

# IELTS Academic Prep

## Writing Session 1



# Writing Session 1

## Writing test format

There are two tasks:

**Task 1** - You are asked to describe, summarize or explain the information presented in a graph, table, chart, or diagram in your own words **or** you may be asked to describe and explain data, describe the stages of a process, how something works or describe an object or event.

**Task 2** - You will be asked to write an essay in response to a point of view, argument, or problem. The topics are of general interest and they are suitable for test takers entering undergraduate and postgraduate studies or seeking professional registration.

# Writing Session 1

## Sample: Writing Task 1

You should spend about 20 minutes on this task.

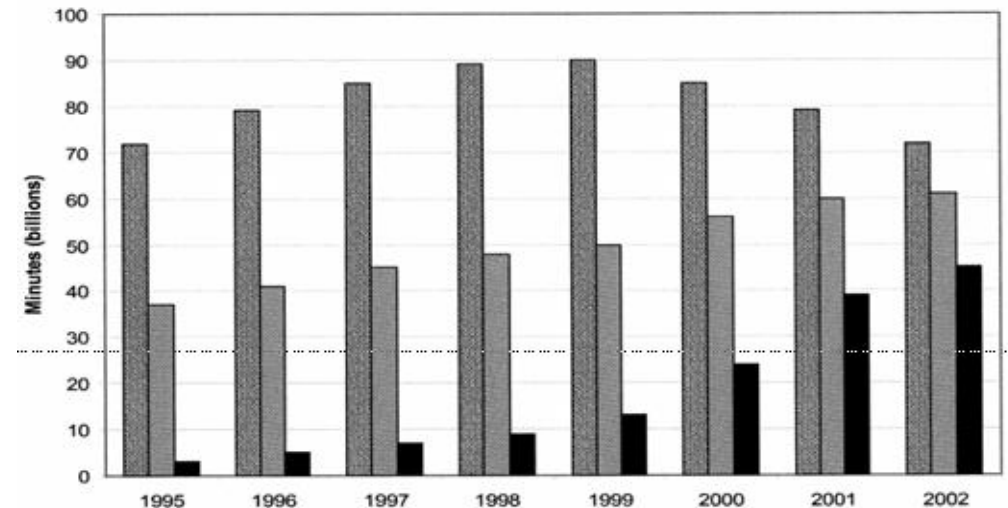
The chart below shows the total number of minutes (in billions) of telephone calls in the UK, divided into three categories, from 1995-2002

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

Write at least 150 words.

**UK telephone calls, by category, 1995–2002**

Call type: ■ Local – fixed line  
■ National and international – fixed line  
■ Mobiles (all calls)



# Writing Session 1

- In Writing Task 1, you should write in academic or semi-formal/neutral styles and include the most important and the most relevant points in the diagram. Some minor points or details may be left out.
- You will be penalized if your answer is too short; however, there is no penalty for writing more than 150 words
- You will be penalized for irrelevance if the response is off-topic or is not written as full, connected text (e.g. using bullet points in any part of the response, or note form, etc.).
- You will be severely penalized for plagiarism (i.e. copying from another source).
- You must write their answers on the answer booklet.
- You may write on the question paper but this cannot be taken from the examination room and will not be seen by the examiner.



# Writing Session 1

## Assessment Criteria

1. Task achievement
2. Grammatical range & accuracy
3. Coherence & cohesion
4. Lexical resources



# Writing Session 1

## 1. Task achievement

- A. Fully satisfies all the requirements of the task (does not write off-topic)
- B. Clearly presents a fully developed response
- C. Presents a minimum of 150 words response (not under length)
- D. Writes in a legible handwriting in case of a pen and paper test
- E. Does not write a memorized response



# Writing Session 1

## 2. Grammatical range & accuracy

- A. Free from grammatical errors
- B. Appropriate usage of punctuations
- C. Complexity of sentence structures
- D. Variety of sentence structures
- E. Style of writing (academic and formal)
- F. Style of writing (informal is okay in an informal letter in the case of IELTS General)



# Writing Session 1

## 3. Coherence & cohesion

- A. Logical organization of ideas: introduction, body paragraphs, and conclusion
- B. Appropriate sequence of ideas
- C. Variety of linking words
- D. Logical use of paragraphs
- E. Topic sentences





# Writing Session 1

## 4. Lexical resources

- A. Synonyms
- B. Words not copied from the task
- C. Appropriate words as per the context
- D. No or minor spelling mistakes
- E. Words (basic)
- F. Words (intermediate)
- G. Words (advance)



# Writing Session 1

## Tips and Template

- Paragraph 1: Introduce the visuals (1-2 sentences)
- Paragraph 2: Summarize the visuals
- Paragraphs 3 and (sometimes) 4: Use data/details to highlight a key feature of the visual(s)
- Last Paragraph: Concluding sentence



# Writing Session 1

## Example 1:

In Task 1 you will need to describe, summarize or explain a graph, diagram or process.

You should spend about 20 minutes on this task.

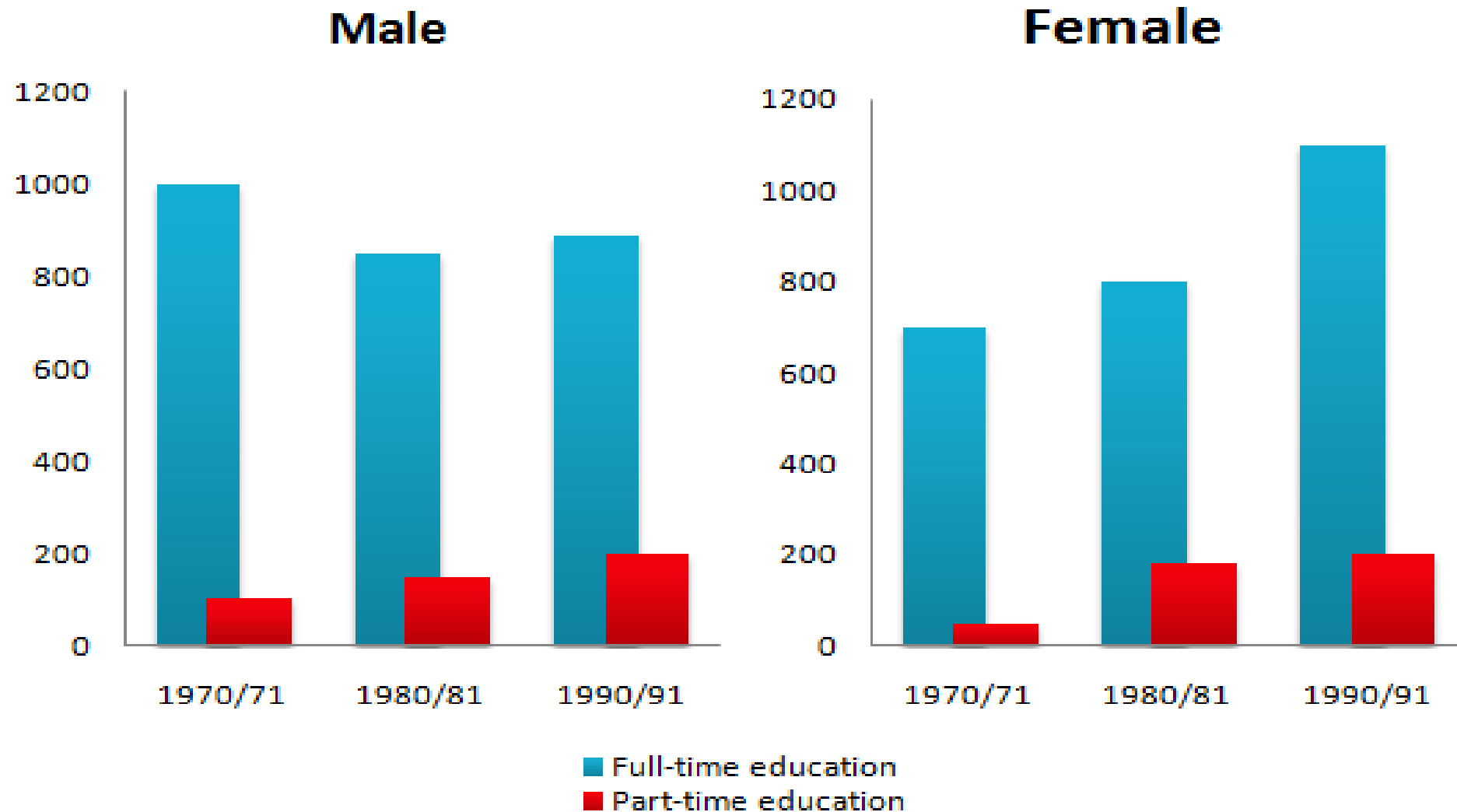
The chart below shows the number of men and women in further education in Britain in three periods and whether they were studying fulltime or part-time.

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

Write at least 150 words.



# Writing Session 1



# Writing Session 1

## Model Response

*The bar chart illustrates how many males and females have studied in full-time and part-time education in the following years: 1970 to 1971, 1980 to 1981 and 1990 to 1991.*

*It is clear that in all three time periods more people of both sexes were involved in full-time education than part-time. Overall the number of men in part-time education rose from approximately 100 thousand to 200 thousand, whereas the number of men in full time education gradually decreased from the early seventies to the eighties and again climbed up slightly in the early nineties.*

*As far as women are concerned, the numbers increased in both sectors of education. The number of full-time female students increased dramatically from 700 thousand to 1.2 million in the twenty-year period. The number of women in part-time education went up gradually from less than a 100 thousand in 1971 to just over 200 thousand in 1991.*

*To sum up, the number of women in both sectors increased significantly while it seems that the rate of men entering full-time education kept fluctuating between the two decades.*

**Word Count: 180**



# Writing Session 1

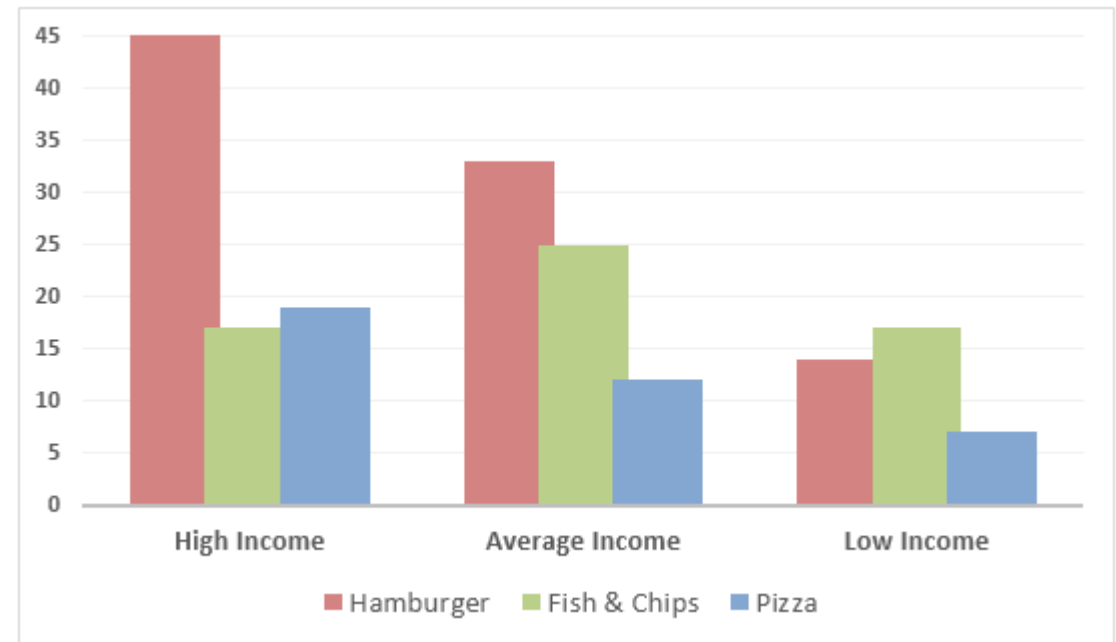
## Example 2:

The graphs below give information about fast food consumption in a European country.

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

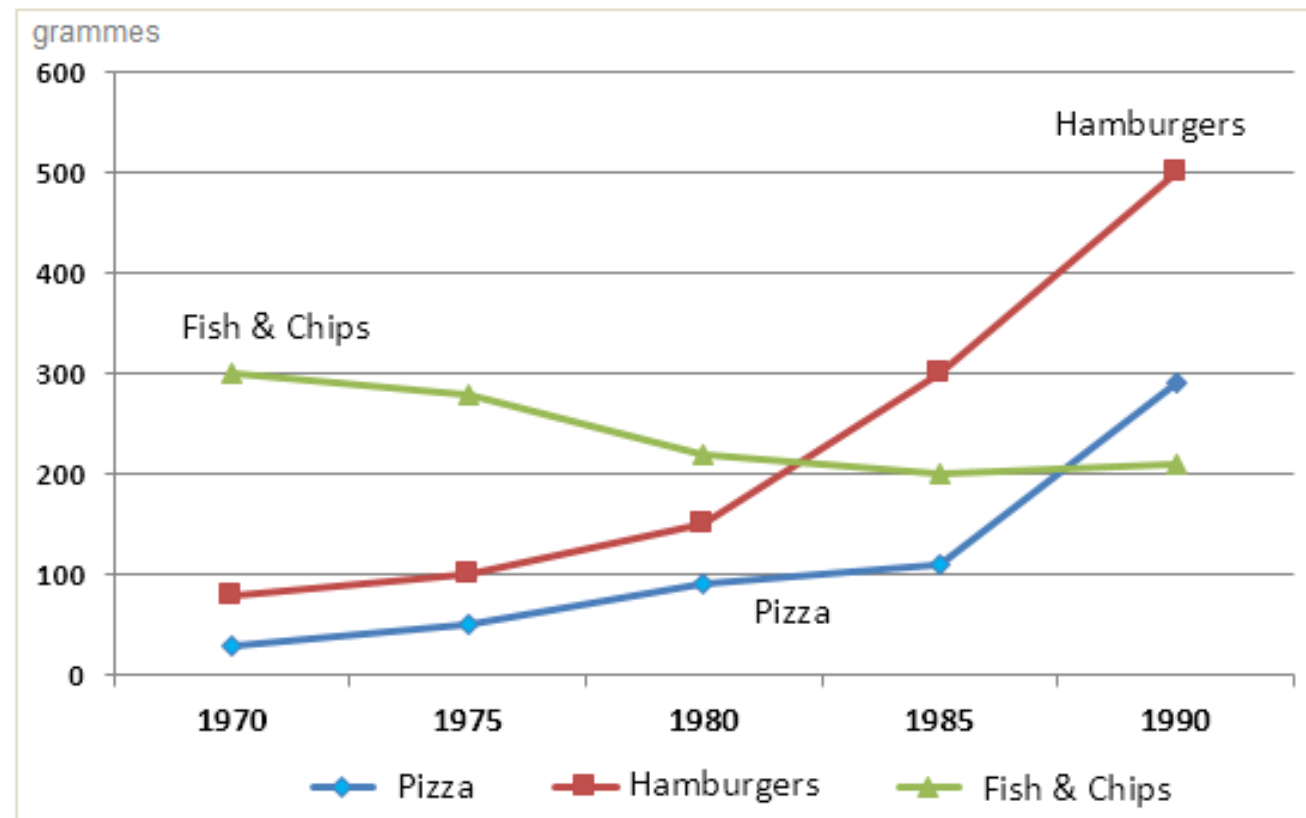
You should spend about **20 minutes** on this task.

**Expenditure (Pence per person per week) on fast foods, by income groups, UK 1990**



# Writing Session 1

## Consumption of fast foods per person in grams (1970-1990)



# Writing Session 1

## Model Response

*The bar chart describes the expenditure per person per week spent on fast foods in UK while the line graph illustrates the trends in consumption of that from 1970 to 1990.*

*As can be seen from the bar chart, expenditure on fast foods is broken down into 3 income groups—high income, average income and low income. In the high income group, the largest segment of expenditure is on hamburgers, accounting for more than 40 pence per person per week; while that spent on fish and chips, and pizza are almost the same which happens to be 17 pence and 19 pence respectively. However, the amount of money spent on hamburgers in the average income category falls, reaching at around 32 pence whereas consumption for fish and chips increases to 25 and pizza touches the scales at 11 pence. In contrast, for the low income group, none of these three types of fast food, however, goes beyond 20 pence—hamburgers (14), fish and chips (16), and pizza (8).*





# Writing Session 1

## Model Response

*According to the line chart, the consumption of hamburgers saw a gradual increase from just fewer than 100 to over 500 grams by 1990. Unlike the hamburger trend, consumption of fish and chips in general gradually fell, from 300 to 200 and then slightly rose to 230 over the same period. In contrast, pizza gradually increases from 20 to 180 over the two decades, but consistently remains the least popular of the three options.*

*Therefore, it is clear from the two graphs that the popularity of hamburgers has increased greatly over the twenty-period, and seems to be the most popular item in particular with the high income group.*

**Word Count: 276**



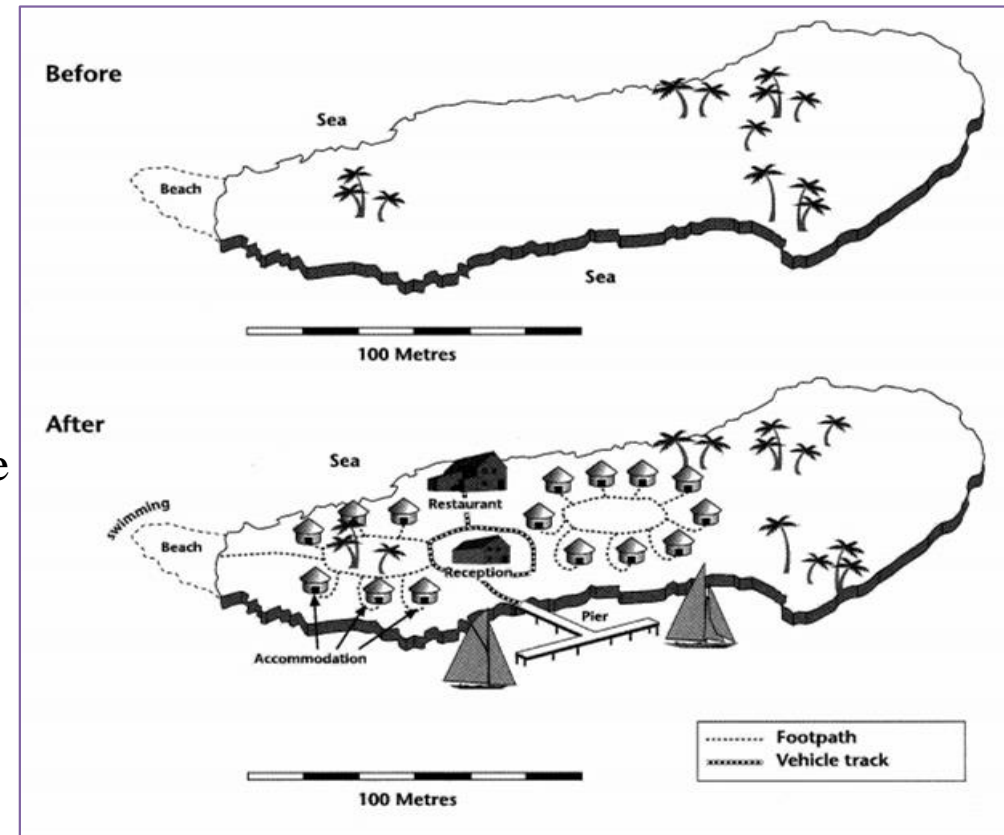
# Writing Session 1

**Activity: Observe the given map carefully and note important features**

You should spend about 20 minutes on this task.

The two maps below show an island before and after the construction of some tourist facilities.

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



# Writing Session 1

## Model Response

*The two maps show the same island while the first one is before and the second one is after the construction for tourism.*

*Looking first at the one before construction, we can see a huge island with a beach in the west. The total length of the island is approximately 250 metres.*

*Moving on to the second map, we can see that there are lots of buildings on the island. There are two areas of accommodation. One is in the west near the beach while the other one is in the centre of the island. Between them, there is a restaurant in the north and a central reception block, which is surrounded by a vehicle track. This track also goes down to the pier where people can go sailing in the south sea of the island. Furthermore, tourists can swim near the beach in the west. A footpath connecting the western accommodation units also leads to the beach.*

*Overall, comparing the two maps, there are significant changes after this development. Not only lots of facilities are built on the island, but also the sea is used for activities. The new island has become a good place for tourism.*

**Word Count: 197**



# Writing Session 1

## Examiner's Comments

This is an answer written by a candidate who achieved a **Band 7** score. Here is the examiner's comment:

- 1. Task Achievement:** This answer clearly presents the key features of the diagrams, and although the first map is described only briefly, this is acceptable for this particular task. The description is accurate though some aspects, such as the section on the accommodation, could have been more fully extended. The final paragraph summarises the main points effectively.
- 2. Coherence & Cohesion:** The information is logically organised and can be easily followed throughout the response. A range of cohesive devices including reference and substitution is used appropriately, with only occasional inaccuracies.
- 3. Lexical Resources:** Some less common vocabulary and collocations are used appropriately, e.g. central reception block, western accommodation units, and there are no spelling errors.
- 4. Grammatical Range & Accuracy:** There is variety of grammatical structures and many sentences contain no inaccuracies. Where errors do occur, they do not affect understanding.



# Writing Session 1

## Example 3:

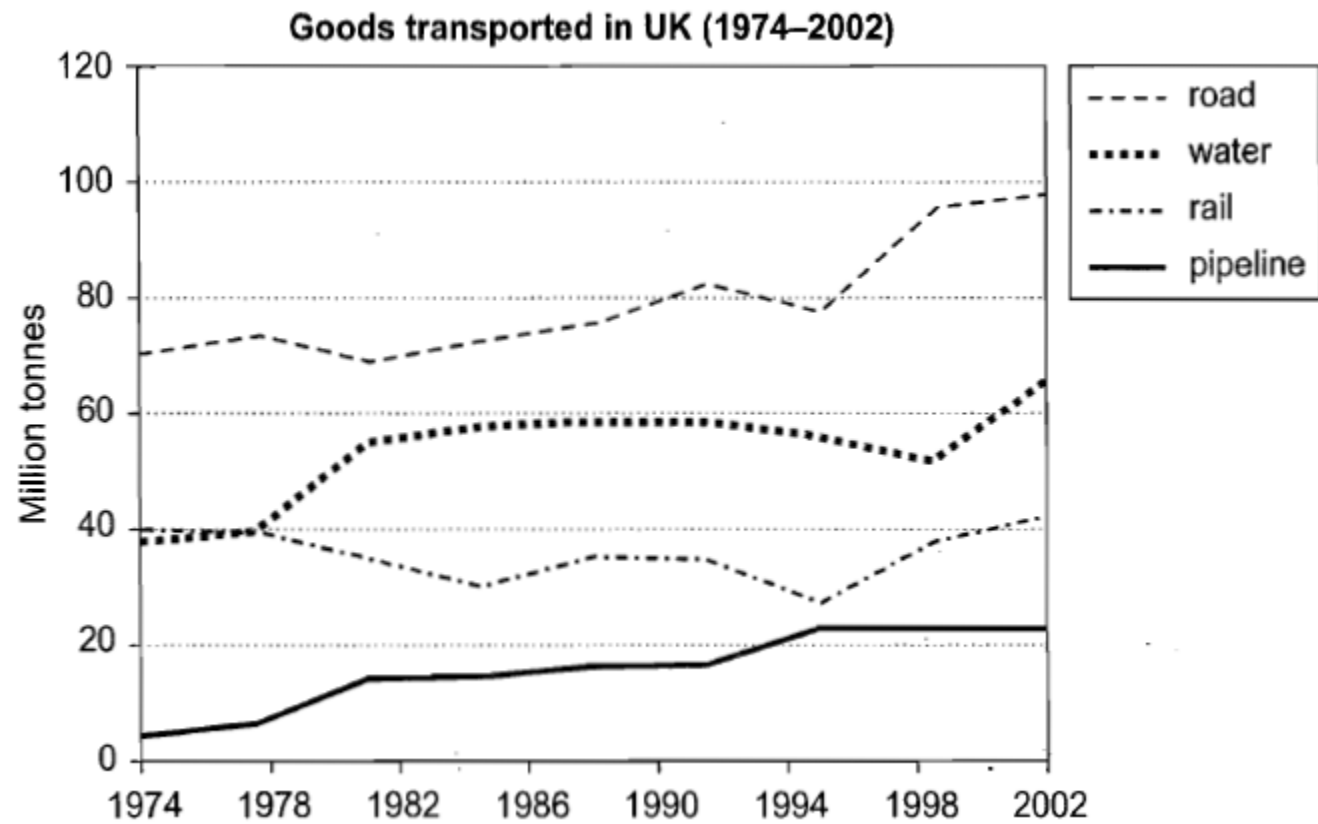
You should spend about 20 minutes on this task

The graph below shows the quantities of goods transported in UK between 1974 and 2002 by four different modes of transport.

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

# Writing Test 2

Write at least 150 words



# Writing Session 1

## Model Response

*The graph illustrates the quantities of goods transported in the United Kingdom by four different modes between the time period of 1974 and 2002. Over this span of 28 years, the quantities of goods transported by road, water and pipeline have all increased while the quantity transported by rail has remained almost constant at about 40 million tonnes.*

*The largest quantity of goods transported, both in 1974 and 2002, was by road ( 70 million tonnes and 98 million tonnes respectively) while the lowest both in 1974 and 2002 was by pipeline ( about 5 million tonnes and 22 million tonnes respectively). The amount of goods transported by water was constant from 1974 to 1978, where it showed an exponential growth, rising to almost 60 million tonnes after which it plateaued for about 20 years before starting to rise gradually again.*

*The amount of goods transported by rail is almost constant at 40 million tonnes in 1974 and 2002, with decreases in quantity in between the years. It is also interesting to note that almost all showed a decrease in 1994 in amount of goods transported except for the pipeline, which actually peaked in that year.*

*In conclusion the road remains the most popular method of transporting goods in the UK while water and pipelines are becoming increasingly used, have not become more popular as a method of transport*



# Writing Session 1

## Examiner's comment:

This is an answer written by a candidate who achieved a **Band 8** score. Here is the examiner's comment:

This answer covers all the relevant information in the task, and clearly highlights the main trends and comparisons. The only thing that would improve this answer is an introduction to the topic that is not closely copied from the prompt.

The message is easy to follow because paragraphing is local and information is clearly linked across the whole answer. A wide range of vocabulary is used accurately and effectively, although there are some rare imprecise choices and some repetitions. Similarly, a wide range of grammatical structures and sentence forms is used accurately and effectively, with only one significant error where punctuation is omitted in the final paragraph. Overall, most sentences are accurate.





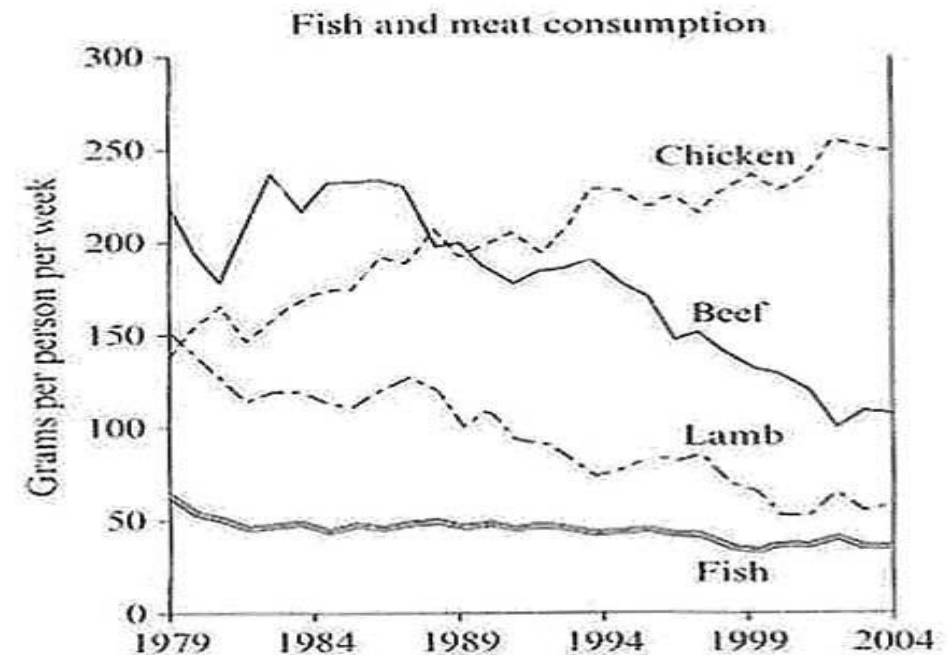
# Writing Session 1

## Practice Question 1 - Writing Task 1

The graph alongside shows the consumption of fish and some different kinds of meat in a European country between 1979 and 2004.

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

Write at least 150 words.



# Writing Session 1

## Practice Question 2- Writing Task 1

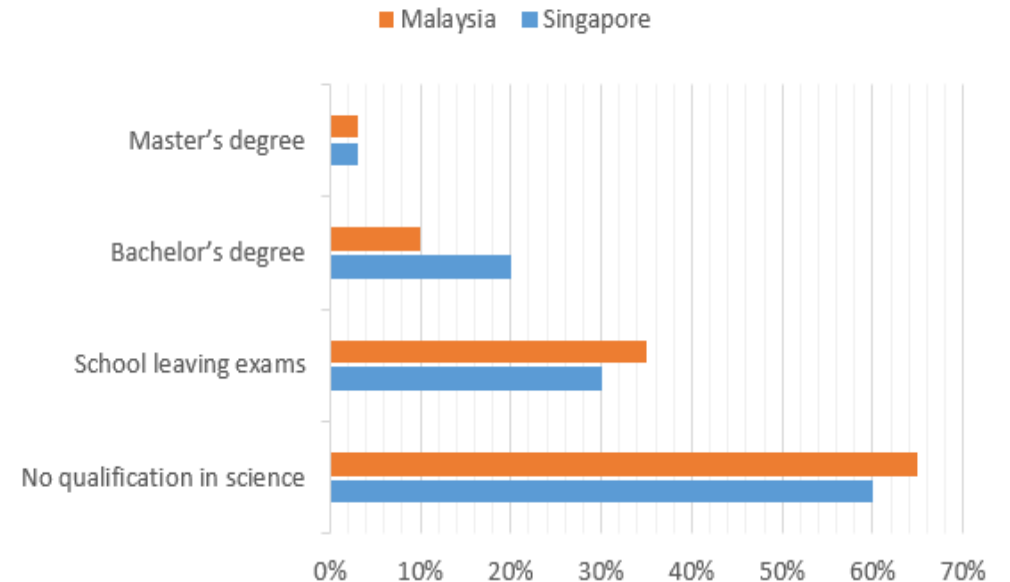
You should spend about 20 minutes on this task.

The chart below gives information about science qualifications held by people in two countries.

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

Write at least 150 words.

Science qualification in two countries



# Writing Session 1

## Important Instructions

- Don't copy any part of the question in your answer.
- Don't repeat yourself or the same ideas.
- If you are weak in English grammar, try to use short sentences.
- Think about the tenses of your verbs.
- Don't digress from the given topic.





*Thank you*