



# Sample Writing

## Part 2: Task 1 Academic

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You should spend about 20 minutes on this task.

The table below shows social and economic indicators for four countries in 1994, according to United Nations statistics.

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

Write at least 150 words.

Indicators	Canada Japan Peru Zaire			
Annual income per person (in \$US)	11100	15760	160	130
Life expectancy at birth	76	78	51	47
Daily calorie supply per person	3326	2846	1927	1749
Adult literacy rate (%)	99	99	68	34

## Model answer

A glance at four indicators of economic and social conditions in four countries, Canada, Japan, Peru and Zaire, in 1994 reflects the great differences that exist between wealthier and poorer nations.

The table shows that Japan and Canada had annual incomes of \$15 760 and \$11 100 per person, respectively. These figures were overwhelmingly greater than the corresponding figures of \$160 in Peru and \$130 in Zaire.

Health indicators, too, reflected overall levels of affluence in the four nations. Life expectancy at birth, for example, was higher among the more economically developed countries. Japan reported the highest life expectancy, 78. This was followed by Canada, 76; Peru, 51; and Zaire, 47. This suggests that richer societies are able to put more money into health care than poorer ones.

The amount of calories consumed daily per person roughly followed the same ranking. Canadians each consumed some 3 326 calories per day while the Japanese took 2846 calories. The corresponding figures for Peru and Zaire were 1927 and 1749, respectively.

Literacy rates among adults, too, were higher in wealthier countries, no doubt a reflection of ability to invest in education. Canada and Japan both reported literacy rates of 99%, while Peru claimed 68%. Zaire, the least economically developed of the four countries, had a literacy rate of 34%.

The data appear to confirm the often cited link between national wealth and health and education standards.

### IELTS Tip

Make sure you understand the following in a table:

**the main heading/title of the table**

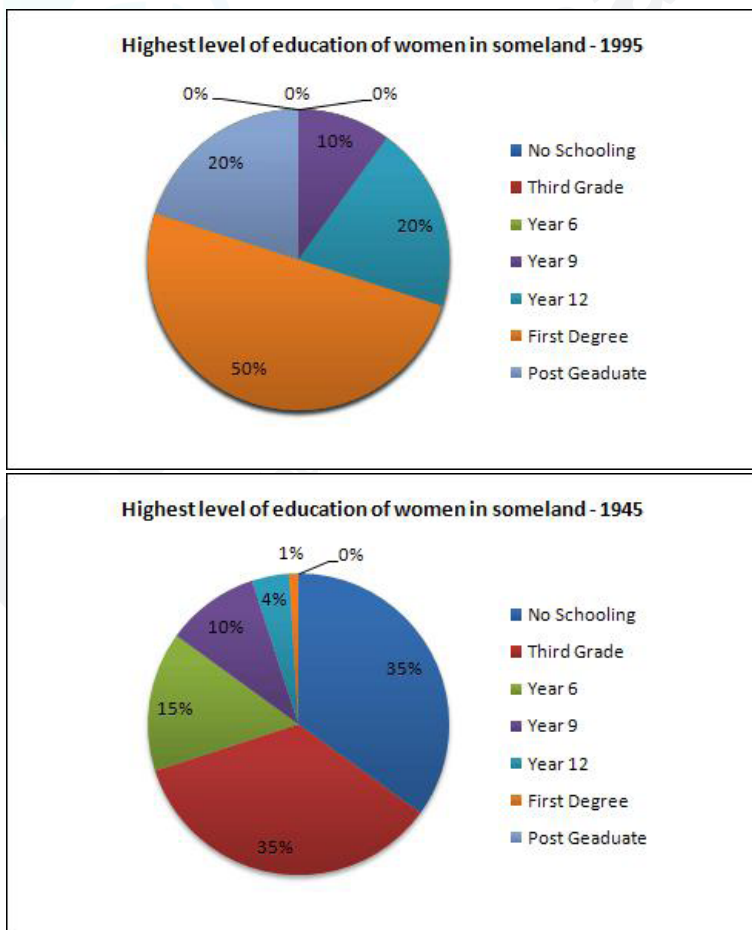
**the column heading/categories and exactly what these show**

Look for the most important information in the table by comparing categories and groups. Notice any similarities, any differences, any obvious changes and/or trends.

Write a report for a university lecturer describing the information in the two graphs below.

You should write at least 150 words.

Allow yourself 20 minutes for this task.



## Model Answer:

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.

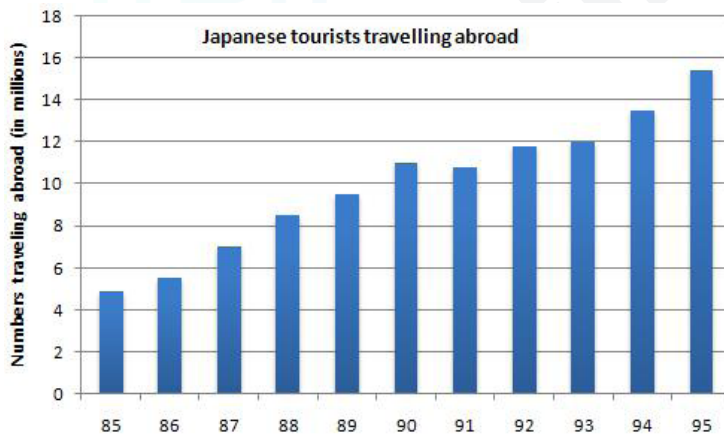
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The charts below show the number of Japanese tourists travelling abroad between 1985 and 1995 and Australia's share of the Japanese tourist market.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.

You should spend about 20 minutes on this task.



## Model Answer:

This chart shows us that Japanese tourists go abroad for travelling in a decade and Australians share of marketing for Japanese tourists. Between 1985 and 1995 Japanese tourists travelling abroad was dramatically increased. In 85 there was about 5 millions traveller go abroad. Since 85 number of traveller went up dramatically until 90. It was almost twice then between 90 and 93 the number remain stateable, which is about 12 millions. From 93 to 95 it rose slightly. Therefore in 1995 there were about 15 millions people went abroad.

I am going to write about the other chart, which is Australians share of Japanese tourist market. This is also between 1985 and 1995. About 2 million Japanese tourist went to Australia in 1985. Between 85 and 89 people went there is increased sharply, which is almost 3 times more. In 1990 it fall number slightly but from 90 to 94 number is went up. However 94 to 95 is not so went up number of people who went to Australia. It remain is the same or slightly decreased.

### Comment:

This is an answer written by a candidate who achieved a Band 5 score. Here is the examiners comment:

The writer does what is required of her in terms of task fulfilment, and the message can be followed, but the weaknesses in grammatical control and in spelling cause difficulty for the reader. Complex sentence structures are attempted, but the greatest levels of accuracy are found in basic, simple structures.

You should spend about 20 minutes on this task.

The table below shows the sales at a small restaurant in a downtown business district.

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

You should write at least 150 words.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

**Sales: week of October 7-13**

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
<b>Lunch</b>	\$2,400	\$2,450	\$2,595	\$2,375	\$2,500	\$1,950	\$1,5
<b>Dinner</b>	\$3,623	\$3,850	\$3,445	\$3,800	\$4,350	\$2,900	\$2,4



## Model answer

The sales at this small restaurant during the week of October 7 to 13th followed a fairly set pattern from Monday to Friday, and then showed notable shift on the weekend. The lunch and dinner sales during the week peaked on Friday and then dipper down as the weekend set in.

During the week of October 7-14th, the lunch sales averaged at approximately \$2,400. The highest lunch sales occurred on Friday, and the lowest occurred on Sunday. Sunday's lunch sales were approximately \$1,000 less than the average lunch sales during the rest of the week.

Dinner sales, which generated at least \$1,000 to \$1,500 more a day than lunch sales, also remained steady during the week. Just like the lunch sales, the dinner sales peak on Friday and dipped down for the weekend.

Excluding Wednesday and Thursday, the lunch and dinner sales from October 7-11 rose gradually until the end of the business week. Midweek, on Wednesday and Thursday, the sales were slightly lower than they were on Tuesday.

According to the sales report, this restaurant has a steady lunch and dinner crowd. The most profitable day during the second week of October was Friday. Sunday, was the least profitable day, with the full day's sales totaling/totalling less than the Friday dinner sales. These numbers are reflective of a restaurant that is located in a business/financial district where business hours are Monday through Friday.

(234 words)

### Vocabulary Tip

When you are writing large numbers, do not add an 's' to the number: 300,000 three hundred thousand. NOT three hundred thousands.

The plural form is only used to give an approximate idea: There were thousands of people there.

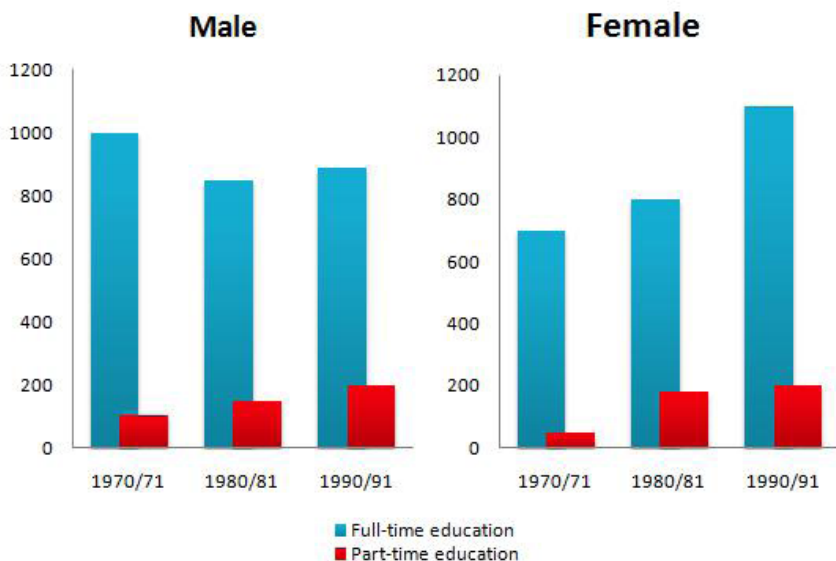
You can use numerals instead of words, but we usually write larger numbers such as four million.

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.

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

Write at least 150 words.



### Sample Speaking

## Model answer 1

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 part-time education than fulltime. Overall the number of men in fulltime education rose from approximately 100 thousand to 200 thousand, whereas the number of men in part-time education was lower in the early nineties than twenty years earlier.

As far as women are concerned, the numbers increased in both sectors of education. The number of part-time female students increased dramatically from 700 thousand to 1.2 million in the twenty year period. The amount of women in fulltime education went up more gradually from 100 thousand in 1971 to just over 200 thousand in 1991. This was similar the increase for fulltime male students.

To sum up, the number of women in both sectors increased significantly while it seems that the rate of men entering part-time education decreased a little and was fluctuating.

(179 words)

## Candidate answer 1

This is a bar chart of the number of men and women in further education in Britain in three periods. In 1970, Most of Men were studying part-time but from 1980, studying part-time as decreased and studying full-time was increased and in 1990, it was twice as many students as in 1970. On the other hand, Women studying Full-time were increased and not only Full-time, part-time also were increased. In 1990, studying full-time was three times as many students as in 1970. If compare Men and Women, as you see, in 1970, Men were studying more than women full-time or part-time but it changed from 1980 and then, in 1990, Women were studying part-time more than Men and studying full-time was same number.

It shows you women has a high education now.

(132 words)

### EXAMINER'S EXPLANATION

Band 5

"The length of the answer is just acceptable. There is a good attempt to describe the overall trends but the content would have been greatly improved if the candidate had included some reference to the figures given on the graph. Without these, the reader is lacking some important information. The answer is quite difficult to follow and there are some punctuation errors that cause confusion. The structures are fairly simple and efforts to produce more complex sentences are not successful."

### Candidate answer 2

According to this graph, the number of men and women in farther education in Britain shows that following pattern.

In the case of male, the number of male has declined slightly from about 100 thousands in 1970/71 to about 850 thousands in 1990/91. However, this figure rose back to about 850 thousands in 1990/91 from about 820 thousands in 1980/81. The proportion of full-time education has declined during this period. However, the proportion of part-time education has increased dramatically.

On the other hand, in the case of female, the number of both full-time education and part-time education has increased during the period.

From about 700 thousands in 1970/71, these figures rose to about 820 thousands in 1980/81, to about 1100 thousands in 1990/91. In terms of full-time education, this figure rose by about 260 to about 900 in 1990/91.

On the other hand, with respect to part-time education, this figure rose dramatically between 1980/81 and 1970/71. However this figure rose slightly between 1980/81 and 1990/91.

(165 words)

## EXAMINER'S EXPLANATION

### Band 6

"The candidate has made a good attempt to describe the graphs looking at global trends and more detailed figures. There is, however, some information missing and the information is inaccurate in minor areas. The answer flows quite smoothly although connectives are overused or inappropriate, and some of the points do not link up well. The grammatical accuracy is quite good and the language used to describe the trends is well-handled. However, there are problems with expression and the appropriate choice of words and whilst there is good structural control, the complexity and variation in the sentences are limited."

### IELTS Writing Tip







When you write about a chart or table you will receive marks for organising and describing all the information. You will not receive marks for giving reasons for the information or giving your opinion about the information (but you will not lose marks if you do this). As you have limited time and number of words, write about the information only.

You should spend about 20 minutes on this task.

The table below shows the number of medals won by the top ten countries in the London 2012 Olympic Games.

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

Write at least 150 words.

Rank by Gold	Country	Gold	Silver	Bronze	Total
1	 United States	46	29	29	104
2	 China	38	27	23	88
3	 Great Britain	29	17	19	65
4	 Russia	24	26	32	82
5	 South Korea	13	8	7	28
6	 Germany	11	19	14	44
7	 France	11	11	12	34
8	 Italy	8	9	11	28
9	 Hungary	8	4	5	17
10	 Australia	7	16	12	35

## Model answer

The table shows the number of medals won by the top ten countries in the London 2012 Olympic Games. The USA won greatest number of medals overall with the total of 104. They won more gold medals than silver and more medals than any other country in both categories. China had the second number of medals at 88, and like the USA, China won fewer silver medals than gold medals.

While Russia's silver medal total was better than Great Britain's, they did not do as well as Great Britain in the gold medals, winning just 24. In fact Great Britain had a lower overall medal total than Russia but, as the table is based on the number of gold medals won, they were placed third. Similarly, Germany was significantly more successful at winning medals than South Korea, with a total of 44 compared to South Korea's 28, but because South Korea won two more gold medals than Germany they were ranked higher. Australia gave the worst performance in this group, winning only seven gold and sixteen silver medals.

(178 words)

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### Test Tip

In IELTS Writing Task 1, you do not need to describe all the information given. To summarise, you must select the main features from what is shown. Information is often given in the form of a graph, a chart, or a table. Read any headings, key and sources for the data to understand what it relates to. The data may show differences or changes over time, between places, or between groups of people. Try to identify significant contrasts, similarities, or trends.

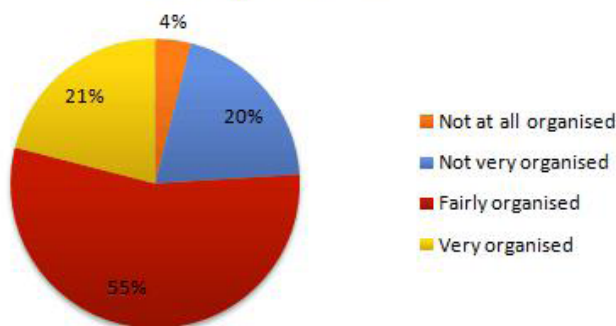
You should spend about 20 minutes on this task.

The diagrams below show UK students' responses to the question of to what extent would they describe themselves as financially organised.

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

Write at least 150 words.

**Managing Finances**



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	Very organised %
All students	21
Age up to 22 years	18
Age 23-25 years	26
Age over 26 years	35

### Sample Speaking



## Model answer

The two diagrams show students' responses to the question of how good they are at managing their finances. The pie chart illustrates the ability of UK students to manage their finances and the table shows the proportion of students, by age, who think they are very organised at managing their finances.

More than three-quarters of students (76%) believe they are either 'very' or 'fairly' organised financially, while one in five (20%) say they are not very organised in this area. Only 4% of students rate themselves as 'not at all' competent.

The ability to manage one's finances well would seem to develop with age and experience as older students are almost twice as likely to say they are 'very' organised than younger ones (31% of students aged 26 or over compared to just 17% for those aged up to 22).

Overall, the findings suggest that students generally manage their finances well.

(151 words)

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## IELTS Writing Marking

### Task Achievement (Task 1)

- Have you satisfied all the requirements of the task?
- Have you presented a clear, accurate and relevant description of the information?

### Task Response (Task 2)

- Have you discussed all parts of the task?
- Have you developed and supported relevant ideas and arguments, and made your position clear?

### Coherence and Cohesion (Tasks 1 & 2)

- Is your writing well-organized?
- Is there a clear progression of information and ideas?
- Are sentences and paragraphs logically linked?

### Lexical Resource (Tasks 1 & 2)

- Have you used a good variety of appropriate vocabulary?
- Is your spelling and word formation reasonably accurate?

### Grammatical Range and Accuracy (Tasks 1 & 2)

- Have you used a good variety of structures?
- Is your grammar and punctuation reasonably accurate?

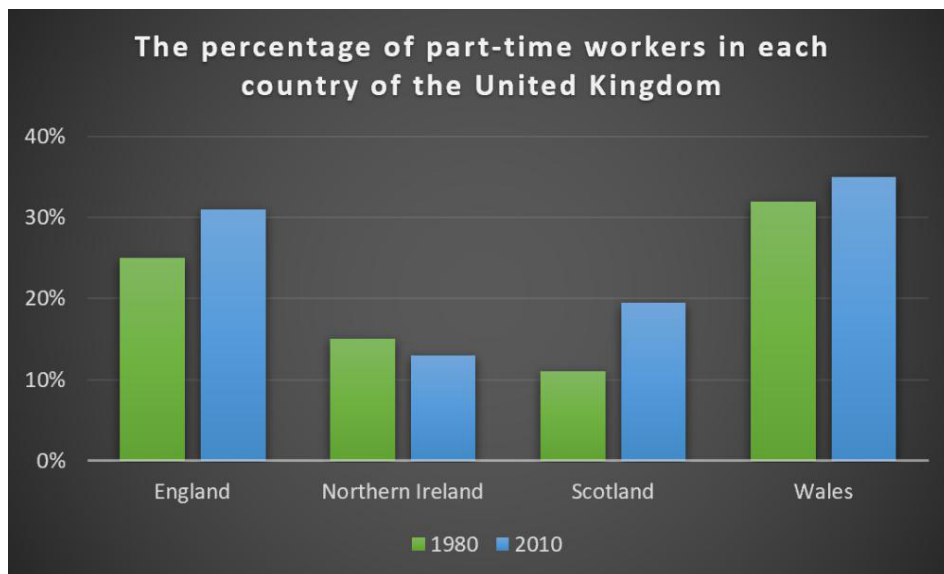
The overall result is translated into a score on the IELTS nine-band scale.

You should spend about 20 minutes on this task.

The graph below shows the percentage of part-time workers in each country of the United Kingdom in 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 bar chart shows the percentage of people who have part-time jobs in the countries that make up the United Kingdom, both in 1980 and in 2010. There's generally been a small increase in part-time workers from 1980 to 2010, except in Northern Ireland. The graph also shows that England and Wales have far more part-time workers than Northern Ireland and Scotland.

In 1980, 25% of people in England worked part time. The only country with a greater percentage of part-time workers was Wales, with around 33% working part time. Both countries saw an increase in the percentage of people working part time in 2010. In England, the percentage rose to over 30% and in Wales percentage rose to just over 35%.

Scotland had the smallest percentage of part-time workers in 1980, with just over ten per cent. However, this rose to almost 20% in 2010 which is a large increase. Lastly, Northern Ireland was the only country which had a decreasing percentage of part-time workers. In 1980, it had around 15% of people in part-time work. This decreased by a couple of per cent in 2010.

(187 words)

### Tips for IELTS Writing Task 1

The IELTS Writing Task 1 band descriptor for Task Achievement at Band 8 states: presents, highlights and illustrates key features clearly and appropriately. To achieve a high mark, it is extremely important that you study the map very carefully and ensure that the information you include in your writing is accurate and appropriate. Describing changes that do not appear in the map will result in the loss of marks for Task Achievement.

#### You will need to write:

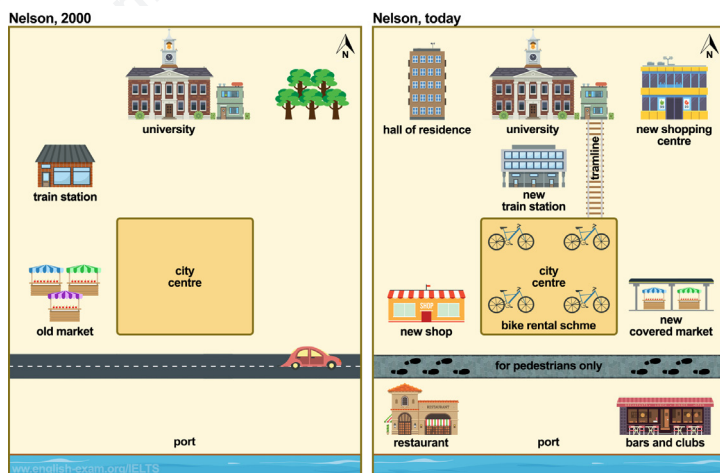
- a brief introduction to the maps in your own words;
- a short overview to describe what has happened to the town in general;
- two paragraphs to describe some of the main changes;
- a minimum of 150 words.

You should spend about 20 minutes on this task.

The maps below show changes in the city of Nelson in recent times.

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

Write at least 150 words.



### Sample Speaking

## Model answer

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

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

One interesting change is that a new trans 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 restaurants, 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.

(194 words)