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About the book

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

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

How to use the book

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

Contents

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

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

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

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

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

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

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

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

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

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

***SAMPLE PAGES FROM* UNIT 1: About Academic IELTS Task 1**

What is in academic task 1?

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

Describe a:

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

You will have 20 minutes to write your response.

How will it get graded?

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

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

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

***SAMPLE PAGES FROM* UNIT 2: Line Graphs – Language of Change**

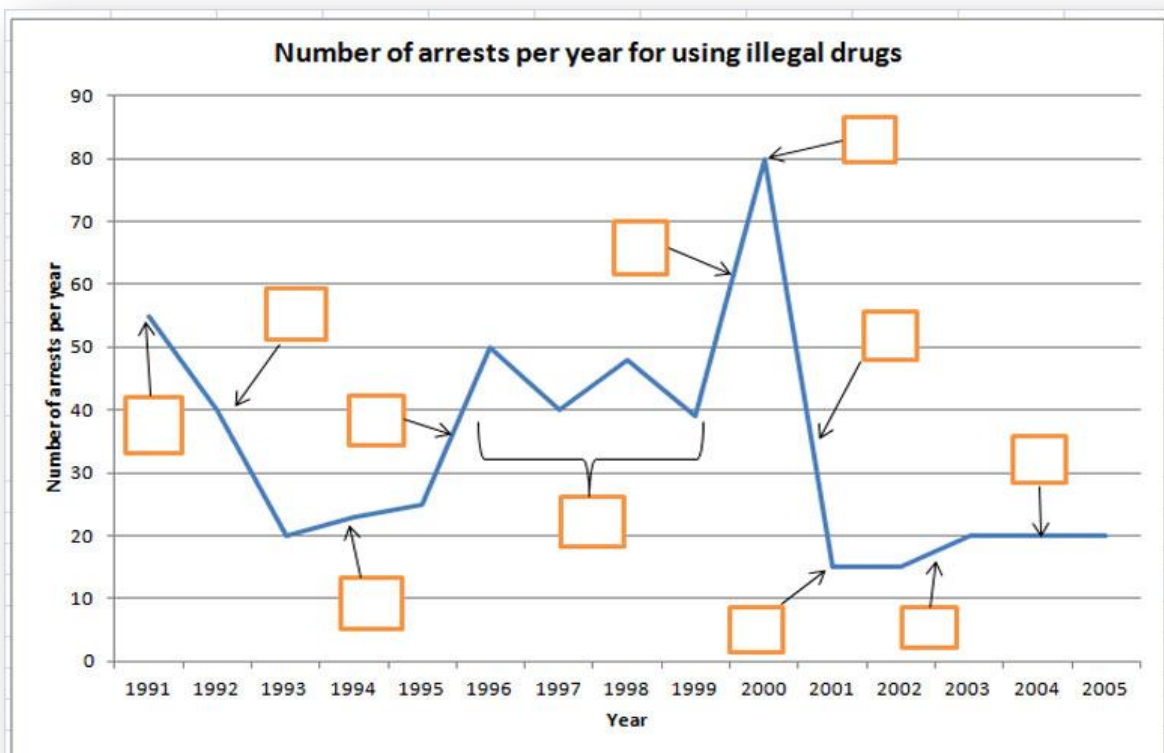
When you write about a graph in Task 1 of IELTS, you will most likely be using the language of change and / or the language of comparison and contrast.

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

Exercise 1

Place the words of change into the right box

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



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

SAMPLE PAGES FROM UNIT 3: Introducing a graph

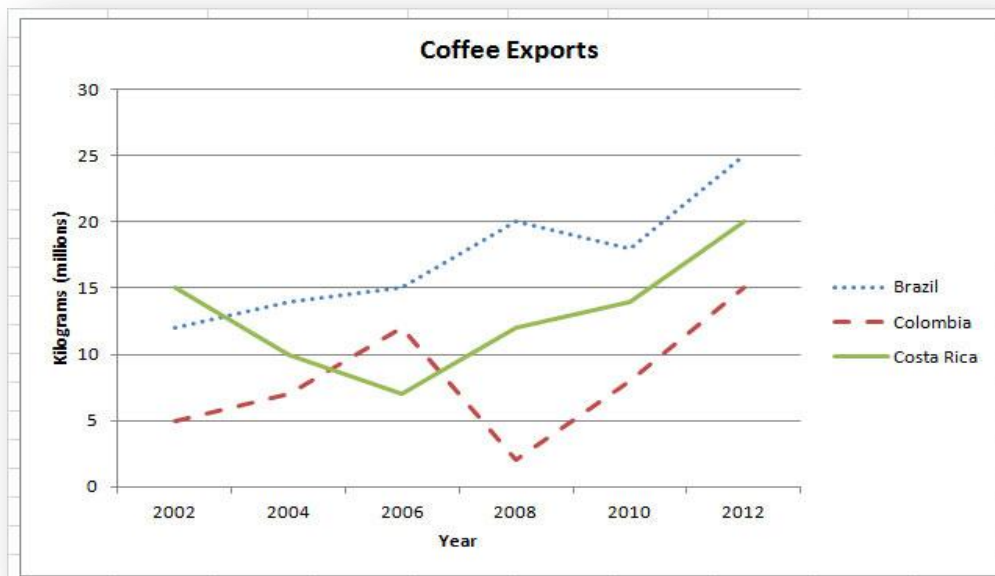
Take a look at the graph below, then look at the description.

You should spend about 20 minutes on this task.

The line graph below shows changes in the amount of coffee exported from three countries between 2002 and 2012.

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

Write at least 150 words.



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

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

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

(191 words)

There are two parts to the introduction:

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

1) **What the graph shows**

This part should answer these questions:

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

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

Introduction	<p>The line graph illustrates changes in the levels of coffee exports in three South American countries from 2002 to 2012 and is measured in millions of kilograms. Overall, it can be seen that, despite some fluctuations, over the period as a whole the levels of exports rose in all three countries.</p>
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Note: *You must not copy the title or significant parts of the title, so you must paraphrase - keeping some words the same or changing the order of the words is acceptable*

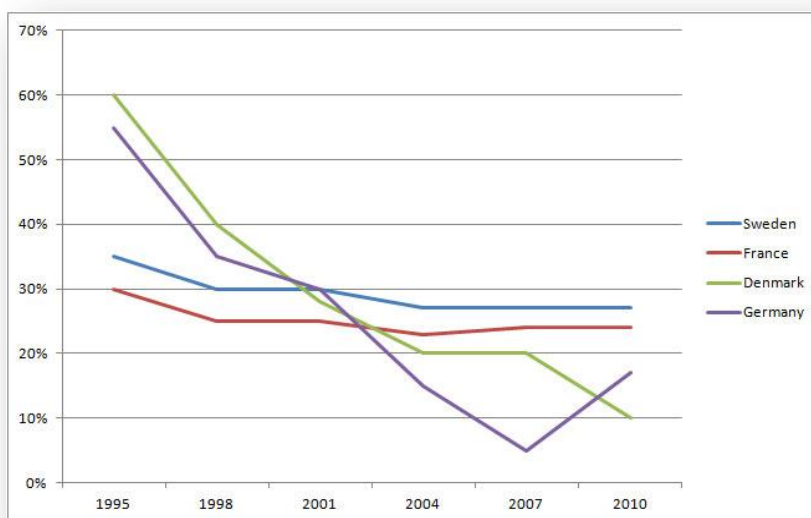
Language

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

***SAMPLE PAGES FROM* UNIT 5: A More Complicated Line Graph**

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

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



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

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

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

Why is this a good answer?

This is a good answer because it has the following:

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

We'll look at these now in more detail.

1) An introduction

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

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

2) An overview

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