

IELTS Test Prep

WRITING SECTION



Gradhopper

Structure and Timing

2 Tasks

Lasts 60 minutes in total

Structure and Timing

Task 1:

- Describe some visual information in your own words
- 20 minutes
- 150 words

Scoring

Scoring for both tasks is based on the following criteria:

- Task achievement
- Coherence and cohesion
- Lexical resource
- Grammatical range and accuracy

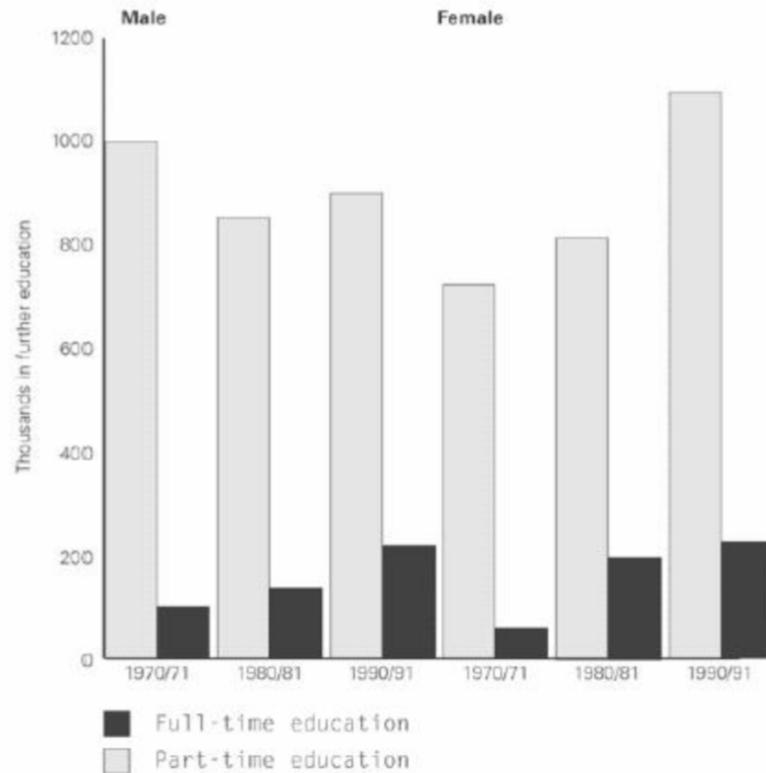
Task 1A

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.



Task 1

Scoring

Task 1

| Band | Task Achievement |
|-------------|--|
| 9 | <ul style="list-style-type: none">• fully satisfies all the requirements of the task• clearly presents a fully developed response |

Scoring

Task 1

| Band | Task Achievement |
|-------------|--|
| 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 |

Scoring

Task 1

| Band | Task Achievement |
|-------------|--|
| 7 | <ul style="list-style-type: none">•covers the requirements of the task•presents a clear overview of main trends, differences or stages•clearly presents and highlights key features/bullet points but could be more fully extended |

Scoring

Task 1

| Band | Task Achievement |
|-------------|---|
| 6 | <ul style="list-style-type: none">•addresses the requirements of the task•presents an overview with information appropriately selected•presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate |

Scoring

Task 1

| Band | Task Achievement |
|------|---|
| 5 | <ul style="list-style-type: none">•generally addresses the task; the format may be inappropriate in places•recounts detail mechanically with no clear overview; there may be no data to support the description•presents, but inadequately covers, key features/bullet points; there may be a tendency to focus on detail |

Scoring

Task 1

| Band | Task Achievement |
|-------------|--|
| 4 | <ul style="list-style-type: none">•attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate•may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate |

Scoring

Task 1

| Band | Task Achievement |
|-------------|---|
| 3 | <ul style="list-style-type: none">•fails to address the task, which may have been completely misunderstood•presents limited ideas which may be largely irrelevant/repetitive |

Scoring

Task 1

| Band | Task Achievement |
|-------------|---|
| 2 | <ul style="list-style-type: none">•answer is barely related to the task |
| 1 | <ul style="list-style-type: none">•answer is completely unrelated to the task |

Scoring

Task 1

| Band | Task Achievement |
|-------------|---|
| 0 | <ul style="list-style-type: none">•does not attend•does not attempt the task in any way•writes a totally memorised response |

To improve your score

Task 1

- Task achievement
 - Make sure you understand and answer the question
 - Analyze the chart and find the most important information to discuss
 - Provide an overview of the key information
 - Support your points with data
 - Stick to the facts when writing your essay
 - Avoid inserting your opinion
 - Write at least 150 words

Scoring

Task 1

| Band | Coherence and Cohesion |
|-------------|---|
| 9 | <ul style="list-style-type: none">•uses cohesion in such a way that it attracts no attention•skillfully manages paragraphing |

Scoring

Task 1

| Band | Coherence and Cohesion |
|-------------|--|
| 8 | <ul style="list-style-type: none">•sequences information and ideas logically•manages all aspects of cohesion well•uses paragraphing sufficiently and appropriately |

Scoring

Task 1

| Band | Coherence and Cohesion |
|-------------|--|
| 7 | <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 |

Scoring

Task 1

| Band | Coherence and Cohesion |
|-------------|---|
| 6 | <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 |

Scoring

Task 1

| Band | Coherence and Cohesion |
|-------------|---|
| 5 | <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 |

Scoring

Task 1

| Band | Coherence and Cohesion |
|-------------|---|
| 4 | <ul style="list-style-type: none">•presents information and ideas but these are not arranged coherently and there is no clear progression in the response•uses some basic cohesive devices but these may be inaccurate or repetitive |

Scoring

Task 1

| Band | Coherence and Cohesion |
|-------------|--|
| 3 | <ul style="list-style-type: none">•does not organise ideas logically•may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas |

Scoring

Task 1

| Band | Coherence and Cohesion |
|-------------|--|
| 2 | has very little control of organisational features |
| 1 | fails to communicate any message |

Scoring

Task 1

| Band | Coherence and Cohesion |
|-------------|---|
| 0 | <ul style="list-style-type: none">•does not attend•does not attempt the task in any way•writes a totally memorised response |

To improve your score

Task 1

- Coherence and cohesion
 - Be sure to plan how to organize and present your information
 - Make sure that you are clear and that your writing is easy to understand
 - Use a variety of linking devices correctly

Scoring

Task 1

| Band | 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’ |

Scoring

Task 1

| Band | Lexical Resource |
|-------------|---|
| 8 | <ul style="list-style-type: none">•uses a wide range of vocabulary fluently and flexibly to convey precise meanings•skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation•produces rare errors in spelling and/or word formation |

Scoring

Task 1

| Band | Lexical Resource |
|-------------|---|
| 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 |

Scoring

Task 1

| Band | Lexical Resource |
|-------------|--|
| 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 |

Scoring

Task 1

| Band | Lexical Resource |
|-------------|--|
| 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 |

Scoring

Task 1

| Band | Lexical Resource |
|-------------|---|
| 4 | <ul style="list-style-type: none">•uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task•has limited control of word formation and/or spelling;•errors may cause strain for the reader |

Scoring

Task 1

| Band | Lexical Resource |
|-------------|---|
| 3 | <ul style="list-style-type: none">•uses only a very limited range of words and expressions with very limited control of word formation and/or spelling•errors may severely distort the message |

Scoring

Task 1

| Band | Lexical Resource |
|-------------|--|
| 2 | <ul style="list-style-type: none">•uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling |
| 1 | <ul style="list-style-type: none">•can only use a few isolated words |

Scoring

Task 1

| Band | Lexical Resource |
|-------------|---|
| 0 | <ul style="list-style-type: none">•does not attend•does not attempt the task in any way•writes a totally memorised response |

To improve your score

Task 1

- Lexical resource
 - Use a range of vocabulary
 - Use vocabulary accurately
 - Don't be repetitive

Useful Vocabulary

Vocabulary for describing data

- Words for “under”
 - Below
 - Less than
 - Just under, well under, slightly under
 - Nearly, almost, close to
 - Considerably less than, far less than

Useful Vocabulary

Vocabulary for describing data

- Words for “approximately”
 - About
 - Around

Useful Vocabulary

Vocabulary for describing data

- Words for “over”
 - Above, more than
 - Just over, slightly over
 - Marginally above
 - Well over
 - Considerably more than

Useful Vocabulary

Vocabulary for describing graphs

- Describing an upward trend
 - Rise, a rise, rising
 - Increase, an increase, increasing
 - Climb, a climb, climbing
 - Grow, a growth, growing
 - Go up, going up
 - Jump, jumping
 - Rocket

Useful Vocabulary

Vocabulary for describing graphs

- Describing a downward trend
 - Decrease, a decrease, decreasing
 - Drop, a drop, dropping
 - Fall, a fall, falling
 - Decline, a decline, declining
 - Go down, going down
 - Plummet
 - Plunge

Useful Vocabulary

Vocabulary for describing graphs

- Words for describing a stable trend
 - Stay
 - Remain
 - Maintain
 - Stable
 - Steady
 - Unchanged

Useful Vocabulary

Vocabulary for describing graphs

- Other words for describing charts
 - Fluctuating
 - A dip
 - Remain steady, remain stable, remain unchanged
 - Level off
 - Peak at, reach a peak of, hit a high of
 - Hit a low of, bottom out
 - Plateau

Useful Vocabulary

Adverbs for describing graphs

- Steadily, gradually, slightly, sharply, rapidly, steeply, dramatically, considerably, significantly

Adjectives for describing graphs

- steady, gradual, slight, sharp, rapid, steep, dramatic, considerable, significant

Useful Vocabulary

Vocabulary for describing time periods

- Over the period of ___
- Over the next three days
- Three days later
- In the following three days
- The next three days show
- From ___ to ___, between ___ and ___
- The last year, the final year
- The first year
- At the beginning/end of the period

Useful Vocabulary

Vocabulary for describing graphs

- Adverbs for describing trends
 - Quickly, sharply, rapidly, steeply
 - Significantly, substantially, considerably
 - Gradually, moderately, steadily
 - Slightly, slowly

Useful Vocabulary

Vocabulary for describing graphs

- Nouns for describing trends
 - Decline, decrease, fall, dip, drop
 - Increase, growth, rise
 - Peak
 - Variation

Scoring

Task 1

| Band | Grammatical Range and Accuracy |
|-------------|--|
| 9 | •uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips' |

Scoring

Task 1

| Band | Grammatical Range and Accuracy |
|-------------|--|
| 8 | <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 |

Scoring

Task 1

| Band | Grammatical Range and Accuracy |
|-------------|--|
| 7 | <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 |

Scoring

Task 1

| Band | Grammatical Range and Accuracy |
|-------------|---|
| 6 | <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 |

Scoring

Task 1

| Band | Grammatical Range and Accuracy |
|-------------|--|
| 5 | <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 |

Scoring

Task 1

| Band | Grammatical Range and Accuracy |
|-------------|---|
| 4 | <ul style="list-style-type: none">•uses only a very limited range of structures with only rare use of subordinate clauses•some structures are accurate but errors predominate, and punctuation is often faulty |

Scoring

Task 1

| Band | Grammatical Range and Accuracy |
|-------------|--|
| 3 | •attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning |

Scoring

Task 1

| Band | Grammatical Range and Accuracy |
|-------------|---|
| 2 | cannot use sentence forms except in memorised phrases |
| 1 | cannot use sentence forms at all |

Scoring

Task 1

| Band | Grammatical Range and Accuracy |
|-------------|---|
| 0 | <ul style="list-style-type: none">•does not attend•does not attempt the task in any way•writes a totally memorised response |

Task 1

Pie charts

IELTS Writing Task 1 Sample 2

You should spend about 20 minutes on this task.

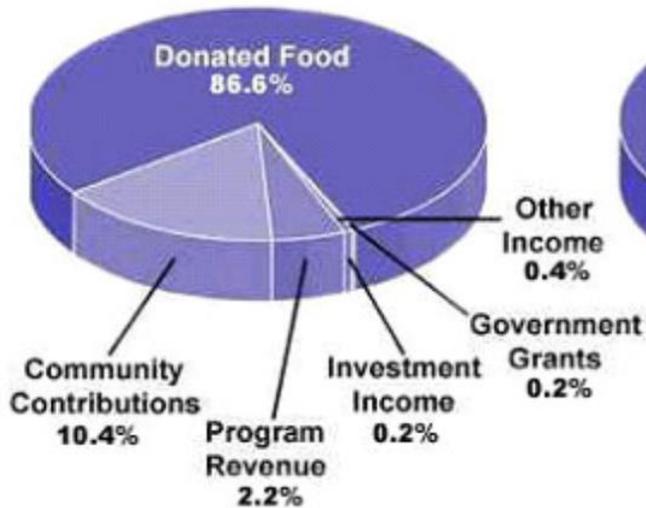
The pie chart shows the amount of money that a children's charity located in the USA spent and received in one year, 2016.

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

Write at least 150 words.

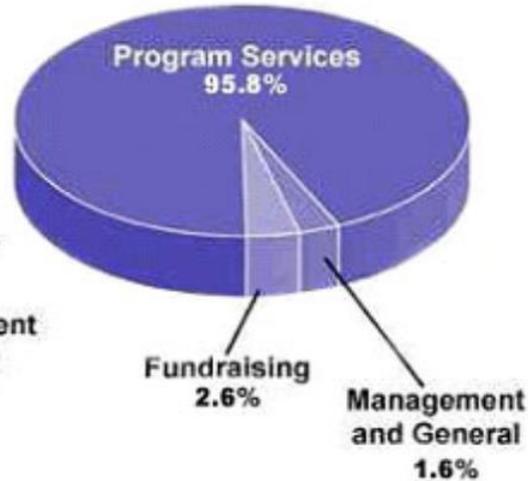
Revenue Sources and Expenditures of a USA Charity in one year, 2016.

REVENUE SOURCES



Total \$53,561,580

EXPENDITURES



Total \$53,224,896

Task 1

Pie charts

Task 1 Sample - Revenue sources and expenditure of a charity

Task 1

Tables

Task 1 Table

You should spend about 20 minutes on this task.

The table shows the Proportions of Pupils Attending Four Secondary School Types Between 2000 and 2009.

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

Write at least 150 words.

Task 1

Tables

Secondary School Attendance

| | 2000 | 2005 | 2009 |
|-------------------------------------|------|------|------|
| Specialist Schools | 12% | 11% | 10% |
| Grammar Schools | 24% | 19% | 12% |
| Voluntary-controlled Schools | 52% | 38% | 20% |
| Community Schools | 12% | 32% | 58% |

Task 1

Maps

IELTS Map - Writing Task 1

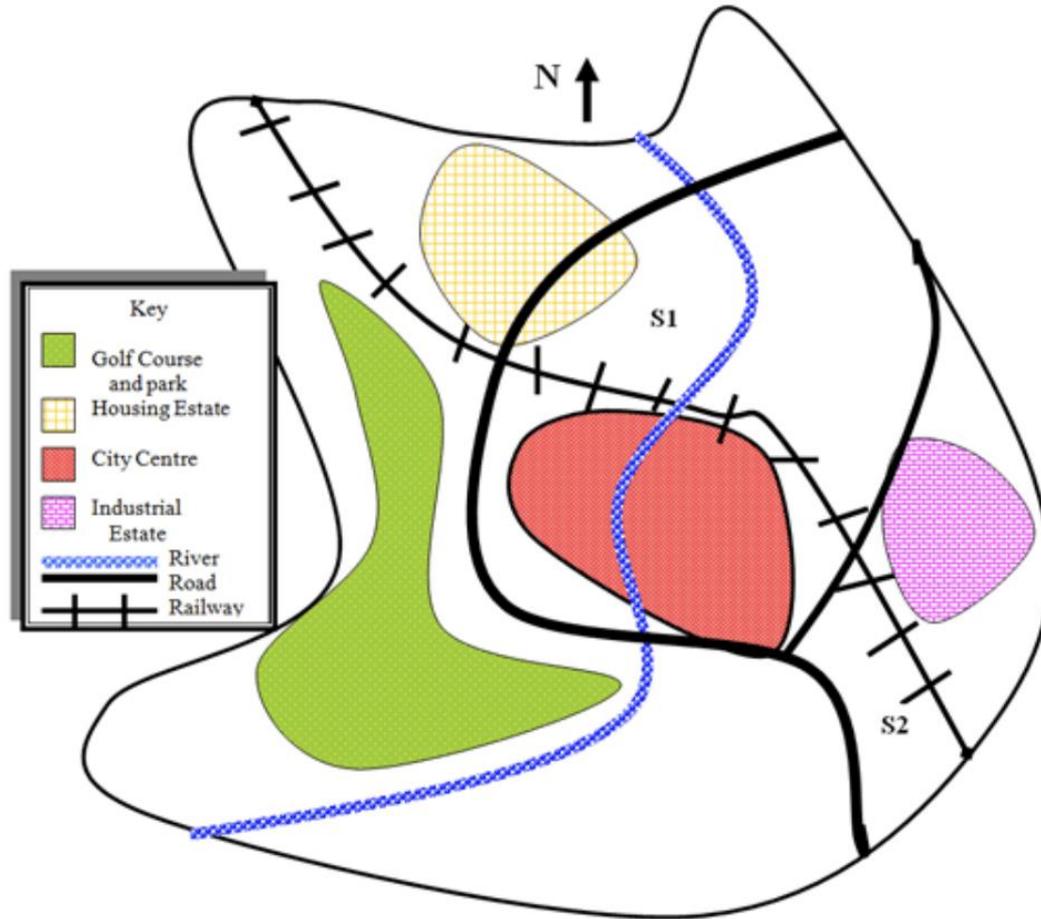
You should spend about 20 minutes on this task.

Below is a map of the city of Brandfield. City planners have decided to build a new shopping mall for the area, and two sites, S1 and S2 have been proposed.

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

Write at least 150 words.

Map of Brandfield with two proposed sites for a shopping mall



IELTS Map

Task 1

Maps

Task 1

Diagrams

IELTS Writing Task 1

You should spend about 20 minutes on this task.

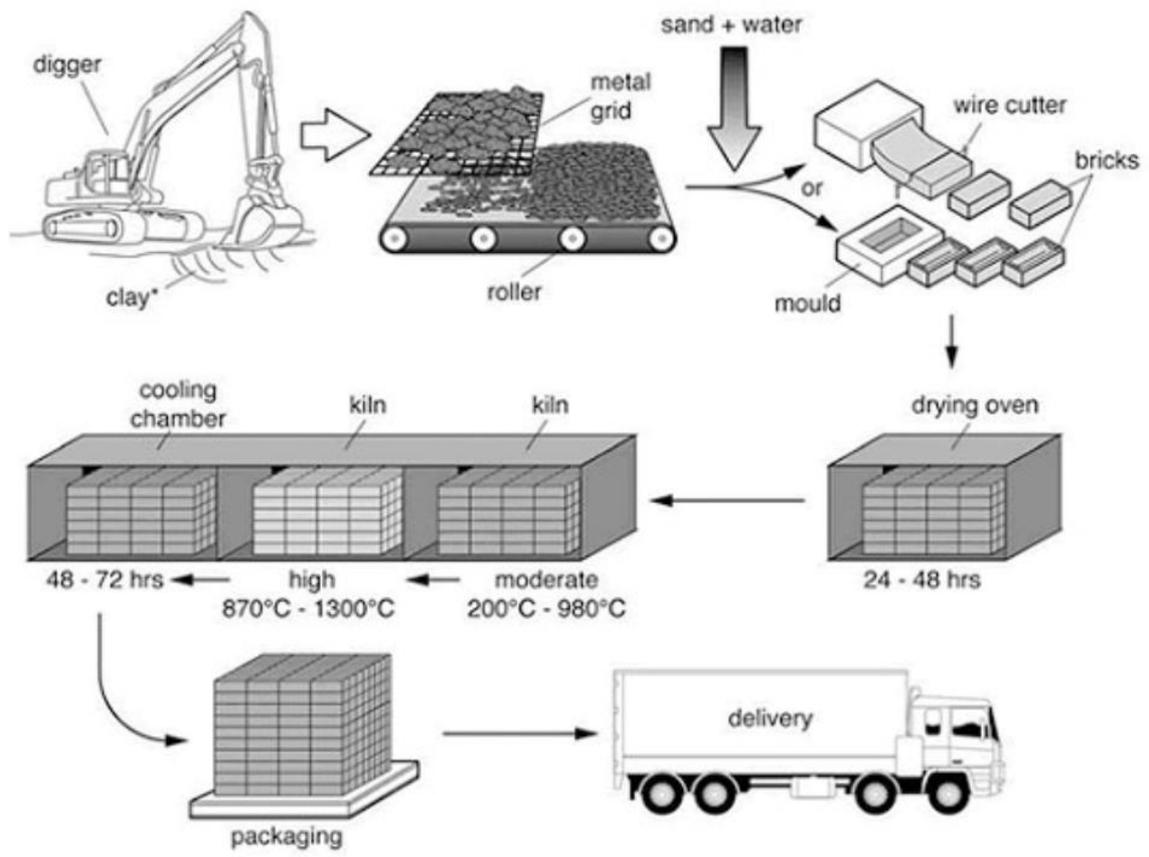
The diagram illustrates the process that is used to manufacture bricks for the building industry.

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

Write at least 150 words.

The Brick Manufacturing Process

Task 1 Diagrams



Task 1

Bar charts

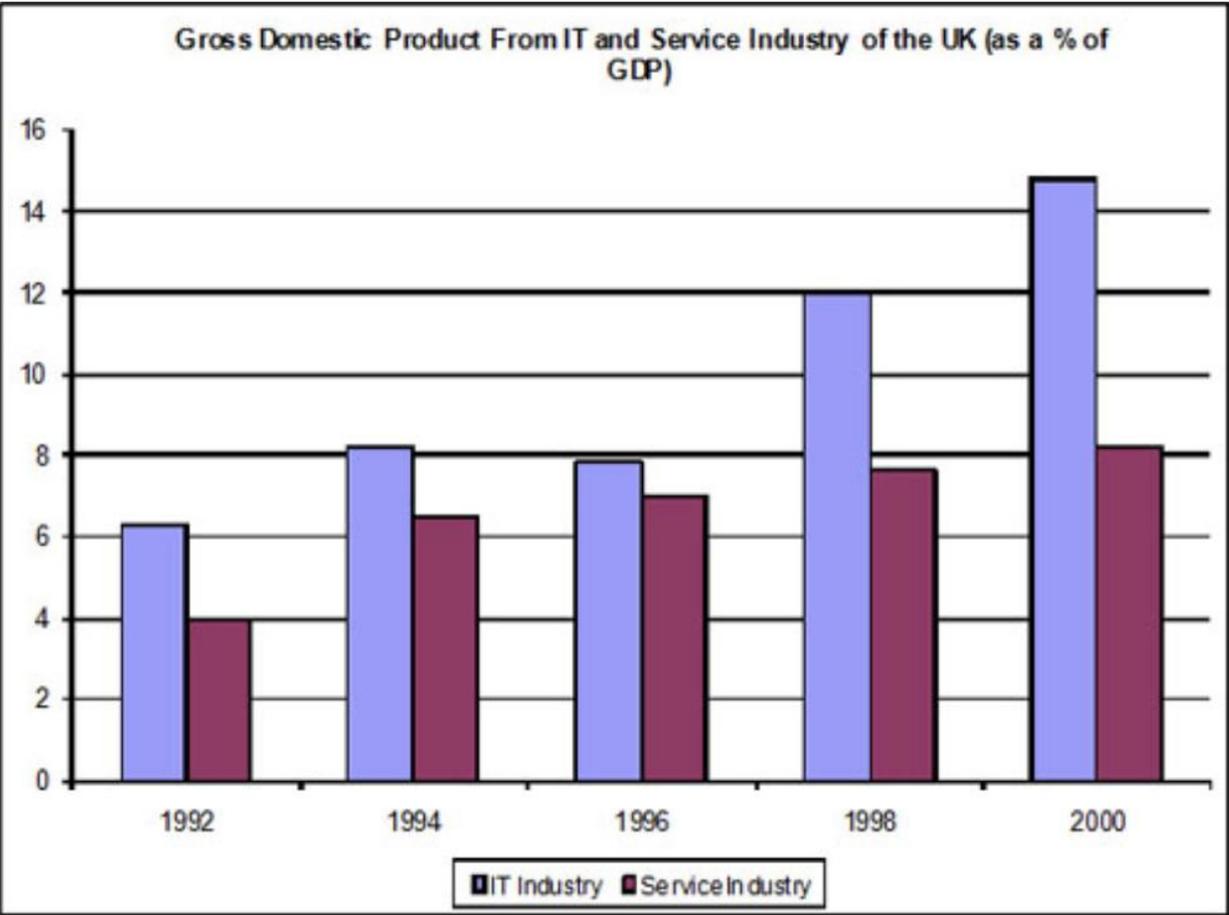
Gross Domestic Product in the UK

You should spend about 20 minutes on this task.

The chart shows components of GDP in the UK from 1992 to 2000.

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

Write at least 150 words.



Task 1

Bar charts

Task 1

Line graph

You should spend about 20 minutes on this task.

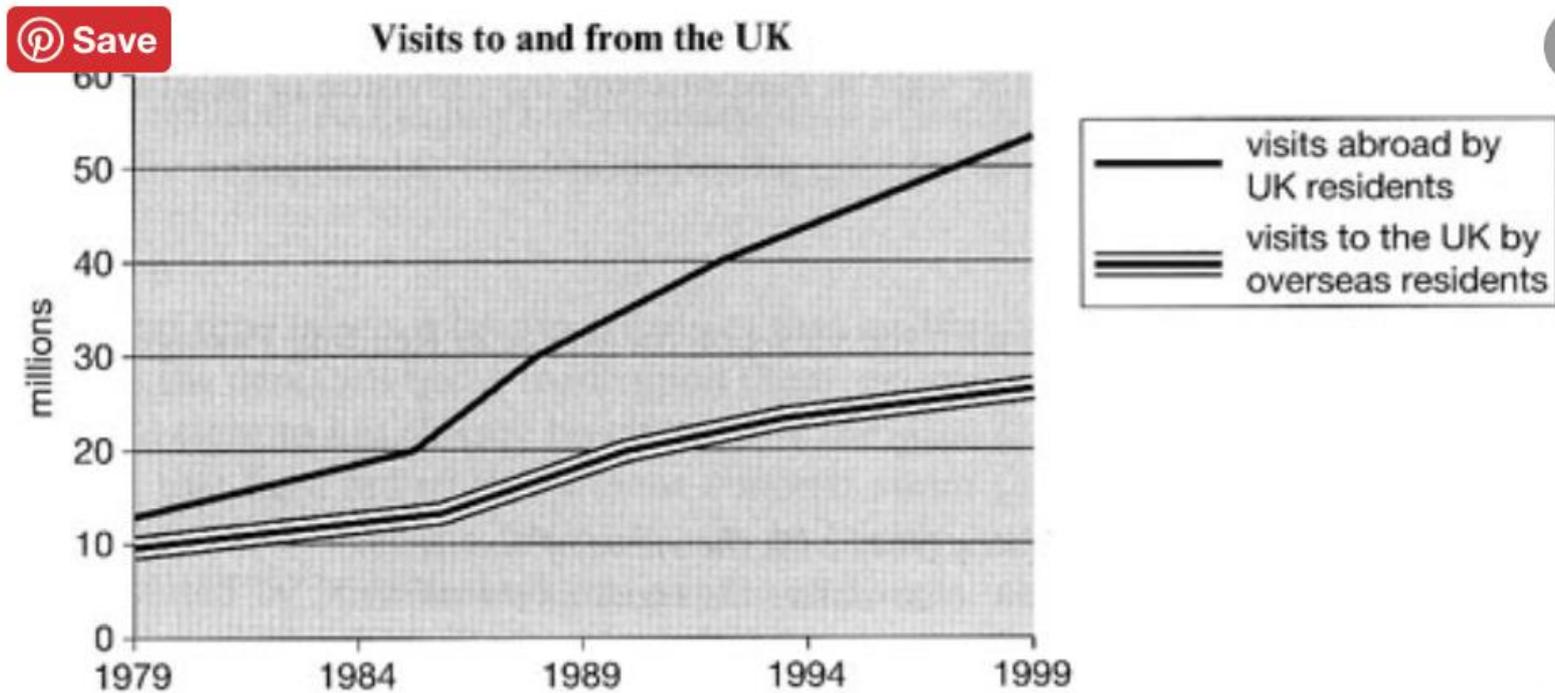
The line graph shows visits to and from the UK from 1979 to 1999, and the bar graph shows the most popular countries visited by UK residents in 1999.

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

Write at least 150 words.

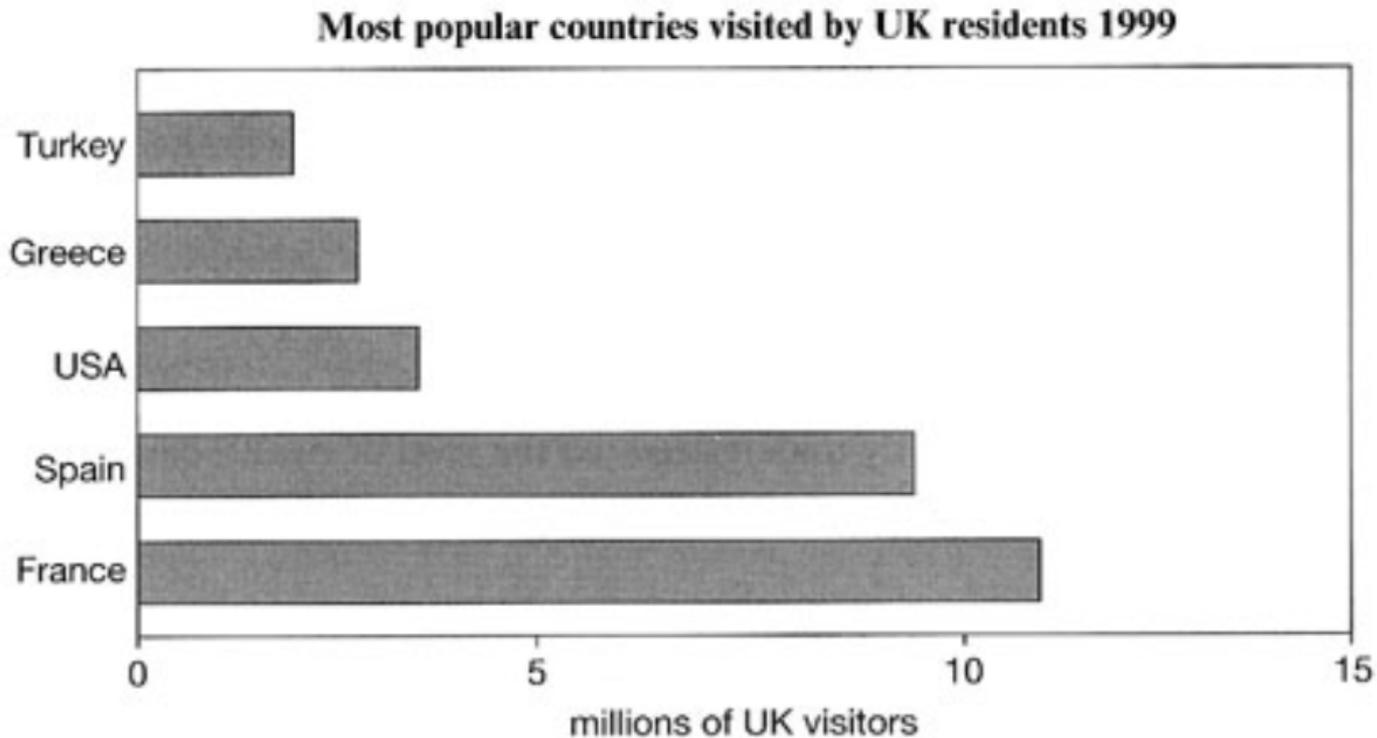
Task 1

Line and bar chart- part 1



Task 1

Line and bar chart- part 2



Task 1

Pie and bar chart

You should spend about 20 minutes on this task.

The pie chart shows the percentage of persons arrested in the five years ending 1994 and the bar chart shows the most recent reasons for arrest.

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

Write at least 150 words.

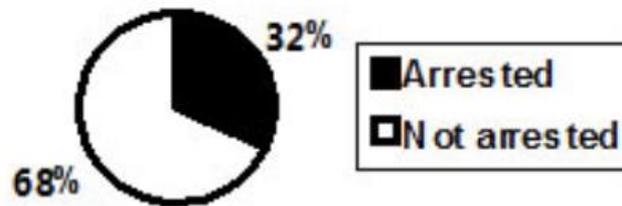
Task 1

Pie and bar chart

Facebook
<https://www.facebook.com/?ref=logo>

Persons arrested in the years ending 1994 (%)

Males



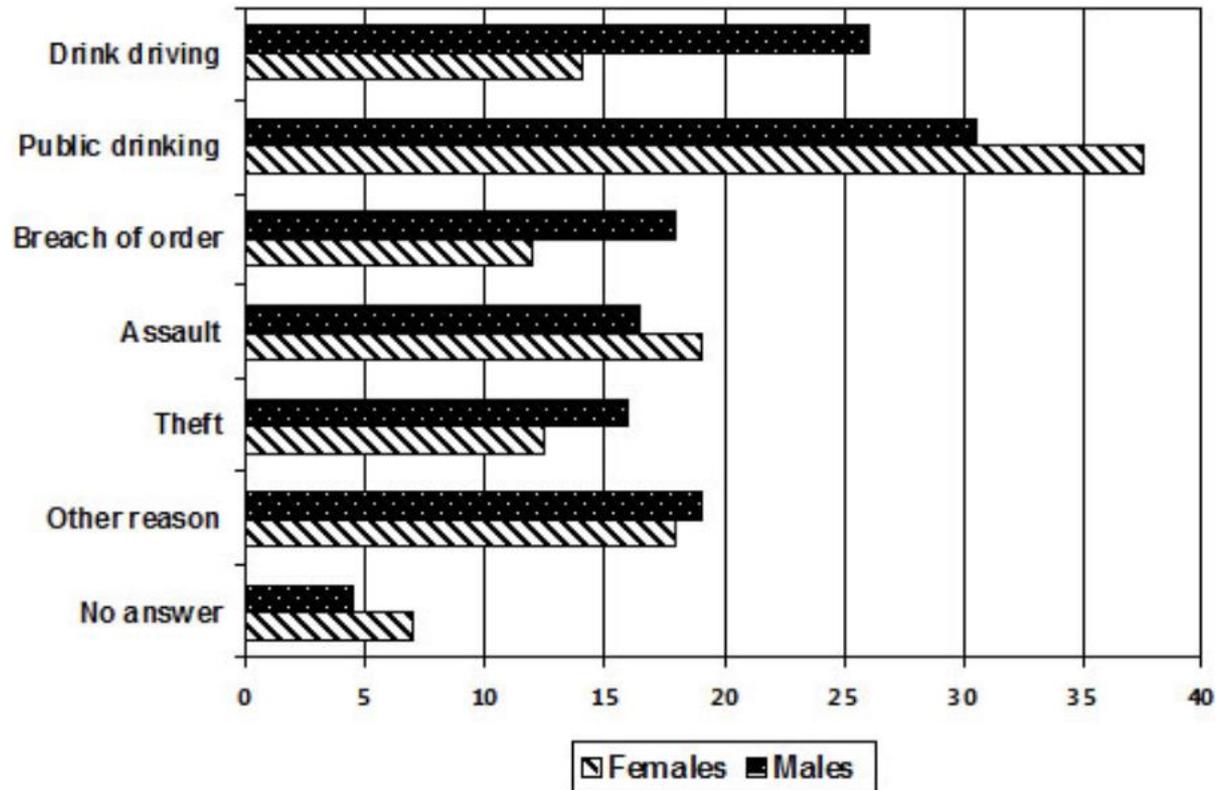
Females



Task 1

Pie and
bar chart

Reasons for most recent arrest (%)



Strategies

- Take a little time to plan your essay before beginning
- Paraphrase the question in your opening paragraph
- Have an overview of some of the main features of the chart in your opening paragraph

Strategies

- Try not to be repetitive
- Write a concluding paragraph
- Leave time for proofreading

Other ways to prepare

Write as much as possible

Read as much as possible, especially if you don't have someone to check your writing

Other ways to prepare

Practice reading graphs and charts

Learn useful phrases for describing graphs

Study useful words and phrases to use

Read lots of sample questions and answers

Practice, practice, practice

Please join us for Part 2 of this video!