Writing Task 1 – Academic Sample # 1

Adjectives and nouns

You can describe changes using adjective and nouns. Most of the vocabulary is the same, but you need to learn the adjective and noun forms.

*There was **a considerable rise** in the income of Amandine Bakery.*

*The income of Amandine Bakery **saw/experienced/witnessed a considerable rise**.*

You should spend about 20 minutes on this task.

The graph shows data about the annual earnings of three bakeries in Calgary, 2000-2010.

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

Write at least 150 words.
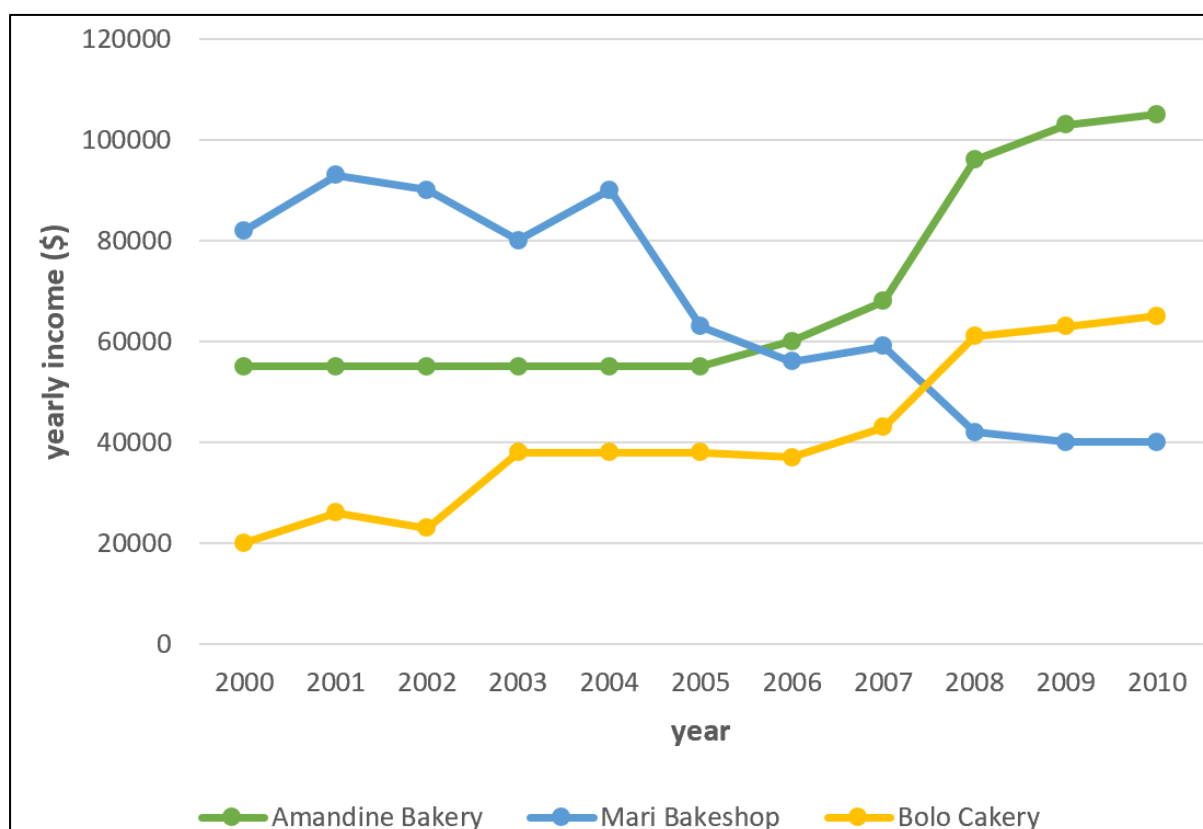
Model answer

The graph shows information about the amount of money which was earned by three bakeries in Calgary, over a ten-year period between 2000 and 2010.

Overall, what stands out from the graph is that there were considerable upward trends in the income of both Bolo Cakery and Amandine Bakery, while the earnings of Mari Bakeshop saw a considerable fall over the period in question. Another interesting point is that Mari Bakeshop was the most popular bakery in 2000, but in 2010, Amandine Bakery earned more money than the others.

Looking at the details, as regards Bolo Cakery, income started at $20,000 in 2000, then there was a fluctuation over the next three years, at which point it levelled off at just under $40,000 until 2006. Then the figure went up significantly, finishing at around $65,000 in 2010. If we look at Amandine Bakery, the trend was similar. Having remained stable at approximately $55,000 in the first half of the decade, income then rose sharply, reaching nearly $100,000 in 2008. There was then a gradual rise to around $105,000 in 2010.

By contrast, the income of Mari Bakeshop went in the opposite direction. Takings fluctuated around $90,000 until 2004. After That despite falling sharply to just over $40,000 in 2008, the figure then levelled off in the last two years.

Writing Task 1 – Academic Sample # 2

Tips for IELTS Writing Task 1

In IELTS Writing Task 1, you may be asked to describe a bar chart. The opening paragraph should include the following information:

- the type of chart or table
- what the information is about
- the date(s)
- the place(s)
- the unit(s) of measurement.

You should spend about 20 minutes on this task.

The charts below show the favourite takeaways of people in Canada and the number of Indian restaurants in Canada between 1960 and 2015.

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

Write at least 150 words.

Favourite takeaways in Canada

Number of Indian restaurants in Canada
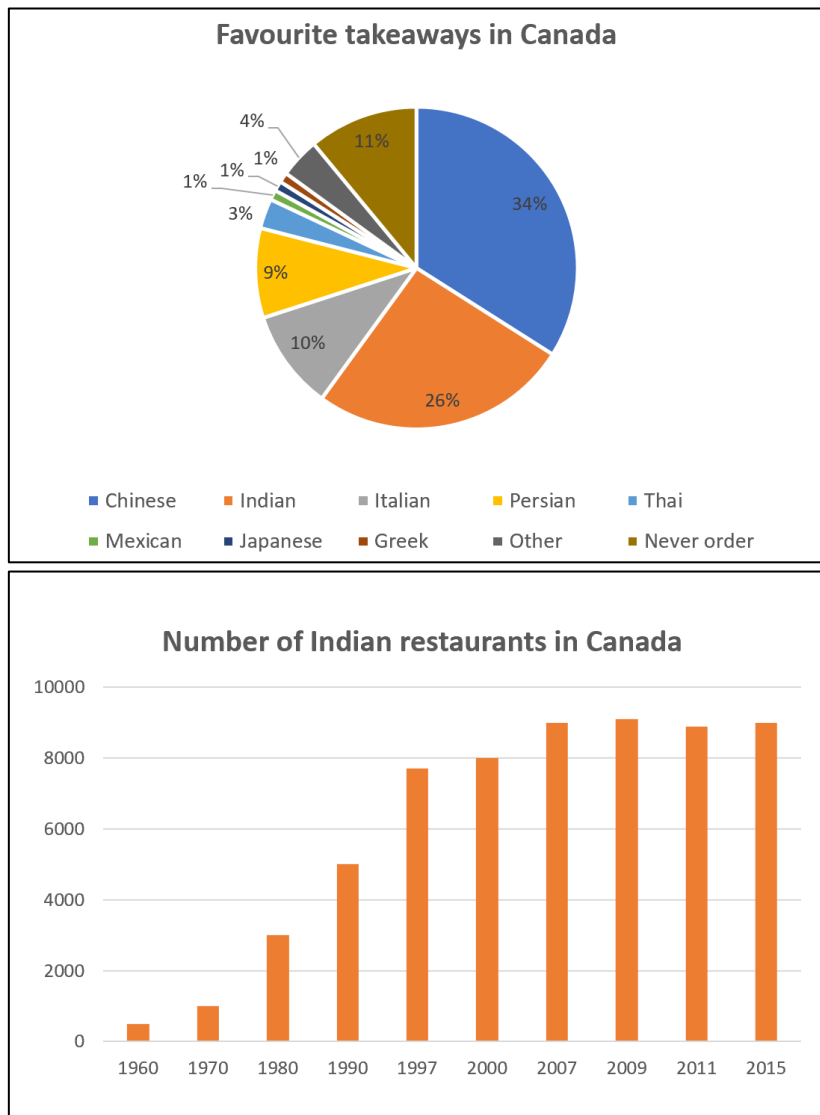
Model answer

The pie chart shows which type of takeaway food is the most popular in Canada, while the bar chart shows how many Indian restaurants existed in Canada between 1960 and 2015. We can see that Chinese and Indian takeaways are the favourites, and that the number of Indian restaurants in Canada rose steadily during this period.

The pie chart shows that Chinese and Indian takeaways are much more popular than all the others, at 34% and 26%. There are another two types that quite a lot of people like. These are Italian at 10% and Persian at 9%. Greek, Japanese and Mexican were only chosen by 1% of people.

The pie chart shows us that Indian food is popular and the bar chart shows how its popularity grew. There was a rising trend from 1960 onwards. The increase was greatest in the 1990s, from about 5000 restaurants in 1990 to almost 8000 in 2000. Since 2007, the number has remained stable at just over 9000.

Writing Task 1 – Academic Sample # 3

Tips for IELTS Writing

Never include any information that is not shown in the diagram. Even if you know a lot about the data given, do not try to explain the reasons for it or give your own opinion.

You should spend about 20 minutes on this task.

The graph below shows the average daily sales of selected food items at the Brisk Café, by season.

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

Write at least 150 words.

Average Daily Sales
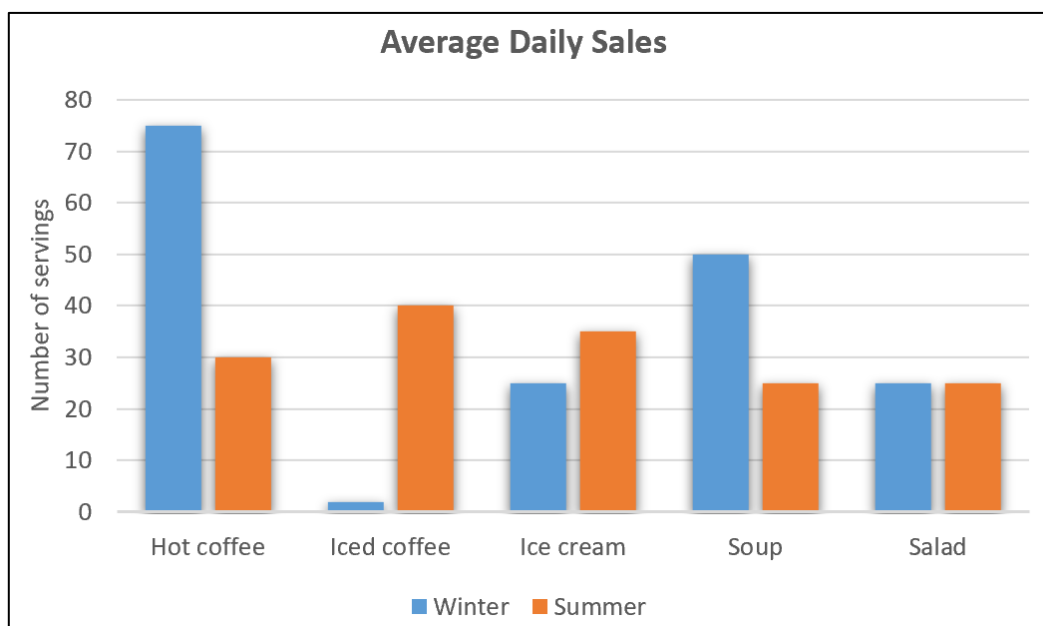
 Model answer

The bar graph shows how many servings of certain food items are sold on average every day in two different seasons at the Brisk Café. The average number of sales of each item changed with the season.

Certain food items had much higher sales than others in the winter. Hot coffee had the highest number of sales, with an average of 75 servings sold daily. Following this, the item with the second highest number of sales was soup, with an average of 50 servings sold daily. Salad and ice cream had average daily sales of 25 servings each, and iced coffee had the lowest number of sales, with close to zero servings sold daily.

The sales numbers for each food item were different in the summer from what they were in the winter. Iced coffee sales rose significantly, to an average of 40 servings sold daily. The item that had the second highest number of sales was ice cream, with an average of 35 servings sold daily. Hot coffee sales fell to just 30 servings daily. Soup and salad had the lowest number of sales, with 25 servings sold daily on average.

In general, the average daily sales of each food item changed when the season changed. Certain items were more popular in the winter, but certain others were more popular in the summer.

Writing Task 1 – Academic Sample # 4

Describing a chart - trends

Line graphs are used to show a trend or a pattern which usually takes place over a period of time. It is important to look at the overall pattern on a line graph as well as the significant features within it.

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.
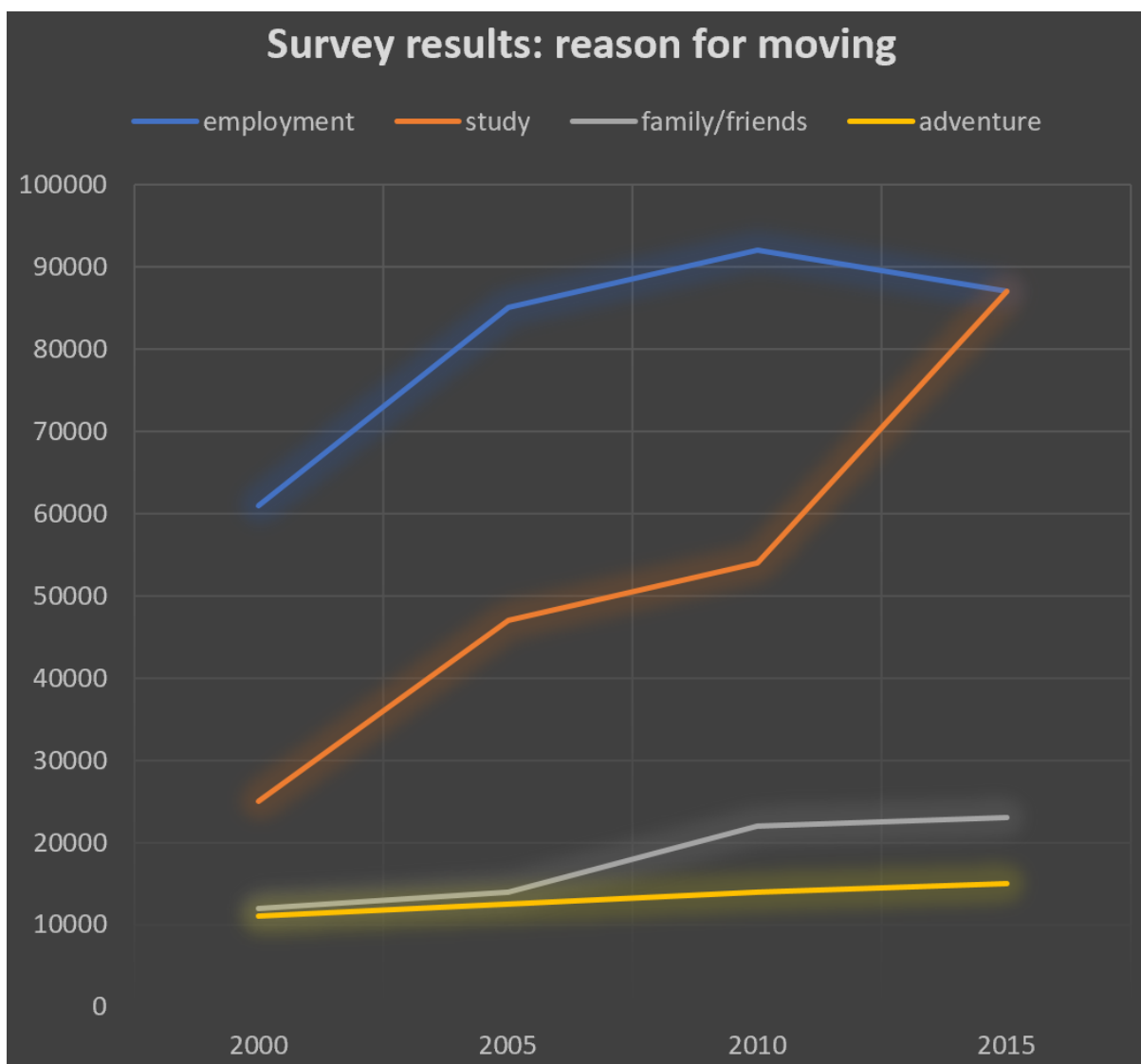
Model answer

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

Moving for the purpose of study saw the greatest rise overall, with a jump of approximately 62,000. It rose considerably in two periods - from 2000 to 2005 (by 22,000), and then again from 2010 to 2015 (by 33,000), with a more gentle growth of around 7,000 in between.

Elsewhere, the figure of people relocating for work began at 61,000 in 2000, then peaked at 92,000 in 2010 - the highest of any reason, in any year - before finishing as the joint-highest in 2015 (87,000 - on a level with those relocating in order to study). Notably, this category was the only one of the four that underwent a downturn.

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

Writing Task 1 – Academic Sample # 5

**Tips for IELTS Writing Task 1**

The report should have:

- an introduction that includes 2 or 3 main features of the chart.

- two paragraphs that provide details of the main features mentioned in the introduction. (The main features are the most important pieces of information on the chart.)

You should spend about 20 minutes on this task.

The graph gives information about the age of the population of Iceland between 1990 and 2020.

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

Write at least 150 words.

The age of the population of Iceland between 1990 and 2020

Legend: ■ 65 and over ■ 55 - 64 ■ 25 - 54 ■ 15 - 24 ■ 0 - 14
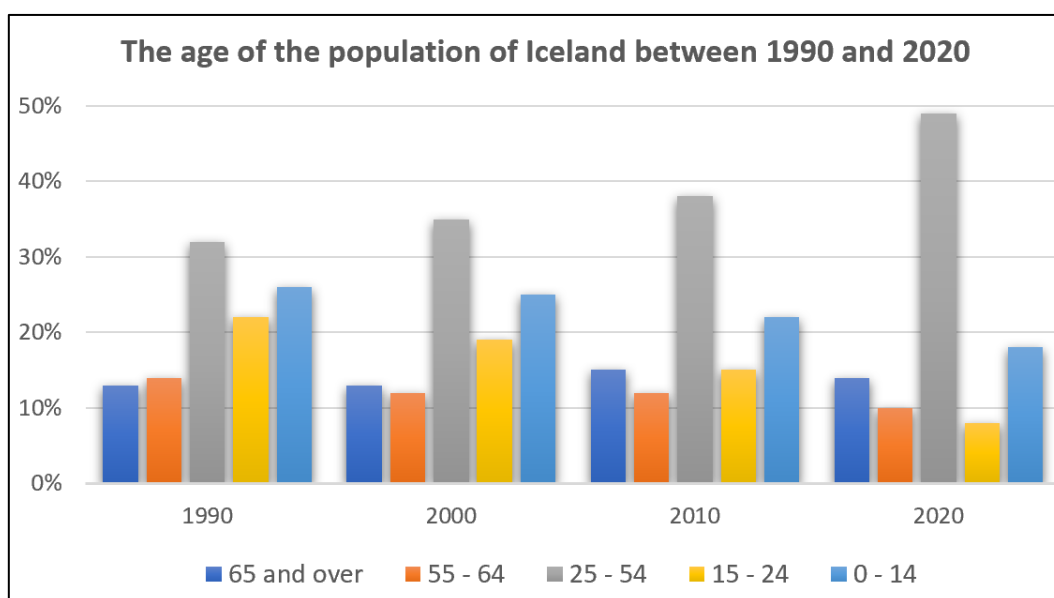
 Model answer

The bar chart compares the different ages of people living in Iceland between 1990 and 2020.

All in all, the size of the 25-54 age group increased the most over the period while the size of the two younger age groups decreased a little bit. The number of people in the two older age groups stayed about the same.

The 25-54 age group grew from approximately a third of the population in 1990 to nearly half of the population in 2020.

The older two age groups did not increase or decrease much. The size of the 65 and over age group remained at about 13%, whereas the size of the 55 -64 age group only fell from about 14% to about 10% of the population.

By contrast, the 0-14 age group fell from just over 25% in 1990 to just under 20% in 2020. Similarly, the 15-24 age group dropped from just over 20% of the population in 1990 to just under 10% of the population in 2020.

Writing Task 1 – Academic Sample # 6

Tips for IELTS Writing Task 1

- Make sure your introduction does not just copy the information in the rubric.

- Write a clear overview.

- Select and compare specific data, but make sure you do not just write a list.

You should spend about 20 minutes on this task.

The tables below show people's reasons for giving up smoking, and when they intend to give up.

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

Write at least 150 words.

TOP 5 REASONS FOR WANTING TO GIVE UP SMOKING				
Reasons for waiting to give up	Number of cigarettes smoked per day			
	20+	10 - 19	Fewer than 10	Total
	%	%	%	%
Better for health in general	64	73	74	71
Less risk of getting smoking-related illnesses	27	28	21	25
Present health problems	19	10	10	12
Financial considerations	31	36	25	31
Family pressure	14	13	20	16

WHEN SMOKERS INTEND TO GIVE UP SMOKING				
When	Number of cigarettes smoked per day			
	20+	10 - 19	Fewer than 10	Total
	%	%	%	%
Within the next month	8	9	21	12
Within the next 6 months	26	32	46	35
Within the next year	22	23	18	21
Total that intend to give up	60	73	79	71
Do not intend to give up	40	27	21	29

Model answer

The two tables together give a snapshot of the reasons people choose to stop smoking and when they intend to give up.

The main reason smokers give for stopping is for general health (71%), with financial considerations (31%) and the risk of smoking-related diseases (25%) being the next two most popular reasons. One fact to highlight from this table is that almost twice the percentage of heavy smokers cite present health problems as the reason compared to light smokers.

According to the second table, the majority of smokers questioned (71%) intended to give up, with light smokers more inclined to stop (79%) than heavy smokers (60%). 35% of smokers said they were planning to give up within the next six months and only 12% said they were prepared to try within the following month. Although only 29% of smokers on average were unwilling to give up, heavy smokers were almost twice as unwilling to try as light smokers, which perhaps reflects the level of addiction in the former group.

Writing Task 1 – Academic Sample # 7

Tips for IELTS Academic Writing Task 1

Substitution is the replacement of one lexical item with a synonym or paraphrase that expresses the same meaning in order to avoid repetition of that lexical item. Skilful use of substitution can help you achieve a higher band in the IELTS test for Lexical Resource as it demonstrates a wide vocabulary range.

You should spend about 20 minutes on this task.

The table below shows the changes in some household types in Canada from 1984 to 2020.

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

Write at least 150 words.

PEOPLE IN HOUSEHOLDS BY TYPE OF HOUSEHOLD AND FAMILY					
Canada: household types	**Percentages**				
	1984	**1994**	**2004**	**2014**	**2020**
One person	6	8	11	12	12
One-family households					
Couple					
No children	19	20	23	25	25
Dependent children	52	47	41	39	36
Non-dependent children	10	10	11	9	9
Lone parent	4	6	10	12	12

Model answer

The table shows the changes in household types in Canada at 10-year intervals from 1984 to 2014 and again in 2020.

There has been a steady increase in households without children during this period. One-person households doubled from 6% in 1984 to 12% in 2020, whilst the percentage of couples with no children rose from 19% in 1984 to 23% in 2004 and to 25% in 2014. However, this figure levelled out in 2020. Even bigger changes have occurred when it comes to couples with dependent children. This category shrank from 52% in 1984 to 36% in 2020. In contrast, the percentage of lone parents trebled over the same period, rising from 4% in 1984 to 12% in 2020. The percentage of families with non-dependent children has remained more stable: 10% in 1984, rising only 1% over the next 20 years before falling to 9% in 2014.

In conclusion, the table shows definite patterns of change within the Canadian family over the past 40 years, in particular the decline in the traditional. model of one couple with dependent children.

Writing Task 1 – Academic Sample # 8

**Tips for IELTS Academic Writing Task 1**

In IELTS Academic Writing Task 1 you have to select and compare relevant information from data presented in a graph, table or diagram. In your introduction, do not copy the text from the question. Use your own words. You shouldn't try to interpret or give reasons for the data; keep your response factual.

You should spend about 20 minutes on this task.

The charts show projections for global production by sector in 2040 and 2060.

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

Write at least 150 words.
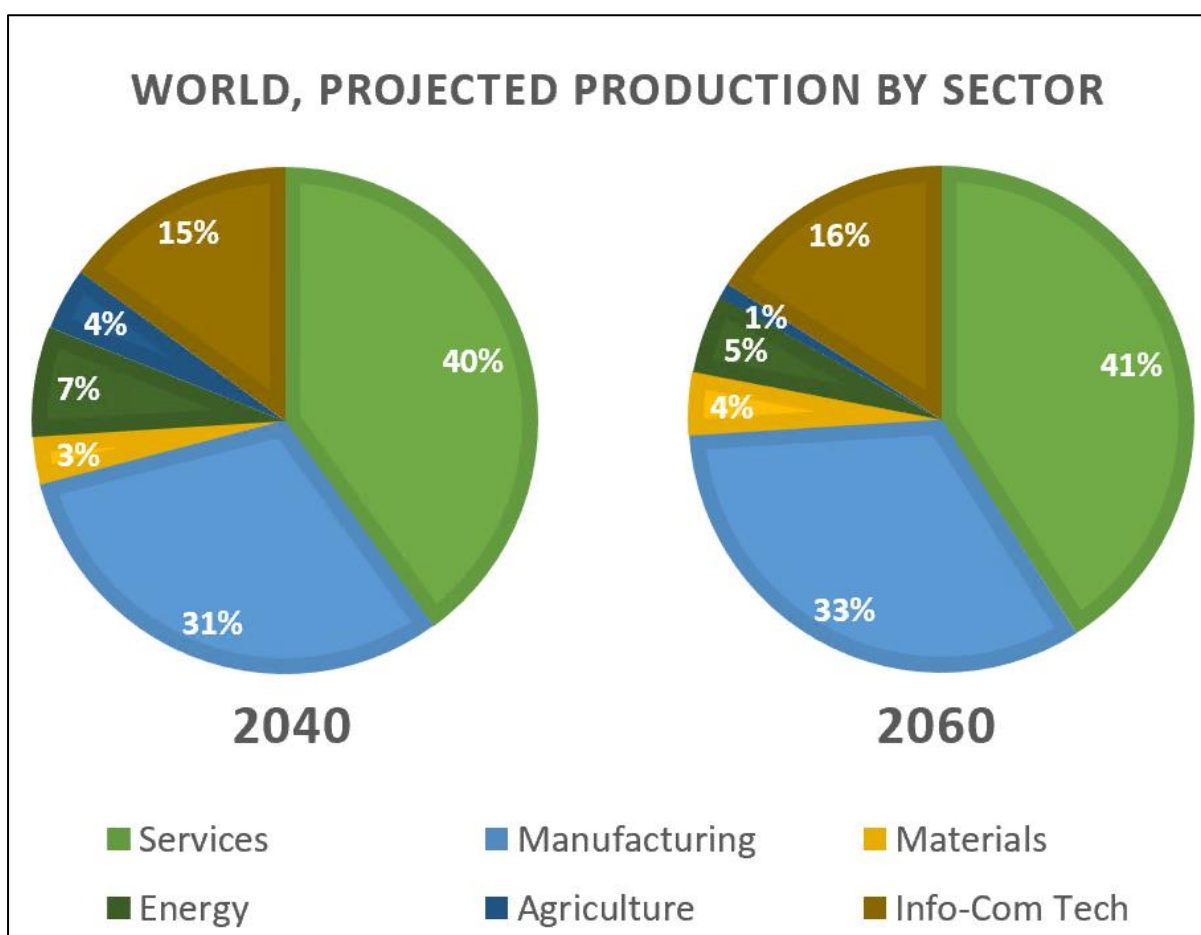
 Model answer

The charts show projections for global production by sector in 2040 and 2060. Generally speaking, there is little change in the projected proportion of production by the various sectors in the two years, with manufacturing and services being the most dominant.

It is forecast that the services and manufacturing sectors together will account for more than half of global production in 2040 and 2060, 71% (40% and 31%) and 74% (41% and 33%) respectively. By contrast, the proportion of production from energy is expected to decline from 7% in 2040 to 5% in

2060, a drop of approximately one third. It is also anticipated that there will be a similar dramatic drop for agriculture production from 4% to 1% with production in materials, by contrast, comprising 4% in 2060 compared to 3% in 2040.

As regards info-communications and technology, there is expected to be little difference in the proportion of production the sector constitutes, with a slight rise from 15% to 16% over the period.

Writing Task 1 – Academic Sample # 9

Test tips

Inclusion of irrelevant, inaccurate or inappropriate details that are not shown in the data will limit a response to Band 6 for Task Achievement in IELTS Writing Task 1:

- **irrelevant**: this task requires you to objectively analyse and present the key data so do not add information which is not mentioned. Neither should you speculate as to reasons why the data is what it is nor give personal opinions on what the data shows.

- **inaccurate**: make sure when you do include data from the table that what you write precisely reflects the graphical information. It's a good idea to double check that the data you present is correct when you finish.

- **inappropriate**: this task should adopt the correct tone and style for a piece of academic writing so avoid informal or colloquial language.

You should spend about 20 minutes on this task.

The chart gives information on the percentage of women going into higher education in five countries for the years 1980 and 2015.

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

Write at least 150 words.

Female school-leavers going into higher education

 ■ 1980 ■ 2015
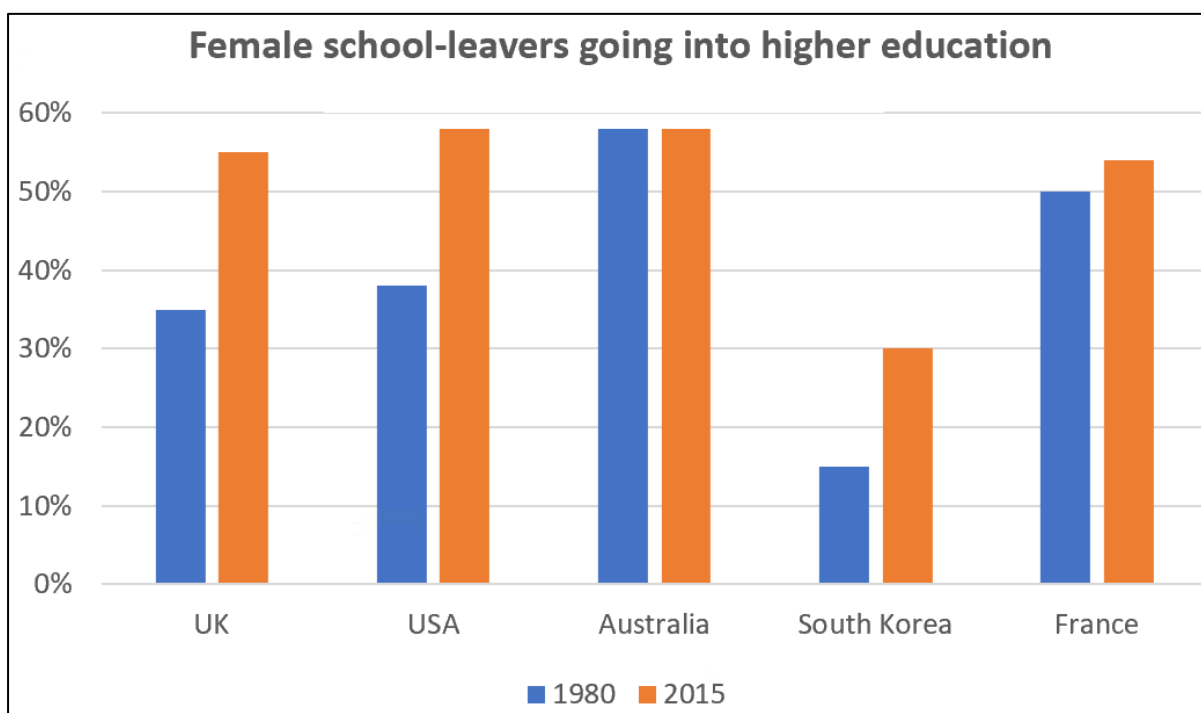
 Model answer

The bar chart shows the percentage of females entering higher education in the years 1980 and 2015. The chart shows the percentages in five countries, the UK, the USA, Australia, South Korea and France. Overall, the proportion of women in higher education increased in the five countries.

In general, there were more female students in 2015 than in 1980, with more than half of women in higher education in all of the countries apart from South Korea. In four of the countries, the percentage of women going into higher education rose.

The most dramatic change was in South Korea, where the percentage doubled from 15% to 30%. The smallest change was seen in France, where the number increased only from 50% to 54%. The only country in which there was not an increase was Australia. Although the percentage of Australian women going into higher education remained the same at 58%, this was the highest in 1980 and equal highest with the USA in 2015.

# Writing Task 1 – Academic Sample # 10

IELTS Tips

Become aware of the areas in which you make mistakes and focus hard on trying to avoid them. Many students can use more complex structures accurately but still make careless mistakes with subject/verb agreement or articles, for example. Always leave a few minutes when you finish to check for basic errors. It is amazing how often you will discover simple mistakes that you have made which will reduce your grammar score.
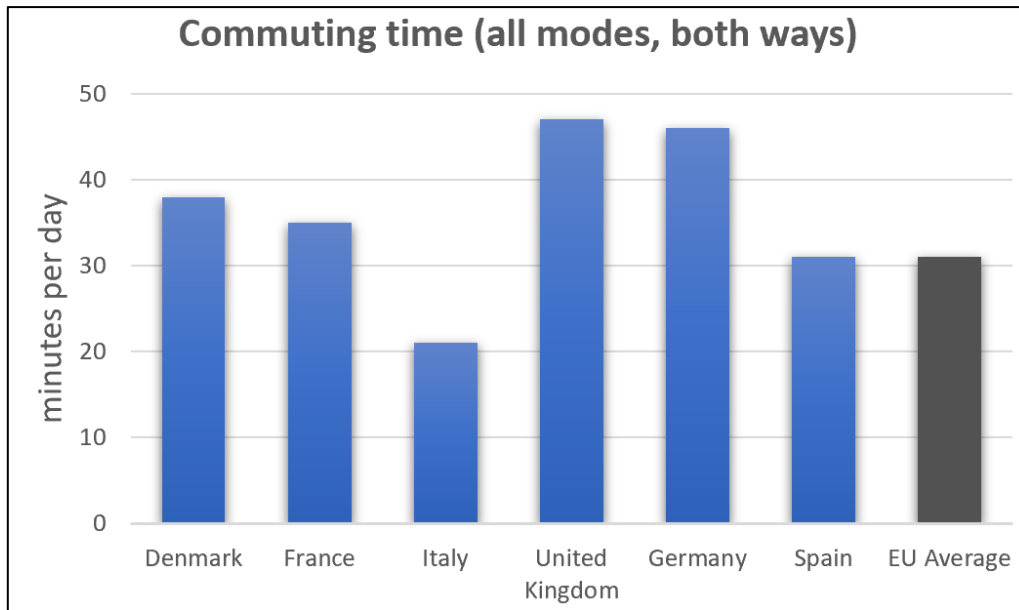
You should spend about 20 minutes on this task.

The bar charts below give information on road transport in a number of European countries.

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

Write at least 150 words.

Commuting time (all modes, both ways)
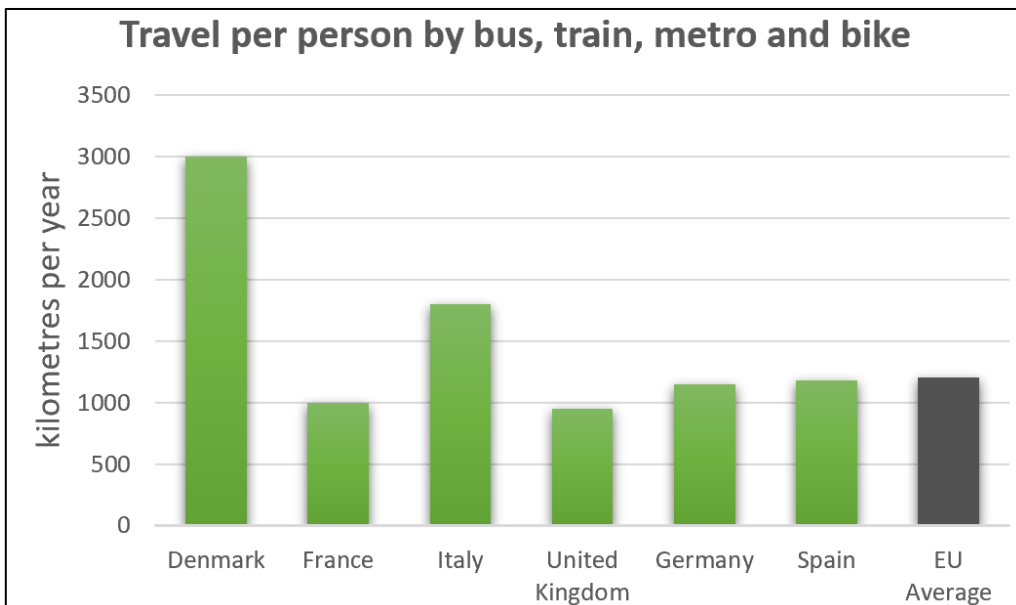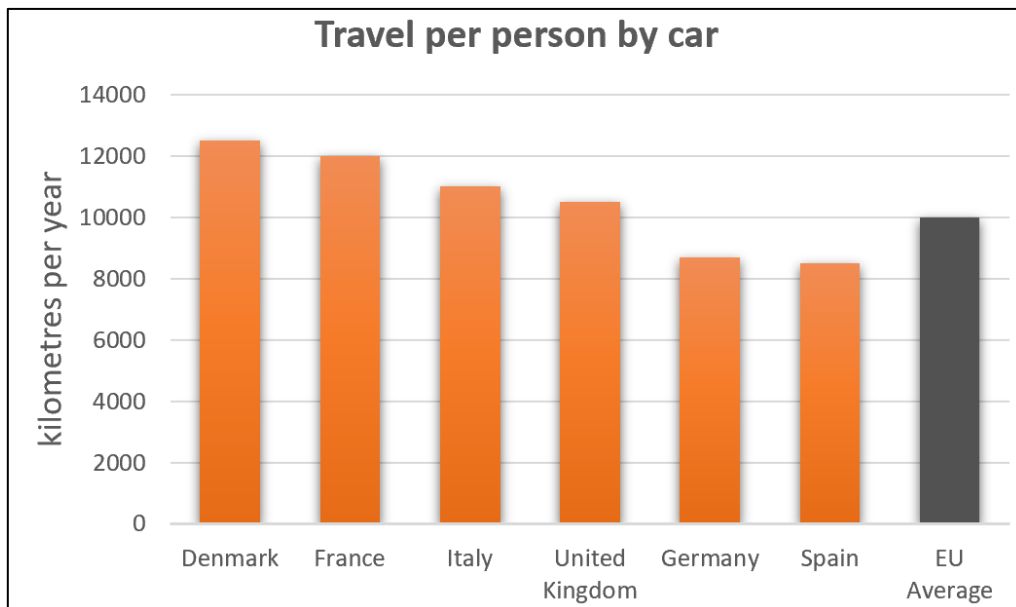
Model answer

The bar charts give information about methods of travel and commuting times for six European countries, as well as the average figure for the European Union. From the information, we can see that car use is highest in Denmark at about 12,500 kilometres per person a year, and lowest in Spain and Germany.

Perhaps surprisingly, the Danish also make far greater use of alternative transport than people in other countries, travelling over 3,000 kilometres a year by bus, tram, metro or bike, which is more than double the EU average. By comparison, the British and French travel less than a third of that distance by public transport.

When it comes to commuting times, British drivers spend about 47 minutes each day travelling to work, which is more than any other country. In Denmark and Italy, on the other hand, where many more people use public transport, commuting times are significantly lower.

Writing Task 1 – Academic Sample # 11

USEFUL ADJECTIVES

Adjectives can be used to demonstrate your range of vocabulary. **Adjectives** describe nouns and usually come **before** the noun.

Note: these verbs are also commonly used as nouns.

- *to rise / a rise*
- *to increase / an increase*
- *to decline / a decline*
- *to fall / a fall*
- *to drop / a drop*
- *to peak / a peak*
- *to decrease / a decrease*
- *to dip / a dip*

You should spend about 20 minutes on this task.

The graph gives information about male and female gym membership between 1980 and 2010.

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

Write at least 150 words.
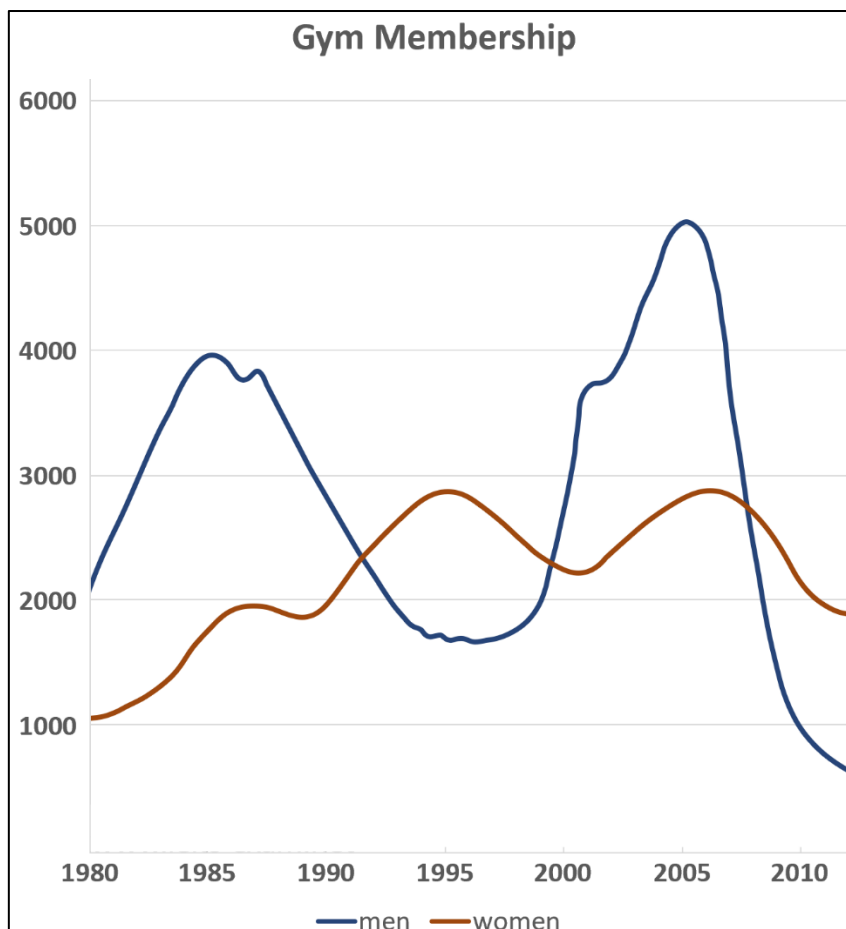
Model answer

The line graph shows male and female gym membership over a thirty-year period. The vertical axis represents the number of members in units of 1,000. The horizontal axis represents the period from 1980 to 2010.

Overall, the graph indicates that there were greater fluctuations in gym membership among men than among women. The number of male members started the period at just over two thousand and reached highs of four thousand in 1985 and five thousand around 2005. The lowest rates were between 1993 and 1997 and more recently in 2010 when the rate dipped as low as one thousand.

Female gym membership began lower at one thousand, doubled by 1984, and then fluctuated between two and three thousand for the remainder of the period. When male rates were at their lowest, female rates were higher. This was particularly true between 1993 and 1997 when over three thousand women held gym membership.

In brief, there were marked differences in rates of male and female gym memberships in the period covered.

Writing Task 1 – Academic Sample # 12

Interpreting data

- Before you begin, analyse the graph carefully and **identify** key information.

- When writing your answer, **avoid repetition** by varying your language.

- Begin with an **introductory statement** and end by **drawing a conclusion** about any overall trends.

You should spend about 20 minutes on this task.

The pie charts compare ways of accessing the news in Canada and Australia.

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

Write at least 150 words.

CANADA

AUSTRALIA

■TV   ■Radio   ■Print   ■Online   ■Not specified
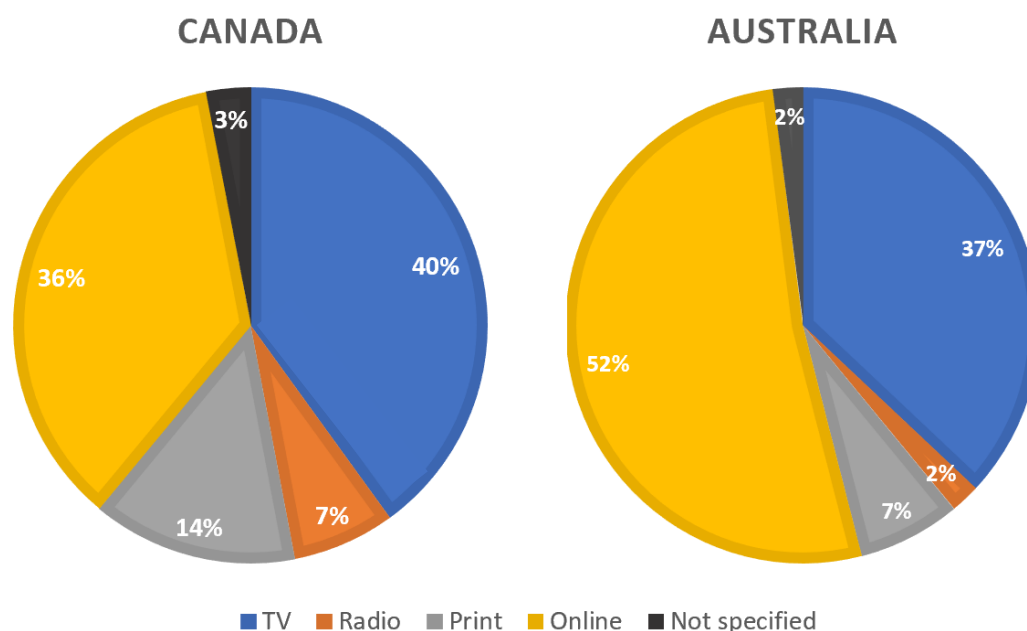
 Model answer

The pie charts show the principle ways of finding out the news in two different countries, Canada and Australia. The two nations show broadly similar patterns, though there are some differences, both significant and minor.

One of the most prominent features of this data is that, while in Canada over a third of people access the news online, in Australia the figure is more than half, at 52%. It is apparent that viewing the TV news is popular in both countries, with about two fifths of Canadian population favouring this mode of delivery and only 3% fewer in Australia. One major difference between Canada and Australia is that over twice as many people read the news in print in the former, compared with the latter. The figures are 14% and 7% respectively. Similarly, listening to the news on the radio is preferred by three times more people in Canada than in Australia.

Overall, it can be said that the high levels of internet use in Australia mean that other methods such as radio and print are used less in comparison with Canada.

Writing Task 1 – Academic Sample # 13

IELTS Writing Task 1 Tips

When describing the data in pie charts, use a variety of ways to describe the numbers, for example, use a mixture of percentages and fractions, to show the range of your language. Use modifiers, such as *almost*, *just over* and *approximately* if the figures are not exact fractions.

You should spend about 20 minutes on this task.

The chart below shows the proportions of graduates from Brighton University in 2019 entering different employment sectors.

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

Write at least 150 words.

Employment sectors of graduates from Brighton University, 2019
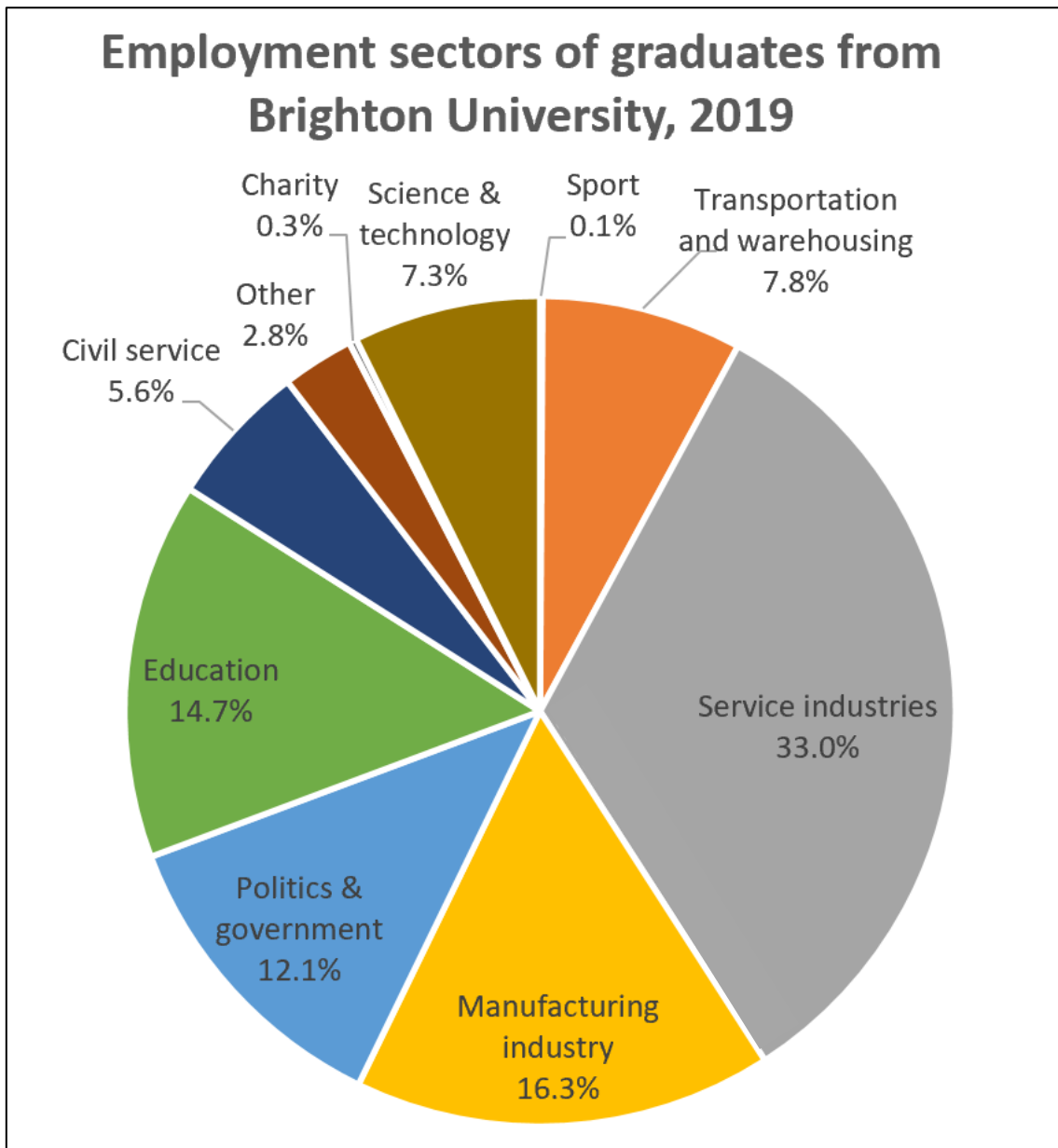
Model answer

The pie chart illustrates the career choices of Brighton University's 2019 graduates, giving the percentages who worked in each of various sectors after finishing university. Overwhelmingly, industry and government were the most popular choices.

Just under half the students went into industry, with service industries attracting more Brighton graduates than any other sector by far — almost a third (33.0%). About half that number (16.3%) took jobs in manufacturing.

Politics and public service were the next most popular choice, accounting for nearly a fifth of graduates. Just over 12% went into politics and a further 5.6% chose the civil service. The other significant career choices were education (about 15%) and two others: transportation and warehousing, with 7.8%; and science and technology with 7.3%.

The least popular choices included work in the charitable sector and careers in sport, both of which were chosen by well under 1% of graduates. Finally, 2.8% entered work in other, unspecified, sectors.

Writing Task 1 – Academic Sample # 14

IELTS Writing Task 1 Tips

When you write a report of a process in IELTS Writing Task 1, you should only use important information from the diagram. Do not give your own opinion or use information that is not important.

You should spend about 20 minutes on this task.

The diagram illustrates how bees produce honey.

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

Write at least 150 words.
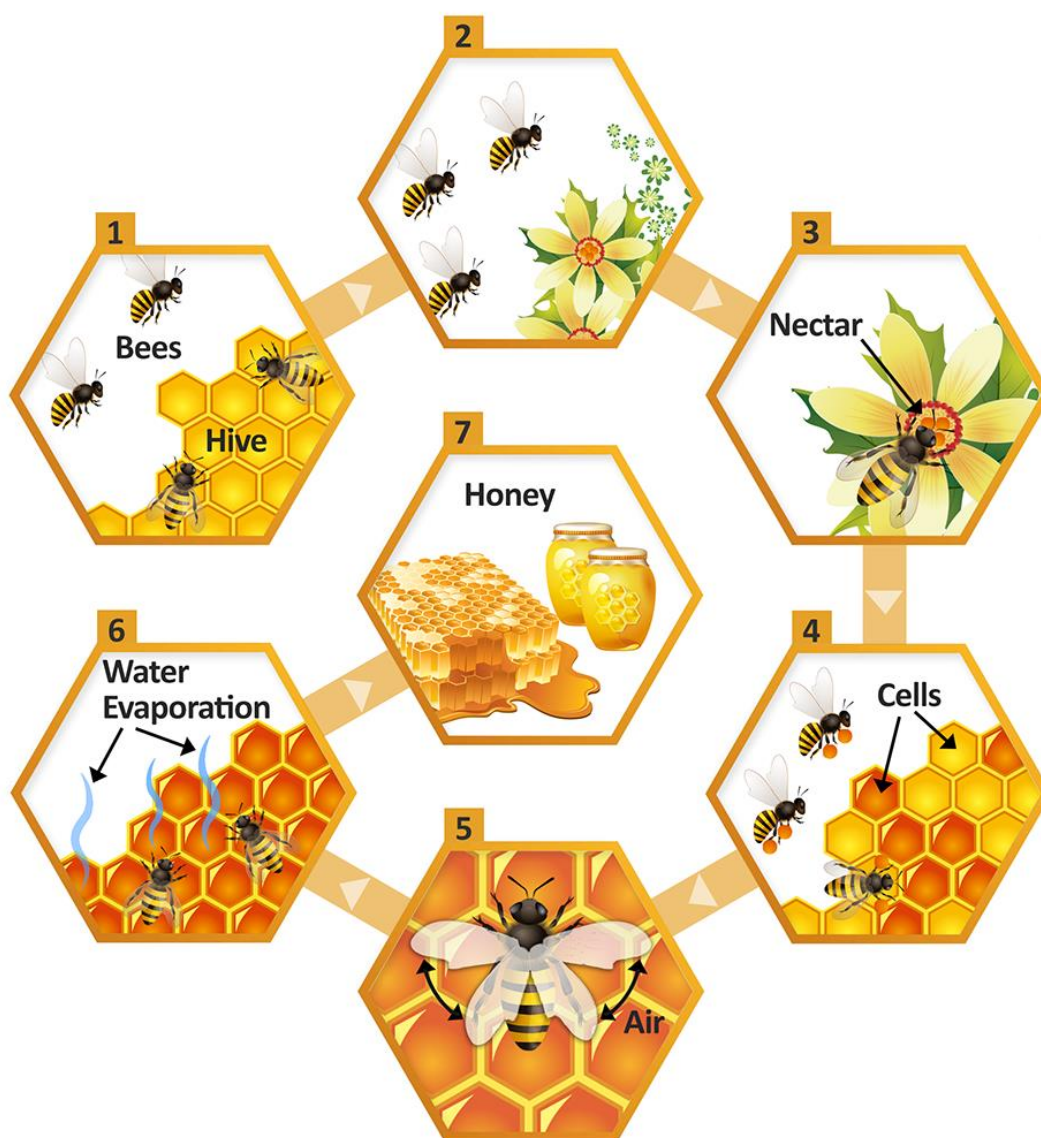
Nectar: a sweet liquid produced by flowers
Hive: a container where bees live
Evaporation: water changing to gas

Model answer

The diagram shows the seven most important stages in the making of honey by bees. The process begins with the honey bees building a hive, and then finishes when the honey is ready to be collected and used.

Firstly, the bees have to build a container. This is called a hive and it consists of many individually built cells. Next, the bees leave the hive in order to search for flowers. When they find a suitable flower, they collect the nectar from it, which is used to make honey.

The nectar is then taken back to the hive where the production process can begin. First, it is put into cells. Then, following this, the nectar must be cooled down. In order to do this, the bees fan the nectar-filled cells with their wings. As a result, the nectar loses its water content and then finally, the honey is produced.

Writing Task 1 – Academic Sample # 15

IELTS Tips

Make sure that you focus on the dates/times given in this kind of task as they will help you determine which tenses are most appropriate. For example, if the second map says 'Now' then you are likely to be using past simple and present perfect to describe the changes.
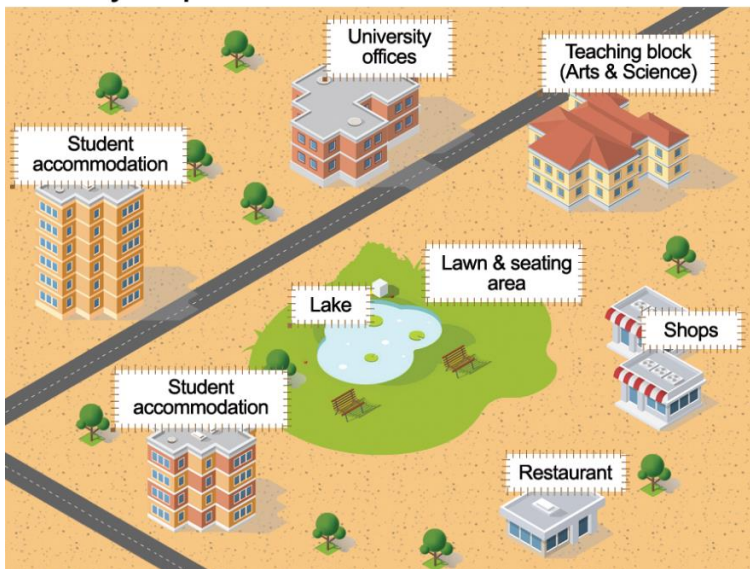
You should spend about 20 minutes on this task.

The maps show improvements that have been made to a university campus between 2010 and the present day.
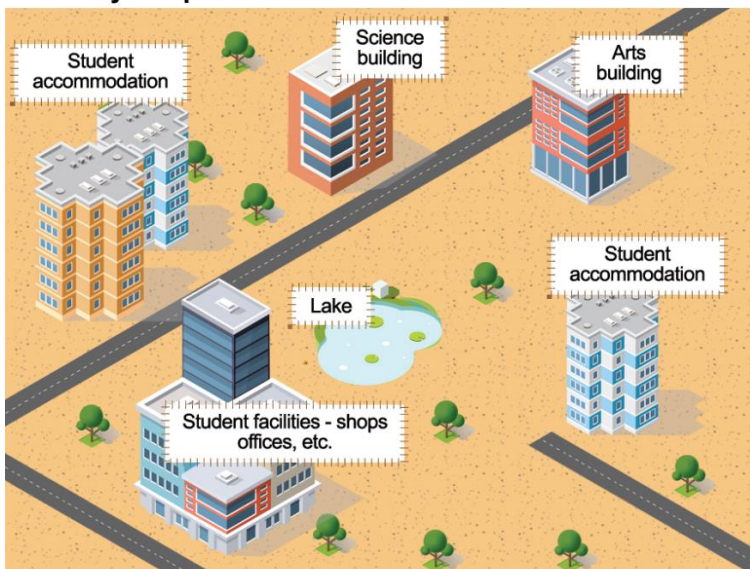
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Model answer

The two maps show the development of a university campus from 2010 to the present day. It can be seen from the maps that the campus has been improved and extended, with much more student accommodation and facilities than previously.

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

Writing Task 1 – Academic Sample # 16

IELTS Writig Task 1

As you look at a graph/table/chart for the first time, ask yourself:

- Are there any common trends in the graphical information?

- Does any of the information differ from the rest in an obvious and significant way? If so, how?

- Is there anything that two or more categories have in common?

- Is there anything that only happens once?

You should spend about 20 minutes on this task.

The graph shows the number of visitors to four international museums between 1980 and 2015.

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

Write at least 150 words.
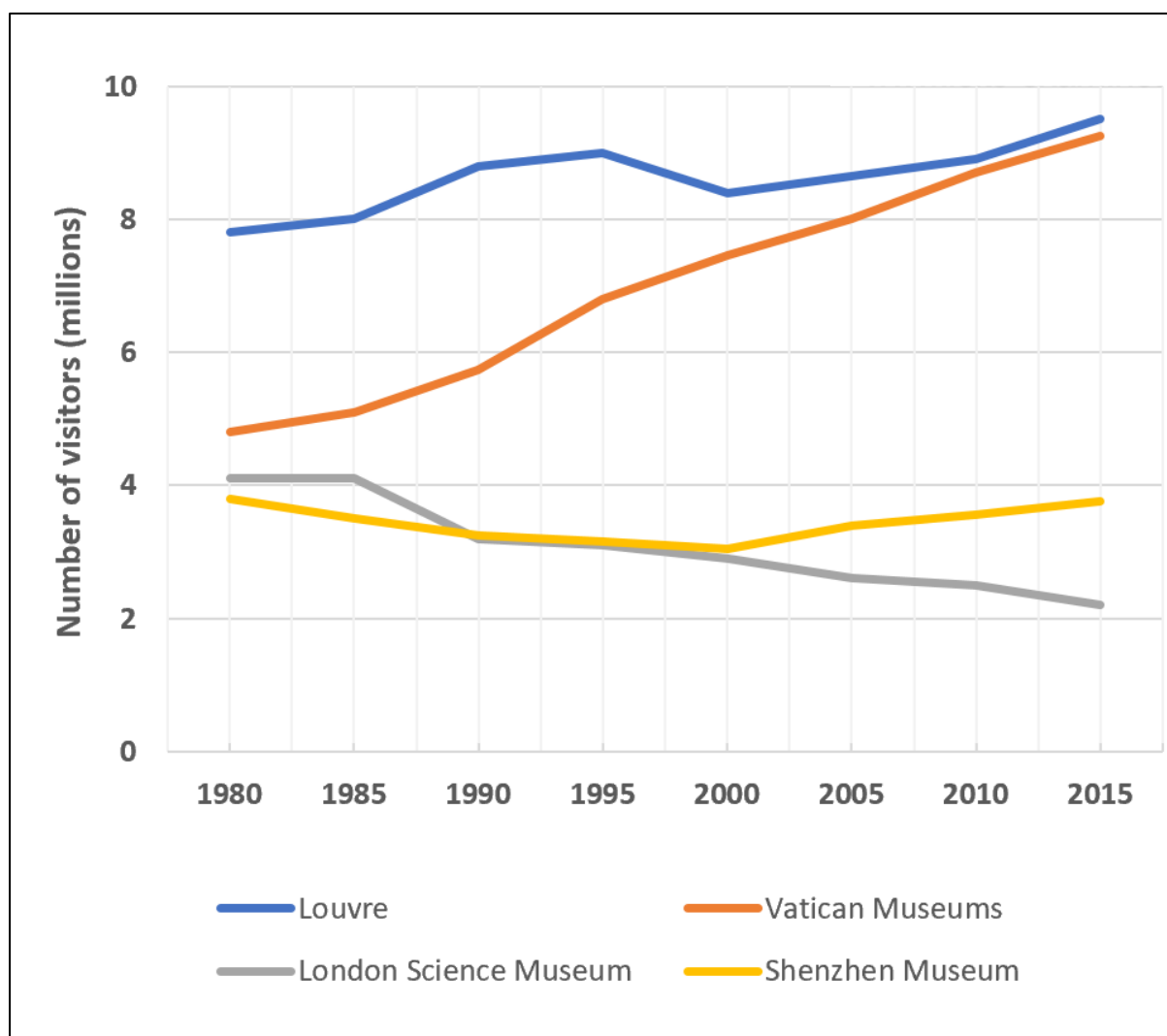
Model answer

The line graph shows how many people visited four museums in different countries in the world between 1980 and 2015.

All in all, the Louvre Museum was the most popular, with between approximately 8 and 9 million visitors each year. The least popular were the Shenzhen and the London Science Museum, with no more than 4 million visitors each year.

The number of visitors to the London Science Museum decreased slowly from just over 4 million in 1980 to around 2 million in 2015. By contrast, the visitors to the Vatican Museum increased from just under 5 million in 1980 to around 9 million in 2015.

In addition, the number of visitors to the Shenzhen Museum stayed about the same over the thirty-five-year period. They fell from just under 4 million in 1980 to just over 3 million in 2000 and then rose to just under 4 million again in 2015.

Writing Task 1 – Academic Sample # 17

IELTS tips

When comparing two charts, we need to find which numbers you can compare because they are **similar** and which numbers you can contrast because they are **different**. Examples of this are high and low numbers, and numbers which show little or no change.

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.
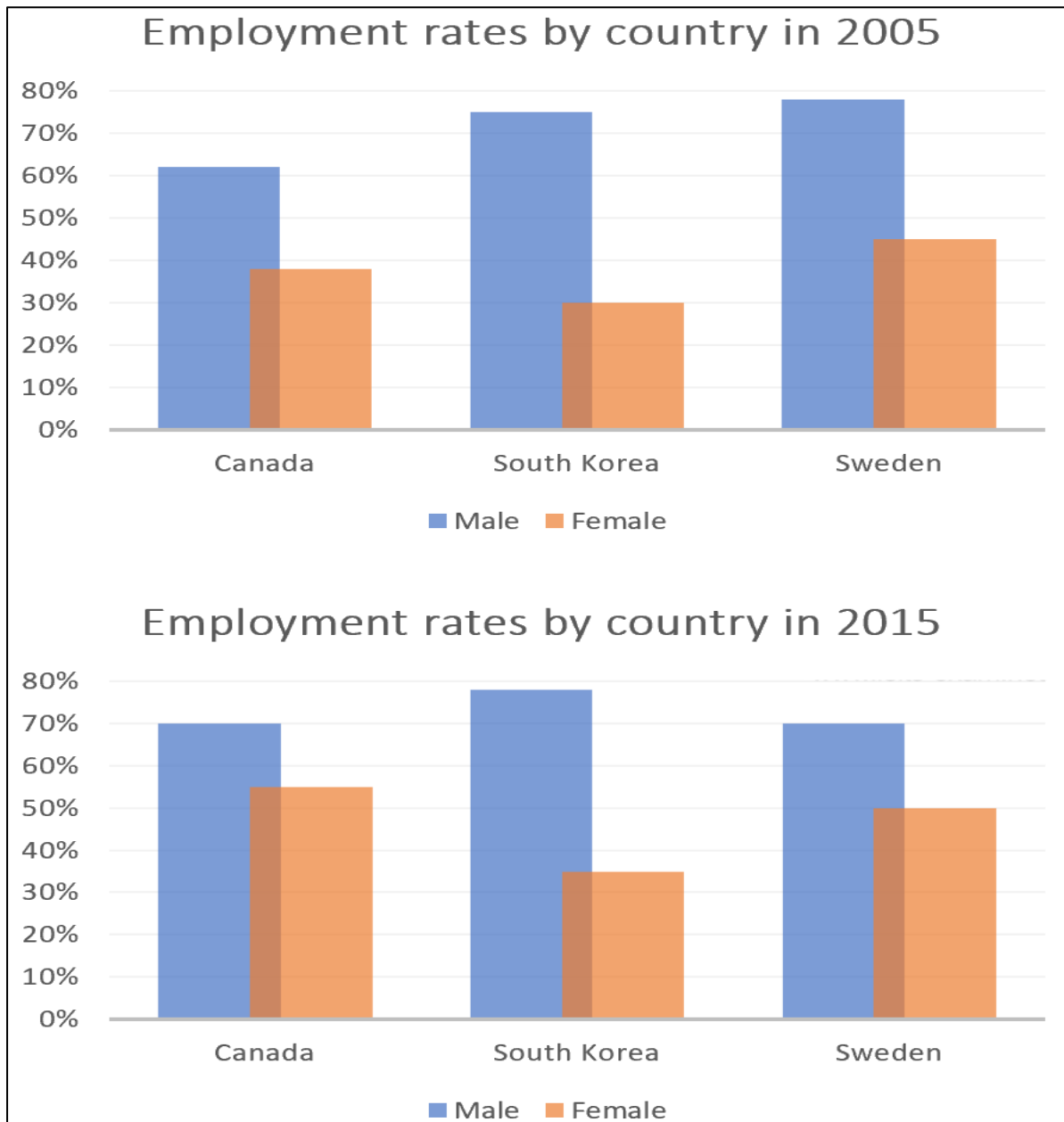
Model answer

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

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

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

Writing Task 1 – Academic Sample # 18

Exam tips

In IELTS Writing Task 1, you will be tested on your ability to use numbers, fractions and percentages accurately. It is important to use the correct fractions and percentages when completing Task 1.

For example:

- *just over 30% = about one-third*

- *approximately 50% = about half*

- *under 25% = less than one-quarter*

- *1 in 20 people = 5% of people*

You should spend about 20 minutes on this task.

The pie charts below show the devices people in the 18 to 25 age group use to watch television in Canada in two different years.

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

Write at least 150 words.
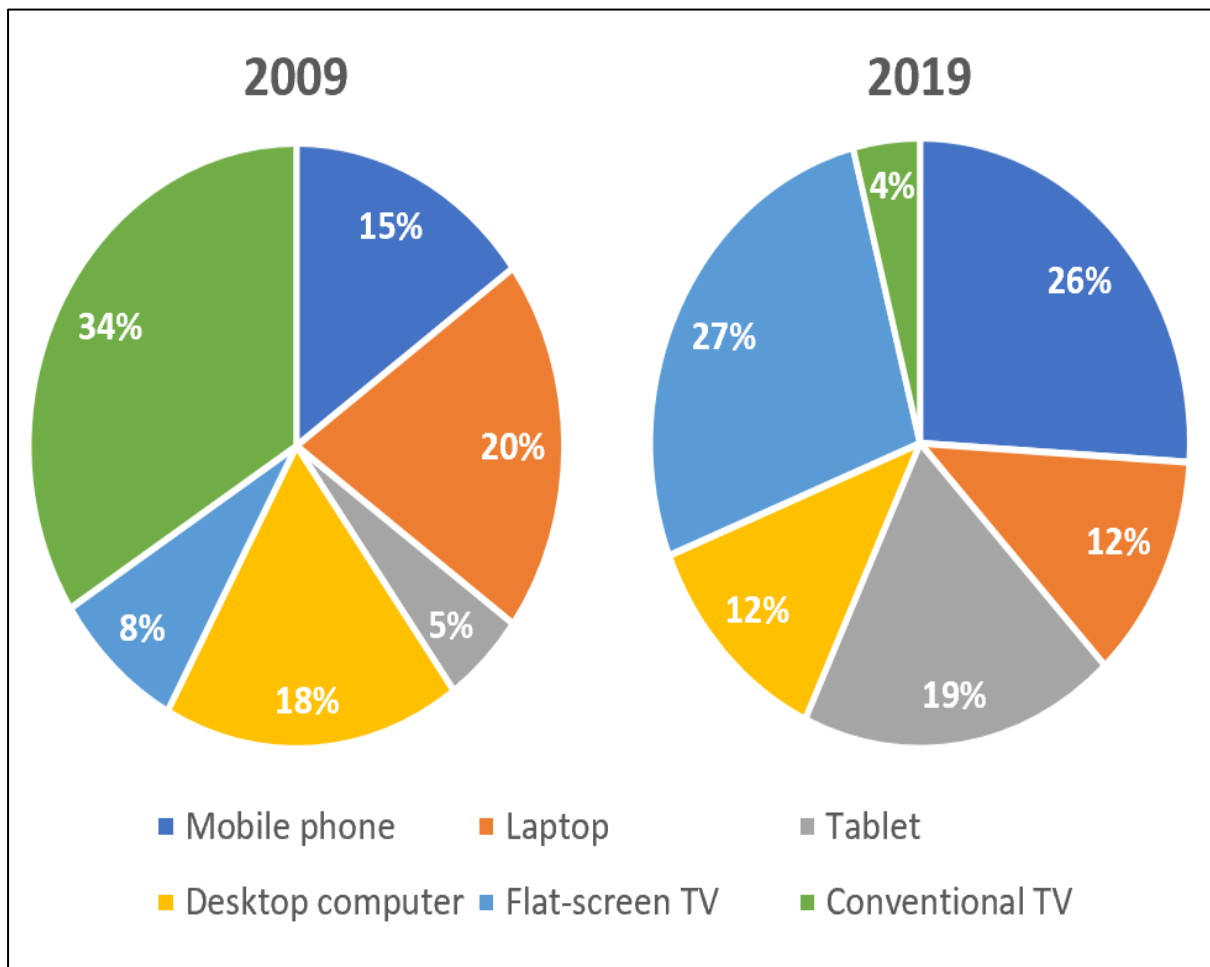
Model answer

The two charts illustrate the appliances that young adults in Canada use to watch television programmes and how this has changed over the ten-year period from 2009 to 2019. One of the key changes over this decade is the transition from conventional televisions to flat-screens, with the former falling from 34% to 4% and the latter rising from 8% to 27% for the period, making it the number one television device. The latter has replaced the former as the most popular TV viewing device.

Another general trend is that younger people are now watching television on smaller, more portable devices than in 2009. In particular, the use of mobile phones and tablets for viewing purposes has increased by almost three quarters to 26% and tablet use seeing an almost four-fold increase to 19%. This trend is reinforced by the number of 18 to 25-year-olds using computers for the TV viewing. Both desktop and laptop computers saw substantial falls in usage (around a third for both).

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

Writing Task 1 – Academic Sample # 19

IELTS Tips

Most table and bar chart-based Task 1 questions will ask you either to describe changes over time OR compare two or more sets of information. Sometimes you might have to do both. The language you need will vary depending on the type of task.

You should spend about 20 minutes on this task.

The table below shows the percentage participation of women in senior management in three companies between 1975 and 2015.

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

Write at least 150 words.

Percentage participation of women in senior management positions

	Eldan Ltd	Bamforth Ltd	Finsbury Ltd
1975	3%	9%	16%
1980	3%	11%	14%
1985	14%	13%	15%
1990	28%	15%	22%
2000	33%	17%	20%
2015	64%	46%	26%

Model answer

The table shows the percentage of women in senior management positions in three companies from 1975 to 2015.

While more women were in senior positions at Finsbury Ltd than the other two companies in 1975 at 16%, the trend was fairly erratic with a 2% drop to 14% in 1980, followed by a rise of 1% five years later. In 1990, women held 7% more top management jobs than in 1985. After a slight drop back to 20% in 2000, by 2015 26% of top posts were filled by women.

By contrast, at Eldan Ltd women fared much better. In 1975, 3% of senior posts were occupied by women with no change five years on. By 1985, the figure had increased to 14%, doubling to 28% in

1990. Ten years afterwards, there was a 5% increase in female senior management jobs with a near twofold jump in 2015 to stand at 64%, the highest for the three companies.

The situation was less remarkable at Bamforth Ltd than the other two firms except for the year 2015. In 1975, the percentage of senior posts held by women was 9% climbing at the rate of 2% in each subsequent period until 2000, after which it leapt to 46%.

From the data, it is clear that women dominated senior posts at Eldan by 2015.

Writing Task 1 – Academic Sample # 20

What to include in Task 1

For Task 1, you are required to write a description of what you see: this must be uncontroversial and evident to everyone who looks at the graphic. Where relevant, you are encouraged to make connections between different parts of the data, and to recognise broad trends and use these as the basis of your comparison.

However, there are a number of things you should avoid:

- Do not speculate about the reasons behind the data.

- Do not draw inferences.

- Do not make evaluations.

You should spend about 20 minutes on this task.

The graphs below show the number of medals won by the top five countries in the summer and winter Olympics.

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

Write at least 150 words.
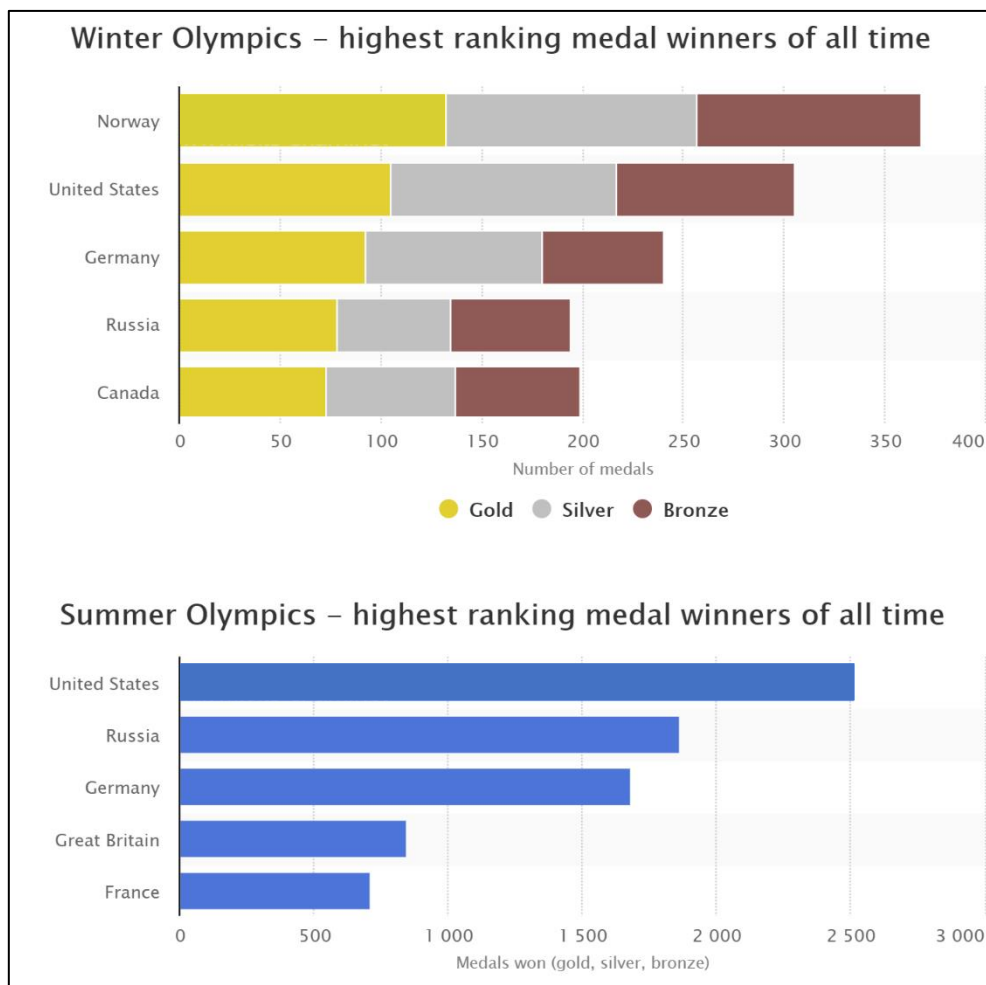
Model answer

The first bar chart shows which countries have won the most medals in the winter Olympics. It also states how many gold, silver and bronze medals each country has achieved. In contrast, the second graph shows which nations have won the most medals in the summer Olympics.

Overall, the first graph shows that in the winter Olympics, Norway has gained the most medals, winning approximately an equal number of gold, silver and bronze medals. It has won about 370 medals, whereas Canada, in fifth place, has won approximately 200 medals.

The results of the summer Olympics are quite different, however, with the USA having won the most medals. Overall, the USA has won just over 2,500 medals, a much higher number than the other four countries on the graph. Russia is the second highest, winning approximately 1,800 medals.

To summarise, the bar charts illustrate how many medals the highest-ranking countries have won in the summer and winter Olympics. The results of each Olympics are very different, with the USA, Russia and Germany being successful in both.

Writing Task 1 – Academic Sample # 21

Exam tips

What is Writing Task 1?

A writing task based on data. This can show statistical data presented in a graph, table or chart, or it can show visual data in plans / maps or a process diagram. Sometimes more than one set of data will be included.

What does Writing Task 1 test?

- *the clear organisation of your ideas*

- *the ability to write an overview of what the data shows*

- *the ability to express the information concisely and accurately*

- *the use of an appropriate academic style (formal or neutral) and a range of appropriate vocabulary and grammatical structures*

- *accurate grammar, spelling and punctuation*

You should spend about 20 minutes on this task.

The graph shows data on the manufacture of passenger cars in 2015.

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

Write at least 150 words.

World passenger car production, 2015
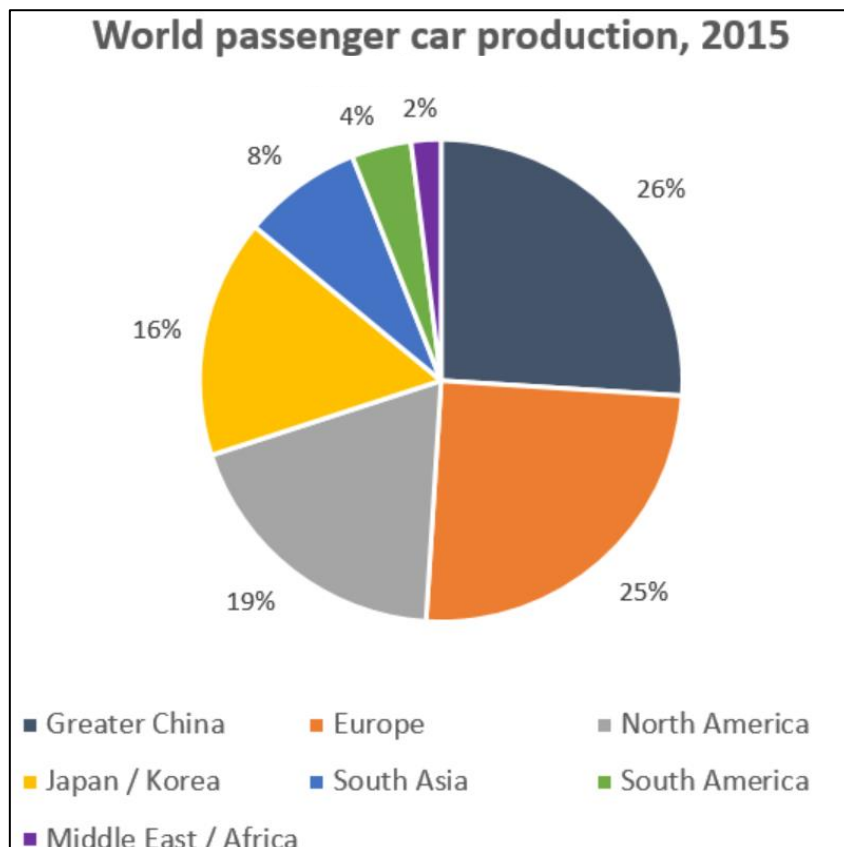
Model answer

The pie chart gives the percentage of passenger cars manufactured by different regions of the world. For the purposes of this data set, the world is divided into seven regions.

What stands out is that the regions of Greater China and Europe lead the way in terms of the manufacture of passenger cars, with 26% and 25% respectively. By contrast, very few cars are produced in the Middle East and Africa: just 2% originate from that area.

Turning next to the Americas, a sharp contrast can be seen between the Northern and Southern parts of the continent. Whereas North America can boast 19% of the world's passenger car production, South America manufactures just 4% of this type of vehicle.

Finally, moving on to Japan and Korea, despite the fact that they are just two countries rather than a whole region, they account for a sizeable proportion of the total, at 16%.

Writing Task 1 – Academic Sample # 22

Planning your writing

- **Analyse the data**

    - Make notes on the Question Paper. You can use circles and arrows and underline whatever you like.
    - Remember you need to summarize the information and make comparisons where relevant.
    - Mark any points that you think it's necessary to include the main points. You don't need to include all the details.
    - Also notice, and mark, any comparisons which need making.

- **Organize your material**

    - Decide a logical order for your points.
    - Decide what to include in your overview in the introductory paragraph. Make sure the overview is strong.
    - Make sure you know how many paragraphs you are writing and what points to include in each.
    - Think about how you will be able to link the paragraphs as you write.

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

PEOPLE MOVING FROM RURAL TO URBAN AREAS
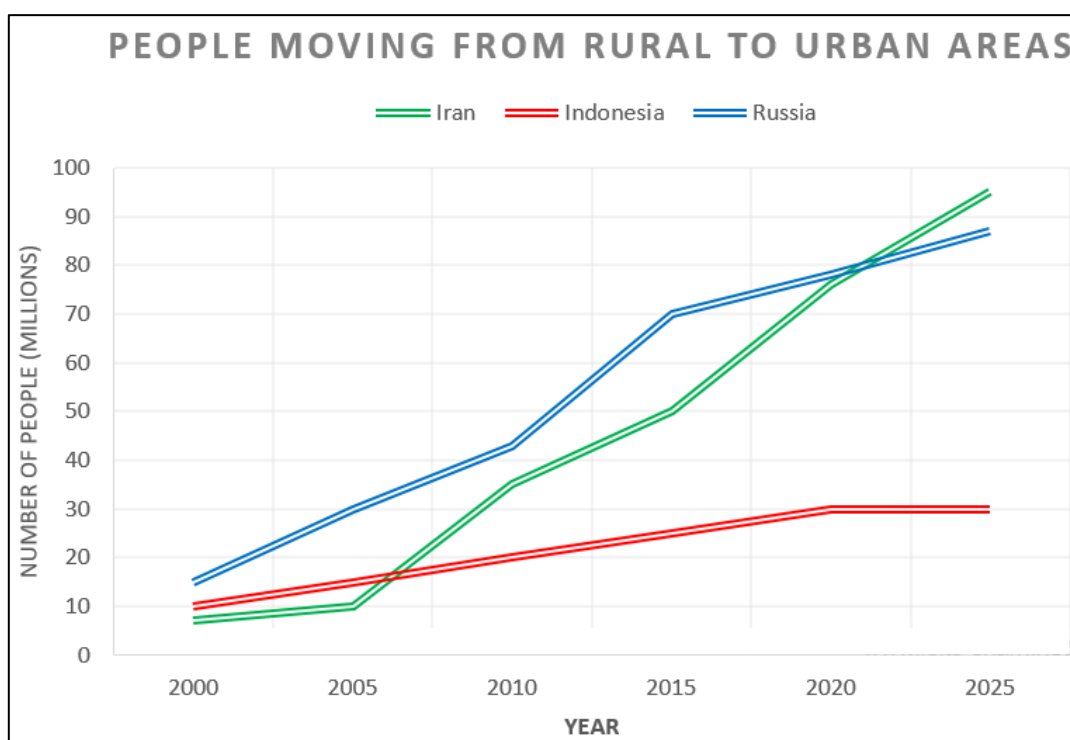
Model answer

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

All three countries began the period with similar numbers of urban migrants. Russia started with the most migrants (around 15 million) and over the period sees significant increases, particularly between 2010 and 2015 (around 42 to 70 million) with this upward trend predicted to continue (reaching approximately 86 million by 2025). Similarly, Iran after a slow start between 2000 and 2005 sees a dramatic rise in urban migration, and after 2015 is predicted to see an even more dramatic increase, surpassing Russia's figures in 2020 reaching around 95 million by 2025. However, Indonesia bucks the trend somewhat. Whilst consistently steady between 2000 and 2020, its growth is far less dramatic than the other two countries (10 to 30 million). Furthermore, post 2020, it is predicted to level off at around 30 million.

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

Writing Task 1 – Academic Sample # 23

Exam tips: Writing an introduction

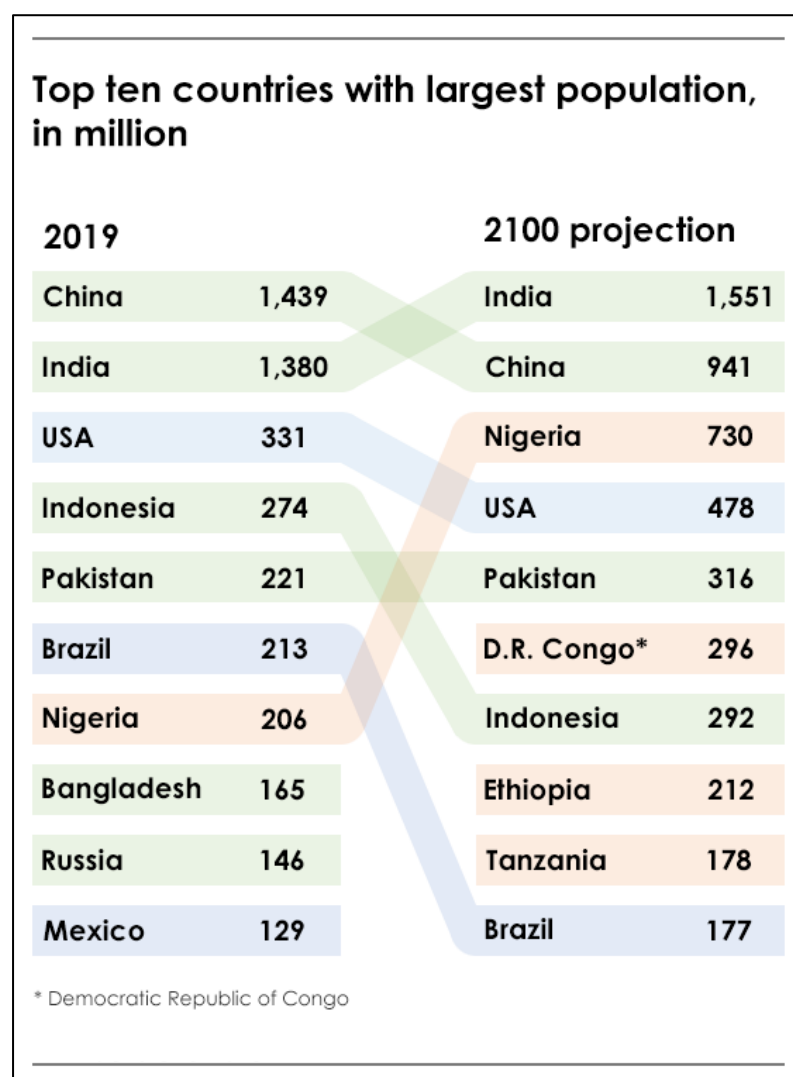Use the following structure for the introduction to a Task 1 answer:

- One sentence to explain what the table shows. (Use different words from the words used in the heading for the table wherever possible.)

- One or two sentences summarizing the information shown in the table.

- Do not include details in the introduction. Save the details for the main part of your text, after the introduction.

You should spend about 20 minutes on this task.

The table below shows top ten countries with largest population in 2019, and how it is projected to change by 2100.

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

Write at least 150 words.

Top ten countries with largest population, in million

2019		2100 projection	
China	1,439	India	1,551
India	1,380	China	941
USA	331	Nigeria	730
Indonesia	274	USA	478
Pakistan	221	Pakistan	316
Brazil	213	D.R. Congo*	296
Nigeria	206	Indonesia	292
Bangladesh	165	Ethiopia	212
Russia	146	Tanzania	178
Mexico	129	Brazil	177

* Democratic Republic of Congo

Model answer

The table compares the population of the world's top ten countries in 2019 with projected numbers in 2100.

In 2019, China had the highest population of 1,439 million, with India second on 1,380 million. However, by 2100, India is projected to have the highest population of 1,551 million with China second on 941 million - down 498 million since 2019. Although the USA is projected to increase its population from 331 million to 478 million, it steps down from third to fourth place, being overtaken by Nigeria, which moves up from seventh place with 206 million, to a total of 730 million, representing a massive increase of 524 million. Brazil drops from sixth place in 2019 with 213 million, down to tenth in 2100 on 177 million - a decrease of 36 million.

Three of the ten most populous countries in the world will no longer be among the top ten in 2100, and all three will be supplanted by rapidly growing nations in Africa.

Except for China and Brazil, all other projections show an increase between 2019 and 2100, but there is a significant shuffling of position by some countries, the elimination of others, and the introduction of new contenders for a top-ten placing

Writing Task 1 – Academic Sample # 24

IELTS Writing Task 1: Describing a Process or an Object

Although interpreting and presenting data is the most common task type for Task 1 of the Writing module, two other tasks are possible. In one, you are given a diagram and asked to describe a process or to explain how something works. In the other, you have to describe an object or a series of events.

You might be required to describe an object and how it works or describe and compare two or more objects. This type of task is less common.

You should spend about 20 minutes on this task.

The diagrams below give information about the manufacture of frozen fish pies.

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

Write at least 150 words.

A fish pie

Fish pie production line
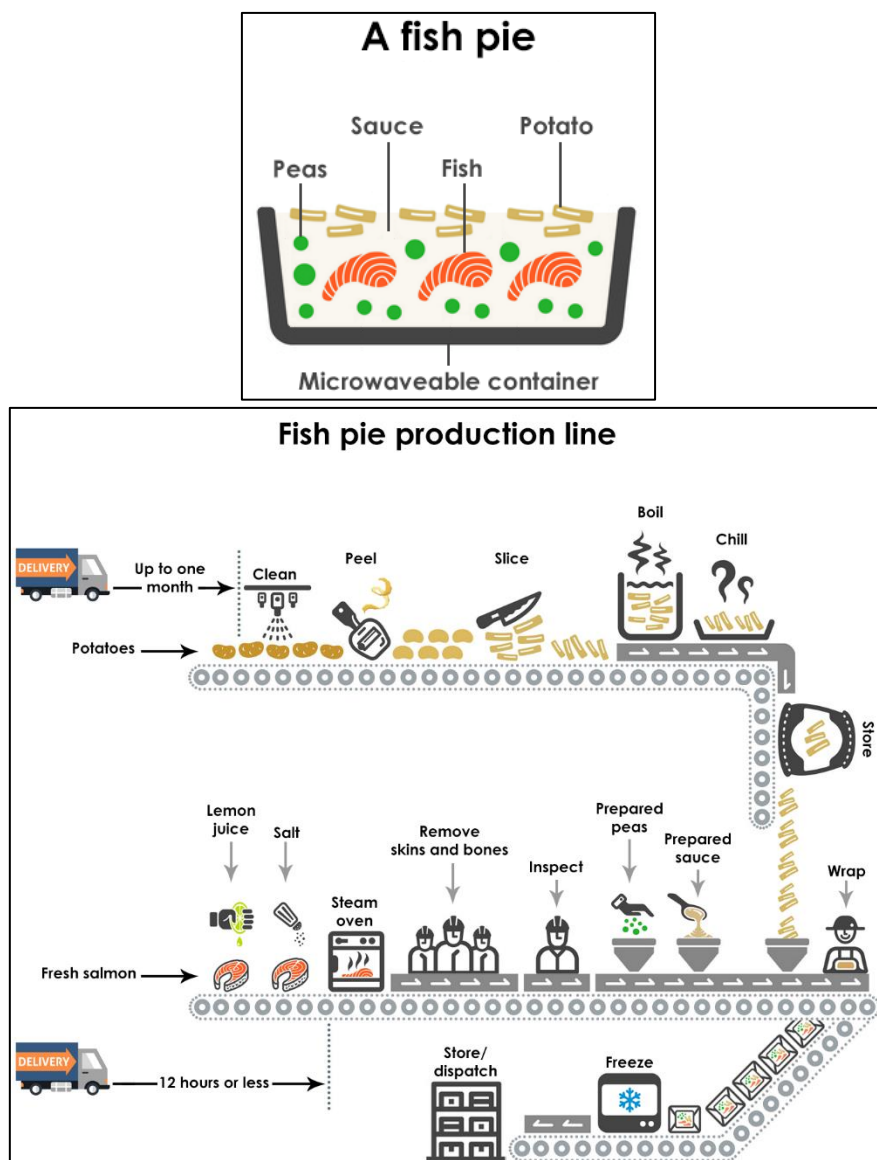
Model answer

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

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

Writing Task 1 – Academic Sample # 25

TIPS

- Make sure you understand exactly what the visual shows. You get this key information from two sources: the first sentence of the task itself and the title of the visual(s).

- Start with an introductory sentence which summarises what the visual shows. Don't simply copy down what's in the question, this is a waste of your time.

- Take some time before you start writing to look for any improvements, reductions, fluctuations and similarities. Report the most striking point first.

- Give data to support the claims you make by citing specific percentages. But you don't need to quote exact figures for every point. You will gain marks for showing that you can be selective.

- Don't write too much: 150-200 words will be enough. You won't be given any extra marks for writing a longer piece, and you need to leave enough time for Task 2.

You should spend about 20 minutes on this task.

The table below shows the results of surveys in 2005, 2010 and 2015 about McGill University.

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

Write at least 150 words.

Percentage of students giving good ratings for different aspects of McGill University

	2005	2010	2015
Teaching quality	74	72	78
Library resources	86	88	87
Student services	54	81	95
Range of modules offered	39	31	25
Sports and social facilities	65	65	65

Model answer

The table shows the change in attitude, over ten years, of students at McGill University to different aspects of its academic provision.

Overall, the most striking set of statistics relate to approval for student services. There was a sharp increase in the number of students giving these services a good rating, particularly in the first five years: from 54 percent in 2005, to 81 percent in 2010, and 95 percent in 2015. There was also an overall improvement in ratings for teaching quality, though the increase was relatively small (74

percent in 2005 rising to 78 percent in 2015) and there was a decline in the interim (72 percent in 2010). There was also a fluctuation in attitudes to library resources, rising from 86 percent to 88 percent in the first five years and then falling by one percent in 2015. Good ratings for the university's sports and social facilities were identical throughout, at 65 percent. Finally, there were poor ratings at the beginning of the period for the range of modules offered (39 percent in 2005) and they got worse, falling steadily to 31 percent in 2010 and 25 percent in 2015.

Writing Task 1 – Academic Sample # 26

TIPS

- Whether you have to describe a graph, table or chart, think carefully about what you need to include in your description. Don't describe every detail of the information. Choose the most important and interesting features to write about.

- Support your description with figures, but you don't need to give every number exactly. You can be approximate by using words like 'over', 'about' and 'around'.

You should spend about 20 minutes on this task.

The table below shows the percentage use of four different fuel types to generate electricity in five Asian countries in 2005.

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

Write at least 150 words.

Fuel type used to generate electricity (%)

	Nuclear	Coal & lignite	Petroleum products	Hydro & wind	Other
Malaysia	19	61	2	5	13
Singapore	13	42	3	3	39
Thailand	0	3	36	19	42
South Korea	33	5	3	48	11
Japan	49	6	3	3	39

Model answer

The table shows different sources of fuel for producing electricity and their percentage use in five Asian countries in 2005. Generally, the five countries showed a significant difference in their patterns of consumption. Taking nuclear fuel first, Japan had the highest percentage at 49%, with South Korea second at 33%. In marked contrast, Thailand used no nuclear power at all. Turning to Coal and Lignite, Malaysia and Singapore used this to generate a large proportion of their electricity (61% and 42% respectively), a much higher percentage than the remaining countries.

Regarding Petroleum products, Thailand produced 36% of its electricity from this source. In comparison, the other countries only generated 3% or less of their electricity from this fuel. However, Hydro and Wind reveal another pattern with South Korea producing almost half of its electricity (48%) this way (over twice as high as Thailand which had the second highest percentage at 19%). Finally, a significant amount was produced from other sources with three countries (Singapore, Thailand and Japan) generating around 40% of their electricity from other fuels. Overall, it can be seen that there was a significant variation in which fuels countries used to generate their electricity.

# Writing Task 1 – Academic Sample # 27

Useful language

- In the introduction you can use: *The diagram/picture/chart shows/illustrates/describes/depicts the process of/how ...*

- Find a starting point and write the process as a series of steps.

- Useful connecting words you can use are:

    o **Adverbs**: *first/firstly/first of all, secondly, thirdly, then/next/after that/following that/ following on from this/subsequently/subsequent to that, finally*

    o **Prepositions**: *At the beginning of ...; At the end of ...*

- Use the present simple to describe processes.

- The agent is not usually mentioned unless a task is performed by a particular person.

- When describing a cycle, you can conclude: *The cycle then repeats itself/is then repeated.*

You should spend about 20 minutes on this task.

The diagram below shows the recycling process of aluminium cans.

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

Write at least 150 words.
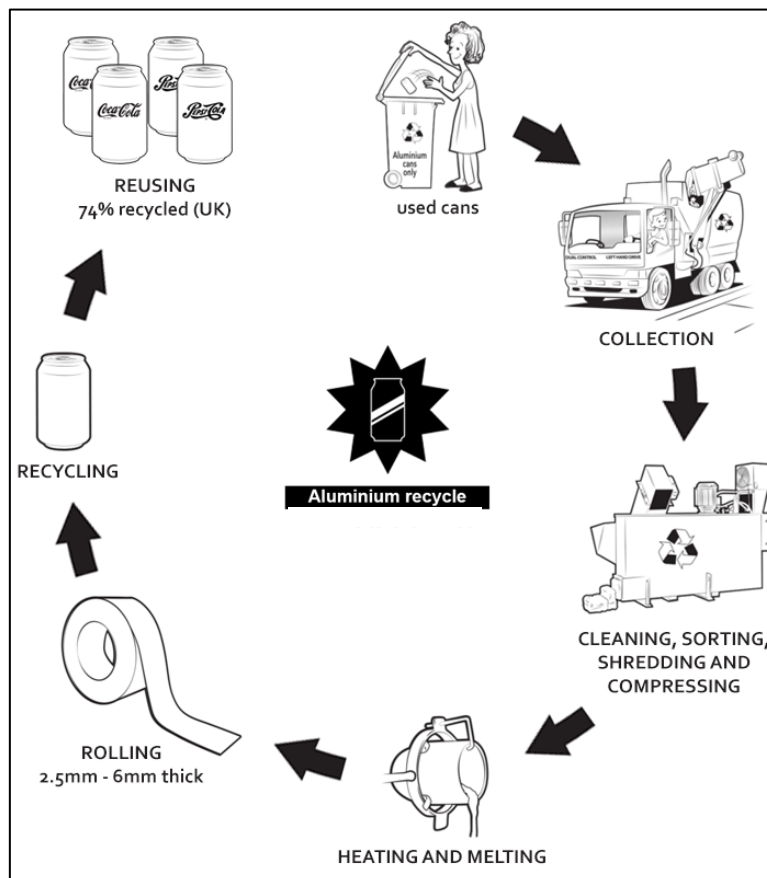
Model answer

The diagram illustrates how aluminium cans are recycled. First, the cans need to be taken to special collection centres instead of being thrown away with the normal refuse. The cans are collected from here and taken to a factory where they are first sorted and then cleaned. Next, the cans are shredded and crushed in a special machine.

The metal is then heated to a high enough temperature to allow the aluminium to melt. It is then rolled out flat to a thickness of between 2.5mm and 6 mm, depending on what it is going to be used for. The aluminium is now ready to be recycled into new packaging, such as drink containers. Finally, the new cans are delivered to a soft drinks factory where they are filled. The cans can now be sold to the public and reused. In the UK, 74 per cent of all aluminium cans that are sold are recycled.

Writing Task 1 – Academic Sample # 28

Strategies for IELTS Writing Task 1

- The first Writing task might ask you to describe an object, and/or describe a process.

- Read the instructions very carefully so you know exactly what you have to do.

- Look at the picture/diagram very carefully so you understand what the object or process is.

- Always make a paragraph plan, including the examples and relevant supporting data you intend to use.

- Make sure you include all the main information from the picture/diagram in your description.

You should spend about 20 minutes on this task.

The diagram below shows a possible future means of home energy production.

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

Write at least 150 words.

Don't buy electricity - make it yourself!
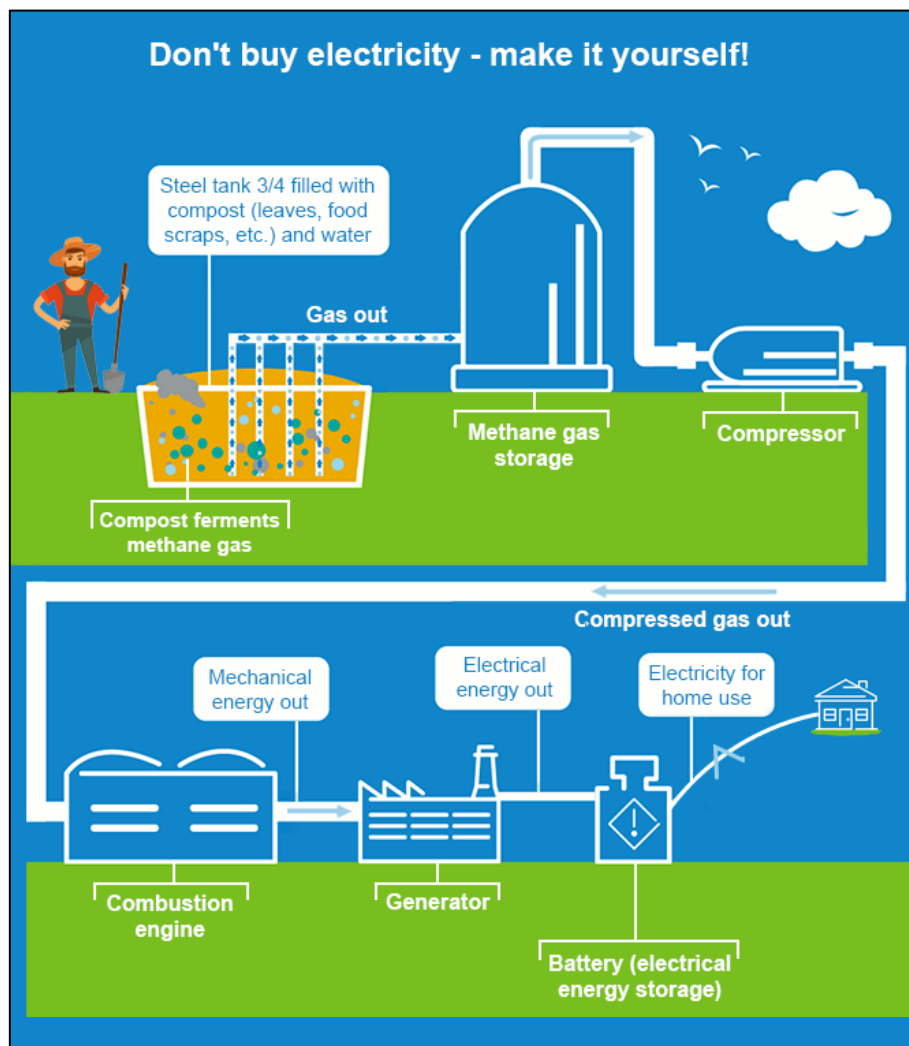
Model answer

The diagram shows a process for producing electricity for home use. The equipment consists of a large tank, boxes and pipes that would be able to fit into a garage-sized room.

Electricity is produced using methane gas, generated from a mix of compost and water in a large steel tank. The tank is about the same height as a person and about twice as wide. Methane rises to the top of the tank and is collected and stored in a gas storage system. The stored gas is the fuel source used in the energy conversions that happen next.

Once compressed in a gas compressor, the methane fuels a combustion engine, which in turn produces mechanical energy. Having been transferred to a generator, the mechanical energy is then transformed into electrical energy, which is then stored in a battery. At this stage the electricity is ready for home use.

# Writing Task 1 – Academic Sample # 29

IELTS Tips

Note that the number of words in this sample is 178. Always write at least 150 words but do not go much over this figure as you will not get any extra marks and you will use up time which you can better spend on doing Task 2.

You should spend about 20 minutes on this task.

The maps below show the changes that have taken place at Queen Mary Hospital since its construction in 1960.

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

Write at least 150 words.
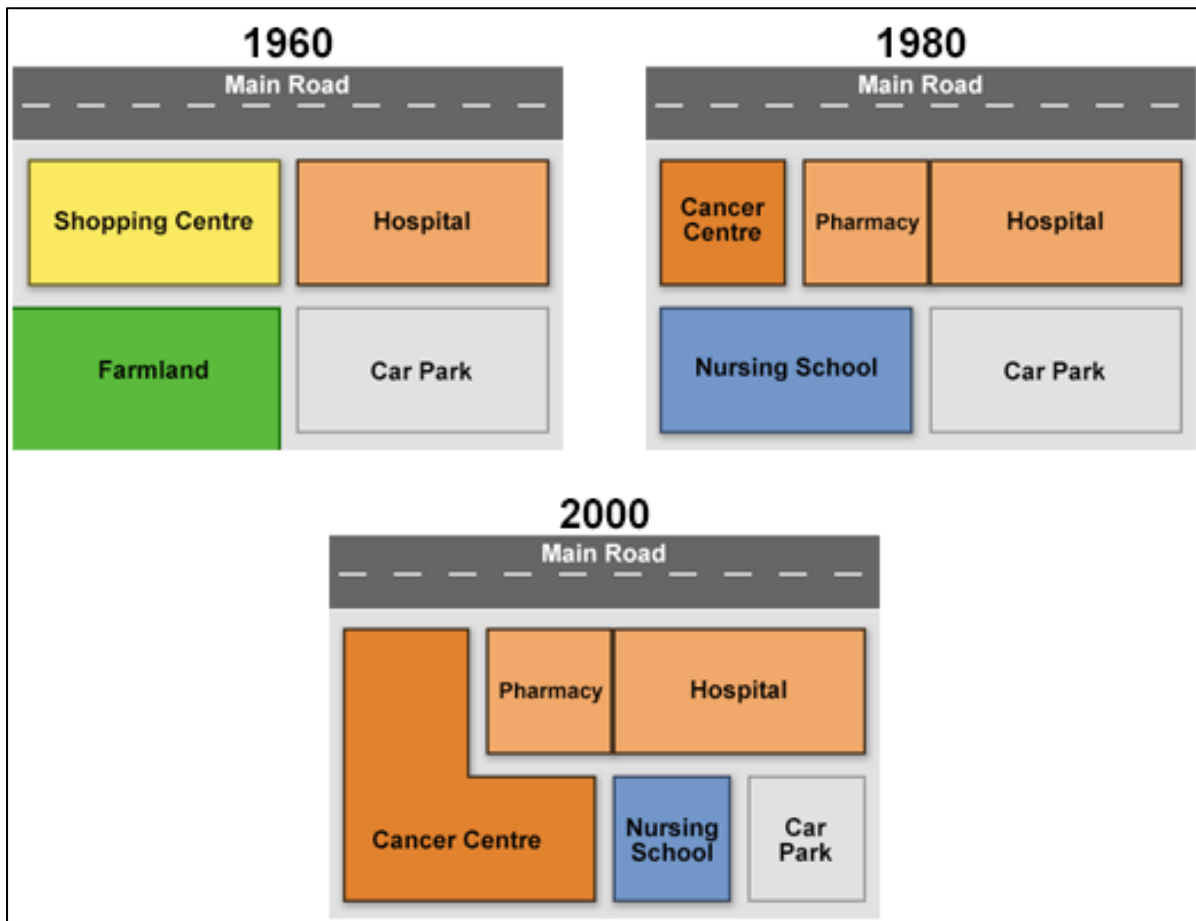
Model answer

The diagrams show Queen Mary Hospital at three different stages in its development: 1960, 1980 and 2000.

In 1960, the hospital was built close to a main road and next to a shopping centre. A large area behind the hospital was turned into a car park, while the area behind the shopping centre was farmland.

By 1980, the shopping centre had been demolished in order to make way for two additional hospital building which became a pharmacy and a cancer centre. Furthermore, the hospital gained the farmland and converted it into a nursing school.

In 2000, the main hospital building remained unchanged but the cancer centre was extended to cover the entire nursing school. As a result of this, the original car park was divided into two so that it provided a smaller car park and a small nursing school.

During this period, the hospital has increased in size and, in addition to a new nursing school, a cancer centre has been created and extended. Hence the capacity of the car park has been reduced by a half.

Writing Task 1 – Academic Sample # 30

IELTS Tips

The majority of Task 1 questions in the IELTS exam are either a graph with trends or a graph with comparatives. However, there are two other possible types of questions:

- Describing a process (for example, how to produce chocolate)

- Describing a map (often of a city in two time periods)

You should spend about 20 minutes on this task.

The map below is of the town of Canterbury. A new school (S) is planned for the area. The map shows two possible sites for the school.

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

Write at least 150 words.
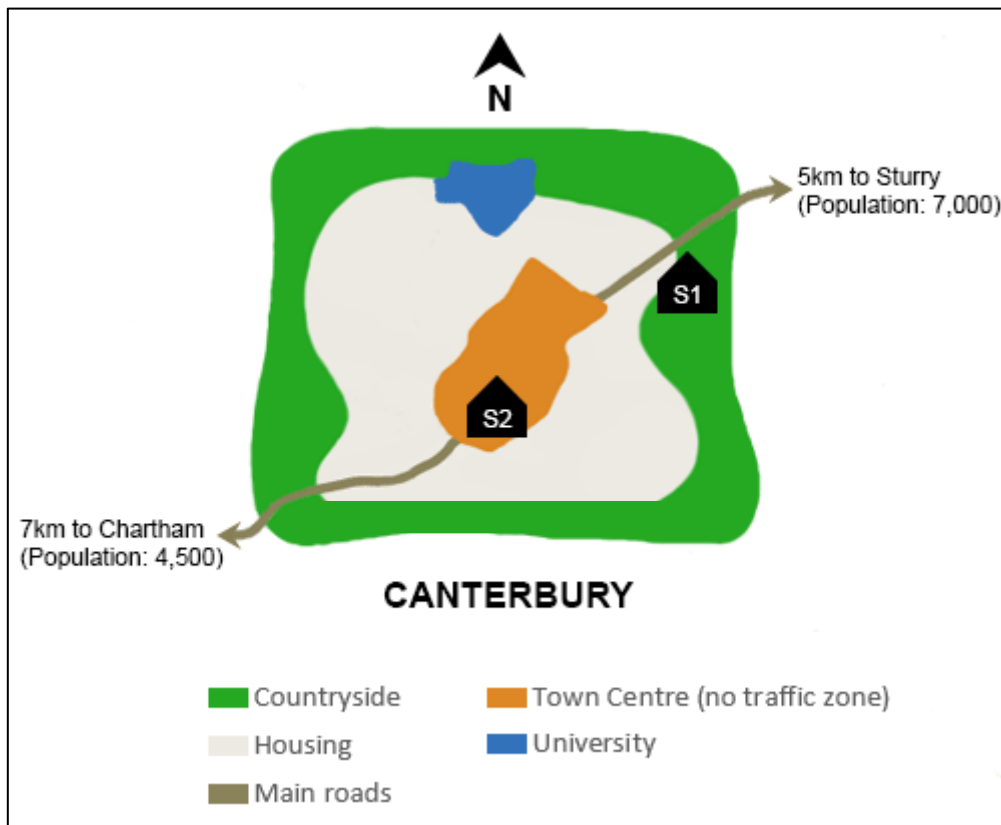
Model answer

The map shows two proposed sites for a new school for the town of Canterbury and the surrounding area.

The first site (S1) is situated in the countryside, to the north-east of the town centre. It is just outside the main housing area of the town and not far from the main road that links Sturry with Canterbury. It would therefore probably be in an ideal location for students coming from Sturry, which is only 5 kilometres away, and those who live on the east side of Canterbury. If there are students coming

from Chartham, which is 7 kilometres to the south-west, they would be able to reach the school by taking the main road that runs south-west of Canterbury.

The second site (S2) is located in the town centre itself. There are advantages of this: it makes it practically equidistant for students coming from either Sturry or Chartham. Moreover, it would presumably be relatively easy for students who live in the housing area around the town centre to reach the school. However, because of the no traffic zone in the town centre, no parent would be able to drive their child all the way to school. This may make travel arrangements difficult for some parents.