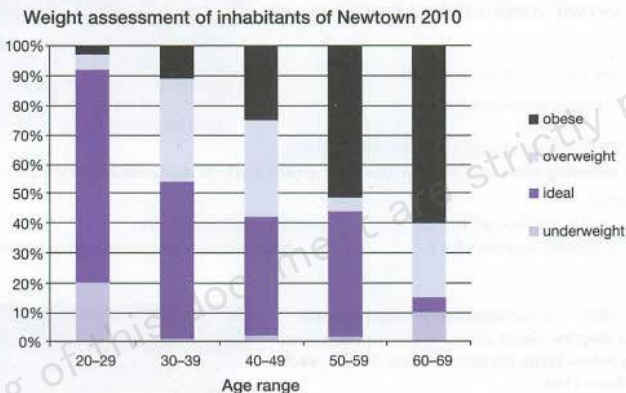
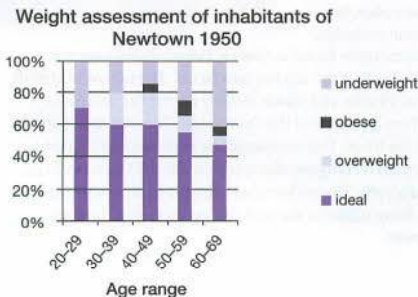


## Writing Task 1

- 1.1 In Writing Task 1, you may be asked to describe facts or figures presented in a chart or graph. Describe the following bar chart. Make sure you include an introduction, overview and all the most noticeable trends. You will have to include all the age groups, all the weight categories, the percentage figures and main trends.



- 1.2 Now look at the bar chart for 1950 and think about how you might describe it.



## Error warning



Be careful of the following common errors when describing numbers.

**amount and number:** amount is used with uncountable nouns; number is used with countable nouns, e.g. The chart shows the amount of traffic in the city between 1950 and 2000. NOT number of traffic

**per cent and percentage:** per cent is always used with a number; percentage is used on its own without a number, e.g. The chart shows the percentage of females enrolled in tertiary education. NOT the per-cent-of-females. According to the graph, five per cent of all government spending was on education. NOT five-percentage

- 1.3** In Writing Task 1, you may be asked to describe one chart or compare two. Read the model answer below, which refers to the charts in 1.1 and 1.2. Choose the correct alternative for each gap.

The charts provide an analysis of the weight issues among the residents of the town of Newtown in 1950 and in 2010.

In 1950, the youngest age group had the fewest <sup>1</sup>number / amount of weight issues, with more than 70% of 20–29-year-olds being assessed as having a healthy weight. In the same year, excess weight was only a significant problem among 40–49-year-olds, 20–30% of whom were classified as either overweight or obese. In fact, being underweight was a more significant problem affecting more than twenty <sup>2</sup>per cent / percentage of each age group, and the elderly in particular, with 40% of the over 60s being classified as underweight.

In stark contrast to this, <sup>3</sup>for / in 2010, being underweight was only a problem among 20–29-year olds, with 20% obtaining this diagnosis, and the number of underweight elderly people had fallen <sup>4</sup>by / to 10%. The charts clearly show that, in modern times, obesity poses a considerable problem from the age of 30 upwards. In fact, there was a <sup>5</sup>steadily / steady increase in this problem in almost every age group over 29 until the age of 60, when the vast majority are considered to have an unhealthy weight. It is important to note that, by the age of 60, less than 50% of each age group was considered to have a perfect weight by the year 2010. This is a fall <sup>6</sup>in / of 10% compared <sup>7</sup>of / to the same age group in 1950.

When <sup>8</sup>compared / comparing the two years, it is clear that there has been a significant increase <sup>9</sup>in / of the number of obese people in Newtown, and there was a general drop <sup>10</sup>of / in the number of underweight people between 1950 and 2010.

- 2.1** You may need to describe how a process works using a diagram, or describe a map or plan. Study the following question.

The plans show proposed changes to a university art gallery.

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

- 2.2** The words in the box can be used to describe the diagrams in 2.1. Decide if they mean *now* or *after*.

proposed   current   future   existing   planned  
 expected   at present   anticipated   prospective

- 2.3** Now write your answer to the question in 2.1. Use the verbs in the box to help you.

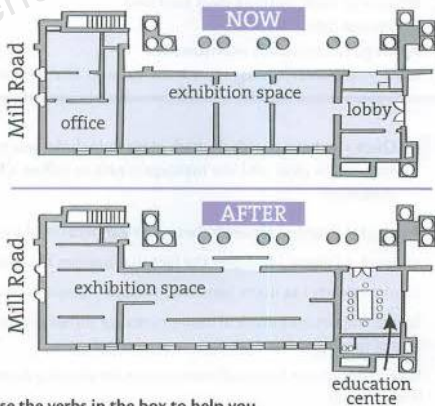
enlarge   widen   divide   replace   move   convert   relocate  
 demolish   renovate   extend   develop   modify

**! Error warning**

Be careful of the following common errors when describing changes in numbers.

There was an increase of 20% between 1950 and 2010. NOT an increase in 20%

There was an increase in obesity between 1950 and 2010. NOT increase of obesity



## Writing Task 2

- 3.1** Look at the Writing test question and at the ideas below and decide whether they are an advantage, a disadvantage or completely irrelevant to the question.

Tourism has increased so much over the last 50 years that it is having a mainly negative impact on local inhabitants and the environment. However, others claim that it is good for the economy.

Discuss the advantages and disadvantages of tourism and give your own opinion.

environmental damage  
 climate change  
 expenses associated with travel  
 local people have more money to spend  
 graffiti or littering  
 infrastructure improves  
 erosion from water sports  
 boost to the economy  
 places I would like to visit  
 erosion of local culture and customs  
 increased jobs  
 damage to historical monuments  
 local government may have more money to spend on environment



## Test tip

Writing Task 2 is worth more marks than Writing Task 1 so it's important to allow a full 40 minutes of your total exam time to work on Writing Task 2. You will lose a lot of marks if either task is too short.

Consider your own writing. Which of the descriptions on page 123 do you think matches your level? Look at the level you are aiming for and pay particular attention to the words in bold.



## Error warning

The top 11 most common spelling mistakes for candidates in Band Score 6 and above are:

government; environment; their; different; believe; percentage; society; until; which; nowadays; definitely.

All of these are high-frequency words in the IELTS test.

- 3.2** Once you have decided which ideas to include, you need to organise and link them so that the meaning is clear and the message is easy to follow. Choose the correct alternative to complete these sentences.

- 1 *Although / Despite / However* there are clear benefits of tourism, there are also several drawbacks.
- 2 *Although / Despite / However* the fact that tourism has clear benefits, there are also several drawbacks.
- 3 Tourism clearly has many benefits. *Although / Despite / However*, it also has considerable drawbacks.
- 4 Several important historical monuments are showing signs of damage *because of / because* the thoughtless acts of tourists.
- 5 Several important historical monuments are showing damage *because of / because* tourists have behaved irresponsibly.
- 6 The government could try to introduce *a / the* system which limits the number of tourists allowed into an area.
- 7 Additional facilities such as *the / -* extra buses could be provided during the tourist season.

