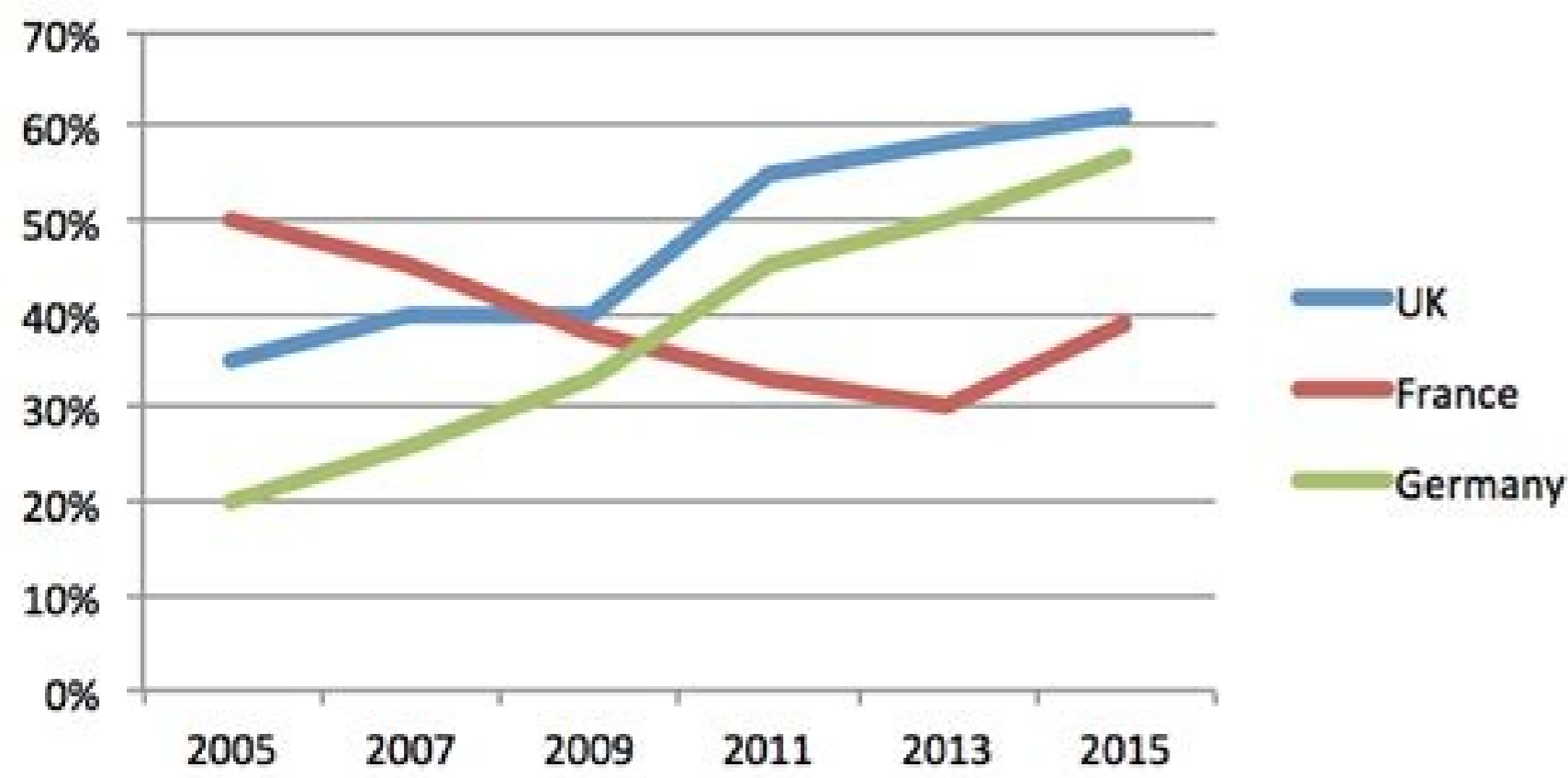


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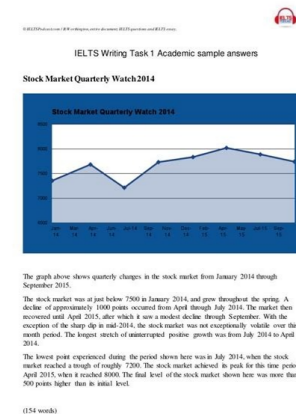
Regional household recycling rates



Task 1 Academic Questions in 5 Easy Steps

- 01 Understand the question:** Read the question carefully. You can give the examiner what they want.
- 02 Rephrase the question:** Rephrase the question in your own words. We can do this.
- 03 Write the overview:** Pick out the main features and write them down generally, without any data.
- 04 Support the main features:** Select the main features you focused on in your overview with detail. This should be a separate paragraph.
- 05 Check your work:** Make sure you have not given any spelling mistakes, and that you have used your vocabulary.

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VOCABULARY TO SHOW THE CHANGES.

Increase	Decrease	Steadiness
rise / increase / go up / uplift / rocket(ed) / climb / upsurge / soar / shot up / improve / jump / leap / move upward / skyrocket / soar / surge.	fall / decrease / decline / plummet / plunge / drop / reduce / collapse / deteriorate / dip / dive / go down / take a nosedive / slump / slide / go into free-fall.	unchanged / level out / remain constant / remain steady / plateau / remain the same / remain stable / remain static.

You should spend about 20 minutes on this task.
 The line graph below shows changes in the amount and type of fast food consumed by Australian teenagers from 1975 to 2000.
 Summarize the information by selecting and reporting the main features and make comparisons where relevant.
 Write at least 150 words.
Full Model Answer:



The line graph illustrates the amount of fast food consumed by teenagers in Australia between 1975 and 2000, a period of 25 years. Overall, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased.

In 1975, the most popular fast food with Australian teenagers was fish and chips, being eaten 100 times a year. This was far higher than Pizza and hamburgers, which were consumed approximately 5 times a year. However, apart from a brief rise again from 1980 to 1985, the consumption of fish and chips gradually declined over the 25 year timescale to finish at just under 40 times per year.

In sharp contrast to this, teenagers ate the other two fast foods at much higher levels. Pizza consumption increased gradually until it overtook the consumption of fish and chips in 1990. It then leveled off from 1995 to 2000. The biggest rise was seen in hamburgers, increasing sharply throughout the 1980's and 1990's, exceeding fish and chips consumption in 1995. It finished at the same level that fish and chips began, with consumption at 100 times a year.

(191 words)

U AM !! D 17 20 VE R O FO PR ED AP AT R PD I N E EX IELTS ACADEMIC TASK 1 HOW TO WRITE AT A BAND 9 LEVEL I N T E R N AT I O N A L E N G L I S H L A N G U A G E T E S T I N G S Y S T E M IELTS Academic Task 1: How to write at a band 9 level Copyright (c) 2017-2018 by Ryan Thomas Higgins All rights reserved. No part of this book may be reproduced or used in any form without the explicit permission of its author, Ryan Thomas Higgins. Layout by Luke Horsman Cover by Dominique Gamelin T able of contents Foreword

4 1 What is IELTS Academic Writing Task 1? 26 5 Writing the rest of the Task 1 response 36 6 The importance of cohesion 74 IELTS Academic Task 1: How to write at a band 9 level F oreword The 2017 version of this book marks the second update since this work was first released in 2011. The purpose of this book has always been to provide the IELTS candidate with a brief but actionable summary of how to reflect data in written English in the Task 1 portion of the Academic IELTS Writing exam. This updated version has been evolved in a variety of ways, but two changes are of particular note: (1) the exploration of the relationships that exist between the four IELTS rubric breadths and (2) the testing approach developed for tasks involving maps, a question type that has become increasingly prevalent over the past two years. The suggested responses in this work were read for accuracy by a practising IELTS examiner in March of 2017. "Practising IELTS examiner" is defined as a person holding a letter from the IELTS Test Partners indicating their current status as an active IELTS examiner. The proofreading examiner answered 'yes' when asked whether all sample responses in this book would be likely to score band 9 if produced in an actual IELTS sitting. The participating examiner was asked to operate at a capacity that they felt did not call their confidentiality arrangement with Cambridge ESOL, the British Council, and IDP Australia into question. Although a helpful guide, this book cannot guarantee IELTS Academic Task 1 success. Structural needs for Academic Task 1 responses can vary widely depending on the nature of the source type and task description. There is thus no universally 'correct' Academic Task 1 response format, and this means the response structures suggested in this book may need to be adapted. It should also be remembered that this book teaches grammatical and lexical syntax through demonstration. It is the candidate's responsibility to couple what they learn from these pages with active practice and grammatical and lexical feedback from an IELTS Writing coach, such as those operating on the IELTSNetwork.com forum. The legacy of this book is the product of ongoing years of classroom testing, writing, editing, and rewriting. No part of this work may be reproduced or sold in whole or in part, or transmitted in any form or by any means, electronic, mechanical, or otherwise, without the written permission of its author, Ryan Thomas Higgins. Complete copies of this book may be retained electronically only by those who have purchased it from Ryan Thomas Higgins. Updates of Task 1: How to write at a band 9 level have always been, and will always be, made available free of charge to legitimate purchasers of this work. To receive an updated copy, email from the email address originally used to make purchase. For more information about this book, its Academic Task 2 counterpart, or any other IELTS product created and published by Ryan Thomas Higgins, please visit ieltsielts.com 4 IELTS Academic Task 1: How to write at a band 9 level W hat is IELTS Academic Writing Task 1? The writing portion of the IELTS exam is 60 minutes in length. The Academic and General modules require the candidate complete two writing demonstrations referred to as Task 1 and Task 2. Academic Module Task 1 requires the candidate write a descriptive report based on information given in a graph, table, chart or diagram. This is different from General Module Task 1, which requires candidates write a letter. Essays are written to fulfil Task 2 on both exams. Essay questions are very similar between the two exams; however, General test takers may be less formal in their response. Because the IELTS Writing mark weights 33% to Task 1 and 66% to Task 2, candidates are expected to pace themselves accordingly. For most candidates, this means allotting 20 minutes to Task 1 and 40 minutes to Task 2. A successful Academic Task 1 response demonstrates the candidate's ability to interpret data and then describe this data in organised and coherent writing. The submitted piece should be cohesive and logical, and exhibit a level of detail that would allow for a relatively accurate recreation of the source. Examiners gauge the candidate's performance by weighing the Task 1 response across four areas – Task Achievement, Coherence and Cohesion, Lexical Resources, and Grammatical Range and Accuracy. The official rubric used by examiners is confidential; however, the British Council makes public a descriptors chart that explains the bands in very similar language. Familiarity with this chart and the nuances that exist between the bands and marking breadths is important to a candidate's IELTS strategy. Fig. 1.1. The public version of the IELTS Task 1 Writing band descriptors 5 IELTS Academic Task 1: How to write at a band 9 level Although these performance indicators are often presented as having a lateral relationship, as seen above, their practical relationship is more accurately described as a tiered structure rooted in a foundation of grammatical and lexical ability. Strength in grammar and lexical use, the base structural components of language, is thus a necessary precursor to scoring well for skills that measure overarching communicative ability in writing, namely coherence, cohesion and task fulfillment. In fact, the Task Achievement and Coherence and Cohesion breadths of the chart define themselves through repeated reference to 'language clarity', a descriptor that is impossible to fulfil using grammatically and lexically inaccurate language. Fig. 1.2. In practical use, the IELTS rubric breadths have a scaffolded relationship Academic Task 1 success requires the candidate be realistic about their positioning within the examiner's rubric. If grammatical and lexical abilities are weak, these areas must be addressed before any band growth can be expected. 6 IELTS Academic Task 1: How to write at a band 9 level H ow to interpret Academic Task 1 questions IELTS Academic Task 1 data source types include graphs, tables, charts, or diagrams, or some combination of these. There are two parts to Academic Task 1 questions: the task description area and the data source. Task descriptions typically frame the data source in some way and may declare certain expectations for the response, such as the need to compare or contrast items. Understanding the Academic Task 1 question requires first simplifying the task description and its data source into four basic categories: (1) the source type(s) and its components, (2) the broad details created by overarching patterns in the data, (3) the minor details and any trends they produce, and (4) the minute details. Figure 2.2 demonstrates where these components are located in an IELTS Task 1 line graph. Data sources present raw, factual data that does not require any additional information to be interpreted. Fig. 2.1. 7 Source: IELTS Academic Task 1: How to write at a band 9 level Fig. 2.2. (1) the source type and its components, (2) the broad details, (3) the minor details, (4) the minute details In the task description, this is a graph presenting vehicle ownership rates in the UK between the years 1951 and 2000. The broad details are the overarching patterns in the data, namely the fact that overall vehicle ownership appears to have grown in the UK. In the candidate's response, these overarching details would be summarised in one or two sentences and coupled to help introduce the topic to the reader. Minor details describe the smaller components that make up the broad details. The rising and subsequent plateauing of single vehicle owners in the UK are examples of two minor details. Minute details reference specific values within a data source, such as precise numerical data at a specific point in a graph. They are only referenced to evidence a minor detail starting, finishing or changing. 8 IELTS Academic Task 1: How to write at a band 9 level The categorising of the four levels of data for the above graph can be visualised like this: Fig. 2.3. A Task 1 question broken down into its varying components 9 IELTS Academic Task 1: How to write at a band 9 level The process of organising data into its source type and broad, minor and minute details can be exercised for other data source types, too. In the table below, for example, the source type and its components are most clearly indicated in the task description and the table's title. Broad details would include the range of data and any patterning style that can be observed, such as the varying of Australian weather averages for 2010 between 7.3 and 31.1 degrees Celsius. Minor trends would be those cities of comparable temperature ranges or precipitation rates that could be comfortably grouped into a single paragraph in the response. This could mean grouping the cities that experience similar temperature fluctuation, such as Sydney, Perth, Brisbane, Adelaide, Darwin and Hobart. Minute details are those figures in the list that act as evidence of the overarching trends and are as such worth referencing. Fig. 2.4. 10 IELTS Academic Task 1: How to write at a band 9 level Because pie charts reveal percentile data at a single moment in time, it is not uncommon for them to be coupled with a second data source, often another pie chart. Pie chart questions usually depict certain components increasing while others decrease or remain unchanged, a varied growth pattern that is best identified as the broad detail for the source. This is the case in Figure 2.5, where snapshots are given for the American diet at the beginning and end of a 50 year period. The minor details are threefold: a negative correlation between dairy and eggs and sugar and fat; an increase in overall caloric intake; and unchanging ratios among other components of the diet. Minute details are the specific figures the candidate would share as tangible evidence of these trends, such as sugar and fat's increase of 8% between 1961 and 2011. Fig. 2.5. 11 Source: National Geographic IELTS Academic Task 1: How to write at a band 9 level Diagrams challenge the candidate's ability to describe data that is spatially or chronologically sensitive, such as the water heating process outlined in Figure 2.6. In most instances, the broad detail is a macro description of the cycle or process and what it produces, in this case hot water via solar energy. The minor details organise the diagram's smaller components or stages into compartmentalised regions, and these regions may dictate the order to paragraph the response. For example, the three base components that make up the apparatus – namely the solar heater, the electric boiler, and the water tank – could be thought of as separate minor details and designated paragraphs accordingly. Precise references to specific components or minuscule steps that exemplify the processes at work within the minor details would be classified as the minute details. Fig. 2.6. 12 Source: U.S. Department of Energy IELTS Academic Task 1: How to write at a band 9 level An increasingly popular source type is topographical. Because it often presents the same location at two different moments in time, the broad details of map sources involve identifying and communicating evolution, a process that is heavily dependent on comparative language. Minor details are created when the charted area is divided into regions that can be compared between the maps. The specific ways in which these regions evolve can be thought of as the minute details. For example, the creation of golf and tennis courts out of farmland in the north-east quadrant of the map is an instance of a minor detail with two minute details. Fig. 2.7. 13 IELTS Academic Task 1: How to write at a band 9 level It is also possible to receive two different data source types in Academic Task 1. For example, Figure 2.8 couples a bar graph with a table and reveals that average public transport usage per person decreases as population density increases. The minor details can be grouped different ways, but it would make sense to first compare average public transit usage per person and then contrast this with the figures for population density. In this case, there is an inverse relationship between a city's population density and its total daily public transport trips per person. The minute details would be the specific figures referenced. For example, roughly 1.15, 0.75 and 1.3 daily public transportation trips are taken in the three respective cities. Breaking these values further down into subway versus public bus ridership would be included too, along with specific values for population density. Fig. 2.8. 14 IELTS Academic Task 1: How to write at a band 9 level Try it yourself! Look at the following tasks and match the sentences to the level of data they describe. The first item has been matched for you. Source type The prevalence of motorcycles and bicycles increased while car usage decreased. Bus usage remained relatively unchanged. Broad detail Car usage fell from 33% to 28% between 2006 and 2007. Minor details Overall motor vehicle speeds in London decreased between 2006 and 2007. Minute details The two line graphs show morning traffic patterns in London on weekdays for the 2006 to 2007 period. 15 IELTS Academic Task 1: How to write at a band 9 level Source type Laptop computer ownership grew for all countries over the period in question. Broad detail The bar graph describes laptop computer ownership across several European countries. Minor details Sweden and Finland had roughly 1% laptop ownership in 1995. Minute details The UK, Germany and France experienced similar growth patterns between 1995 and 2005. 16 IELTS Academic Task 1: How to write at a band 9 level Source type The cycle has four major stages. Broad detail Nitrobroacter bacteria create nitrate by removing nitrite. Minor details Ammonia is created in five ways. Minute details This diagram describes the nitrogen cycle that exists in a fish tank. 17 IELTS Academic Task 1: How to write at a band 9 level Try it yourself! (Answers) Source type Broad detail The prevalence of motorcycles and bicycles increased while car usage decreased. Bus usage remained relatively unchanged. Car usage fell from 33% to 28% between 2006 and 2007. Minute details The two line graphs show morning traffic patterns in London on weekdays for the 2006 to 2007 period. Source type Laptop computer ownership grew for all countries over the period in question. Broad detail The bar graph describes laptop computer ownership across several European countries. Minor details Sweden and Finland had roughly 1% laptop ownership in 1995. Minute details The UK, Germany and France experienced similar growth patterns between 1995 and 2005. Source type The cycle has four major stages. Broad detail Nitrobroacter bacteria create nitrate by removing nitrite. Minor details Ammonia is created in five ways. Minute details This diagram describes the nitrogen cycle that exists in a fish tank. 18 IELTS Academic Task 1: How to write at a band 9 level S tructuring the Academic Task 1 response After the candidate has mentally dissected the Task 1 question, the source type, broad details, minor details and minute details must be summarised using a scaffolded relationship that presents organised and logical paragraphing. The response begins with an opening paragraph that declares the source type and its broad details, an opening structure that in effect summarises the source as a whole. This is followed by a descriptive section that typically contains two or three paragraphs, or on very rare occasions more, that logically group minor details and declare trends present in the data. At points where the minor details start, finish, change, or are significant in any way, minute details are shared to act as tangible markers. These partnered minor and minute detail sentences can be added or removed as needed. This entire structure can be thought of as a goblet, where the overview section narrows the source type to the broad trend and the descriptive section alternates between minor and minute details: Fig. 3.1. 19 IELTS Academic Task 1: How to write at a band 9 level Although there is no one universally correct way to organise items into descriptive paragraphs, grouping minor details that are similar or easily compared simplifies the writing process and leads to a more logically structured and cohesively worded product. To demonstrate, take the following example task: Fig. 3.2. After the source type, broad, minor and minute details are identified, the candidate can start inserting these items into the Task 1 structure. In Figure 3.2, for example, the minor details are so similar – all populations in the source increased – that one option is to group all of them into a single descriptive paragraph: 20 IELTS Academic Task 1: How to write at a band 9 level Fig. 3.3. As an alternative, the candidate could also group the details by country, thus organising the data into three descriptive paragraphs. This approach is equally appropriate and would no less fulfil the breadths of the examiner's rubric: Fig. 3.4. 21 IELTS Academic Task 1: How to write at a band 9 level For sources that communicate time-sensitive data, such as line and bar graphs that plot time along their x-axis, or pie charts that create trends between two points in time, a stylistic option is to reposition the broad details sentence to the end of the response, effectively concluding the piece through summary: Fig. 3.5. 22 IELTS Academic Task 1: How to write at a band 9 level Try it yourself! The sentences in the below response are out of order. Number the sentences appropriately. The first sentence has been done for you. _____ It then carries on to a substitution for a further increase to the voltage, a step that better allows the energy to be transmitted over long distances. _____ 1 _____ This diagram illustrates the harvesting of wind energy. 23 IELTS Academic Task 1: How to write at a band 9 level _____ The process is linear in nature and not cyclical and appears to have five major phases. _____ Firstly, wind blows into the rotor blades of an apparatus that is encased in solid steel and sits atop a tower. _____ A local transformer receives the transferred energy and reduces its voltage for public consumption. _____ This energy is then channelled along power cables to a transformer at the base of the tower, which increases the energy's voltage in preparation for a substitution. _____ These rotor blades follow the wind's direction via a wind vane attached to the apparatus. Their spinning rotates an interior axle which produces energy via a generator. 24 IELTS Academic Task 1: How to write at a band 9 level Try it yourself! (Answers) The sentences in the below response are out of order. Number the sentences appropriately. The first sentence has been done for you. _____ 6 _____ It

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