken, on the other hand, showed an upward trend, overtaking that of lamb in 1980 and that of beef in 1989. By 2004 it had soared to almost 250 grams per person per week.

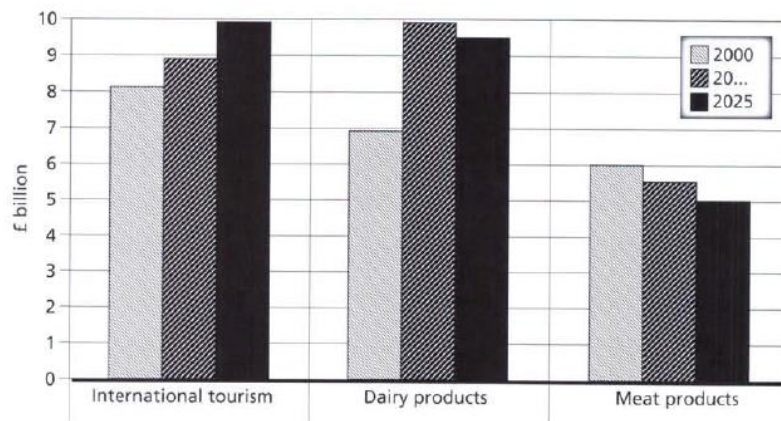
Overall, the graph shows how the consumption of chicken increased dramatically while the popularity of these other foods decreased over the period.

(Cambridge 7, p.164)

Exercise

Take a look at the table below from Official Guide to IELTS (page 224). Think of how you can sort the information in separate body paragraphs. Once you have reached a good organization, start writing it.

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



(*20.. : for test purposes, use and refer to the current year)

Figure 5: Official Guide to IELTS- page 228

Your answer:

Now take a look at this sample answer and compare it with yours. Which one do you think has made a better comparison?

Sample Z written by Mahdi Modarres (band 7)

The bar chart shows the changes in three main sources of exports income in Southland in the years 2000 and 2018. The chart also displays future trends for 2025.

The highest source of income was international tourists in 2000, at above 8 billion Pounds. The income has experienced a rise (less than a billion) and it should increase to almost 10 billion in 2025.

Similarly, the pattern for dairy products is rising. The income has grown by almost 3 billion, reaching a high of 10 billion in 2018 from 7 billion in 2000. The trend will experience a slight decrease in 2025.

In contrast, the income from meat production was not so high in 2000, at only 6 billion. The rate has gradually fallen by half a billion and should steadily decrease to a low of 5 billion in 2025.

Overall, tourism and dairy products will stay the highest sources of income for Southland while meat production fails to be as important.

D. Grammar for Describing Trend

For band 7 and above, you need to accurately use a wide variety of structures which are too vast for this part. What I try to focus on here is how we can use an appropriate range of tense related grammar accurately to get a better score in GRA. Five different tenses can be used while reporting a trend chart: past simple, past perfect, present simple, present perfect and future.

For you to better understand how the tenses work, I divide all trend charts into three groups: those that start in the past and finish in the past, the ones that start in the past and finish in present time, and the charts that start in the past and finish with projections in a year(s) in the future. The table below visualizes the information.

Table 4: use of different tenses for reporting trend diagrams

Time Duration In trend charts	Past-Past	Example: The chart illustrates the information for IELTS candidates <i>from 2010 to 2020</i> .
	Past-Present	Example: 2010-2022 (the year this book was published)
	Past-Present-Future	Example: The chart shows information for IELTS candidates <i>since 2000</i> . It also shows <i>projections until 2040</i> .

In the first type, simple past is majorly used to report the information. However, past perfect might be used to report the changes by the end of the last year in the study. Take another look at sample X and see how past perfect was skillfully used to increase the range of grammar used in the writing.

The second type of trend charts makes use of simple past and present perfect. You already know how to use past tense but use present perfect to show the line of changes to the present time. That means you use “the fuel prices has risen to 8 Dollars” for example to show its today’s price. You can simply omit the present year (2022 for example) as present perfect connotes the same meaning. Read sample X to learn more on that.

The last type considers the charts that report information on three times: past present and future. I have already shown you how to use the first two, as far as future is concerned, try to use should, is expected to, is predicted to, and is

forecast to report the information in the future. You may also use future perfect to report the data in the last year; just make sure you use “by” with the last future year. The table below summarizes the information.

Table 5: summary of tenses for reporting trend diagrams

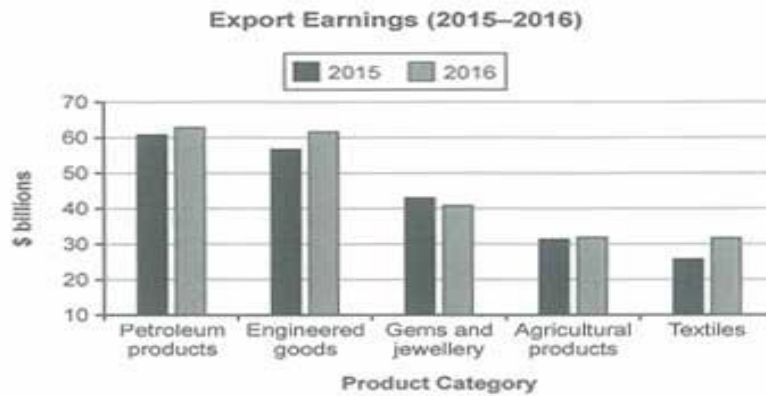
Time	Examples
Past- past Sample Y	<ul style="list-style-type: none"> • In 1979 beef was by far the most popular of these foods. • By 2004 it had soared to almost 250 grams per person per week.
present Sample Z & X	<ul style="list-style-type: none"> • The rate has gradually fallen by half a billion. • Consumption has fluctuated since 1990 but both now provide 24q.
Future Sample Z & X	<ul style="list-style-type: none"> • should steadily decrease to a low of 5 billion in 2025 • Tourism and dairy products will stay the highest sources of income for Southland. • Coal is predicated to increase steadily to 31q in 2030.

E: Further practice and samples:

Task 1: let's review

Task purpose: to improve students' coherence in writing and make sure that they understand the difference between the languages needed for comparison (the first year of a trend diagram) and the language to report a trend.

Instruction: Put the sentences in order to make a coherent paragraph about the chart.



Percentage change in values (2015–2016)	
Petroleum products	↑ 3%
Engineered goods	↑ 8.5%
Gems and jewellery	↓ 5.18%
Agricultural products	↑ 0.81%
Textiles	↑ 15.24%

Figure 6: IELTS Cambridge: book 14 test 2

A: The figure was followed by the Engineered goods section, which made 56 B\$ from exporting its products.

B: Petroleum industry income from exports was the highest in 2015, at about 60 billion dollars (60 B\$).

C: The country managed to make over 40B\$ from selling gems and jewelry to other countries, while agricultural products and textiles accounted for about 45B\$ of the total income collectively.

Your answer:

Suggested answer:

Petroleum industry income from exports was the highest in 2015, at about 60 billion dollars (60 B\$). The figure was followed by the Engineered goods section, which made 56 B\$ from exporting its products. The country managed to make over 40B\$ from selling gems and jewelry to other countries, while agricultural products and textiles accounted for about 45B\$ of the total income collectively.

Task 2: Let's practice

Task purpose: To improve sentence construction.

Instruction: Unscramble the sentences to describe the information in figure 3.

1. 1.5-20/ rocketed from /The highest/ took place/ where/ rate increase/ in the UK/ the coffee sale

Your answer:

2. increase /Belgium/ significant /also/ the years/ experienced /during /a

Your answer:

3. Sale/ in/ dropped/ while / for Denmark/ Banana/ Sweden/ by 0.8 million (1.8-1)/ the fall/ even more severe (2-0.9)/ was

Your answer:

Sales of Fairtrade-labelled coffee and bananas (1999 & 2004)		
Coffee	1999 (millions of euros)	2004 (millions of euros)
UK	1.5	20
Switzerland	3	6
Denmark	1.8	2
Belgium	1	1.7
Sweden	0.8	1

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

Figure 7: Cambridge IELTS Academic Book 10- test two

Now read the sample below and check your answers:

The two tables give a breakdown of changes in Fairtrade labelled coffee and banana sales in five nations of Europe in 1999 and 2004.

Coffee sale was the highest in Switzerland in 1999, around 3 million Euros, which doubled by 2004. The growth in Belgium was also high, from 1 million in 1999 to 1.7 in 2004. The highest increase took place in the UK where the coffee sale rate rocketed from 1.5 to 20. However, Denmark and Sweden had the lowest growth rate reaching 0.2 million Euros in 5 years (2 and 1 million in 2004 respectively).

On the other hand, Switzerland and the UK had the highest escalation in banana sales. The sales in the former country roughly tripled (from 15-47) and the latter experienced a rise of 4.5 million in the studied period. Belgium also experienced a significant increase during the years, although to a lesser degree, to 4 million Euros in 2004 from a mere 0.6 million in 1999. Sweden and Denmark, however, followed a different pattern. Banana sale in Sweden dropped by 0.8 million (1.8-1) while the fall was even more severe (2-0.9) for Denmark.

Overall, the coffee sales had experienced a rise in all the studied countries by 2004. Likewise, banana sales increased in all but two countries: Sweden and Denmark.

Sample answer by Mahdi Modarres (band 8)

Task 3: Lets practice

Task purpose: To improve students' coherence in writing. In this task, they will learn how to organize information properly and manage linkers as needed.

Instruction: Put the sentences in order to make a coherent paragraph about the chart.

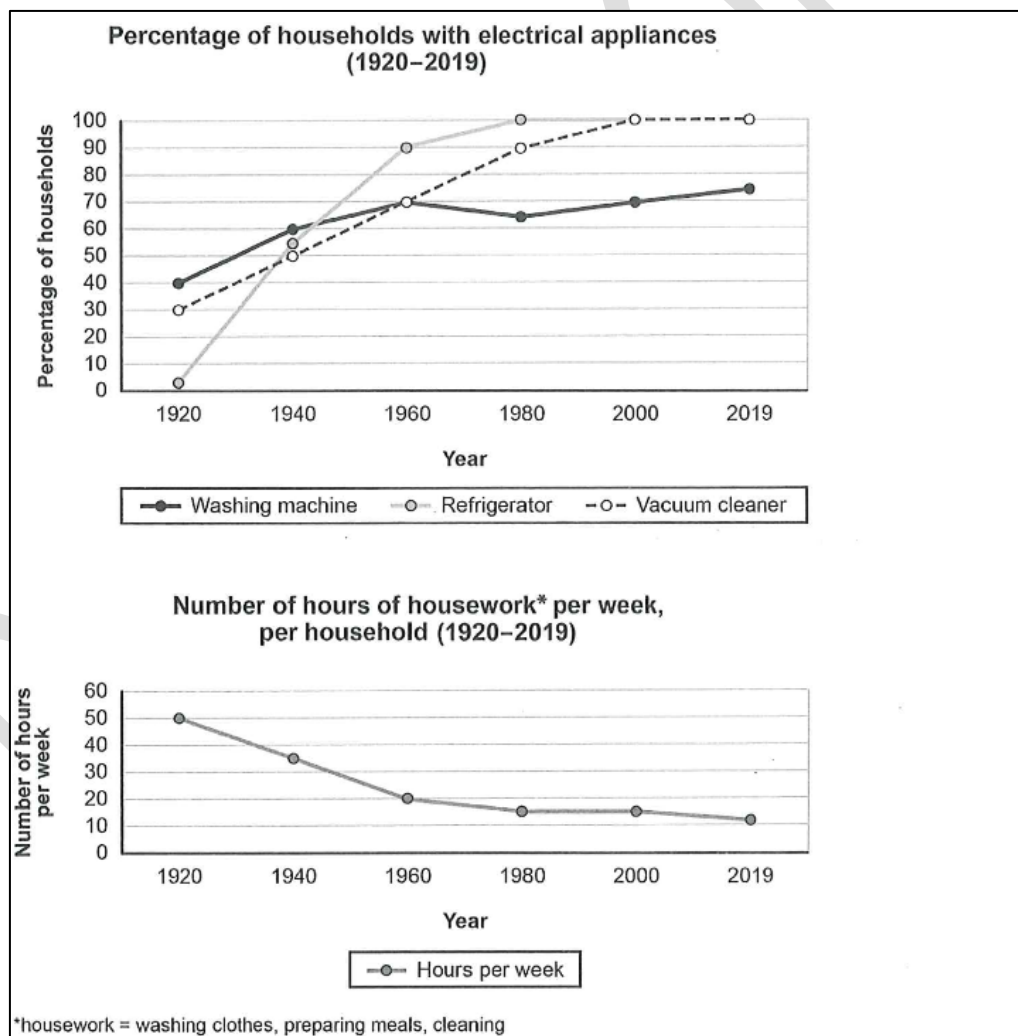


Figure 8: IELTS Cambridge: book 16 test 1

A: The rate continued to level out until the end of the period. Similarly, vacuum cleaner rose constantly, overtaking the figure for washing machine in 1960 and ultimately peaking at 100% in 2000.

B: Finally, although washing machine grew in popularity, the rate was the least significant, reaching approximately 70%.

C: During the next century, however, refrigerator ownership experienced a marked increase, and by 1980, every household in the country had owned one.

Your answer:

Suggested answer:

During the next century, however, refrigerator ownership experienced a marked increase, and by 1980, every household in the country had owned one. The rate continued to level out until the end of the period. Similarly, vacuum cleaner rose constantly, overtaking the figure for washing machine in 1960 and ultimately peaking at 100% in 2000. Finally, although washing machine grew in popularity, the rate was the least significant, reaching approximately 70%.

Task 4: Let's practice

Task purpose: To increase students' precision in writing. In this part, students learn/make sure how to use individual words/prepositions in their writings to score higher in grammar and lexical resource parts (vocabulary).

Instruction: Fill in the blanks with the appropriate phrase from the box to report the diagram in task 1 (figure 6)

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Figure 5: IELTS Cambridge: book 14 test 2

The bar chart and the table show the1.... an unspecified country had on five items it exported in 2015 and the changes in the amounts exported by 2016.

Petroleum industry income from exports was the highest in 2015, at about 60 billion Dollars (60 B\$). The figure was2.... by the engineered goods section, which made 56 B\$ from exporting its products. The country managed to make3.... 40B\$ from selling gems and jewelry to other countries4.... agricultural products and textiles5.... for about 45B\$ of the total income collectively.

....6.... 2016, most sectors had experienced a7.... in their income from export. The highest increase belonged to textile, which managed to increase its income by 15.24%, exceeding 30 B\$ in the year in question.8...., engineered products witnessed an over eight-percent rise, reaching 61B\$. Approximately, the same amount of money was made by selling petroleum products to foreigners, establishing a three-percent rise in that sector's income. While agricultural products failed to experience a significant rise9.... their income, the figure dropped for the jewelry section by 5.18%.

....10...., all the sectors, except for gems and jewelry, made more money from exports during the studied period. Although petroleum had stayed the most lucrative for the country, the highest rise in the income from export was witnessed in textile industry.

followed	accounted	rise	income	similarly
in	overall	while	by	over

Answers:

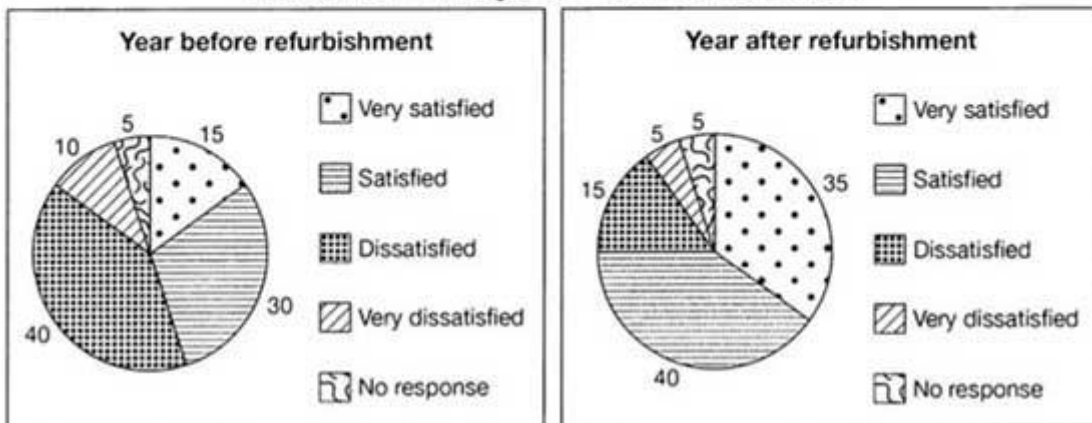
1. Income 2. Followed 3. Over 4. While 5. Accounted
6. By 7. Rise 8. Similarly 9. In 10. Overall

More samples for further practice

Sample 1: Book 11 AC- test 4

Total number of visitors to Ashdown Museum	
During the year before refurbishment:	74,000
During the year after refurbishment:	92,000

Results of surveys of visitor satisfaction



The pie charts give a breakdown of the changes in the satisfaction rate of Ashdown Museum visitors before and after it was refurbished. Overall, they had become more satisfied with the museum and the number of visitors had grown in total by the year after refurbishment.

During the year before the museum was redecorated, 74000 people visited the museum. However, half of them were dissatisfied, with 10% expressing complete dissatisfaction. Thirty percent were happy with the museum and another 15% of the visitors were fully satisfied. The remaining 5% chose not to reveal their satisfaction rate.

The number of visitors rose by 18000, reaching 92000 during the year after redecoration. Unlike before refurbishment, over two-thirds of visitors were happy with the museum this time, with approximately one in three being fully satisfied. The figure for the dissatisfied and very dissatisfied fell to 15% and a low of 5% respectively. The final 5% decided not to answer the question again.

(Sample of a very good answer by Mahdi Modarres)

Part two

Visual diagrams

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Less frequently, compared to trend and comparison diagrams, IELTS Writing Task 1 requires candidates to describe a process, i.e., describing what happens in a set of pictures. The given diagram illustrates the stages of how something is made or how something works. Another type of visual diagram, which will be further explained in the following chapter, is maps. This task tests your ability in describing the physical layout of a location in addition to showing changes over time. Normally, there are two maps of the same area in the task, and you are supposed to explain the developments over time. In this chapter I will explain the process diagrams.

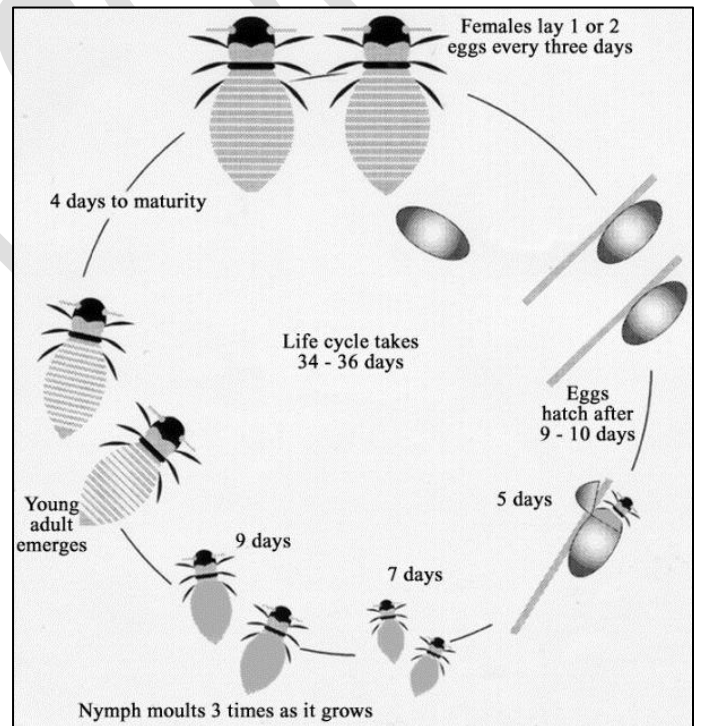
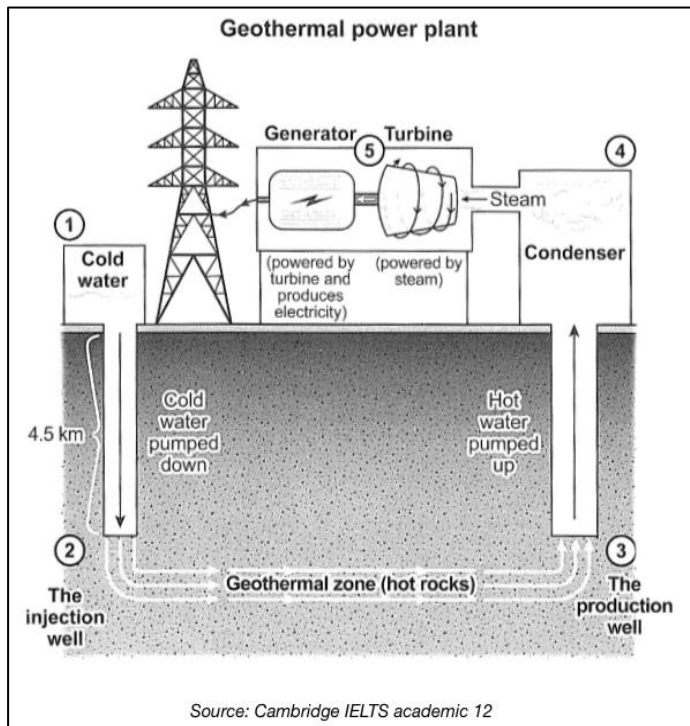
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Chapter 3

Process Diagrams

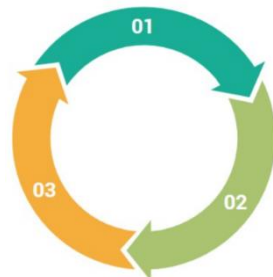
A: what are you supposed to do?

An IELTS process diagram shows a natural or artificial process. Examples from the natural process could be about water cycle, breeding, etc., while manufacturing processes show production of an item, from sugar, to electricity, to recycled plastic. Take a look at the examples below:



The artificial (man-made) process on the left shows a number of linear stages in which cold water can be used for electricity production. In such diagrams, the final product is totally different than the ingredients used for production (in this case, electricity is definitely not similar to cold water). However, the one on the right side describes a natural lifecycle of a specific type of bee. Aside from man-made versus natural process, another key difference is when the last stage ends and the first stage starts. This distinguishes process diagrams from cycles

in that cycles end where they begin. In this case, you should always make sure your writing addresses the final stage, too. That means you finish your writing with a phrase describing the last stage (examples include: the process starts again, the process starts anew).

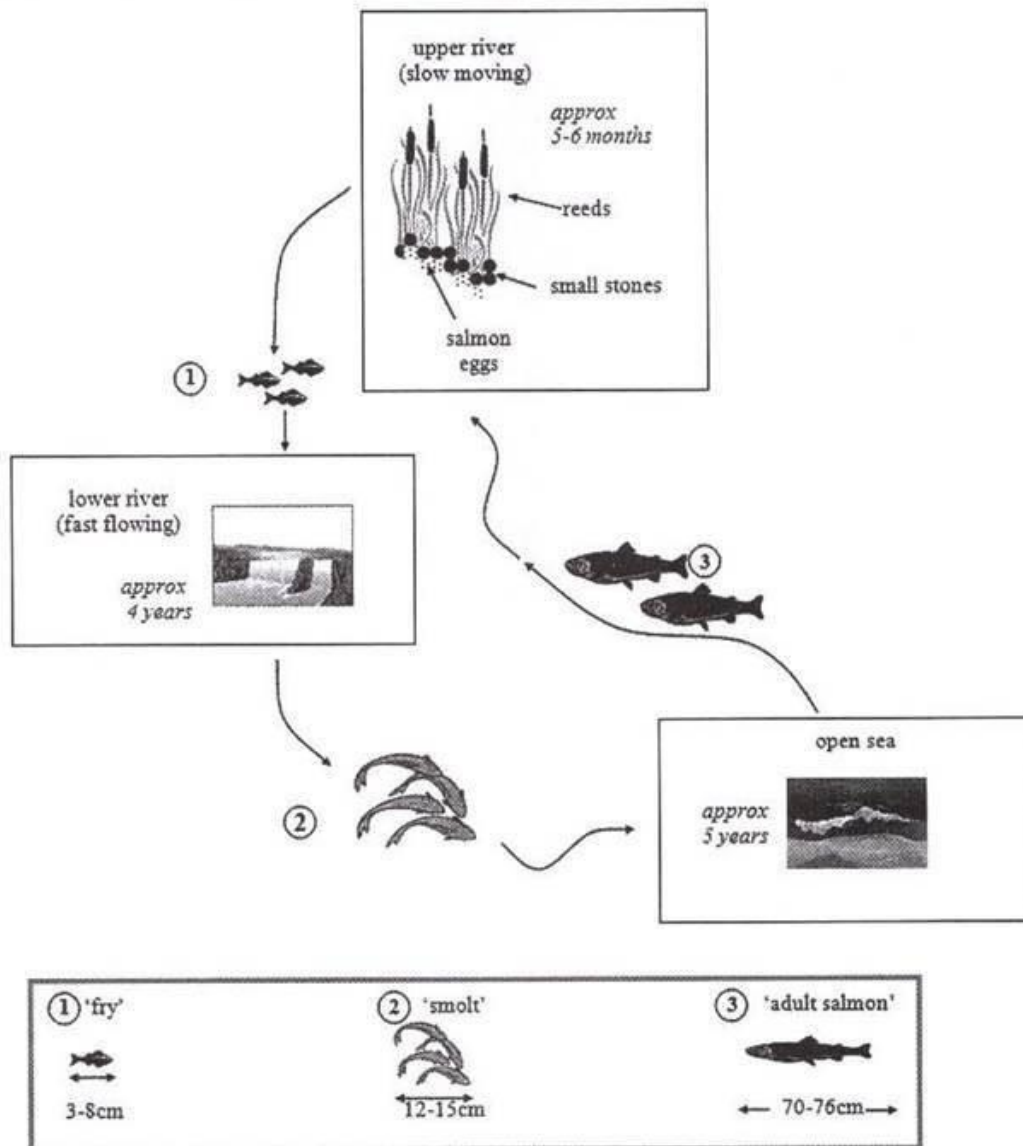


Cycle: in cycles the last stage leads back to the first stage. Your writing should reflect this. Use “the process starts all over again” or “the process starts anew” when tackling cycles.

B: Formula for process diagrams:

1. Find out which type you are dealing with, process or cycle.
2. Include the number of major stages, a very brief explanation, and a qualitative adjective (simple, sophisticated, complex) in the overall.
3. Try to address each (major) process in a separate paragraph.
4. Try to use appropriate vocabulary and grammar (e.g. passive voice) to report the stages.

I assume you know how to deal with number one (if not, go back and read the previous part), but to address an overall, it is a better idea to separate the process into two main stages. Take a look at the example below:



Salmon begins life in a river but continues to live in open sea. You can use this change and address each habitat in a separate paragraph. So, when you are dealing with a process diagram, try to find the leading shifts in the process and organize your body paragraphs accordingly. But should you really be worried about finding the leading shift and use it to separate your body paragraphs? NO. You already have an introduction and an overall, which provide the face validity you need for your writing task 1 to score high. The only reason you may want to separate the information is to make it smoother for the examiner to read to get a band score 8 in your Coherence and Cohesion section.

Now let's move on to the language needed for this task.

C: Language for process writing

The list below gives very common words found in process diagrams. You are so likely to be able to use one or more of these words in your process diagrams. Google the words and see their exact pictures so you do not misuse them in your writing.

Valve	Purify	Refine	Pond	Kiln	Torcher	Mixer
Truck/lorry	Dam	Cooling tower	Bale	Pylon	Conveyor belt	Generator
Rinse	Factory	Transmission line	Boiler	Lid	Cocoon	Metamorphosis

Another important, but fixed, part of the process diagram is its stages. Every process diagram happens in stages, which gives you the opportunity to memorize the necessary language and use them skillfully for a higher score. Look at the list below.

Initial stages	Middle stages	The final stage
First... In the first stage... In the beginning... The first stage is when... The process begins with... The process commences when...	Next, ... Then, ... Following this, ... In the following stage, ... In the stage that follows, ...	Finally, ... Ultimately, ... The last stage is when ... The process ends with ...

I wrote some sample sentences from the Cambridge 12 test 8 where I used the above language:

- The first stage commences when the cold water is pumped down for 4.5 kilometers.
- Following this, the water is heated by passing through hot rocks (the geothermal zone).
- The last stage is when the electricity is transmitted through pylons.

Another way to create connection is to use time conjunctions (when, before, once) to join two sentences. Read the examples carefully and make sure you master them for the test session.

- Once/when the coffee beans are (turn) brown, they are picked.
- Before the water goes through the geothermal zone to gain heat, it is pumped down for 4.5 kilometers.

3.1. Grammar

Tenses

Generally, the present simple tense is used to report actions which regularly happen in a process (example: this part of the river **has** a fast flow). However, to signify the completion of a stage before another one starts, the present perfect may be used.

Example:

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

Passive vs. Active form

Natural events

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

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

Artificial events

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

- Energy **is sent** to the station **by the use** of electric posts.
- The mixture **is cut** into individual bricks **using** a wire cutter.
- The oil **is transferred** to the refinery **through** a pipeline.

Participle phrases

Participle phrases enable us to present information in a more economical way, that is a shorter sentence. They are formed using present participles (going, reading, seeing, walking, etc.), past participles (gone, read, seen, walked, etc.) or perfect participles (having gone, having read, having seen, having walked, etc.). We can use participle clauses when the participle and the verb in the main clause have the same subject. For example:

Waiting for Ellie, I made some tea. (While I was waiting for Ellie, I made some tea.)

Participle phrases do not have a specific tense. The tense is indicated by the verb in the main clause.

Examples:

- Having nothing to eat for four months, the female lion eats its male partner.
- Having turned brown, coffee beans are picked.

3.2. Further practice and samples:

Task 1: Let's practice

The diagrams below show the life cycle of a species of large fish called the salmon.

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

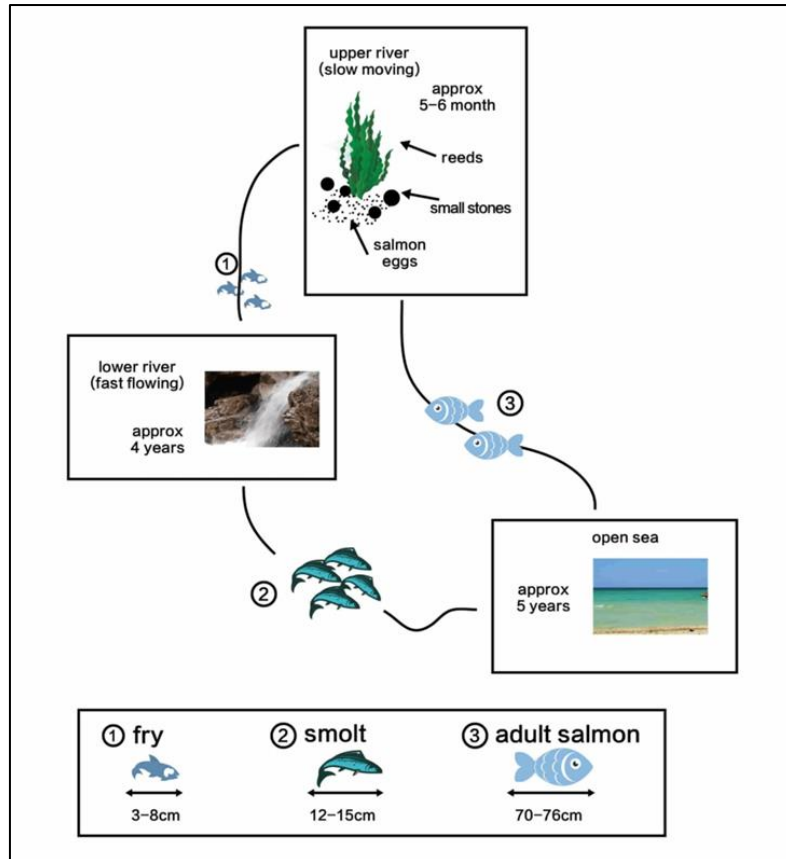


Figure 3: Cambridge 10- Test 4- Task 1

Task purpose: to improve sentence construction.

Instruction: Unscramble the sentences to describe the information in figure 3.

1. Approximately/ the newly / after/ six months/ hatched salmon/ called fry/ immigrate/ to the lower river

You answer:

- grown to/the salmon/ to live for / to the open sea /having/ smolt (12-15 cm long)/ swim down/ another five years

You answer:

Now read the sample below and check your answers:

The salmon begin life as eggs in upper river among reeds and pebbles. After approximately six months, the newly hatched salmon called fry immigrate to the lower river. This part of the river has a fast flow, making it a convenient place for salmon for the next four years.

Having grown to smolt (12-15 cm long), the salmon swim down to the open sea to live for another five years. In that place they grow much faster compared to their life in the river, ultimately reaching 76 cm, which is five times bigger than the smolt in lower river. The adult salmon swim back to the original place to lay eggs and the cycle starts anew.

Overall, the salmon life cycle has three distinct stages. It starts in the reeds in the upper river and continues for about 10 years in two other different places.

(Band 8 sample answer by Mahdi Modarres)

Task 2: Lets practice

The diagram below shows the process for recycling plastic bottles.

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

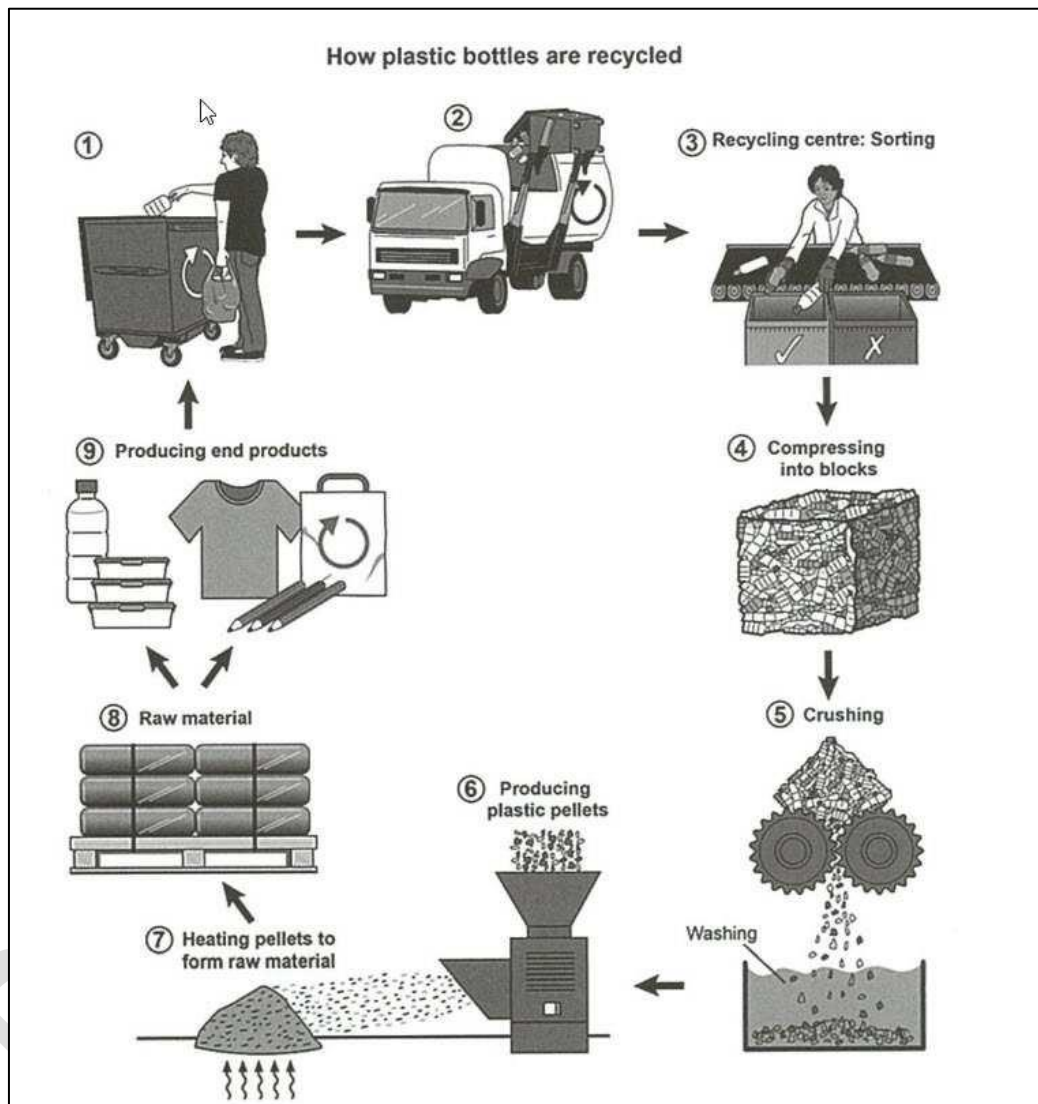


Figure 4: Cambridge 16- Test 4- Task 1

Task purpose: to improve students' coherence in writing. In this task, they will learn how to organize information properly and manage linkers as needed.

Instruction: Put the sentences in order to make a coherent paragraph about the chart.

A: The sorted material goes under pressure and is compressed in a form of huge bales. Having been crushed into very tiny pieces, the material is now washed in a pond.

B: Following this stage, the raw materials are sent to the factory on pallets to be used in producing the new plastic materials, bottles included. These brand-new goods will soon be worn down and the process starts anew.

C: The process commences when a typical consumer throws away a bottle. The trash car collects the garbage from the bins around the city and takes them to the recycling center where the appropriate bottles are separated.

D: The pieces go into a machine which turns them into pellets, before being heated in the next stage to form the raw material for plastic production.

Your answer:

Suggested answer:

The process commences when a typical consumer throws away a bottle. The trash car collects the garbage from the bins around the city and takes them to the recycling center where the appropriate bottles are separated. The sorted material goes under pressure and is compressed in a form of huge bales. Having been crushed into very tiny pieces, the material is now washed in a pond. The pieces go into a machine which turns them into pellets, before being heated in the next stage to form the raw material for plastic production. Following this stage, the raw materials are sent to the factory on pallets to be used in producing the new plastic materials, bottles included. These brand-new goods will soon be worn down and the process starts anew.

Task 3: Let's practice

Task purpose: To increase students' precision in writing. In this part students learn/make sure how to use individual words/preposition in their writings to score higher in grammar and lexical resource parts (vocabulary).

Instruction: Fill in the blanks with the appropriate phrase from the box.

The diagram illustrates the.....1..... through which electricity is produced in a geothermal power plant. In the first stage cold water is2..... for 4/5 kilometers via the injection well.3..... outside the well into the geothermal zone. The cold water gains heat by streaming4..... the hot rocks. The water gradually goes to the other side of the power plant where the production well exists. In the5....., the water is pumped back up to the surface into the condenser.6..... turned into heavy steam, it rotates the turbine which powers a generator. The generator produces electricity which7..... to huge electric posts to be transferred for use.

Overall, a geothermal power plant consumes cold water for electricity production. Through a 5-stage process, the cold water8..... into condensed steam through hot rocks which.....9.....powers a turbine producing electricity.

(IELTS Cambridge book 12-TEST 8)

Next stage	Is transferred	Leaking
Stages	Is turned	Pumped down
Once	Ultimately	Through

Answers:

1. Stages 2. Pumped down 3. Leaking 4. Through 5. Next stage 6. Once
7. Is transferred 8. Is turned 9. Ultimately

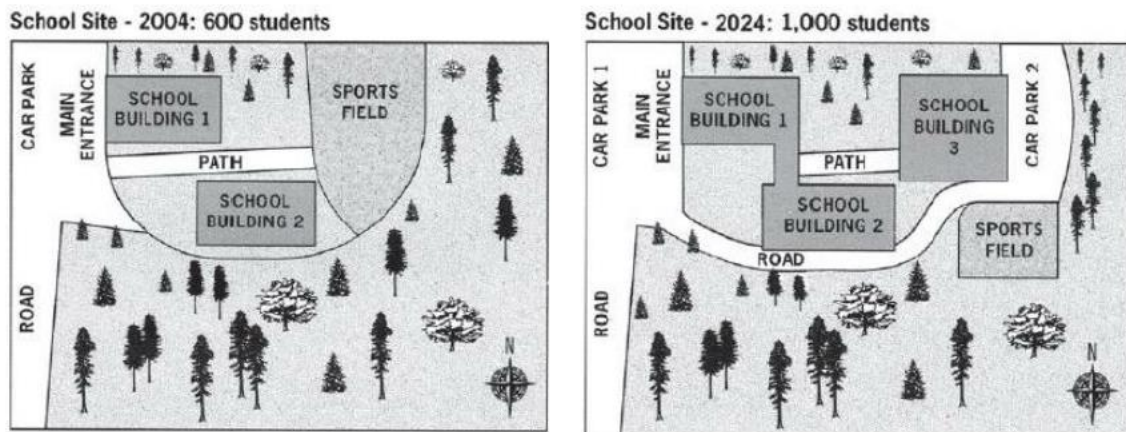
Chapter 4

Maps

A. What are you supposed to do?

Maps are the last type of IELTS writing task 1. They were not really popular but they have received a lot of attention recently. In recent IELTS Cambridge book series you can find more examples of them which shows they have grown in popularity. Maps are mainly used in IELTS to enable you to describe the physical layout of a location and be aware of the changes over time. Normally, you will be given two maps of the same area (a city or building) and you are required to explain the changes in separate paragraphs. It is a good idea to describe the initial status of the place in one paragraph and the changes, which are illustrated in the next map, in a separate one.

Here is a sample of a map:



B. What to do with a map?

- Maps are the least popular type of writing tasks one.
- Usually you see two maps, one for a time ago and the other one for the present, or a more recent illustration.
- The first body paragraph describes the first picture. It is a sample description without referring to changes.
- The second paragraph is a comparison one. You report the developments and the changes.
- In the second paragraph, language of change and development should be used.
- In overall, report the biggest changes and developments. Try to find the places or features that were left intact and report them too.

C. Language of Maps

Paragraph one (Describing the initial status)	<ul style="list-style-type: none">• There was...• ... was located to the south/north/east of...• The part was separated by the road/jungle ...• ... was situated near/far away from...• The place was surrounded by...
Paragraph two (The changes)	<ul style="list-style-type: none">• Convert/change: the school was converted...• Relocated: the school was relocated to a remote area.• Replace: the building was replaced by a more modern one.• Demolish/remove: the place was demolished/removed.• Expand: the school was expanded.• Intact: the school remained intact (unchanged)

Example:

Take a look at the set of maps on page X. The examples show how the language in the boxes can be used to describe each map.

Describing the initial status (first map)

1. There was a farmland in the northeast of the village, to the east of the primary school (or opposite the primary school)
2. The shops were situated on the left side of the road.
3. Gardens and large houses existed in the south part of the village.

Reporting the changes (the second map)

1. The primary school had been expanded.
2. The post office remained intact.
3. Shops did not exist anymore while retirement home was a new member of this village.

This list can help you describe maps better. Try to use them as you write.

- Residential/housing area
- Commercial area
- Industrial hub
- Skyscraper
- Parking lot
- Woodland
- Intersection
- Facilities
- Industrial area
- Northern, western, eastern, southern

Extra practice: Take a look at the maps in book 13 and 14 Cambridge IELTS and try to add some words to the list. You can expand your word list by exploring more maps. Write your new words.

Your answer:

D. How to approach a map?

- In maps, you can start with the description of the first map without giving an introduction. If so, make sure you keep the overall in the end.
- Do not forget to use directions, west, east, left, right, etc.
- The point is to make sure that you move your eyes right on the map and report accordingly. If it is hard for you to find a logic, do not confuse the reader, move from one side to another. (It could be a good idea to read it from west to east.)

E. Further practice and samples:

Task 1: Let's practice

Task purpose: to improve sentence construction.

The maps below show the village of Stokeford in 1930 and in 2010.

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

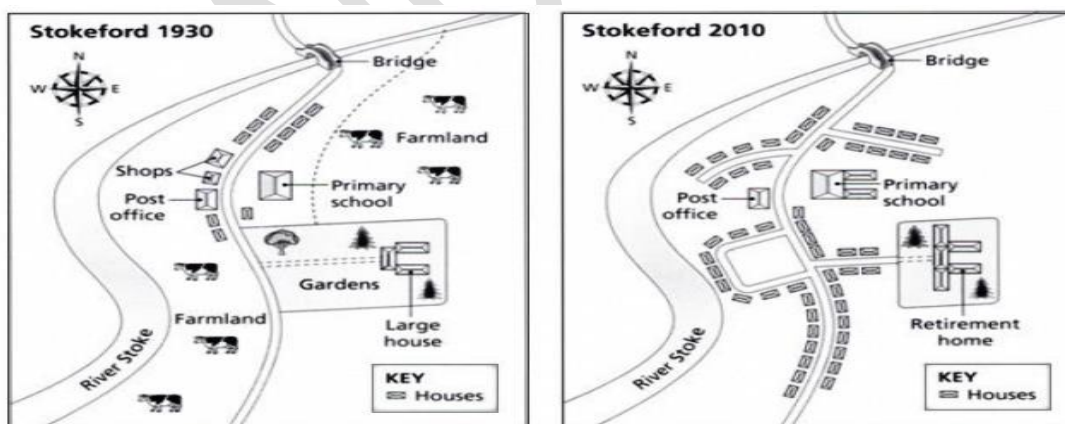


Figure 2: From IELTS official: Test 7 p.283

Instruction: Unscramble the sentences to describe the information in figure 2.

1. A/ connected/ to/ of /the river/ side/ other/ the village/ bridge

Your answer:

2. A few houses/post office / as well as /were/ near the road/ and two shops / a primary school

Your answer:

3. The farmland /numerous / replaced houses/ was/ by

Your answer:

Overall, Stokeford village/ some changes/ the bridge/ connected /, Village's post office/ the river/remained intact/ experienced/ while/ which/ the two sides of River Stoke/ and

Your answer:

Now read the sample below and check your answers:

The two maps show Stokeford village in two periods of time, 1930 and 2010.

The old map shows there were two pieces of farmland in the Stokeford village. A bridge connected the village to other side of the river. A few houses were near the road as well as a primary school, post office and two shops. Gardens and large houses existed in the south part of the village. This village contained only one road at that time.

By 2010, the city had undergone some changes. The farmland was replaced by numerous houses. The primary school was expanded. Shops did not exist anymore while retirement home was a new member of this village (in place of the garden). The road system had been expanded to connect all the places in the village.

Overall, Stokeford village experienced some changes while the bridge which connected the two sides of River Stoke, Village's post office and the river remained intact. The roadworks had also made transportation between these places easier.

(Band 7.5 sample answer by Mahdi Modarres)

WRITING TASK 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

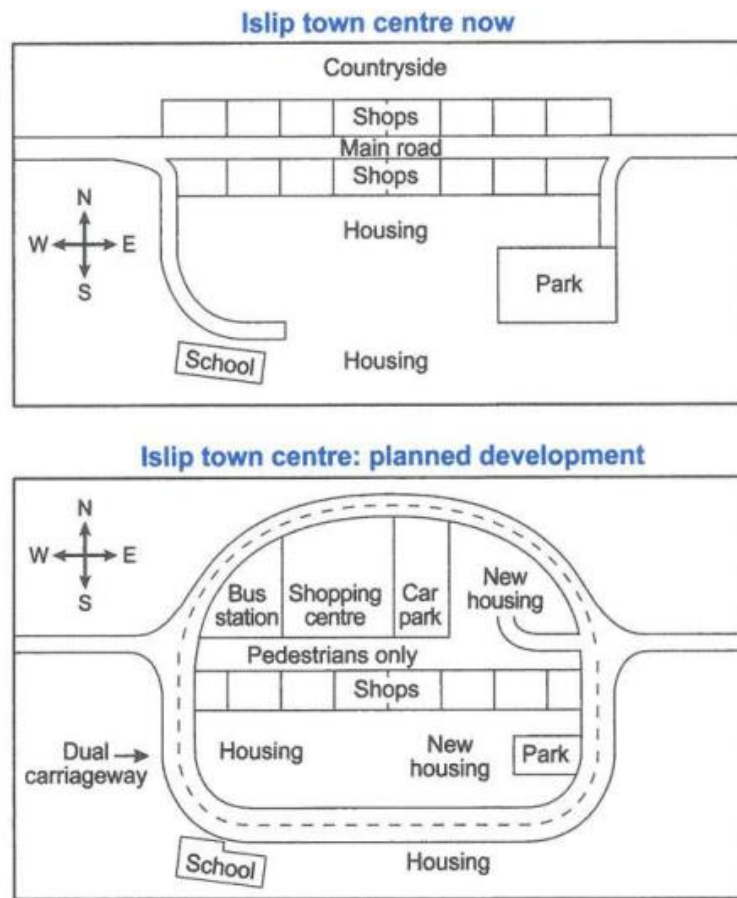


Figure 3: writing task 1-Cambridge 12-Test 6

Task purpose: to improve students' coherence in writing. In this task, they will learn how to organize information properly and manage linkers as needed.

Instruction: Put the sentences in order to make a coherent paragraph about the maps.

A: Overall, it is evident that despite the extensive changes, the Islip town center is going to maintain the basic elements of school, park, housings and shops, with the addition of a car park, a pavement, a bus station and a dual carriageway.

B: There are plans to develop Islip town center. As a result, the countryside and the two secondary roads are going to be removed and replaced by a dual carriageway that will surround the town center. The shops situated above the main road will be converted to a smaller shopping center and also a part of the shops will be removed and replaced by a bus station, a car park and a new housing. The last change will be a pavement for pedestrians right above the shops.

C: The two maps illustrate how the town center of Islip is going to be developed.

D: There is a countryside to the north of the town center of Islip and some shops in the centre. These shops are separated by a main road, running from east to west. A park and a school are located to the south of the town center at the end of two side streets. Moreover, there is a residential area with two housing areas surrounded by the main road and the two secondary roads in the north.

Your answer:

Suggested answer:

C, A, D, B

More samples for further practice

Book 16- Test 3

The maps illustrate the current status of an airport and the future plans for its redevelopment next year. Overall, the airport will be largely expanded, with more gates and facilities for passengers at the departures and arrivals.

The airport has 8 gates for now, with a short walkway at the end of the terminal. The arrivals area is bleak, having no facilities for the passengers to use while waiting for passport control customs. The only facilities of the airport are located in the departure hall, a small café at the top-right corner of the hall and the check-in on the opposite side.

The redeveloped airport will be highly facilitated. The departures are expected to have bag drop on the left side, where check-in stands today. The check-in will be moved to the opposite side while the café will be relocated to bottom left corner of the departure hall. After one passes security and passport control there will be shops for them to buy souvenirs. The arrivals will also be expanded to make room for a car hire front desk at the bottom right corner of the hall. There will be a café and an ATM adjacent to each other by the passport control. Also, there are going to be 18 gates connected by sky train to make passengers transportation easy.

(Band 8 sample answer by Mahdi Modarres)

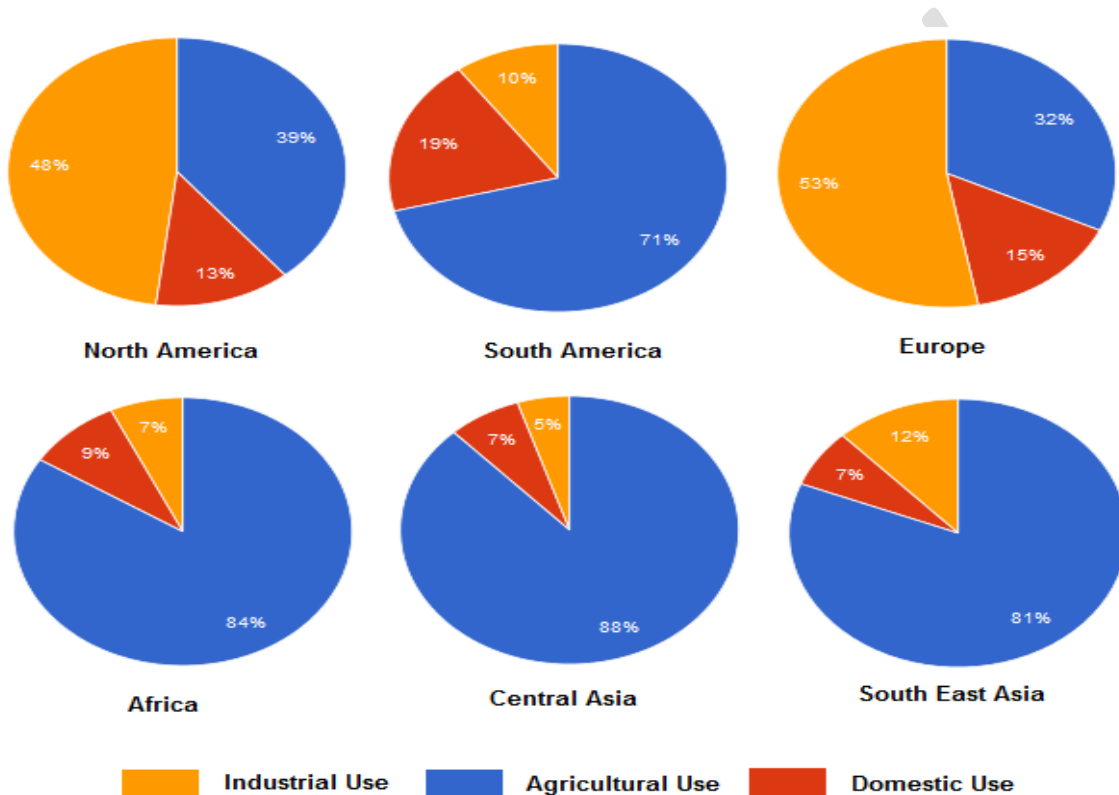
Appendix

IELTS Cambridge Extra Writing Samples

Book 11- Task 1

The charts below show the percentage of water used for different purposes in six areas of the world.

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



Answer:

The pie charts give a breakdown of the proportion of water used in six different regions of the world for different purposes. The data is categorized into three main sectors: industrial, agricultural and domestic use.

Agricultural usage of water in Central Asia consumes the highest proportion of water (88%). The rate is immediately followed by African agricultural sector which consumes 84% of water. South East Asia and South America dedicate 81 and 71 percent of their water use for agricultural purposes respectively. Finally, North America and Europe spend the least percentages on agriculture, with 39 % for the former and 32% for the latter.

On the contrary, industry constitutes the highest proportion of water consumption, almost half of the whole usage, in North America and Europe. The rate plummets for all the other four regions where the industrial consumption of water ranges between 5 and 12 percent.

As far as domestic use is concerned, South America has the highest rate, with approximately one-fifth of the whole water consumption. Europe and North America have a similar consumption pattern, 15 and 13 respectively. In the other regions, less than 10 % of water is used in the domestic sector.

Overall, it is evident that developing countries consume most of their water in agriculture whereas developed countries have a tendency to give the biggest share to industry.

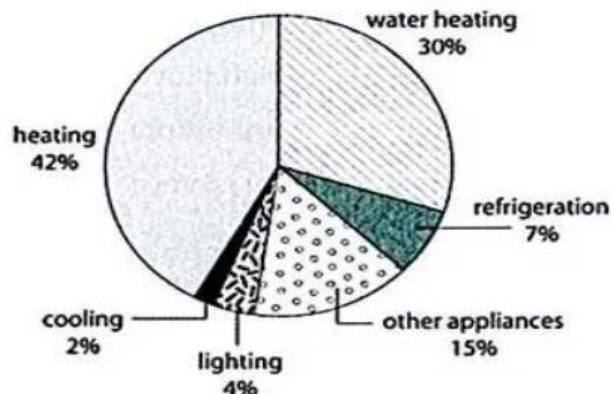
(220 words- sample of band 8 answer by Mahdi Modarres)

Book 10- Task 1

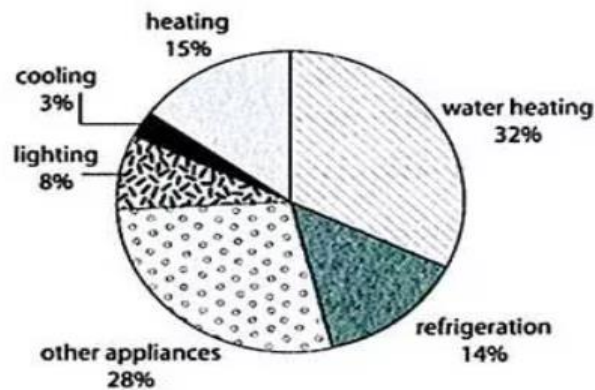
The first chart below shows how energy is used in an average Australian household. The second chart shows the greenhouse gas emissions which result from this energy use.

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

Australian household energy use



Australian household greenhouse gas emissions



Answer:

The two pie charts give information on the proportion of energy consumption and the amount of greenhouse gas emitted by a typical Australian household.

Almost two-thirds of energy is consumed for heating the house (42%) and water (30%). Over twenty percent of energy consumption goes to house appliances, with refrigerator comprising about one-third of it. Lighting and cooling consume the lowest amounts, at 4 and 2 percent respectively.

Similarly, heating in general is the cause for almost half of the greenhouse gas emitted by an average Australian household, comprising water heating with 32% and heating with 15%. The second biggest share is for house appliances, with about 42%. Lights contribute a further 8% to the emission of greenhouse gas and only a mere 3 percent is produced by the cooling system.

Overall, the heating system and house appliances consume the highest amount of energy as well as being the major producer of greenhouse gasses, whereas lighting and cooling systems play a minimal part in both sections.

(Sample of a very good response written by Mahdi Modarres)

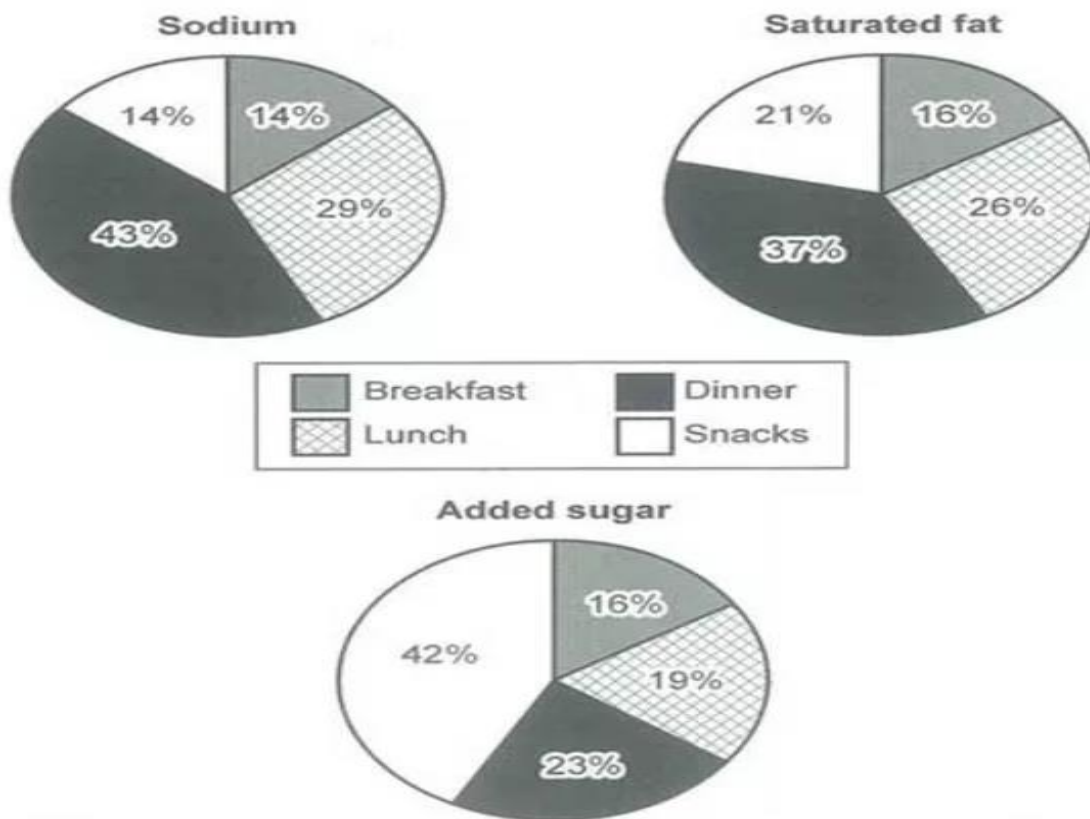
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Book 14- Task 1

The charts below show the average percentages in typical meals of three types of nutrients, all of which may be unhealthy if eaten too much.

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

Average percentages of sodium, saturated fats and added sugars in typical meals consumed in the USA



Answer:

The chart gives information on how much sodium, saturated fat and added sugar is found on average in four typical daily meals in the US. These nutrients might harm health if consumed too much.

Overall, sodium and saturated fat are found more in lunch and dinner while snacks are mostly comprised of added sugar.

Breakfast has the lowest amount of the nutrients under study, with them making up slightly over half of the whole meal. While added sugar and saturated fat hold equal shares, 16% each, sodium constitutes 14% of the whole intake.

Snacks are the most sugary meal of all, containing 42% of the total added sugar consumption. One-fifth of the whole saturated fat comes from this meal while the share for sodium is the lowest, with only 14 percent.

In a different pattern, less than half of the total intake of sodium is included in typical American dinners (43%), followed by another 29 percent for lunch. Saturated fat, on the other hand, comprises over a third and a quarter of dinner and lunch respectively. Together, lunch and dinner account for 42% of added sugar intake from the meals, just as much as the rate for snacks.

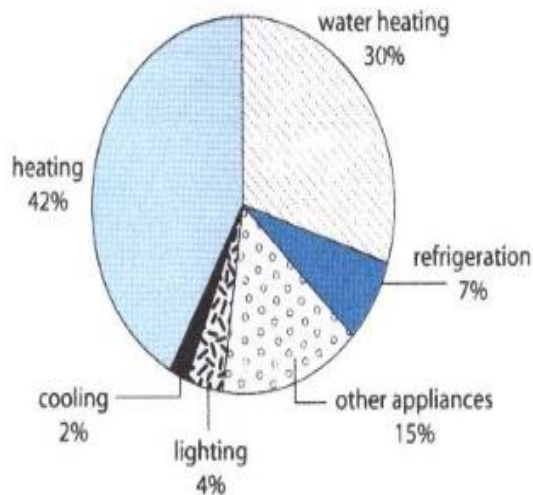
(Sample of a very good response written by Mahdi Modarres)

Cambridge 10- Test 1

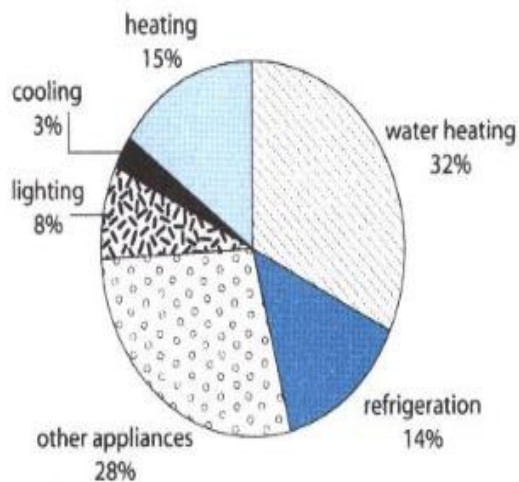
The first chart below shows how energy is used in an average Australian household. The second chart shows the greenhouse gas emissions which result from this energy use.

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

Australian household energy use



Australian household greenhouse gas emissions



Answer:

The pie charts give a breakdown of the energy use proportions in a typical Australian household and how much greenhouse gas is emitted as a result of the energy used.

Less than half of total energy use (43%) goes to heating. This rate is immediately followed by another 30% for heating water while “other appliances” in the house consume half as much. Refrigeration, lighting and cooling account for the remaining 13% of household energy consumption collectively.

On the other hand, heating water and use of other appliances are responsible for the biggest share of the greenhouse gas emitted, almost two thirds of total emissions, at 32 and 28 percent respectively. Refrigeration and heating emit almost equal amounts and together produce almost one-third of all emissions while cooling (3%) and lighting (8%) contribute minimally to the process.

Overall, it is clear that heating, water heating and other appliances constitute the greatest shares of energy use and subsequent greenhouse gas emissions whereas cooling and lighting contribute minimally to either.

(Band 7.5 sample answer by Mahdi Modarres)

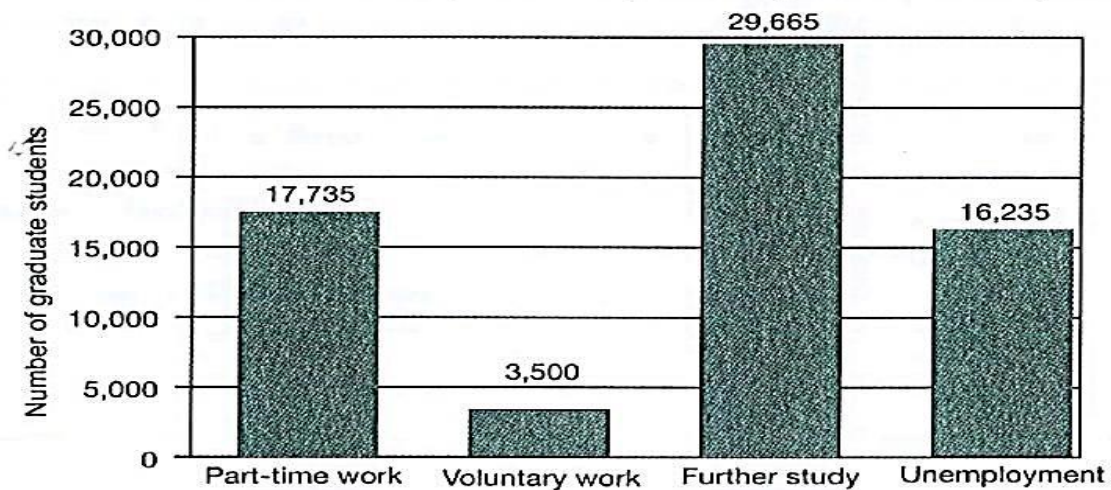
TA	CC	LR	GRA
7	8	8	7

Cambridge 10- Test 3

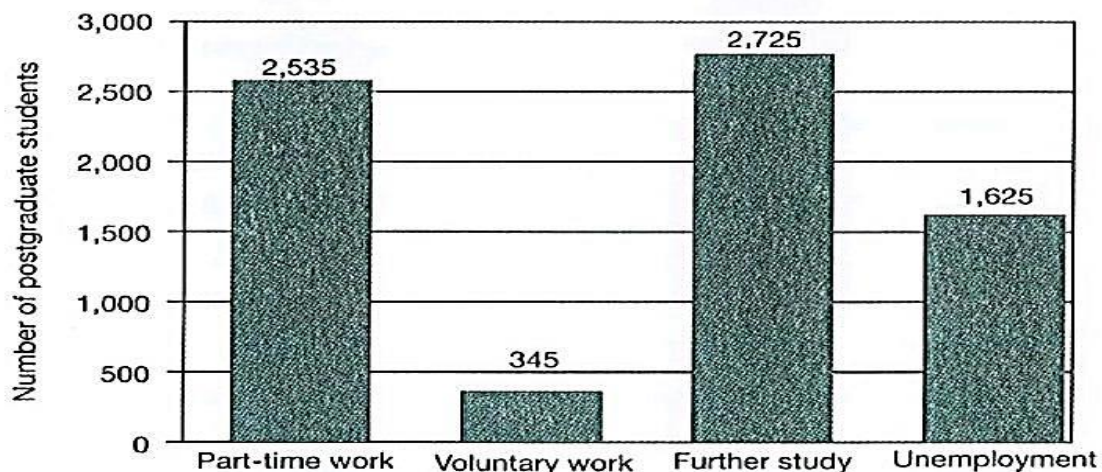
The charts below show what UK graduate and postgraduate students who did not go into full-time work did after leaving college in 2008.

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

Destination of UK graduates (excluding full-time work) 2008



Destination of UK postgraduates (excluding full-time work) 2008



Answer:

The chart gives information about the kind of jobs UK graduates and postgraduates chose in 2008. The data given does not include full-time jobs.

Majority of the graduate students decided to continue their education to higher levels, at about 30,000. This rate was followed by another almost 18,000 students who managed to find part-time jobs whereas the least common type of activity was doing voluntary work which only attracted a mere 3500 students. Finally, over 16000 of the students in that year were left out of the market.

Similarly, the largest proportion of postgrads (2725) decided to continue their education. This rate was lower by a narrow margin, only about 200, for the students who decided to do part-time jobs. Again, just like the graduates' interests, the least popular type of job was voluntary work among postgrads, with only a mere 345 students, while 1625 of them pound the pavement in that year.

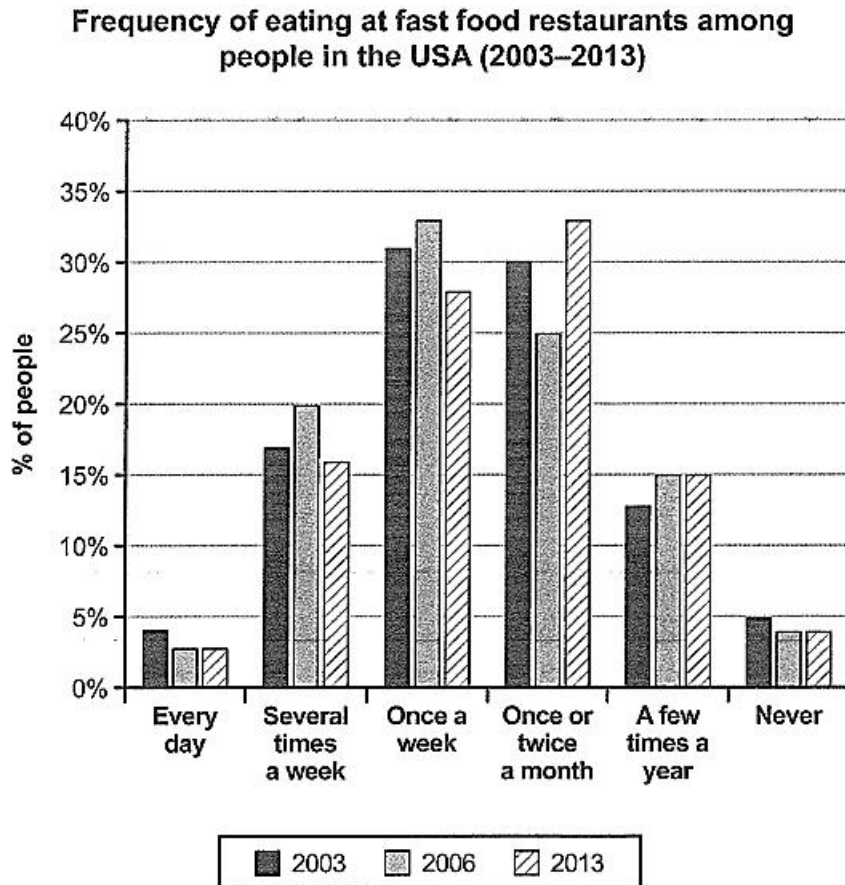
Overall, the most common type of job in both categories was continuing their education while part-time jobs ranked second. Although there was a chance of doing voluntary work, it was rebuffed by majority of students even at the cost of not having a job at all.

(Sample 8 by Mahdi Modarres)

Cambridge 12- Test 7

The chart below shows how frequently people in the USA ate in fast food restaurants between 2003 and 2013.

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



Answer:

The chart gives a breakdown of how frequently people ate in fast food restaurants in the US in three years, 2003, 2006, and 2013. Overall, it is clear that majority of Americans had marginally cut down on fast food meals by 2013.

In 2003, almost one-fifth of Americans ate fast food very frequently, with 4% of them consuming it daily. Over sixty percent ate fast food weekly or monthly while less than 15% had fast food for only a few times a year. Finally, 5% of Americans never tasted the food in that year.

In 2006, the rate for frequent meals in fast food restaurants rose minimally, with one fifth of Americans having fast food several times a week. The figure for those who ate fast food weekly peaked at 34% while the rate for “once or twice a month” decreased by 5 percent. Almost one-fifth of Americans consumed fast food very much less frequently.

By 2013, the rates for several times and once a week group had fallen by 4 and 2 percent respectively. Whereas the rate for once or twice a month reached its peak, at 32 percent, the remaining groups’ rate remained unchanged.

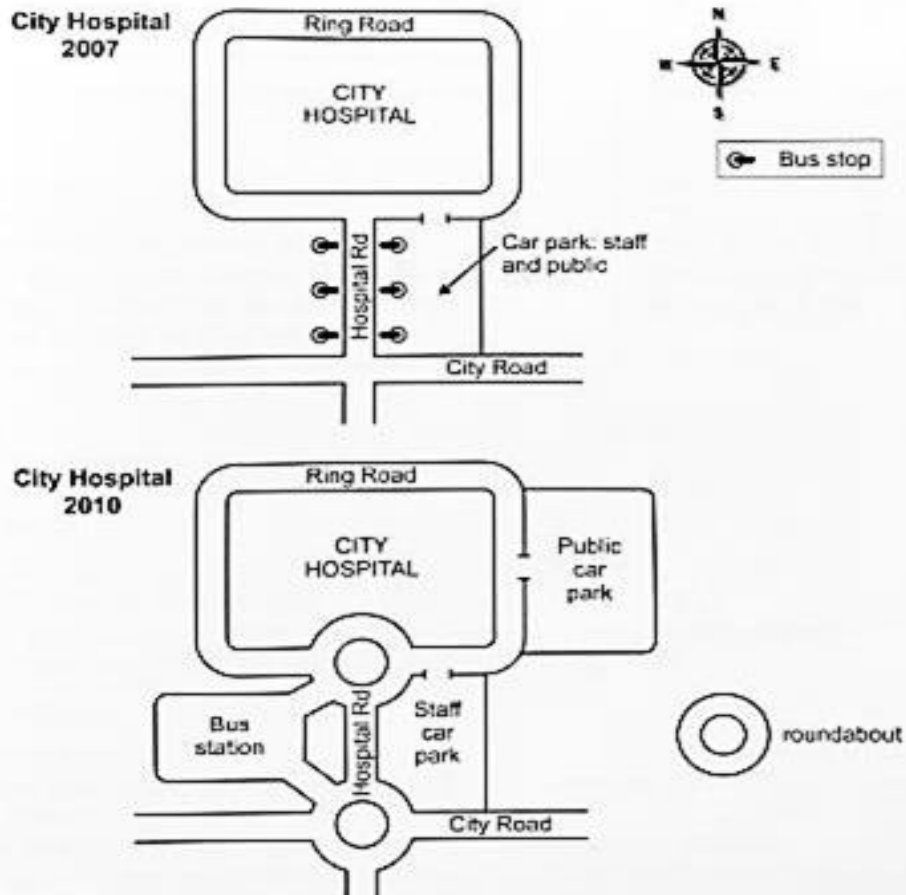
(197 words, Band 8 sample by Mahdi Modarres)

TA	CC	LR	GRA
8	7-8	9	8

Cambridge 13- Test 1

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

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



Answer:

The maps illustrate the route to a city hospital in two years, 2007 and 2010. Basically, the hospital is located on the north side of City Road and has a ring road around it.

In 2007, the Hospital Road, leading to the hospital from the City Road, was surrounded by six bus stops. On the east side of the road, there was a car park for both hospital staff and other people.

By 2010, there had been some changes to the road to the hospital. The car park for the public had been separated from the staff car park. The public could park their car on the east side of the ring road around the hospital but the staff had the old car park all to themselves. The bus stops were removed altogether, and a new bus station was constructed to the west of Hospital Road. Two roundabouts were added on the junction of City and Hospital and Ring and Hospital, providing better access to the new bus station.

Overall, the Hospital road had improved and provided better access for personal and public vehicles, ultimately making it easier for patients and visitors to access the hospital.

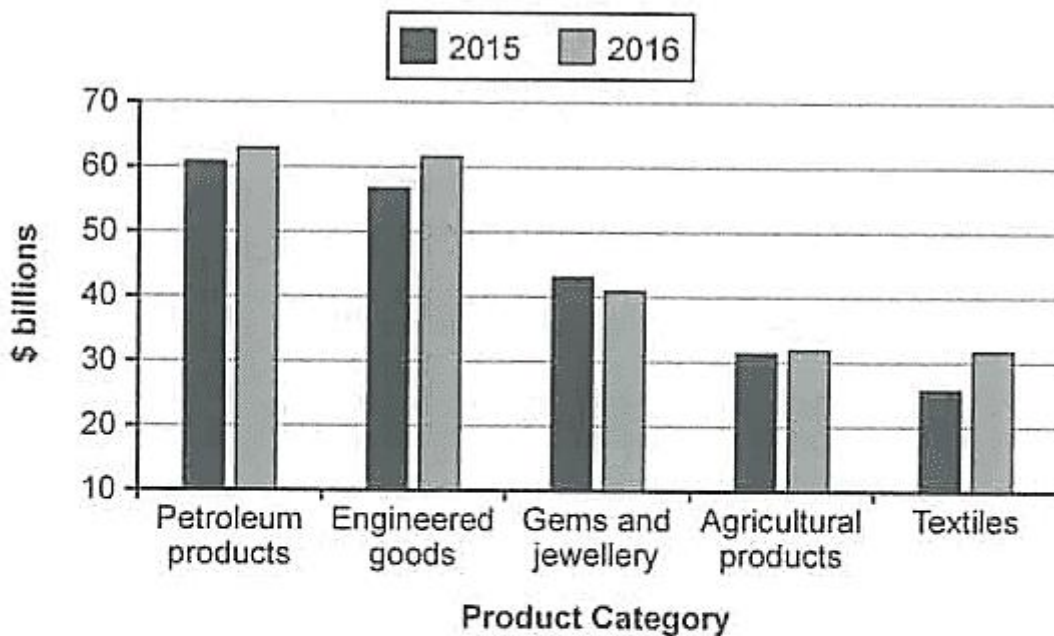
TA	CC	LR	GRA
8	7	7	6

Cambridge 14- Test 2

The chart shows the value of one country's exports in various categories during 2015 and 2016. The table shows the percentage change in each category of exports in 2016 compared with 2015.

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

Export Earnings (2015–2016)



Percentage change in values (2015–2016)	
Petroleum products	↑ 3%
Engineered goods	↑ 8.5%
Gems and jewellery	↓ 5.18%
Agricultural products	↑ 0.81%
Textiles	↑ 15.24%

Answer:

The bar chart and the table show the income an unspecified country had on five items it exported in 2015 and the changes until the end of the next year.

Petroleum industry income from exports was the highest in 2015, at about 60 billion dollars (60 B\$). The figure was followed by the Engineered goods section, which made 56 B\$ from exporting its products. The country managed to make over 40B\$ from selling gems and jewelry to other countries while agricultural products and textiles accounted for about 45B\$ of the total income collectively.

By 2016, most sectors had experienced a rise in their income from export. The highest increase belonged to textile, which managed to increase its income by 15.24%, exceeding 30 B\$ in the year in question. Similarly, engineered products witnessed an over eight-percent rise, reaching 61B\$. Approximately, the same amount of money was made by selling petroleum products to foreigners, establishing a three-percent rise in that sector's income. While agricultural products failed to experience a significant rise in their income, the figure dropped for the jewelry section by 5.18%.

Overall, all the sectors, except for gems and jewelry, made more money from exports during the studied period. Although petroleum had stayed the most lucrative for the country, the highest rise in the income from export was witnessed in textile industry.

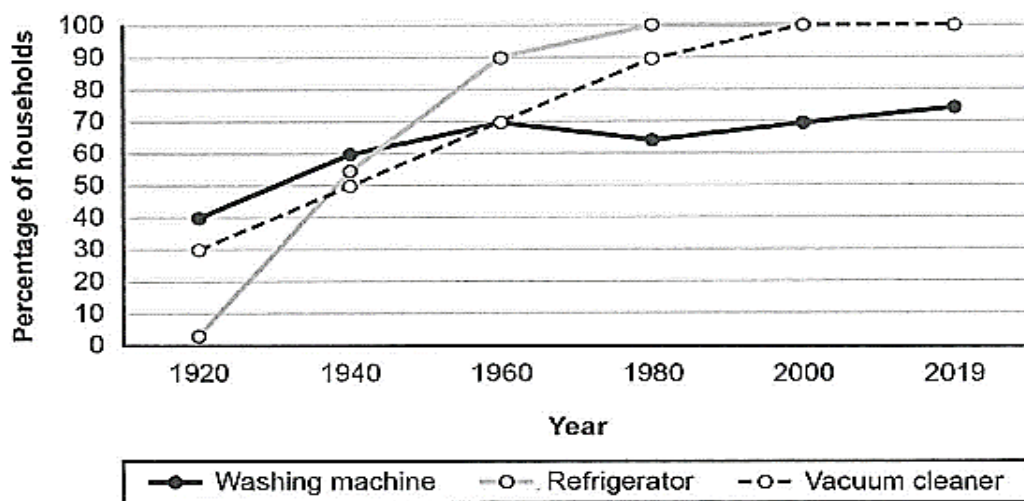
(Sample answer written by Mahdi Modarres)

Cambridge 16- Test 1

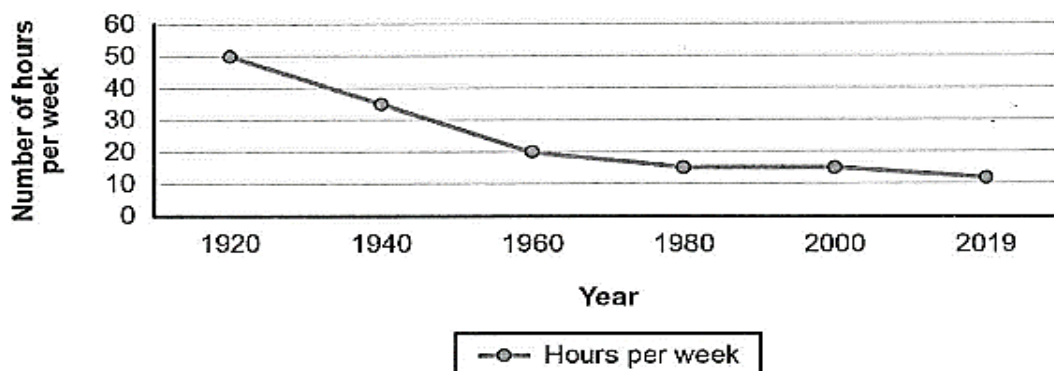
The charts below show the changes in ownership of electrical appliances and amount of time doing housework and households in one country between 1920 and 2019.

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

Percentage of households with electrical appliances (1920–2019)



Number of hours of housework* per week, per household (1920–2019)



*housework = washing clothes, preparing meals, cleaning

Answer:

The first graph compares the rate of households with three electrical appliances in a specific country from 1920-2019. The second graph shows the number of hours spend for housework in the same country during the same period. Overall, there had been a remarkable increase in the number of households owning the electrical appliances necessary for housework, which resulted in a significant drop in time spent for housework in the said period.

In 1920, washing machine was the most popular household equipment, with 40% of the houses owning one. The rate was immediately followed by the figure for vacuum cleaner, at 30%, while almost no house had a refrigerator in that year.

During the next century, however, refrigerator ownership experienced a marked increase, and by 1980, every household in the country had owned one. The rate continued to level out until the end of the period. Similarly, vacuum cleaner rose constantly, overtaking the figure for washing machine in 1960 and ultimately peaking at 100% in 2000. Finally, although washing machine grew in popularity, the rate was the least significant, reaching approximately 70%.

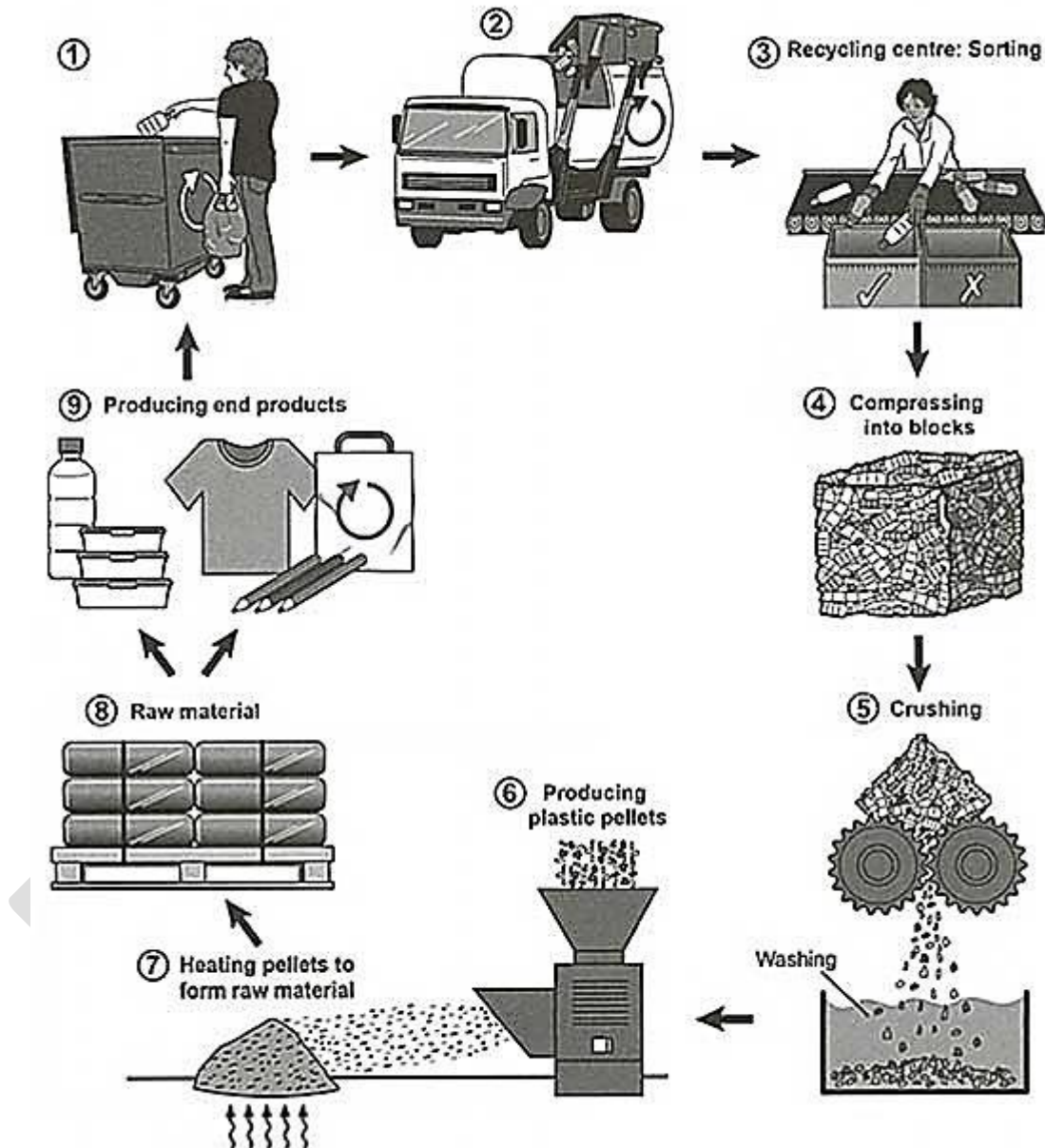
As far as spending time for housework is concerned, people used to spend about 50 hours every week in 1920. However, this figure saw a sharp and constant decline throughout the period in question, reaching to a low of mere 10 hours in 2019.

Band 8 sample, written by Mahdi Modarres

Cambridge 16- Test 4

The diagram below shows the process for recycling plastic bottles.

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



Answer:

The process diagram depicts how the plastic bottles we have thrown away are recycled and made ready to be used again. Overall, the cycle comprises nine rather sophisticated stages, the initial ones start from bottle disposal, to sorting, compressing and washing the plastic pieces. The final stages shape the pellets into raw material to be used in factories again, ultimately bringing the goods to the market shelves where the recycled materials are sold.

The process commences when a typical consumer throws away a bottle. The trash car collects the garbage from the bins around the city and takes them to the recycling center where the appropriate bottles are separated. The sorted material goes under pressure and is compressed in a form of huge bales. Having been crushed into very tiny pieces, the material is now washed in a pond. The pieces go into a machine which turns them into pellets, before being heated in the next stage to form the raw material for plastic production. Following this stage, the raw materials are sent to the factory on pallets to be used in producing the new plastic materials, bottles included. These brand-new goods will soon be worn down and the process starts anew.

(Band 8 sample answer by Mahdi Modarres)