

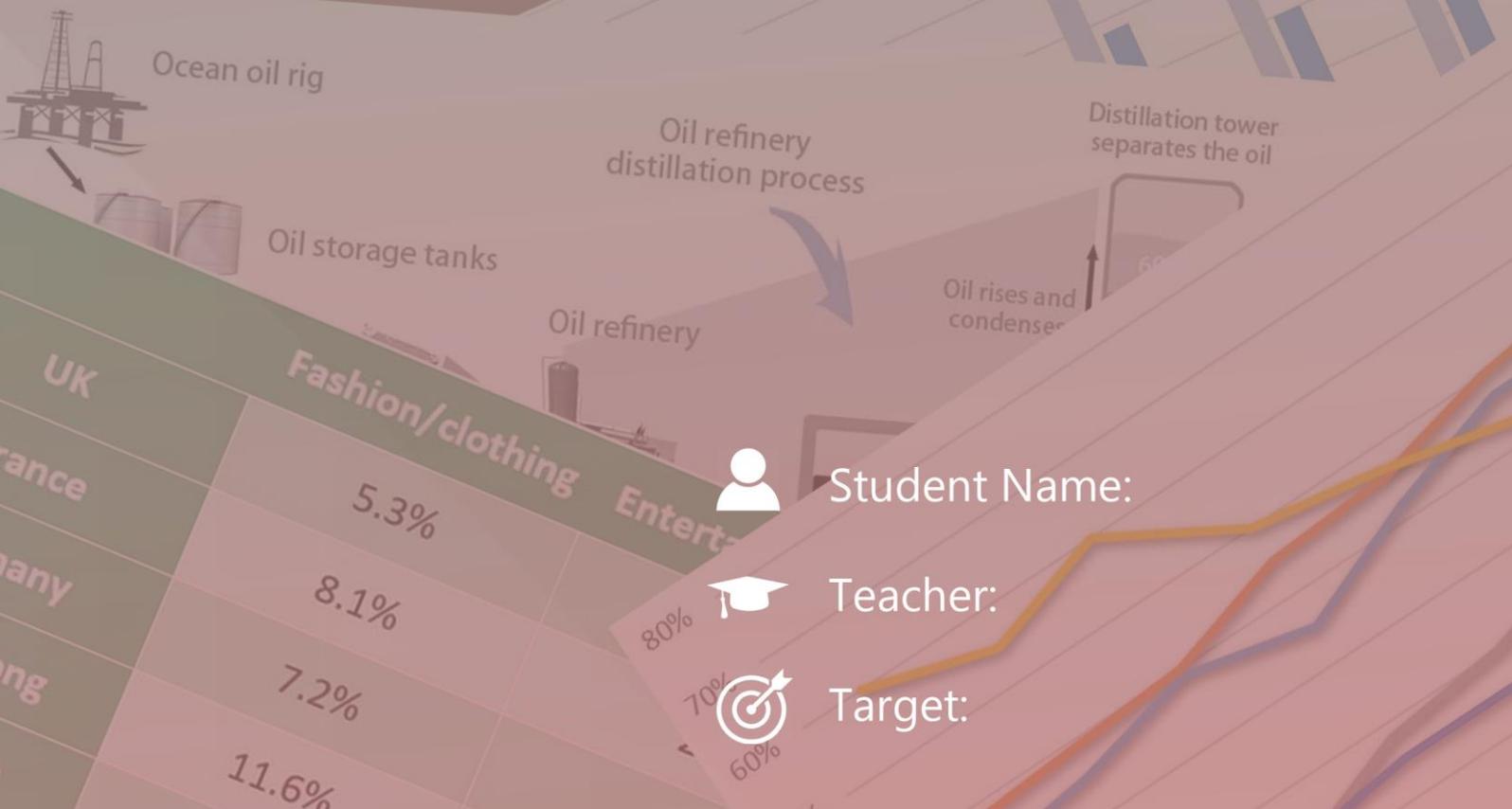


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A GUIDE TO ACADEMIC WRITING TASK 1

Includes 13 tasks with model answers and explanatory notes

Sam Morgan and Tom Speed



Country	Fashion/clothing	Entertainment
UK	5.3%	
France	8.1%	
Germany	7.2%	
Spain	11.6%	



Student Name:



Teacher:

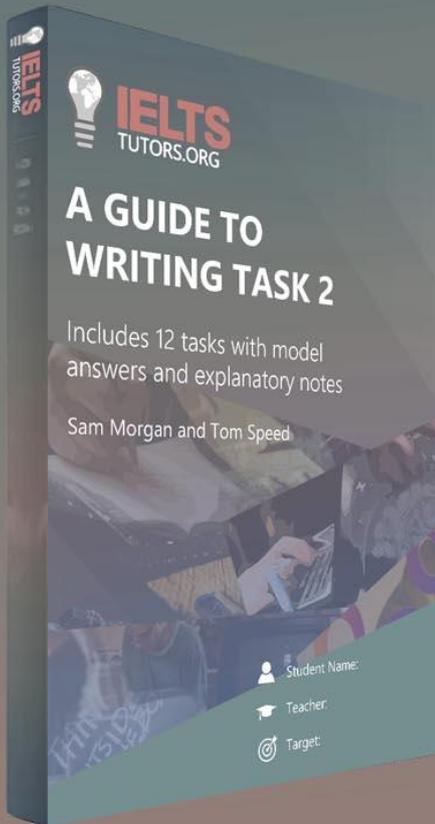


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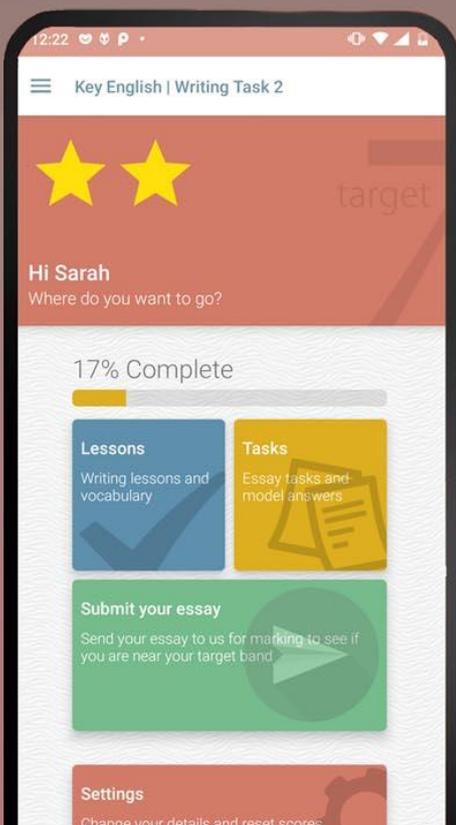
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HOW TO USE THIS EBOOK

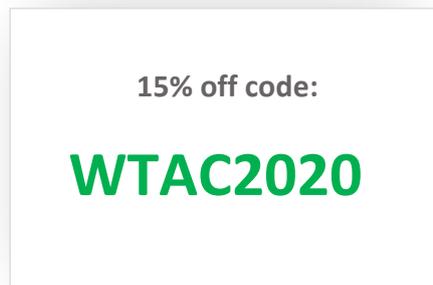
1) With our Online Writing Course

(<https://www.ielstutors.org/online-courses.html>)

This eBook contains example IELTS academic writing task 1 reports from our [*online academic task 1 writing course](#). We recommend that you use this book as a study aid while you complete the online course.

[*https://www.ielstutors.org/course-writing-task-1-preparation.html](https://www.ielstutors.org/course-writing-task-1-preparation.html)

The online course contains 38 lessons that cover all of the academic task 1 types. It provides in depth exploration of the language and strategies that are introduced in this eBook as well as providing you



with tutor support through email, Skype and our learner forums. If you do not yet have access to the course, use the coupon code below at checkout to get **15% off**.

Use the code at checkout when you purchase the course. Follow the steps below.

1. Visit the [course page](https://www.ielstutors.org/course-writing-task-1-preparation.html) (<https://www.ielstutors.org/course-writing-task-1-preparation.html>)
2. Select 'Buy Now'
3. Apply coupon code 'WTAC2020' to receive your discount

2) As a Standalone Study Book

Each of the 13 tasks in this eBook comes with a model answer (we refer to the model answers as reports). After each report, you will find our notes, which explain important features of the language used in the report and strategies for analyzing the data, process or map. Studying all 13 reports and the accompanying notes provides a good introduction to how to achieve a high band score in academic writing task 1.

To make the most of this book, we recommend that you write each report before you read our model answer. Follow the steps below:

- 1) Begin with the first task of the book.
- 2) Read the task very carefully. What are the key words in the task? Key words give us the most important information about the data. Also, consider what the time frame of the data is? Is the data from the past, present, a prediction about the future, or a combination of these?
- 3) Study the data below the task description and notice what the main trends or features of the data are. For process and map tasks, identify the main features.
- 4) Spend 3 to 5 minutes planning how you could write the report yourself. As you will see, we recommend you write 3 paragraphs. The first paragraph should introduce the task and include an overview of the information in the diagram. The second and third paragraphs should include a more detailed description of the information in the diagram.
- 5) Write your report. To practice your time management, you may wish to time yourself (write at least 150 words in 20 minutes including planning time).
- 6) Compare your finished report to our model report and study our notes. Is there anything you can learn from our notes that you could have used to make your report better?
- 7) Rewrite your report using the lessons learned from our notes.
- 8) Repeat this process for all of the tasks in the book.

If you follow these steps correctly, by the end of the book you will have a good understanding of how to write high quality task 1 reports. If you have any questions about the IELTS test or this eBook, send an email to us as ieltstutors.org@gmail.com

We hope you find this book and our courses useful. We wish you good luck on your IELTS journey!

Sam and Tom

Founders of IELTSTutors.org

ABOUT THE IELTS ACADEMIC WRITING TASK 1 TEST

In task 1 of the Academic IELTS Writing test, you are asked to summarize the information displayed in a diagram. The diagram can be a chart (pie/bar/line), a table, an illustration of a process, a map or an object. You have 20 minutes to complete the task and you should write at least 150 words. You can learn more about the writing test on our website [here](https://www.ielstutors.org/writing.html). (<https://www.ielstutors.org/writing.html>)

When examiners mark your report, they will award you a band score (from 1, lowest; to 9, highest) for 4 different criteria: task achievement, coherence and cohesion, lexical resource and grammatical range and accuracy. Find out more about these criteria below.

TASK ACHIEVEMENT

You must select and, in an academic style, present the main trends or features of the task with adequate supporting information in order to receive a high score for task achievement.

The key aspects of task achievement are:

Length - You should write at least 150 words in no more than 20 minutes.

Style/format - The task 1 report should be written in an academic style. Therefore, you need to avoid using contractions (such as isn't or aren't) and informal vocabulary. The report should be written in paragraphs; bullet points are not allowed.

Paraphrase of Topic - The first sentence of a task 1 report should paraphrase the topic of the data, process, or maps. You may use a few words from the original task, but the paraphrase sentence should have a different structure and mostly different vocabulary if possible.

Overview - The overview sentence is the most important part of the report and it should be included in the introduction paragraph. In this sentence you need to present the main trends or features in the data, process or maps. The overview should not contain any specific data or information from the task. Specific details which support the overview should be presented in the body paragraphs. On the other hand, the overview should not be too general. Try to imagine that the examiner cannot see the task and you must give him/her a general idea of what it contains and this should help you to write a good overview.

COHERENCE AND COHESION

A coherent response is one that is logical and well organised. Cohesion refers to the accurate use of grammar and vocabulary to link information. Correct use of linking words and reference words increase cohesion.

The key aspects of coherence and cohesion are:

Organisation of information - Information and data should be grouped and presented to the reader in a logical order. It is logical to start a process report by discussing the first step of the process while it is logical to start a data report by analysing the main feature or trend in the data. If the report

concerns maps of the same town at different times, it may be logical to start by analysing the oldest map first.

Use of linking words - Linking words are used to show the relationship between ideas and data.

Reference and substitution - In order to not repeat nouns unnecessarily, reference and substitution can be used.

Paragraphing - Good writing is divided into paragraphs. Each paragraph focuses on different information or aspects of the data, process or maps.

LEXICAL RESOURCE

This refers to your use of vocabulary. Use formal, academic language that is suitable for academic report writing.

The key aspects of lexical resource are:

Precision - Precise vocabulary is vocabulary that lets you accurately report and explain data, processes, or maps. For example, 'a significant increase' is more precise than 'an increase'. The adjective 'significant' gives us more precise information about the noun 'increase'.

Range - You need to use a wide range of vocabulary. This means not always using simple vocabulary and not repeating vocabulary if you can avoid it. The examiner will expect a high band IELTS candidate to use a variety of high level academic words and phrases in his/her report.

Word formation - Words change depending on function (verb, noun, adjective etc.). You must use the correct form of the word for its position in the sentence. This improves the accuracy of your writing and shows the examiner that you can use a range of vocabulary.

Collocation - Collocations are pairs of words which are often found together. For example, '*the vast majority*' or '*a tiny minority*'. To get a higher band you must accurately use a range of academic collocations.

Spelling - Spelling is very important in writing. If you frequently misspell words then the reader will struggle to understand your writing.

GRAMMATICAL RANGE AND ACCURACY

Grammatical range is high if you use a wide variety of different grammatical structures and sentence types. Try to use a range of complex and simple sentence forms. Grammatical accuracy is high if you make few grammar mistakes.

The key aspects of grammatical range and accuracy are:

Range of structures - You must use a range of simple, compound, and complex sentence types in your writing in order to achieve a high band for grammar. Make sure you use different types of dependent clauses such as relative, contrast, and result clauses to show the examiner you can express data or information in complex sentences.

Overall Accuracy - The accuracy of the grammar in your writing throughout the report.

Verb accuracy - How accurately you use verbs in your writing

Noun accuracy - How accurately you use nouns and complex noun phrases in your writing.

Simple sentence accuracy - How accurately you form simple sentences. Remember that simple sentences should follow the formula of subject + verb (+ object). An adverbial of time or place may be used at the beginning or the end of the sentence.

Complex sentence accuracy - How accurately you form complex sentences. Complex sentences are sentences formed of an independent clause and at least one dependent clause.

Study the marking criteria for the different bands by looking at the band descriptors on the following page.

If you would like a tutor to mark your reports and give you a detailed breakdown of your level based on these criteria, you can [order writing feedback on our website](https://www.ielstutors.org/task-1-academic-marking.html).
(<https://www.ielstutors.org/task-1-academic-marking.html>)

BAND DESCRIPTORS

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

GLOSSARY OF IMPORTANT TERMS

This is a small collection of important words and phrases that we use frequently in this book and when teaching. Make sure you are familiar with these terms before reading our task notes.

Body Paragraph	The paragraphs, usually 2, which contain details that support your overview. The introduction paragraph is not a body paragraph.
Collocation	Two words that are often used together. For example, <i>account for & higher education</i> .
Clause	A group of words that contains a verb and usually a subject. A clause may be a whole sentence or a part of a sentence.
Independent Clause	A clause containing at least a subject and a verb. An independent clause can stand alone as a sentence. For example: <i>Most of them were satisfied</i> .
Dependent Clause	A group of words usually containing a subject and a verb but which does not express a complete thought and so cannot stand alone as a sentence. For example: <i>When people were questioned, most of them were satisfied.</i> <i>When people were questioned</i> is a dependent time clause and it must accompany an independent clause. If the dependent clause precedes the independent clause then the two are separate by a comma.
Complex noun phrase	A noun that is followed by extra information in the form of a relative clause, prepositional phrase or other structure (for example, <i>the vast majority of people who visited – majority is the head noun and more information is provided about it with the prepositional phrase <i>of people</i> and the relative clause <i>who visited</i></i>).
Paraphrase	A paraphrase is when a message is retold using different vocabulary and/or grammar. For example, <i>The number of homeowners rose significantly / There was a dramatic increase in the amount of people who owned homes</i> . The second sentence paraphrases the first, meaning it presents exactly the same meaning as the first, but with different vocabulary and grammar.
Phrase	A small group of words standing together as a conceptual unit. They typically form a part of a clause (for example: <i>Most of them were satisfied</i> . This sentence is formed of the noun phrase <i>Most of them</i> and the verb phrase <i>were satisfied</i>).
Overview	A sentence which provides a summary of the most important trends or features in the data.

TABLES | THE INTRODUCTION PARAGRAPH, ORGANISATION AND PERCENTAGES

Task | Consumer Spending

Study this task in our online course: Module 2 - Tables, [‘Structuring your answer’](#)

The table below gives information about the average percentage of money per month spent by consumers on fashion/clothing, entertainment/leisure and transport in 5 different countries.

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

	Fashion/clothing	Entertainment/leisure	Transport
UK	5.3%	31.1%	19.6%
France	8.1%	22.4%	21.3%
Germany	7.2%	32.3%	23.4%
Hong Kong	11.6%	24.6%	14.2%
Singapore	15.8%	33.5%	4.0%

MODEL REPORT

The data illustrates the percentages of money spent on 3 types of goods and services by consumers in 5 countries. Overall, consumer spending is highest on entertainment/leisure in all 5 countries and lowest on fashion/clothing with the exception of Singapore.

Entertainment/leisure takes up the largest percentage of consumer spending in each country. It is highest in Singapore at 33.5% and lowest in France at 22.4%. In four countries, transport is the sector with the second highest consumer spending. Spending on transport in the 3 European countries is similar at 23.4%, 21.3% and 19.6% in Germany, France and the UK respectively, considerably higher than in the two Asian countries. Spending in Hong Kong for example stands at 14.2%.

The sector with the lowest average monthly consumer spending in four of the countries is fashion/clothing. Interestingly, it is lowest in Europe where it ranges between 8.1% in France and

5.3% in the UK while in Hong Kong and Singapore it is higher at 11.6% and 15.8% respectively. The lowest consumer spending in Singapore is on transport at 4%, the lowest spending on any sector in any country. (185 words)

OUR NOTES | INTRODUCTION PARAGRAPH

Notice how the introduction paragraph is constructed? The first sentence is the *task paraphrase*. It is a sentence that introduces the report and is very similar to the description given in the task.

The Task text:

The table below gives information about the average percentage of money per month spent by consumers on fashion/clothing, entertainment/leisure and transport in 5 different countries.

Our report introduction paraphrase:

The data illustrates the percentages of money spent on 3 types of goods and services by consumers in 5 countries.

Notice that the same information is presented in both the original task text and the writer's introduction sentence. The second sentence is a paraphrase, meaning that the same ideas are presented using different vocabulary and/or grammar. It is important that you do not copy too many words directly from the task because this may affect your score.

Here is a breakdown of the paraphrase:

The table = *the data*

gives information = *illustrates*

the average percentage of money per month = *the percentages of money*

spent by consumers on fashion/clothing, entertainment/leisure and transport = *spent on 3 types of goods and services by consumers*

(Note that it is not important to state exactly what the goods and services are in this sentence since they are covered in detail later in the report).

in 5 different countries = *in 5 countries*

The next sentence in the introduction is the *overview*.

Overall, consumer spending is highest on entertainment/leisure in all 5 countries and lowest on fashion/clothing with the exception of Singapore.

The purpose of this sentence is to give the reader a summary of the key information from the data. Note that it is not necessary to include a conclusion sentence in this type of task.

The best overviews usually highlight two important features/trends of the data. In this overview, it is clear that...

consumer spending is highest on entertainment/leisure in all 5 countries

consumer spending is lowest on fashion/clothing with the exception of Singapore.

With these two descriptions, the reader already has a summary of the key trends in the data.

Note that values/numbers/percentages should not be included in the overview because they are included in the two detail paragraphs.

This introduction paragraph structure can be applied to all academic task 1 types, including graphs, processes and maps.

Remember when you write your task 1 report, you:

- a) have an introduction paraphrase.
- b) present an overview of the two key trends or features.

Task | Tourists

Study this task in our online course: Module 2 - Tables, '[Useful Vocabulary and Common Mistakes](#)'

The table below shows what percentage of foreign tourists to a British tourist attraction came from different regions of the world in 1989 and 2009 as well as the total number of tourists who visited in each year.

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

	1989	2009
Asia	13%	26%
The Middle East	8%	17%
Europe	44%	31%
North America	31%	22%
South America	4%	4%

MODEL REPORT

The table reveals where foreign tourists to a British tourist site came from in two separate years. Overall, the number of tourists in 2009 was twice as high as in 1989, with the proportion of visitors from Asia and the Middle East increasing while the percentage from other parts of the world fell or remained stable.

Looking at the data in more detail, visitor numbers stood at 320,020 in 1989 but this had doubled to 731,455 twenty years later. The share of visitors from Asia and the Middle East also doubled from 13% and 8% respectively in 1989, to 26% and 17% in 2009.

In both years the highest proportion of foreign visitors came from Europe. However, the percentage fell from 44% in the first year to 31% in the second year. Likewise, the percentage of visitors from North America fell by a roughly similar amount from 31% to 22%. In contrast, the share of South American visitors was the same in both years. (164 words)

OUR NOTES | ORGANISATION AND HOW TO STATE PERCENTAGES

Organisation

Notice that all of our example reports are divided into 3 paragraphs. The first is the introduction paragraph, with a **paraphrase of the task text** and an **overview** (see Task 1 Table – Spending). The final two paragraphs (we call them detail paragraphs 1 and 2) contain the detailed descriptions of the data.

Because there are 2 detail paragraphs, the data should be grouped or divided into 2 parts. This can be done in a number of ways. How is the data grouped in this sample report?

Detail Paragraph 1: Increasing values (biggest – total number - to smallest – Middle East)

Detail Paragraph 2: Decreasing values (biggest – Europe - to smallest – South America)

This is a logical way of organising the data, but there are other ways that are equally logical, including organizing the data by year:

Detail Paragraph 1: Data from 1989 (biggest – total number - to smallest – South America)

Detail Paragraph 2: Data from 2009 (biggest – total number - to smallest – South America)

The first detail paragraph would be something like this:

“Looking at the data for 1989, the total number of tourists to the attraction was 362,020. 44% of these tourists were from Europe, followed by North America and Asia at 31% and 13% respectively. 8% of visitors came from the Middle East, while those of South America descent made up 4% of holidaymakers.

“Moving on to 2009,...”

Vocabulary note: If you are **of South American descent**, you are from South America.

Note that it is not appropriate to present the data in a detail paragraph as a list, such as in the example paragraph below.

“Looking at the data for 1989, the total number of tourists to the attraction was 362,020. 44% of these tourists were from Europe. 31% were from North America and 13% were from Asia. 8% of tourists were from the Middle East and 4% were from South America.”

If the data is presented as a list, the writer loses marks because the recounting of detail is too mechanical and the same grammar and vocabulary forms are repeated. This lowers task achievement and grammatical range and accuracy.

The recounting of detail is mechanical because the structure “% be from + location” is repeated numerous (many) times. Compare this to the model task 1 report written above. Notice how the model report has a much wider range of structures.

Percentages

There are a few ways that you can state percentages. The model report contains the following examples:

The **percentage/share/proportion/fraction** of **noun** + **verb** at/by/from/to X%

*“The **share** of **people from Europe** **decreased** from 44% to 31%.”*

X% of **noun** + **verb**

*“44% of **people** **came** from Europe.”*

Notice ‘of’ is used after ‘percentage’ (44% of... , The percentage of...)

Practice using these percentage structures in your next percentage data task.

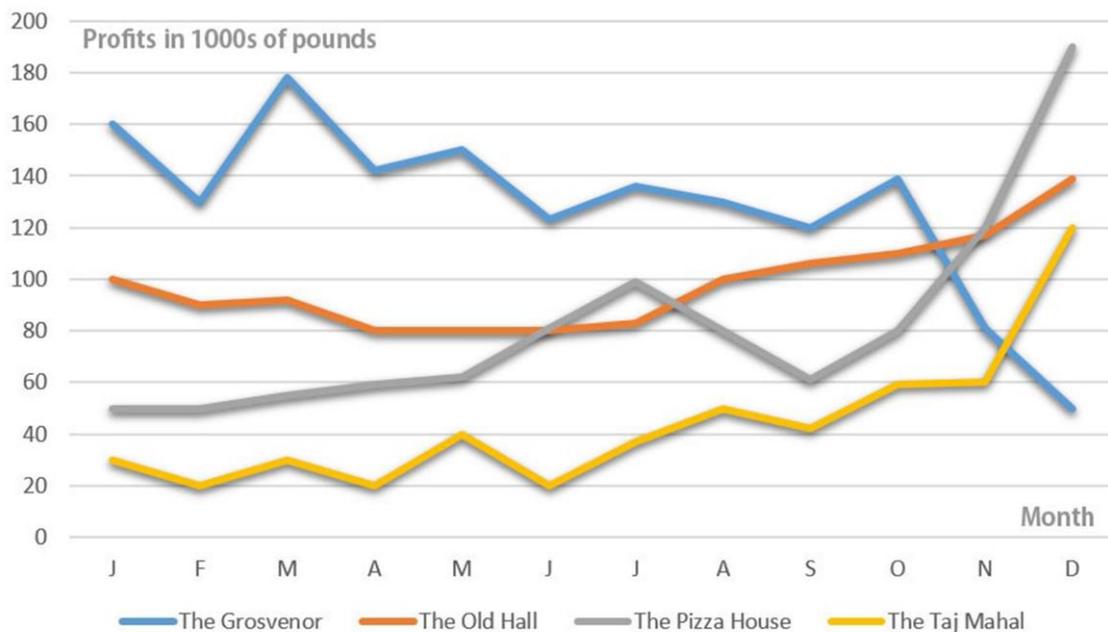
LINE GRAPHS | DESCRIBING TIME AND NOUN AND VERB PHRASES

Task | Restaurant Profits

Study this task in our online course: Module 3 – Line Graphs, '[Trends and Prepositions](#)'

The graph shows the income of four restaurants in Cambridge in 2016.

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



MODEL REPORT

The graph illustrates the earnings made by 4 restaurants in 2016 in Cambridge. The Pizza House, Old Hall and Taj Mahal saw increased profits **by the end of the year** whereas the Grosvenor saw greatly reduced profits **over the period**.

The Pizza House, Old Hall and Taj Mahal, increased their profits **over the year**. The Pizza House **started the period** at only £50,000, but profits doubled **by July**. **Over the next two months** profits declined from 100,000 to £60,000. **From September**, profits rose very rapidly so that **in December** they stood at £190,000. The Taj Mahal, which **started the year** as the weakest performing café of the group at only £30,000 earnings in January, also saw a rapid increase in profits **from September onwards** to £120,000 **by the end of the year**. The Old Hall **started and finished the year** as the second most successful restaurant of the group and its profits increased overall. Profits in January

were £100,000 and this dipped but then increased by £40,000 to £140,000 **by the last month of the year**.

The Grosvenor **started the year** with the highest income of the four restaurants at £160,000 a month, but **by the end of the year**, this figure had dropped by £110,000 to around £50,000 a month, so that the Grosvenor was the worst performing café **at the year's end**. (224 words)

OUR NOTES | DESCRIBING TIME

For data tasks providing data that changes over time, you need to know how to describe different time periods. This is covered in detail below.

Task 1 data tasks often show data in different years or in different months of a year (as in the example here). Read the model report again and pay attention to the phrases **in blue**. There are a wide variety of phrases that we can use to avoid repetition. Notice the difference between the two sample texts below.

In January the Grosvenor's profits were £160,000. **In February** their profits fell by £30,000 but **in March** the figure increased again to £180,000.

In January the Grosvenor's profits were £160,000. **A month later** their profits fell by £30,000 but **by the end of March** they had increased again to £180,000.

Both examples are grammatically accurate, but the second uses a variety of time expressions so is likely to get a higher score.

Notice that after **by the end of + past time (by the end of March)** the writer uses the past perfect (they had increased). Why does the writer use this verb tense?

Hint: We use the past perfect for a situation (the increase in profits) that happens before a time in the past (the end of March).

Example: **By the end of the weekend** I had finished all my homework. (Meaning the weekend is already over and I spent it finishing my homework).

Accurate use of the past perfect (have + past participle/verb 3) is likely to increase your score for grammatical range and accuracy.

The writer of the model report consistently uses the past simple verb form, which is also acceptable with **by the end of...** Note that since there are no grammar mistakes in the report and it uses a wide variety of grammatical structures, it would receive a top grammar range and accuracy band score.

Here are the time expressions used in the model report. See if you can remember them and apply them to a similar task.

in 2016, in June, in the 80s

in + year, month, decade

on Tuesday

on + day

by the end of the year

by the end of + the day, the year, the month, the decade, the period

'the period' is the time that the data covers. In the case of the task here, 'the period' is 1 year.

By the end of... = the time up to the end of...

For example: ***By the end of the day*** I had walked over 30 miles.

over the period

over + the year, the month, the period = from the beginning to the end of the year, the month, the period

started the period, began the period

finished the period, ended the period

verb + the day, the year, the month, the period.

Example: The university ***began the year*** with 12,000 students but ***finished*** with 11,458.

over the next two months

over the next + number + minute, hour, day, month, year

over the next three years... = from the start of the three years to the end of the three years.

from September

to December

from + day, month, year = the beginning

to + day, month, year = the end

Example: *From 1971 to 2011 the number of tourists increased by 3 million.*

from September onwards

from + day, month, year + onwards

onwards = continuing from that time

Example: *From Monday onwards I will quit smoking.*

by the last month of the year.

by the last + time + of the + time

Example: *By the last year of the course you will know how to write a complex computer program.*

at the year's end

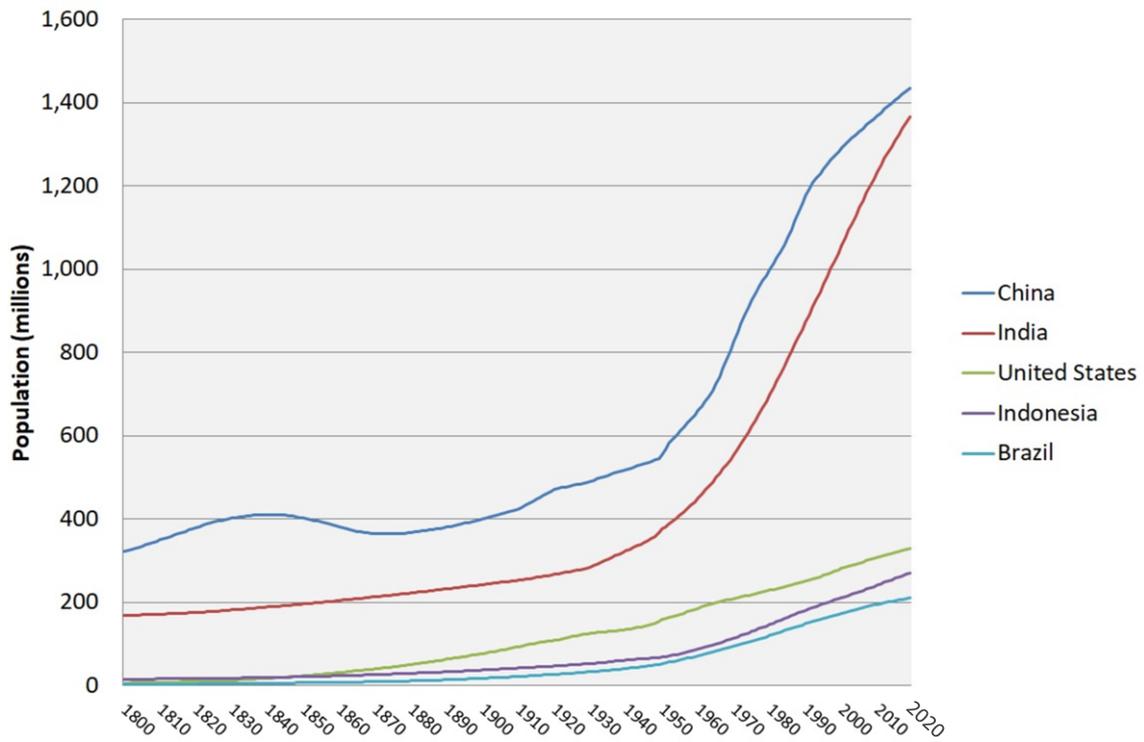
at + the year's, the period's, the decade's + end = at the end of that time

Example: *At the period's end the Pizza House was the most successful restaurant.*

Task | Population of Countries

The line graph shows the change in population of 5 countries from 1800 to 2020.

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



MODEL REPORT

The line graph illustrates how the populations of 5 countries (China, India, the United States, Indonesia and Brazil) have changed over a 220 year period, from 1800 to 2020. Overall, all countries have **experienced a rise** in population, though the change has been the most dramatic for China and India.

Looking first at the data for China and India, the former had a population of just over 300 million in 1800. This figure **slowly fluctuated** at around 400 million up to 1900. From 1900 to 1950 China's population then **gradually increased** to 550 million. At this stage, there was **a dramatic growth** that saw the number reach 1.44 billion in 2020. Although India began the period with a lower population (at 180 million people), this number **slowly rose** to almost 300 million in 1930 before **rocketing** to 1.38 billion people in 2020.

In contrast, the other three countries' populations **rose more gradually**. The number of people living in the USA **began noticeably growing** in 1860, from around 50 million to approximately 130 million by 1940. **This growth accelerated** to over 300 million by 2020. Indonesia and Brazil had lower populations and both followed a similar trend, seeing their populations begin to **rise dramatically** in 1960 from under 100 million to around 280 million and 210 million, respectively. (219 words)

OUR NOTES | NOUN AND VERB PHRASES

We can describe **changes over time** using **nouns** (with adjectives) or **verbs** (with adverbs).

Noun Example: There was **a gradual increase** in China's population to 550 million.

This example uses a noun (**an increase**) that is modified (changed) by an adjective (**gradual**)

Verb Example: China's population **gradually increased** to 550 million.

This example uses a verb (**to increase**) that is modified by an adverb (**gradually**)

Notice that some words can be a noun and a verb:

Noun	Verb
a change	to change
an increase	to increase (meaning to go up)
a rise	to rise (meaning to go up)
a climb	to climb (meaning to go up)
a decrease	to decrease (meaning to go down)
a fall	to fall (meaning to go down)
a decline	to decline (meaning to go down)
a peak	to peak (meaning to reach the highest value)

Other words should be changed slightly:

Noun **Verb**

a fluctuation **to fluctuate** (meaning to change in both directions)

a growth **to grow** (meaning to go up)

an acceleration **to accelerate** (meaning to change faster)

Many adverbs can be made by adding an 'ly' to the end of the adjective. We can then choose to use a verb phrase or a noun phrase.

Adjective **Adverb**

significant *significantly*

Noun phrase: *There was a significant increase in the value.*

Verb phrase: *The value increased significantly.*

Meaning: *The value went up by a large amount.*

dramatic *dramatically*

Noun phrase: *There was a dramatic fluctuation in the value.*

Verb phrase: *The value fluctuated dramatically.*

Meaning: *The value went up and down and up and down by a large amount.*

steep *steeply*

Noun phrase: *There was a steep rise in the value.*

Verb phrase: *The value rose steeply.*

Meaning: *The value went up by a large amount.*

slight *slightly*

Noun phrase: *There was a slight drop in the value.*

Verb phrase: *The value dropped slightly.*

Meaning: *The value went down by a small amount.*

slow **slowly**

Noun phrase: *There was **a slow decrease** in the value.*

Verb phrase: *The value **decreased slowly**.*

Meaning: *The value went down slowly.*

steady **steadily**

Noun phrase: *There was **a steady growth** in the value.*

Verb phrase: *The value **grew steadily**.*

Meaning: *The value went up by an equal amount each time.*

Note that we can swap the verb and adverb positions around:

*The value **grew steadily**.*

*The value **steadily grew**.*

This is a simple way of adding more grammatical variety to our writing. For more practice with this, see our 'Egypt' bar chart task.

Note that we can use the verbs '**to experience**' and '**to see**' with **noun phrases** when describing values.

*The country **experienced a gradual increase** in its population.*

*The country **saw a gradual increase** in its population.*

*The company **experienced a steady fall** in profits.*

*The company **saw a steady fall** in profits.*

Side note: We use 'the' before 'United States' and 'United Kingdom': *I want to visit both the United States and the United Kingdom.*

Have a look at our model answer again and make a note of the noun and verb phrases that we use to help describe the data, then use them in your own data tasks to describe changes over time.

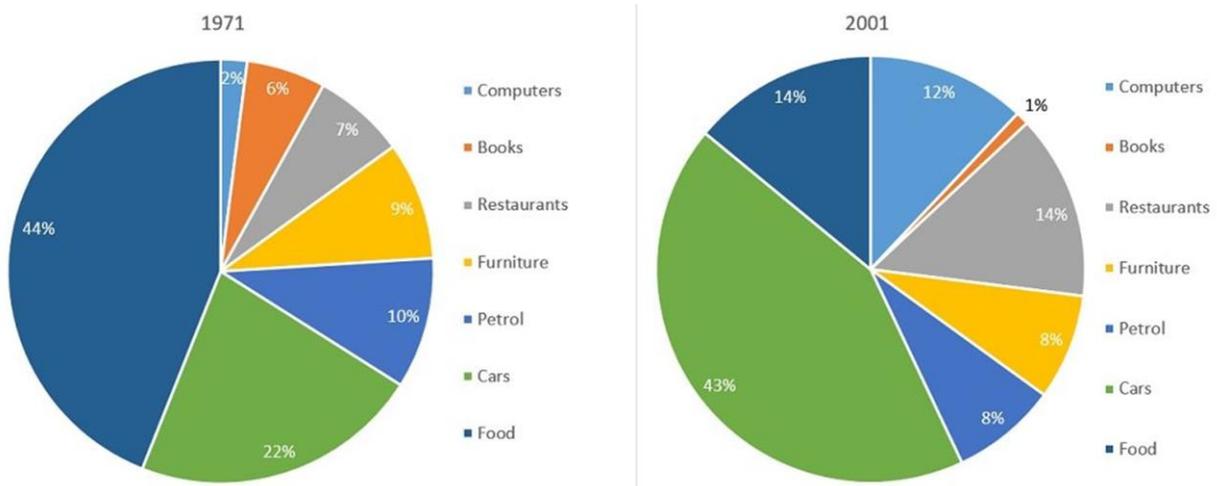
PIE CHARTS | DESCRIBING SPENDING AND COMPARING DATA

Task | Spending

Study this task in our online course: Module 4 – Pie Charts, '[Analysing Pie Charts](#)'

The pie charts show the spending habits of people in the UK in 1971 and 2001.

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



MODEL REPORT

The two charts illustrate the different items and activities that the UK public spent money on in 2 specific years in the past. In 2001 **the greatest share of spending was on cars** whereas 30 years earlier it had been on food.

In 2001 cars were by far **the greatest expenditure** at 43% of the total, whereas, 30 years earlier cars had only **accounted for 22% of expenses**. Other items that saw an increase in **the share of spending** over the period were computers, which rose from only 2% to 12%, and restaurants, **the spending on which doubled** from 7% to 14%.

In 1971 food made up **44% of spending**, which, interestingly, was **the greatest amount of spending on any item** in either 1971 or 2001. However, this figure decreased significantly and by 2001 food only accounted for 14% of spending. **Money spent on books** also dropped dramatically from 6% to just 1% of the total. **Spending on petrol and furniture** also dropped, but by less significant amounts. **Spending on petrol**, for example, dropped from 10% to 8% and **furniture expenses** dropped from 9% to 8%. (186 words)

OUR NOTES | DESCRIBING SPENDING

In task 1 you may be given a chart that shows money spent on different items. The **spend** word family can be useful to help you complete your report. Let's analyse how the model report uses this language.

to spend (verb 1 - present)

spent (verb 2 – past - and verb 3 – past participle)

spending (verb ing form, noun)

expenses (noun - usually used in the countable form) = **expenditure** (noun – usually used in the uncountable form) = an amount of money that must be spent to pay for something

Note that the data is from the past, so past tense verb forms are used.

Preposition note:

of - after **share/fraction/proportion/percentage** we often use **of**

on – we often collocate (match) **spend** with **on**

*In 2001 **the greatest share/fraction/proportion/percentage of spending was on** cars whereas 30 years earlier it had been on food.*

The greatest share is the highest percentage. Note that we use 'the' with superlatives ('greatest', 'highest').

Since **of** is a preposition, we use verb ing after it: **share of spending**

*In 2001 cars were by far **the greatest expenditure***

Note that we most often use the singular/uncountable form of **expenditure**.

Preposition note:

Note that we collocate **account** with **for**.

*30 years earlier cars had only **accounted for 22% of expenses**.*

We can rewrite this as:

30 years earlier cars had only **accounted for 22% of expenditure**.

30 years earlier cars had only **accounted for 22% of spending**.

Other items that **saw** an increase in **the share of spending** were ...

Note that values can 'see' or 'experience' a change:

Other items that **experienced** a rise in **the share of spending** were ...

the share of spending is a noun phrase. Note that we use 'the' with 'of' in noun phrases:

'**the colour of** the car is...'

'**the number of** people fell...'

spending doubled from 7% to 14%

expenses halved from 14% to 7%

expenditure tripled from 7% to 21%

We can use verbs (**double, halve, triple** etc.) with these subjects (**spending, expenses, expenditure**).

Money spent on books dropped dramatically

This is shorthand for '**Money that was spent on books** dropped dramatically'. It is a passive verb form.

Money spent on books is a noun phrase. We can replace this noun phrase with '**it**' - '**it dropped dramatically**' – and the sentence is still grammatically correct.

Other examples:

Young people given a free education are more likely to escape poverty.

They are more likely to escape poverty.

Fast food sold to children contributes to the obesity problem.

It contributes to the obesity problem.

Spending on petrol dropped from 10% to 8%.

Again we can see that we use 'on' after '*spending*'

Spending on petrol is a noun phrase: '*it* dropped from 10% to 8%'

Note that we begin clauses and sentence with verb ing. Here are some examples:

Listening to loud music can damage your ears.

Helping people in need is often very rewarding.

Note that *people in need* is a collocation that means '*people that need help*'

furniture expenses dropped from 9% to 8%

furniture expenditure dropped from 9% to 8%

spending on furniture dropped from 9% to 8%

furniture expenses and *furniture expenditure* are compound nouns because they are two nouns combined (combine = bring together) into one subject.

We can use this language with numbers as well as percentages:

furniture expenses dropped from \$326,000 to \$311,000

spending on petrol rose from \$175,000 to \$196,000

money spent on books fell dramatically to \$243,000

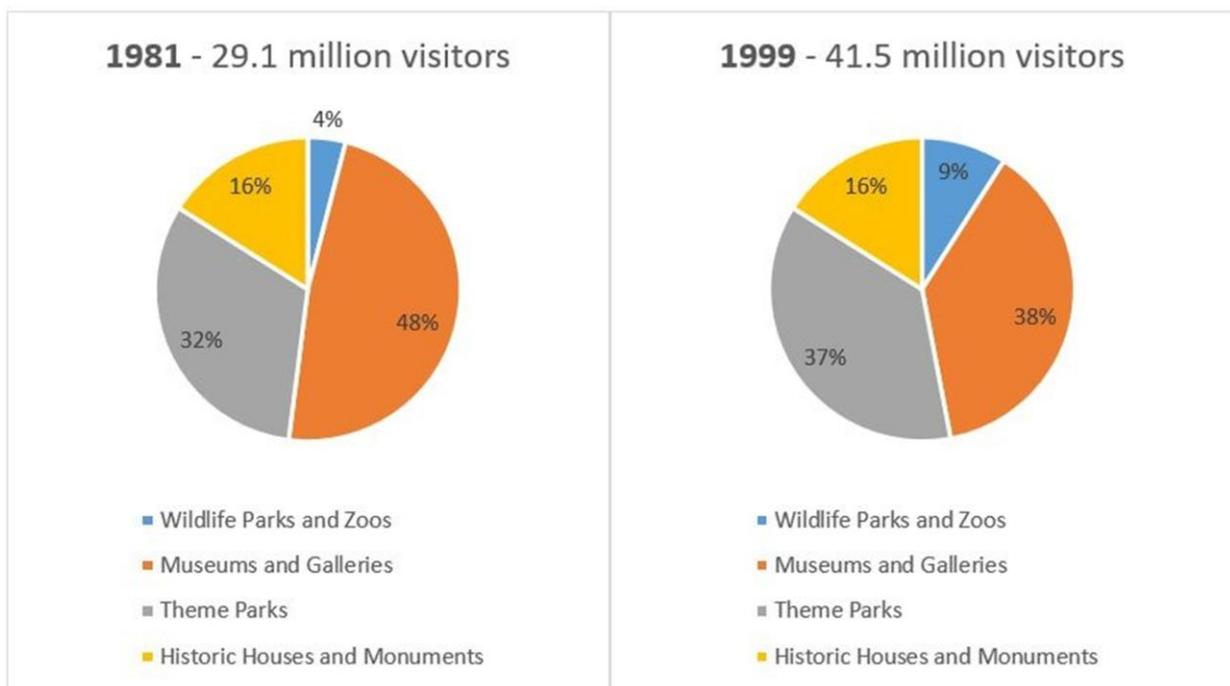
Next time you are given a task with data about money, see what language from here you can use.

Task | Attractions

Study this task in our online course: Module 4 – Pie Charts, '[Picking out Data and Vocabulary](#)'

The pie charts show the distribution of visitors to 4 different types of tourist attractions in the UK in two years.

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



MODEL REPORT

The two sets of data reveal the percentage of people visiting different types of attractions in two separate years in the UK. Overall, 1999 had **a far higher number of tourists** than 1981 and the most popular type of attraction **in both years** was museums and galleries while wildlife parks and zoos remained the least popular.

The most visited type of attraction in both years was museums and galleries. In 1981 the figure stood at 48% of visitors and **there was a significant gap of 16% between** visitors to this type of attraction and the second most popular, which was theme parks at 32%. However, **the percentage of visitors to museums was 10% less in 1999 than in 1981** standing at only 38% and so **the difference in the percentage of visitors to museums and theme parks stood at only 1%** as 37% of people visited theme parks in that year.

*In both 1981 and 1999 the least popular type of attraction was wildlife parks and zoos with 4% and 9% of visitors respectively. It is important to note that the percentage of visitors more than doubled for this type of attraction. In contrast, **the percentage of people visiting historic houses and monuments was the same in both years.** (209 words)*

OUR NOTES | COMPARING DATA

In the model report, phrases that compare data are highlighted. Comparing and contrasting the data is an important part of task achievement. Study the notes below.

*Overall, 1999 had **a far higher number of tourists** than 1981.*

You can use comparatives '**higher**' and '**lower**' to compare data simply. You can also use modifiers such as '**far, much, slightly**' with those comparatives.

Notice that because there is one number, '**number**' is a singular noun so we use '**a higher number/value/percentage of...**'

*the most popular type of attraction **in both years** was museums and galleries*

You can use adjectives such as '**both, most, all, some**' in time phrases with prepositions:

*it is sunny **on most days***

*be prepared **at all times***

***during some months** rainfall is very heavy*

***there was a significant gap of 16% between** visitors to this type of attraction and the second most popular*

Note that '**gap**' is a singular countable noun so it has the article 'a'. We often collocate (match) '**gap**' with '**of**'. Adjectives can be used to modify '**gap**': '**significant, large, wide, sizeable**' + '**gap**'

between is a useful preposition for comparisons:

***there is a sizeable gap between** the wealthy and the poor*

***there was a difference of 8% between** the spending on books and the spending on movies*

the percentage of visitors to museums was 10% less in 1999 than in 1981

You can use **'less than / more than'** to compare amounts of things (uncountable)

less than 6% of people sleep for 4 hours a night

more than 40% of income is spent on rent

You can use **'fewer than / more than'** to compare numbers of things (countable)

fewer than 74 people in the survey slept for 4 hours each night

more than \$12 billion is spent on makeup each month

the difference in the percentage of visitors to museums and theme parks **stood at only 1%**

You can use **'the difference in/between'** to compare numbers and amounts:

the difference between the two economies is great

the difference in spending was 4%

Note that you can use **'stand at + value'** to directly give a value

In 1999 the budget **stood at** \$3,500,000

The fraction of people from minority backgrounds **stands at** 34%

Practice these different phrases in the next task that requires comparisons of data.

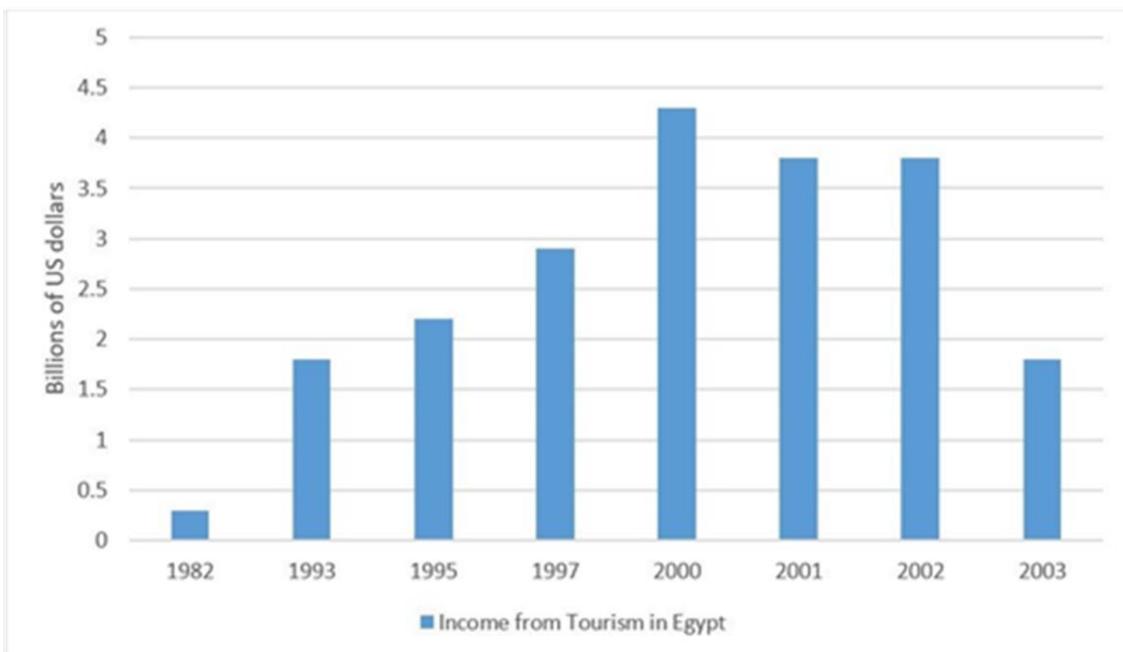
BAR CHARTS | PREPOSITIONS FOR DATA, VERB FORMS AND PLANNING

Task | Tourism in Egypt

Study this task in our online course: Module 5 – Bar Charts, [‘Introduction and Prepositions’](#)

The graph shows the contribution of tourism in billions of dollars to the Egyptian economy from 1982 to 2003.

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



MODEL REPORT

The bar chart illustrates the income generated by tourism in Egypt in certain years between 1982 and 2003. Overall, there was a higher income from tourism at the end of the period than **at** the beginning with an **increase in** income **from** 1982 **to** 2000 followed by a decline.

In 1982, income from tourism stood at the lowest amount of the whole period **at** roughly 0.3 billion dollars. Between 1982 and the year 2000, income from tourism in Egypt increased significantly. In 1993 it increased **by** 1.5 billion dollars **to** approximately 1.8 billion. 2 years later the figure stood **at** 2.3 billion and in a further 2 years it was just below 3 billion dollars. Earnings reached a peak **in** 2000 **at** around 4.3 billion dollars.

*In 2001 income from tourism dropped slightly **to** 3.8 billion dollars and it remained stable **at** this level in the following year. In 2003 there was a significant drop in the contribution of tourism as it fell **from** 3.8 billion **to** the same level as in 1993 **at** roughly 1.8 billion dollars. (178 words)*

OUR NOTES | PREPOSITIONS FOR DATA AND VERBS FOR CHANGES IN DATA

Prepositions for Data

In this model report the prepositions that are used to give data values (not time values, such as 'in 2001') are highlighted.

The most common prepositions used to give data values are *at*, *by*, *from* and *to*:

*(It was) the lowest amount of the whole period **at** roughly 0.3 billion dollars*

We use **at** to give a value at a specific time

*Income from tourism **stood at** 0.3 billion dollars in 1982.*

A common collocation used to give values at a certain time is **stood at**. This collocation is used to give individual values and it does not show change over time (*Income from tourism **stood at** 0.3 billion dollars in 1982* – we do not know if this value was different before or after 1982, we only know its value in 1982).

*From 1982 to 1993, Income from tourism increased **by** 1.5 billion dollars.*

The preposition **by** shows how much a value has changed (*From 1982 to 1993, Income from tourism increased **by** 1.5 billion dollars* – we know that the value was 1.5 billion dollars lower in 1982 than in 1993).

*Income from tourism fell **from** 3.8 **to** 1.8 billion dollars.*

The preposition **from** gives the value before a change while **to** gives the value after a change (*Income from tourism fell **from** 3.8 **to** 1.8 billion dollars* – we know the initial value was 3.8 billion dollars and the final value was 1.8 billion dollars). Since the difference is 2 billion dollars, it can be written:

*Income from tourism fell **by** 2 billion dollars, **from** 3.8 **to** 1.8 billion dollars.*

Grammar note: Notice that '2 **billions** dollars' is **incorrect**. This type of noun phrase is known as a compound noun. In a compound noun, it is the final noun (dollars) which is counted and so only this noun requires an 's' to show that it is plural. Any nouns which occur in the phrase before the final noun are singular (billion). The same is true for other compound nouns:

a 12-mile trip

a 6-hour flight

two 6-hour flights

Verbs for Changes in Data

We can use adverbs with verbs to give greater detail about changes in data. In the IELTS test, accurately using adverbs in this manner increases your score for lexical range and accuracy.

verb + adverb

increase significantly

Between 1982 and the year 2000, income from tourism in Egypt increased significantly.

drop slightly

In 2001 income from tourism dropped slightly.

Note that the position of the verb and adverb can be swapped and the sentence is still grammatically correct:

significantly increase

Between 1982 and the year 2000, income from tourism in Egypt significantly increased.

slightly drop

In 2001 income from tourism slightly dropped.

The adverb modifies the verb:

to **increase** = to go up

to **increase slightly** = to go up a little

to **increase greatly/significantly/dramatically** = to go up a long way

to **increase steadily** = to go up equally each time

to **increase gradually/slowly** = to go up a little way each time

Other useful verbs:

to go up: **increase, rise, grow,**

to go down: **decrease, drop, fall**

Note: Use the past form (verb 2) of these verbs if you are describing data from the past.

Use future forms if you are describing predicted data:

*Income is **expected to/predicted to/likely to rise greatly** in 2035.*

*Poverty is **expected to/predicted to/likely to gradually drop** by 15% over the next 20 years.*

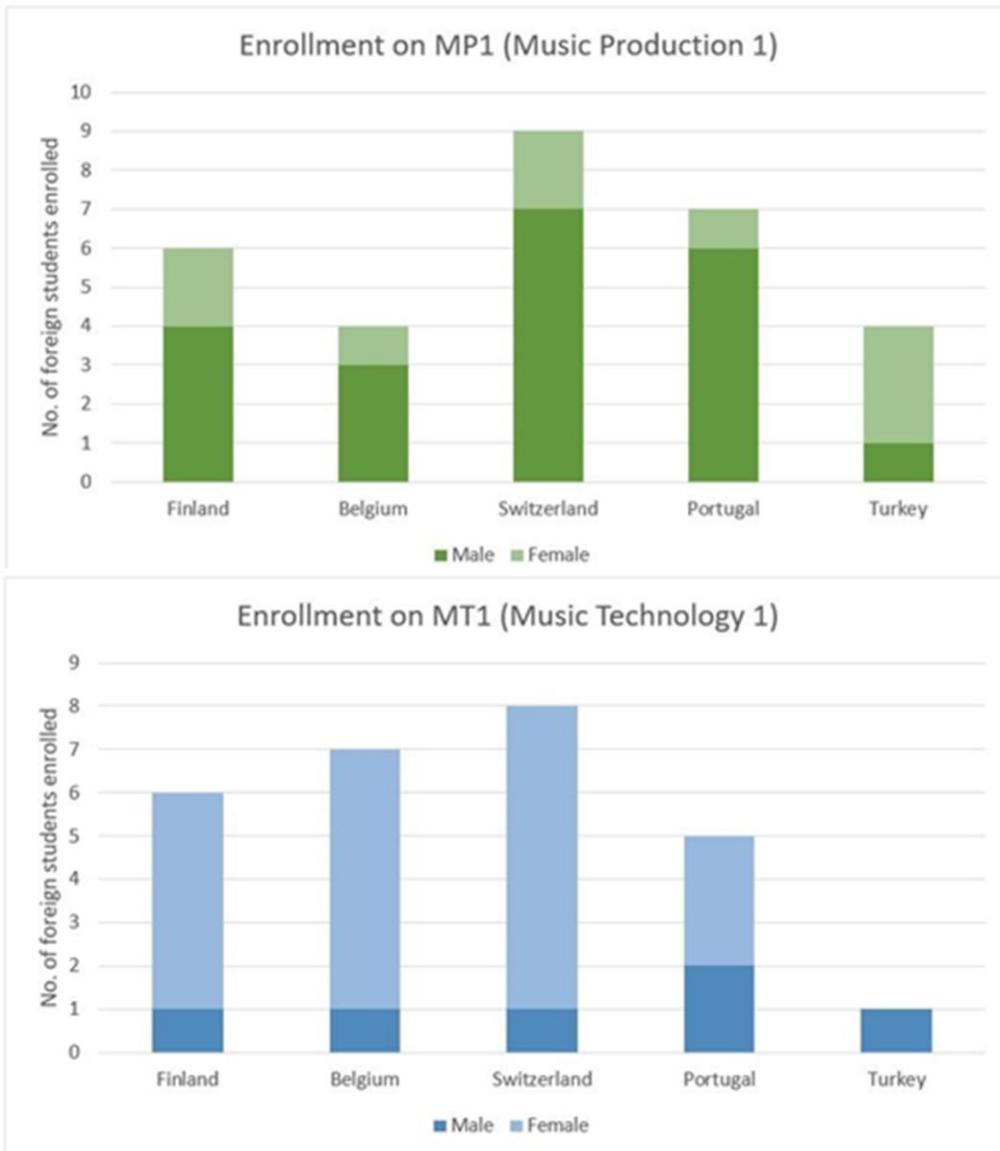
Use combinations of verbs and adverbs to describe data more accurately in your own reports.

Task | Music Course Enrollment

Study this task in our online course: Module 5 – Bar Charts, [‘Noticing Main Trends’](#)

The bar charts show the number of foreign students enrolled on two music production courses at a college in Scotland.

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



MODEL REPORT

The graphs reveal the number and gender of foreign students taking two courses in Scotland. Overall, Switzerland contributes the largest number of students and while more male students take MP1, more female students take MT1.

On MP1, 7 of the 9 Swiss students are male while only two are female. The same trend can be seen with Portuguese, Finnish and Belgian students with 6 male and 1 female, 4 male and 2 female, and 3 male and 1 female student respectively. Only with the Turkish students, who make up the smallest group, is the trend reversed with 3 females and only 1 male student on the course.

The vast majority of foreign students on MT1 are female. More students come from Switzerland than other nations with 7 Swiss females and 1 Swiss male. Belgium and Finland also contribute 1 male student to the course each and 7 and 6 female students respectively. From Portugal, there are 2 male students, double the contribution of other countries, and 3 female students. Only 1 Turkish male and no females are enrolled on the course. (181 words)

OUR NOTES | REPORT PLANNING

These are our recommended steps to take to plan your report.

Planning time: 3 - 5 minutes

Writing time: 13 - 15 minutes

Checking time: 2 minutes

Total time: 20 minutes

You have 5 minutes to plan but what should you do in that time?

Step 1) Read the task carefully so that you fully understand it.

Step 2) Study the graph/table/chart/diagram(s) until you fully understand it/them.

Ask yourself: What is the time period? Is it in the past? Present? Future?

What are the units of the data? Are they percentages? Numbers? etc.

What are the categories? Are they age groups? Nationalities? Sectors? etc.

Step 3) Identify two trends or features of the data/diagram that you can include in your overview.

These two trends or features should be described in a single sentence that gives the reader an overall picture of the data.

A trend in the data is an important pattern in the data. In the model report, a trend is *'while more male students take MP1, more female students take MT1'*

A feature of the data is an interesting value or period of time. In the model report, a feature is *'Switzerland contributes the largest number of students'*.

By combining these two, we have a complete overview: *'Overall, Switzerland contributes the largest number of students and while more male students take MP1, more female students take MT1.'*

IELTSTutors note: The main trend in the data is usually an increase or a decrease over time. In a bar chart or pie chart it is likely to be the category with the highest value.

Step 4) Select appropriate data which supports your overview.

Selecting and accurately reporting data which supports your overview is necessary in order to receive a good score for task response. If you're doing the paper based test, circle the key data that you want to include in your report.

Step 5) Decide how to divide the data into two parts for each detail paragraph. How will you organize the data in each detail paragraph?

When you have a task such as the one above with two charts, often the easiest and most logical way to structure your report is to write one paragraph about each chart. Therefore, detail paragraph 1 should describe the MP1 data while detail paragraph 2 describes the MT1 data.

After you have decided on the overall structure of your report, you should decide how best to organize the data in each detail paragraph. Usually the most logical way to do this is by time (oldest data to newest data) or by values (highest value to lowest value). Since time is not relevant as all of the data relates to the same period, we can organize each paragraph by values – the number of students, from highest to lowest:

Detail paragraph 1: MP1 (from most students – Switzerland – to least students – Turkey)

On MP1, 7 of the 9 Swiss students are male while only two are female. The same trend can be seen with Portuguese, Finnish and Belgium students with 6 male and 1 female, 4 male and 2 female, and 3 male and 1 female student respectively. Only with the Turkish students, who make up the smallest group, is the trend reversed with 3 females and only 1 male student on the course.

Detail paragraph 2: MT1 (from most students – Switzerland – to least students – Turkey)

The vast majority of foreign students on MT1 are female. More students come from Switzerland than other nations with 7 Swiss females and 1 Swiss male. Belgium and Finland also contribute 1 male student to the course each and 7 and 6 female students respectively.

From Portugal, there are 2 male students, double the contribution of other countries, and 3 female students. Only 1 Turkish male and no females are enrolled on the course.

Step 6) Write!

By this stage you have analysed the task, decided on an overview of the main trends or features in the data and planned the two detail paragraphs, you can now begin writing your 3-paragraph report. If you have planned well, this should not take very long because you have already done the analysis and made the difficult decisions.

You can follow this plan for all IELTS academic writing task 1 types, including processes and maps, although you have to consider different information to include in the overview. How to create an overview for these other task types is discussed later in the maps and processes task notes.

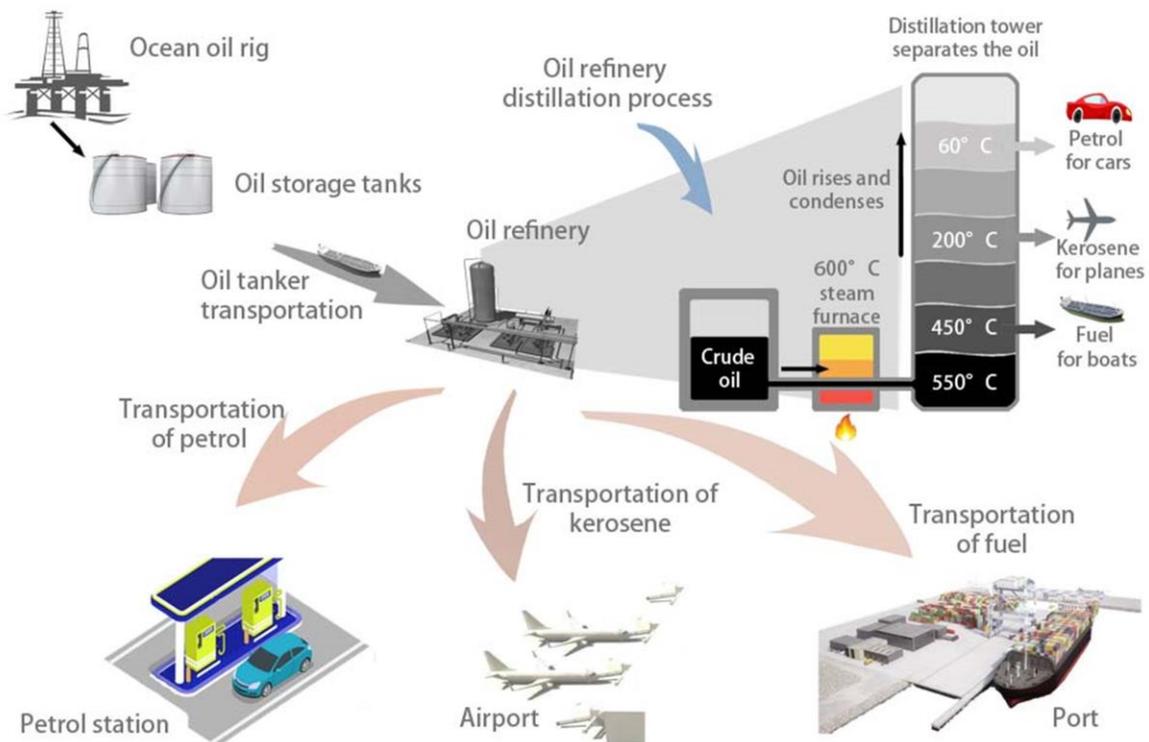
PROCESSES | LINKING WORDS, VERBS, REFERENCING AND PROCESS TASK ORGANISATION

Task | Industrial Process

Study this task in our online course: Module 6 – Processes, '[Industrial Processes](#)'

The diagram shows how oil is refined and supplied for use as fuel for cars, planes and ships.

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



MODEL REPORT

The diagram illustrates the process of refining oil for use as fuel in the transportation industry. Overall, this linear process has four main steps, **starting with** the extraction of the oil from the ground and **finishing with** distillation.

In the first stage, oil is extracted from beneath the ocean by workers on an oil rig. *Subsequently*, the oil is kept in storage tanks. *When* enough oil has been collected, it is transported on a tanker to a refinery.

At the refinery, the crude oil is processed in order to make it suitable as fuel for transport. *First*, the crude oil is passed through a furnace, where it is heated to around 600 degrees Celsius.

Consequently, it becomes a gas and then is passed into the distillation tower. *Following the heating process*, the gas rises and cools. At different temperatures different types of fuel condense and become liquid. At 450, 200 and 60 degrees, boat, plane and car fuel respectively condense. *After the process is complete*, the fuel can be transported by truck or pipeline to the place of sale. (178 words)

OUR NOTES | LINKING STAGES AND VERB FORMS

Linking Stages

In a process task it is important to connect one stage of the process to the next so that the report has a high level of coherence and cohesion.

In the model report, linking words and phrases are highlighted that help the report move from one stage to the next. These highlighted phrases are analysed below.

Overall, this linear process has four main steps, starting with the extraction of the oil from the ground and finishing with distillation.

Note that the overview is in the same position within the introduction paragraph as for other task 1 tasks: after the introduction paraphrase.

The overview should mention if the process is **linear** (does not repeat itself) or **cyclical** (/sik-li-kal/ - repeats itself). In the sample report above it is linear. After this, the writer then states how many steps there are and what the first and last steps are, using the phrases 'starting with' and 'finishing with'.

Note that we use verb + ing to begin a sentence or a clause (see '*starting with*' in the overview).

The verb form on both sides of 'and' should be the same if the subject is the same: '*verb ing + and + verb ing*'

People went to the city centre to **shop** and **visit** cafes. (present tense verb + and + present tense verb)

She **went** to the market and **saw** a band perform. (past tense verb + and + past tense verb)

In the first stage, oil is extracted

In the + ordinal number + stage/step

This is a simple way to begin the description of each stage/step:

In the second stage, water is collected

In the third step, the trees are planted

In the next stage, the machine is turned on

In the final step, the material is mixed

Of course, repeating this structure too many times makes writing mechanical and repetitive. It is better to use a wider range of sequencing words/phrases.

Subsequently, the oil is kept in storage tanks

Subsequently is an academic adverb that means 'next'.

When enough oil has been collected, it is transported

Note that the tense used here is the passive present perfect (*has/have + been + verb 3*). More on this later.

'*When*' is often used with the present perfect (*has/have + past participle ((verb 3))*) or the present simple in processes tasks:

When the tree has grown to 5 meters, it is cut down.

When the tree is 5 meters tall, it is cut down.

When the eggs have reached 2 months old, they hatch

When the eggs are 2 months old, they hatch

In the examples above, *when* is used to introduce a time clause that helps to sequence events. The form is as follows:

When + subject + verb, main clause.

Notice that a comma is used to separate the time clause from the main clause of the sentence.

At the refinery, the crude oil is processed

We use '*in, on, at*' to give locations of stages

On the farm, the crops are planted

In the container, the goods are stored

First, crude oil is passed through a furnace

You can use these words or phrases to order stages:

First, Second, Third

Firstly, Secondly, Thirdly

First of all, Second of all

Finally,

You can mix different kinds of sequencing words to reduce repetition:

First of all, the water is boiled. Secondly, it is poured into a cup. Third, a tea bag is added. Finally, the tea is drunk.

Consequently, it becomes a gas

Consequently,... is used to introduce a result. *'As a result,...*' is used for the same purpose.

The summer was very hot. As a result, there were many forest fires.

Following the heating process, the gas rises

You can use *'Following this,...*' or *'Following (the name of previous stage/step),...*'

This can be replaced with *'After'*

After the heating process, the gas rises

We can also use *'Before'*:

Before the gas can rise, it must be heated

Verb Forms

You may notice that sometimes the active voice is used. This means that the subject of the sentence performs/does the action of the verb (*subject + verb*):

the gas rises

fuel condenses

However, many sentences are in the passive voice. This means that the action of the verb happens to the subject (*subject + be + past participle ((verb 3))*):

oil is extracted

*When enough oil has **been collected**,...*

...it is transported

the crude oil is processed

*the fuel can **be transported***

If the subject has control, the active voice is used. If the subject does not have control and something else controls it, the passive voice is used. In this task, people find the oil, transport it and refine it. As a result, the oil is passive, so the passive voice is used.

Study this example from earlier: **First of all**, the water is boiled. **Secondly**, it is poured into a cup. **Third**, a tea bag is added. **Finally**, the tea is drunk.

All these sentences are in the passive voice because **the person doing the action is not important; the action itself is important.**

You need to use passive verb forms for most industrial processes and some natural processes.

A natural process describing the life cycle of an animal, for example, may need a mix of active and passive verb forms:

*The eggs **are placed** in a nest in a tree (passive)*

*The birds **grow** to a height of 30cm (active)*

*They **hunt** smaller animals like mice (active)*

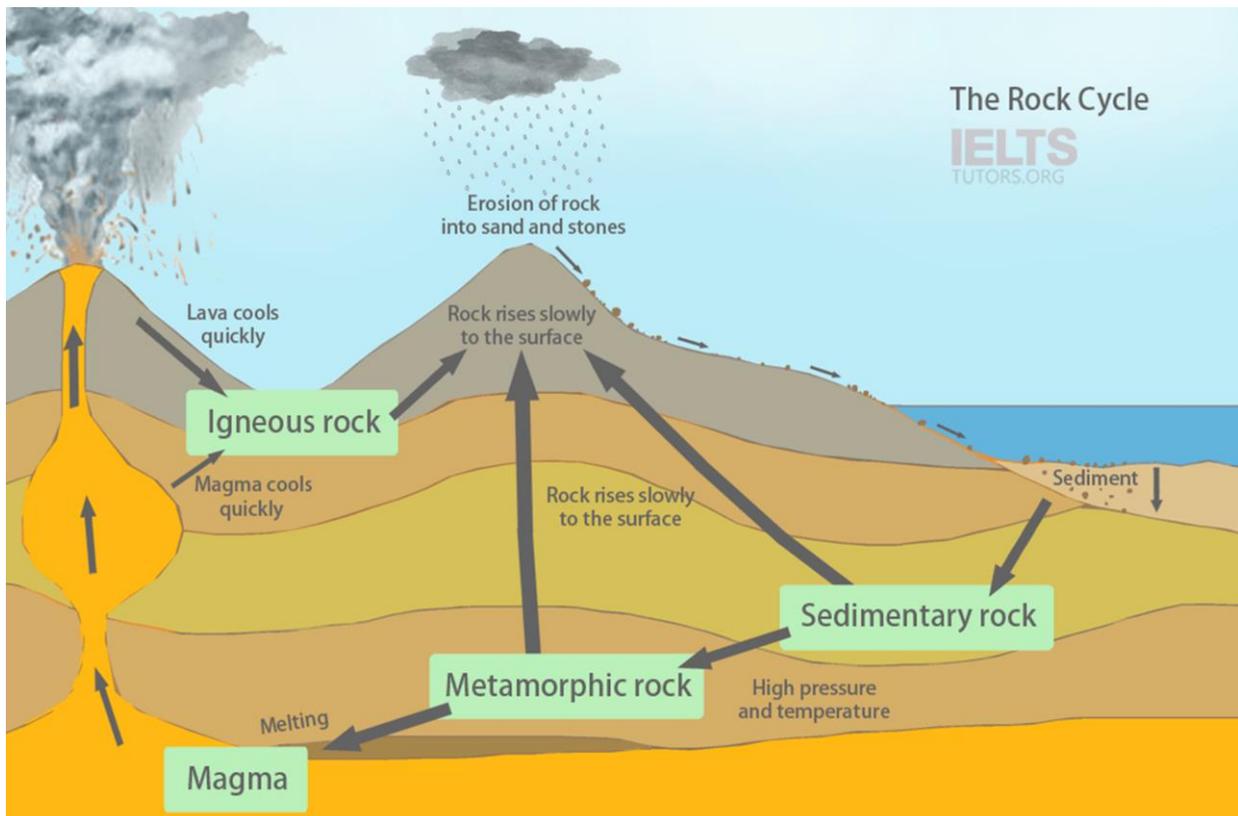
Remember, consider carefully when to use the passive or active voice when describing each stage in a process task and link those stages carefully with appropriate linking words/phrases.

Task | Natural Process

Study this task in our online course: Module 6 – Processes, '[Natural Processes](#)'

The diagram shows how rocks are created and destroyed in the rock cycle.

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



MODEL REPORT

The diagram illustrates how rocks are formed due to erosion, heat and pressure. Overall, there are three stages in the cyclical process which creates sedimentary, metamorphic and igneous rock.

*Rock on the surface of the Earth is eroded by the weather into sand and small stones **which** are then transported to the sea. **These** fall to the bottom of the sea where **they** form a layer of sediment. Over time, more sediment builds up on top and the pressure turns the sediment below into sedimentary rock. As the sedimentary rock is pushed down, the pressure and heat increases. Consequently, the sedimentary rock changes into metamorphic rock.*

After metamorphic rock forms, **it** may slowly pass up to the Earth's surface and the process of erosion and sedimentation repeats. Alternatively, the metamorphic rock may continue down into the earth. When **it** reaches a certain level of pressure and heat **it** melts, becoming magma. **This magma** may rise to the surface through a volcano. When **this** cools on the Earth's surface, igneous rock is formed and the process of erosion begins again. (179 words)

OUR NOTES | ORGANISATION AND REFERENCING

Organisation

Write three paragraphs for all task 1 essay types.

Paragraph 1:

Begin with a paraphrase of the task text. To do this, state the topic of the diagram using different vocabulary to that in the task text.

Task text: ***The diagram shows how rocks are created and destroyed in the rock cycle.***

Paraphrase: *The diagram illustrates how rocks are formed due to erosion, heat and pressure.*

Then include an overview.

Overall, there are three stages in the cyclical process which creates sedimentary, metamorphic and igneous rock.

An easy way to write the overview for processes tasks is to...

- 1) state if the process is natural or man-made
- 2) state if the process is linear (does not repeat itself) or cyclical (/sik-li-kal/ - repeats itself)
- 3) state the number of steps/stages
- 4) include important features of the process (i.e. what the first/last step is, or where the process takes place, or what is needed for the process)

If you can do this in a sentence, you have an overview! Examples from other tasks:

Overall, this man-made linear process includes 4 main steps and takes place underground.

Overall, this is a natural cyclical process that has 5 stages, starting with evaporation and ending with rain.

Below is an analysis of what the following two paragraphs should contain.

Paragraphs 2 and 3:

In the next two paragraphs, the process should be described in the order that it occurs (happens). If the process is cyclical, you should decide a logical position at which to begin the description.

The first detail paragraph describes the first half of the process in detail:

*Rock on the surface of the Earth is eroded by the weather into sand and small stones **which** are then transported to the sea. **These** fall to the bottom of the sea where **they** form a layer of sediment. Over time, more sediment builds up on top and the pressure turns the sediment below into sedimentary rock. As the sedimentary rock is pushed down, the pressure and heat increases. Consequently, the sedimentary rock changes into metamorphic rock.*

The second detail paragraph describes the second half of the process in detail:

*After metamorphic rock forms, **it** may slowly pass up to the Earth's surface and the process of erosion and sedimentation repeats. Alternatively, the metamorphic rock may continue down into the earth. When **it** reaches a certain level of pressure and heat **it** melts, becoming magma. **This magma** may rise to the surface through a volcano. When **this** cools on the Earth's surface, igneous rock is formed and the process of erosion begins again.*

You must decide when to finish the first detail paragraph and when to begin the second detail paragraph. This means you have to decide where the halfway point of the process is. In the model report above, the writer decided that the halfway point is when metamorphic rock forms.

You should use linking words and phrases (*'first, second, following this, before, after, subsequently, finally...'* etc.) to connect the stages in the process. See our notes on industrial processes for more.

Referencing

Referencing connects a text and so increases cohesion. Pronouns are used to refer back to previously mentioned nouns, avoiding repetition. Here are some examples:

*Many students have tried the IELTS test. **They** know **it** can be difficult sometimes.*

they = many students who have tried the IELTS test

it = the IELTS test

Substitution is used to replace certain nouns, noun phrases or sometimes even whole sentences as seen below.

*Many students have tried the IELTS test. **The ones** who worked hard achieved the score they wanted.*

the ones (a noun substitution phrase) = the students who have tried the IELTS test

This, that, these and *those* can be used as demonstrative adjectives to refer to people or things.

Many students have tried the IELTS test. **Those students** who worked hard achieved the score they wanted.

those students = the students who have tried the IELTS test

Many students have tried the IELTS test. **Those** who worked hard achieved the score they wanted.

those = the students who have tried the IELTS test

Study the paragraph below. What is the meaning and use of the words in bold?

Rock on the surface of the Earth is eroded by the weather into sand and small stones **which** are then transported to the sea. **These** fall to the bottom of the sea where **they** form a layer of sediment.

Grammar Note:

Relative clauses, introduced with a relative pronoun: **that, which, who**, describe a noun.

Without the relative clause there would be repetition of the nouns (**sand and small stones**):

Rock on the surface of the Earth is eroded by the weather into **sand and small stones**. **The sand and small stones** are then transported to the sea.

Note that to refer back to a noun which has already been introduced, use the definite article 'the':

...into sand and small stones. **The sand and small stones**...

When a sentence ends with a noun that is the subject of the next sentence, a relative clause can often be used:

The buildings are made of sandstone. The sandstone erodes easily.

*The buildings are made of sandstone **which erodes easily**.*

When referring back to a previous noun, make sure you know if the noun is singular (one) or plural (more than one)

These = sand and small stones (plural)

they = sand and small stones (plural)

After metamorphic rock forms, **it** may slowly pass up to the Earth's surface and the process of erosion and sedimentation repeats.

it = metamorphic rock (singular / uncountable)

When **it** reaches a certain level of pressure and heat **it** melts, becoming magma. **This magma** may rise to the surface through a volcano. When **this** cools on the Earth's surface, igneous rock is formed and the process of erosion begins again.

it = metamorphic rock (singular / uncountable)

This magma = the magma from the previous sentence (singular / uncountable)

this = the magma that has risen to the surface through a volcano (singular / uncountable)

The writer states **this magma** to make it very clear what he/she is referencing (the magma). Use **this** if the context is already clear about what **this** (the magma) refers to.

MAPS AND FLOORPLANS | PASSIVE AND ACTIVE VERB FORMS, ORGANISATION AND DESCRIBING LOCATIONS

Task | Village Map

Study this task in our online course: Module 7 – Maps, [‘Vocabulary | Verbs’](#)

The maps show the changes in the village of Wells-on-the-Water in the UK between 1985 and 2010.

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



MODEL REPORT

The maps reveal developments in the British village of Wells-on-the-Water over a 25-year period. Overall, it is clear that Wells-on-the-Water developed from a small, agricultural village to a larger and more commercial settlement.

*The most notable development was that the forest north of Woods Drive **was cleared and replaced** with a new commercial area. A new access road, Queen's Drive, **was constructed** which **connected** Woods Drive to the area northeast of the village. New shops **were constructed** along both Woods Drive and Queen's Drive. In the south of the village, Mansion Lane **was extended** and a bridge **was built** allowing access across the river. New houses **were constructed** on both sides of Mansion Lane. All of this construction greatly **reduced** the amount of farmland around the village. The old farm*

house and the post office at the western end of Mansion Lane **were demolished and replaced** with a park. The post office **was relocated** to one of the new buildings on Queen's Drive.

The largest building in the village in both years was the mansion. However, by 2010 it **had been converted** into a care home. Likewise, the old factory **was converted** into luxury flats. Only Mansion Gardens **remained unchanged** throughout the period. (204 words)

OUR NOTES | VERB FORMS AND ORGANISATION

Organisation

Like the other task 1 reports, we want to complete this report in three paragraphs. The first paragraph contains the introduction paraphrase and an overview. Like with overviews in the other task 1 types, we do not want to be too general or too specific.

Too general: *Overall, it is clear that Wells-on-the-Water changed greatly over the years.* – This sentence could describe most towns/villages/cities

Too specific: *Overall, it is clear that Wells-on-the-Water changed, with new roads in the north and south that replaced farmland, as well as a conversion of an old factory into new flats.* - This information covers a lot of the changes but is likely to be repeated in the detail paragraphs.

Good overview: *Overall, it is clear that Wells-on-the-Water developed from a small, agricultural village to a larger and more commercial settlement.* – This information gives the reader a good idea of the general changes without specific details.

There are a number of different ways we can organize our two detail paragraphs when describing maps. It is best to choose a way that you are most comfortable with. Let's look at the most common options:

- 1) We can spend each paragraph describing each map:

DP1: "Looking first at Wells-on-the-Water in 1985,..."

DP2: "Moving on to the changes that took place up to 2010,..."

We can organize the description inside each paragraph by the compass (for example, by describing the north, south, east, west of the first map in the first detail paragraph, then the north, south, east, west changes made in the second map in the second detail paragraph)

or

We can organize the description inside each paragraph by the largest to smallest feature of the maps (for example, we start with the biggest to smallest features of the first map in the first detail paragraph, then biggest to smallest changes in the second map in the second detail paragraph)

2) We can spend each paragraph describing the changes between the maps:

We can organise the changes by the compass:

DP1: "Looking first at the changes to the north and south of Wells-on-the-Water over the period,..."

DP2: "Moving on to the changes that took place in the east and west,..."

or

We can organise the changes from largest to smallest:

DP1: "Looking first at the biggest changes made to the village over the period,..."

DP2: "Moving on to the smaller changes that took place,..."

or

We can organize the changes by the type of change.

For example, building changes and transport changes:

DP1: "A number of changes were made to the road network over the period,..."

DP2: "Moving on to the changes made to the buildings,..."

In our model answer, we have organized the detail paragraphs using method 2) – from largest (extra roads, shops and houses) to smallest (conversions and unchanged areas):

*The most notable development was that the forest north of Woods Drive **was cleared and replaced** with a new commercial area. A new access road, Queen's Drive, **was constructed** which **connected** Woods Drive to the area northeast of the village. New shops **were constructed** along both Woods Drive and Queen's Drive. In the south of the village, Mansion Lane **was extended** and a bridge **was built** allowing access across the river. New houses **were constructed** on both sides of Mansion Lane. All of this construction greatly **reduced** the amount of farmland around the village. The old farm house and the post office at the western end of Mansion Lane **were demolished and replaced** with a park. The post office **was relocated** to one of the new buildings on Queen's Drive.*

*The largest building in the village in both years was the mansion. However, by 2010 it **had been converted** into a care home. Likewise, the old factory **was converted** into luxury flats. Only Mansion Gardens **remained unchanged** throughout the period. (204 words)*

Notice that we have separated the paragraphs by the type of change. The first detail paragraph contains the largest changes that involved construction. The second detail paragraph contains the smallest changes that were just conversions.

This is just one way of organizing this report. There are many ways so practice and see which way you like the most.

Verb Forms

In the model report you can see the verbs highlighted in different colours.

Red – active verbs

Purple – Passive verbs

You should notice that there are many more passive verb forms than active verb forms. This is because the building and roads are the focus of the report, not the people who built them. In the final paragraph, we can gain extra grammatical range marks by showing the examiner that we can use the past perfect passive form:

*However, by 2010 the mansion **had been converted** into a care home.*

We can use the past perfect (had + verb 3) to describe a time before a time in the past (i.e. a time before 2010). This can often be used with 'by'.

Active: *By 1990 the economy had improved.* (the economy improved before/up to 1990)

Passive: *By 1990 30 new schools had been built.* (30 new schools were built before/up to 1990)

There are many useful verbs in this report:

to clear = to destroy / remove (forests/jungles/trees)

to demolish = to destroy / remove (buildings)

to reduce = to make smaller

to construct = to build

to build

to connect = to join/bring together

to extend = to make longer

to relocate = to move to a new place

to replace = to destroy something and make something new in the same place

to convert = to change the function of a place

to remain = to stay in the same place

Note that you will have to change the tense to suit the task:

past tense:

the road was extended

future tense:

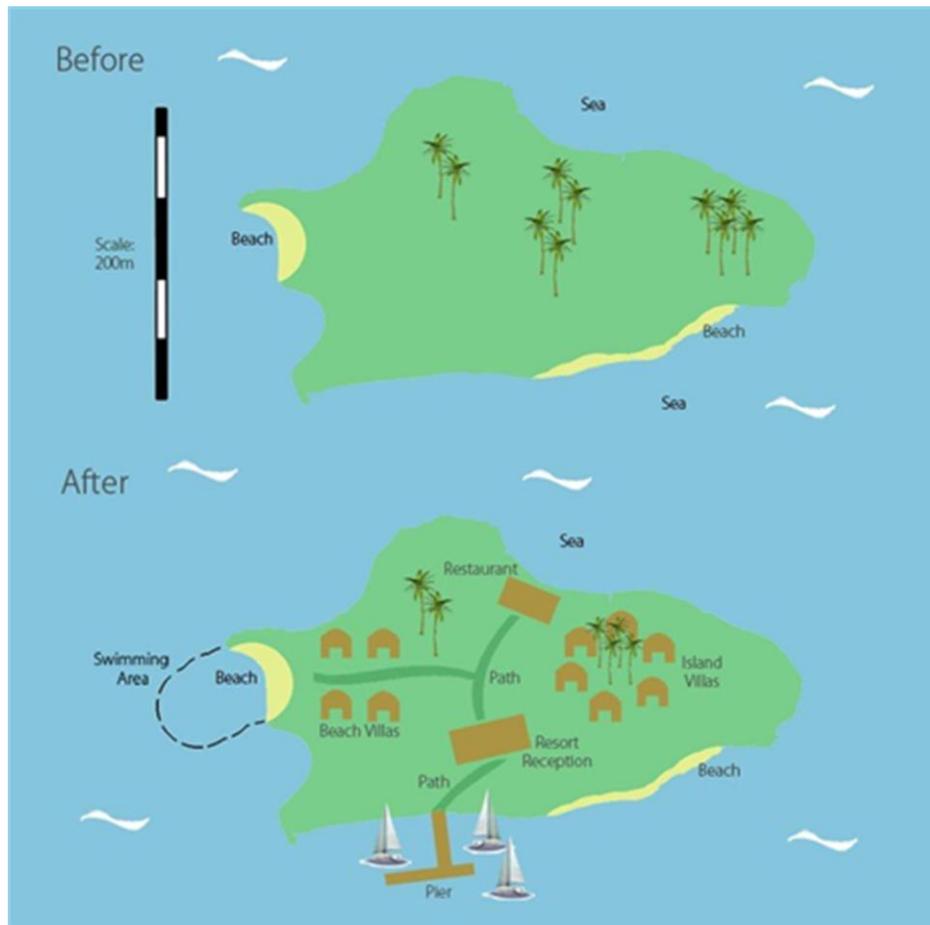
the road will be extended / the road is planned to be extended etc.

Task | Island Map

Study this task in our online course: Module 7 – Maps, ‘[Structure of Your Answer](#)’

The maps show Coco Island as it is now and plans for how it will be developed over the next 5 years.

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



MODEL REPORT

The two maps show how Coco island appears today and how it is predicted to appear after development takes place over 5 years. It is clear that the currently uninhabited island will undergo many changes in order to make it into a resort island suitable for tourists.

Starting in the south of the island, a pier will be constructed, allowing passengers to easily access the island from boats. Immediately north of the dock but still close to the southern coast, the hotel reception will be situated in a large building. On the northern coast of the island the hotel restaurant will be built, affording ocean views for diners.

Visitors to the resort will stay in villas situated **in either the east or the west of the island**. Those **in the west** will be beach villas, which will be close to the island's only swimming beach. Those located **in the east** are to be constructed around an area of palm trees. All of the planned buildings will be connected by footpaths. (172 words)

OUR NOTES | ORGANISATION AND HOW TO DESCRIBE LOCATIONS

Organisation

This three-paragraph report begins with the introduction paragraph containing a paraphrase of the task text.

Task text: ***The maps show Coco Island as it is now and plans for how it will be developed over the next 5 years.***

Paraphrase: *The two maps show how Coco island appears today and how it is predicted to appear after development takes place over 5 years.*

A paraphrase contains the same information as the original sentence but uses different vocabulary or grammar.

After the paraphrase is the overview, which is a single sentence that summarises the maps in a general way: *It is clear that the currently uninhabited island will undergo many changes in order to make it into a resort island suitable for tourists.*

For this type of task, you should write two detail paragraphs (see our other maps task - villages).

In this model report the writer has organized the paragraphs by the location of the planned changes. The first detail paragraph describes the changes planned to occur in the south and the north of the island:

*Starting **in the south of the island**, a pier will be constructed, allowing passengers to easily access the island from boats. **Immediately north of the dock** but still **close to the southern coast**, the hotel reception will be situated in a large building. **On the northern coast** of the island the hotel restaurant will be built, affording ocean views for diners.*

The second detail paragraph describes the changes in the east and west:

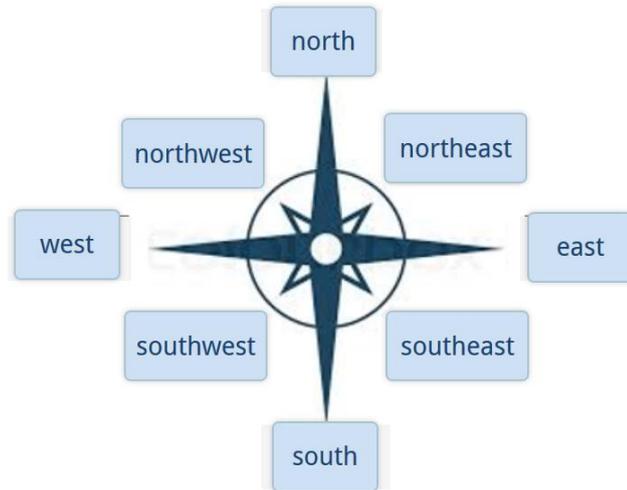
*Visitors to the resort will stay in villas situated **in either the east or the west of the island**. Those **in the west** will be beach villas, which will be close to the island's only swimming beach. Those located **in the east** are to be constructed around an area of palm trees. All of the planned buildings will be connected by footpaths.*

This is a logical decision for this particular map task because the changes in the north and south relate to tourist facilities (the pier, reception and restaurant) while the changes in the west and east are connected to tourist accommodation (the beach and island villas).

There are other possible ways of organizing this report that could also earn you full marks (for example, a paragraph for each map, or describing the largest to smallest changes). Whichever way you choose to organise your detail paragraphs, make sure it is logical and not random!

Locations

To help us describe the maps, we can use compass directions:



We use ***in the + compass point (+ of)*** to give the location on the map:

*A pier will be built **in the south of** the island*

*Beach villas will be constructed **in the west**.*

We use ***to the + compass point (+ of)*** to give the location on the map **relative** to another object:

*A reception will be built **to the north of** the pier.*

Notice the reception is ***in the south*** (of the map), but ***to the north of*** the pier.

We use ***immediately + compass point (+ of)*** to give the location on the map **very close** to another object:

*The beach villas will be **immediately east of** the beach in the west of the island.*

We can turn these compass points into adjectives:

northern, southern, eastern, western, central + noun

The swimming area will be **on the western coast**.

The island villas will be placed **on the eastern side of the island**.

A path will be built **in the central area of the island**.

Vocabulary note:

the coast (noun) = the area where the land meets the sea

If you want to add more detail to this model report, you could describe the paths in more detail using the verbs **run** or **lead** with from and to:

A path **will run** from the reception **in the south** to the restaurant **in the north**.

A path **will lead** from the center of the resort to the beach.

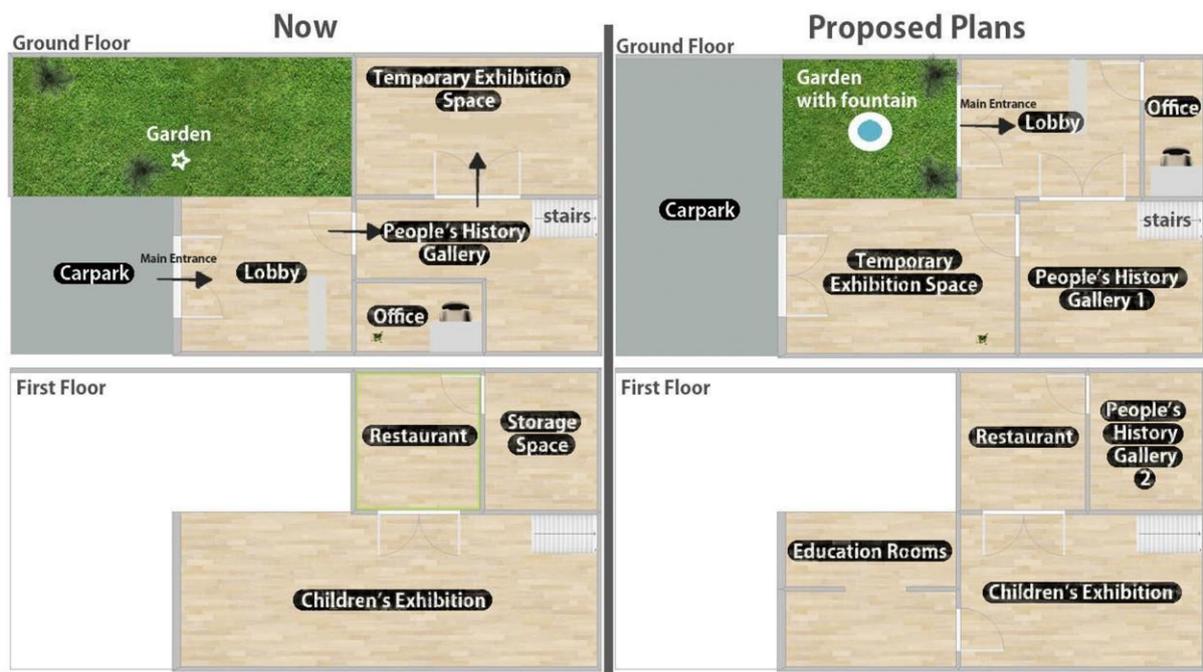
Practice using compass points to describe locations in your next maps task!

Task | Museum Floorplan

Study this task in our online course: Module 7 – Maps, ‘Floorplans’

The diagrams below show existing and proposed floor plans for the redevelopment of the Shepperton People’s History Museum.

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



MODEL REPORT

The maps illustrate Shepperton People’s History Museum before and after planned developments. Overall, the existing space **will be altered** to provide more exhibition space and educational facilities while outside the parking area **will be extended**.

Currently, a small car park **provides** access to the lobby. The People’s History Gallery and office open off the lobby to the east. North of the People’s History Gallery is the temporary exhibition and west of this is a large garden. Stairs in the People’s History Gallery **lead up** to the children’s exhibition on the first floor. North of this is a restaurant overlooking the garden and behind the restaurant is a storage area.

The car park **will be extended** to the north which **will make** the garden smaller; however, a fountain **will be added** to the garden. The lobby and temporary exhibition space **will exchange** places so museum entry will be from the garden. The office **will remain** on the ground floor but at the east end

of the lobby. On the first floor, two educational rooms **will be built** overlooking the car park and a second People's History Gallery **will replace** the storage area. (191 words)

OUR NOTES | ORGANISATION AND USE OF VERBS

Organisation

Floorplan tasks are similar to map tasks and so require similar organisation and use of language. As usual, we recommend writing three paragraphs, beginning with an introduction paraphrase of the task text and overview in paragraph 1:

Task text: ***The diagrams below show existing and proposed floor plans for the redevelopment of the Shepperton People's History Museum.***

Our paraphrase: *The maps illustrate Shepperton People's History Museum before and after planned developments.*

Our Overview: *Overall, the existing space **will be altered** to provide more exhibition space and educational facilities while outside the parking area **will be extended**.*

Linking Note: '**while**' can be used to contrast ideas or to mean 'at the same time'. In the example below, **while** introduces contrasting information:

*60% of people prefer taking the train, **while** only 18% choose to take the bus.*

In the example below, **while** introduces an action which will occur at the same time as the action in the first clause:

*The car park will be extended **while** the lobby will be replaced.*

After the introduction paragraph you must organise the information in the two detail paragraphs. You could organise the detail paragraphs in one of the following ways:

- Separate the paragraphs by map (1 paragraph to describe each map).
- Separate the paragraphs by the importance of changes (1 paragraph for the major changes, 1 paragraph for the minor changes).
- Separate the paragraphs by location (for example, 1 paragraph for changes occurring in the north and south and 1 paragraph for changes occurring in the east and west).

Which structure is best depends on which you are most comfortable using and which is most suitable for the task.

This floorplan task is quite complex, so the easiest structure to use is to write one paragraph for each floorplan (present and future).

Now you need to decide how to organise the information inside each paragraph. For buildings such as this, one obvious way is to organise the information into the order that a visitor sees. For

example, a visitor to this museum will first see the garden, then the lobby and then the People's History Gallery. Note that you should not write about the visitor directly, only the building itself.

The structure of the first detail paragraph (current floorplan, from entrance to first floor):

*Currently, a small car park **provides** access to the lobby. The People's History Gallery and office **open** off the lobby to the east. North of the People's History Gallery **is** the temporary exhibition and west of this **is** a large garden. Stairs in the People's History Gallery **lead up** to the children's exhibition on the first floor. North of this **is** a restaurant overlooking the garden and behind the restaurant **is** a storage area.*

Vocabulary note: Compass points (north, south, east, west) are useful to describe positions of building relative to each other. IELTS map tasks always provide the compass points on the map. Below are examples of how to use compass points to describe location:

*North of the People's History Gallery **is** the temporary exhibition*

*west of this (the temporary exhibition) **is** a large garden*

The structure of the second detail paragraph (developed floorplan, from entrance to first floor):

*The car park **will be extended** to the north which **will make** the garden smaller; however, a fountain **will be added** to the garden. The lobby and temporary exhibition space **will exchange** places so museum entry will be from the garden. The office **will remain** on the ground floor but at the east end of the lobby. On the first floor, two educational rooms **will be built** overlooking the car park and a second People's History Gallery **will replace** the storage area.*

Remember there are other ways of organising a task such as this to achieve the highest scores. This is just one example.

Use of Verbs

This floorplan task has a current floorplan, which requires the use of the present simple verb tense, and a proposed/planned floorplan, which requires the use of future forms.

Note that some floorplans show changes made in the past; therefore, the past tense must be used (see our Maps – Village task).

As the first detail paragraph describes the current museum, the verb forms are in the present simple:

*Currently, a small car park **provides** access to the lobby. The People's History Gallery and office **open** off the lobby to the east. North of the People's History Gallery **is** the temporary exhibition and west of this **is** a large garden. Stairs in the People's History Gallery **lead up** to the children's exhibition on the first floor. North of this **is** a restaurant overlooking the garden and behind the restaurant **is** a storage area.*

When using the present simple tense, the subject and verb must agree.

If the subject is singular (one), add 's' to the verb:

*a small car park **provides** access* (a small car park = singular)

*west of this **is** a large garden* (the same meaning as 'a large garden **is** west of the People's History Gallery' – a large garden = singular)

If the subject is plural (more than one), the base verb is used:

*Stairs **lead up** to the children's exhibition* (stairs = plural)

*The People's History Gallery and office **open off** the lobby* (gallery and office = plural)

Vocabulary note: If room B **opens off** room A, it means the rooms are next to each other and you can walk from room A directly to room B.

The second detail paragraph describes the proposed plans for the museum, so future language is used:

*The car park **will be extended** to the north which **will make** the garden smaller; however, a fountain **will be added** to the garden. The lobby and temporary exhibition space **will exchange** places so museum entry will be from the garden. The office **will remain** on the ground floor but at the east end of the lobby. On the first floor, two educational rooms **will be built** overlooking the car park and a second People's History Gallery **will replace** the storage area.*

Passive forms are used (be + the past participle ((verb 3)) because the changes to the building are what is relevant, not the people who created the changes.

Passive forms:

*The car park **will be extended***

*a fountain **will be added***

*two educational rooms **will be built***

Active forms:

*The car park **will make** the garden smaller*

*The lobby and temporary exhibition space **will exchange** places*

*The office **will remain***

*a second People's History Gallery **will replace** the storage area*

In this report **will** is used with the present tense verb, but there are other forms which could be used.

Passive forms:

*The car park **is expected to be extended***

*a fountain **is planned to be added***

*two educational rooms **are going to be built***

Active forms:

*The car park **is likely to make** the garden smaller*

*The lobby and temporary exhibition space **are planned to exchange** places*

*The office **is going to remain***

*a second People's History Gallery **is expected to replace** the storage area*

Note that **will** is used most often for future changes because it is concise (short and direct). However, using a number of different forms to explain predicted or planned changes shows the examiner that you can use a range of vocabulary and grammar and so is likely to improve your score.

FINAL COMMENTS

We hope this book has given you some useful tools to write great reports. Here are our top tips for continuing your IELTS writing journey.

- You must practice what you have studied. With repetition, correct use of language will become automatic. This may take time, so be patient with yourself.
- Help your memory by putting important language notes on the walls of your bedroom/office/living room/ kitchen etc.
- [Get feedback](#) on your writing from an experienced tutor. Analyse the mistakes that you make and think about how you can do better in the future.
- Read in English. People who are good readers are generally better writers. From the texts that you read, make sure that you learn interesting vocabulary and think about the way that each text is structured.
- Find out what time of day you will take the test and get into a habit of using English at that time in the weeks leading up to the day of the exam. Also make sure that you get a good night's sleep before the test.