

IELTS Writing Task 1 Tip

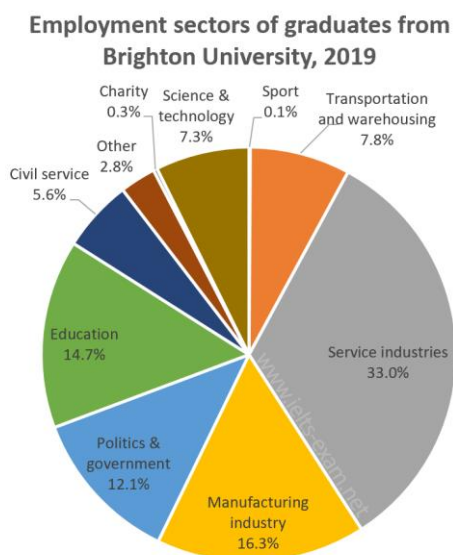
When describing the data in **pie charts**, use a variety of ways to describe the numbers, for example, use a mixture of percentages and fractions, to show the range of your language. Use modifiers, such as almost, just over and approximately if the figures are not exact fractions.

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.



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.

(155 words)

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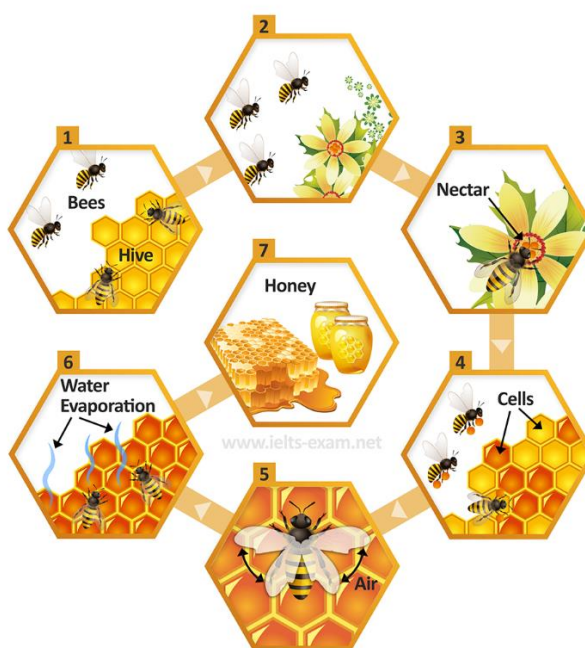
When you write a report of a process in IELTS Writing Task 1, you should only use important information from the diagram. Do not give your own opinion or use information that is not important.

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.

(150 words)

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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.

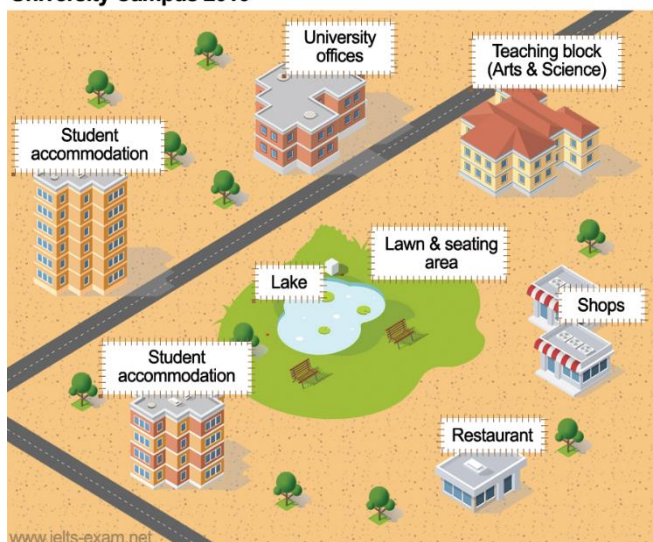
You should spend about 20 minutes on this task.

The maps show improvements that have been made to a university campus between 2010 and the present day.

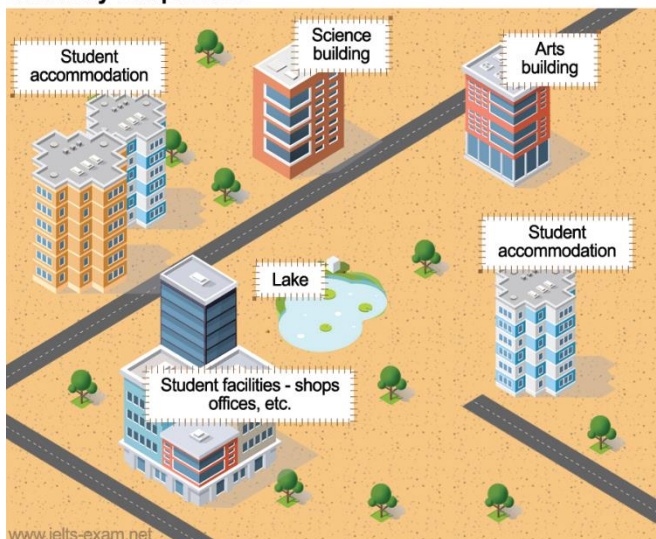
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

University Campus 2010



University Campus Now



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.

(152 words)

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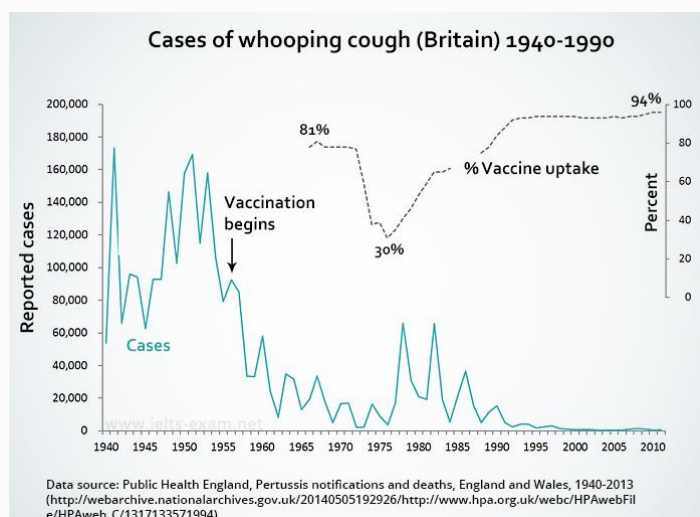
If you are presented with two figures which appear to show a cause and effect relationship, it is helpful to take note of this. It will enable you to highlight the information more effectively. However, you should be cautious about expressing a cause and effect relationship too directly. This is because IELTS Writing Task 1 does not ask you to interpret the graph or refer to anything outside of it. If you use a cause and effect expression (e.g. causes, leads to), use a hedging expression to make the claim less sweeping (e.g. appears to cause, may lead to).

You should spend about 20 minutes on this task.

The graph shows the impact of vaccinations on the incidence of whooping cough, a childhood illness, between 1940 and 1990 in Britain.

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 the changing number of cases of whooping cough in Britain from 1940 to 1990, and how the introduction and use of a vaccine for the disease affected the pattern. Apparently, there was a direct link between the administration of the vaccine and the number of cases of whooping cough among children during this period in history.

Overall, the number of cases fell from a high of 170,000 to almost zero. However, there were significant fluctuations in the trend. For example, just after 1940, there was a surge in the number of cases from 50,000 to approximately 170,000. Although the figure fell back in the next few years, it peaked again in the early 1950s and fluctuated considerably until the introduction of a vaccination in the late 1950s.

Following this, the number of cases dropped sharply to well below 20,000 in the mid-1970s, until a sudden fall in vaccinations, from 81 percent to 30 percent, resulted in a parallel rise in the incidence of the illness. Figures then went up again to 60,000 around 1980, but gradually fell back to their earlier level as vaccinations were resumed. By 1990, 94 percent of children were being vaccinated against whooping cough, and there were few, if any, cases. (208 words)