



VIDEO 1 • IELTS ACADEMIC WRITING TASK 1 COURSE

Academic Writing Course Introduction

Understand the reporting task, establish a baseline and choose a focused study path

Learning focus	Task format, assessment, overview, baseline diagnosis and revision routine
Use with	Academic IELTS Writing Task 1 Course — Video 1
Practice time	65–80 minutes plus one timed baseline response

YOUR GOAL

Produce honest evidence of your current Task 1 writing and identify the first reporting skill that needs attention.

Diagnose • Understand • Plan • Write • Compare • Rewrite • Check

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Academic Writing Task 1 at a glance

Academic Writing Task 1 asks you to describe visual information in your own words. You should write at least 150 words and normally allow about 20 minutes. The task may present charts, tables, diagrams, maps or plans.

Requirement	What it means
Summarise	Select the main features; do not copy every item or number.
Report accurately	Use the information shown. Do not invent figures, causes or background facts.
Compare where relevant	Show meaningful similarities, differences, rankings or changes.
Provide an overview	Summarise the dominant patterns, stages or spatial changes.
Use full connected text	Write paragraphs rather than notes, bullet points or a recreated chart.

NOT AN OPINION ESSAY

Do not agree, disagree, recommend, speculate about causes or give a personal judgement. Report what the visual supports.

A practical four-part route

Introduction	Overview	Details 1	Details 2
Identify and paraphrase the visual.	State the main features.	Group and support key features.	Complete the logical comparison or sequence.

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How Task 1 is assessed

Use the four criteria to locate evidence. This workbook does not produce an unofficial band estimate.

Criterion	Learner-friendly meaning	Evidence question
Task Achievement	You fulfil the task, select key features, provide an overview and report information accurately.	Did I identify the main features and support them with relevant visual evidence?
Coherence and Cohesion	Information is grouped and ordered logically, with clear connections.	Can the reader see why each feature belongs in its paragraph?
Lexical Resource	Vocabulary is accurate and appropriate for trends, proportions, stages or locations.	Do my verbs, nouns and modifiers match the visual precisely?
Grammatical Range and Accuracy	Structures are sufficiently varied and controlled.	Are comparisons, time references and sentence boundaries clear?

Common learner problems

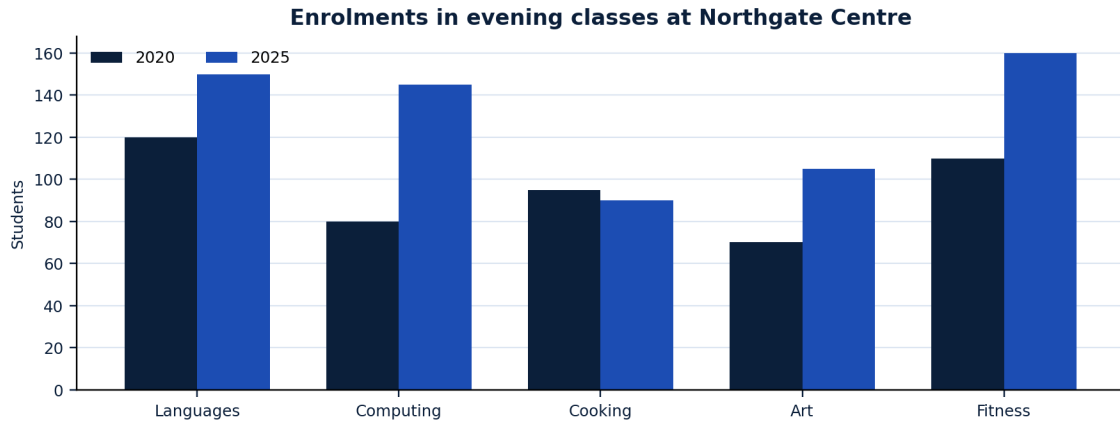
- ☐ I describe every figure instead of selecting features.
- ☐ My overview is missing or contains minor details.
- ☐ I interpret reasons that the visual does not show.
- ☐ I use the same structure for a chart, process and map.
- ☐ My paragraphs follow the visual left to right without logical grouping.
- ☐ I use trend language for data that does not change over time.
- ☐ I add a Task 2-style conclusion or opinion.
- ☐ My comparisons contain inaccurate numbers or units.

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Baseline diagnostic task**ORIGINAL PRACTICE TASK**

The bar chart shows enrolments in five evening-class subjects at Northgate Centre in 2020 and 2025. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.

**COMPLETE BEFORE THE COURSE**

Use approximately 20 minutes. Do not consult a model or language list. Keep the task, your brief plan, first response and later rewrite together.

My pre-writing notes

Visual type	Main feature 1	Main feature 2	Grouping route
_____	_____	_____	_____

Start: _____ Plan finished: _____ Response finished: _____ Word count: _____

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Review the baseline evidence

Area	Evidence to find	My result
Task	The visual, years, categories and units are identified correctly.	☐ Not yet ☐ Partly ☐ Yes
Overview	The main rise, fall, stability or ranking is summarised without minor figures.	☐ Not yet ☐ Partly ☐ Yes
Selection	Only useful figures are reported.	☐ Not yet ☐ Partly ☐ Yes
Grouping	Categories are organised by a meaningful relationship.	☐ Not yet ☐ Partly ☐ Yes
Comparison	Changes and contrasts are stated accurately.	☐ Not yet ☐ Partly ☐ Yes
Language	Trend and comparison words match the data.	☐ Not yet ☐ Partly ☐ Yes
Control	Numbers, units, sentence boundaries and time references are clear.	☐ Not yet ☐ Partly ☐ Yes

Choose one section to rewrite

The section and its intended purpose:

The weakness supported by evidence:

One observable revision target:

REWRITE RULE

Improve feature selection, grouping, accuracy or language control. Do not simply exchange common words for “advanced” synonyms.

A C A D E M Y

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Build a Task 1 revision routine

Stage	Action	Evidence
Diagnose	Name one repeated reporting weakness.	A highlighted sentence or missing feature
Understand	Study the visual logic and reporting function.	A clear correction principle
Plan	Select features and group them.	A short overview and paragraph map
Write	Draft the target paragraph or response.	A first attempt
Compare	Use an improved example or checklist.	A specific difference
Rewrite	Apply one targeted change.	A revised attempt
Check	Test accuracy against the visual.	A next-step decision

One-week practice rhythm

1. Analyse one visual and write only the introduction and overview.
2. Plan two details paragraphs without writing the full response.
3. Write one timed response from the plan.
4. Compare it with the visual, rewrite one section and explain the change.

PRIORITY ORDER

Correct task understanding and data accuracy before polishing vocabulary. Repair a missing overview before adding more detail.

My first priority from the baseline:

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Course study path

Video	Lesson	Main performance question
2	Question Types	Can I identify the visual logic and the reporting response it requires?
3	Introduction and Overview	Can I paraphrase the task and select the main features?
4	Details Paragraphs	Can I group and support details without reporting everything?
5	Bar and Line Charts	Can I describe trends and comparisons accurately?
6	Pie Charts and Tables	Can I select proportions, rankings and meaningful contrasts?
7	Multigraphs	Can I connect two visuals rather than write separate mini-reports?
8	Process Questions	Can I group and sequence stages without inventing reasons?
9	Maps	Can I report major spatial changes with accurate location language?

Progress record

Lesson	Problem diagnosed	Rewrite evidence	Next step
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

MOVE ON WHEN

You can reproduce the improvement on a new visual without copying the model wording.

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Check, compare and choose the next step

Final checklist

- ☐ I identified the visual type, time period, categories and units accurately.
- ☐ I included an overview of the main features.
- ☐ I selected and grouped details instead of reporting every figure.
- ☐ I made accurate comparisons where relevant.
- ☐ I reported only information supported by the visual.
- ☐ I used clear paragraphing and controlled language.
- ☐ I avoided personal opinion and a Task 2-style conclusion.
- ☐ I rewrote one section using evidence from the self-review.

Weakness-based next step

IF THE PROBLEM REMAINS

Return to the baseline visual and identify whether the first weakness is task understanding, overview selection, grouping, data accuracy or language control. Practise that one skill in the matched lesson.

The evidence I will check in my next response:

Look for a visible change in the revised text: a clearer overview, stronger grouping, fewer unnecessary numbers or a corrected comparison.

Official source notes

- [IELTS.org](https://ielts.org) — Academic Writing test format
- [IELTS.org](https://ielts.org) — Writing Key Assessment Criteria
- [IELTS.org](https://ielts.org) — Writing band descriptors

All learner activities, sample answers and explanatory wording in this resource were written specifically for Ross IELTS Academy.

Source transformation note: Created chiefly from scratch. “Academic IELTS writing task 1 sample.pdf” was reviewed as legacy reference material; no task, visual or model answer was reused.

All visuals, data, task prompts, explanations, examples and learner activities in this workbook were created specifically for Ross IELTS Academy. They are original practice materials, not official IELTS questions or scripts to memorise.