

What is in IELTS Academic Writing Task 1?

Practice 1 Fill in the gaps with the words in the box:

copy	explain	graph	visual	150	summarise	20	information-transfer
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- Academic Writing Task 1 is an _____ task where you describe what you see in the _____, and you are asked to _____, describe or _____ the information you see.
- You have _____ minutes to finish the task and you must write at least _____ words.
- If you are asked to use the information presented in the _____ you must be careful not to _____ it.

Practice 2 : Identify and discuss the main differences in Task achievement (A) for bands 5- 7

IELTS™

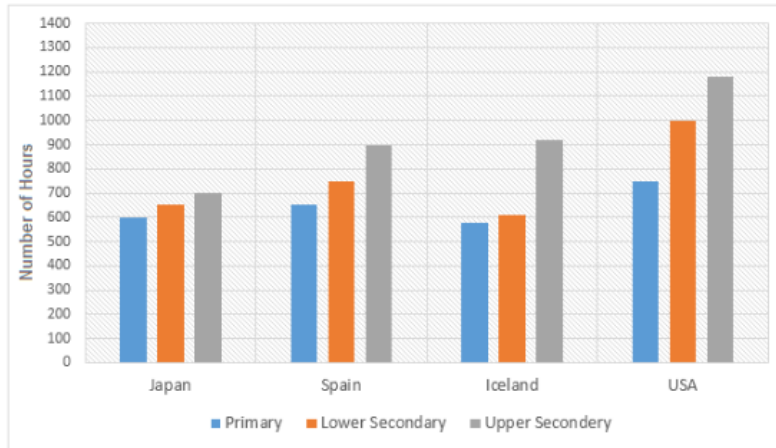
WRITING TASK 1: Band Descriptors (public version)

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> fully satisfies all the requirements of the task clearly presents a fully developed response 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skilfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> covers all requirements of the task sufficiently presents, highlights and illustrates key features/ bullet points clearly and appropriately 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> covers the requirements of the task (A) presents a clear overview of main trends, differences or stages (GT) presents a clear purpose, with the tone consistent and appropriate clearly presents and highlights key features/bullet points but could be more fully extended 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6	<ul style="list-style-type: none"> addresses the requirements of the task (A) presents an overview with information appropriately selected (GT) presents a purpose that is generally clear; there may be inconsistencies in tone presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication
5	<ul style="list-style-type: none"> generally addresses the task; the format may be inappropriate in places (A) recounts detail mechanically with no clear overview; there may be no data to support the description (GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over-use of cohesive devices may be repetitive because of lack of referencing and substitution 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> uses only a limited range of structures attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader

Practice 3. The 1st thing to do in WT1 is identify the graph we are going to describe. Label the graphs with the names in the box:

process line graph table chart bar graph maps pie charts

The number of hours spent by each teacher in teaching.



1. _____

The tables show how many international students studies in Canada and the United States by country of origin.

CANADA

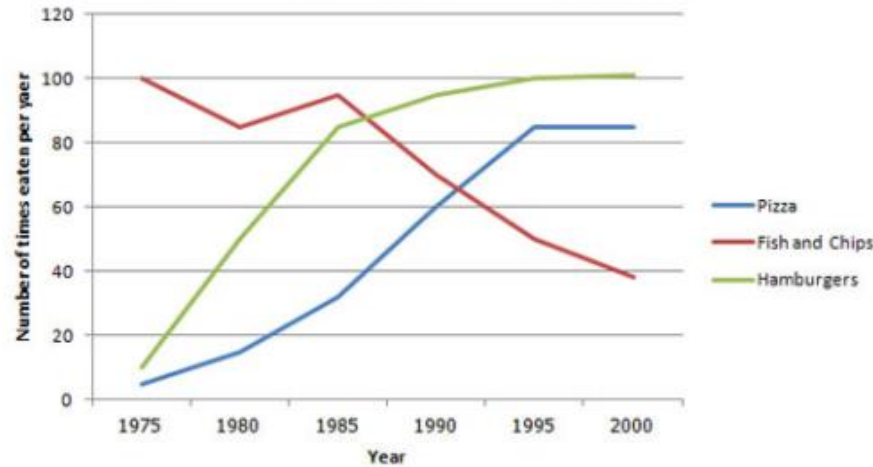
Country of Origin	2002	2003	Change
China	5,400	7,850	+45%
The USA	5,000	5,450	+9%
India	2,100	2,835	+35%
Total	59,870	70,004	+17%

USA

Country of Origin	2002	2003	Change
China	110,000	116,600	+6%
India	200,000	182,000	-9%
Canada	31,000	33,170	+7%
Total	581,600	592,230	+2%

4. _____

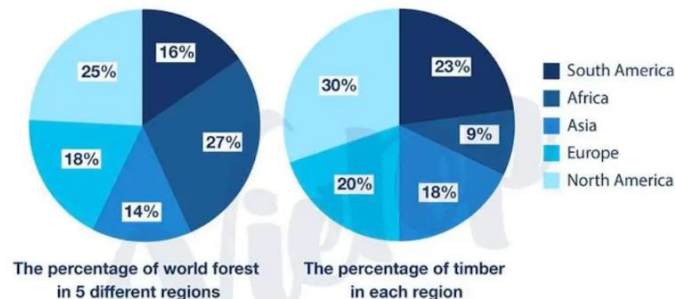
Consumption of Fast Food by Australian Teenagers



2. _____

The pie charts give information about the world's forest in five different regions.

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

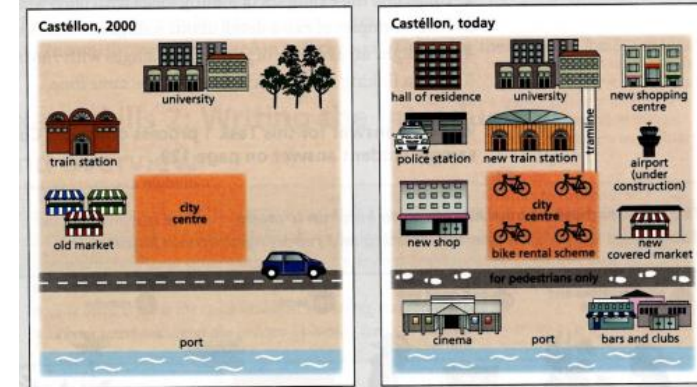


The percentage of world forest in 5 different regions

The percentage of timber in each region

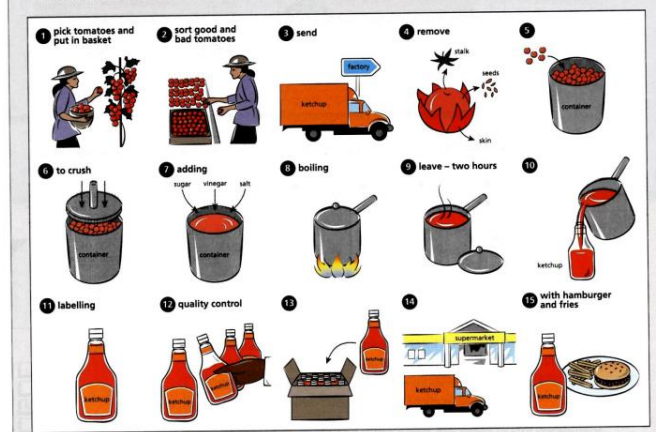
5. _____

The maps below show changes in the Spanish city of Castellón in recent times. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



3. _____

The pictures below show how tomato ketchup is made. Summarize the information by selecting and reporting the main features.



6. _____

Practice 4. These are some common vocabulary words you will find in your graphs. Match them to their definitions to have alternative ways to write during your task

	Lexical resource
9	<ul style="list-style-type: none"> • uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> • uses a wide range of vocabulary fluently and flexibly to convey precise meanings • skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation
7	<ul style="list-style-type: none"> • uses a sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation
6	<ul style="list-style-type: none"> • uses an adequate range of vocabulary for the task • attempts to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not impede communication
5	<ul style="list-style-type: none"> • uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader

1. expenditure:

2. revenue:

3. percentages:

4. numbers:

5. funds:

a. figures for

b. an amount of money saved, collected, or provided for a particular purpose

c. amount of money spent

d. the proportion of

e. amount of money received

Practice 5. Look at this structure. How is it different from the structure of Task 2?

How to structure your charts

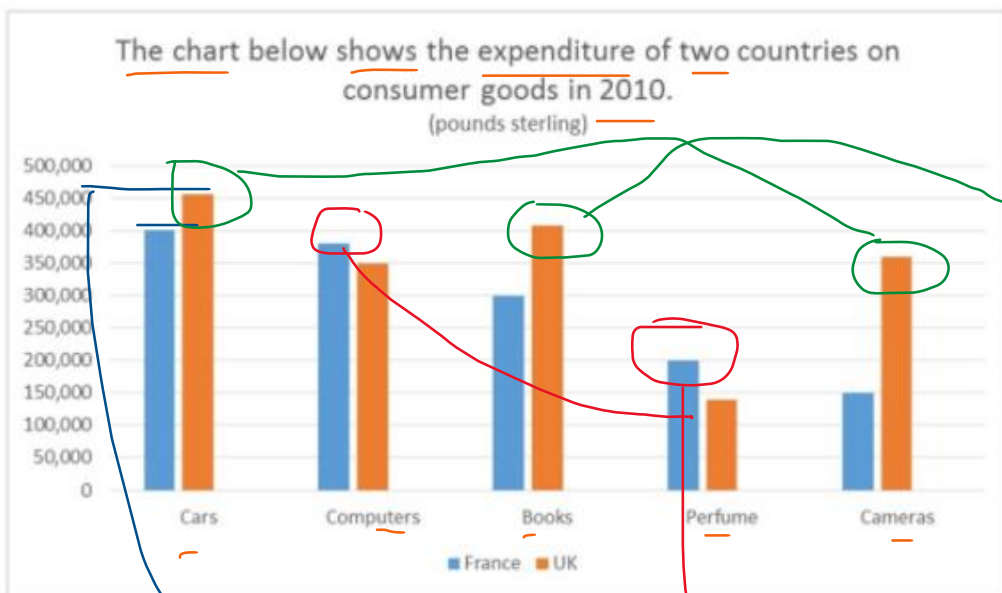
Introduction Paraphrase the Question	Paraphrase the question using synonyms. (one or two sentences)
Overview Write General Overview of the Main Features	Is a summary of the main or most important points in a graph, chart, process or map. NO DATA goes here! (around 3 sentences)
Body Paragraph 1 Write in detail about the feature in a logical way	Mention some specific sentences that are visible and have happened. (around 3 sentences)
Body Paragraph 2 Write in detail about feature 2 in a logical way	Give more specific sentences about the changes that took place with time or location. (around 3 sentences)

3-4 paragraphs and 150 words.

Always skip a line between each paragraph!

Practice 6 . Looking at sample and,

1. Locate where the information in this sample is reflected in the chart.
2. Highlight linkers and connectors. The first example in each paragraph has been done for you:



Introduction

The chart illustrates the amount of money spent on five consumer goods (cars, computers, books, perfume and cameras) in France and the UK in 2010. Units are measured in pounds sterling.

Overview

Overall, the UK spent more money on consumer goods than France in the period given.

Both the British and the French spent most of their money on cars whereas the least amount of money was spent on perfume in the UK compared to cameras in France. Furthermore, the most significant difference in expenditure between the two countries was on cameras.

Body 1

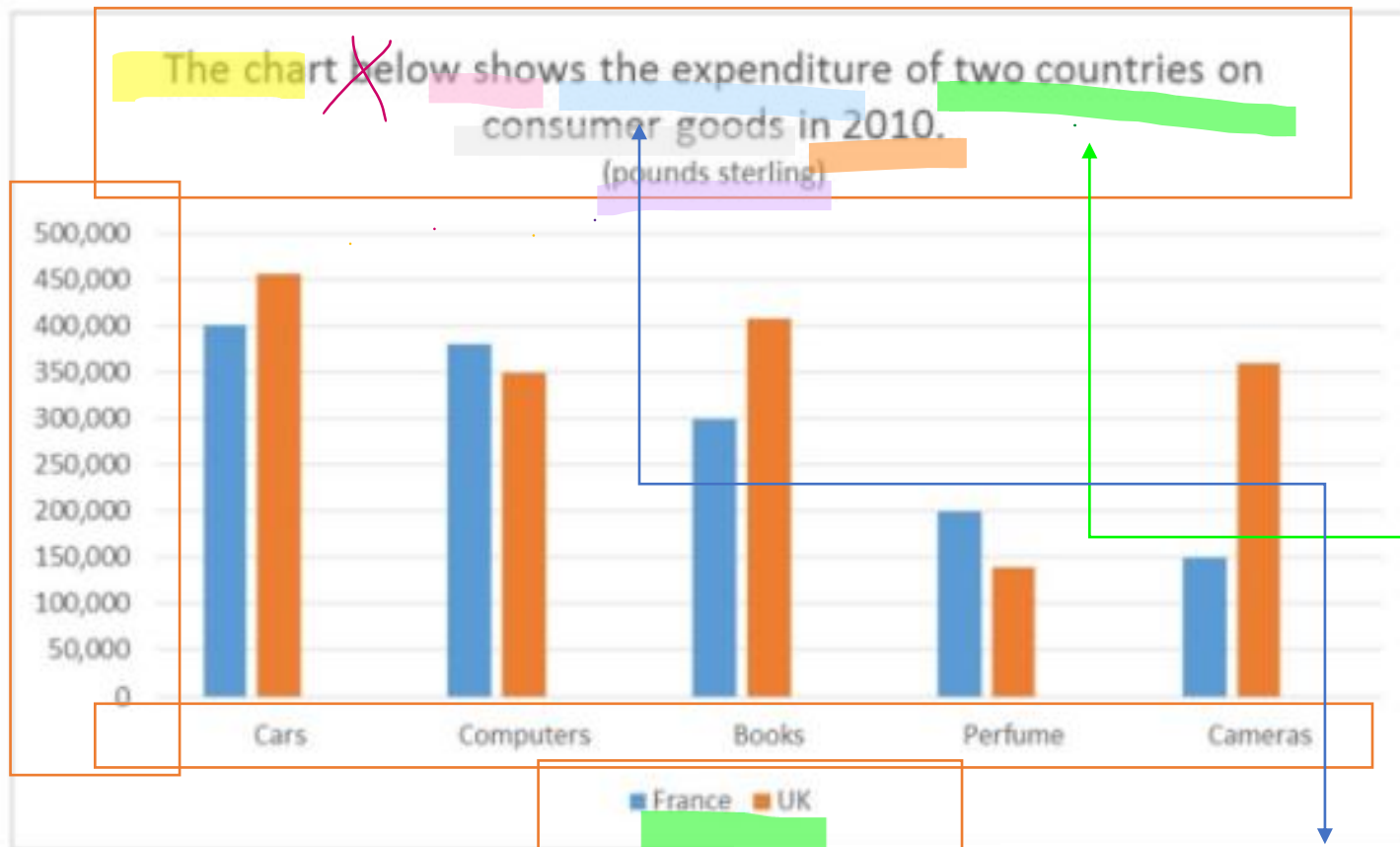
In terms of cars, people in the UK spent about £450,000 on this as opposed to the French at £400,000. Similarly, the British expenditure was higher on books than the French (around £400,000 and £300,000 respectively). In the UK, expenditure on cameras (just over £350,000) was over double that of France, which was only £150,000.

Body 2

On the other hand, the amount of money paid out on the remaining goods was higher in France. Above £350,000 was spent by the French on computers which was slightly more than the British who spent exactly £350,000. Neither of the countries spent much on perfume which accounted for £200,000 of expenditure in France but under £150,000 in the UK.

Introduction

How to paraphrase (Useful language)



The bar graph illustrates the amount of money spent on five consumer goods (cars, computers, books, perfume and cameras) in France and the UK in 2010. Units are measured in pounds sterling.

Starting

Presentation Type

Verb

Description

The/ the given / the supplied / the presented / the shown / the provided

diagram / table / figure / illustration / graph / chart / flow chart / picture/ presentation/ pie chart / bar graph/ column graph / line graph / table data/ data / information / pictorial/ process diagram/ map/ pie chart and table/ bar graph and pie chart ...

shows / represents / depicts / enumerates / illustrates / presents/ gives / provides / delineates/ outlines/ describes / delineates/ expresses/ denotes/ compares/ shows contrast / indicates / figures / gives data on / gives information on/ presents information about/ shows data about/ demonstrates/ sketch out/ summarises...

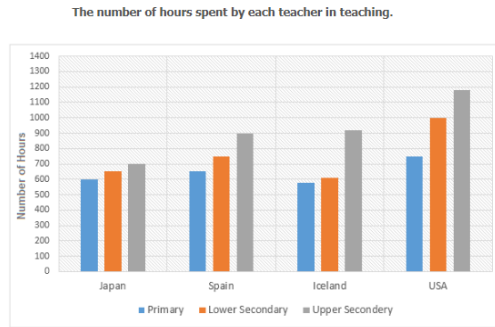
the comparison of... the differences... the changes... the number of... information on... data on... the proportion of... the amount of... information on... data about... comparative data... the trend of... the percentages of... the ratio of... how the...

Caution:

Never copy word for word from the question. If you do, you will be penalized. Always paraphrase the introduction in your own words.

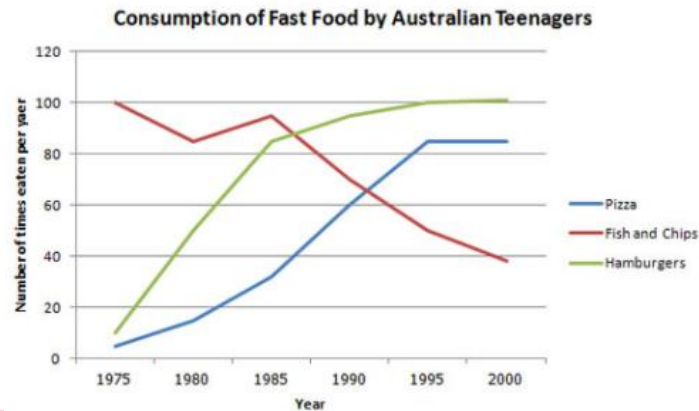
Practice 7 : Practice rephrasing the following introductions

1. The bar chart below shows the number of hours each teacher spent teaching in different schools in four different countries in 2001.



2.

The line graph below shows changes in the amount and type of fast food consumed by Australian teenagers from 1975 to 2000.



Example:

1. The graph illustrates the amount of time teachers spent in the classroom in primary and secondary education levels in Japan, Spain, Iceland and, the US in 2001.

Or,

The supplied graph gives data on how many _____

2. The given line graph depicts the _____ of _____ by teenagers in Australia between 1975 to 2000; 25 years long gap.

Or,

The line chart provides information about how _____ by teenagers in Australia between 1975 and 2000.

What's next?

Overview

Write General Overview of the Main Features

Is a summary of the main or most important points in a graph, chart, process or map. **NO DATA** goes here! (around 3 sentences)

It is your second/third sentence of your introduction.

Just write about what you can see visually

Think: **What is the big thing here to say?**

Look again at the previous sample on page 6

Who spent more? And the least? Is there anything else that may be significant?

What linkers are used to compare and contrast?

You need THREE significant features to compare.

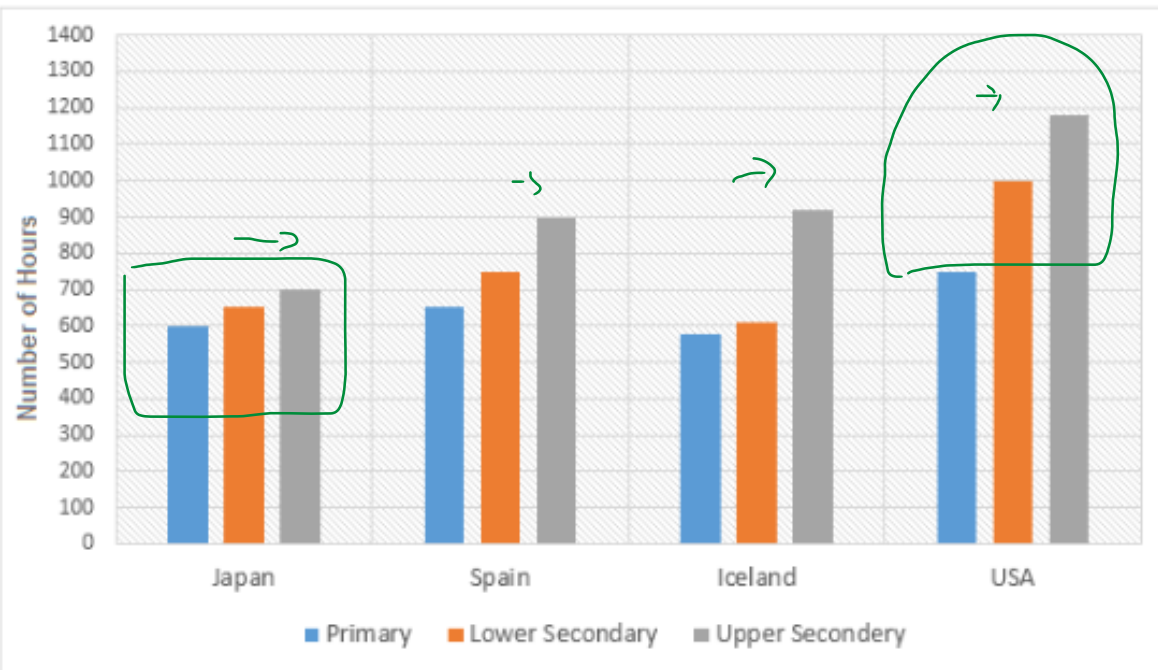
If it's a line graph, which trend went up? Which ones went down?

Practice 8 : Choose either this bar graph or the line graph on page 9 and write an overview

The bar chart below show the number of hours each teacher spent teaching in different schools in four different countries in 2001. Summarize the information by selecting and reporting the main features and make comparisons where relevant.

You should write at least 150 words..

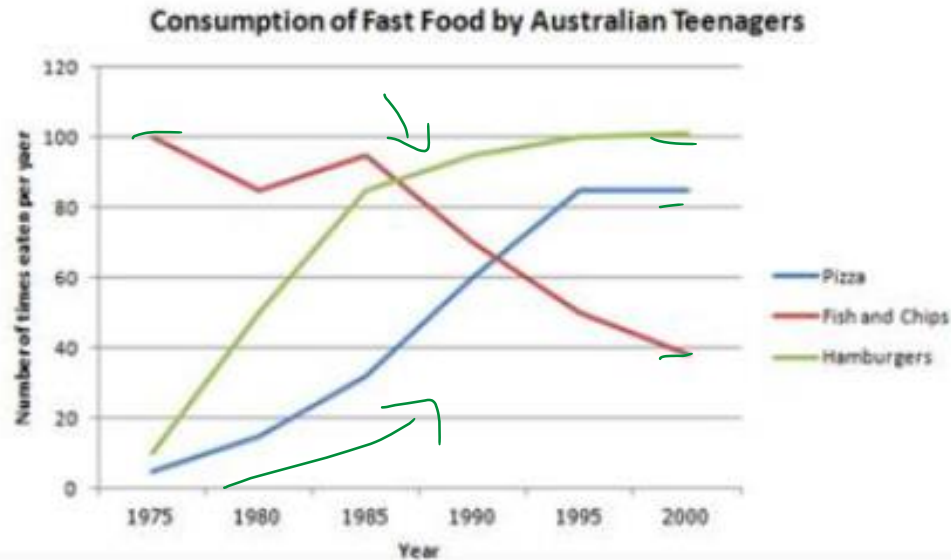
The number of hours spent by each teacher in teaching.



The bar chart illustrates how long a teacher spent in the classroom in primary and secondary education levels in four countries in 2001.

Overall, (which teachers taught more and which ones taught the least?, which level allocated /dedicated/taught the greatest number of hours in the classroom? In the 4 countries?)

The line graph below shows changes in the amount and type of fast food consumed by Australian teenagers from 1975 to 2000.



The given line graph depicts how much pizza, fish and chips and hamburgers were consumed by teenagers in Australia between 1975 to 2000; 25 years long gap.

Overall, it can be seen from the graph that the figures for *(which ones increased, which went down?)*

And now?

DIFFERENCES BETWEEN SIMILAR GROUPS
SIMILARITIES BETWEEN DIFFERENT GROUPS

Use **SOME DATA** to tell
ALL KEY INFORMATION.

Body Paragraph 1 Write in detail about the feature in a logical way	Mention some specific sentences that are visible and have happened. (around 3 sentences)
Body Paragraph 2 Write in detail about feature 2 in a logical way	Give more specific sentences about the changes that took place with time or location. (around 3 sentences)

5. In **the 3rd and 4th paragraph**, you need to give a more detailed description. You still need to focus on main trends but focus more on elements within each part of the graph

6. Add data to support your information. Don't describe all small details as this creates lists which sound mechanical.

Look again at the sample:

Group your information in two paragraphs.

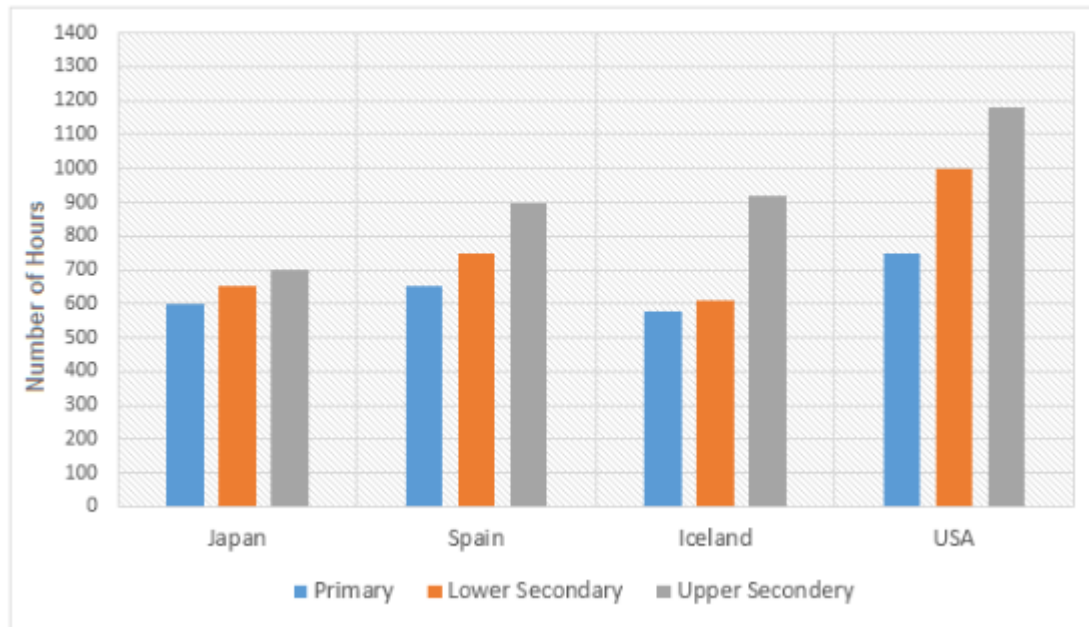
Remember connectors. You need about three sentences per body paragraph .

Practice 9 : Identify and complete the data for both body paragraphs

The bar chart below show the number of hours each teacher spent teaching in different schools in four different countries in 2001. Summarize the information by selecting and reporting the main features and make comparisons where relevant.

You should write at least 150 words..

The number of hours spent by each teacher in teaching.

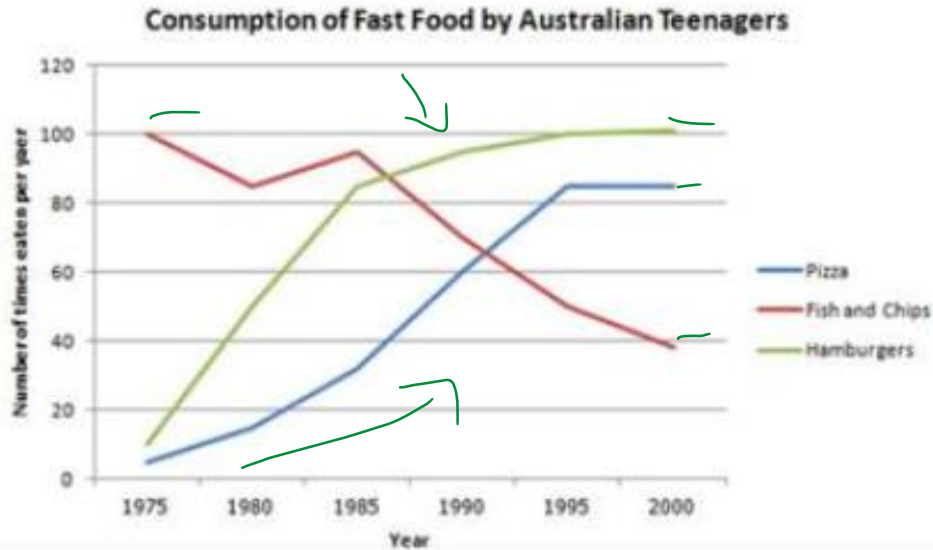


It is clearly seen that teachers in the USA spent (*compare with the other countries and give data of the hours taught in each level*),. Whereas in Japan, teachers, on average, (*do the same*)

In Spain and Iceland, schoolmasters contributed almost the same hours in (*compare data from both countries*)

Practice 9 : Identify and complete the data for both body paragraphs use the vocabulary of change from page 15.

The line graph below shows changes in the amount and type of fast food consumed by Australian teenagers from 1975 to 2000.



According to the graph, in (*find 3 important pieces of data to give about fish and chips with the years when it happened*)

On the other hand, it appears from the graph that the popularity of pizzas and hamburgers _____ . Nevertheless, the demand for pizza (*mention one significant data with its years*). On the other side, the consumption rate of hamburgers (*same*)

Describing trends, Language of change

Below you can see a list of the most popular vocabulary used to describe trends. We use combinations of verb/adverbs and adjective/nouns to refer to changes in graphs.

Trends	
Verb	Noun
rise	a rise
increase	an increase
grow	a growth
climb	a climb
boom	a boom
peak	a peak
go up	N/A

fall	a fall
decrease	a decrease
reduce	a reduction
decline	a decline
dip	a dip
go down	N/A

level out	a leveling out
not change	no change
remain stable	(a period of) stability
remain steady	N/A
stay constant	N/A
maintain the same level	N/A
stand steady	N/A

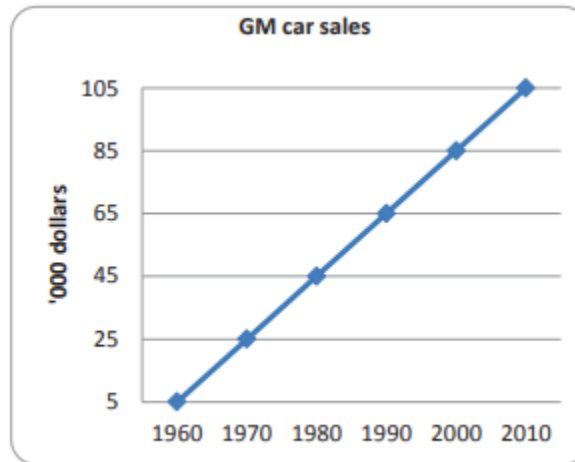
fluctuate	a fluctuation
oscillate	an oscillation
be volatile	a period of volatility

Degree and speed	
Adverb	Adjective
dramatically	dramatic
sharply	sharp
enormously	enormous
steeply	steep
substantially	substantial
considerably	considerable
significantly	significant
rapidly	rapid
moderately	moderate
gradually	gradual
slightly	slight
minimally	minimal

Strong



Weak



- ✓ GM car sales **increased significantly** from \$5,000 to \$105,000 between 1960 and 2010.
- ✓ There was **a significant increase** of \$100,000 in GM car sales, from \$5,000 to \$105,000, between 1960 and 2010.
- ✓ GM car sales **saw a significant growth** in GM car sales, from \$5,000 to \$105,000, between 1960 and 2010.
- ✓ GM car sales **registered a significant rise** between 1960 and 2010.

Additional extra practice

The tables show how many international students studies in Canada and the United States by country of origin.

CANADA

Country of Origin	2002	2003	Change
China	5,400	7,850	+45%
The USA	5,000	5,450	+9%
India	2,100	2,835	+35%
Total	59,870	70,004	+17%

USA

Country of Origin	2002	2003	Change
China	110,000	116,600	+6%
India	200,000	182,000	-9%
Canada	31,000	33,170	+7%
Total	581,600	592,230	+2%

The tables display the data for international students studying in Canada and the United States in 2002 and 2003.

Looking from an overall perspective, it is readily apparent that figures ...

(which country received more students, did numbers increased in all the countries, what about the % of growth)

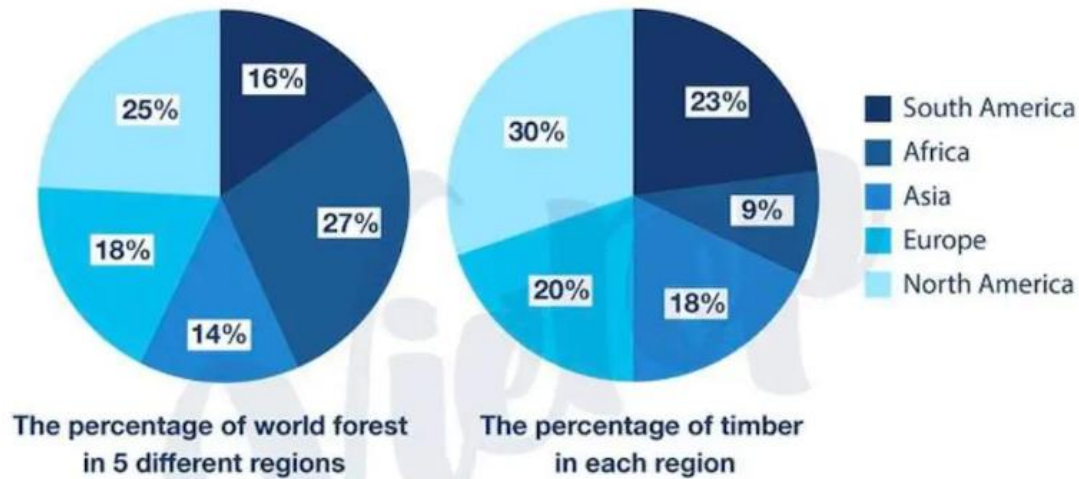
In 2002 in Canada *(give numbers for Chinese students in 2002 and 2003 and the % of change)*. In contrast, in the USA this number *(what happened to Chinese students in the US?)*. There were more students from India studying in the US both years *(how many in 2002?, how many for 2003?although what happened with the % of change)* while in Canada, *(What happened with the % of change , give the number of students in both years)*

In Canada, the number of American *(what happened here?)* and in the US, Canadian students *(what happened here?)* . Finally, the total number of international students in all of Canada *(give data and % of change)* while in the United States *(give data and % of change)*

More sample tasks to check

The pie charts give information about the world's forest in five different regions.

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



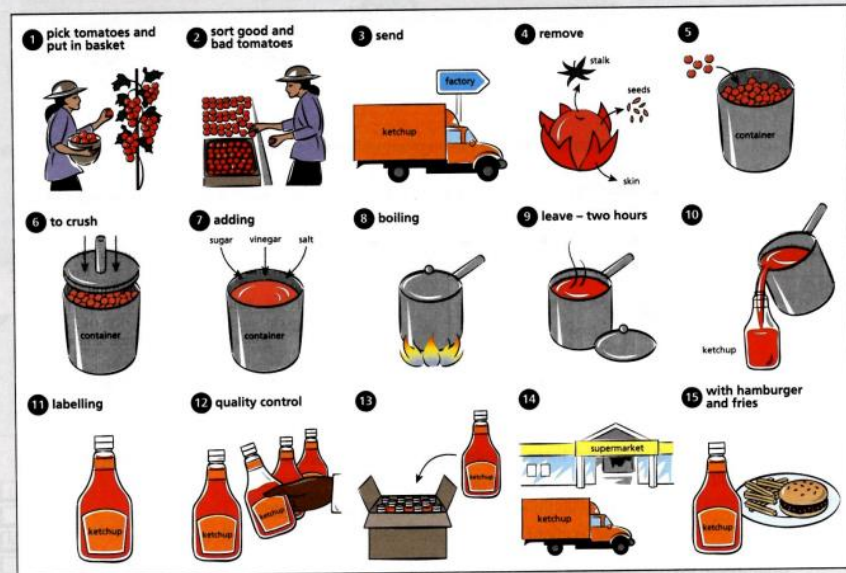
The pie charts detail information about the world's forests and timber according to continent.

Looking from an overall perspective, it is readily apparent that most of the world's forests are in Africa and North America, followed by Europe, South America, and lastly Asia. In contrast, Africa possesses the least timber while North America has the most.

Looking first at North America and Africa, the former continent represents 25% of the world's forest and the latter 27%. In terms of timber, the figure is slightly higher for North America (30%) and drastically lower for Africa (9%).

Forest and timber ratios are more even in the other regions. European nations contain 18% of the world's forests and 20% of its timber. South America is marginally lower at 16% for forests and moderately higher at 23% for timber. Finally, Asian forests constitute 14% of the global total and 18% of all timber.

The pictures below show how tomato ketchup is made.
Summarize the information by selecting and reporting the main features.

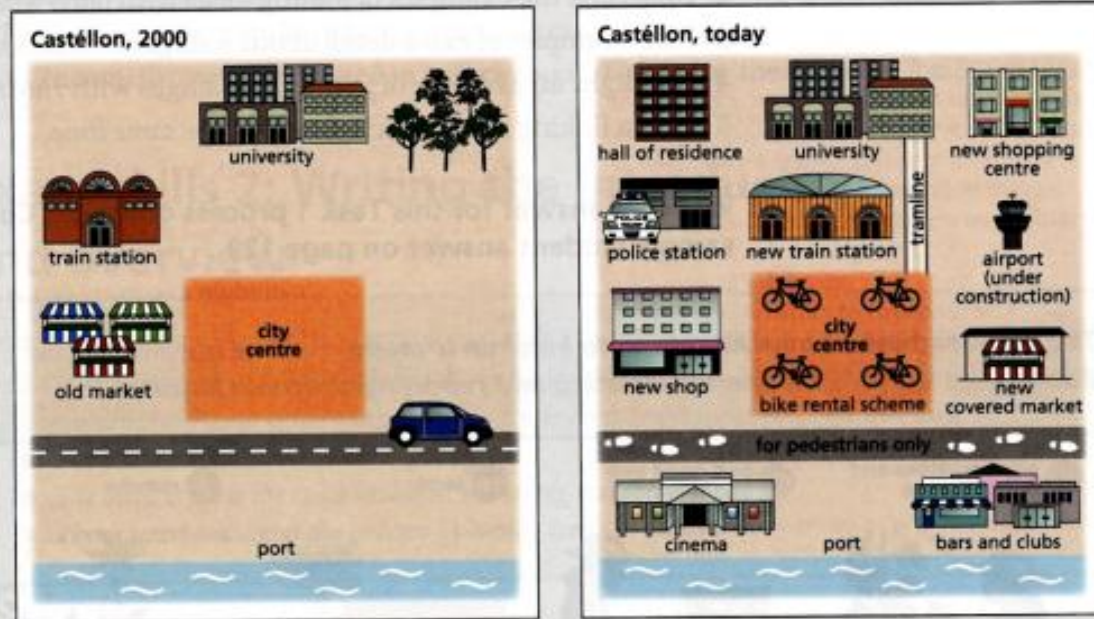


The given pictures demonstrate the way of making tomato ketchup step by step. Overall, there are 15 steps to be done to produce a bottle of ketchup.

First of all, a farmer picks up tomatoes from his farm and put them in baskets. Then, he selects only good tomatoes from the ones he picked. After being sent to factory, the tomatoes will have a removal process in order to get rid of stalks, seeds, skins, etc. Having been collected into containers, the processed tomatoes are crushed and turned into liquid. Next, with adding sugar, salt and vinegar, they are ready to boil.

After being left for two hours to be set, the tomato liquid are poured into tomato ketchup bottles and labelled as polished products. The next step is, in order to make quality the best, inspectors check all their products. At just before the final stage, only the selected bottles are packed and delivered to supermarkets. Finally, the customers enjoy the tomato ketchup with their food.

The maps below show changes in the Spanish city of Castellón in recent times. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



The two maps show the main changes which have taken place in the town of Castellón between the year 2000 and today.

In general, it appears that Castellón has become a much more modern city, with far more shopping and transport facilities.

One interesting change is that a new tram line has been built, to connect the university with the town centre. In 2000, there wasn't any accommodation for students, but a hall of residence has been built near the university. Another striking change is that the old market in the west of the city has been knocked down to make way for new shops. A completely new covered market has also been built on the other side of town.

If we look at the port area, it has been pedestrianized since 2000, and a range of entertainment facilities have been built, such as cinemas, bars and clubs. The north-east of the city used to be a green area, with lots of trees, but the trees have been cut down, and a new shopping complex has been constructed. A final interesting development has been the introduction of a bike-rental scheme in the city centre.

Additional rephrasing practice: complete the following rewrites to these introductions

*The chart shows information about visitors to Australia, 2000–2008.
Summarize the information by selecting and reporting the main features, and
make comparisons where relevant.*

- 1 Look at the extract from an essay question above. The topic is visitors to Australia. Complete these two possible ways of rewriting it.

- 1 The graph shows information about how many p.....^{eople} v.....^{visited} Australia, over an eight-year period between 2000 and 2008. Or,
2 The graph illustrates data about the number of p..... W..... V..... Australia, over an eight-year period between 2000 and 2008.

Check your verbs!!

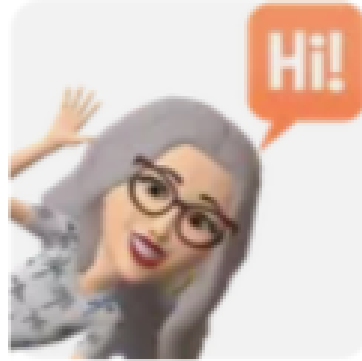
Is your chart in the present or past?

Complete these two rewrites of the topic Car sales in the USA, 2000–2010.

- 1 The graph shows information about how many ...
2 The graph illustrates data about the number of ...

Complete these two rewrites of the topic Coffee production in Kenya, 1999–2006.

- 1 The graph shows information about how much ...
2 The graph highlights data about the amount of ...



How to time your IELTS writing task 1 to only 20 minutes

Section 1 (0 - 5 mins): UNDERSTAND THE QUESTION & INTRODUCTION

Read the question calmly and make sure you properly understand the information. Highlight or underline the most important information. Then write a one or possibly two-sentence introduction.

Section 2 (5 - 10 mins): WRITE AN OVERVIEW

Write one short paragraph that gives a summary of the information

Section 3 (10 - 15 mins): REPORT INFORMATION

The 3rd paragraph should report the detailed information that adds to what you said in section 2 above

Section 4 (15 - 20 mins): REPORT MORE INFORMATION & CHECK

The 4th and final paragraph should contain more information from the question that supports everything you have already written. Then you should read through what you wrote to check for obvious mistakes like spelling or grammar that you can quickly correct.