

IELTS Journal

Writing Task 1

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The **instagram** page contains lessons that show how to use the ideas from this book. You can keep in touch with the author there and ask your questions.

About the Writing Test

The IELTS Academic Training Writing Test takes 60 minutes. You have to complete two writing tasks.

Task 1

- You have about 20 minutes
- You must write a report of at least 150 words **about some visual information, usually in the form of a graph or chart**. You will need to pick out the main features and describe and compare the data given.
- You are given a visual presentation which can be in form of a graph, diagram, bar chart, table, map or a process. You must write a report explaining the main features of the figure and make comparisons where relevant. You must not include any personal opinion while you are explaining the figure. You just need to describe and report what you are given.

How to use your 20 minutes

You have 20 minutes for task 1, so try spending 5 minutes on each paragraph. This might help you to organize your time better.

First 5 minutes

Read the question, make sure you understand the chart, write your introduction by paraphrasing the question.

Second 5 minutes

Look at the chart and try to find 2 general points. Don't look at specific details; look for "the big picture". Write 2 sentences summarising the information.

Final 10 minutes

Describe specific details. Try to break this part into 2 paragraphs because it looks better. You could spend 5 minutes on each paragraph.

Points to Apply in Task 1, Report Writing

The IELTS writing Task 1 academic is an information transfer task which requires you to write a fairly precise account of some information presented in graphic form such as a graph, table or some form of pictorial representation of data. In order to complete the task successfully, follow these suggestions.

- Introduction should describe the purpose of the report and say what the overall trends are. For example, if the graph is climbing up or dropping down, you should mention the change or the changes accurately and meaningfully. You need to remember that you are describing a graph to someone who does not see it, so your words must draw the picture. Write what the graph is about, its dates and location as well as the right kind of measurements used. You must write in complete sentences. Notes are not acceptable.
- Do not copy whole sentences or long phrases from the question. The examiner will recognize them, and they will not count towards the minimum number of words you must write.
- The overall trend or the general overview should sum up the global or the general trends shown in the figure and compare them if possible. Your personal opinion should not appear anywhere in the report. You should not include other information that does not appear in the figure or the chart since this kind of writing can and will probably be penalized.
- The body paragraphs should describe the most important features and trends, while all the information is summarized to avoid unnecessary details. When you are given too much information, you need to group them and select the most noticeable ones. For example, if there is a graph that has 2 peaks, you should mention them and tell when those peaks appeared and what the peak values are; however, if there are 5 similar trends, you need to group the information in order to avoid over length writing, which can lead to a waste of time.
- Notice how many distinctive features the diagram or the graph has and divide them into paragraphs, one paragraph one set of features that is a group of similar trends. You should also link the paragraphs by sentences that logically connect them to one another.
- You need to write about all the periods of time and all the subjects of the graph or the figure. If it shows several years for example 1992, 1993, 1994 and 1995, write about all of them. If it is about men and women, write about both genders. Remember that summarizing does not mean throwing away information. The key here is to select what is important, organize it and make comparisons, which is describing both the similarities and the differences where relevant.
- You may write your plans on the question sheet if, for example, you want to underline key words or to write notes and make comparisons. The examiner who marks your writing will not see the question sheet.

What does a good report look like?

A good report is always a **complete and self-explanatory document**. For this, repetition of facts, figures, information, conclusions and recommendation should be avoided. Report writing should be always complete and self-explanatory. It should give complete information to the readers in a precise manner. When your Task 1 academic writing is graded by IELTS examiners, they look for this structure:

- Introduction (including 1 or 2 sentences)
- Overall view (including at least two important general points in 2 or 3 sentences)
- Body paragraphs (including the details and the factual information presented in the figure as well as relevant comparisons in 6 or 7 sentences)

Using the right tense is important

The figures you need to write a report about always have a time stamp on them. The time stamp tells you whether the graph or the figure describes something that happened in the past or happens in the present or will happen in the future. So, you can see that using the right tense is important because **it falls into the marking criterion of Grammar**. On graph, chart, map, diagram or table and dates.

Examples

- *The rate of unemployment increased significantly between 2010 and 2012. (It happened in the past)*
- *The figures for the electricity consumption show a rapid growth during the day time. (It happens in the present, generally)*
- *It is predicted that the amount of air pollution will decrease by 5% within the next two years. (It will happen in the future)*

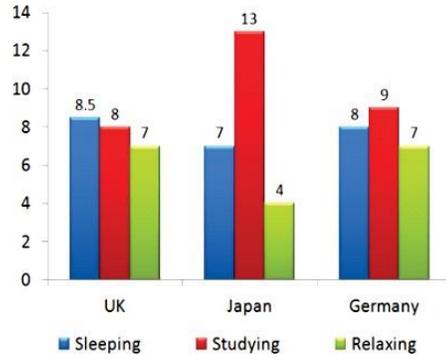
Note: When there is no time stamp that is a date or a time period as in some graphs or in processes, the present tense must be used.

Different types of visuals

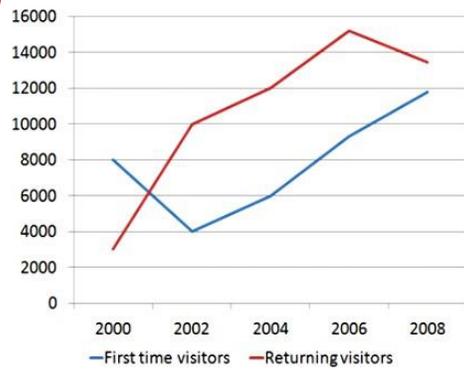
1

Age (years)	Male	Female
11-15	8	6
16-20	19	18
21-25	7	5
26-30	4	4
31-50	3	4
51+	2	3

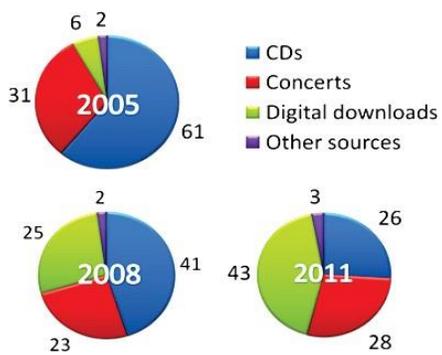
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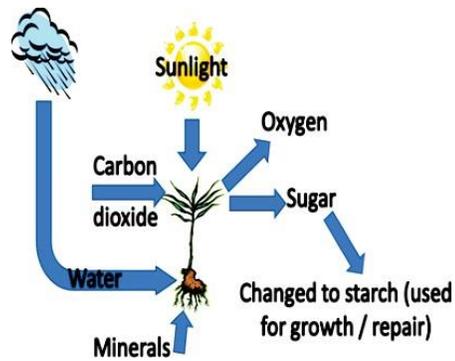
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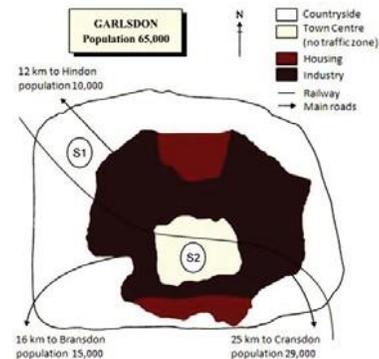
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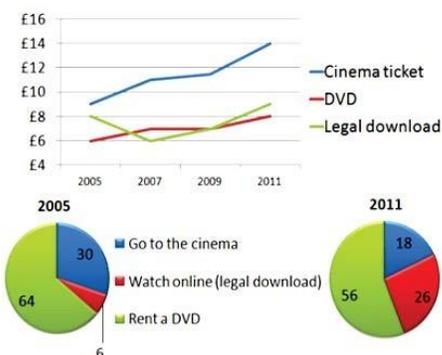
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6



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1. Table
2. Bar chart
3. Line graph
4. Pie chart
5. Process
6. Map
7. Line graph & pie chart (more than one graph)

Describing trends, Language of change

Below you can see a list of the most popular vocabulary used to describe trends. We use combinations of **including common verbs**, verb/adverbs and adjective/nouns to refer to changes in graphs.

Strong



Trends	
Verb	Noun
rise	a rise
increase	an increase
grow	a growth
climb	a climb
boom	a boom
peak	a peak
go up	N/A

Weak



fall	a fall
decrease	a decrease
reduce	a reduction
decline	a decline
dip	a dip
go down	N/A



level out	a leveling out
not change	no change
remain stable	(a period of) stability
remain steady	N/A
stay constant	N/A
maintain the same level	N/A
stand steady	N/A



fluctuate	a fluctuation
oscillate	an oscillation
be volatile	a period of volatility

Degree and speed	
Adverb	Adjective
dramatically	dramatic
sharply	sharp
enormously	enormous
steeply	steep
substantially	substantial
considerably	considerable
significantly	significant
rapidly	rapid
moderately	moderate
gradually	gradual
slightly	slight
minimally	minimal

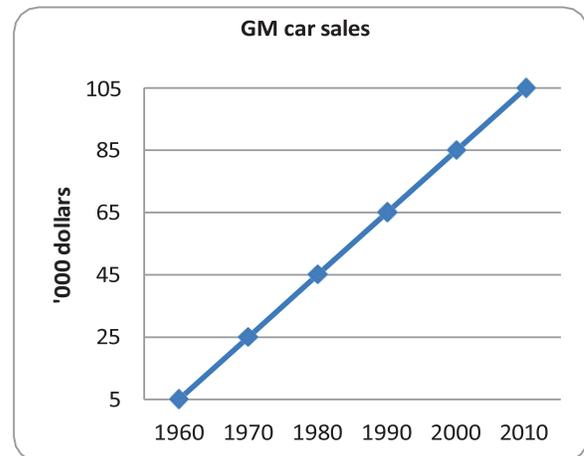


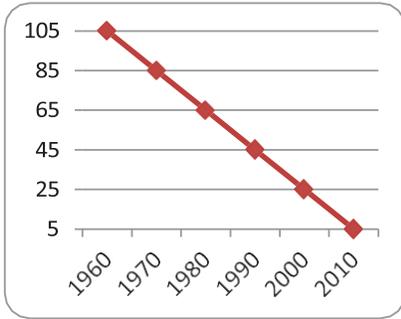
Figure 1 example sentences:

- ✓ GM car sales **increased significantly** from \$5,000 to \$105,000 between 1960 and 2010.
- ✓ There was **a significant increase** of \$100,000 in GM car sales, from \$5,000 to \$105,000, between 1960 and 2010.
- ✓ GM car sales **saw a significant growth** in GM car sales, from \$5,000 to \$105,000, between 1960 and 2010.
- ✓ GM car sales **registered a significant rise** between 1960 and 2010.
- ✓ GM car sales **reached a peak** at \$105,000 in 2010.
- ✓ GM car sales **had an enormous climb** of \$100,000 between 1960 and 2010.

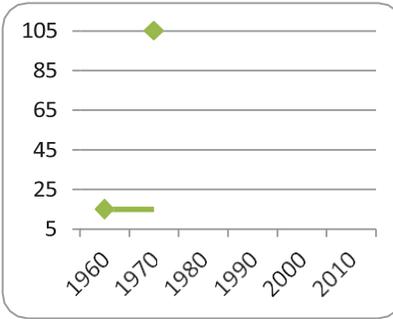
Note: Why is a **'past tense'** used in the examples above?

Exercise 1: Look at the graphs below. Then describe the changes.

A (Car sales in '000)



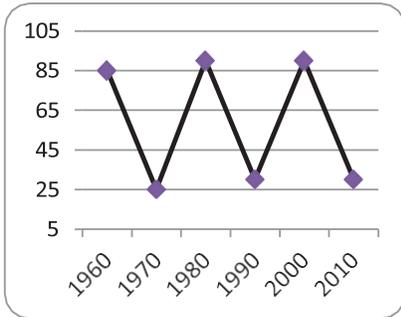
B (Car sales)



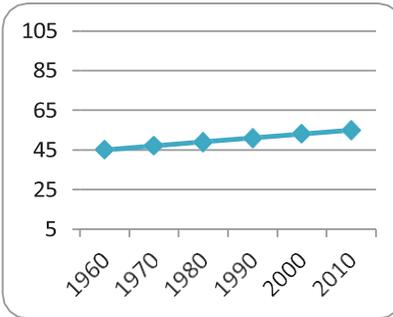
C (Car sales)



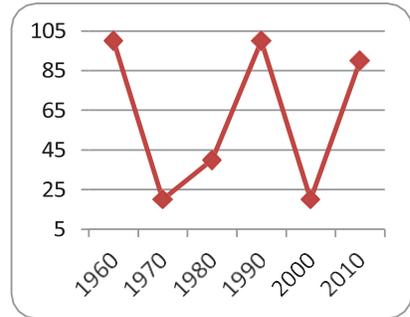
D (Net users in '000)



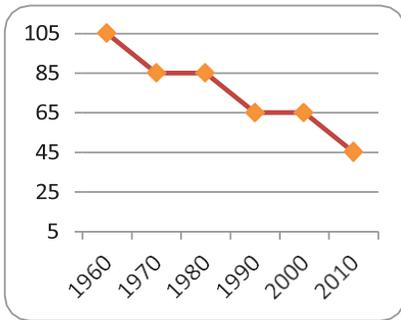
E (Net users)



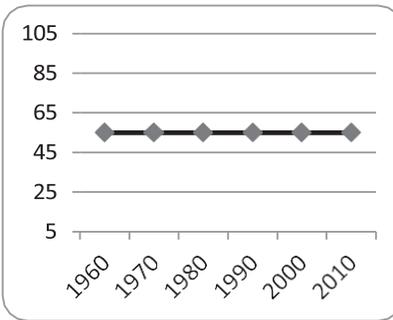
F (Net users)



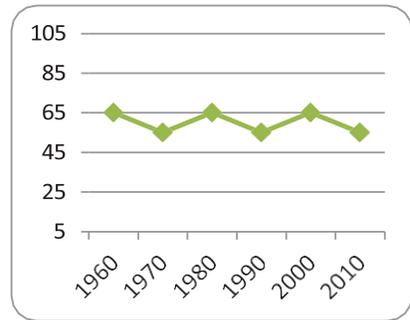
G (Cases of polio in '000)



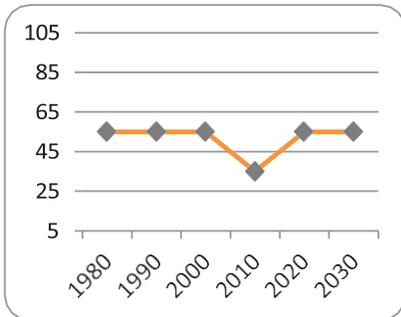
H (Cases of polio)



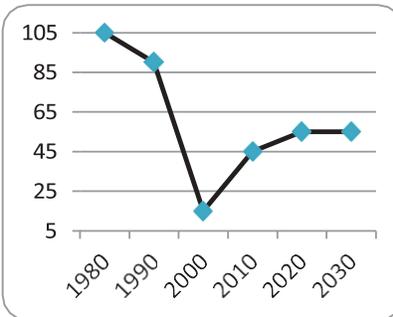
I (Cases of polio)



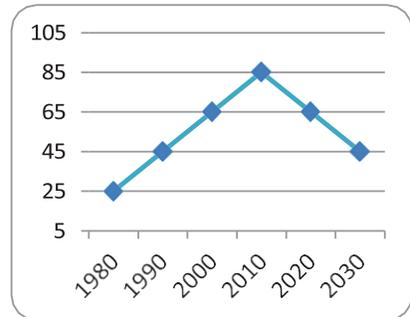
J (Radio listeners in '000)



K (Radio listeners)



L (Radio listeners)



Note: Use a **'future tense'** to describe changes in items J, K and L above.

Example: It **is predicted** that the number of radio listeners **will fall** to 45,000 people in 2030.

Connecting trends

Similar or different trends

Figure 1 (Addition)

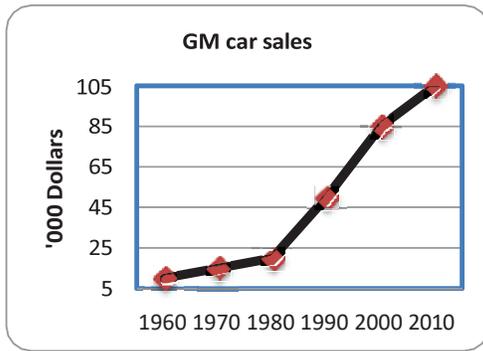


Figure 2 (Contrast)

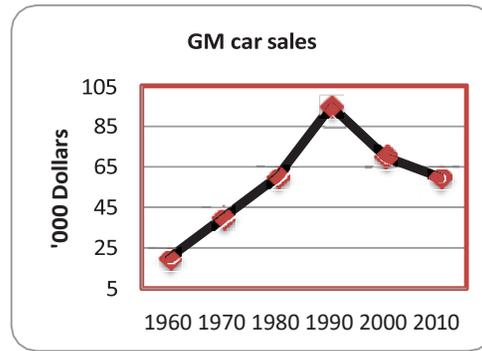


Figure 1 example:

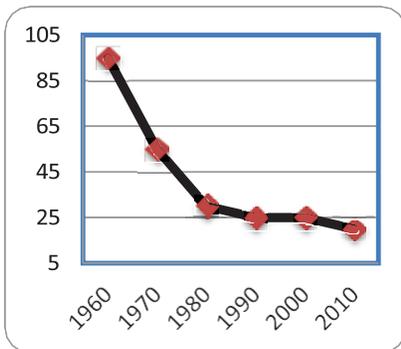
- ✓ GM car sales increased gradually to \$24,000 in 1980, and then it continued its upward trend in the next four years to reach a peak at \$105,000 in 2010.

Figure 2 example:

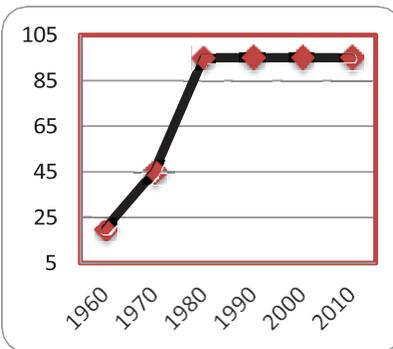
- ✓ There was a sharp increase in GM car sales between 1960 and 1990 until it reached a high of almost \$95,000; however, sales began to decrease swiftly to under \$65,000 in 2010.

Exercise 2: Look at the graphs below. Then describe the changes trying to connect trends.

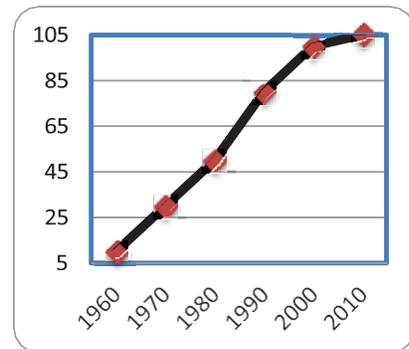
A (Net users in '000)



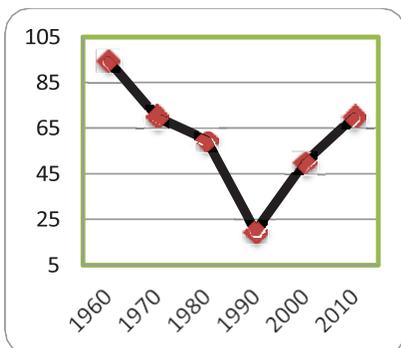
B (Net users)



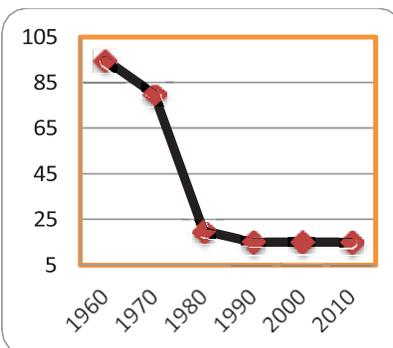
C (Net users)



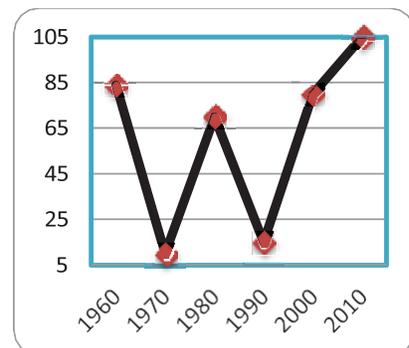
D (Birds population in '000)



E (Birds population)

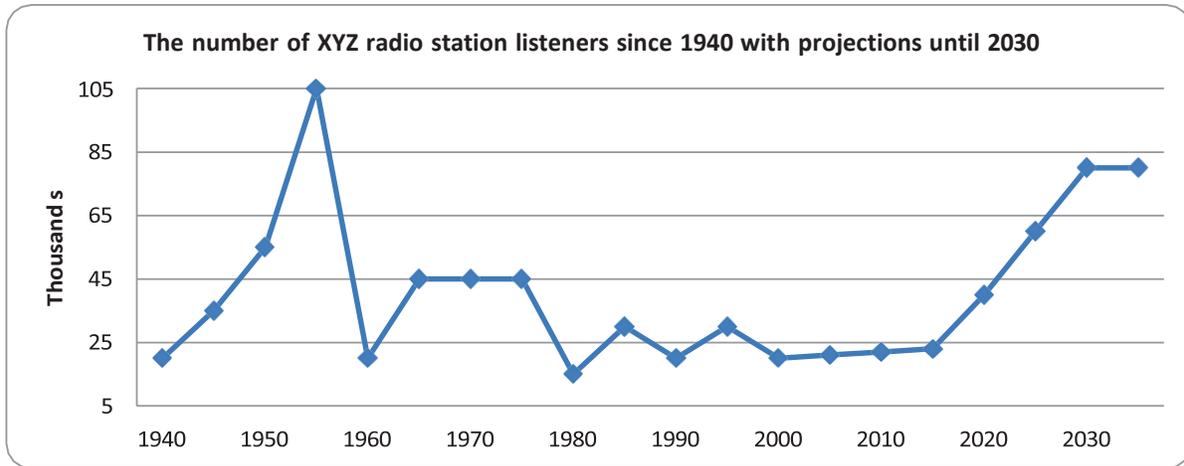


F (Birds population)



Exercise 3: First, label the graph using the words and phrases below. Then describe the changes and connect the trends where relevant.

- | | |
|----------------------------|-----------------------------------|
| 1. mild fluctuations | 8. a marked rise |
| 2. a peak | 9. a dramatic decrease |
| 3. a period of instability | 10. a period of slight volatility |
| 4. a significant increase | 11. a leveling out |
| 5. a partial growth | 12. a sharp decline |
| 6. a record high | 13. a plateau |
| 7. figures climbing back | 14. figures remaining constant |



Example (Numbers 1 & 5 above):

- ✓ There were **mild fluctuations** in the number of the XYZ radio station from 1980 to 2000, ranging between 11 and 35 listeners; **however**, the figures saw **a partial growth** over the next two years, reaching almost 25 thousand people.

Using the right prepositions

While prepositions are limited in number, they are important because **they act as vital markers to the structure of a sentence**; they mark special relationships between persons, objects, and locations. It is important to use the right preposition when you are reporting the features and describing the numbers, prepositions like to, by, with and at when describing numbers and figures. Here are some examples to give you a basic idea of the differences:

1. Use **to** when describing what happened to the number:

In 2008, the rate of unemployment rose to 10%.

2. Use **by** when describing the amount of change between two numbers:

In 2009, the rate of unemployment fell by 2% (from 10% to 8%).

3. Use **with** to give the idea of 'having' the number:

He won the election with 52% of the vote.

4. Use **at** to add the number on the end of a sentence:

Unemployment reached its highest level in 2008, at 10%.

Exercise: Complete the sentences choosing the right preposition from the list below.

for at on to in by from between
of up down with and during

1. 1990 2000, there was a drop 15%.
2. GM car sales peaked 2,000 in 1999.
3. The chart shows a decline 35% the bird population.
4. There has been a significant increase the number of people aged over eighty.
5. There have been dramatic cuts the level of spending on the elderly, reaching a low 11%.
6. Profits rose a low of 4.5 million to a high of 8 million in 2008.
7. Canada and Australia's wheat exports fluctuated 5 million and 6 million respectively.
8. There were significant improvements healthcare 1980.
9. The statistics show a reduction 20% energy costs as a result the measures.
10. Profits fell 10%, from 2,000 to 1,800 in 1970s.

11. The radio station experienced a fall 36,000 listeners to a total audience
2.1 million.

12. The number of students fell a low of 1,500 in the second half of the year.
13. Cases of AIDS shot from 2,400 in 1996 to 4,000 in 2004.
14. Demand reached a peak 45,000 in early March.
15. The number of cars sold remained unchanged in 1999 three million.
16. Students do between three four hours homework a night.
17. The number of accidents 1999 was slightly higher than that of 2000.
18. The figure rose steadily the four years between 1997 2001.
19. Oil production rose dramatically at first but then leveled out \$70 a barrel.
20. There was an increase 50,000 between 1990 and 1992.
21. 1994 1997, sales rose steadily over 20,000.
22. DVD sales peaked 60,000 1992 but then decreased about 10,000 over the next two years.
23. In the year 2000, sales started 10,000. In the first month, there was a rise around 2,000.
24. After some fluctuations, sales in 2000 reached their peak just over 15,000, a rise 5,000 since the beginning of the year. Sales increased over 10,000 between 1994 and 1997, but then dropped more than 10,000 1997 and 1999.
25. In 2008, the rate of unemployment rose 10%.
26. In 2008, the rate of unemployment rose 10%, from 2,000 to 2,200 cases.
27. There was a slight rise the number of men employed.
28. Experts expect there to be a fall approximately 30% over the next decade.
29. The introduction DVDs led to a decline 20% video sales.
30. The figures show a drop 5% student numbers.
31. The health service program spent a total \$2.5 billion on staffing April 2002.
32. The survey hopes to track trends consumer spending.
33. In 2009, the rate of unemployment fell 2% (from 10% to 8%).
34. He won the election 52% of the vote.
35. Unemployment reached its highest level the year 2008 10%.
36. 2002, the cost of an average house in the UK was around £130,000. 2007, the average house price had risen almost £190,000, but it fell back just under £150,000 2008.
37. Japan two gold medals and a silver one stood ahead of the US one gold and one bronze medal 1968.

Now you can check your work with this key:

1. From 1990 to 2000, there was a drop of 15%.
2. GM car sales peaked at 2,000 in 1999.
3. The chart shows a decline of 35% in the bird population.
4. There has been a significant increase in the number of people aged over eighty.
5. There have been dramatic cuts in the level of spending on the elderly, reaching a low of 11%.
6. Profits rose from a low of 4.5 million to a high of 8 million in 2008.
7. Canada and Australia's wheat exports fluctuated between 5 million and 6 million respectively.
8. There were significant improvements in healthcare in 1980.
9. The statistics show a reduction of 20% in energy costs as a result of the measures.
10. Profits fell by 10%, from 2,000 to 1,800 in 1970s.
11. The radio station experienced a fall of 36,000 listeners to a total audience of 2.1 million.
12. The number of students fell to a low of 1,500 in the second half of the year.
13. Cases of AIDS shot up from 2,400 in 1996 to 4,000 in 2004.
14. Demand reached a peak of 45,000 in early March.
15. The number of cars sold remained unchanged in 1999 at three million.
16. Students do between three and four hours homework a night.
17. The number of accidents in 1999 was slightly higher than that of 2000.
18. The figure rose steadily in the four years between 1997 and 2001.
19. Oil production rose dramatically at first but then leveled out at \$70 a barrel.
20. There was an increase of 50,000 between 1990 and 1992.
21. Between 1994 and 1997, sales rose steadily to over 20,000.
22. DVD sales peaked at 60,000 in 1992 but then decreased to about 10,000 over the next two years.
23. In the year 2000, sales started at 10,000. In the first month, there was a rise of around 2,000.
24. After some fluctuations, sales in 2000 reached their peak of just over 15,000, a rise of 5,000 since the beginning of the year. Sales increased to over 10,000 between 1994 and 1997, but then dropped to more than 10,000 between 1997 and 1999.
25. In 2008, the rate of unemployment rose to 10%.
26. In 2008, the rate of unemployment rose by 10%, from 2,000 to 2,200 cases.
27. There was a slight rise in the number of men employed.
28. Experts expect there to be a fall of approximately 30% over the next decade.

29. The introduction **of** DVDs led to a decline **of** 20% **in** video sales.
30. The figures show a drop **of** 5% **in** student numbers.
31. The health service program spent a total **of** \$2.5 billion on staffing **in** April 2002.
32. The survey hopes to track trends **in** consumer spending.
33. In 2009, the rate of unemployment fell **by** 2% (from 10% to 8%).
34. He won the election **with** 52% of the vote.
35. Unemployment reached its highest level **in** the year 2008 **at** 10%.
36. **In** 2002, the cost of an average house in the UK was around £130,000. **In** 2007, the average house price had risen **to** almost £190,000, but it fell back **to** just under £150,000 **in** 2008.
37. Japan **with** two gold medals and a silver one stood ahead of the US **with** one gold and one bronze medal **in** 1968.

Describing numbers, percentages & fractions

In some graphs, esp. tables, there are some especial numbers, fractions e.g. $\frac{1}{3}$ (one third) and percentages e.g. 50%. Look at the following table which shows a number in different years, 1990-1995:

A. You could describe the table using **numbers, fractions or percentages**:

1990	1995
1,200	1,800

1. The number went up by **600** from 1,200 to 1,800. (**Number**)
2. The number went up by **one third** from 1,200 to 1,800. (**Fraction**)
3. The number went up by **50%** from 1,200 to 1,800. (**Percentage**)

B. You could describe the table using the words **double, treble, quadruple, -fold** and **times**:

1992	1994	1996	1998
500	1,000	3,000	12,000

1. The number **doubled** between 1992 and 1994.
2. The number **trebled** between 1994 and 1996.
3. The number **quadrupled** from 1996 to 1998.
4. There was a **two-fold increase** between 1992 and 1994.
5. The number went up **six times** between 1992 and 1996.
6. The figure in 1996 was **six fold** the 1992 figure.
7. The figure for 1996 was **six times higher than** that of 1992.
8. The figure for 1998 was **four times greater than** that of 1996.

C. You could describe the table using **fractions**:

1992	1994	1996	1998
1,000	800	400	100

1. Between 1992 and 1994, the figure fell **by one fifth**.
2. Between 1994 and 1996, the figure dropped **by half**.
3. The figure in 1998 was **one tenth** the 1992 total.

D. You could put the **percentage** either at the beginning of the sentence or at the end of the sentence:

Family Type	Proportion of people living in poverty
Single aged person	6%
Aged couple	4%

1. **6%** of single aged people were living in poverty.
2. The level of poverty among single aged people stood at **6%**.

E. You could also add a **comparison**:

1. **6%** of single aged people were living in poverty, compared to only **4%** of aged couples.

Note:

Look how we write fractions in task 1
 $\frac{1}{2}$ = a half
 $\frac{1}{4}$ = a quarter
BUT:
 $\frac{1}{3}$ = one third
 $\frac{2}{5}$ = two fifth

Note:

See how -fold & times are used in examples below:

"In the last 50 years, there has been a **35-fold** increase in the amount of pesticide in farming."

"She earns five **times** more than I do."

Further explanation and examples

1. 'double' (verb)

- ***The number of unemployed people doubled between 2005 and 2009.***

2. 'twice as...as/compared to', 'three times as...as/compared to'

- ***There were twice as many unemployed people in 2009 as in 2005.***
- ***Twice as many people were unemployed in 2009 compared to 2005.***

3. 'twofold', 'threefold' (adjective or adverb)

- ***There was a twofold increase in the number of unemployed people between 2005 and 2009. (adjective with the noun 'increase')***
- ***The number of unemployed people increased twofold between 2005 and 2009. (adverb with the verb 'increase')***

Try using these forms in your own sentences. Make sure you follow the patterns.

Describing Quantities

Look at the patterns below and the examples carefully so that you can describe different numbers and amounts in your report correctly.

The number of + Plural Countable Noun + Singular Verb Form

- ***The number of people out of work fell by 99,000 to 2.39 million in the three months to October.***

The amount of + Singular Uncountable Noun + Singular Verb Form

- ***The amount of rainfall doubles between May and June.***

The proportion of + Countable or Uncountable Nouns + Singular Verb Form

- ***The proportion of spending on furniture and equipment reached its peak in 2001, at 23%.***

The percentage of + Countable or Uncountable Nouns + Singular Verb Form

- ***The percentage of people using their phones to access the Internet jumped to 41% in 2008.***

The figures for Countable or Uncountable Nouns + Plural Verb Form

- ***The figures for imprisonment fluctuated sharply over the period shown.***

Varying your language

As with any task 1, this is important. You should not keep repeating the same structures. The key language when you write about pie charts is proportions and percentages.

Common phrases to see are "the proportion of..." or "the percentage of...". However, you can also use other words and fractions. These are some:

- A large number of people
- over a quarter of people
- a small minority
- A significant number of people
- less than a fifth
- This table presents some examples of how you can change percentages to fractions or ratios:
- Percentage Fraction
- 80% four-fifths
- 75% three-quarters
- 70% seven in ten
- 65% two-thirds
- 60% three-fifths
- 55% more than half
- 50% half
- 45% more than two fifths
- 40% two-fifths
- 35% more than a third
- 30% less than a third
- 25% a quarter
- 20% a fifth
- 15% less than a fifth
- 10% one in ten
- 5% one in twenty

If the percentages are not exact as above, then you can use qualifiers to make sure your description remains accurate. Here are some examples:

- 77% just over three quarters
- 77% approximately three quarters
- 49% just under a half
- 49% nearly a half
- 32% almost a third
- Percentage proportion / number / amount / majority / minority
- 75% - 85% a very large majority
- 65% - 75% a significant proportion
- 10% - 15% a minority
- 5% a very small number

The words above are interchangeable, though number is for countable nouns and amount is for uncountable nouns.

Here are 3 useful techniques for describing percentages:

1. English speakers usually put the percentage at the start of the sentence.
2. Use *while*, *whereas* or *compared to* (after a comma) to add a comparison.
3. Use "the figure for" to add another comparison in the next sentence.

Use these examples as models for your own sentences:

- *In 1999, 35% of British people went abroad for their holidays, while only 28% of Australians spent their holidays in a different country. The figure for the USA stood at 31%.*
- *Around 40% of women in the UK had an undergraduate qualification in 1999, compared to 37% of men. The figures for the year 2000 rose slightly to 42% and 38% respectively.*

Using Simple Comparisons

You can use "compared to", "compared with", "in comparison to" and "in comparison with" in the same way. For example:

- *Prices in the UK are high compared to / with / in comparison with (prices in) Canada and Australia.*
- *Compared to / with / in comparison with (prices in) Canada and Australia, prices in the UK are high.*

When writing about numbers or changes, I find it easier to use "while" or "whereas":

- *There are 5 million smokers in the UK, while / whereas only 2 million Canadians and 1 million Australians smoke.*
- *Between 1990 and 2000, the number of smokers in the UK decreased dramatically, while / whereas the figures for Canada and Australia remained the same.*

Note:

- We don't say "comparing to".
- We say "2 million" not "2 millions".

Correct: 10 million people

Wrong: 10 millions people, 10 millions of people, 10 million of people

When there is no number, we do write "millions of".

e.g. Millions of people travel abroad each year.

The language for comparing

Here are summarized the most commonly used ways of comparing and contrasting which are suitable for IELTS TASK 1 some good phrases for comparing. See if you can adapt them to other task 1 questions.

- The chart compares... in terms of the number of...
- ...is by far the most... **OR** ...has by far the highest number of...
- the figures for... tend to be fairly similar
- In second place on the chart is...*
- The number of... is slightly higher than...
- Only four other countries have...
- ...all with similar proportions of...
- ...is the only country with a noticeably higher proportion of...

Note: Only use phrases like "in second place" if the chart shows some kind of competition. Don't write "in first / second place" if the chart shows unemployment or health problems.

Comparative and Superlative Adjectives

Being able to compare and contrast data is an essential skill for IELTS writing, especially in Task 1. Comparatives and superlatives are one common way to do this.

Comparatives are used to compare **two things**:

- *Leopards are faster than tigers.*

Superlatives are used to compare **one thing against a group of others**:

- *The leopard is the largest of the four big cats.*

Here are the basics of how they are formed:

	Example Word	Comparative	Superlative
Words with one syllable	high	higher	the highest
Words with three syllables or more	productive	more productive less productive	the most productive the least productive
Words ending in -y	wealthy	wealthier	the wealthiest
Short words ending with a consonant/vowel/consonant	hot	hotter	the hottest
Irregular	good	better	the best

Other Important Language for Comparisons

Comparatives and superlatives are useful to compare and contrast, but they won't be enough.

Here are some other useful words and structures:

Transitions

1. The Middle East produces high levels of oil; **however**, Japan produces none.
2. The USA produces large amounts of natural gas. **In contrast**, South Korea produces none.
3. European countries make great use of solar power. **On the other hand**, most Asian countries use this method of power generation very little.

Subordinating Conjunctions

1. The Middle East produces high levels of oil, **whereas / while** Japan produces none.
2. **Whereas / While** the Middle East produces high levels of oil, Japan produces none.
3. **Although** the Middle East produced 100 tons oil, Japan produced none.

Other Structures

1. Developing countries are **more** reliant on alternative energy production **than** developed countries.
2. Solar power accounts for **far less** of the total energy production **than** gas or coal does.
3. Hydropower is not **as** efficient **as** wind power.
4. **Like** Japan, South Korea does not produce any natural gas.
5. The Middle East produces **twice as much** oil **as** Europe.
6. Western countries consume **three times more** oil **than** the Middle East.
7. Russia consumes **slightly more** oil than Germany.
8. The UAE produced **the same** amount of oil **as** Saudi Arabia.

Adding an explanation

In adding explanation, it is important to minimize the number of words which you intend to use to make sure you stay within the word limit. Look at the examples below.

- Both cities experienced a rise in the number of tourists coming in through their airports, which reached a common level of 255,000 in July.*

Reduced Form: Both cities experienced a rise in the number of tourists coming in through their airports, **reaching** a common level of 255,000 in July.
- Gold bar prices experienced a spectacular rise in November, which climbed to a new peak of \$625.*

Reduced Form: Gold bar prices experienced a spectacular rise in November, **climbing** to a new peak of \$625.
- In the first half of 2009, the attendance at the museum went into free fall, which nose-dived to approximately 300,000 visitors.*

Reduced Form: In the first half of 2009, the attendance at the museum went into free fall, **nose-diving** to approximately 300,000 visitors.
- Females also spend less time socializing and much less time than men on sport, which allows them more time for studying.*

Reduced Form: Females also spend less time socializing and much less time than men on sport, **allowing** them more time for studying.

Exercise: Reduce the clauses in the sentences into phrases.

- The figures then dropped sharply to well below 5000, which was the lowest in record for more than 40 years.*
- The largest number of visitors in total came from the United States, which rose from 345 to 609 thousand.*
- Rents shot up from 11% in 1993 to 21% in 2003, which doubled over the ten-year period.*
- From the end of 2001, consumption remained unchanged with two minor peaks at the end of 2001 and 2002, which corresponded with two dips in the use of nuclear and fossil energies.*
- Email and instant messenger are close thirds and fourths in popularity, which scored 17% and 16% respectively for men, 21% and 18% for their counterparts.*
- The amount of money saved also dropped dramatically, which stepped down from 6% in 2003 to just 2% ten years later.*
- In the first two months of the year, the number of internet users reached nearly 1.5 million, which was double the estimate for the period.*
- The number of internet users soared once more during March and April, which outstripped forecasts by a wide margin.*

Writing an introduction

The introduction should begin by talking about what the graph/bar/table talks about. Ideally, you need to begin with one or two sentences that state . The opening sentence for the first paragraph should define what the graph is about that is the date, location and what is being described in the graph. The easiest way to start writing is by paraphrasing the topic. Practice writing different introductions about one graph.

Example:

Writing Task 1

You should spend about 20 minutes on this task.

The table below shows the proportion of different categories of families living in poverty in Australia in 1999.

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

Write at least 150 words.

Family type	Proportion of people from each household type living in poverty
Single aged person	6% (54,000)
Aged couple	4% (48,000)
Single, no children	19% (359,000)
Couple, no children	7% (211,000)
Sole parent	21% (232,000)
Couple with children	12% (933,000)
All households	11% (1,837,000)

Sample introductions:

Here are 3 introductions which paraphrase the question in different ways. Notice that sometimes using the words from the table or the table can help you write better.

1. The chart compares percentages of Australians from six different family types who were classed as poor in 1999. **(18 words)**
2. The table gives information about poverty rates among six types of households in Australia in the year 1999. **(18 words)**
3. The table compares different categories of Australian families in terms of the

proportion of people living below the poverty line in each one. **(23 words)**

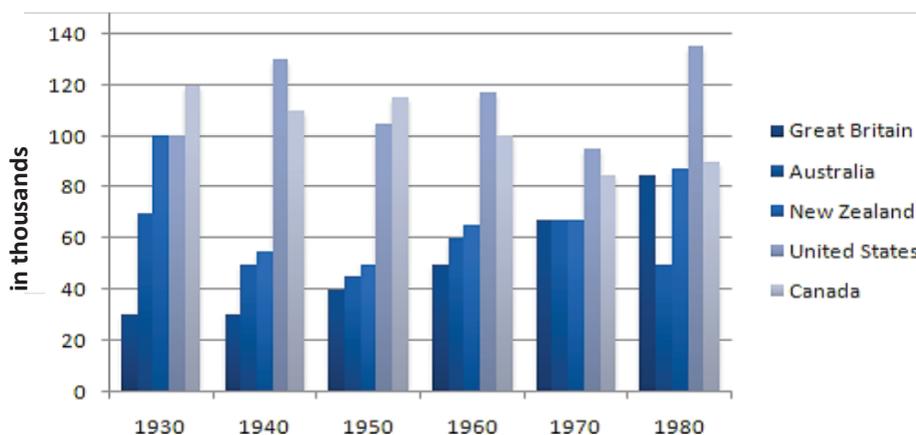
Further practice with paraphrasing in Task 1 introductions

Task 1 introductions should be fast and easy. Just paraphrase the question statement, i.e. rewrite it in your own words. If you practice this technique, you will be able to start the writing test with more confidence. Here are some useful introductory phrases in addition to some simple changes you can make:

Useful introductory phrases:	Simple changes you can make:
<ul style="list-style-type: none">• <i>The table shows changes in ...</i>• <i>The table gives information about ...</i>• <i>The bar chart compares ...</i>• <i>The graph illustrates ...</i>• <i>The chart shows data about ...</i>• <i>The pie charts compare ...</i>• <i>The diagram shows the process of ...</i>• <i>The figure shows how ... is produced</i>• <i>The line graph shows changes in ...</i>• <i>The line graph compares ...</i>	<ul style="list-style-type: none">• <i>Graph/line graph/chart/bar chart</i>• <i>Diagram/figure</i>• <i>Shows/illustrates/compares</i>• <i>proportion = percentage</i>• <i>information = data</i>• <i>the number of/the figure for/the proportion of</i>• <i>people in the UK/ the British</i>• <i>from 1999 to 2009/between 1999 and 2009/over a period of 10 years</i>• <i>in three countries = in the UK, France and Spain (i.e. name the countries)</i>

Example:

The graph below shows the figures for imprisonment in five countries between 1930 and 1980.



We can change 3 elements of this sentence:

1. graph shows = bar chart compares
2. figures for imprisonment = number of people in prison/prisoners
3. between ... and ... = over a period of ... years

Sample paraphrased introduction:

The bar chart compares the number of people in prison in five different countries over a period of 50 years, from 1930 to 1980. (24 words)

Useful Phrases

You can use the words and the phrases below to start writing your introductory paragraph more quickly with more confidence.

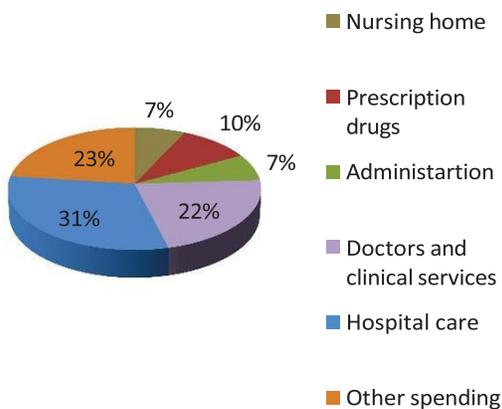
- *The ... gives information about ...*
- *The ... compare(s) ...*
- *The ... makes a comparison between ... and ...*
- *The ... shows changes in ...*
- *The ... illustrates*
- *The ... shows data about ...*

Writing the General Overview Paragraph

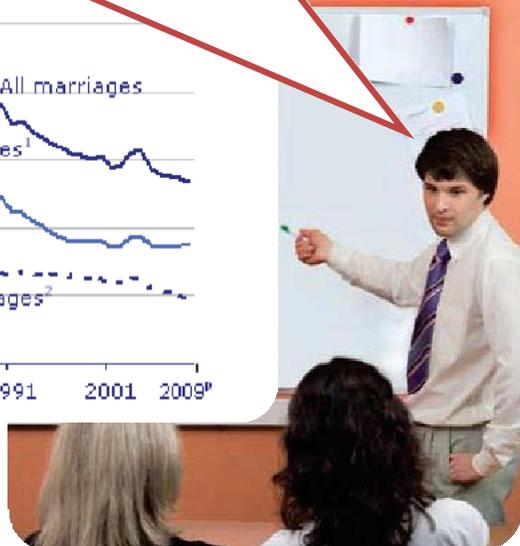
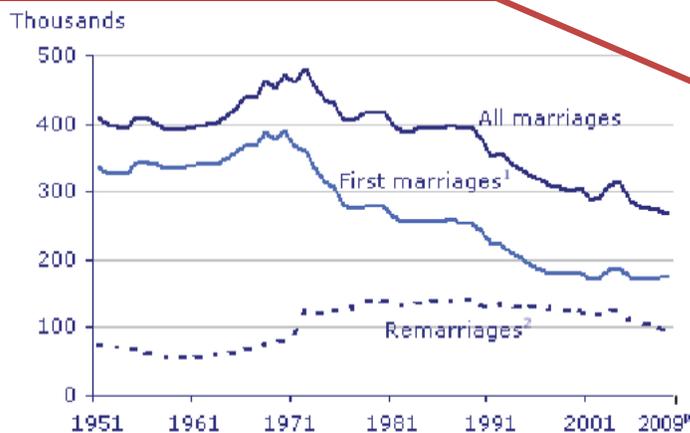
In your task 1 essay, you need to write a general summary of the information. Examiners call this the 'general overview' or 'overall trend'. The summary paragraph can be written straight after the introduction, but you can also put it at the end of the essay. One way to summarize graphs is to look for the overall change for example from the first year to the last year shown. You can also look for the main trends or the highest and lowest numbers.

As can be seen from the chart the biggest area of the total health spending, which is 31%, went into hospital care, while a sum of 23% belong to 'other spending'. Surprisingly, nearly the same amount, which is 22%, is spent on doctors and clinical services. (47 words)

Total health spending



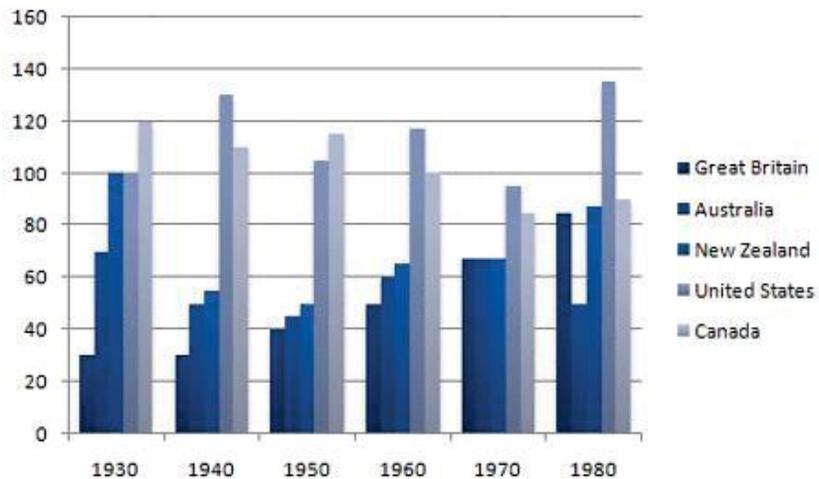
It is clear that the total number of marriages per year fell between 1951 and 2009 in the UK. While the number of first marriages fell dramatically from the end of the 1960s, the figure for remarriages remained stable. (36 words)



Selecting Main Points

When there is a lot of information (like in the bar chart below), it can be difficult to select the main points. Look for a change from the beginning to the end of the period. However, there is no overall trend because the figures fluctuate. So, we'll talk about the highest and lowest figures instead.

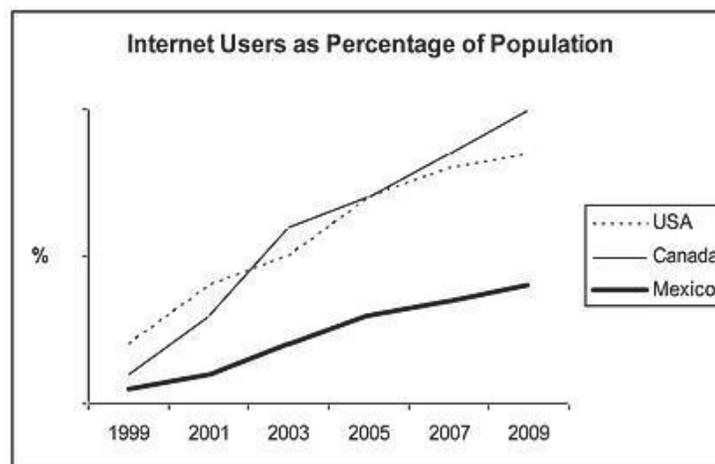
The table below shows the figures for imprisonment in thousands in five countries between 1930 and 1980



Here is a summary of the main points:

While the figures for imprisonment fluctuated over the period shown, it is clear that the United States had the highest number of prisoners overall. Great Britain, on the other hand, had the lowest number of prisoners for the majority of the period.

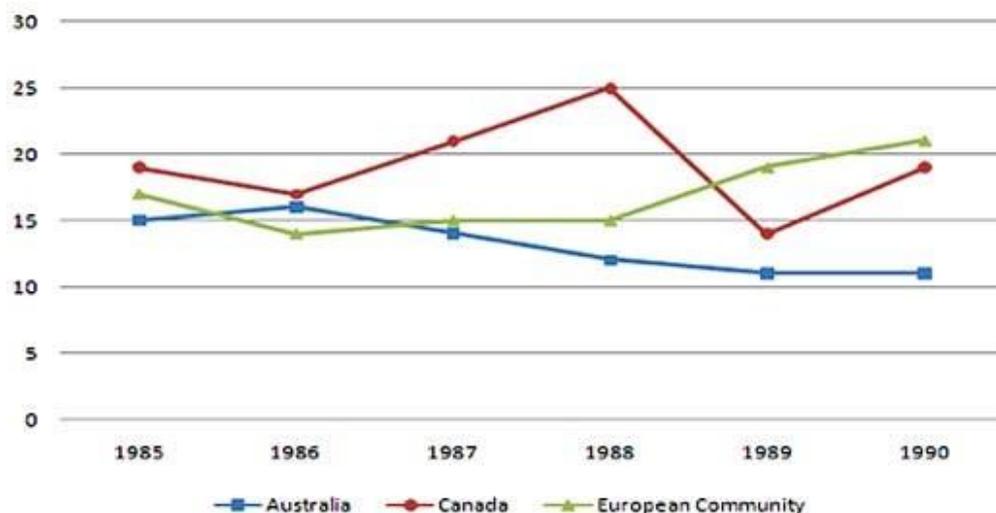
Another example:



It is clear from the graph that the proportion of people who use the Internet increased in each country over the period shown. Overall, Mexico had the lowest percentage of Internet users, while Canada experienced the fastest growth in Internet usage.

Look at the graphs below and read the overall trends (general overview paragraphs) carefully.

Wheat exports 1985-1990 in millions of tones (MT)



It is clear that Canada exported more wheat than Australia and the European Community for most of the period shown. However, while Canada's wheat exports fluctuated and Australia's fell, wheat exports from the European Community rose steadily. (37 words)

The number of computer terminals available to students in different faculties of a university

Faculty	Computer terminals	Number of students	Average number of students using one computer terminal
Agriculture	17	240	14
Arts	35	730	21
Education	25	890	36
Engineering	41	317	8
Law	43	473	11
Science	74	241	3
Total	235	2,891	12

It can be concluded from the given information that there are not enough computer terminals in comparison to the number of students in different faculties. It is clear that some faculties with a higher number of students have fewer computer terminals compared to some less populated faculties. (47 words)

Useful language to refer to graphs:

- *As can be seen from the graph...*
- *It can be seen from the graph that ...*
- *The graph shows...*
- *It can be concluded from the graph that...*
- *From the figures/statistics, it can be inferred that...*
- *The graph illustrates...*
- *It is noticeable that ...*
- *We can see that ...*
- *It is clear that ...*
- *Overall, ...*
- *It is clear from the ... that ...*

Writing an 'overview' not a conclusion

IELTS teachers will often tell you to put the overview at the end like a 'conclusion', however you don't need to write a conclusion for IELTS writing task 1. You need to write an "overview" of the information. But why don't you need to write a conclusion? What's the difference between a conclusion and an overview?

First, a conclusion is really a final judgment, decision or opinion. This is perfect for the task 2 essay, but task 1 asks you to write a description without analysis or opinions. On the other hand, an "overview" is a simple description of the main points. It is a summary of the information shown in the graph or chart.

Second, a conclusion should be at the end of a piece of writing. An overview or general summary could go either at the end or near the beginning. It is a good idea to describe the main features of the graph or chart near the beginning of your essay.

So, the suggested report structure for task 1 looks like this:

1. Introduction: what does the chart show?
2. Overview / summary: what are the most noticeable features?
3. Specific details: try to write 2 paragraphs.

Writing Body Paragraphs

Now we should plan writing two main body paragraphs so that your essay looks more organized. That means, **pick just two major features from the graph, state them in the overview paragraph, explain and compare them in the body paragraphs.** We need to select something to say about each trend or piece of information. Remember, there is no rule about what information you select; everyone will do this differently. We should look for the highest figures in each category and make comparisons or give explanations. While writing the body paragraphs, describe the graph in detail, maybe in 3 or 4 sentences. In these two paragraphs you need to select key information, include numbers and make comparisons or give explanations.

Example:

The table below gives information on consumer spending on different items in five different countries in 2002. Write a report for a university lecturer describing the information shown below. Make comparisons where relevant.

Percentage of national consumer expenditure by category – 2002

Country	Food/Drinks/ Tobacco	Clothing/ Footwear	Leisure/ Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%

The table shows percentages of consumer expenditure for three categories of products and services in five countries in 2002.

It is clear that the largest proportion of consumer spending in each country went on food, drinks and tobacco. On the other hand, the leisure/education category has the lowest percentages in the table.

Out of the five countries, consumer spending on food, drinks and tobacco was noticeably higher in Turkey, at 32.14%, and Ireland, at nearly 29%. The proportion of spending on leisure and education was also highest in Turkey, at 4.35%, while expenditure on clothing and footwear was significantly higher in Italy, at 9%, than in any of the other countries.

It can be seen that Sweden had the lowest percentages of national consumer expenditure for food/drinks/tobacco and for clothing/footwear, at nearly 16% and just over 5% respectively. Spain had slightly higher figures for these categories, but the lowest figure for leisure/education, at almost 2%.

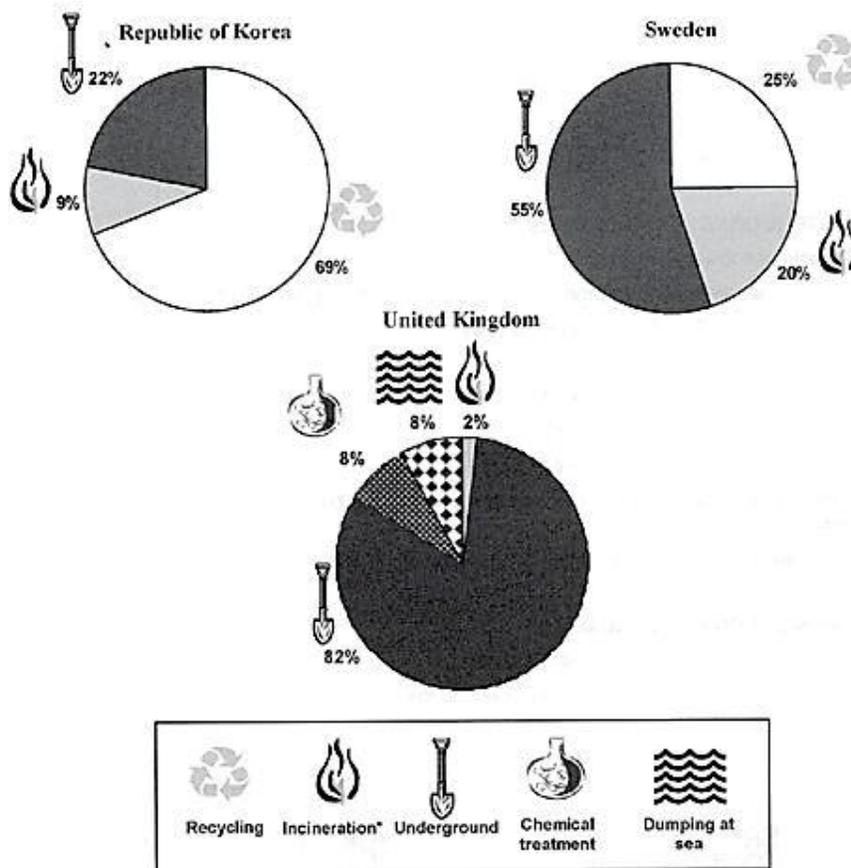
Writing Body Paragraphs
155 Words

Writing just six sentences to include the details

After writing an introduction and overview (summary), we need to describe some specific details that are shown on the graph, chart or diagram.

Writing two 'details' paragraphs is suggested, with three sentences in each. That means we only need six 'details' sentences in total. Try writing just six sentences. Look at the topic below.

The pie charts below show how dangerous waste products are dealt with in three countries



Here are six sentences that we can write about the pie charts. To encourage you to look carefully at the sentences, I've put them in the wrong order. Can you find the correct order? You could also divide the description into two paragraphs later on.

- *The latter country recycles 69% of hazardous materials, which is far more than the other two nations.*
- *These two methods are not employed in Korea or Sweden, which favour incineration for 9% and 20% of dangerous waste respectively.*
- *Looking at the information in more detail, we can see that 82% of the UK's dangerous waste is put into landfill sites.*
- *While 25% of Sweden's dangerous waste is recycled, the UK does not recycle at all.*
- *This disposal technique is used for 55% of the harmful waste in Sweden and only 22% of similar waste in Korea.*
- *Instead, it dumps waste at sea or treats it chemically.*

Now read the full sample answer and pay more attention to the body paragraphs and how the six sentences above are put together.

Sample Answer

The charts compare Korea, Sweden and the UK in terms of the methods used in each country to dispose of harmful waste.

It is clear that in both the UK and Sweden, the majority of dangerous waste products are buried underground. By contrast, most hazardous materials in the Republic of Korea are recycled.

Looking at the information in more detail, we can see that 82% of the UK's dangerous waste is put into landfill sites. This disposal technique is used for 55% of the harmful waste in Sweden and only 22% of similar waste in Korea. The latter country recycles 69% of hazardous materials, which is far more than the other two nations.

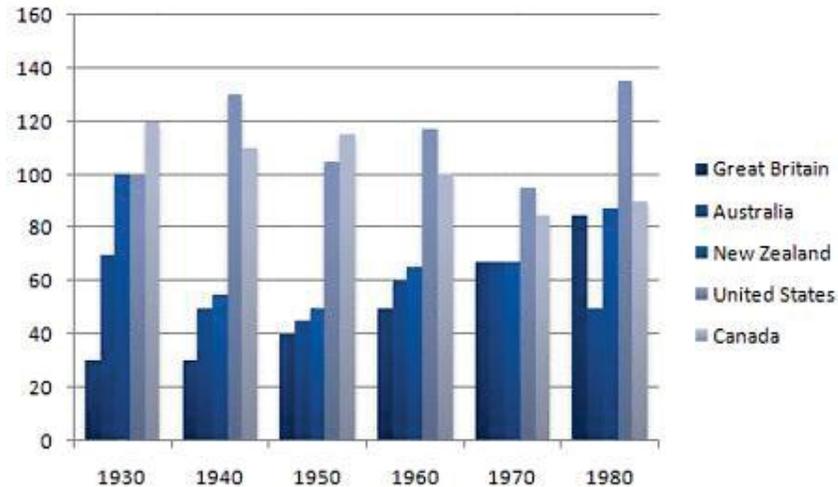
While 25% of Sweden's dangerous waste is recycled, the UK does not recycle at all. Instead, it dumps waste at sea or treats it chemically. These two methods are not employed in Korea or Sweden, which favour incineration for 9% and 20% of dangerous waste respectively.

(159 words)

Selecting details and grouping them

Some graphs or tables contain a lot of information, so you will not be able to include everything. Look at the exam bar graph below.

The number of prisoner in thousands in five different countries from 1930 to 1980



In a case like this you should make sure that you write something about each country. Select the most relevant point for each country, and don't forget to mention some figures. Look at the example sentences about each country below.

United States

The United States had the highest number of prisoners in four out of the six years shown on the chart, and in 1980 the figure for this country peaked at nearly 140,000 prisoners. (33 words)

Canada

Canada had the highest figures for imprisonment in 1930 and 1950, with about 120,000 prisoners in both years. (18 words)

New Zealand and Australia

The figures for New Zealand and Australia fluctuated between 40,000 and 100,000 prisoners, although New Zealand's prison population tended to be the higher of the two. (26 words)

Great Britain

In contrast to the figures for the other countries, the number of prisoners in Great Britain rose steadily between 1930 and 1980, reaching a peak of about 80,000 at the end of the period. (34 words)

By putting the classified and grouped sentences together, now we can form our body paragraphs. Read the sample answer below.

Sample Answer

The information given in the chart makes comparisons in the number of prisoners in five different countries from 1930 to 1980.

While the figures for imprisonment fluctuated over the period shown, it is clear that the United States had the highest number of prisoners overall. Great Britain, on the other hand, had the lowest number of prisoners for the majority of the period.

As can be seen from the graph, the United States had the highest number of prisoners in four out of the six years shown on the chart, and in 1980 the figure for this country peaked at nearly 140,000 prisoners. Canada had the highest figures for imprisonment in 1930 and 1950, with about 120,000 prisoners in both years.

The figures for New Zealand and Australia fluctuated between 40,000 and 100,000 prisoners, although New Zealand's prison population tended to be the higher of the two.

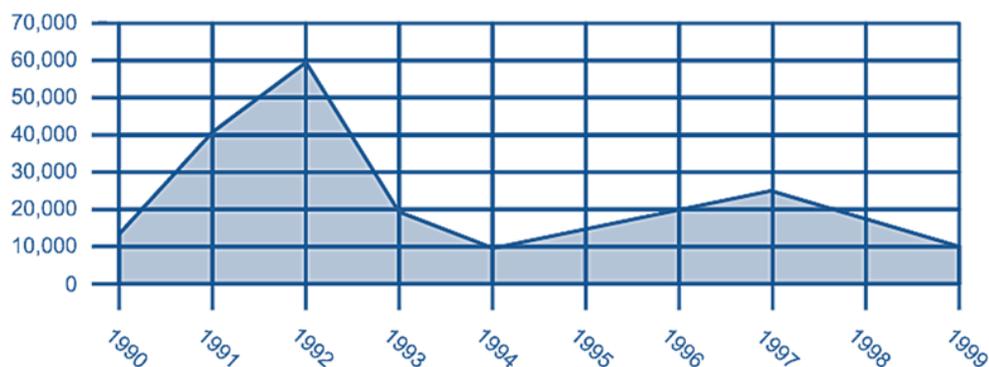
In contrast to the figures for the other countries, the number of prisoners in Great Britain rose steadily between 1930 and 1980, reaching a peak of about 80,000 at the end of the period.

(181 words)

Including approximation

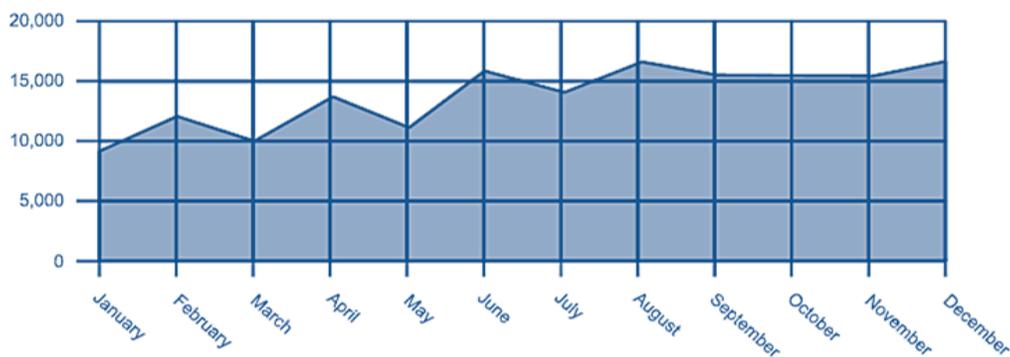
The following body paragraphs summarize the key information in the two graphs below. Notice the expressions in bold that refer to time and amount. However, it is important not to overuse these words.

Book sales 1990-1999



Just over 10,000 copies of the book were sold in 1990. Sales increased dramatically **over the next two years**, to peak at **almost** 60,000 in 1992. However, sales then fell sharply to **well under** 30,000 in the following year, and they went down by **a further 12,000 or so** between 1993 and 1994. There was a steady increase in sales **over the next/following three years**, and by 1997 there had been a rise of **slightly more than** 10,000. However, after this sales began to drop once more to **approximately** 10,000 in 1999.

Book sales Jan-Dec 2000



In the first six months/half of the year 2000, sales fluctuated remarkably, although there was a moderate increase in July-August, reaching a peak at **well over** 15,000. A sharp decrease followed, with sales falling to **around** 15,000 in September. They remained steady at almost 15,000 until November, when there was a slight increase.

Having a Task 1 checklist is important

Here is a suggested checklist for writing task 1. Put a tick, a check mark, next to each point on the list while writing a Task 1 report.

1. Know all the types of questions in Task 1 such as line graphs, bar charts, etc.
2. Try several real test examples of each type.
3. Know the 4-paragraph method suggested here.
4. Practice paraphrasing the question to write introductions.
5. Understand why we do not write a conclusion for task 1.
6. Know how to write an 'overview', and what to include in this paragraph.
7. Practice selecting key information, rather than describing everything.
8. Be able to write good 'comparing' sentences.
9. Be able to describe changes and trends (e.g. increase, decrease).
10. Be able to use the passive to describe steps in a process.

Avoid common mistakes

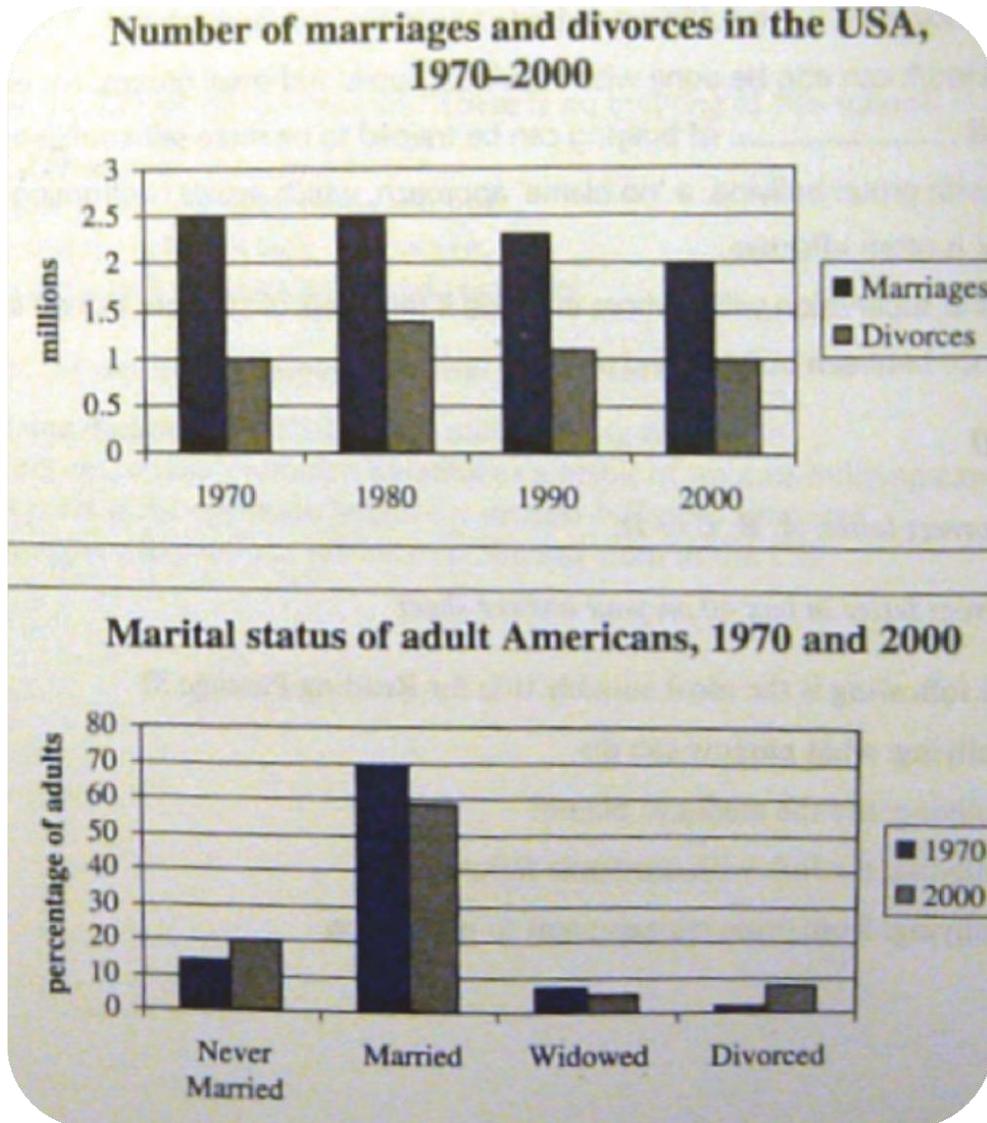
Here's some advice to help you avoid common mistakes in IELTS writing task 1:

1. Don't copy the question for your introduction. You should paraphrase the question (i.e. rewrite it using some different words).
2. Don't forget to separate your paragraphs clearly.
3. Don't forget to write a good summary/overview of the information. Put the overview straight after the introduction and try to write 2 sentences describing the information in general. You will not get a high score if you do not write a good overview.
4. Don't describe items separately (e.g. 2 lines on a graph). You should always try to compare things if it is possible to do so. Instead of describing 2 lines separately, compare the 2 lines at key points.
5. Don't try to describe every number on a chart or graph (unless there are only a few numbers). A key skill in task 1 is being able to choose the key information and describe or compare it well. Try to mention around 6 or 7 numbers in the main body paragraphs.
6. Don't spend longer than 20 minutes on task 1. Practice spending 5 minutes on each of your 4 paragraphs. Stop yourself after 20 minutes; remember that task 2 is worth more marks.

Describing more than one chart

Sometimes you are given two or three different charts e.g. a line graph and a bar, or a chart and a pie chart. In this situation it is best to mention each chart in the introduction, and then, describe the main feature of each chart. If there is a connection between the charts, describe it as well. After that, describe the first chart, and then describe the second chart.

The charts below give information about USA marriage and divorce rates between 1970 and 2000, and the marital status of adult Americans in two of the years



Sample Answer

The first bar chart shows changes in the number of marriages and divorces in the USA, and the second chart shows figures for the marital status of American adults in 1970 and 2000.

It is clear that there was a fall in the number of marriages in the USA between 1970 and 2000. The majority of adult Americans were married in both years, but the proportion of single adults was higher in 2000.

In 1970, there were 2.5 million marriages in the USA and 1 million divorces. The marriage rate remained stable in 1980, but fell to 2 million by the year 2000. In contrast, the divorce rate peaked in 1980, at nearly 1.5 million divorces, before falling back to 1 million at the end of the period.

Around 70% of American adults were married in 1970, but this figure dropped to just under 60% by 2000. At the same time, the proportion of unmarried people and divorcees rose by about 10% in total. The proportion of widowed Americans was slightly lower in 2000.

(174 Words)

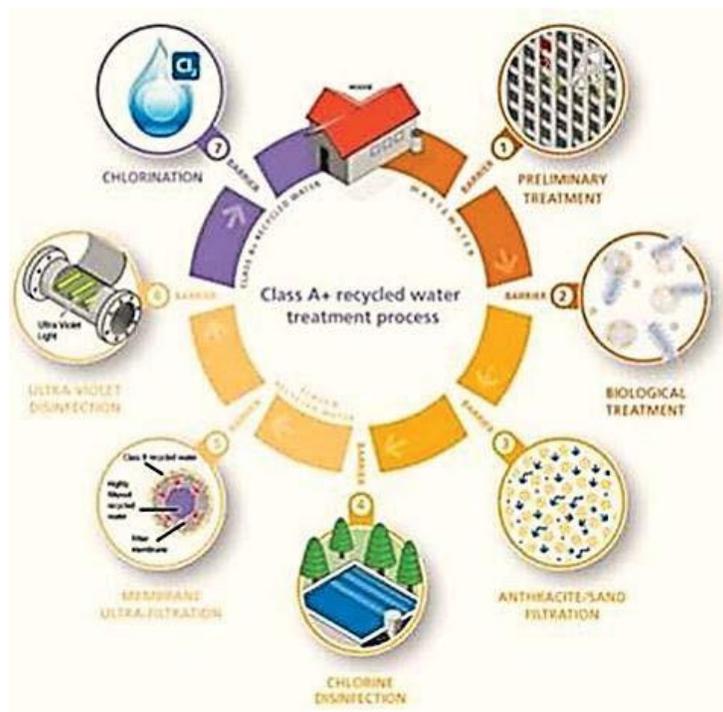
Describing Processes

Occasionally, you will have to describe a process in the test instead of a graph. Although this type of diagram is less common to see in the test, it is still important to have an understanding of how to tackle this should it arise.

While describing a process, explain the sequence of stages or actions and use words like firstly, secondly, thirdly, then, next, after that, in addition, otherwise, at the same time, concurrently, simultaneously and finally. These words help you show the sequence of actions more accurately. Try to describe every stage of the process one by one.

Connect the stages by using linking words that mentioned earlier, words like firstly, then, etc. Mention whether or not there are stages that are being performed at the same time. You should also notice alternative stages. For example, either stage A or B is performed first or at the same time. The main task here is to describe all the stages.

Wherever possible, try to make comparisons to make your writing flow more naturally. Use the present simple tense and its passive form. For example, the ID card is inserted into the machine. Remember that there is no need to write an overall view paragraph. You just need to write an introduction and two body paragraphs. There is no rule in dividing the paragraphs, and everyone can do it differently.

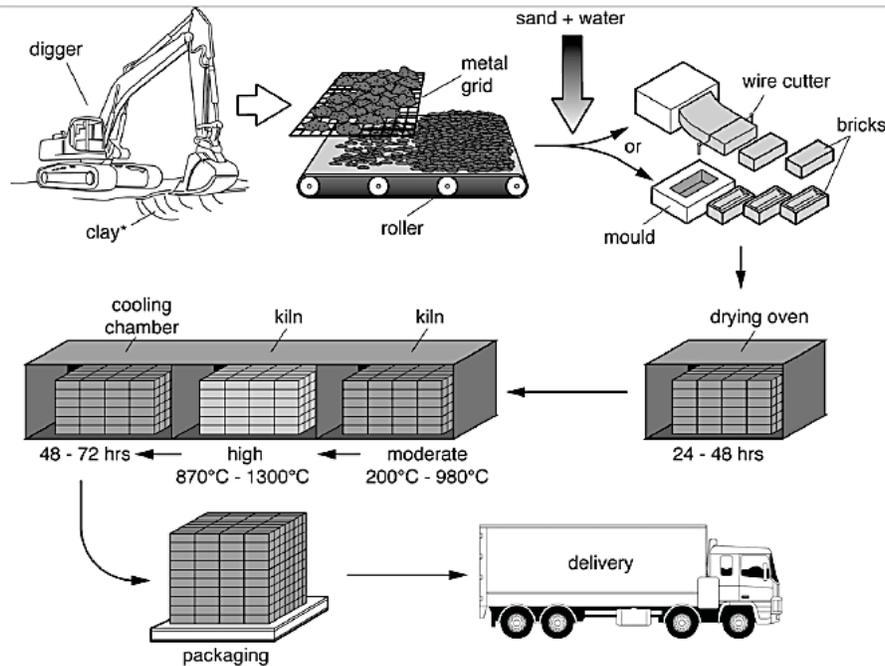


Sample Process

You will need to describe each step in order for process diagrams. Pay attention to the use of passive verbs e.g. is dug, can be shaped, are placed. The stages have been divided into 2 paragraphs to make the essay easier to read.

The diagram below shows the process by which bricks are manufactured for the building industry.

Brick Manufacturing



The diagram illustrates different stages in the process of manufacturing bricks from the digging step to delivery.

At the beginning of the process, clay is dug from the ground. Then, the clay is put through a metal grid, and it passes onto a roller where it is mixed with sand and water. After that, the clay can be shaped into bricks in two ways: either it is put in a mould, or a wire cutter is used.

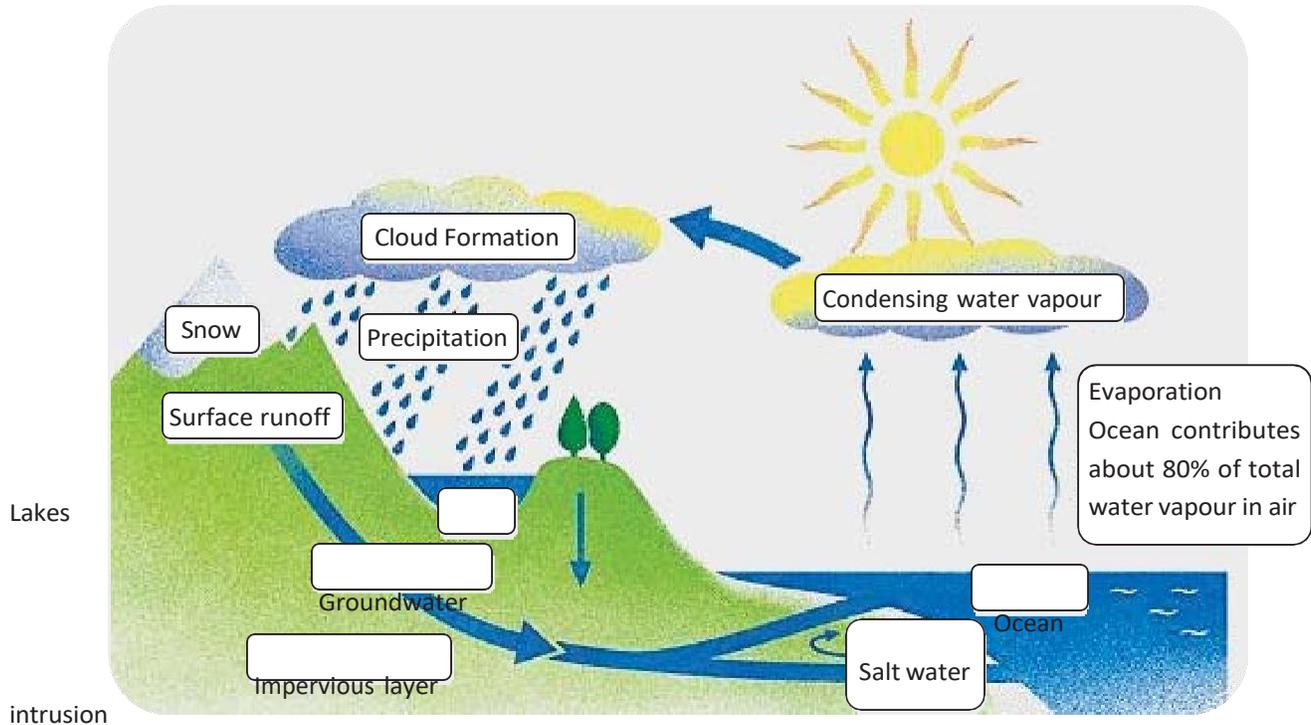
At the fourth stage in the process, the clay bricks are placed in a drying oven for one to two days. Next, the bricks are heated in a kiln at a moderate temperature (200 -900 degrees Celsius) and then at a high temperature (up to 1300 degrees Celsius), before spending two to three days in a cooling chamber. Finally, the finished bricks are packaged and delivered to be sold in the market.

(150 Words)

Sample Process

The diagram below shows the water cycle, which is the continuous movement of water on, above and below the surface of the Earth.

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



The picture illustrates the way in which water passes from ocean to air to land during the natural process known as the water cycle.

Three main stages are shown on the diagram. Ocean water evaporates, falls as rain, and eventually runs back into the oceans again.

Beginning at the evaporation stage, we can see that 80% of water vapour in the air comes from the oceans. Heat from the sun causes water to evaporate, and water vapour condenses to form clouds. At the second stage, labelled 'precipitation' on the diagram, water falls as rain or snow.

At the third stage in the cycle, rainwater may take various paths. Some of it may fall into lakes or return to the oceans via 'surface runoff'. Otherwise, rainwater may filter through the ground, reaching the impervious layer of the earth. Salt water intrusion is shown to take place just before groundwater passes into the oceans to complete the cycle. (156 Words)

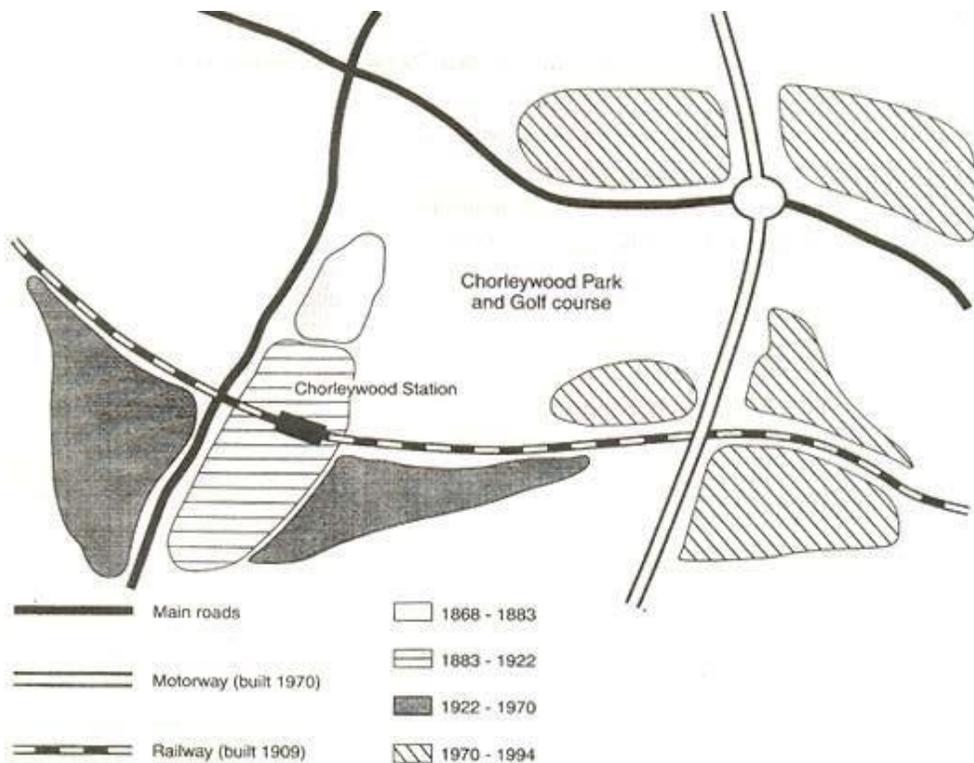
Describing a map

Occasionally, you will have to describe a process in the test instead of a graph. Although this type of diagram is less common to see in the test, it is still important to have an understanding of how to tackle this should it arise. Maps in IELTS writing task 1 show either the development of an area or a comparison. When you write about a map, you need to focus on describing where things are in location to each other. Language such as 'to the left', 'next to', 'north of', 'behind' etc. will be important.

Chorleywood is a village near London whose population has increased steadily since the middle of the nineteenth century. The map below shows the development of the village.

Write a report for a university lecturer describing the development of the village.

Village of Chorleywood showing development between 1868 and 1994



Sample Answer

The map shows the growth of a village called Chorleywood between 1868 and 1994.

It is clear that the village grew as the transport infrastructure was improved. Four periods of development are shown on the map, and each of the populated areas is near to the main roads, the railway or the motorway.

From 1868 to 1883, Chorleywood covered a small area next to one of the main roads. Chorleywood Park and Golf Course is now located next to this original village area. The village grew along the main road to the south between 1883 and 1922, and in 1909 a railway line was built crossing this area from west to east. Chorleywood station is in this part of the village.

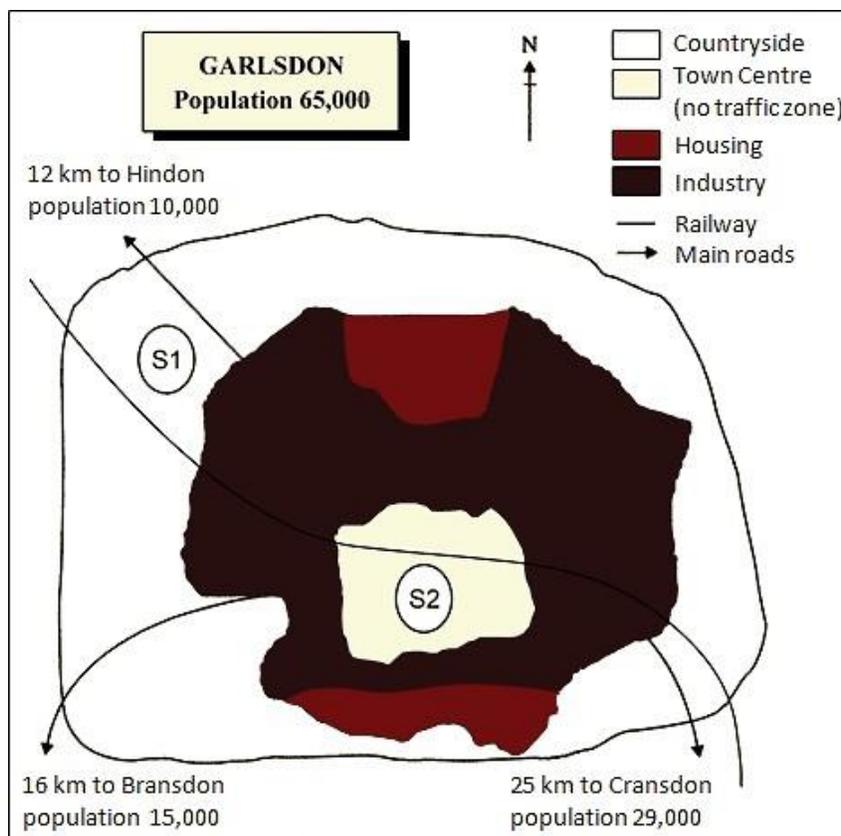
The expansion of Chorleywood continued to the east and west alongside the railway line until 1970. At that time, a motorway was built to the east of the village, and from 1970 to 1994, further development of the village took place around motorway intersections with the railway and one of the main roads.

174 Words

Sample essay

The map below is of the town of Garlsdon. A new supermarket (S) is planned for the town. The map shows two possible sites for the supermarket.

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



The map shows two potential locations (S1 and S2) for a new supermarket in a town called Garlsdon.

The main difference between the two sites is that S1 is outside the town, whereas S2 is in the town centre. The sites can also be compared in terms of access by road or rail, and their positions relative to three smaller towns.

Looking at the information in more detail, S1 is in the countryside to the north west of Garlsdon, but it is close to the residential area of the town. S2 is also close to the housing area, which surrounds the town centre.

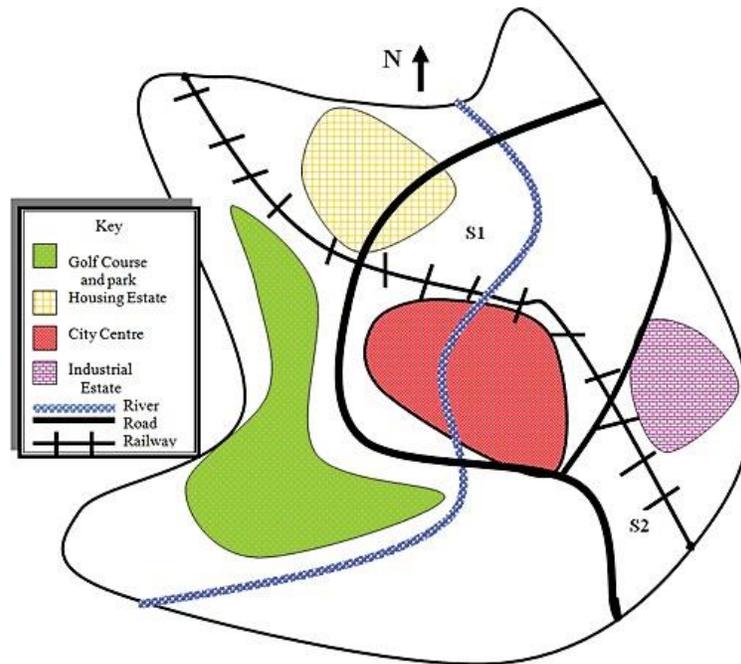
There are main roads from Hindon, Bransdon and Cransdon to Garlsdon town centre, but this is a no traffic zone, so there would be no access to S2 by car. By contrast, S1 lies on the main road to Hindon, but it would be more difficult to reach from Bransdon and Cransdon. Both supermarket sites are close to the railway that runs through Garlsdon from Hindon to Cransdon. **(171 Words)**

Writing Task 1, Map

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.

Map of Brandfield with two proposed sites for a shopping mall



Sample Answer

The map illustrates plans for two possible sites for a shopping mall in the city of Brandfield. It can be seen that the two sites under consideration are in the north and the south east of the town.

The first possible site for the shopping mall, S1, is just north of the city centre, above the railway line, which runs from the south east of the city to the north west. If it is built here, it will be next to a large housing estate, thus providing easy access for those living on the estate and in the city centre. It will also be next to the river, which runs through the town.

The site in the south east, S2, is again just by the railway line and fairly close to the city centre, but it is near to an industrial estate rather than housing.

There is a main road that runs through the city and is close to both sites, thus providing good road access to either location. A large golf course and park in the west of the town prevents this area from being available as a site. **(190 words)**

Effective ways to prepare for Task 1

There are some practical ways to prepare for writing Task 1, instead of just writing full essays. Here are some study ideas:

1. Understand how the test is marked. Being aware of the marking criteria will allow you to give the examiner exactly what they need.
2. Paraphrase the question. It is best to paraphrase the question in the first paragraph. ...
3. Write the overview. ...
4. Support the main features. ...
5. Check your work.

1. Print a collection of questions

Before you start writing any task 1 essays, it's a good idea to have an overview of the different types of questions that you might face. Try to get paper copies (printed) of around 10 different questions – it is useful to be able to see them all in one place.

Your 'pack' of questions should include: a line graph, bar chart, pie chart, table, 2 different charts, 3 or more similar charts, process diagram, comparison diagram, life cycle and a map.

2. Practice parts of essays

Instead of writing a full essay, try writing 10 introductions - one for each of the questions in your 'pack' (see point 1 above). The next time you are studying, just focus on writing overviews. On a different day, practice describing percentages, or comparing numbers etc.

3. Use 'model' sentences

Read good samples, band score 7.0 and above. You can find them here and also at the end of Cambridge IELTS books. Read one good sample several times. Every time, read it from a different perspective, for example, once for the vocabulary used, once for the grammar and the grammatical structures used and one more time to the organization of the report or the essay. Underline some model sentences for describing percentages, numbers and figures etc. You will find almost all the sentence structures you need for writing Task 1. Use the sentences as models, and simply change the content according to the topic.

Good Sample Answers Worth Reading

Sample Answer 1

The table below gives information on average hours and minutes spent by UK males and females on different daily activities.

Average hours and minutes spent by UK males and females on different daily activities

	Hours and minutes per day	
	Males	Females
Sleep	8.04	8.18
Resting	0.43	0.48
Personal care	0.40	0.48
Eating and drinking	1.25	1.19
Leisure		
Watching TV/DVD and listen to radio/music	2.50	2.25
Social life and entertainment/culture	1.22	1.32
Hobbies and games	0.37	0.23
Sport	0.13	0.07
Reading	0.23	0.26
All leisure	5.25	4.53
Employment and study	3.45	2.26
Housework	1.41	3.00
Childcare	0.15	0.32
Voluntary work and meetings	0.15	0.20
Travel	1.32	1.22
Other	0.13	0.15

The table compares the average amount of time per day that men and women in the UK spend doing different activities.

It is clear that people in the UK spend more time sleeping than doing any other daily activity. Also, there are significant differences between the time spent by men and women on employment/study and housework.

On average, men and women in the UK sleep for about 8 hours per day. Leisure takes up the second largest proportion of their time. Men spend 5 hours and 25 minutes doing various leisure activities, such as watching TV or doing sport, while women have 4 hours and 53 minutes of leisure time.

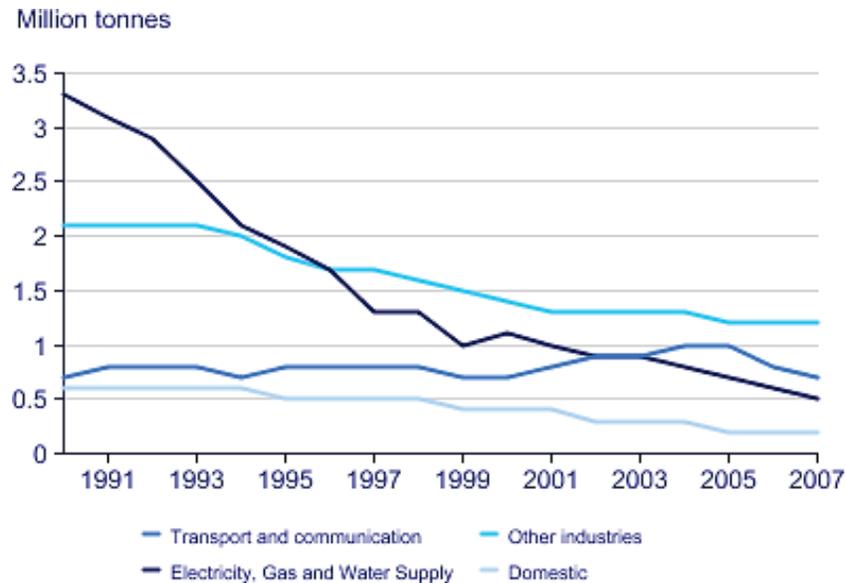
It is noticeable that men work or study for an average of 79 minutes more than women every day. By contrast, women spend 79 minutes more than men doing housework, and they spend over twice as much time looking after children. **(151 words)**

Sample Answer 2

The table below gives information on UK acid rain emissions, measured in millions of tonnes, from four different sectors between 1990 and 2007.

Write a report for a university lecturer describing the information shown below. Make comparisons where relevant.

UK acid rain emissions, measured in millions of tonnes, from four different sectors between 1990 and 2007



The line graph compares four sectors in terms of the amount of acid rain emissions that they produced over a period of 17 years in the UK.

It is clear that the total amount of acid rain emissions in the UK fell considerably between 1990 and 2007. The most dramatic decrease was seen in the electricity, gas and water supply sector.

In 1990, around 3.3 million tonnes of acid rain emissions came from the electricity, gas and water sector. The transport and communication sector was responsible for about 0.7 million tonnes of emissions, while the domestic sector produced around 0.6 million tonnes. Just over 2 million tonnes of acid rain gases came from other industries.

Emissions from electricity, gas and water supply fell dramatically to only 0.5 million tonnes in 2007, a drop of almost 3 million tonnes. While acid rain gases from the domestic sector and other industries fell gradually, the transport sector saw a small increase in emissions, reaching a peak of 1 million tonnes in 2005. **(169 words)**

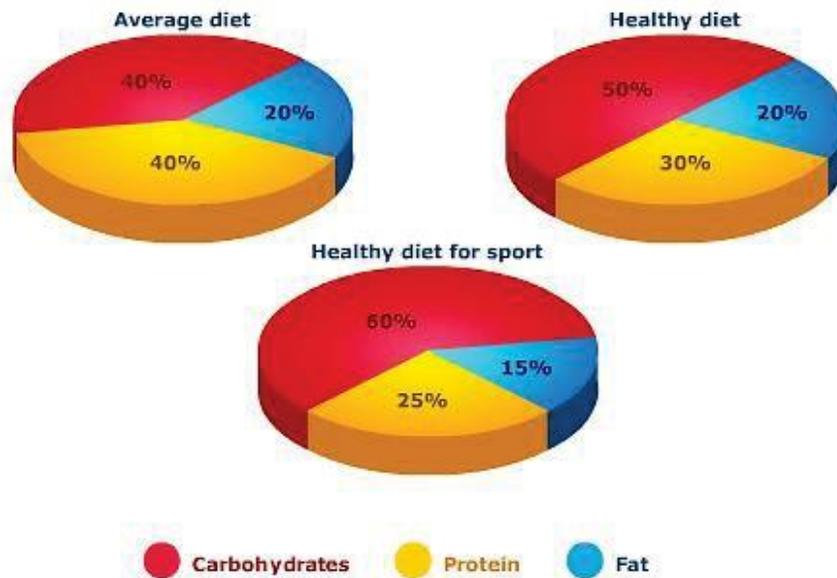
Sample Answer

The table below gives information on the proportion of carbohydrates, protein and fat in three different diets.

Write a report for a university lecturer describing the information shown below. Make comparisons where relevant.

You should write at least 150 words.

The proportion of carbohydrates, protein and fat in three different diets



The pie charts compare the proportion of carbohydrates, protein and fat in three different diets, namely an average diet, a healthy diet, and a healthy diet for sport.

It is noticeable that sportspeople require a diet comprising a significantly higher proportion of carbohydrates than an average diet or a healthy diet. The average diet contains the lowest percentage of carbohydrates but the highest proportion of protein.

Carbohydrates make up 60% of the healthy diet for sport. This is 10% higher than the proportion of carbohydrates in a normal healthy diet, and 20% more than the proportion in an average diet. On the other hand, people who eat an average diet consume a greater relative amount of protein (40%) than those who eat a healthy diet (30%) and sportspeople (25%).

The third compound shown in the charts is fat. Fat constitutes exactly one fifth of both the average diet and the healthy diet, but the figure drops to only 15% for the healthy sports diet. **(164 words)**

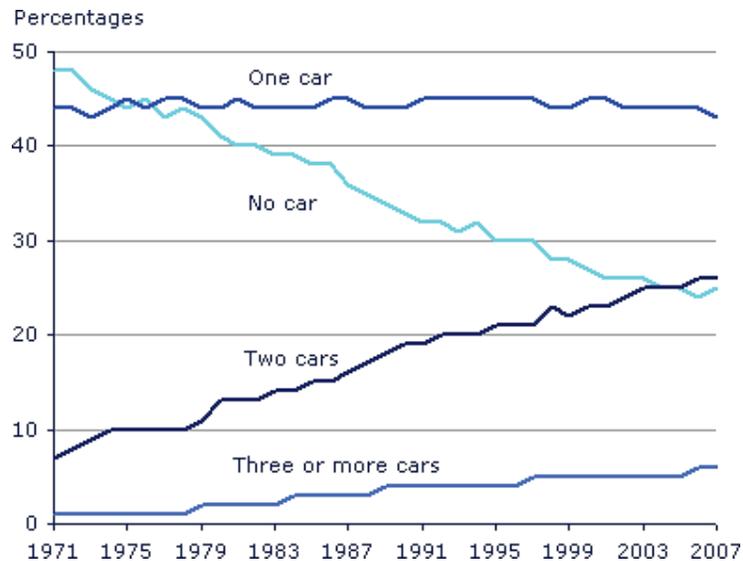
Sample Answer

The table below gives information on households with a regular use of a car in Great Britain from 1971 to 2007.

Write a report for a university lecturer describing the information shown below. Make comparisons where relevant.

You should write at least 150 words.

Households with a regular use of a car, Great Britain



The graph shows changes in the number of cars per household in Great Britain over a period of 36 years.

Overall, car ownership in Britain increased between 1971 and 2007. In particular, the number of households with two cars rose, while the number of households without a car fell.

In 1971, almost half of all British households did not have regular use of a car. Around 44% of households had one car, but only about 7% had two cars. It was uncommon for families to own three or more cars, with around 2% of households falling into this category.

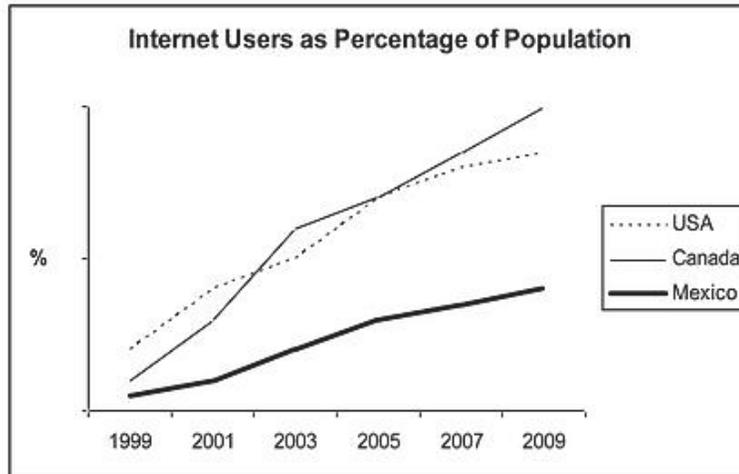
The one-car household was the most common type from the late 1970's onwards, although there was little change in the figures for this category. The biggest change was seen in the proportion of households without a car, which fell steadily over the 36-year period to around 25% in 2007. In contrast, the proportion of two-car families rose steadily, reaching about 26% in 2007, and the proportion of households with more than two cars rose by around 5%. **(176 Words)**

Sample Answer

The graph below gives information about internet users in three countries between 1999 and 2009.

Write a report for a university lecturer describing the information shown below. Make comparisons where relevant.

You should write at least 150 words.



The line graph compares the percentage of people in three countries who used the Internet between 1999 and 2009.

It is clear that the proportion of the population who used the Internet increased in each country over the period shown. Overall, a much larger percentage of Canadians and Americans had access to the Internet in comparison with Mexicans, and Canada experienced the fastest growth in Internet usage.

In 1999, the proportion of people using the Internet in the USA was about 20%. The figures for Canada and Mexico were lower, at about 10% and 5% respectively. In 2005, Internet usage in both the USA and Canada rose to around 70% of the population, while the figure for Mexico reached just over 25%.

By 2009, the percentage of Internet users was highest in Canada. Almost 100% of Canadians used the Internet, compared to about 80% of Americans and only 40% of Mexicans.

(151 Words)

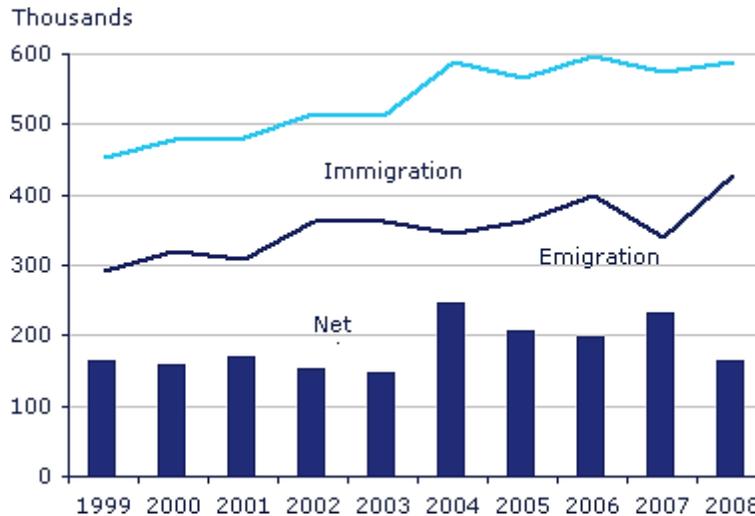
Sample Answer

The graph below gives information about international migration to the UK, 1999-2008.

Write a report for a university lecturer describing the information shown below. Make comparisons where relevant.

You should write at least 150 words.

International Migration, UK, 1999-2008



The chart gives information about UK immigration, emigration and net migration between 1999 and 2008.

Both immigration and emigration rates rose over the period shown, but the figures for immigration were significantly higher. Net migration peaked in 2004 and 2007.

In 1999, over 450,000 people came to live in the UK, while the number of people who emigrated stood at just under 300,000. The figure for net migration was around 160,000, and it remained at a similar level until 2003. From 1999 to 2004, the immigration rate rose by nearly 150,000 people, but there was a much smaller rise in emigration. Net migration peaked at almost 250,000 people in 2004.

After 2004, the rate of immigration remained high, but the number of people emigrating fluctuated. Emigration fell suddenly in 2007, before peaking at about 420,000 people in 2008. As a result, the net migration figure rose to around 240,000 in 2007, but fell back to around 160,000 in 2008.

(159 Words)

Sample Answer

The table below gives information about the underground railway systems in six cities.

Write a report for a university lecturer describing the information shown below. Make comparisons where relevant.

You should write at least 150 words.

City	Date opened	Kilometres of route	Passengers per year (in millions)
London	1863	394	775
Paris	1900	199	1191
Tokyo	1927	155	1927
Washington DC	1976	126	144
Kyoto	1981	11	45
Los Angeles	2001	28	50

The table shows data about the underground rail networks in six major cities.

The table compares the six networks in terms of their age, size and the number of people who use them each year. It is clear that the three oldest underground systems are larger and serve significantly more passengers than the newer systems.

The London underground is the oldest system, having opened in 1863. It is also the largest system, with 394 kilometres of route. The second largest system, in Paris, is only about half the size of the London underground, with 199 kilometres of route. However, it serves more people per year. While only third in terms of size, the Tokyo system is easily the most used, with 1927 million passengers per year.

Of the three newer networks, the Washington DC underground is the most extensive, with 126 kilometres of route, compared to only 11 kilometres and 28 kilometres for the Kyoto and Los Angeles systems. The Los Angeles network is the newest, having opened in 2001, while the Kyoto network is the smallest and serves only 45 million passengers per year.

185 Words

Sample Answer

The table below shows the proportion of different categories of families living in poverty in Australia in 1999.

Write a report for a university lecturer describing the information shown below. Make comparisons where relevant.

You should write at least 150 words.

Family type	Proportion of people from each household type living in poverty
single aged person	6% (54,000)
aged couple	4% (48,000)
single, no children	19% (359,000)
couple, no children	7% (211,000)
sole parent	21% (232,000)
couple with children	12% (933,000)
all households	11% (1,837,000)

The table gives information about poverty rates among six types of household in Australia in the year 1999.

It is noticeable that levels of poverty were higher for single people than for couples, and people with children were more likely to be poor than those without. Poverty rates were considerably lower among elderly people.

Overall, 11% of Australians, or 1,837,000 people, were living in poverty in 1999. Aged people were the least likely to be poor, with poverty levels of 6% and 4% for single aged people and aged couples respectively.

Just over one fifth of single parents were living in poverty, whereas only 12% of parents living with a partner were classed as poor. The same pattern can be seen for people with no children: while 19% of single people in this group were living below the poverty line, the figure for couples was much lower, at only 7%.

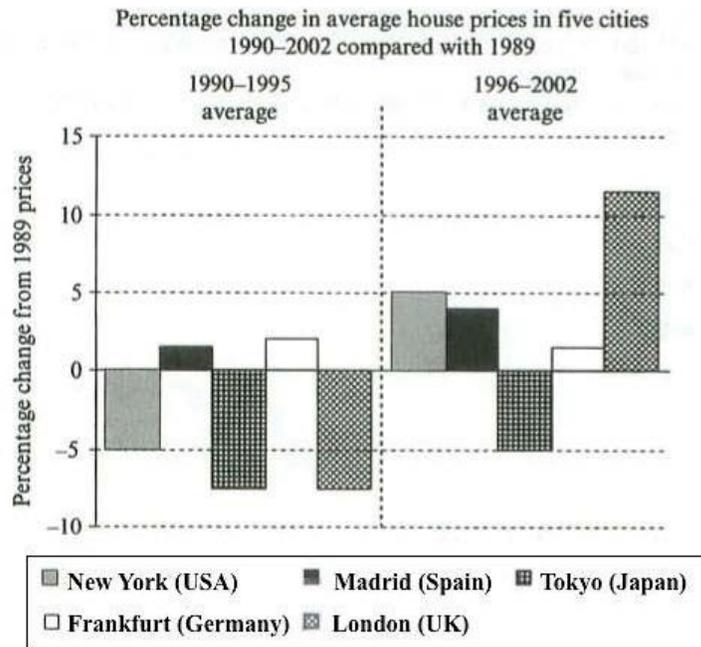
150 Word

Sample Answer

The chart below shows information about changes in average house prices in five different cities between 1990 and 2002 compared with the average house prices in 1989.

Write a report for a university lecturer describing the information shown below. Make comparisons where relevant.

You should write at least 150 words.



The bar chart compares the cost of an average house in five major cities over a period of 13 years from 1989.

We can see that house prices fell overall between 1990 and 1995, but most of the cities saw rising prices between 1996 and 2002. London experienced by far the greatest changes in house prices over the 13-year period.

Over the 5 years after 1989, the cost of average homes in Tokyo and London dropped by around 7%, while New York house prices went down by 5%. By contrast, prices rose by approximately 2% in both Madrid and Frankfurt.

Between 1996 and 2002, London house prices jumped to around 12% above the 1989 average. Homebuyers in New York also had to pay significantly more, with prices rising to 5% above the 1989 average, but homes in Tokyo remained cheaper than they were in 1989. The cost of an average home in Madrid rose by a further 2%, while prices in Frankfurt remained stable.

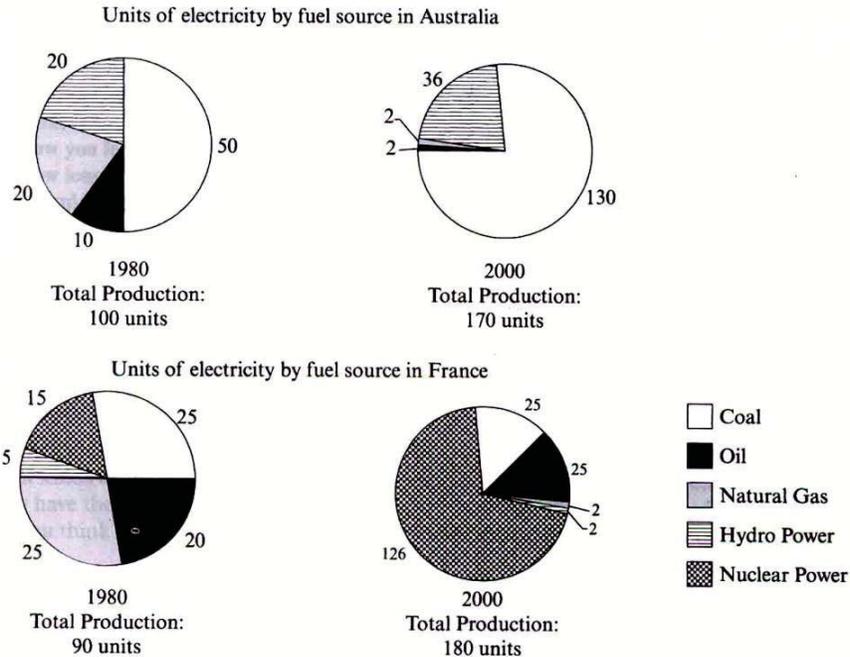
165 Words

Sample Answer 59

The pie charts below show units of electricity production by fuel source in Australia and France in 1980 and 2000.

Write a report for a university lecturer describing the information shown below, and make comparisons where relevant.

You should write at least 150 words.



The pie charts compare the amount of electricity produced using five different sources of fuel in two countries over two separate years.

Total electricity production increased dramatically from 1980 to 2000 in both Australia and France. While the totals for both countries were similar, there were big differences in the fuel sources used.

Coal was used to produce 50 of the total 100 units of electricity in Australia in 1980, rising to 130 out of 170 units in 2000. By contrast, nuclear power became the most important fuel source in France in 2000, producing almost 75% of the country's electricity.

Australia depended on hydro power for just well under 25% of its electricity in both years, but the amount of electricity produced using this type of power fell from 5 to only 2 units in France. Oil, on the other hand, remained a relatively important fuel source in France, but its use declined in Australia. Both countries relied on natural gas for electricity production significantly more in 1980 than in 2000.

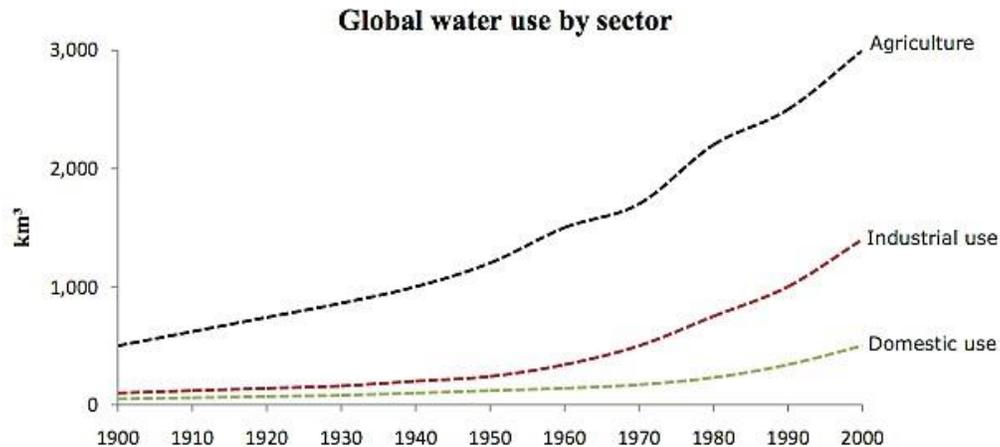
170 Words

Sample Answer 11

The graph and table below give information about water use worldwide and water consumption in two different countries.

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

You should write at least 150 words.



Water consumption in Brazil and Congo in 2000

Country	Population	Irrigated land	Water consumption per person
Brazil	176 million	26,500 km ²	359 m ³
Democratic Republic of Congo	5.2 million	100 km ²	8 m ³

The charts compare the amount of water used for agriculture, industry and homes around the world, and water use in Brazil and the Democratic Republic of Congo.

It is clear that global water needs rose significantly between 1900 and 2000, and that agriculture accounted for the largest proportion of water used. We can also see that water consumption was considerably higher in Brazil than in the Congo.

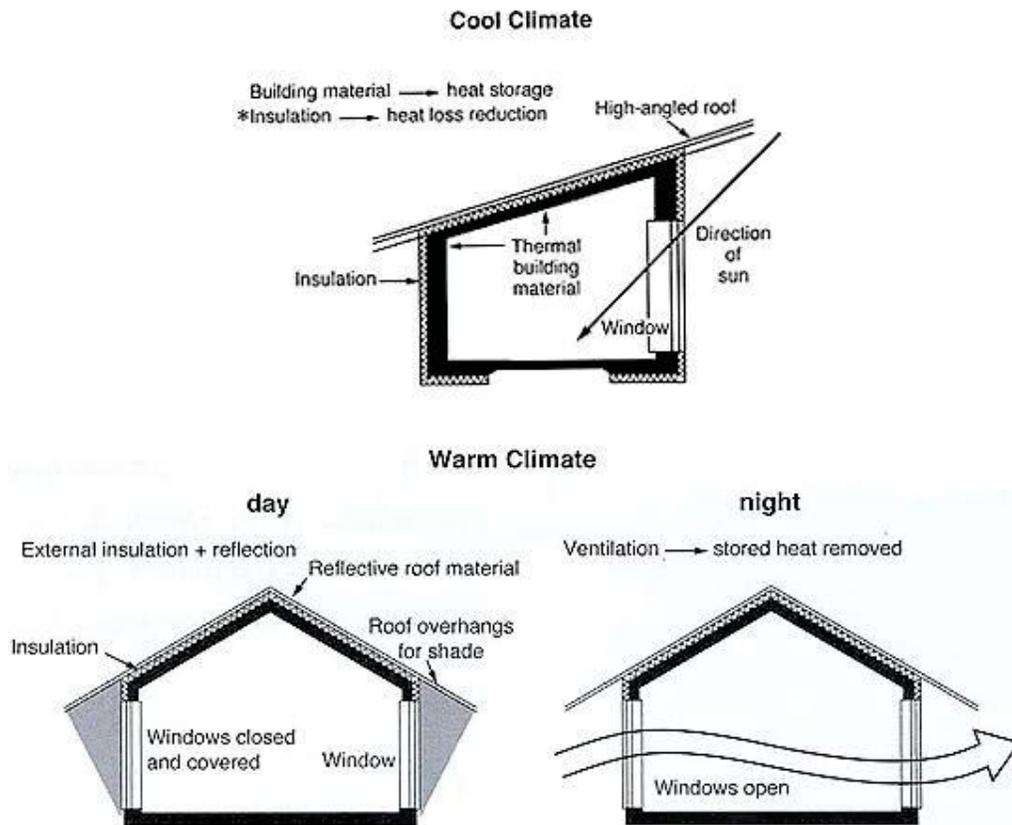
In 1900, around 500km³ of water was used by the agriculture sector worldwide. The figures for industrial and domestic water consumption stood at around one fifth of that amount. By 2000, global water use for agriculture had increased to around 3000km³, industrial water use had risen to just under half that amount, and domestic consumption had reached approximately 500km³.

In the year 2000, the populations of Brazil and the Congo were 176 million and 5.2 million respectively. Water consumption per person in Brazil, at 359m³, was much higher than that in the Congo, at only 8m³, and this could be explained by the fact that Brazil had 265 times more irrigated land.

184 Words

Sample Answer 61

The diagrams below show some principles of house design for cool and for warm climates



The diagrams show how house designs differ according to climate.

The most noticeable difference between houses designed for cool and warm climates is in the shape of the roof. The designs also differ with regard to the windows and the use of insulation.

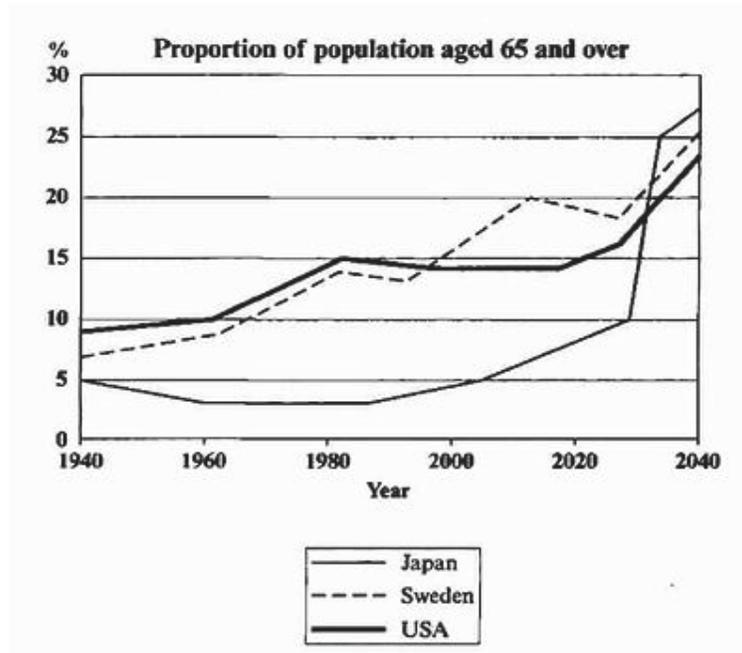
We can see that the cool climate house has a high-angled roof, which allows sunlight to enter through the window. By contrast, the roof of the warm climate house has a peak in the middle and roof overhangs to shade the windows. Insulation and thermal building materials are used in cool climates to reduce heat loss, whereas insulation and reflective materials are used to keep the heat out in warm climates.

Finally, the cool climate house has one window which faces the direction of the sun, while the warm climate house has windows on two sides which are shaded from the sun. By opening the two windows at night, the house designed for warm climates can be ventilated.

(162 words)

Sample Answer 62

The graph below shows the proportion of the population aged 65 and over between 1940 and 2040 in three different countries



The line graph compares the percentage of people aged 65 or more in three countries over a period of 100 years.

It is clear that the proportion of elderly people increases in each country between 1940 and 2040. Japan is expected to see the most dramatic changes in its elderly population.

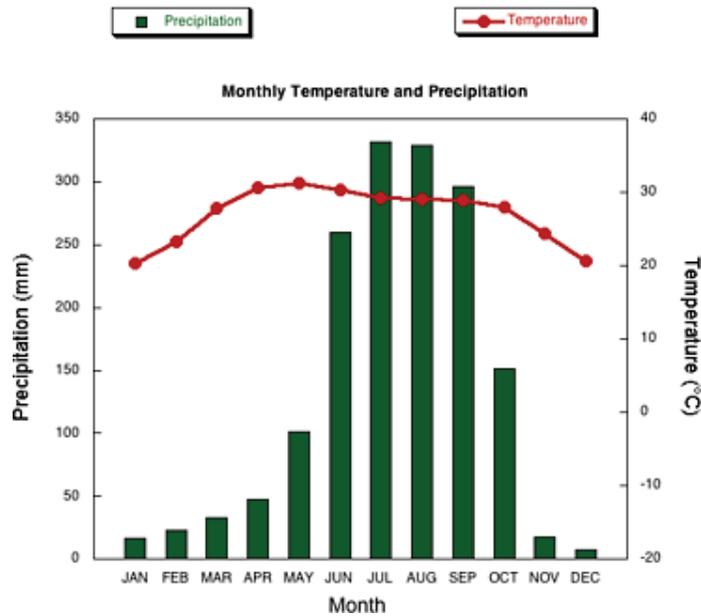
In 1940, around 9% of Americans were aged 65 or over, compared to about 7% of Swedish people and 5% of Japanese people. The proportions of elderly people in the USA and Sweden rose gradually over the next 50 years, reaching just under 15% in 1990. By contrast, the figures for Japan remained below 5% until the early 2000s.

Looking into the future, a sudden increase in the percentage of elderly people is predicted for Japan, with a jump of over 15% in just 10 years from 2030 to 2040. By 2040, it is thought that around 27% of the Japanese population will be 65 years old or more, while the figures for Sweden and the USA will be slightly lower, at about 25% and 23% respectively.

(178 words)

Sample Answer 63

The climograph below shows average monthly temperatures and rainfall in the city of Kolkata



The chart compares average figures for temperature and precipitation over the course of a calendar year in Kolkata.

It is noticeable that monthly figures for precipitation in Kolkata vary considerably, whereas monthly temperatures remain relatively stable. Rainfall is highest from July to August, while temperatures are highest in April and May.

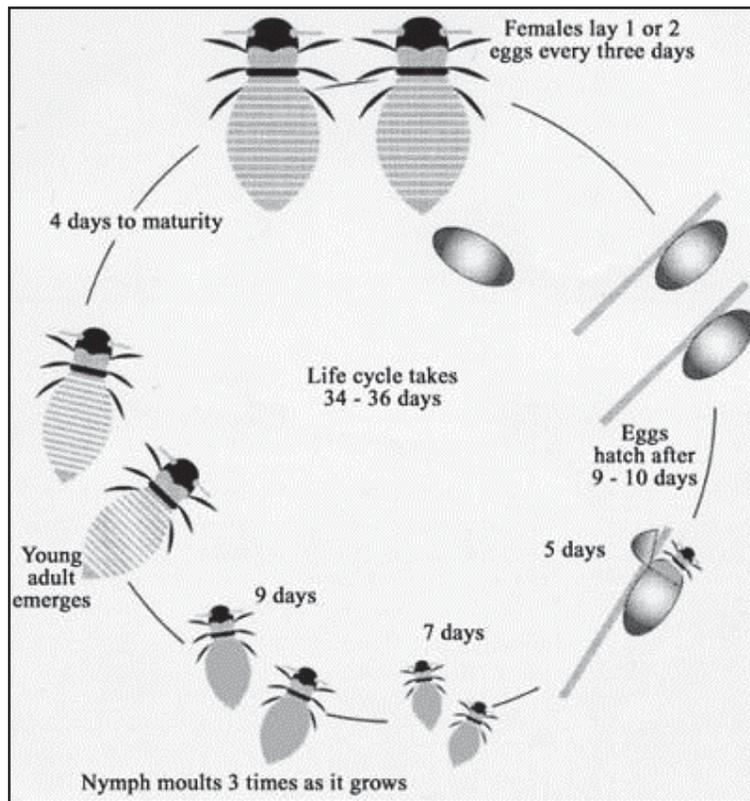
Between the months of January and May, average temperatures in Kolkata rise from their lowest point at around 20°C to a peak of just over 30°C. Average rainfall in the city also rises over the same period, from approximately 20mm of rain in January to 100mm in May.

While temperatures stay roughly the same for the next four months, the amount of rainfall more than doubles between May and June. Figures for precipitation remain above 250mm from June to September, peaking at around 330mm in July. The final three months of the year see a dramatic fall in precipitation, to a low of about 10mm in December, and a steady drop in temperatures back to the January average.

(173 words)

Sample Answer 64

The diagram shows the life cycle of the honey bee



nymph = immature form of an insect

moult = shed or lose old feathers, hair or skin to allow for new growth

The diagram illustrates the various stages in the life of a honey bee. We can see that the complete life cycle lasts between 34 and 36 days. It is also noticeable that there are five main stages in the development of the honey bee, from egg to mature adult insect.

The life cycle of the honey bee begins when the female adult lays an egg; the female typically lays one or two eggs every 3 days. Between 9 and 10 days later, each egg hatches and the immature insect, or nymph, appears.

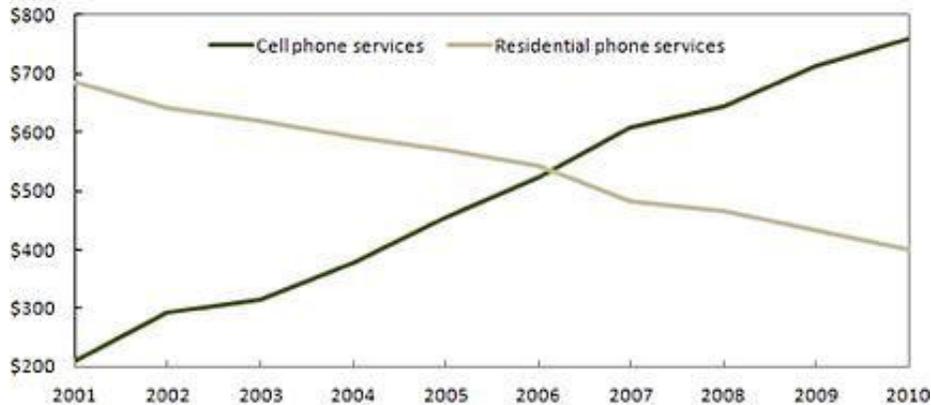
During the third stage of the life cycle, the nymph grows in size and sheds its skin three times. This moulting first takes place 5 days after the egg hatches, then 7 days later, and again another 9 days later. After a total of 30 to 31 days from the start of the cycle, the young adult honey bee emerges from its final moulting stage, and in the space of only 4 days it reaches full maturity.

(169 words)

Sample Answer 65

The graph shows the average annual expenditure on cell phone and residential phone services

Chart 1. Average annual expenditures on cell phone and residential phone services, 2001–2010



SOURCE: U.S. Bureau of Labor Statistics, Consumer Expenditure Survey

The line graph compares average yearly spending by Americans on mobile and landline phone services from 2001 to 2010.

It is clear that spending on landline phones fell steadily over the 10-year period, while mobile phone expenditure rose quickly. The year 2006 marks the point at which expenditure on mobile services overtook that for residential phone services.

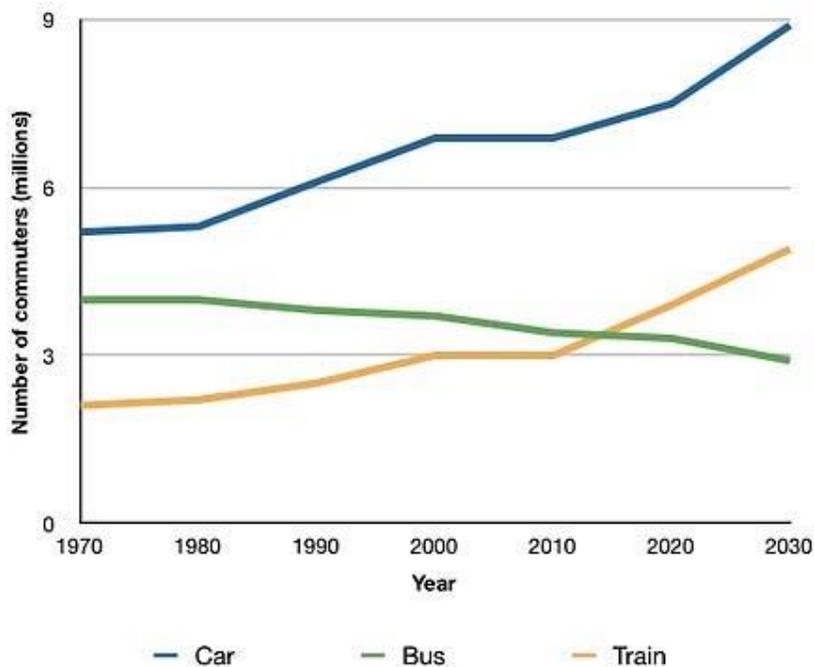
In 2001, US consumers spent an average of nearly \$700 on residential phone services, compared to only around \$200 on cell phone services. Over the following five years, average yearly spending on landlines dropped by nearly \$200. By contrast, expenditure on mobiles rose by approximately \$300.

In the year 2006, the average American paid out the same amount of money on both types of phone service, spending just over \$500 on each. By 2010, expenditure on mobile phones had reached around \$750, while the figure for spending on residential services had fallen to just over half this amount.

(162 words)

Sample Answer 66

The graph below shows the average number of UK commuters travelling each day by car, bus or train between 1970 and 2030



The line graph compares figures for daily travel by workers in the UK using three different forms of transport over a period of 60 years.

It is clear that the car is by far the most popular means of transport for UK commuters throughout the period shown. Also, while the numbers of people who use the car and train increase gradually, the number of bus users falls steadily.

In 1970, around 5 million UK commuters travelled by car on a daily basis, while the bus and train were used by about 4 million and 2 million people respectively. In the year 2000, the number of those driving to work rose to 7 million and the number of commuting rail passengers reached 3 million. However, there was a small drop of approximately 0.5 million in the number of bus users.

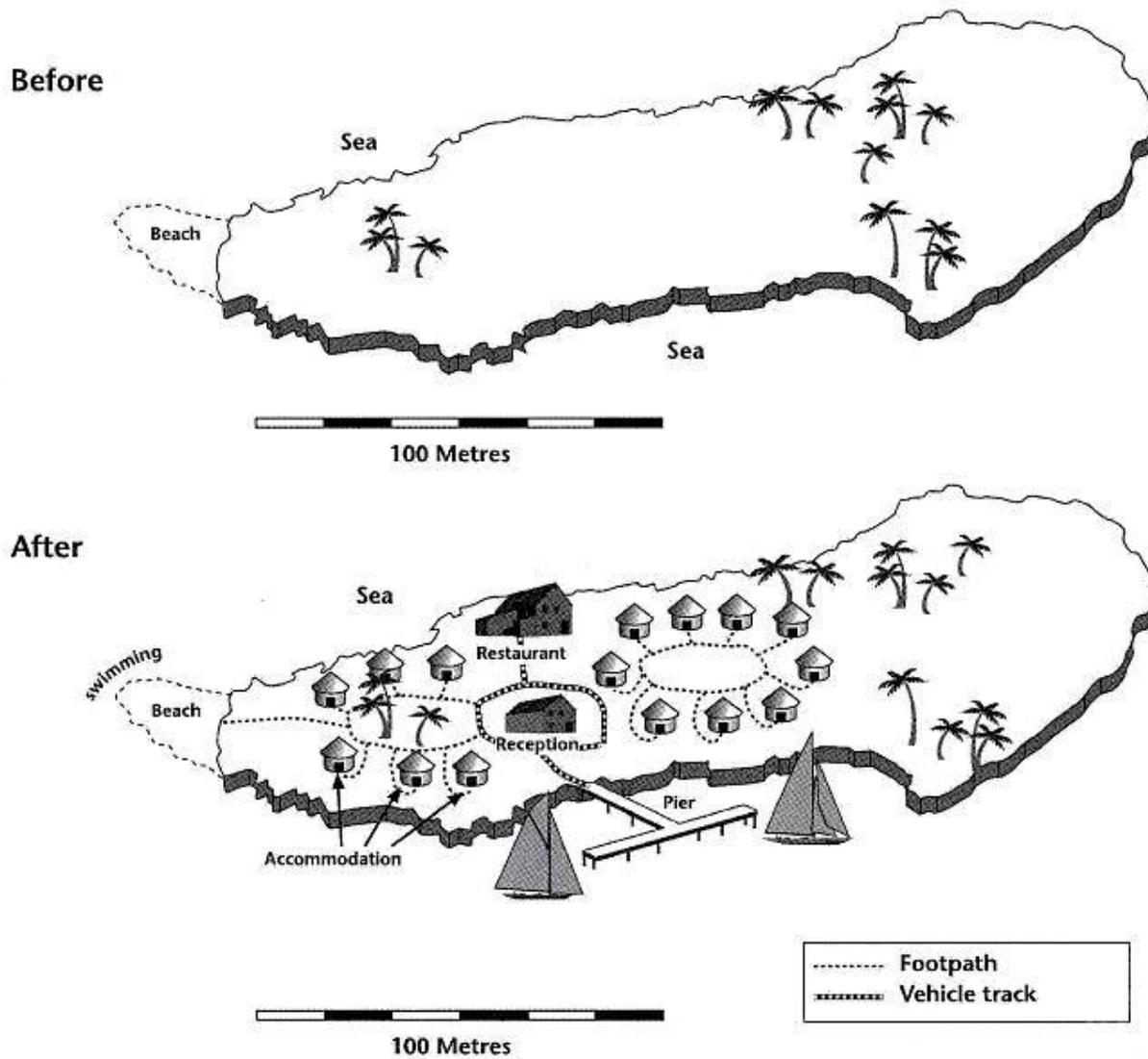
By 2030, the number of people who commute by car is expected to reach almost 9 million, and the number of train users is also predicted to rise, to nearly 5 million. By contrast, buses are predicted to become a less popular choice, with only 3 million daily users.

(188 words)

Sample Answer 67

The two maps below show an island, before and after the construction of some tourist facilities

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



Sample Answer

The diagrams illustrate some changes to a small island which has been developed for tourism.

It is clear that the island has changed considerably with the introduction of tourism, and six new features can be seen in the second diagram. The main developments are that the island is accessible and visitors have somewhere to stay.

Looking at the maps in more detail, we can see that small huts have been built to accommodate visitors to the island. The other physical structures that have been added are a reception building, in the middle of the island, and a restaurant to the north of the reception. Before these developments, the island was completely bare apart from a few trees.

As well as the buildings mentioned above, the new facilities on the island include a pier, where boats can dock. There is also a short road linking the pier with the reception and restaurant, and footpaths connect the huts. Finally, there is a designated swimming area for tourists off a beach on the western tip of the island.

(175 words)

Sample Answer 69

The percentage of people using various mobile phone features

	2006	2008	2010
Make calls	100	100	99
Take photos	66	71	76
Send & receive text messages	73	75	79
Play games	17	42	41
Search the Internet	no data	41	73
Play music	12	18	26
Record video	no data	9	35

The table compares the percentages of people using different functions of their mobile phones between 2006 and 2010.

Throughout the period shown, the main reason why people used their mobile phones was to make calls. However, there was a marked increase in the popularity of other mobile phone features, particularly the Internet search feature.

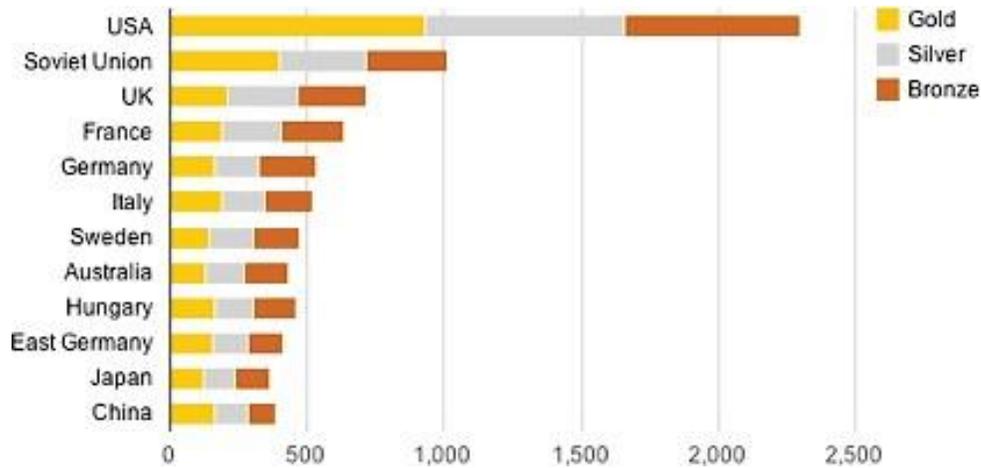
In 2006, 100% of mobile phone owners used their phones to make calls, while the next most popular functions were text messaging (73%) and taking photos (66%). By contrast, less than 20% of owners played games or music on their phones, and there were no figures for users doing Internet searches or recording video.

Over the following 4 years, there was relatively little change in the figures for the top three mobile phone features. However, the percentage of people using their phones to access the Internet jumped to 41% in 2008 and then to 73% in 2010. There was also a significant rise in the use of mobiles to play games and to record video, with figures reaching 41% and 35% respectively in 2010.

(178 words)

Sample Answer 70

The chart below shows the total number of Olympic medals won by twelve different countries



The bar chart compares twelve countries in terms of the overall number of medals that they have won at the Olympic Games.

It is clear that the USA is by far the most successful Olympic medal winning nation. It is also noticeable that the figures for gold, silver and bronze medals won by any particular country tend to be fairly similar.

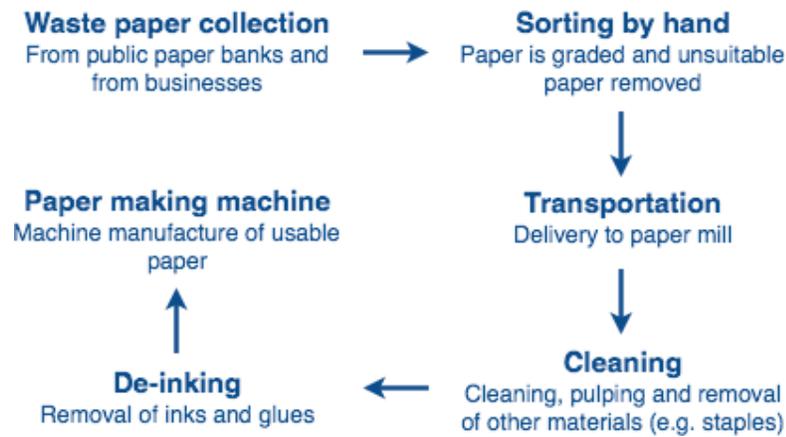
The USA has won a total of around 2,300 Olympic medals, including approximately 900 gold medals, 750 silver and 650 bronze. In second place on the all-time medals chart is the Soviet Union, with just over 1,000 medals. Again, the number of gold medals won by this country is slightly higher than the number of silver or bronze medals.

Only four other countries - the UK, France, Germany and Italy - have won more than 500 Olympic medals, all with similar proportions of each medal colour. Apart from the USA and the Soviet Union, China is the only other country with a noticeably higher proportion of gold medals (about 200) compared to silver and bronze (about 100 each).

(178 words)

Sample Answer 71

The chart below shows the process of waste paper recycling



The flow chart shows how waste paper is recycled. It is clear that there are six distinct stages in this process, from the initial collection of waste paper to the eventual production of usable paper.

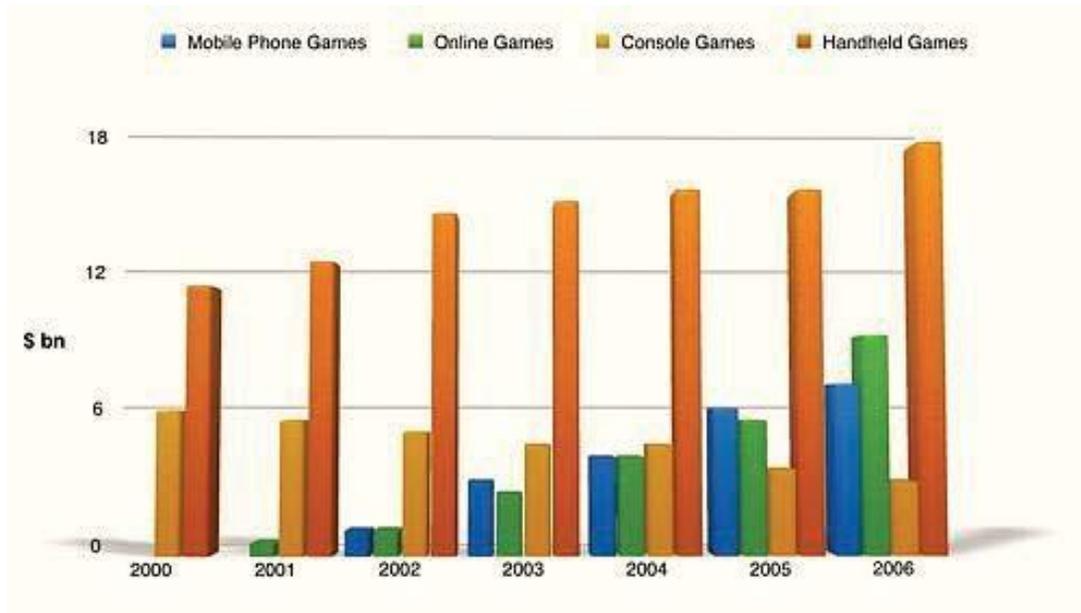
At the first stage in the paper recycling process, waste paper is collected either from paper banks, where members of the public leave their used paper, or directly from businesses. This paper is then sorted by hand and separated according to its grade, with any paper that is not suitable for recycling being removed. Next, the graded paper is transported to a paper mill.

Stages four and five of the process both involve cleaning. The paper is cleaned and pulped, and foreign objects such as staples are taken out. Following this, all remnants of ink and glue are removed from the paper at the de-inking stage. Finally, the pulp can be processed in a paper making machine, which makes the end product: usable paper.

(160 words)

Sample Answer 72

The bar graph shows the global sales (in billions of dollars) of different types of digital games between 2000 and 2006



The bar chart compares the turnover in dollars from sales of video games for four different platforms, namely mobile phones, online, consoles and handheld devices, from 2000 to 2006.

It is clear that sales of games for three out of the four platforms rose each year, leading to a significant rise in total global turnover over the 7-year period. Sales figures for handheld games were at least twice as high as those for any other platform in almost every year.

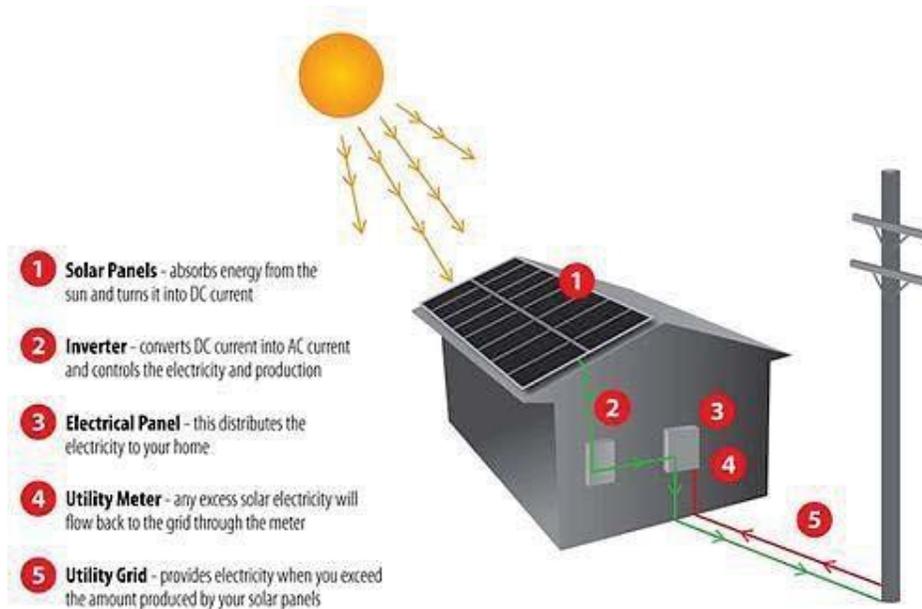
In 2000, worldwide sales of handheld games stood at around \$11 billion, while console games earned just under \$6 billion. No figures are given for mobile or online games in that year. Over the next 3 years, sales of handheld video games rose by about \$4 billion, but the figure for consoles decreased by \$2 billion. Mobile phone and online games started to become popular, with sales reaching around \$3 billion in 2003.

In 2006, sales of handheld, online and mobile games reached peaks of 17, 9 and 7 billion dollars respectively. By contrast, turnover from console games dropped to its lowest point, at around \$2.5 billion.

(187 words)

Sample Answer 73

The diagram below shows how solar panels can be used to provide electricity for domestic use



The picture illustrates the process of producing electricity in a home using solar panels.

It is clear that there are five distinct stages in this process, beginning with the capture of energy from sunlight. The final two steps show how domestic electricity is connected to the external power supply.

At the first stage in the process, solar panels on the roof of a normal house take energy from the sun and convert it into DC current. Next, this current is passed to an inverter, which changes it to AC current and regulates the supply of electricity. At stage three, electricity is supplied to the home from an electrical panel.

At the fourth step shown on the diagram, a utility meter in the home is responsible for sending any extra electric power outside the house into the grid. Finally, if the solar panels do not provide enough energy for the household, electricity will flow from the utility grid into the home through the meter.

(163 words)

Sample Answer 74

The table below shows changes in the numbers of residents cycling to work in different areas of the UK between 2001 and 2011

Area	2001	2011	Percentage Change (%)
Inner London	43,494	106,219	144
Brighton and Hove	3,168	6,635	109
Bristol, City of	8,108	15,768	94
Manchester	4,610	8,426	83
Newcastle upon Tyne	1,781	3,223	81
Sheffield	2,365	4,267	80
Cardiff	3,514	5,791	65
Gateshead	816	1,314	61
Exeter	2,304	3,542	54
Leeds	4,189	6,237	49
Liverpool	2,686	3,970	48
Outer London	33,836	49,070	45

The table compares the numbers of people who cycled to work in twelve areas of the UK in the years 2001 and 2011.

Overall, the number of UK commuters who travelled to work by bicycle rose considerably over the 10-year period. Inner London had by far the highest number of cycling commuters in both years.

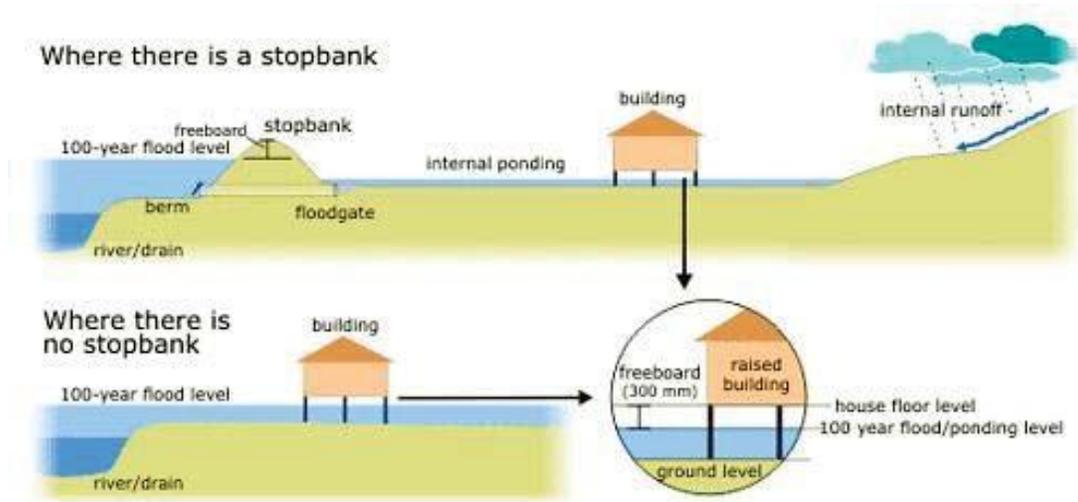
In 2001, well over 43 thousand residents of inner London commuted by bicycle, and this figure rose to more than 106 thousand in 2011, an increase of 144%. By contrast, although outer London had the second highest number of cycling commuters in each year, the percentage change, at only 45%, was the lowest of the twelve areas shown in the table.

Brighton and Hove saw the second biggest increase (109%) in the number of residents cycling to work, but Bristol was the UK's second city in terms of total numbers of cycling commuters, with 8,108 in 2001 and 15,768 in 2011. Figures for the other eight areas were below the 10 thousand mark in both years.

(172 words)

Sample Answer 75

The diagrams below show how houses can be protected in areas which are prone to flooding



Note:

Freeboard = the height of the underside of a structure above a given level or water

Berm = a bank of earth

The diagrams compare two different methods of defence for homes which are at risk of being flooded.

The key difference between the diagrams is that they show flood protection with and without a stopbank. In either case, the at-risk home is raised on stilts above ground level.

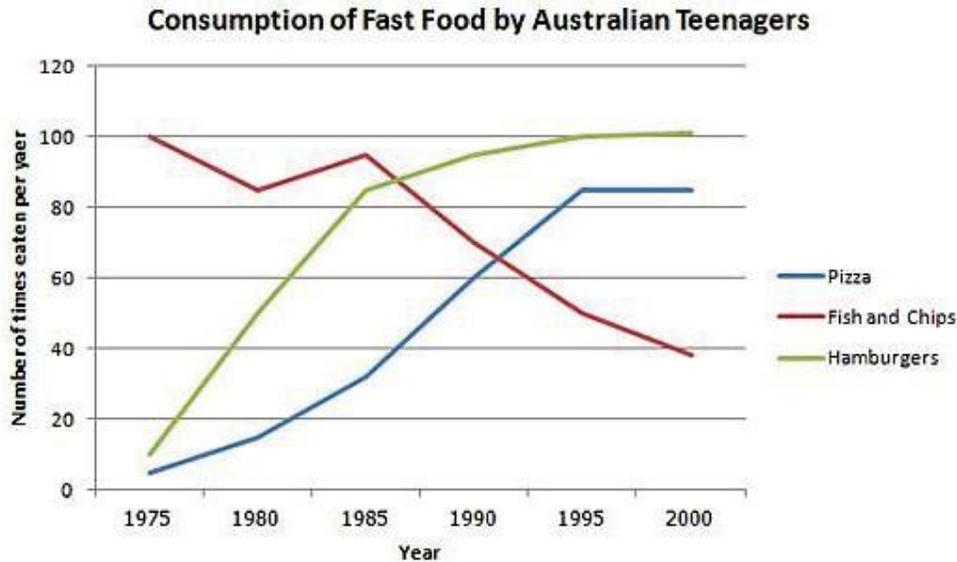
The first diagram shows how a stopbank acts as a flood barrier to stop river water from flooding homes. The stopbank is a small mound of land next to the river that is higher than the 100-year flood level, and prevents the river from bursting its banks. Nearby houses can be built on stilts to prevent flooding from rainwater, and a floodgate beneath the stopbank can be opened to allow this 'ponding' to drain off into the river.

When there is no stopbank, as shown in the second diagram, there will be nothing to stop the river from flooding. In this case, the solution is to put buildings on stilts. The height of the stilts is measured so that the floor of the house is 300mm above the 100-year flood level. This measurement is called the 'freeboard'.

(184 words)

Sample Answer 76

The line graph below shows changes in the amount and type of fast food consumed by Australian teenagers from 1975 to 2000



The line graph illustrates the amount of fast food consumed by teenagers in Australia between 1975 and 2000, a period of 25 years.

Overall, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased.

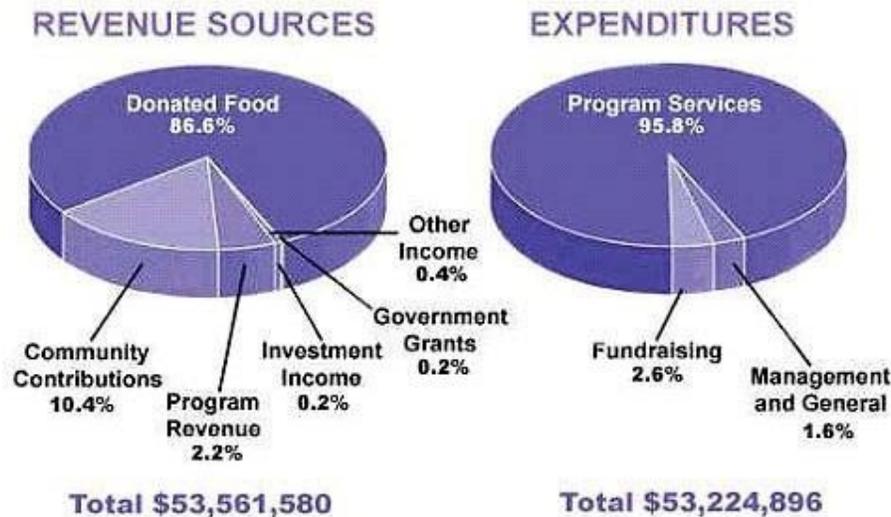
In 1975, the most popular fast food with Australian teenagers was fish and chips, being eaten 100 times a year. This was far higher than Pizza and hamburgers, which were consumed approximately 5 times a year. However, apart from a brief rise again from 1980 to 1985, the consumption of fish and chips gradually declined over the 25 year timescale to finish at just under 40 times per year.

In sharp contrast to this, teenagers ate the other two fast foods at much higher levels. Pizza consumption increased gradually until it overtook the consumption of fish and chips in 1990. It then leveled off from 1995 to 2000. The biggest rise was seen in hamburgers, increasing sharply throughout the 1970's and 1980's, exceeding fish and chips consumption in 1985. It finished at the same level that fish and chips began, with consumption at 100 times a year.

(191 words)

Sample Answer 77

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



The pie charts show the amount of revenue and expenditures over a year of a children's charity in the USA. Overall, it can be seen that donated food accounted for the majority of the income, while program services accounted for the most expenditure. Total revenue sources just exceeded outgoings.

In detail, donated food provided most of the revenue for the charity, at 86%. Similarly, with regard to expenditures, one category, program services, accounted for nearly all of the outgoings, at 95.8%.

The other categories were much smaller. Community contributions, which were the second largest revenue source, brought in 10.4% of overall income, and this was followed by program revenue, at 2.2%. Investment income, government grants, and other income were very small sources of revenue, accounting for only 0.8% combined.

There were only two other expenditure items, fundraising and management and general, accounting for 2.6% and 1.6% respectively. The total amount of income was \$53,561,580, which was just enough to cover the expenditures of \$53,224,896.

Words 164

Sample Answer 78

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

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%

The table illustrates the percentage of school children attending four different types of secondary school from 2000 to 2009. It is evident that the specialist, grammar and voluntary-controlled schools experienced declines in numbers of pupils, whereas the community schools became the most important providers of secondary school education during the same period.

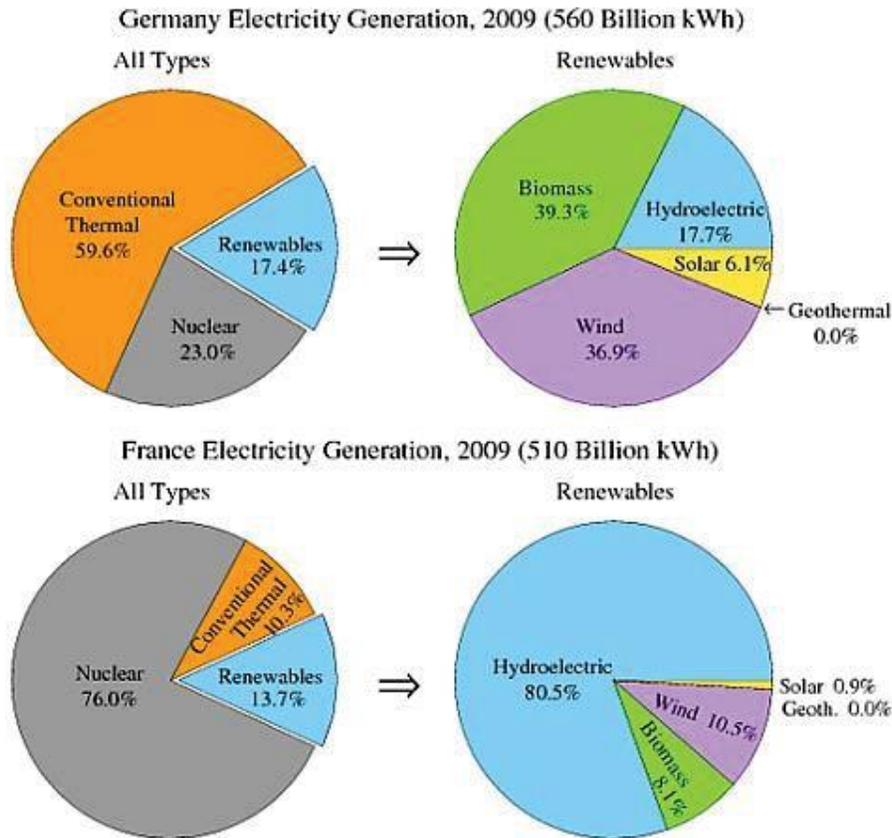
To begin, the proportion in voluntary-controlled schools fell from just over half to only 20% or one fifth from 2000 to 2009. Similarly, the relative number of children in grammar schools -- just under one quarter -- dropped by half in the same period. As for the specialist schools, the relatively small percentage of pupils attending this type of school (12%) also fell, although not significantly.

However, while the other three types of school declined in importance, the opposite was true in the case of community schools. In fact, while only a small minority of 12% were educated in these schools in 2000, this figure increased to well over half of all pupils during the following nine years.

Words 170

Sample Answer 79

The pie charts show the electricity generated in Germany and France from all sources and renewables in the year 2009



The four pie charts compare the electricity generated between Germany and France during 2009, and it is measured in billions kWh. Overall, it can be seen that conventional thermal was the main source of electricity in Germany, whereas nuclear was the main source in France.

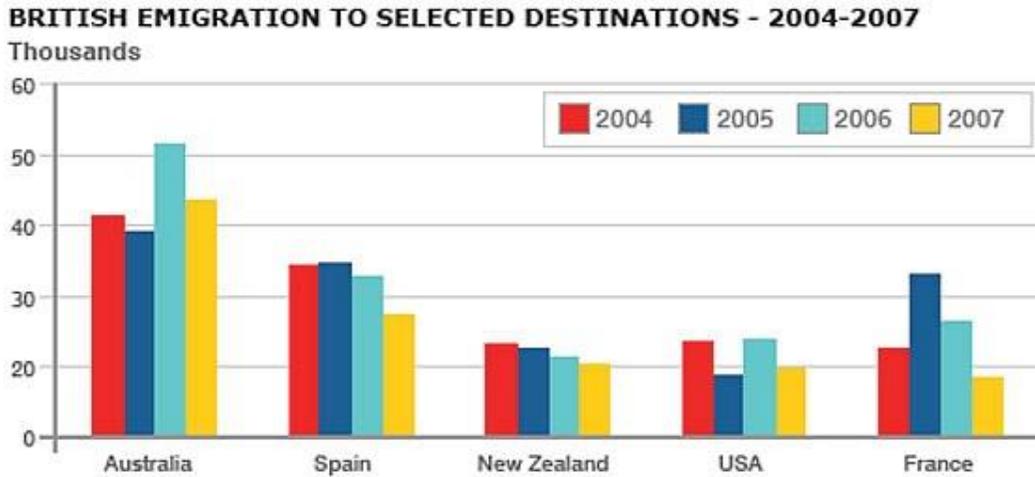
The bulk of electricity in Germany, whose total output was 560 billion kWh, came from conventional thermal, at 59.6%. In France, the total output was lower, at 510 billion kWh, and in contrast to Germany, conventional thermal accounted for just 10.3%, with most electricity coming from nuclear power (76%). In Germany, the proportion of nuclear power generated electricity was only one fifth of the total.

Moving on to renewables, this accounted for quite similar proportions for both countries, at approximately 15% of the total electricity generated. In detail, in Germany, most of the renewables consisted of wind and biomass, totaling around 75%, which was far higher than for hydroelectric (17.7%) and solar (6.1%). The situation was very different in France, where hydroelectric made up 80.5% of renewable electricity, with biomass, wind and solar making up the remaining 20%.

(Words 183)

Sample Answer 80

The chart shows British Emigration to selected destinations between 2004 and 2007



The bar chart shows the number of British people who emigrated to five destinations over the period 2004 to 2007. It is evident from the chart that throughout the period, the most popular place to move to was Australia.

Emigration to Australia stood at just over 40,000 people in 2004, which was approximately 6,000 higher than for Spain, and twice as high as the other three countries. Apart from a jump to around 52,000 in 2006, it remained around this level throughout the period.

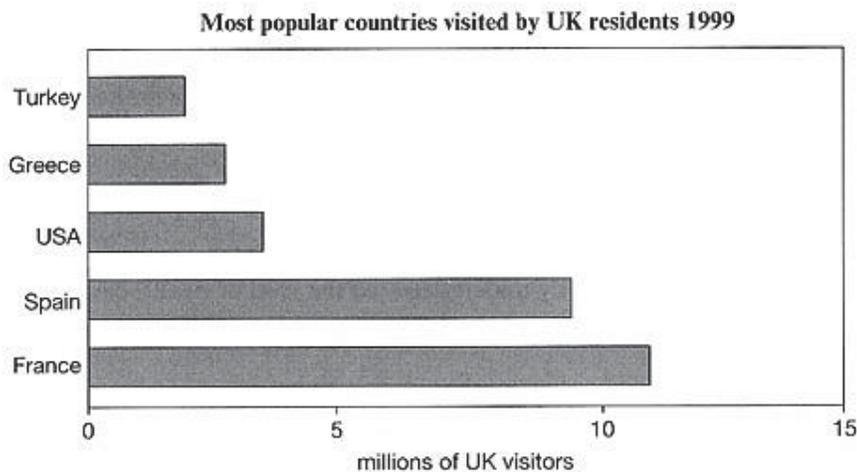
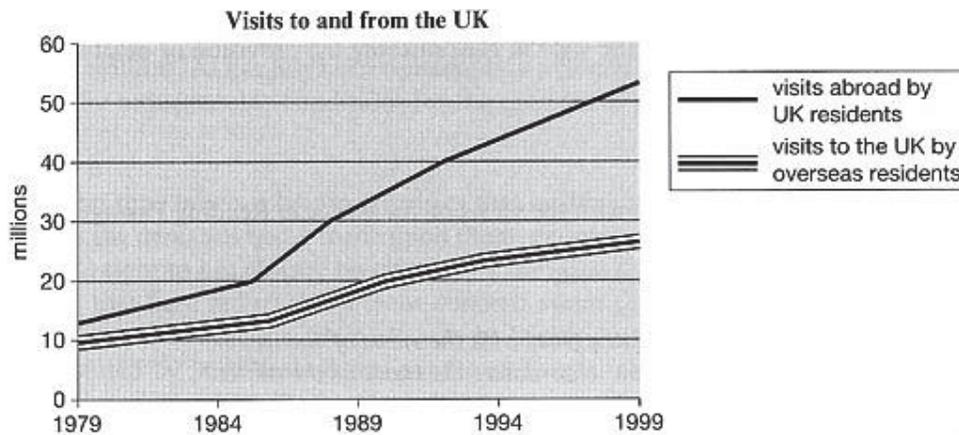
The next most popular country for Britons to move to was Spain, though its popularity declined over the time frame to finish at below 30,000 in 2007. Despite this, the figure was still higher than for the remaining three countries. Approximately 20,000 people emigrated to New Zealand each year, while the USA fluctuated between 20-25,000 people over the period.

Although the number of visitors to France spiked to nearly 35,000 in 2005, it was the country that was the least popular to emigrate to at the end of the period, at just under 20,000 people.

(Words 179)

Sample Answer 81

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



The line graph illustrates the number of visitors in millions from the UK who went abroad and those that came to the UK between 1979 and 1999, while the bar chart shows which countries were the most popular for UK residents to visit in 1999.

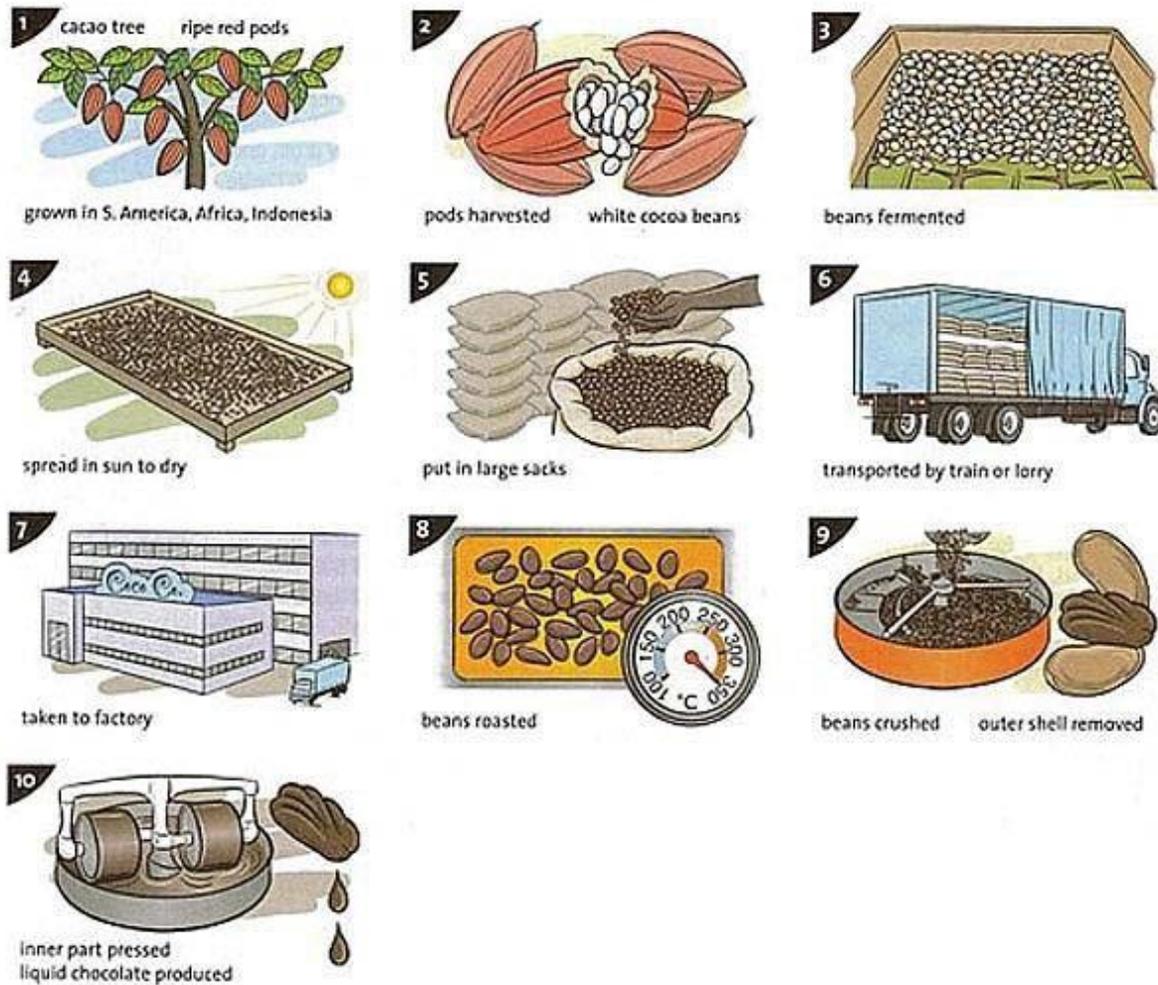
Overall, it can be seen that visits to and from the UK increased, and that France was the most popular country to go to.

To begin, the number of visits abroad by UK residents was higher than for those that came to the UK, and this remained so throughout the period. The figures started at a similar amount, around 10 million, but visits abroad increased significantly to over 50 million, whereas the number of overseas residents rose steadily to reach just under 30 million.

By far the most popular countries to visit in 1999 were France at approximately 11 million visitors, followed by Spain at 9 million. The USA, Greece, and Turkey were far less popular at around 4, 3 and 2 million visitors respectively. **(Words 171)**

Sample Answer 82

The illustrations show how chocolate is produced



The diagram explains the process for the making of chocolate. There are a total of ten stages in the process, beginning with the growing of the pods on the cacao trees and culminating in the production of the chocolate.

To begin, the cocoa comes from the cacao tree, which is grown in the South American and African continents and the country of Indonesia. Once the pods are ripe and red, they are harvested and the white cocoa beans are removed. Following a period of fermentation, they are then laid out on a large tray so they can dry under the sun. Next, they are placed into large sacks and delivered to the factory. They are then roasted at a temperature of 350 degrees, after which the beans are crushed and separated from their outer shell. In the final stage, this inner part that is left is pressed and the chocolate is produced.

(152 Words)

Sample Answer 83

The bar chart shows the monthly spending in dollars of a family in the USA on three items in 2010



The bar chart depicts the monthly expenditure on food, gas and clothing of a family living in the USA in 2010. Overall, it can be seen that levels of expenditure fluctuated over the period.

To begin, in January the most money was spent on food, at approximately \$500 per month. Although expenditure on food increased slightly the following month, it then fell to account for the lowest expenditure of all the items at the end of the period at just over \$300.

Gas appeared to follow the opposite pattern to food spending. It started lower at about \$350 per month, falling in the following month, and then increasing significantly to finish at just under \$600 in April.

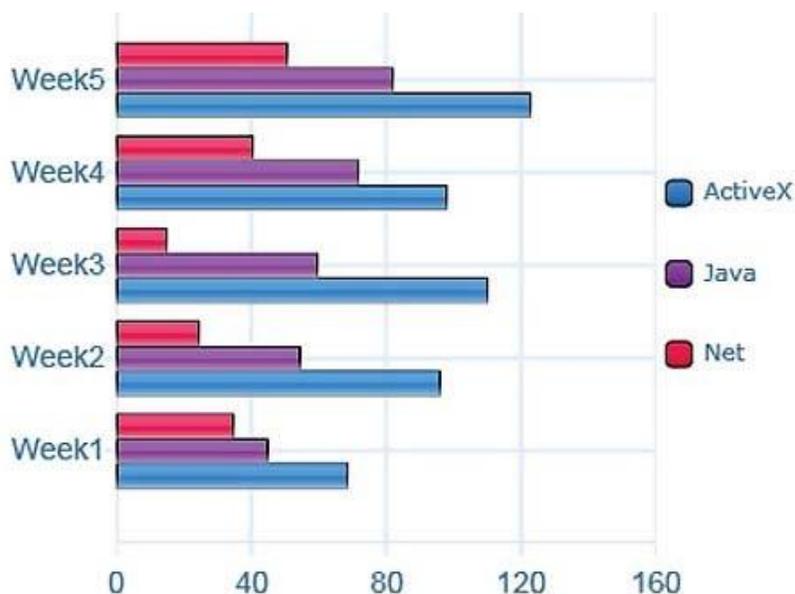
Clothing, which at just over \$200 accounted for the lowest expenditure at the beginning of the period, fluctuated dramatically over the time frame. After reaching around the same levels as food in February (nearly \$600), it dropped markedly in March, then jumped to just under \$700 in the final month.

With the exception of an increase in March, average spending decreased slightly over the four months.

(183 words)

Sample Answer 84

The bar chart shows the number of times per week (in 1000s), over five weeks, that three computer packages were downloaded from the internet



The bar chart illustrates the download rate per week of ActiveX, Java and Net computer packages over a period of five weeks. It can clearly be seen that ActiveX was the most popular computer package to download, whilst Net was the least popular of the three.

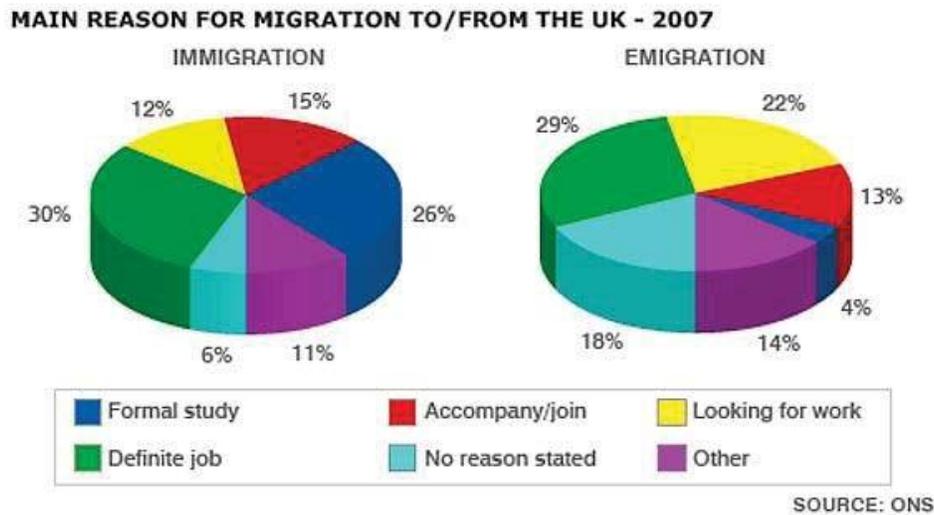
To begin, ActiveX and Java showed a similar pattern, with both gradually increasing from week 1 to week 5. However, the purchases of Active X remained significantly higher than for the other product over this time frame. In week 1, purchases of ActiveX stood at around 75,000, while those for Java were about 30,000 lower. With the exception of a slight fall in week 4, downloading of ActiveX kept increasing until it reached a peak in the final week of just over 120,000. Java also increased at a steady rate, finishing the period at 80,000.

The product that was downloaded the least was Net. This began at slightly under 40,000, and, in contrast to the other two products, fell over the next two weeks to reach a low of approximately 25,000. It then increased sharply over the following two weeks to finish at about 50,000, which was well below that of ActiveX.

(Words 197)

Sample Answer 85

The pie charts show the main reasons for migration to and from the UK in 2007



The pie charts illustrate the primary reasons that people came to and left the UK in 2007. At first glance it is clear that the main factor influencing this decision was employment.

Having a definite job accounted for 30 per cent of immigration to the UK, and this figure was very similar for emigration, at 29%. A large number of people, 22%, also emigrated because they were looking for a job, though the proportion of people entering the UK for this purpose was noticeably lower at less than a fifth.

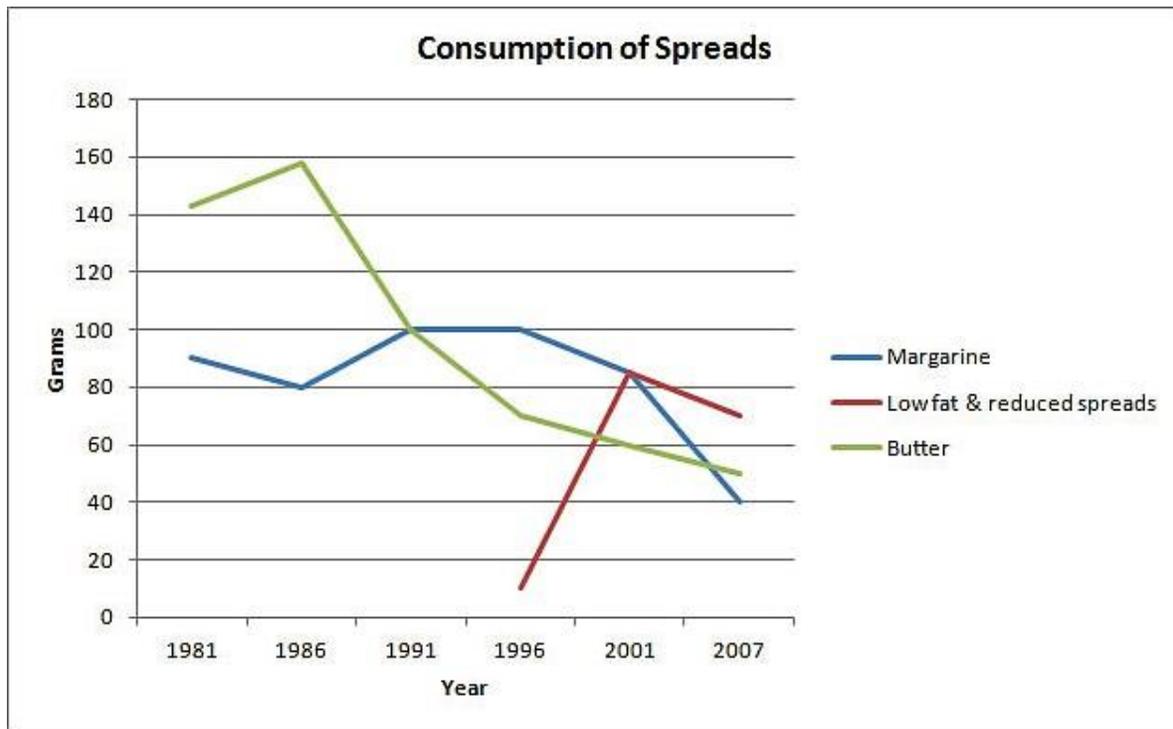
Another major factor influencing a move to the UK was for formal study, with over a quarter of people immigrating for this reason. However, interestingly, only a small minority, 4%, left for this.

The proportions of those moving to join a family member were quite similar for immigration and emigration, at 15% and 13% respectively. Although a significant number of people (32%) gave 'other' reasons or did not give a reason why they emigrated, this accounted for only 17% with regards to immigration.

173 words

Sample Answer 86

The line graph illustrates the amount of spreads consumed from 1981 to 2007, in grams



The graph shows the quantity of margarine, low fat spreads and butter consumed between 1981 and 2007. The quantities are measured in grams. Over the period 1981 to 2007 as a whole, there was a significant decrease in the consumption of butter and margarine and a marked increase in the consumption of low fat-fat spreads.

Butter was the most popular fat at the beginning of the period, and consumption reached a peak of about 160 grams per person per week in about 1986. After this, there was a sharp decline.

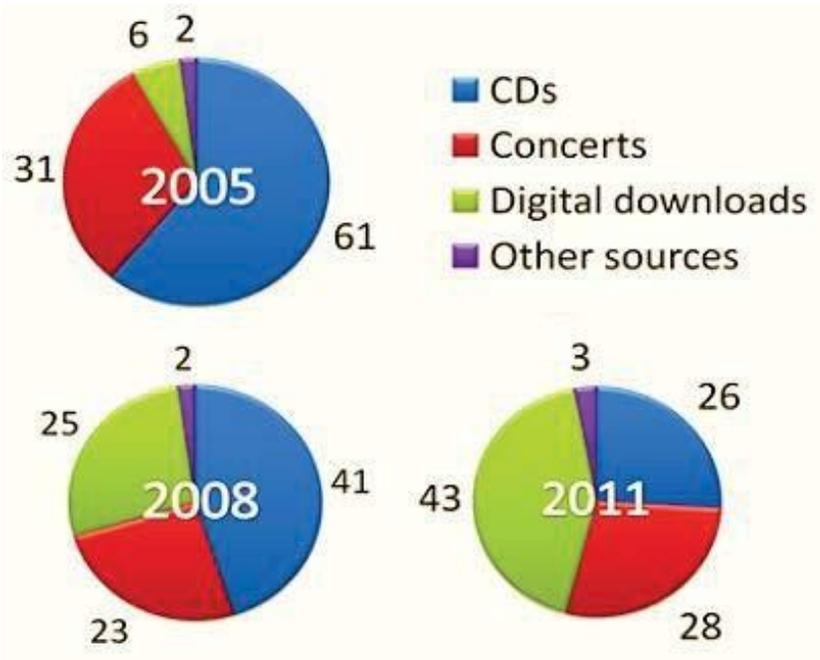
The consumption of margarine began lower than that for butter at 90 grams. Following this, in 1991, it exceeded that of butter for the first time, but after 1996 there was a steady downward trend in the amount consumed, which seemed set to continue.

Low-fat spreads were introduced in 1996, and they saw a significant rise in their consumption from that time, so that by about 2001 they were more popular than either butter or margarine.

(167 words)

Sample Answer 87

The charts show the distribution of money spent on music in three different years in Northern Ireland



The pie charts illustrate the changes in spending patterns in Northern Ireland with regards to music.

The first set of data is for 2003, where it can be seen that the majority of expenditure was for CDs, accounting for well over half. Just under one third of the money was spent attending concerts, standing at 31%. Downloaded music was only 6%, and the smallest category was that labeled 'other'.

Three years later, the order of the four categories was the same, but there was a marked increase in the sale of digital music and an inverse correlation to the sale of CDs, which fell by 20% to 41%.

By 2011, digital purchases had overtaken both concerts and CDs and accounted for nearly half of all sales. The difference between CDs and concert sales narrowed to only 2%, and the 'other' category rose slightly to 3%.

Overall, it is clear that while concert sales remained relatively stable at around one third, digital music sales became more common than CD sales.

(170 words)

Sample Answer 88

The table gives information about the average hours spent on the Internet by European people of different age groups

Age (years)	Male	Female
11 – 15	8	6
16 – 20	19	18
21 – 25	7	5
26 – 30	4	4
31 – 50	3	4
51+	2	3

The table shows the median number of weekly hours various age groups in Europe spend on the internet.

The most striking point to note is that Internet usage is at its highest for those aged between 16 and 20, with the figure for males being 19 hours and females just one hour less. These figures represent an increase of treble the previous age category for women and over two times more for males.

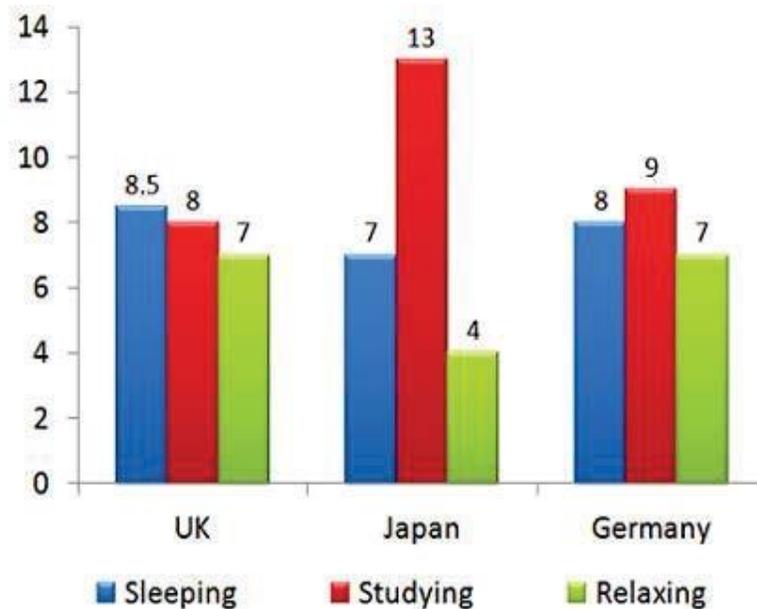
From 21 onwards, the hours spent reduced dramatically. By the ages of 26 to 30, males and females spend the same amount of time online with 4 hours each, after which females reportedly spend slightly longer online than males for the remaining two categories, falling to only 3 hours for men and 4 hours for women for those aged 51 or older.

Overall, it can be seen that the highest period of internet usage for both male and female was the age range of 16 to 20.

(160 words)

Sample Answer 89

The bar chart shows the typical weekday for students in three different countries



The bar chart illustrates the breakdown of a typical 24 hour period on a school day for students in 3 different countries, namely the UK, Japan and Germany.

Most notable is the amount of hours spent studying by Japanese children. At just over 13 hours a day, this is over 5 hours longer than in the UK and 4 hours above the average number for Germany.

With regards sleeping, UK schoolchildren spend the most time in bed, with approximately 8.5 hours a day. Germany is not far behind at about 8 hours, but students in Japan average at least one hour less sleep at 7 hours.

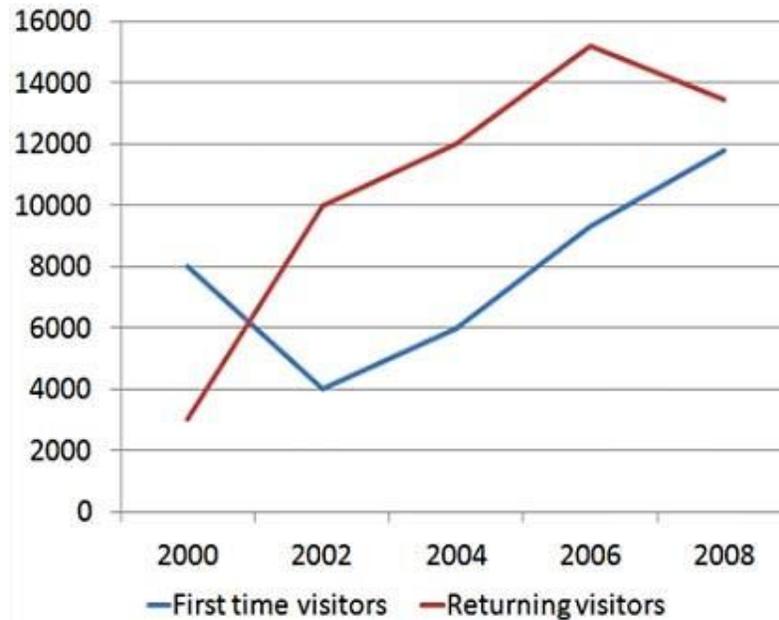
The UK and Germany share an equal 7 hours a day on relaxing or other pursuits, whereas Japanese schoolchildren have only 4 hours.

In total, it is clear that despite a few minor differences, Germany and the UK have similar statistics, whereas Japan focuses much more on studying.

(154 words)

Sample Answer 90

The line graph shows the number of first time visitors and returning visitors who visited Caryl Island from 2000 to 2008



The line graph depicts the number of people who visited Caryl Island over an 8 year period from 2000, with data given in two yearly increments.

In 2000, the number of people who visited the destination for the first time was approximately 8,000 per annum, compared with only about 3,000 returning visitors. However, by 2002, this trend had reversed, with slightly more than 4,000 new visitors compared to nearly 10,000 returning visitors.

From 2002 to 2006, both returning and first time visitor numbers increased dramatically rising to a combined total of well over 24,000 visitors.

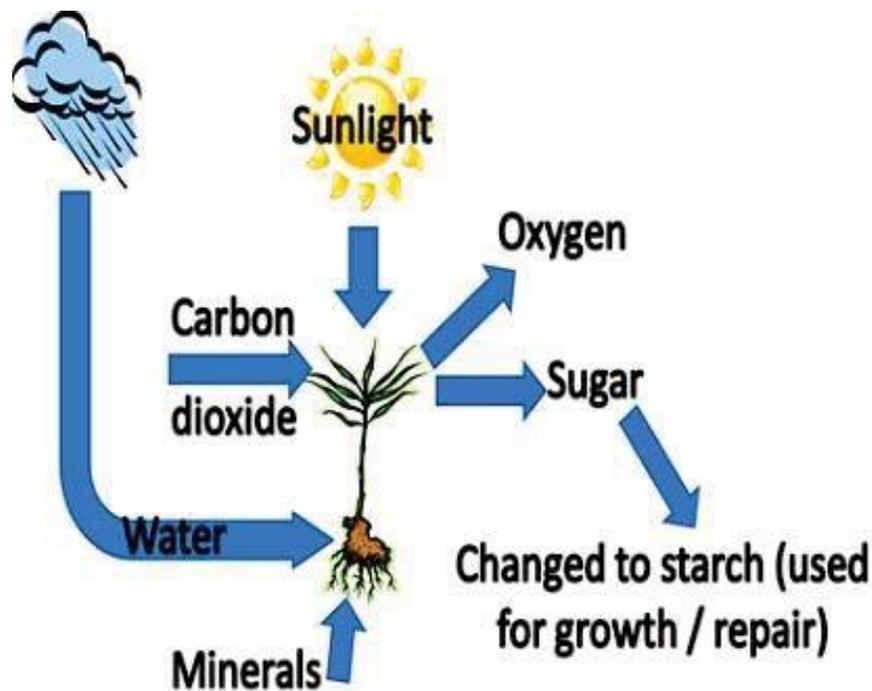
While the combined number of people visiting the island remained high in 2008, the variation between first time and returning visitors narrowed as the number of people on their first visit continued to increase while those coming back for additional visits fell.

In total, it is evident that the number of people visiting Caryl island increased significantly over the period given.

(156 words)

Sample Answer 91

The process shows how plants create food



The illustration shows the process by which plants are able to produce food.

Plants require input from four different sources to produce the sugars that are needed. First, the roots absorb water. Added to this, the plant is able to convert sunlight into energy needed for the process to be able to take place. Additionally, carbon dioxide is taken from the atmosphere through the leaves. Finally come the minerals which are extracted from the soil through the roots.

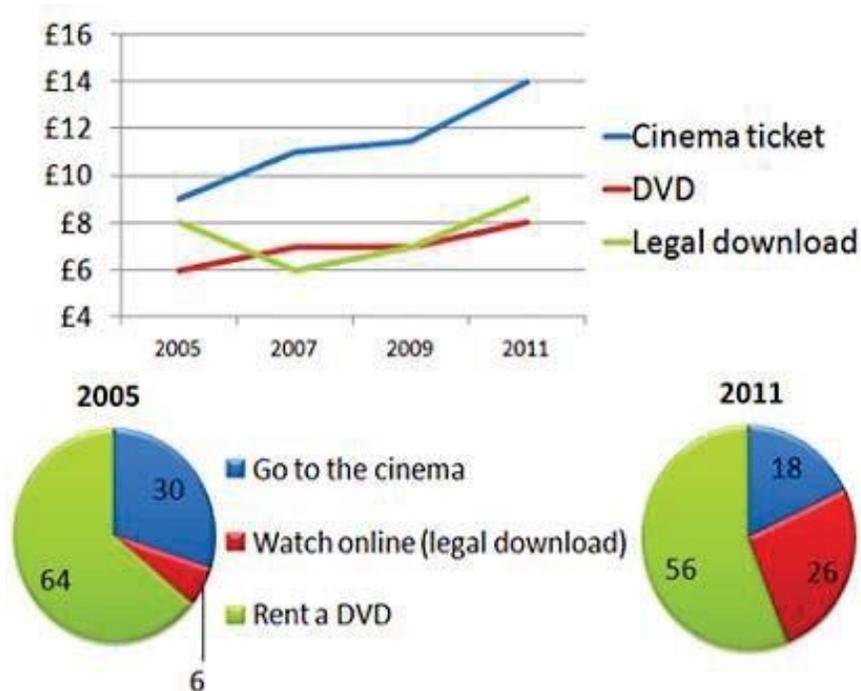
When combined, these four factors allow the plant to produce sugar, which is then converted into starch and stored in the leaves and the stem until required, when it is used for growth and repair of damaged leaves, stems or roots. A byproduct of this process is the conversion of carbon dioxide to oxygen, which is released into the air.

Overall, the process requires four elements to function, and in turn produces two different effects.

(154 words)

Sample Answer 92

The line graph shows the cost for watching films. The pie charts show the change in the percentage of market share represented by the three forms



The line graph and pie charts illustrate the cost for watching movies in different formats, as well as the percentage split between type.

The most notable trend with regard cost is that cinema tickets remained the most expensive way to watch a movie from 2005 to 2011, rising to a peak of slightly over £14 a ticket. Over the same period, DVD prices also increased by £2, from £6 to £8. Downloaded movies were more expensive than DVDs in 2005; this changed in 2007 when they became the cheapest format, yet by 2011, the price had risen to £9.

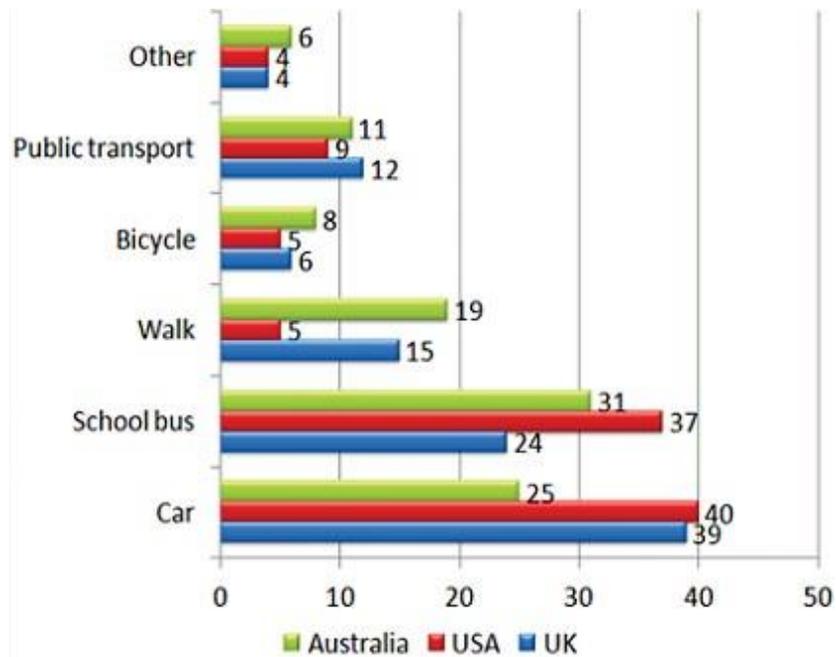
In 2005, the majority of people opted to hire DVDs, with those going to the cinema accounting for less than one third of the total, and movies from the internet representing only 6%. By 2011, however, both going to the cinema and renting had fallen as downloaded movies increased to just over one quarter of the market.

Overall, it is clear that although prices increased on average for all three forms, an increasing percentage of people chose to download movies.

(179 words)

Sample Answer 93

The chart shows ways that schoolchildren get to school in three different countries



The chart presents information about how pupils in three different countries travel to school, separated into 6 different categories.

For the United States and the United Kingdom, the majority of students travel by car to school, with figures of 40% and 39% respectively. In Australia only a quarter of students use this mode of transport.

The school bus is the most common method of getting to school in Australia; in the USA the number is only slightly behind those travelling by car. Less than a quarter use the school bus in the UK. Almost four times as many Australian students walked to school compared to the USA, with the UK being closer to Australia at 15%.

The remaining three categories showed only slight differences between the countries, with public transport being followed by cycling, and finally a category marked as 'other', which represents only about one twentieth of the total in each country.

Overall, there are differences between the countries, but the school bus and cars represent the most common ways for students to travel to school.

(178 words)

Sample Answer 94

The table shows the percentage of people with mobile phones who use various features on their phone

Percentage of mobile phone owners that use features on mobile phones

	2006	2008	2010
Making calls	100	100	99
Taking photos	66	71	76
Send / receive text messages	73	75	79
Play games	17	42	41
Search the internet	(no data)	41	73
Play music	12	18	26
Record video	(no data)	9	35

The table illustrates the various functions available on mobile phones, showing the percent of users that take advantage of these capabilities over three different years.

The most striking point is that with the exception of a slight fall in 2010, all owners use their mobile phone to telephone people. The second most common use is for text messaging, which steadily increased from just under three quarter of all users in 2006 to nearly four fifths of users in 2010.

Using the phone as a camera increased by 5 percent each year, rising to a peak of 76% in 2010. Playing games on the phone increased dramatically between 2006 and 2008, but then fell slightly in 2010 to end at 41%.

The largest increase in the table is between 2008 and 2010 for those browsing the internet, but no data is given for 2006. Video and music use also increased, with video overtaking music in 2010.

In total, the functions used on mobiles all increased over the years with the exception of games and making calls.

(175 words)

Sample Answer 95

The diagram shows the parts of a coffee maker



The diagram is of a machine used to make coffee from coffee beans and can be divided into three main sections – the top unit, the middle and the bottom.

Starting at the top, the machine has a light to indicate the power. On the other side of this red light is an angled section used for pouring. On the right hand side below the power light is a tube that is used to remove any overflow from the process. The lower section of this part of the device has a filter made of paper that is used to ensure smaller coffee grounds are separated.

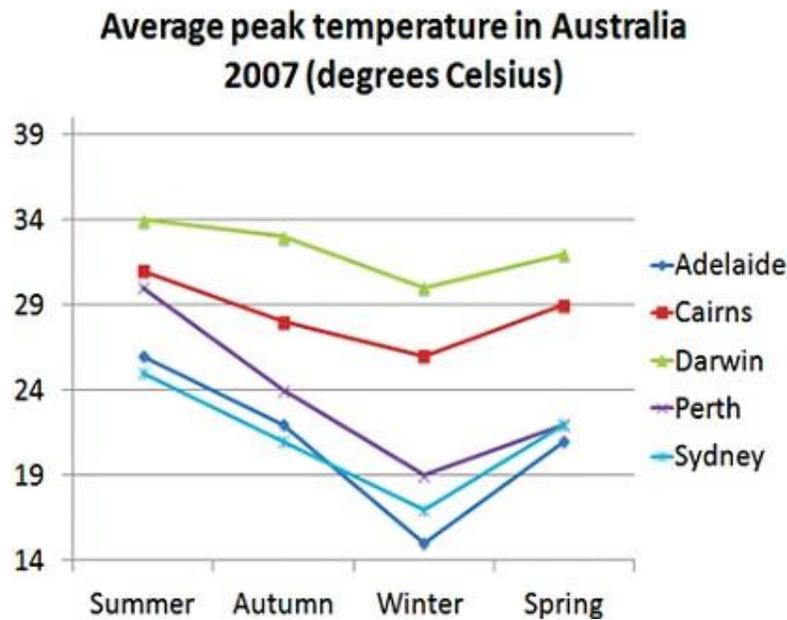
The middle section has a metal filter which is used to remove larger coffee granules. On the diagram, there is a large, horizontal blade used for grinding.

The lower part of the machine has an oval shaped section for the water which is heated by an element at the bottom of the whole device. On the right hand side is a handle which has been ergonomically designed. Finally, there is a power cable protruding from the bottom right.

(182 words)

Sample Answer 96

The line graph shows the average temperature during the hottest part of the day in Australia in 2007



The line graph shows changes in median highest temperatures in 5 cities in Australia in different seasons in 2007.

Throughout the graph, Darwin was always the hottest place, with an average temperature of 34 degrees Celsius in summer. Darwin was also notable in that the fall in temperature between summer and autumn was the smallest decrease between seasons of any of the cities that year, sinking to only about 33 degrees.

Cairns and Perth were the next warmest cities shown, although Perth was markedly cooler than Perth in autumn and winter, falling to approximately 19 degrees in the coolest season.

Sydney and Adelaide had similar temperatures in summer and autumn, with only a degree between them, but in winter, Adelaide fell below Sydney to become the coldest place illustrated. Sydney, Adelaide and Perth all had comparable temperatures in spring.

Overall, it can be seen that in 2007, temperatures in these cities in Australia ranged from approximately 34 degrees to 15 degrees at their average hottest point.

(166 words)

Sample Answer 97

The table shows the number of people in Canada in each earning level

Number of people in each income bracket in Canada

	2005	2006	2007	2008	2009
Total, all income groups	23,715,660	24,469,250	24,225,280	24,667,900	24,924,240
\$20,000 or less	9,792,350	7,318,580	7,033,990	6,966,060	7,075,270
Between \$20,000 and \$50,000	8,916,970	9,667,540	9,235,740	9,307,050	9,390,030
Between \$50,000 and \$100,000	4,672,200	7,093,510	7,516,340	7,914,340	7,985,540
Over \$150,000	334,140	389,620	439,210	480,450	473,400

The table details income levels in Canada and how many citizens were included in each income bracket from 2005 to 2009.

In 2005, the number of people in each income level reduced the higher the income, with nearly 10 million earning \$20,000 or less, falling to only slightly above one third of a million earning over \$150,000.

By 2006, the pattern changed as the number of people with the lowest income fell by nearly one quarter, whereas those earning between \$20,000 and \$50,000 increased by almost one million and those in the next income level increased dramatically to over 7 million. There was also an increase in the number of people in the highest income bracket, which rose by over 50,000.

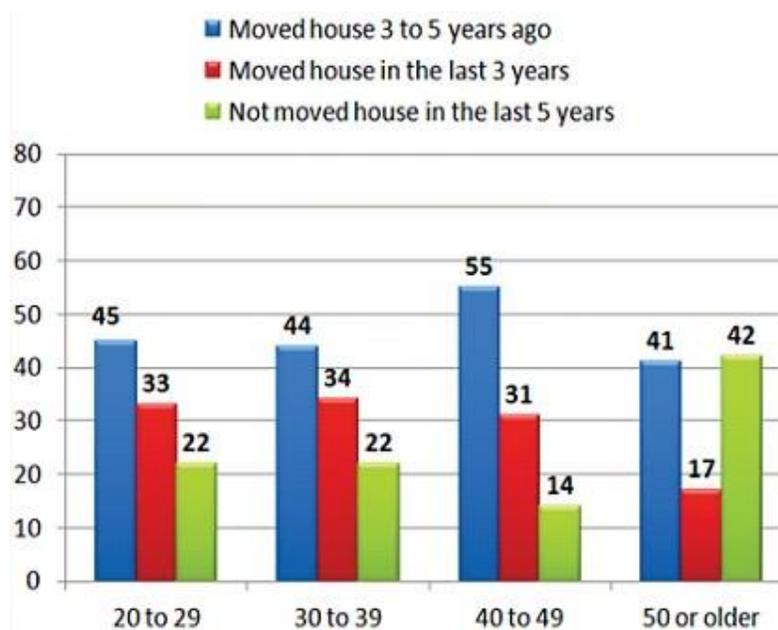
In 2007, the largest increase in numbers was observed in those earning between \$50,000 and \$100,000, and in 2008 and 2009, figures remained relatively stable, with those earning between \$20,000 and \$50,000 representing the majority.

Overall, there were variations in the number of people in each income level.

(170 words)

Sample Answer 98

The chart shows the percentage of people who have moved house either in the last 3 years, between 3 to 5 years or not within the last 5 years



The chart illustrates the breakdown between people who have changed address or remained in the same house, with the numbers split between those who have moved within 5 years, within 3 years or not moved for at least 5 years.

Those in their twenties and thirties have less than a quarter of people living in the same home for more than 5 years and those who moved house three to 5 years back being the highest.

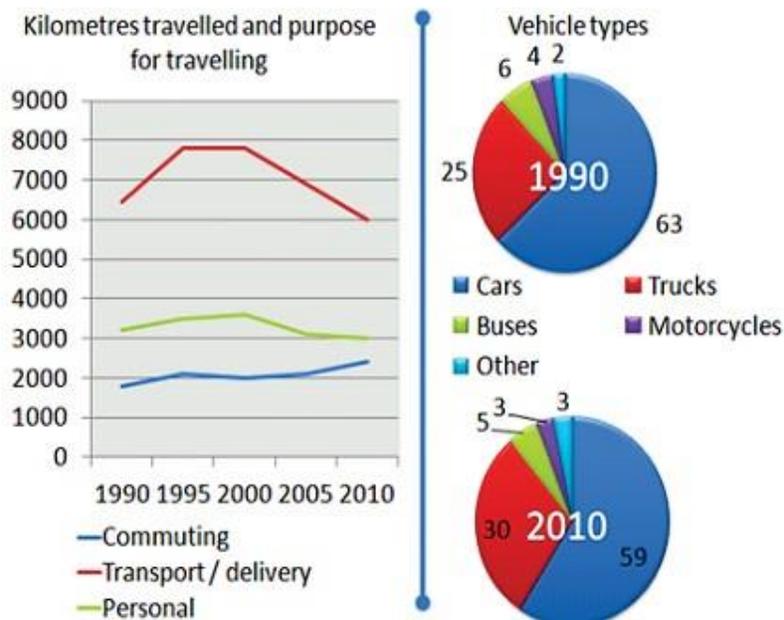
Those aged between 40 and 49 had the highest figure for having moved 3 to 5 years ago, with 55% of people compared to 31% that had moved more recently and only 14% who had not moved in the last 5 years. By the next age group, the percentage of people who had moved over 3 years ago and those who had not moved for at least 5 years was almost the same, with only 17% of people having moved more recently.

Overall, it can be seen that there are wide variations in the percentage of people who move during certain ages.

(178 words)

Sample Answer 99

The charts show information about the number of kilometres travelled in an average month and the distribution of vehicle types in Britain



Data is given for the distance travelled for three different reasons, as well as charts indicating the percentage of vehicle types in the UK in 1990 and 2010.

The most significant trend is that the most kilometres were travelled for transporting and delivery reasons. In 1990, this figure was approximately 6500 kilometres, rising to almost 8000 kilometres by 1995 and 2000 but falling to 6,000 by 2010.

Personal travel accounted for about 1,200 kilometres a month more than commuting for 1990 to 2000, but commuting distances increased from 2000 to be within approximately 700 kilometres of personal driving, with the former being on 3,000 and the latter being around 2,300.

The pie charts indicate that in the twenty year difference, the percentage of cars fell by 4% while the number of trucks increased by 5%. Over the same period, buses and motorcycles both fell by 1% while the category labelled 'other' increased by 1%.

Overall, it is clear that there was a number of changes in the distance travelled and type of vehicles from 1990 to 2010.

(177 words)

Sample Answer

The process shows diamonds moving from the mine to the retailer



The flowchart illustrates the steps in the process of getting diamonds from a mine to the those who are selling them.

The process begins with the stones being mined in their rough form, following which they are sorted into two different grades, namely high grade and low grade.

The low grade diamonds are set aside for industrial purposes, after which they are cut and shaped, then assessed for their level of hardness. The final step before being sent to the retailers is the pricing.

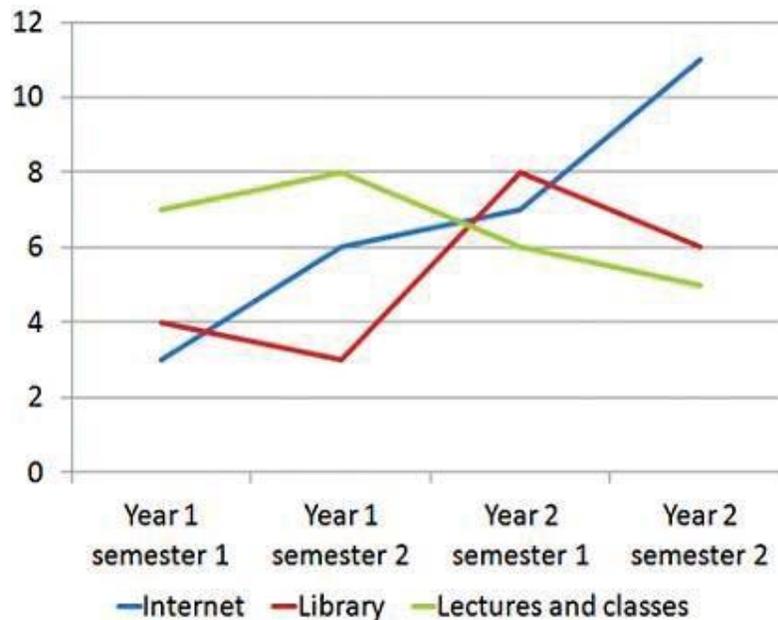
High grade diamonds have a number of additional processes. Earmarked for cosmetic applications, they are priced then submitted to a digital analysis to ensure the most effective cut. They are then sent to be cut using a machine, or cut by hand, before they are then polished. At this point they are rated, and dependent on that rating are either returned for further polishing or, as with the industrial use diamonds, sent to the retailers.

This ends the description of the process.

(166 words)

Sample Answer

The graph shows the hours spent in different study methods during a two year course



The graph shows the number of weekly hours spent studying in the library, with a tutor or lecturer or using the internet during a 2 year course.

The most striking trend is that there is a dramatic increase in the use of the internet throughout the period, especially between the first and second semesters of each year, with hours increasing from about 3 at the beginning of the course to over 10 by the end.

Hours spent in a classroom or lecture situation was initially the highest at approximately 7 hours a week, increasing to 8 hours in the second semester of the first year. However, the figure fell during the second year to finish at only 5 hours a week.

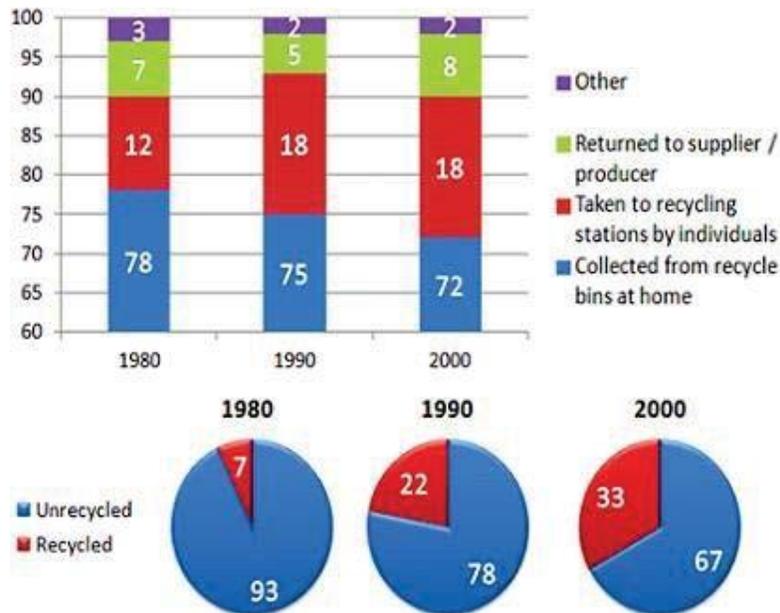
Time in the library was the most fluctuating, initially falling from 4 hours down to about 3 hours, then rapidly increasing to 8 hours before once again declining to end at about 6 hours.

Overall, use of the internet increased while time in class and lectures declined and time in the library varied.

(174 words)

Sample Answer

The charts illustrate how recycling is carried out in Eutopia, and the pie charts show the percentage of recycled and unrecycled waste



The charts provide information about recycling in Eutopia in three different years, namely 1980, 1990 and 2000.

The column chart shows that the percentage of recycled waste collected from people's homes decreased from over three quarters to just over 70%. The percentage of recycled material taken to allocated areas increased between 1980 and 1990 but remained steady at 18% in 2000.

The amount of recycling done from items that were returned to their original starting point decreased in 1990 by 2%, but then increased to 8% in 2000. The category labelled 'other' decreased by 1% then remained stable at 2% for the final two given years.

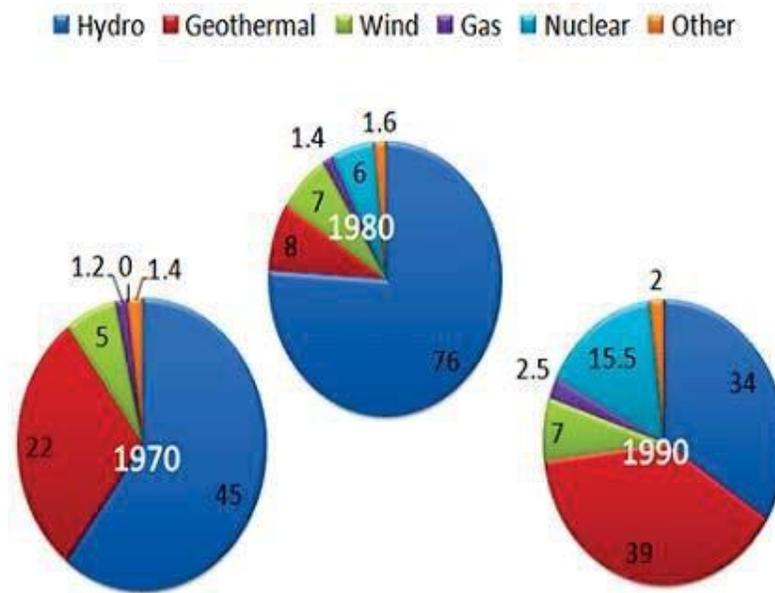
The pie charts indicate a threefold increase in the amount of waste recycled between 1990 and 1990 from 7% up to 22%. In 2000, this figure had continued to increase, although at a less dramatic rate, finishing at one third of waste being recycled.

Overall, it can be seen that recycling increased over the time displayed, while the percentage collected from each house gradually decreased.

(171 words)

Sample Answer

The charts show the percentage of power generated from 6 different types in Gareline



The charts illustrate the sources of power in three different periods in Gareline, with the data divided into 6 different areas.

In 1970, nearly half of all electricity was derived from hydro power, which accounted for 45% of the total. Geothermal production was slightly less than half this value, followed by wind power which created 5% of all power, with gas and the category labelled as 'other' making just over one percent each.

In 1980, the figure for hydro power had increased dramatically, making over three quarters of the total. Geothermal, wind and nuclear power created 8%, 7% and 6% respectively, with the other two categories increasing by only 0.2%.

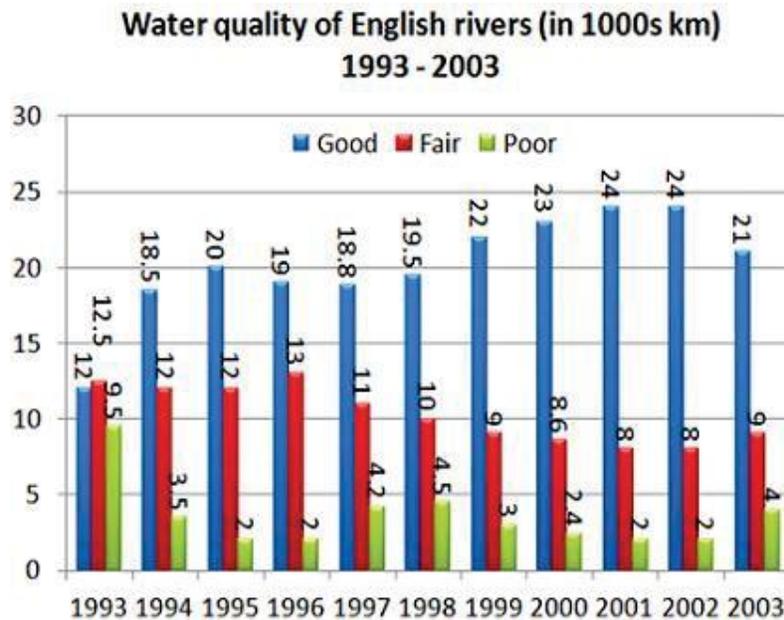
By 1990, the trend for hydro power had reversed, with the most productive category now being geothermal power. Wind power had remained constant but there was a significant increase in electricity produced by nuclear power, accounting for 15.5%. There was a minor increase once again for wind power and the 'other' category.

In total, geothermal power and hydro power were always the most productive, although nuclear power was increasing.

(154 words)

Sample Answer

The chart details the length of different quality water in rivers in England



The bar chart shows the length of water that was in good, fair or poor condition each year from 1993 to 2003.

The largest increase given in the graph is from 1993 to 1994, where the amount of good quality water increased by over one third to 18,500 kilometres. A slight increase the following year was followed by a brief decline until 1998, when the length of good water increased from 19,500 kilometres to 24,000 in 2001 and 2002, although this was then followed by a drop of 3,000 km in 2003.

The length of water that was deemed to be fair quality varied between 13,000 kilometres and 8,000, with the first five years being higher each year than the second half five years.

The amount of poor water declined dramatically between 1993 and 1994, with figures falling by 6,000 kilometres, then to 2,000 kilometres for the next two years. There was a slight increase in 1997 and 1998, followed by a gradual decrease until 2002.

Overall, the length of good quality water increased while fair and poor quality both decreased.

(181 words)

Sample Answer

The chart shows the average life expectancy for males and females in 1900, 1950 and 1990

	1900		1950		1990	
	Male	Female	Male	Female	Male	Female
Austria	37.8	39.9	62.0	67.0	73.5	80.4
Belgium	45.4	48.9	62.1	67.4	73.4	80.4
Denmark	51.6	54.8	68.9	71.5	72.6	78.8
Germany	43.8	46.6	64.6	68.5	73.4	80.6
Sweden	52.8	55.3	69.9	72.6	74.7	80.7

The table provides data on the median number of years people from 5 different countries lived in three different time periods.

The most notable point is that in all countries, women generally lived longer than men, and in most cases the gap between the genders increases from 1900 to 1990.

The countries that had the longest average life span in 1900 and 1950 were Denmark and Sweden, although by 1990, Danish life expectancy fell to the lowest age of all countries for both male and female, with figures of 72.6 and 78.8 respectively.

The variations between Austria, Belgium and Germany closed from nearly ten years difference at their peak in 1900 to only one third of a year difference for women and one tenth of a year for men.

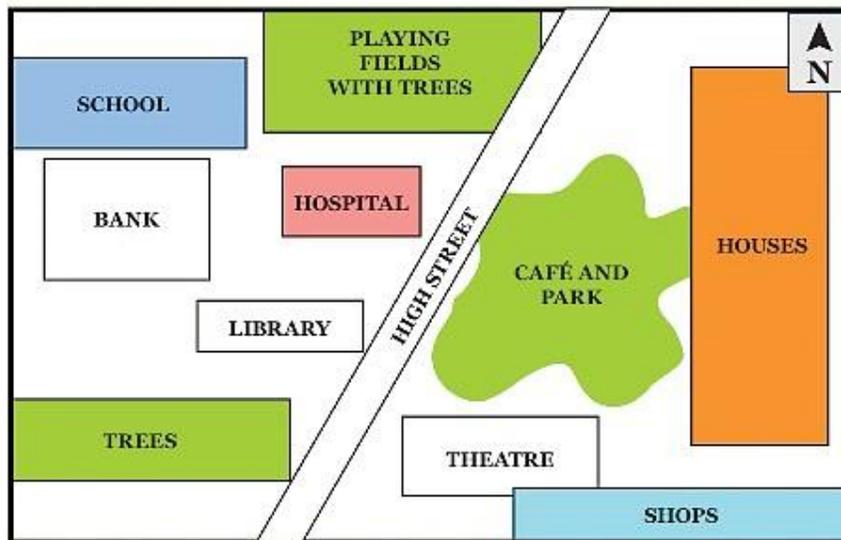
Overall, it can be seen that statistically, Swedish people have had the highest life expectancy for both male and female for all three time periods.

(154 words)

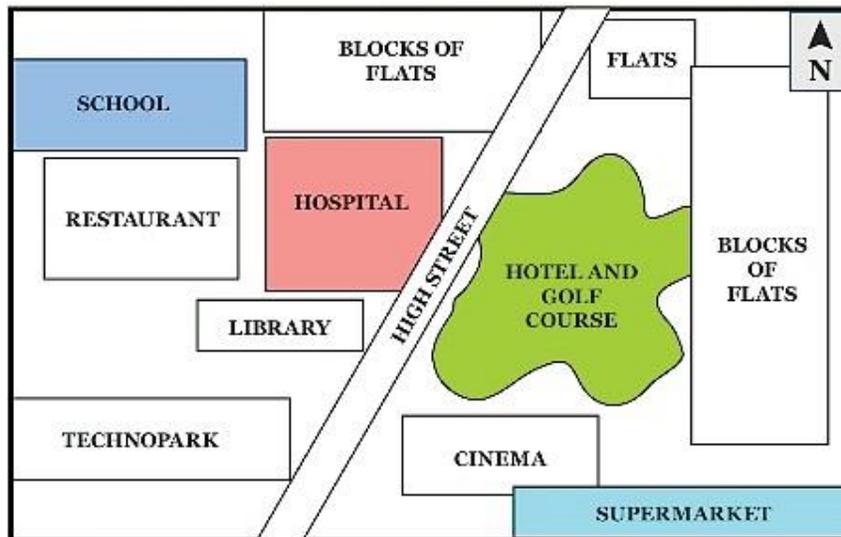
Sample Answer

The maps below illustrate how Frenton changed from 1990 to 2012

Frenton 1990



Frenton 2012



The maps show the developments that have taken place in Frenton over a period of 22 years between 1990 and 2012.

It is clear that Frenton underwent a dramatic transformation over the period, becoming noticeably less green and more built up.

The only places that remained the same in Frenton over the period were the school and the library. The playing fields in the south of the town, for example, were

replaced with flats. Secondly, the houses in the west of Frenton were also made larger and factories were constructed on the site. Furthermore, the café and the park east of High Street made way for a hotel and golf course, while the theatre and shops became a cinema and supermarket, respectively.

The bank, located west of High Street and north of the school, was converted into a restaurant and the trees in the southwest of the town were cut down to make way for a technopark. One further development was the expansion of the hospital, located west of the High Street.

(175 words)

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