IELTS WRITING ✓

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The **Writing Task 1** of the **IELTS Academic test** requires you to write a summary of **at least 150** words in response to a particular **graph** (bar, line or pie chart), table, or process (how something works, how something is done).

Writing Task 1 tests your ability to

- select and report the main features
- describe and compare data
- identify significance and trends in factual information
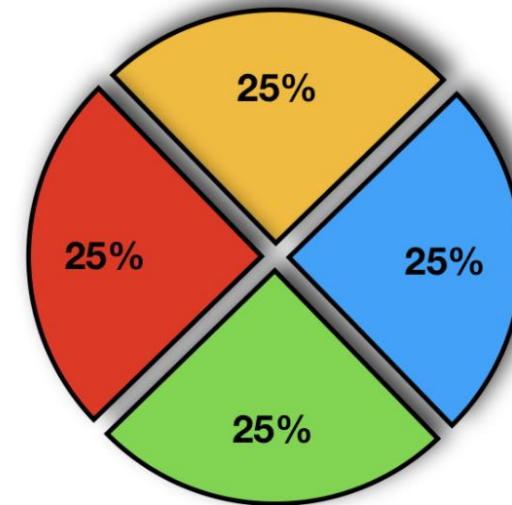
- or describe a process
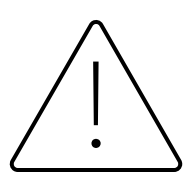
Remember

- You should spend no more than <u>20 minutes</u> on writing task 1
- You should write over <u>150 words</u> (NOT less).
- You shouldn't write your opinion or <u>copy words</u> form the graph or from the writing instruction
- You shouldn't use <u>bullet points</u>

You will be marked on:

1. Task achievement (25%)
2. Coherence & Cohesion (25%)
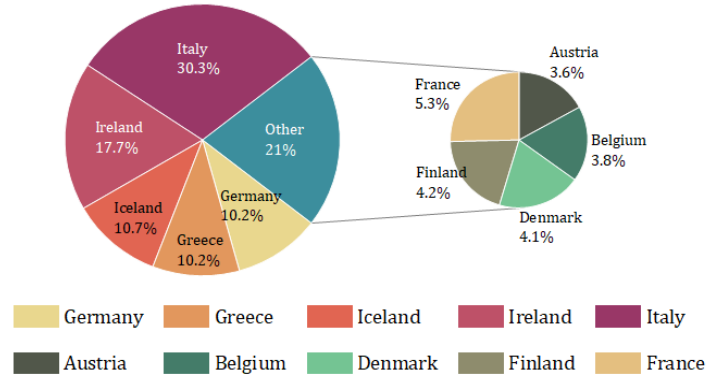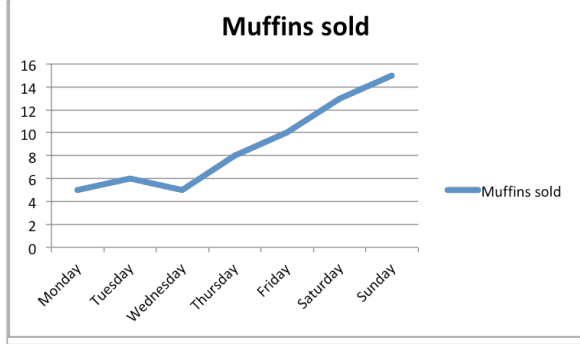3. Vocabulary (25%)
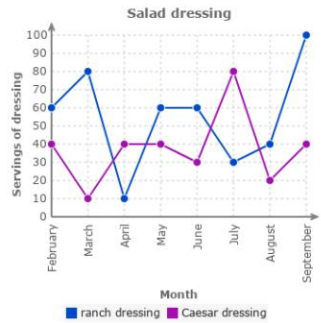4. Grammar (25%)

Task 1

- Task achievement
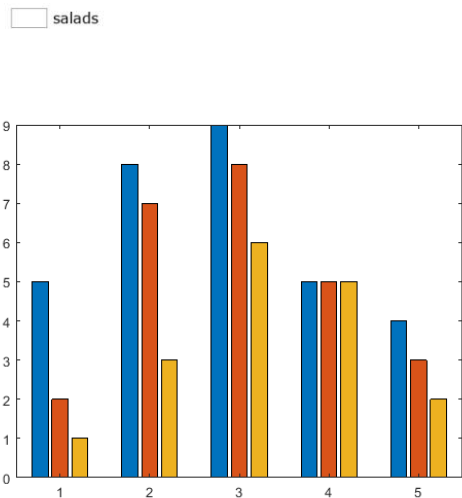- Coherence and Cohesion
- Vocabulary
- Grammar

There are many types of graphs:

- Single line graph
- Double line graph
- Bar graph
- Pie chart
- Table
- Process of something (process diagram)

Muffins sold

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Muffins sold

Italy 30.3%
Ireland 17.7%
Other 21%
Iceland 10.7%
Greece 10.2%
Germany 10.2%
France 5.3%
Finland 4.2%
Austria 3.6%
Belgium 3.8%
Denmark 4.1%

Germany Greece Iceland Ireland Italy
Austria Belgium Denmark Finland France

A restaurant in Burlington monitors which salad dressings its customers order.

Salad dressing

Servings of dressing

February March April May June July August September

Month

ranch dressing   Caesar dressing

How many salads with ranch dressing were served during June?

_____ salads

Study Time vs. Grades

Student	Study Time (hours)	Grade
Bob	2	84
Carlos	4	91
Cindy	5	92
Florence	3	89
Kim	4	88
Lori	4	93
Marisa	1	78
Pat	2	89
Thomas	5	94
Wendy	2.5	87

Sweet gas
Makeup water
Condenser cw
$(H_2S + CO_2)$ Acid gas
Reflux drum
Top tray
Lean amine
Rich amine
Top tray
Reflux
Pump
Absorber
cw
Regenerator
Sour Gas
Bottom tray
Bottom tray
Vapor
Steam
Reboiler
Liquid
Condensate
Rich amine
Lean amine
Pump

Typical operating ranges
Absorber : 35 to 50 °C and 5 to 205 atm of absolute pressure
Regenerator : 115 to 126 °C and 1.4 to 1.7 atm of absolute pressure at tower bottom

Muffins sold

Single line graph

A restaurant in Burlington monitors which salad dressings its customers order.

Salad dressing

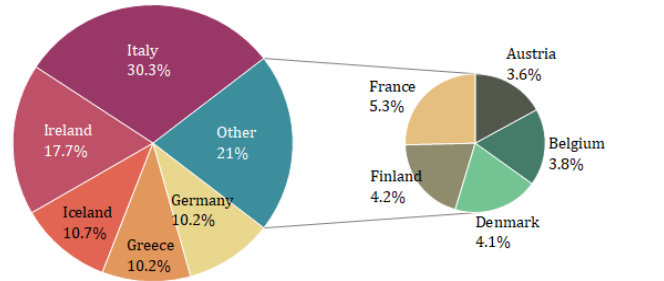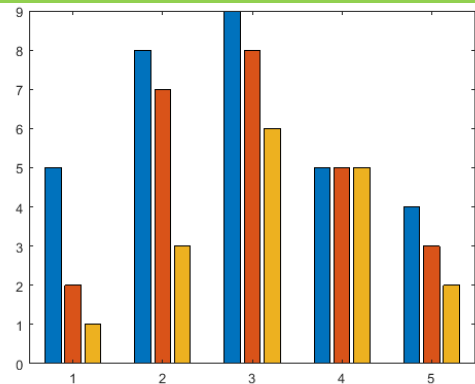How many salads with ranch dressing were served during June?
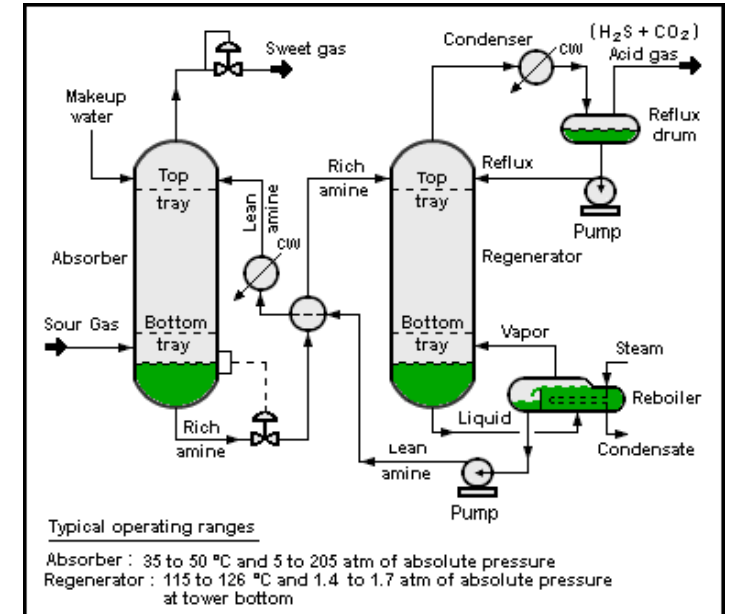
☐ salads

Double line graph

Bar graph

Italy 30.3%
Ireland 17.7%
Iceland 10.7%
Greece 10.2%
Germany 10.2%
Other 21%
Austria 3.6%
France 5.3%
Belgium 3.8%
Finland 4.2%
Denmark 4.1%

Germany Greece Iceland Ireland Italy
Austria Belgium Denmark Finland France

Pie chart

Study Time vs. Grades

Student	Study Time (hours)	Grade
Bob	2	84
Carlos	4	91
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table

Typical operating ranges
Absorber : 35 to 50 °C and 5 to 205 atm of absolute pressure
Regenerator : 115 to 126 °C and 1.4 to 1.7 atm of absolute pressure at tower bottom

Process diagram

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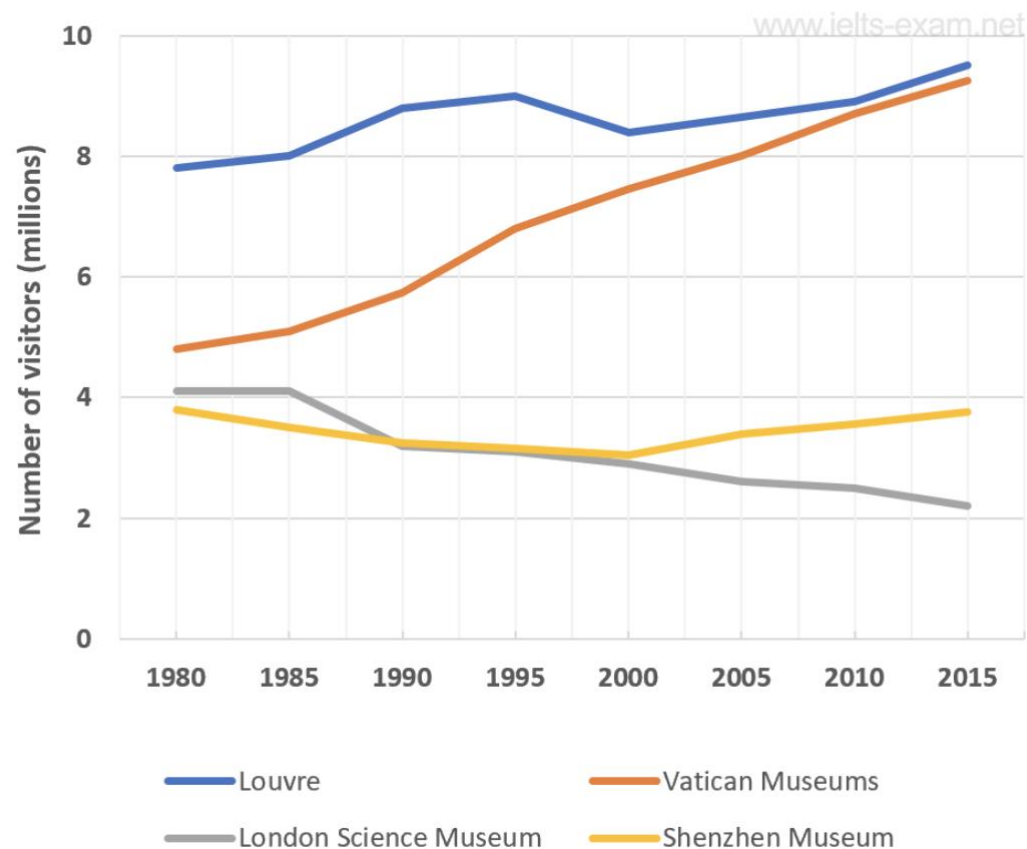There are 3(4) basic sections you need to structure an IELTS Writing Task 1

➢ **Introducing the graph**
➢ **Giving an overview**
➢ **Giving the details (body)**
➢ **(conclusion): optional depending on the graph type**

How to "Read" IELTS Writing Task 1 Questions

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.

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How do you read this graph?

Number of visitors (millions)

Louvre — Vatican Museums — London Science Museum — Shenzhen Museum

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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.
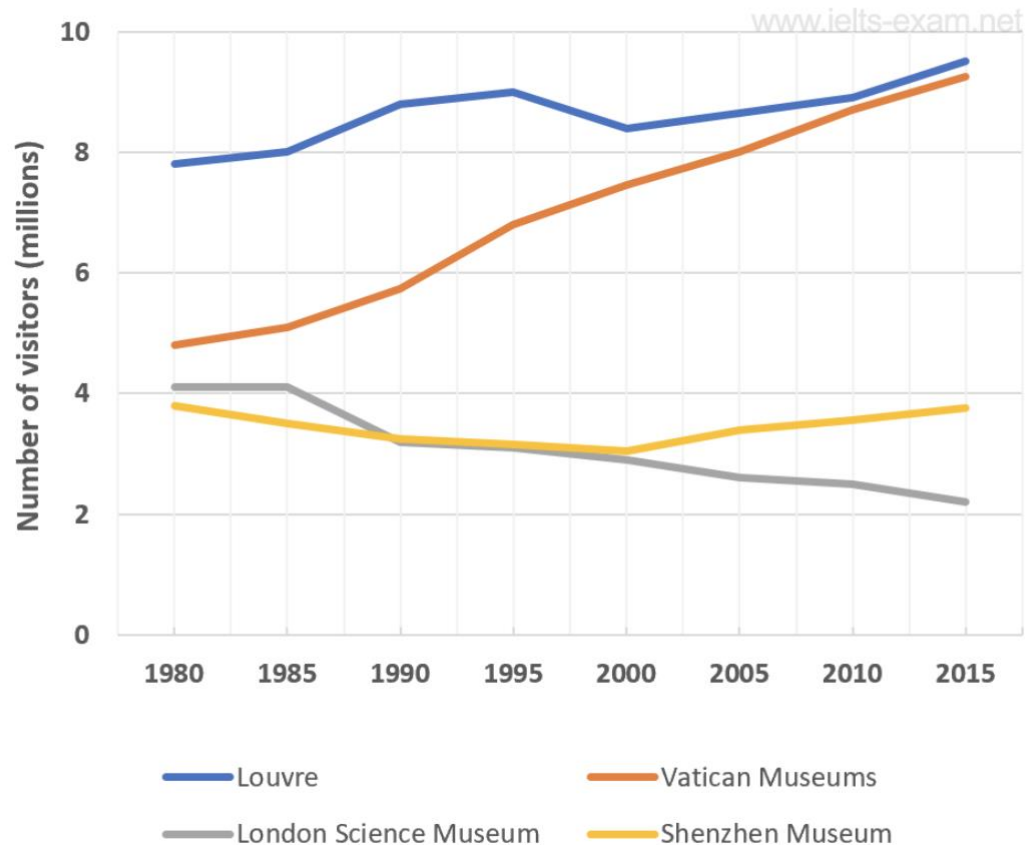
Write at least 150 words.

1. Read the summary and titles first.
2. Take note of categories / units.
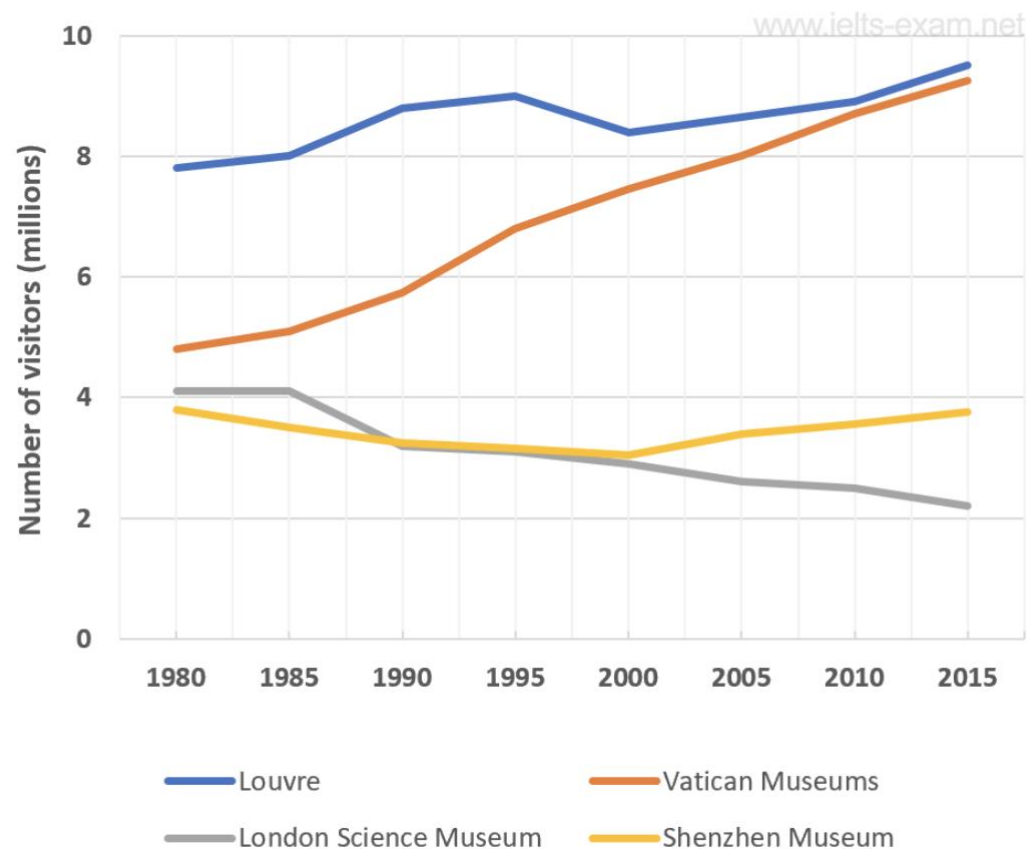3. Find an interesting "angle" on the data.

1. Read the summary and titles first.

IELTS Writing Task 1 instructions include a short summary sentence in the instructions. Also, the visuals usually have a title. Read these things first because they give you a good overview of what is contained in the visual(s). This summary information will be very useful to you in the first paragraph of your response where you need to "introduce the visuals"

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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.

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How do you take note of this graph?

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2. Take note of categories / units.

Take note of the types of information contained on the visual(s). You must provide accurate descriptions of this information. You can't do this if you don't understand it. Ask yourself questions:

- Do your visuals involve <u>time</u>? Is time presented in hours, days, weeks, months, etc.?
- Do your visuals show <u>trends</u>? In general, what are the trends? Increases, decreases, fluctuating, etc.?
- Do the visuals show a <u>sequence of events</u>? Steps in a process?
- Do the visuals categorize <u>different types</u> of things?
- Are <u>numbers</u> presented in <u>hundreds, thousands, millions, percentages, decimals</u>?

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.
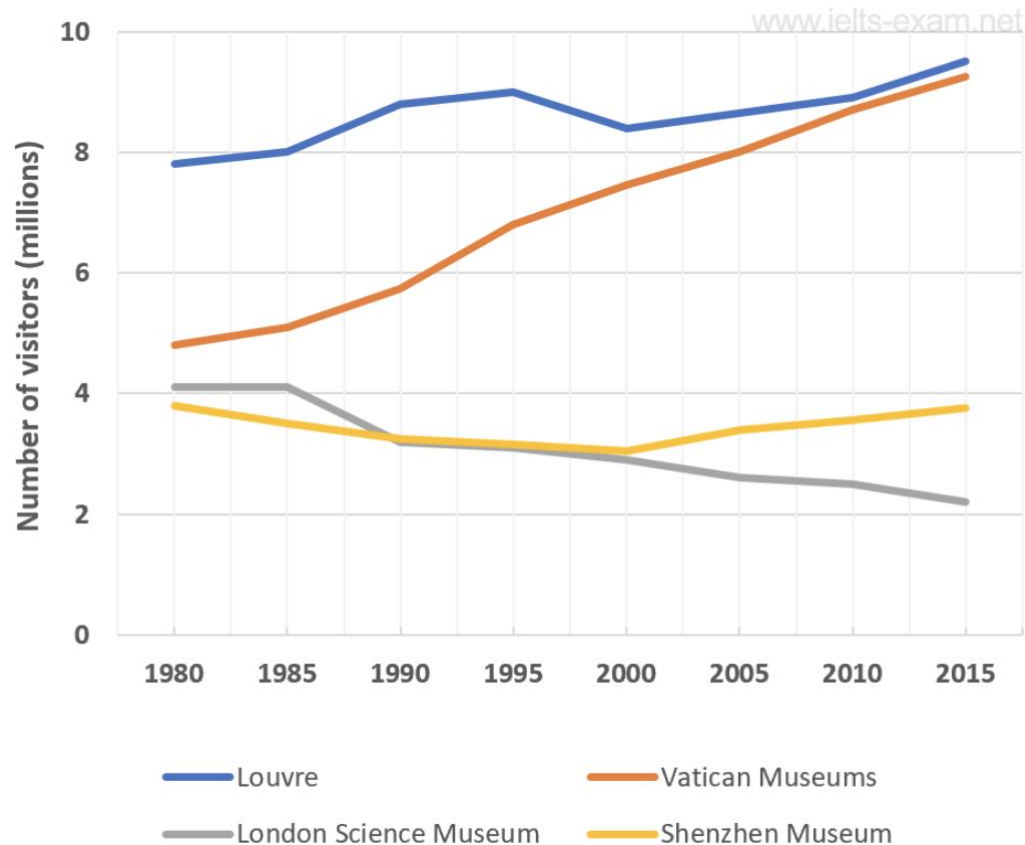
**How do you need to include all the information?**

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3. Find an interesting "angle" on the data.

You should select which information to <u>include</u> and, importantly, which to <u>leave out</u>. This can be tough, but it becomes much easier if you can quickly <u>find an "angle"</u> on the data to help you filter out what you need and what you don't.

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.
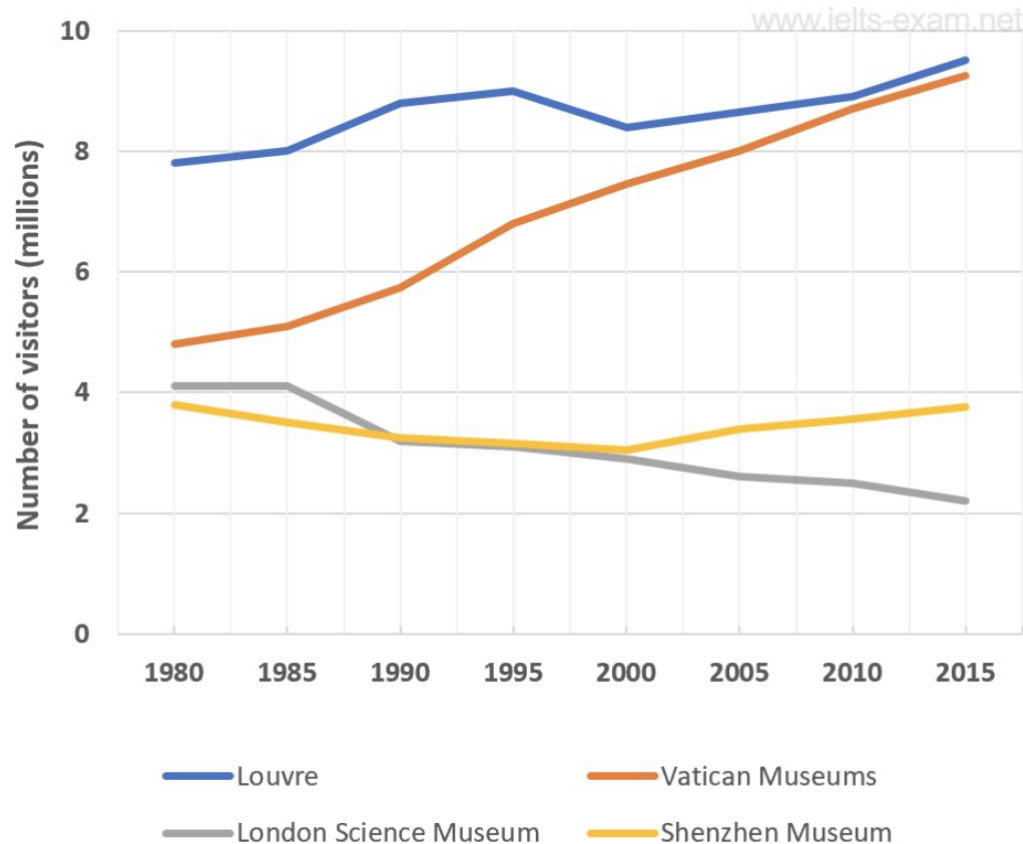
- Which museum are most popular/least popular among all?
- Which museum got more popular through time?
- Which museum were only popular in the beginning?

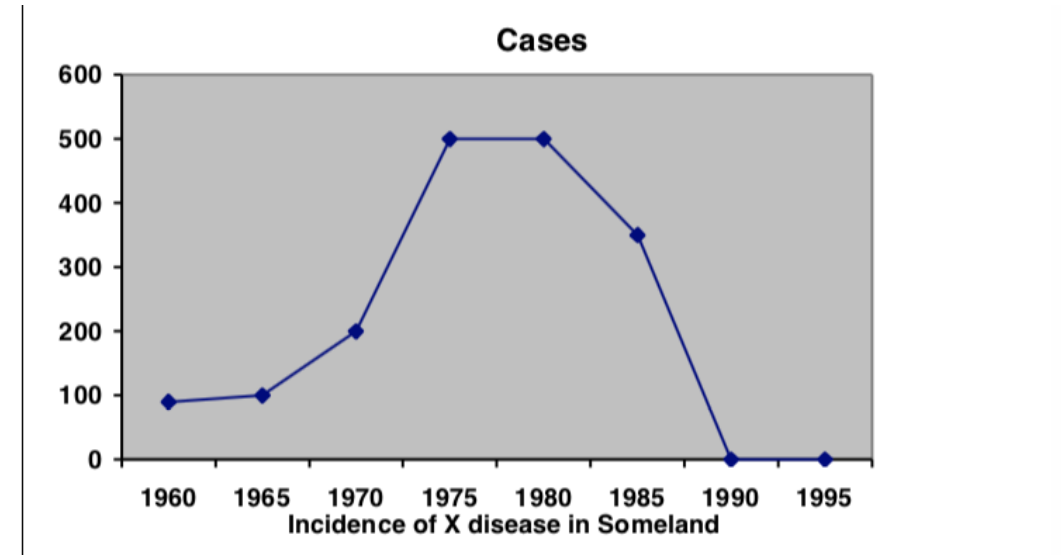There are 3(4) basic sections you need to structure an IELTS Writing Task 1

➢ **Introducing the graph**
➢ **Giving an overview**
➢ **Giving the details (body)**
➢ **(conclusion) optional depending on the graph type**

Introduction

- It should be <u>one (or two sentences)</u> introducing what the task is about.
- Your sentence(s) should be <u>paraphrased</u>, using a <u>different</u> structure, synonyms or antonyms
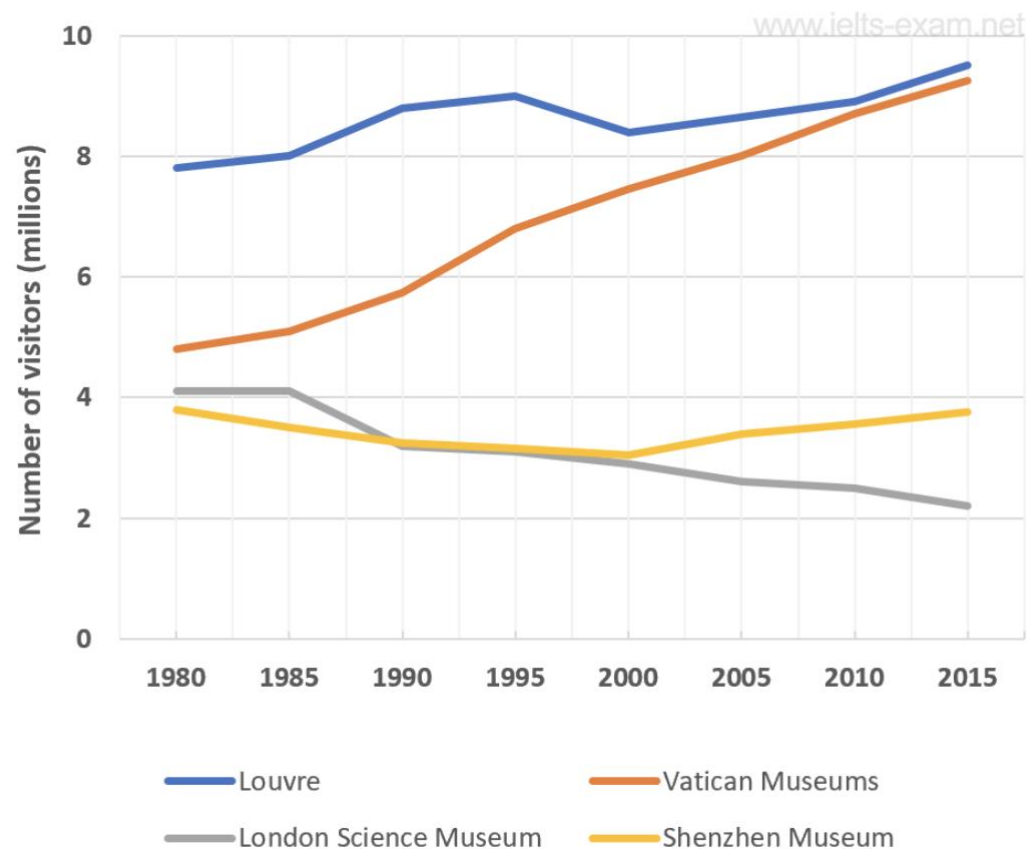
Introduction

The graph shows the number of cases of X disease in Someland between the years 1960 and 1995

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.

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Number of visitors (millions)

Louvre
Vatican Museums
London Science Museum
Shenzhen Museum

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How do you write the introduction to this graph?

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Overview

Write a sentence to mention an overview of the graph to show the <u>trend</u>. This can be
- an <u>increasing</u> trend
- a <u>decreasing</u> trend
- a <u>fluctuating</u> trend
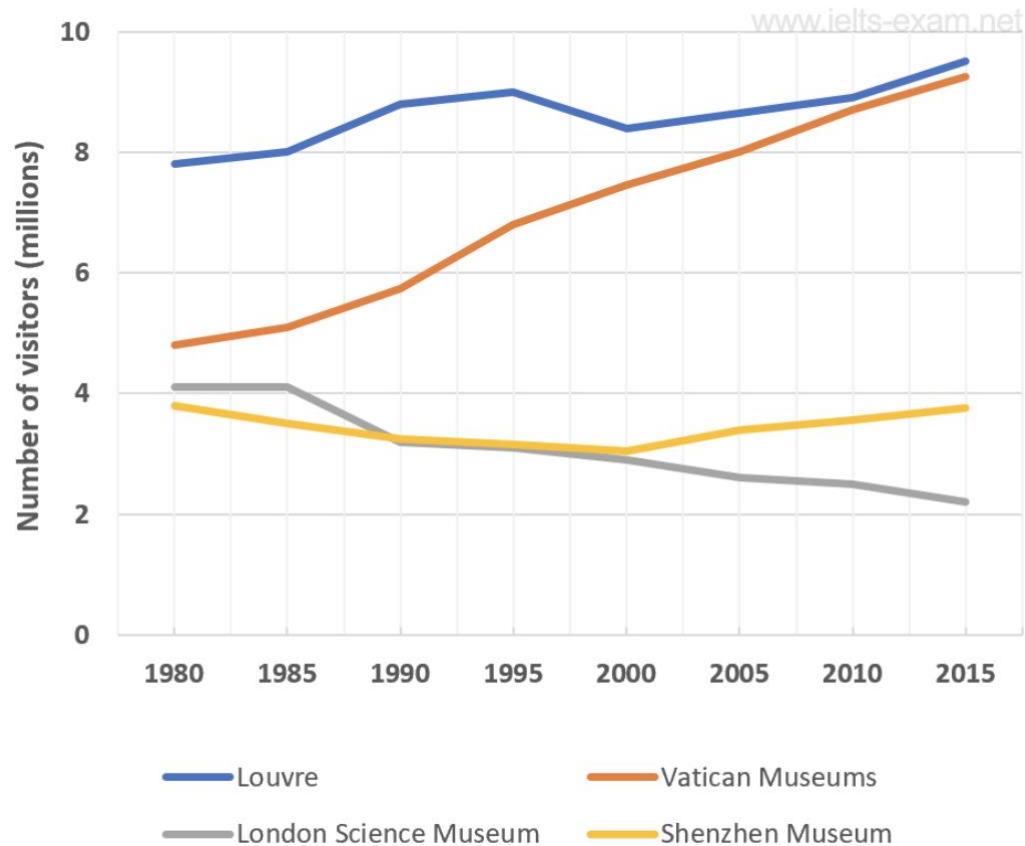- <u>steady</u> trend

Overview

As an overall trend, it is clear that the number of cases of the disease increased fairly rapidly until the mid seventies, remained constant for around a decade at 500 cases before dropping to zero in the late 90s.
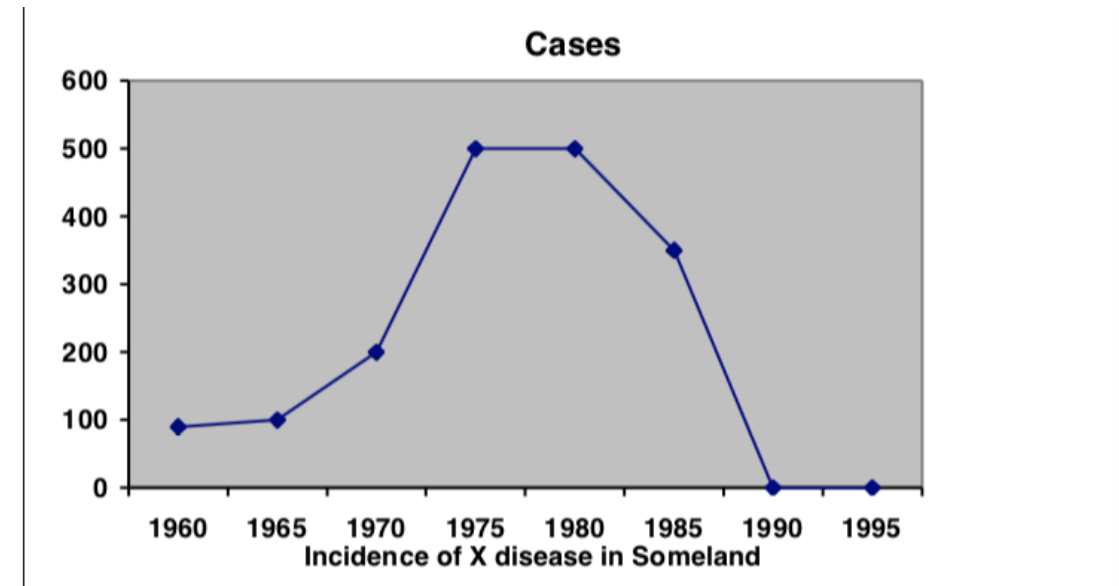
The graph shows the number of visitors to four international museums between 1980 and 2015.

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

Write at least 150 words.

Number of visitors (millions)

10
8
6
4
2
0

1980 1985 1990 1995 2000 2005 2010 2015

— Louvre
— Vatican Museums
— London Science Museum
— Shenzhen Museum

How do you write the overview of this graph?

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Body

- Write between 4 and 5 sentences to describe the graphs/ compare where there is <u>relevant information.</u>
- Only write the most relevant, <u>remarked information</u>
- Be careful if the information displayed in graphs should be <u>presented in percentage, numbers,</u> … (unit)

What do you think of this body?
What's wrong?

In 1960, the number of cases stood at approximately 100. That number rose steadily to 200 by 1969 and then more sharply to 500 in 1977. At this point the number of cases remained stable until 1984 before plummeting to zero by 1988. From 1988 to 1995 Someland was free of the disease.

Cases

Incidence of X disease in Someland
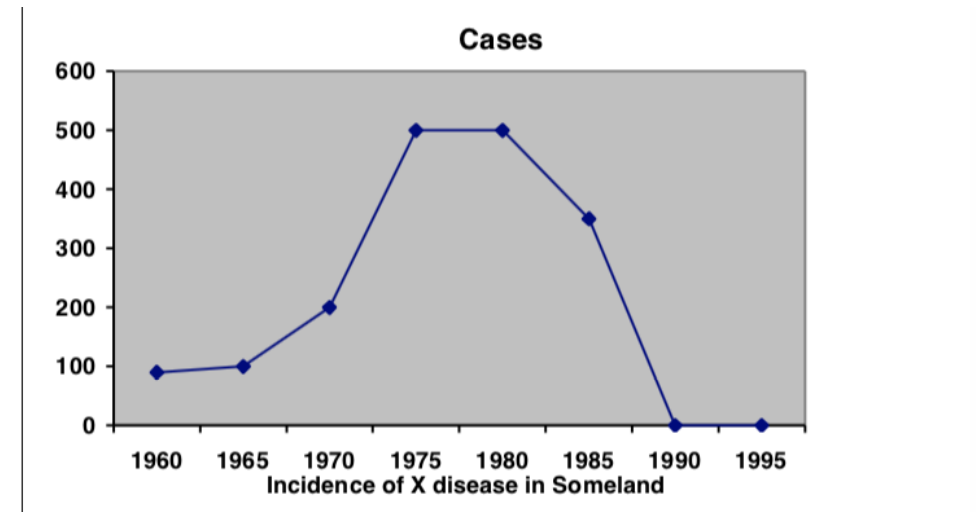
Does the report have a suitable structure?

◆ Does it have an introduction, overview, body and conclusion?

◆ Does it include connective words to make the writing cohesive within sentences and paragraphs?

Does the report use suitable grammar and vocabulary?

◆ Does it include a variety of sentence structures?

◆ Does it include a range of appropriate vocabulary?

Does the report meet the requirements of the task?

◆ Does it meet the word limit requirements?

◆ Does it describe the whole graph adequately?

◆ Does it focus on the important trends presented in the graphic information?

Strategies for improving your IELTS score

1. Selecting information

It is important that you **describe the whole graph fully**. However, this does not mean that you should note every detail. In most cases there will be too much information for you to mention each figure. You will therefore need to summarize the graph by **dividing it into its main parts**. This is what we mean by describing the trends.

2. Avoiding repetition

You will receive a higher mark if your writing uses a range of structures and vocabulary correctly rather than a limited number

Describing trends

Trends are changes or movements. These changes are normally expressed in numeric items, for example, population, production volumes or unemployment. There are three basic trends:
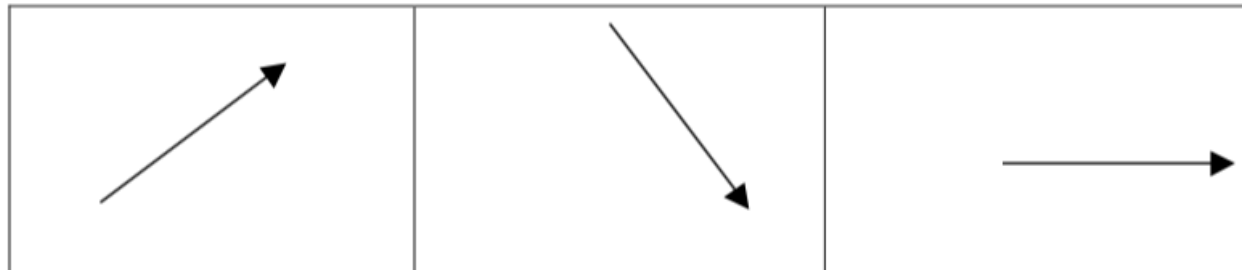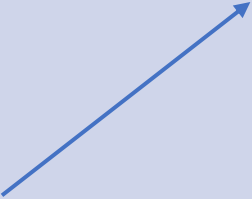
expressing movement: nouns and verbs

For each trend there are a number of verbs and nouns to express the movement. We can use a verb of change, for example:
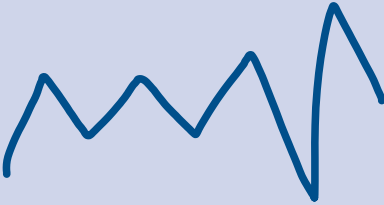
Unemployment levels **fell**
There was **a fall** in unemployment levels

Direction	Verbs	Nouns
	Rose (to)	A rise
	Increased (to)	An increase
	Went up (to)	Growth
	Climbed (to)	An upward trend
	Boomed	A boom (a dramatic rise)

Direction	Verbs	Nouns
	Fell (to)	
	Declined (to)	A decrease
	Decreased (to)	A decline
	Dipped (to)	A fall
	Dropped (to)	A drop
	Went down (to)	A slump (a dramatic fall)
	Slumped (to)	A reduction
	Reduced (to)	

Direction	Verbs	Nouns
→	Levelled out (at) Did not change Remained stable (at) Remained steady (at) Stayed constant (at) Maintained the same level	A levelling out No change

Direction	Verbs	Nouns
	Fluctuated (around) Peaked (at) Stood at (we use this phrase to focus on a particular point, before we mention the movement, for example: In the first year, unemployment stood at …)	A fluctuation Reached a peak (of) Reached at plateau (at)

Describing the movement: adjectives and adverbs

Sometimes we need to give more information about a trend as follows:

There has been a **slight** increase in the value of the dollar (degree of change)
Unemployment fell **rapidly** last year (the speed of change)

Describing the degree of change

Adjectives	Adverbs
dramatic	dramatically
sharp	sharply
huge	
enormous	enormously
steep	steeply
substantial	substantially
considerable	considerably
significant	significantly
marked	markedly
moderate	moderately
slight	slightly
small	
minimal	minimally

Describing the speed of change

Adjectives	Adverbs
rapid	rapidly
quick	quickly
swift	swiftly
sudden	suddenly
steady	steadily
gradual	gradually
slow	slowly

When describing a graph, you need certain vocabulary for the purpose of:

- Marking an overview statement
- Describing an overall trend
- Introducing a key point
- Introducing supporting details
- Comparing data
- Approximating
- Talking about time
- Describing a process

Marking an overview statement

- We can see from the chart/table that…
- The chart/table shows us that…

Describing an overall trend

- Overall …
- From an overall perspective…
- Looking at the graph/ chart/ table as a whole…
- One of the first things to note is…
- One thing that clearly stands out is …

Introducing a key point

- It is interesting to see/ note that…
- One striking feature of the graph/ chart is…
- Interestingly…
- Surprisingly….

Introducing supporting details

- For example,
- For instance,
- Moreover,
- More specifically,
- This fact us borne out by….

Comparing data

- There are twice/ 3 times as many X as Y
- In comparison to X, Y is ….
- There are slightly more/ fewer X than Y
- There are significantly more/ fewer X than Y
- The amount / quantity/ Percentage of X is ___er than that of Y

Approximating

- Approximately
- Roughly
- About
- Just above/ over/ under/ below
- A little less/ more than
- Slightly less/ more than

Talking about time

- From the beginning of this period
- During this period
- From then until …
- Between March and June
- … ending the year at…
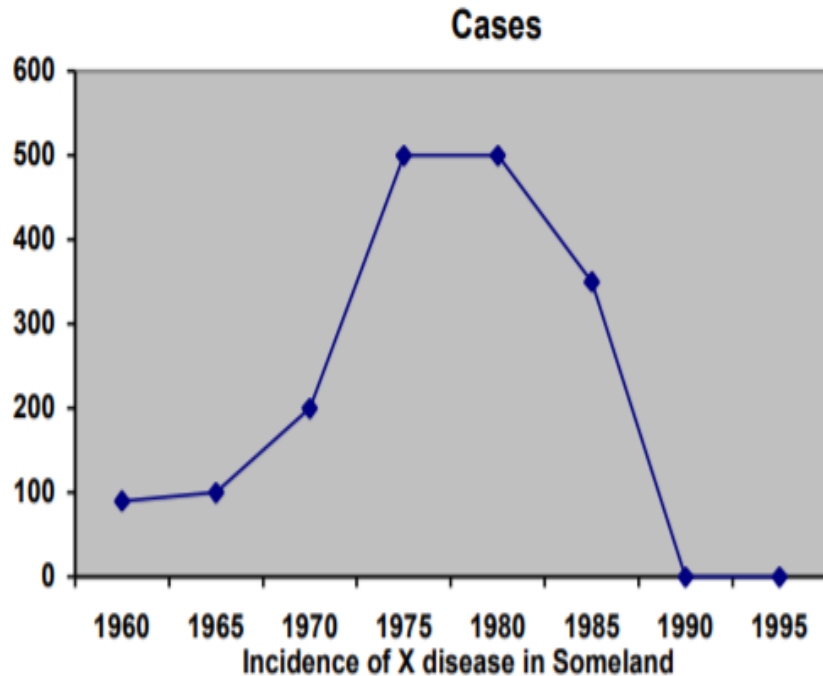- When / once/ as soon as …

Describing a process

- First
- Then/ next/ after that
- Before that
- As soon as
- Until
- Finally

Describing a process

The X is made/ done…
After X has been completed/ finished…
…Y is begun/ initiated/ started

Cases

Incidence of X disease in Someland

The graph shows the number of cases of X disease in Someland between the years 1960 and 1995. As an overall trend, it is clear that the number of cases of the disease increased fairly rapidly until the mid seventies, remained constant for around a decade at 500 cases before dropping to zero in the late 80s.

In 1960, the number of cases stood at approximately 100. That number rose steadily to 200 by 1969 and then more sharply to 500 in 1977. At this point the number of cases remained stable until 1984 before plummeting to zero by 1988. From 1988 to 1995 Someland was free of the disease.

In conclusion, the graph shows that the disease was increasingly prevalent until the 1980s when it was eradicated from Someland.

The graph compares the rate of smoking in men and women in Someland between the years 1960 and 2000. It can be clearly seen that the rate of smoking for both men and women is currently declining and that fewer women have smoked throughout the period.

In 1960, 600 men in every 1,000 was smoking. This number decreased gradually to 500 by 1974 and continued to decrease but more steeply to 250 in 2000. In contrast, the rate of smoking in women in 1960 was very low at only 80 in every 1,000. By 1968 this increased to 170, and increased again but more steeply to 320 in 1977. The rate of female smokers then remained stable at 320 until 1984 at which point the figures began to decline and had dropped to 200 by 2000.

In conclusion we can see that the rate of smoking in men dropped throughout the whole period but was always at a higher level than the female figures. The rate of smoking in women increased until 1977 but then decreased for the rest of the period.

Per 1,000 People

Rates of smoking in Someland - men and women
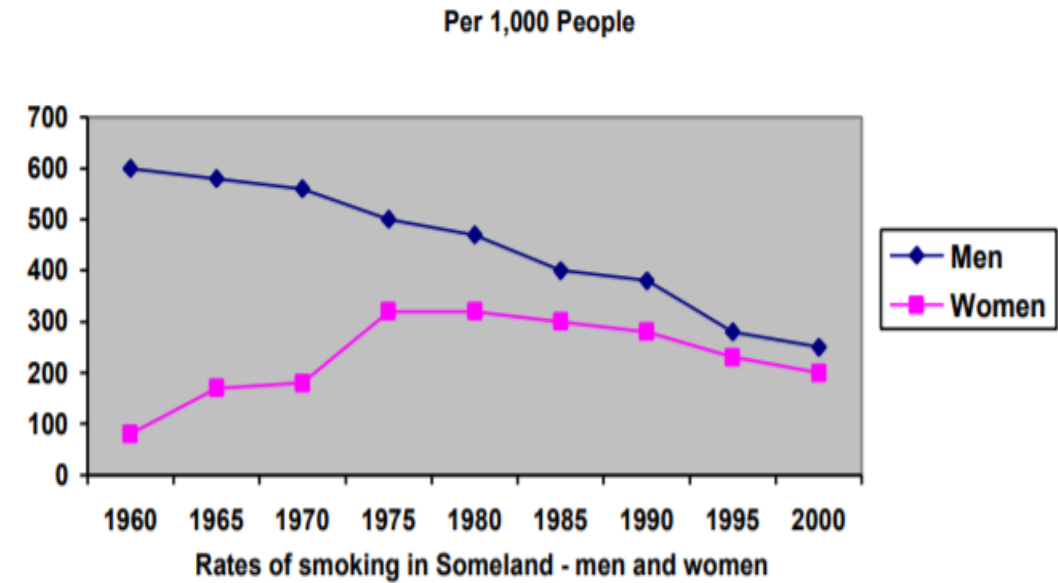
The graphs compare the number of deaths caused by six diseases in Someland in 1990 with the amount of research funding allocated to each of those diseases. It can be clearly seen that the amount of research funding in many cases did not correlate with the seriousness of the disease in terms of numbers of deaths.

In 1990 there were around 0.2 million deaths from AIDS, 0.1 million deaths from leprosy, 0.3 million deaths from tropical diseases, 0.5 million deaths from diarrhea, 0.4 million deaths from malaria and 1.8 million deaths from TB. These figures can be contrasted with the amount of funding allocated for each disease. In 1990 AIDS received 180 million dollars in research funding, leprosy 80 million dollars in research funding, tropical diseases 79 million dollars in research funding, diarrhea 60 million dollars in research funding, malaria 50 million dollars and TB 20 million dollars in research funding.

In conclusion it is clear that funding allocation for disease research in Someland is not wholly determined by the number of deaths for which each disease is responsible in a given year.
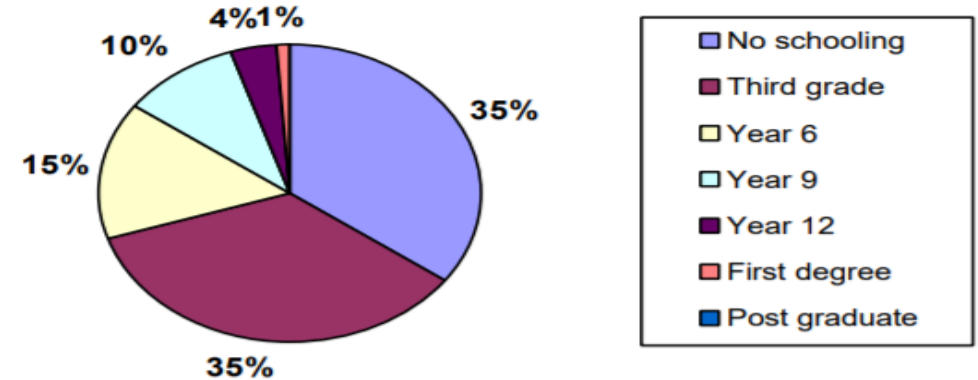

Deaths in Someland 1990 (millions)
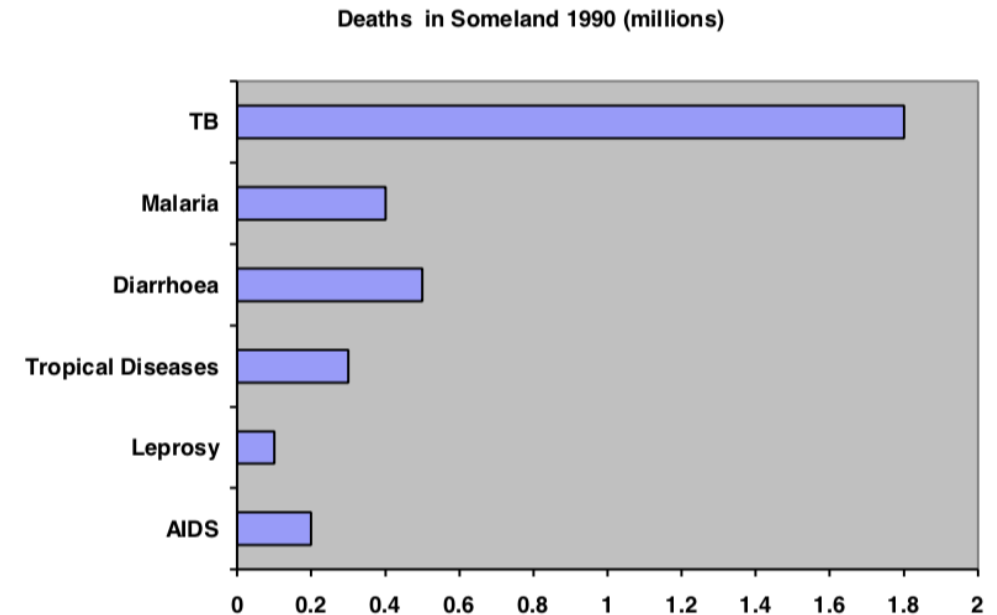
The pie charts compare the highest level of education achieved by women in Someland across two years, 1945 and 1995. It can be clearly seen that women received a much higher level of education in Someland in 1995 than they did in 1945.
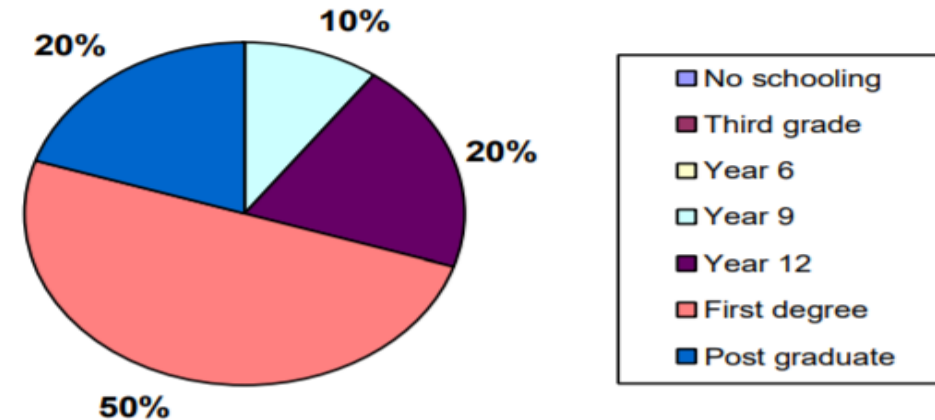
In 1945 only 30% of women completed their secondary education and 1% went on to a first degree. No women had completed post-graduate studies. This situation had changed radically by 1995. In 1995, 90% of women in Someland had completed secondary education and of those, half had graduated from an initial degree and 20% had gone on to postgraduate studies. At the other end of the scale we can see that by 1995 all girls were completing lower secondary, although 10% ended their schooling at this point. This is in stark contrast with 1945 when only 30% of girls completed primary school, 35% had no schooling at all and 35% only completed the third grade.

In conclusion, we can see that in the 50 years from 1945 to 1995 there have been huge positive developments to the education levels of women in Someland.

Highest level of education of women in Someland - 1945

4%1%
10%
35%
15%
35%

- No schooling
- Third grade
- Year 6
- Year 9
- Year 12
- First degree
- Post graduate

Highest level of education of women in Someland - 1995

20%
10%
20%
50%

- No schooling
- Third grade
- Year 6
- Year 9
- Year 12
- First degree
- Post graduate

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The table shows how people in different age groups spend their leisure time in Someland over the course of a year. It can be clearly seen that the amount of leisure time available varies considerably across the age groups and that people of different age levels have very different ways of spending their leisure time.

According to the figures, as people age in Someland their social lives reduce. Teenagers and people in their twenties spend on average 500 hours per year on socializing and 350 hours of that time is with a group of more than 4 people. Although the total hours of socializing in their 30s, 40s, 50s and 60s is fairly constant (between 300-350), socializing with more than 4 people drops dramatically to 50 hours in the 30s and 40s age groups and only 25 from 50 years old. Group and individual exercise follow a similar pattern.

People of all ages spend a good part of their leisure time on entertainment such as TV/video viewing and cinema. In both cases, teenagers and retired people spend around twice as much time as those who are at working age. Home entertainment ranges from just over a thousand hours for teenagers and retired people and an average of 600 hours for everyone else. Cinema accounts for 100 hours of the teenagers and retired people's leisure time and 25-50 hours for the rest.

In conclusion we can see there is a significant trend towards solitary and smaller group activities as people grow older and that teenagers and retired people spend a lot more time on entertainment than those of working age do.

Hours of leisure time per year in Someland

	Teens	20s	30s	40s	50s	60s	70s +
Watching TV/videos	1,200	700	400	500	600	700	1,100
Socialising with 4 or less people	150	150	300	250	250	200	200
Socialising with 4 or more people	350	350	50	50	25	25	25
Individual exercise	150	100	200	200	50	75	150
Group exercise/sport	450	350	200	150	50	0	0
Cinema	100	75	50	25	25	50	75