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IELTS Writing Task 1 Master Guide

2026

Complete Academic Report Writing Handbook with Templates,
Vocabulary, Model Answers and Practice Questions

> A band-by-band roadmap from Band 5 to Band 9. Inside you will find universal structures, chart-specific strategies, 18 fully worked model answers, a 300-expression vocabulary bank, reusable templates for all six question types, and 20 additional practice tasks.

LINE GRAPHS | BAR CHARTS | PIE CHARTS | TABLES | PROCESS DIAGRAMS | MAPS | BAND 9 MODELS

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PREMIUM IELTS PREPARATION SERIES

ACADEMIC MODULE
BANDS 5 — 9

Table of Contents

A complete, hands-on handbook for Academic IELTS Writing Task 1, organised from foundations to mastery. Use the page numbers below to jump to any chapter, or read sequentially for a guided path from Band 5 to Band 9.

CHAPTER 1

Introduction to IELTS Writing Task 1

If you can describe a chart clearly, accurately, and in well-organised English, you can score Band 7 or higher on IELTS Writing Task 1. This chapter explains exactly what the task is, how it is marked, and what examiners expect to see on the page.

1.1 What Is IELTS Writing Task 1?

IELTS Writing Task 1 is the first of two writing tasks in the Academic IELTS test. You are presented with a visual — most often a graph, chart, table, diagram or map — and you must write a factual report that summarises the key information. The visual is always accompanied by a short prompt instructing you to *summarise the information by selecting and reporting the main features, and make comparisons where relevant.* You are not asked for your opinion, and you are not asked to speculate about causes or future trends unless the question explicitly says so.

Task 1 is worth one third of your total writing score; Task 2 is worth two thirds. Many candidates focus heavily on Task 2 and treat Task 1 as an afterthought. This is a strategic mistake. Because Task 1 is shorter and more formulaic, it is the easier of the two to push up to Band 7 or 8 with focused practice. A strong Task 1 effectively guarantees a solid foundation for your overall writing score, and a weak one drags the whole result down no matter how good your Task 2 essay is.

The Academic and General Training versions of IELTS use different Task 1 prompts. The Academic module — the focus of this book — always uses a chart, graph, table, diagram or map. The General Training module uses a letter. Everything in this handbook applies to the Academic module only. If you are sitting General Training, you need a different resource.

1.2 Time Limit and Word Count

You are advised to spend about 20 minutes on Task 1 and 40 minutes on Task 2. The test centre does not enforce this split — you can spend longer on Task 1 if you wish — but the clock is shared between both tasks (60 minutes total for writing). Spending 25 minutes on Task 1 leaves only 35 minutes for Task 2, which is rarely enough to produce a Band 7 essay. Treat the 20-minute guideline as a hard target.

The minimum word count for Task 1 is 150 words. There is no maximum, but writing more than about 220 words usually means you are either repeating yourself or including irrelevant detail. Examiners do not count words mechanically, but they can spot an under-length answer instantly and will penalise it under Task Achievement. A safe target range is 170–200 words: long enough to develop the overview and two body paragraphs properly, short enough to write and check in 20 minutes.

TIP — 20-minute time budget

Plan: 2–3 minutes (identify key features, decide grouping)

Write: 14–15 minutes (introduction, overview, two body paragraphs)

Check: 2–3 minutes (tense, articles, spelling, data accuracy)

1.3 The Academic Task 1 Format

Every Academic Task 1 prompt has the same structure: a visual, a short prompt, and an instruction. The visual is always labelled with a title, axes or category labels, units of measurement, and a time period. The prompt is usually a single sentence describing what the visual shows. The instruction is almost always the same:

EXAMPLE — Standard instruction

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

You will encounter six main visual types in Academic Task 1, sometimes combined into mixed-chart questions:

Visual Type	What It Shows	Common Tense
Line graph	How a quantity changes over time	Past simple / present perfect
Bar chart	Comparing quantities across categories	Past simple / present simple
Pie chart	Proportions of a whole at one moment	Present simple / past simple
Table	Numbers organised in rows and columns	Varies — check the time period
Process diagram	How something is made or done	Present simple passive
Map	How a place changes over time	Past simple / present perfect

Table 1.1 — The six Academic Task 1 visual types.

1.4 How Task 1 Is Marked

Your Task 1 answer is assessed against four official criteria, each worth 25% of the Task 1 score. The four criteria are then combined with your Task 2 score (weighted two to one in favour of Task 2) to produce your overall writing band. The four criteria are:

- **Task Achievement** — Did you answer the question? Did you provide an overview? Did you highlight key features? Did you support your points with data?
- **Coherence and Cohesion** — Is your answer logically organised? Are paragraphs used effectively? Do linking words guide the reader?
- **Lexical Resource** — Is your vocabulary appropriate, varied, and accurate? Do you use collocations and topic-specific terms?

- **Grammatical Range and Accuracy** — Do you use a mix of simple, compound, and complex sentences? Are tenses correct? Is punctuation accurate?

Chapter 2 unpacks each criterion band by band. For now, the key insight is that **all four criteria carry equal weight**. A candidate who writes beautiful sentences but produces no overview will not score above Band 6 on Task Achievement, which caps the overall score. A candidate with a strong overview but weak grammar will lose marks on Grammatical Range and Accuracy. The fastest route to a high band is balanced improvement across all four.

> **WARNING — Common myths about Task 1**
>
> Myth: You must include every number on the chart. Reality: Examiners penalise data-dumping. Select the most important points only.
>
> Myth: You must write a conclusion. Reality: Task 1 needs an overview, not a conclusion. A conclusion repeats or interprets; an overview summarises.
>
> Myth: Difficult vocabulary earns higher bands. Reality: Accurate, natural, appropriately chosen words beat rare words used incorrectly.
>
> Myth: You need an opinion. Reality: Task 1 is a factual report. Never include personal views, predictions, or causes.

1.5 What Examiners Actually Want

Reading the public band descriptors carefully (see Chapter 2) reveals what examiners look for at each band. At Band 7 and above, they want a clear overview that identifies the main trends, differences or stages. They want body paragraphs that group related information rather than describe every data point in sequence. They want a range of grammatical structures used accurately, not a few flashy sentences wrapped around errors. And they want vocabulary that is precise and natural, not strained or memorised.

Equally important is what examiners do *not* want. They do not want a personal response, an explanation of why a trend occurred, or a prediction about the future. They do not want every number from the chart repeated. They do not want a generic introduction that simply copies the prompt. They do not want bullet points, notes, or diagrams. And they do not want a Task 2-style essay with thesis statement and arguments.

> **NOTE — The single most important sentence in this book**
>
> An IELTS Writing Task 1 answer is a factual report that summarises the main features of a visual, grouped logically, supported by selected data, and written in clear, accurate English. Everything in the next twenty chapters exists to help you produce that report reliably in 20 minutes.

1.6 A Sample Task 1 Prompt

Below is a typical Academic Task 1 prompt. Read it now; later chapters will refer back to it as a working example.

> The line graph below shows the percentage of households in four European countries with internet access between 2010 and 2020.
>
> *Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*
>
> Write at least 150 words.

Even before writing anything, an experienced candidate extracts the following from this prompt: the visual type is a line graph; the topic is internet access in households; the countries are four European nations; the time period is 2010–2020 (a decade, past tense); the units are percentages. With these facts in mind, the candidate can plan the introduction, identify two or three key features for the overview, and group the data into two body paragraphs — typically by trend direction or by country cluster.

TIP — Pre-writing checklist (use this every time)

Visual type identified (line / bar / pie / table / process / map / mixed)

Topic, units, and time period noted

Two to four key features identified for the overview

Body paragraph grouping decided (e.g. by trend, by category, by stage)

Tense decided (past, present, or mixed)

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CHAPTER 2

IELTS Band Descriptors Explained

The official IELTS band descriptors are the single most important document in your preparation. They tell you exactly what each band requires, and they are what the examiner uses to grade your script. This chapter unpacks all four criteria across Bands 5, 6, 7, 8 and 9.

2.1 The Four Scoring Criteria

Every Task 1 script is graded on four criteria, each worth exactly 25% of the Task 1 score. Understanding what each criterion measures — and what it does *not* measure — is the first step towards targeted improvement. Many candidates waste hours practising things that do not affect their band, while ignoring the one or two criteria that actually hold them back.

Task Achievement (TA)

Task Achievement measures how well your answer responds to the question. The examiner asks: Have you summarised the information? Have you highlighted the key features? Have you provided an overview? Have you supported your points with data from the visual? At higher bands, the examiner also looks for appropriate selection (you do not try to describe every number) and clear, accurate data references. Task Achievement is the criterion most often misunderstood: candidates think it rewards including lots of data, when in fact it rewards selecting the *right* data and presenting it under a clear overview.

Coherence and Cohesion (CC)

Coherence refers to the overall logical structure of your answer. Are paragraphs used effectively? Is information arranged in a way the reader can follow? Cohesion refers to the smaller linking devices that connect sentences and ideas: referencing words (*this, these, that*), transition words (*however, in contrast, similarly*), and substitution (*the former, the latter*). The examiner looks for a clear paragraph structure, logical progression within paragraphs, and appropriate — not mechanical — use of linking devices. At Band 7 and above, cohesion must be natural and unobtrusive, not signalling every sentence with a transition word.

Lexical Resource (LR)

Lexical Resource measures your vocabulary. The examiner looks for a wide range of vocabulary used accurately and appropriately, with awareness of collocation (words that naturally go together) and style (academic rather than conversational). At higher bands, the examiner expects topic-specific vocabulary, awareness of less common items, and the ability to paraphrase the prompt without strain. Spelling matters, but occasional slips are tolerated at Band 7. What is not tolerated is repetitive, basic vocabulary or memorised phrases inserted where they do not fit.

Grammatical Range and Accuracy (GRA)

Grammatical Range and Accuracy has two halves, both of which must be present for a high band. **Range** means using a variety of sentence structures: simple, compound, and complex; active and passive; statements,

relatives, and conditionals. **Accuracy** means those structures are produced error-free most of the time. At Band 7, the majority of sentences must be error-free. At Band 8, nearly all sentences are error-free and the range is wide. Frequent errors — even with good range — cap the band at 6. Excellent accuracy with very limited range also caps at 6. You need both.

2.2 Band-by-Band Breakdown

The table below summarises what is required at each band for all four criteria. The wording is paraphrased from the official public band descriptors published by the test makers.

Band	Task Achievement	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
9	Fully satisfies all requirements; key features clearly highlighted; overview fully effective	Skilful paragraphing; cohesion is effortless and attracts no attention	Wide range, fully natural; rare minor slips only	Wide range, fully natural; rare minor slips only
8	Covers all requirements; key features clear and well-highlighted; overview effective	Logically organised; clear progression; paragraphing sufficient and appropriate	Wide range, fluent; occasional inaccuracies in word choice	Wide range; majority of sentences error-free; only occasional slips
7	Covers requirements; key features clear; overview presents main trends; data supports points	Logically organised; clear progression; paragraphing used appropriately	Sufficient range for the task; some awareness of style; occasional errors	Variety of complex structures; majority of sentences error-free; good control
6	Addresses requirements; overview present but may be unclear or partial; some data support	Generally organised; progression visible but not always smooth; paragraphing used	Adequate range; some attempt at less common items; some errors	Mix of simple and complex; some errors but meaning clear
5	Generally addresses task; overview may be missing, unclear or repetitive; data mechanical	Some organisation; progression visible but basic; paragraphing may be inadequate	Limited range; some repetition; errors noticeable but meaning clear	Limited range; frequent errors causing some difficulty

Table 2.1 — Task 1 band descriptors (paraphrased from the official public version).

2.3 What Separates Each Band From the Next

Band 5 to Band 6

The biggest single jump from Band 5 to Band 6 is the addition of an overview. A Band 5 script often describes data points one by one without ever stepping back to say what the overall picture is. Adding even a basic overview — for example, *Overall, the trend was upward in all four countries* — lifts the script to Band 6 on

Task Achievement. On Coherence and Cohesion, Band 6 requires visible paragraphing (typically four paragraphs) and linking words that work most of the time. On Lexical Resource, Band 6 needs a few attempts at less common vocabulary even if some are inaccurate. On Grammar, Band 6 needs some complex sentences alongside simple ones.

Band 6 to Band 7

The Band 6 to Band 7 jump is the most common goal for IELTS candidates, and it requires consistency rather than dramatic change. The overview must now clearly present *main trends, differences or stages* — not just say *there were changes*. Body paragraphs must be grouped logically, with each paragraph focusing on a clear sub-topic. Linking must be present but not overused; mechanical connectors like *firstly, secondly, thirdly, in conclusion* signal a Band 6 ceiling. Vocabulary needs more precision and fewer repetitions of words like *increase* and *decrease*. Grammar needs a clear majority of error-free sentences, with frequent use of complex structures such as relative clauses, subordinate clauses, and passives.

Band 7 to Band 8

Band 8 requires near-perfect execution of the Band 7 criteria. The overview must be effective, not just present. Key features must be *well-highlighted*, meaning they stand out clearly in the body paragraphs. Paragraphing must be *sufficient and appropriate*. Vocabulary must be wide and fluent, with only occasional inaccuracies. Grammar must have a wide range and the majority of sentences must be error-free. The difference between Band 7 and Band 8 is often simply consistency: a Band 7 script has occasional slips; a Band 8 script rarely slips.

Band 8 to Band 9

Band 9 is reserved for scripts that are essentially flawless. The overview is fully effective, key features are skilfully highlighted, vocabulary is fully natural and wide-ranging, and grammar is fully controlled with rare minor slips only. Band 9 answers often feel effortless — the language does not draw attention to itself, and the reader can focus entirely on the content. Achieving Band 9 requires not just practice but extensive reading of well-written English reports and a sensitivity to style that takes years to develop.

2.4 How to Move Up a Band

If you are stuck at a particular band, the most effective strategy is to identify which of the four criteria is holding you back and target it specifically. A common pattern is the candidate who scores Band 7 on Task Achievement, Coherence and Cohesion, and Lexical Resource, but Band 6 on Grammar because of frequent tense errors. No amount of vocabulary practice will lift that candidate's overall score — they need to fix their tense accuracy. Another common pattern is the candidate with strong grammar and vocabulary but Band 6 on Task Achievement because the overview is unclear or absent. The fix is structural, not linguistic.

TIP — Diagnostic questions to find your weakest criterion

Do you write a clear overview paragraph? (If no — TA)

Are your body paragraphs grouped by theme, not by data order? (If no — CC)

Do you avoid repeating *increase, decrease, fluctuate* more than twice each? (If no — LR)

Are more than half your sentences completely error-free? (If no — GRA)

Do you use a mix of simple, compound, and complex sentences? (If no — GRA)

Do you use the correct tense for the time period of the chart? (If no — GRA)

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CHAPTER 3

Universal Structure for Every Task 1 Answer

Whatever visual you are given — line graph, bar chart, pie chart, table, process diagram or map — your Task 1 answer should follow the same four-paragraph structure. This chapter explains the structure and shows you how to apply it to any chart type.

3.1 The Four-Paragraph Model

Every Band 7+ Task 1 answer can be built on the same skeleton: one paragraph for the introduction, one for the overview, and two for the body. This four-paragraph model works for all six visual types and for mixed-chart questions. It is not a rigid template — the content of each paragraph varies by chart type — but the structure itself is universal. Examiners expect this structure, and departing from it rarely helps.

Paragraph	Purpose	Word Count	Time
1. Introduction	Paraphrase the prompt; identify what the visual shows	20–30 words	2 min
2. Overview	Summarise the main trends, differences or stages	30–45 words	3 min
3. Body Paragraph 1	Group 1 of detailed data with comparisons	60–80 words	6 min
4. Body Paragraph 2	Group 2 of detailed data with comparisons	60–80 words	6 min

Table 3.1 — The universal four-paragraph Task 1 structure.

3.2 Paragraph 1: The Introduction

The introduction is one or two sentences that tell the reader what the visual is about. It is a paraphrase of the prompt, not a copy. The examiner is checking that you can rephrase the question using your own words and structure. A good introduction is short — usually 20 to 30 words — and contains no data. Chapter 4 is devoted entirely to introduction writing, so here it is enough to show the pattern.

EXAMPLE — Prompt vs introduction

Prompt: *The line graph below shows the percentage of households in four European countries with internet access between 2010 and 2020.*

Introduction: *The line graph illustrates the proportion of homes with an internet connection in four European nations over the ten-year period from 2010 to 2020.*

3.3 Paragraph 2: The Overview

The overview is the most important paragraph in your Task 1 answer. It is the paragraph that lifts you from Band 5 to Band 6 on Task Achievement, and from Band 6 to Band 7. Without a clear overview, you cannot score above Band 5 on Task Achievement, no matter how good your language is. The overview summarises the *main trends, differences or stages* shown in the visual. It does not include specific numbers — those belong in the body paragraphs. It is usually two or three sentences beginning with a signpost word like *Overall* or *In general*.

EXAMPLE — Strong vs weak overview

Weak: *Overall, the chart shows changes in internet access in Europe.*

Strong: *Overall, internet access rose steadily in all four countries over the period, although the rate of growth differed markedly between them. By 2020, the gap between the highest and lowest nations had narrowed considerably.*

Chapter 5 is a complete masterclass on overview writing, including 30 reusable sentence templates. The key point here is that the overview is non-negotiable: it must appear, it must be clear, and it must come either as the second paragraph (most common) or as the final paragraph (less common but acceptable).

3.4 Paragraphs 3 and 4: The Body

The two body paragraphs contain the detailed data. The skill is in *grouping* the data rather than describing it sequentially. If a line graph shows four countries, do not write one paragraph about Country A, one about Country B, and so on. Instead, group countries by trend: those that rose sharply in one paragraph, those that rose more slowly in another. If a table shows sales of five products in three years, do not describe each year in turn. Group by product category: the strongest sellers in one paragraph, the weakest in another.

Each body paragraph should contain three to five data points, woven into sentences rather than listed as numbers. Each data point should be a piece of specific information from the visual, expressed with a unit and (where relevant) a year. Comparisons between data points are essential at Band 7 and above. Chapter 6 explores body paragraph writing in detail.

EXAMPLE — Body paragraph structure (one of two)

Topic sentence: *Among the four countries, Germany and France saw the fastest growth in internet access.*

Detail 1: *Germany began the period at roughly 65 percent and climbed to over 90 percent by 2020.*

Detail 2: *France followed a similar trajectory, rising from 60 percent to 88 percent.*

Comparison: *Both countries therefore added close to 25 percentage points over the decade, although Germany maintained a narrow lead throughout.*

3.5 Why This Structure Works for Every Visual

The four-paragraph model works because every Task 1 visual, regardless of type, can be summarised in the same way. The introduction paraphrases the prompt. The overview states the main trend, difference or stages. The two body paragraphs each take one group of detailed data. This is as true for a process diagram (where the

two body paragraphs cover the first and second halves of the process) as it is for a line graph (where the two body paragraphs cover two trend clusters).

Mixed-chart questions — those with two visuals — also fit this structure. The introduction paraphrases the prompt for both visuals. The overview identifies the main features of both. The two body paragraphs each focus on one visual, or one body paragraph focuses on the visual that shows the bigger picture and the other on the supporting visual. Chapter 13 covers mixed charts in detail.

WARNING — Structural mistakes that cap your band

Writing only three paragraphs (no overview) — caps at Band 5 on TA

Writing five or six short paragraphs — fragments the answer, caps at Band 6 on CC

Putting the overview at the end of the body — works but risks examiner missing it

Writing a conclusion that interprets or speculates — penalised under TA

3.6 A Worked Example

Here is a complete four-paragraph Task 1 answer based on the sample prompt from Chapter 1. Notice how each paragraph plays its role, and how the total length is just under 200 words — well within the safe range.

The line graph illustrates the proportion of homes with an internet connection in four European nations over the ten-year period from 2010 to 2020.

Overall, internet access rose steadily in all four countries, although the rate of growth differed markedly. By the end of the period, the gap between the highest and lowest nations had narrowed considerably, with all four above the eighty percent mark.

Among the four countries, Germany and France saw the fastest growth. Germany began the period at roughly 65 percent and climbed to over 90 percent by 2020, while France followed a similar trajectory, rising from 60 percent to 88 percent. Both nations therefore added close to 25 percentage points over the decade, with Germany maintaining a narrow lead throughout.

Spain and Italy grew more slowly but still ended the period well above their starting points. Spain increased from 50 percent to 78 percent, and Italy from 45 percent to 72 percent. Although both countries remained below the French and German levels, their growth was consistent and the gap with the leaders gradually narrowed.

Word count: 189

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CHAPTER 4

Introduction Writing Techniques

The introduction is the shortest paragraph in your Task 1 answer, but it sets the tone for everything that follows. This chapter gives you a reliable formula for paraphrasing the prompt, fifteen worked examples, and a list of the mistakes that cost candidates marks.

4.1 The Introduction Formula

A Task 1 introduction has two simple jobs: tell the reader what the visual is, and tell them what it shows. The formula is:

> **EXAMPLE — Introduction formula**
>
> ***[Visual type as verb] + [what the visual shows] + [time period or category scope].***

The visual type can be expressed with a verb (*illustrates, shows, compares, depicts*) or as a noun (*The line graph shows...*). The *what* is taken from the prompt and rephrased. The time period is included only if the visual has one — process diagrams and maps may not. A good introduction is one or two sentences, 20 to 30 words long, with no specific data.

4.2 Paraphrasing Techniques

Paraphrasing the prompt is the core skill of introduction writing. There are three reliable techniques, used in combination:

1. **Synonym substitution:** Replace key words with synonyms. *Shows* → *illustrates*; *percentage* → *proportion*; *households* → *homes*.
2. **Structure change:** Change the grammatical structure. *The graph shows the percentage of...* → *The graph illustrates what proportion of...* Or change active to passive: *The chart compares...* → *...are compared in the chart.*
3. **Word-class change:** Convert nouns to verbs, adjectives to adverbs, and so on. *There was an increase in production* → *Production increased*.

A successful introduction usually combines all three techniques. Avoid substituting only one word — examiners notice when the rest of the prompt is copied verbatim. Equally, avoid changing so much that the meaning shifts. The introduction must mean exactly what the prompt means, just in different words.

WARNING — Introduction pitfalls to avoid

Copying the prompt word-for-word — examiners notice and ignore your introduction

Over-paraphrasing until the meaning changes — examiners penalise inaccuracy

Including data in the introduction — save numbers for the body paragraphs

Writing more than 35 words — wastes time and words you need for the body

Using *The given chart* or *The provided graph* — these sound mechanical

4.3 Fifteen Introduction Examples

Below are fifteen prompt-and-introduction pairs covering all six visual types. Read them to absorb the rhythm of a good introduction, then use them as models for your own writing.

EXAMPLE — Line graph: The graph below shows the percentage of people using public transport in London from 2000 to 2020.

The line graph illustrates changes in the proportion of London residents using public transport over a twenty-year period from 2000 to 2020.

EXAMPLE — Bar chart: The bar chart shows the number of international students at five UK universities in 2022.

The bar chart compares five UK universities in terms of their international student enrolment in 2022.

EXAMPLE — Pie chart: The pie charts show the main reasons why people chose to study at university, in 2000 and 2020.

The two pie charts break down the principal reasons for entering university in 2000 and 2020, illustrating how motivations shifted over the two decades.

EXAMPLE — Table: The table gives information about the monthly salaries of workers in five industries in 2023.

The table presents average monthly earnings across five industries in 2023, allowing a comparison of income levels between sectors.

EXAMPLE — Process diagram: The diagram shows how olive oil is produced.

The diagram outlines the stages involved in the commercial production of olive oil, from the harvesting of olives through to the bottling of the finished product.

EXAMPLE — Map: The maps show the changes to a town centre between 1990 and 2020.

The two maps illustrate how a town centre was transformed over the thirty-year period from 1990 to 2020.

EXAMPLE — Mixed chart: The line graph and table show the population and average income of three cities from 2010 to 2020.

The line graph and accompanying table together present the population and average income of three cities over the decade from 2010 to 2020.

EXAMPLE — Line graph: The graph below shows the consumption of three types of fast food in the UK from 1990 to 2020.

The line graph tracks consumption levels of three categories of fast food in the UK across a thirty-year period from 1990 to 2020.

EXAMPLE — Bar chart: The bar chart shows the percentage of men and women who did regular exercise in 2019.

The bar chart compares the proportion of men and women engaging in regular physical exercise in 2019.

EXAMPLE — Pie chart: The pie chart shows the world's energy production by source in 2023.

The pie chart displays the relative contributions of different energy sources to global energy production in 2023.

EXAMPLE — Table: The table shows the results of a survey about people's favourite holiday destinations.

The table summarises survey responses regarding preferred holiday destinations, ranked by popularity.

EXAMPLE — Process diagram: The diagram below shows how electricity is generated in a hydroelectric power station.

The diagram illustrates the process by which a hydroelectric power station generates electricity, from water intake through to power output.

EXAMPLE — Map: The maps show the proposed redevelopment of an industrial site.

The maps depict the current layout of an industrial site and the proposed redevelopment, highlighting the planned transformation of the area.

EXAMPLE — Line graph: The graph below shows the average temperature in three cities from 2000 to 2020.

The line graph compares the average temperatures recorded in three cities over the two decades from 2000 to 2020.

EXAMPLE — Bar chart: The bar chart shows the amount of money spent on five different categories in four countries.

The bar chart compares expenditure across five categories in four countries, allowing both within-country and between-country comparisons.

4.4 Common Mistakes in Introduction Writing

Weak Introduction	Strong Introduction
The given chart shows the data about internet users in four countries in 2010 and 2020.	The bar chart compares the proportion of internet users in four countries at two points in time, 2010 and 2020.
The graph illustrates the increase of cars in the UK.	The line graph shows how the number of cars in the UK changed over the period from 2000 to 2020.
As we can see from the chart, there are many interesting things to talk about.	The chart displays the share of household income spent on food in five European countries in 2023.
The provided pie chart depicts the provided information about the provided data regarding energy.	The pie chart breaks down global energy production by source for the year 2023.
The chart below shows that 45 percent of people liked tea and 55 percent liked coffee.	The chart compares the proportions of people who preferred tea and coffee in 2023.

4.5 Practice Activities

PRACTICE — Activity 1 — Paraphrase the prompt

Rewrite the following prompt in your own words, keeping the meaning identical: *The bar chart below shows the number of men and women in full-time and part-time employment in three countries in 2023.* Aim for 20 to 30 words. Try at least three different versions.

PRACTICE — Activity 2 — Identify the errors

Find three problems with this introduction: *The given graph below shows the data about how many peoples used internet in four country in 2010 and 2020 year.* (Hint: word choice, grammar, and style.)

PRACTICE — Activity 3 — Write introductions for these visuals

A line graph showing monthly rainfall in two cities over one year

A table comparing the prices of five household goods in 2024

A process diagram showing how a smartphone is assembled

A map showing changes to a school campus between 2000 and 2025

NOTE — Activity 2 answers

given graph below is redundant — choose one

peoples should be *people* (no plural)

four country should be *four countries*

2020 year should simply be *2020*

data about how many is wordy — use *the number of*

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CHAPTER 5

Overview Writing Masterclass

If there is one paragraph that decides your Task 1 band, it is the overview. Examiners are trained to look for it, and its presence or absence directly determines whether you score Band 5 or Band 6 on Task Achievement. This chapter is a complete masterclass on overview writing.

5.1 What Examiners Expect

The official band descriptors are explicit about the overview. At Band 6, the script must *present an overview*. At Band 7, the overview must *present the main trends, differences or stages*. At Band 8, key features must be *clear and well-highlighted*. At Band 9, the overview is *fully effective*. In other words, the overview is the single feature that distinguishes a Band 5 answer from a Band 6 answer, and a Band 6 answer from a Band 7 answer.

An effective overview has three characteristics. First, it summarises rather than describes — it states what is true overall, not what happened in each individual year. Second, it identifies the most significant features — the biggest change, the highest value, the dominant category, the main trend. Third, it contains no specific numbers, because numbers belong in the body paragraphs. The overview is a high-level statement of what the visual shows.

5.2 Strong vs Weak Overviews

The fastest way to understand what makes a strong overview is to compare strong and weak versions of the same chart. Below are five pairs based on common Task 1 visuals.

Line graph: internet access in four countries 2010–2020

EXAMPLE — Weak overview

Overall, the chart shows changes in internet access over time.

EXAMPLE — Strong overview

Overall, internet access rose steadily in all four countries over the decade, although the rate of growth differed markedly between them, and the gap between the leaders and the rest narrowed considerably by 2020.

Bar chart: energy production by source in five countries

EXAMPLE — Weak overview

Overall, all the countries produce energy in different ways.

EXAMPLE — Strong overview

Overall, fossil fuels remained the dominant source of energy in every country, although the balance between coal, gas and oil varied substantially, and renewable sources played a more significant role in the European nations than in the others.

Pie chart: household spending in 2010 and 2020

EXAMPLE — Weak overview

Overall, spending changed between 2010 and 2020.

EXAMPLE — Strong overview

Overall, the proportion of household income devoted to food and housing fell over the decade, while spending on transport and leisure rose, reflecting a shift in consumer priorities.

Table: average salaries in five industries

EXAMPLE — Weak overview

Overall, some industries pay more than others.

EXAMPLE — Strong overview

Overall, the finance and technology sectors offered the highest average salaries, while retail and hospitality paid the least, and the gap between the highest and lowest paid industries exceeded two to one.

Process diagram: olive oil production

EXAMPLE — Weak overview

Overall, there are several stages in the process.

EXAMPLE — Strong overview

Overall, the production of olive oil is a six-stage process that begins with the harvesting of olives and ends with the bottling and distribution of the finished oil, with the pressing and refining stages being the most technically complex.

Map: town centre changes 1990–2020

EXAMPLE — Weak overview

Overall, the town centre has changed a lot.

EXAMPLE — Strong overview

Overall, the town centre was extensively modernised over the thirty-year period, with the loss of industrial buildings, the expansion of retail and residential space, and the addition of a pedestrian zone and new transport links.

5.3 How to Identify Key Features

The skill at the heart of overview writing is identifying the key features of a visual. A key feature is a piece of information that, if removed, would change the overall picture the visual conveys. Trivial details — small fluctuations, identical values, year-on-year numbers — are not key features. Major trends, dominant categories, biggest changes and clear contrasts are.

Use the following checklist to identify key features for any visual:

- **Highest and lowest:** Which category, country or series is highest? Which is lowest?
- **Biggest change:** Which item changed the most over the time period? Which changed the least?
- **Overall direction:** Did most items rise, fall, or remain stable?
- **Convergence or divergence:** Did the items move closer together or further apart over time?
- **Dominant category:** If the visual shows proportions, which category is largest? Which is smallest?
- **Notable exceptions:** Is there one item that behaves differently from the others? This is often worth mentioning.

Aim to identify two to four key features per visual. Fewer than two suggests you have missed important information; more than four suggests you are listing details rather than summarising. The overview should mention the most important two or three; the rest can appear in the body paragraphs.

TIP — The 30-second overview test

Look at the visual for thirty seconds, then look away and say out loud what you remember. The two or three things you mention are your key features. If you cannot describe the visual in one sentence, you have not yet identified its key features.

5.4 Where to Place the Overview

The overview can appear either as the second paragraph (immediately after the introduction) or as the final paragraph (after the body). Both placements are accepted by examiners. The second-paragraph placement is more common and is generally recommended, because it ensures the examiner sees the overview early and reads the body paragraphs with the overall picture already in mind. The final-paragraph placement is riskier because if your answer is unfinished, the examiner may not see the overview at all, which caps your Task

Achievement band at 5.

> **NOTE — Recommendation**
>
> Place the overview as the second paragraph. Begin it with a signpost word such as *Overall*, *In general*, or *Looking at the broad picture*. Keep it to two or three sentences. Do not include specific numbers.

5.5 Thirty Overview Sentence Templates

Below are thirty reusable sentence templates for overviews, organised by visual type. Each template is a starting point — fill in the blanks with the specific features of your chart, and rephrase to avoid sounding mechanical. Never copy a template word-for-word more than once in any single answer.

Line Graph Overview Templates

1. Overall, the graph shows a clear upward/downward trend in [topic] over the [time period], with [series 1] experiencing the most dramatic change.

2. Overall, all [number] series followed a similar trajectory, rising/falling over the period, although [exception] stood out by [behaviour].

3. In general, [topic] grew steadily throughout the period, while [comparison topic] fluctuated and ended the period [higher/lower] than it began.

4. Overall, the gap between [highest series] and [lowest series] narrowed/widened considerably over the period.

5. Looking at the broad picture, the period was characterised by consistent growth/decline across all categories, with [series] leading the way.

Bar Chart Overview Templates

6. Overall, [category] dominated the chart, accounting for significantly more than any other category, while [lowest category] was the smallest.

7. In general, the chart reveals substantial variation between [groups], with [group 1] markedly higher/lower than [group 2].

8. Overall, the differences between [group 1] and [group 2] were negligible for [category X] but pronounced for [category Y].

9. Looking at the broad picture, [topic] was unevenly distributed, with the top three categories together representing more than half of the total.

10. Overall, the data show a clear ranking, with [category] at the top and [category] at the bottom, and the gap between them exceeding [number] units.

Pie Chart Overview Templates

11. Overall, [category] constituted the largest share of [total], while the remaining categories were noticeably smaller.

12. In general, the two pie charts show a clear shift away from [old dominant category] towards [new dominant category] over the period.

13. Overall, the distribution was relatively even/uneven, with [category] and [category] together accounting for over half of the total.

14. Looking at the broad picture, no single category dominated, and the proportions were spread fairly evenly across the [number] categories.

15. Overall, the proportion of [category] more than doubled/halved over the period, reflecting a significant structural change.

Table Overview Templates

16. Overall, the table shows substantial variation across [rows], with [highest row] significantly outperforming the others.

17. In general, [column 1] was consistently the highest/lowest across all [rows], while [column 2] showed more variation.

18. Overall, the data reveal a clear correlation between [variable 1] and [variable 2], with [row] standing out as the most notable exception.

19. Looking at the broad picture, [topic] rose/fell across all categories, although the magnitude of the change differed considerably.

20. Overall, the figures indicate that [category] was the most/least [adjective], with the gap between the top and bottom exceeding [number].

Process Diagram Overview Templates

21. Overall, the process consists of [number] main stages, beginning with [first stage] and ending with [last stage].

22. In general, the production of [product] is a linear/cyclical process that involves [number] distinct steps, the most technically complex of which is [stage].

23. Overall, the diagram illustrates how [input] is transformed into [output] through a sequence of physical and chemical changes.

24. Looking at the broad picture, the process can be divided into two main phases: preparation and production, with [stage] marking the transition.

25. Overall, the procedure is largely automated/manual, with human intervention required only at the [stage] and [stage] steps.

Map Overview Templates

26. Overall, the maps show that [place] was extensively redeveloped over the period, with [main change] the most striking transformation.

27. In general, the area shifted from a primarily [old function] area to a [new function] one, with several new facilities introduced.

28. Overall, the most noticeable changes were the [change 1] and the [change 2], while [unchanged feature] remained as before.

29. Looking at the broad picture, the [place] became more [adjective] over the period, with significant expansion of [feature] and the loss of [feature].

30. Overall, the redevelopment prioritised [goal], as seen in the addition of [new feature] and the removal of [old feature].

5.6 Overview Practice

PRACTICE — Practice — Write overviews for these visuals

A line graph showing daily temperature in three cities over a week

A bar chart comparing the number of tourists visiting five countries in 2023

A pie chart showing the modes of transport used by commuters in London

A table giving the percentages of households with various appliances in 2000 and 2020

A process diagram showing how paper is recycled

A map showing the development of a coastal town between 1980 and 2020

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CHAPTER 6

Body Paragraph Writing Techniques

The two body paragraphs carry the bulk of your Task 1 answer and most of your marks for Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy. This chapter shows you how to group information logically, structure each paragraph internally, and link your sentences so the reader never loses the thread.

6.1 The Purpose of Body Paragraphs

The body paragraphs do the detailed work of the answer: they present specific data from the visual, make comparisons, and demonstrate that you can use a range of vocabulary and grammar accurately. Each body paragraph should focus on one group of related information. If you have grouped the data well, each paragraph will have a clear focus that can be stated in a single sentence — the topic sentence.

A typical body paragraph is 60 to 80 words long and contains four to six sentences. It opens with a topic sentence that tells the reader what the paragraph is about. It then presents three to five data points, woven into sentences rather than listed as numbers. It closes with a comparison or summary sentence that rounds off the paragraph and links to the next one. The structure is consistent across all chart types.

6.2 How to Group Information

Grouping is the most important skill in body paragraph writing. A common Band 5 or 6 mistake is to describe every data point in the order it appears on the visual. This produces a flat, mechanical answer that reads like a list. Grouping instead means finding the two or three natural clusters of data in the visual and dedicating one body paragraph to each cluster.

There are three reliable grouping strategies:

1. **Group by trend direction:** In a line graph with multiple series, put the series that rose strongly in one paragraph and those that rose weakly or fell in another.
2. **Group by category:** In a bar chart or pie chart, put related categories together (e.g. fossil fuels in one paragraph, renewables in another).
3. **Group by time period or stage:** In a table with multiple years, put the earlier years in one paragraph and the later ones in another. In a process diagram, put the early stages in one paragraph and the later stages in another.

EXAMPLE — Grouping in practice

Visual: *A line graph showing car ownership in five countries from 1990 to 2020.*

Body Paragraph 1 (high-growth countries): *China and India — both began low and rose sharply*

Body Paragraph 2 (mature markets): *USA, Germany, Japan — began high and grew slowly or stabilised*

6.3 The Internal Structure of a Body Paragraph

Within each body paragraph, the same internal structure applies. This is not a rigid template — sentences can be combined or reordered — but it is a reliable starting point that produces a coherent paragraph every time.

Position	Role	Example phrase
Sentence 1	Topic sentence — state the focus of the paragraph	Among the four countries, Germany and France saw the fastest growth.
Sentence 2	First data point — give a specific number with year/unit	Germany began the period at roughly 65 percent and climbed to over 90 percent by 2020.
Sentence 3	Second data point — give another related number	France followed a similar trajectory, rising from 60 percent to 88 percent.
Sentence 4	Comparison or contrast — link the two data points	Both countries therefore added close to 25 percentage points over the decade.
Sentence 5	Closing or transition — round off or lead into the next paragraph	Their growth, however, was outpaced by developments elsewhere in the region.

Table 6.1 — The internal structure of a body paragraph.

6.4 Linking Language Within and Between Paragraphs

Coherence and Cohesion at Band 7 and above requires linking that is natural rather than mechanical. The examiner should not notice your transitions; they should simply find your writing easy to follow. Avoid openers like *Firstly, Secondly, Thirdly, In conclusion* — these signal a Band 6 ceiling. Instead, use a mix of referencing, substitution, and meaning-based transitions.

Within paragraphs — referencing and substitution

- *This, these, that:* Refer back to a previously mentioned idea. *This growth was particularly rapid in the final five years.*
- *The former, the latter:* Refer to one of two previously mentioned items. *The former stabilised in 2015, while the latter continued to rise.*
- *Both, neither, either:* Refer to two items together. *Both countries added close to 25 percentage points.*
- *Such:* Refer back to a category. *Such fluctuations were not seen in other categories.*

Between paragraphs — natural transitions

- *By contrast, / In contrast,* — when the next paragraph presents opposite-trend data
- *Similarly, / A similar pattern was seen in...* — when the next paragraph presents parallel data
- *The remaining countries... / Among the other categories...* — when moving to the second group
- *More dramatic changes were seen in...* — when moving to more significant data

WARNING — Mechanical transitions to avoid

Firstly, Secondly, Thirdly — sounds like a list, not a report

Moreover, Furthermore — too formal and repetitive

In conclusion — Task 1 does not need a conclusion

As mentioned above — fills space but adds no value

It is clear that — overused and often unnecessary

6.5 Worked Examples — Same Data, Different Groupings

To illustrate how grouping decisions shape the answer, here are two different body paragraph groupings for the same line graph (internet access in four European countries 2010–2020). Both are valid; the choice depends on what the data emphasises.

Option A — Grouped by growth rate

Body Paragraph 1 (fastest growers): Among the four countries, Germany and France saw the fastest growth in internet access. Germany began the period at roughly 65 percent and climbed steadily to over 90 percent by 2020, while France followed a similar trajectory, rising from 60 percent to 88 percent. Both nations therefore added close to 25 percentage points over the decade, with Germany maintaining a narrow lead throughout.

Body Paragraph 2 (slower growers): Spain and Italy grew more slowly but still ended the period well above their starting points. Spain increased from 50 percent to 78 percent, and Italy from 45 percent to 72 percent. Although both countries remained below the French and German levels, their growth was consistent, and the gap with the leaders gradually narrowed.

Option B — Grouped by initial level

Body Paragraph 1 (started high): Two countries began the period with already high levels of internet access. Germany started at around 65 percent, the highest of the four, and continued to rise steadily to over 90 percent by 2020. France, starting at 60 percent, followed a similar pattern and reached 88 percent by the end of the decade.

Body Paragraph 2 (started low): Spain and Italy, by contrast, began the period with lower levels of access but closed much of the gap over the decade. Spain rose from 50 percent to 78 percent, while Italy climbed from 45 percent to 72 percent. Although both finished below the level of Germany and France, the difference between the four countries was far smaller in 2020 than it had been in 2010.

TIP — Which grouping should you choose?

Choose the grouping that makes the data tell the clearest story. If the most striking feature is the difference in growth rates, group by growth rate (Option A). If the most striking feature is the convergence between countries, group by initial level (Option B). Your overview should match your grouping.

6.6 Common Body Paragraph Mistakes

Weak Body Paragraph	Strong Body Paragraph
In 2010 it was 65 percent. In 2011 it was 67 percent. In 2012 it was 70 percent...	Germany began the period at roughly 65 percent and climbed steadily to over 90 percent by 2020, an increase of approximately 25 percentage points.
Germany went up. France also went up. Spain went up too. Italy also went up.	All four countries saw rising internet access over the period, although the rate of growth varied considerably.
The number for Germany was 65 in 2010 and 90 in 2020. This is a big increase. Then France...	Germany, starting at 65 percent, added close to 25 percentage points to reach over 90 percent by 2020. France followed a similar trajectory.
In the chart we can see that Germany has 65 percent in 2010. It is interesting that France has 60 percent.	Germany recorded the highest starting point at 65 percent, narrowly ahead of France at 60 percent. Both nations maintained this order throughout the period.

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CHAPTER 7

Line Graph Guide

Line graphs are the most common Task 1 visual. They show how one or more quantities change over time, making them ideal for tracking trends. This chapter gives you everything you need: vocabulary, strategy, mistakes to avoid, Band 9 tips, a reusable template, and three complete model answers.

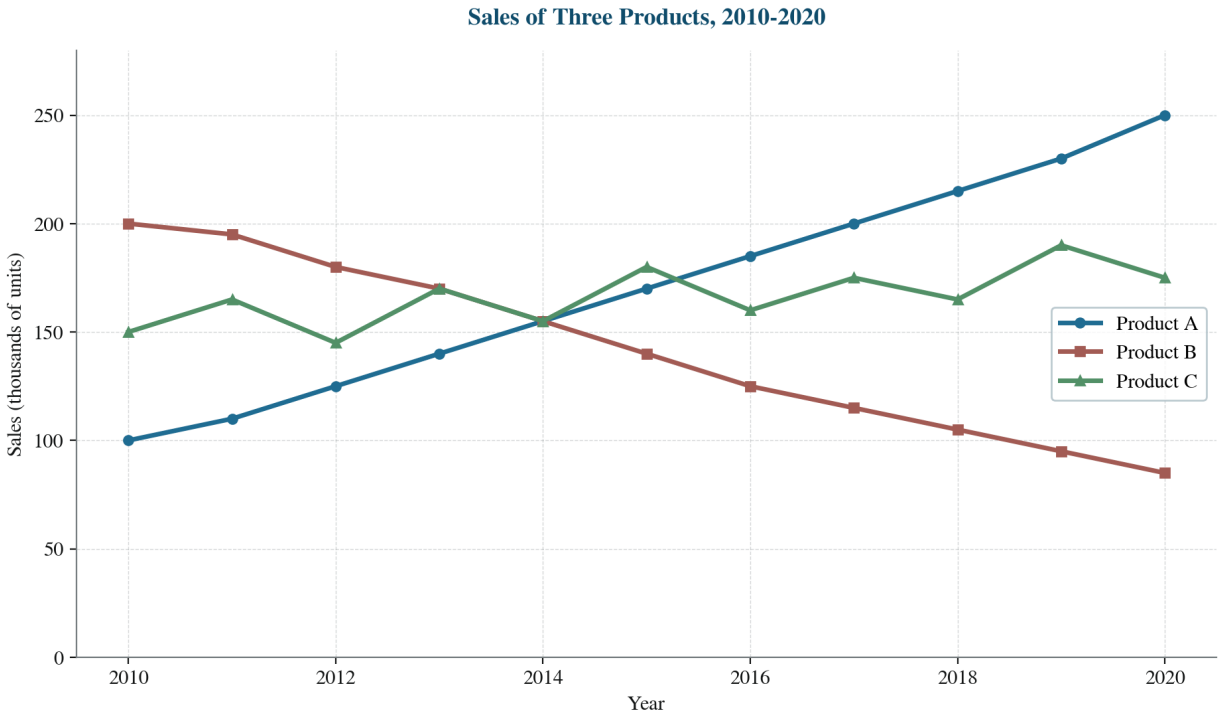

Figure 7.1 — An introductory line graph showing three different trend patterns: steady growth, steady decline, and fluctuation.

7.1 What Line Graphs Show

A line graph plots a quantitative variable on the vertical axis against time (or occasionally another continuous variable) on the horizontal axis. Each line on the graph represents a series — typically a country, a product, a demographic group, or any category whose values change over time. The slope of the line tells you the rate of change: a steep line means rapid change, a flat line means stability, and a line that reverses direction means a trend change.

Line graphs can show one series (rare in IELTS) or multiple series (the norm). When there are multiple series, the question is asking you to compare their trends. Your overview should state the overall direction of movement, identify which series grew or shrank the most, and note any convergence or divergence between them.

7.2 Line Graph Strategy

Use this step-by-step strategy every time you face a line graph. With practice, the steps become automatic and take only two or three minutes.

1. **Read the title and axes** — confirm what is being measured, the units, and the time period.
2. **Identify the series** — note how many lines there are and what each represents.
3. **Find the overall trend** — are most lines rising, falling, or fluctuating?
4. **Identify key features** — highest, lowest, biggest change, points of convergence or divergence.
5. **Group the series** — cluster them by trend direction or by starting level, for two body paragraphs.
6. **Decide tense** — past simple for completed past periods, present perfect for periods extending to now, present simple for graphs without time.
7. **Write** — introduction, overview, two body paragraphs. Aim for 170 to 200 words.

7.3 Line Graph Vocabulary

Line graphs demand a wide vocabulary for describing change. The tables below give you the words you need, with examples. Avoid repeating the same verb more than twice in any single answer.

Vocabulary for Increase

Word / Phrase	Type	Example
rise	verb	Sales rose from 100 to 150 units.
increase	verb / noun	There was a sharp increase in demand.
grow	verb	The population grew steadily over the decade.
climb	verb	Profit margins climbed to a record high.
go up	phrasal verb	Average prices went up by 5 percent.
surge	verb / noun	The number of users surged in 2020.
soar	verb	Online sales soared during the holiday period.
rocket	verb	The share price rocketed after the announcement.
jump	verb / noun	There was a sudden jump in applications.
expand	verb	The market expanded significantly.
escalate	verb	Costs escalated throughout the year.
spike	verb / noun	Traffic spiked during the morning rush hour.
upward trend	phrase	The chart shows a clear upward trend.
gain	verb / noun	The currency gained value against the dollar.

Vocabulary for Decrease

Word / Phrase	Type	Example
fall	verb / noun	Profits fell sharply in the third quarter.
decline	verb / noun	There was a steady decline in membership.
drop	verb / noun	Average temperatures dropped in November.
decrease	verb / noun	The number of complaints decreased over time.
go down	phrasal verb	Production went down by 12 percent.
plunge	verb	Share prices plunged after the report.
plummet	verb	Tourist numbers plummeted during the pandemic.
slump	verb / noun	The industry slumped in the early 2000s.
dip	verb / noun	Sales dipped briefly before recovering.
slide	verb	The currency slid against the euro.
shrink	verb	The workforce shrank by a third.
contract	verb	The economy contracted for two consecutive quarters.
downward trend	phrase	The data reveal a downward trend in crime.
lose ground	phrase	The party lost ground to its rivals.

Vocabulary for Fluctuation

Word / Phrase	Type	Example
fluctuate	verb	Prices fluctuated throughout the year.
oscillate	verb	The figures oscillated between 40 and 60.
vary	verb	Demand varied considerably from month to month.
rise and fall	phrase	The numbers rose and fell unpredictably.
volatile	adjective	The market was highly volatile during this period.
unstable	adjective	Exchange rates remained unstable.
irregular	adjective	The pattern was irregular and hard to predict.
peak and trough	phrase	The series showed a series of peaks and troughs.

Vocabulary for Stability

Word / Phrase	Type	Example
remain stable	phrase	Unemployment remained stable at around 5 percent.
stay constant	phrase	The figures stayed constant for two years.
level off	phrasal verb	Growth levelled off in the final quarter.
plateau	verb / noun	Sales plateaued at 1,000 units per month.
steady	adjective	There was a steady increase in production.
unchanged	adjective	The figure was unchanged from the previous year.
hover around	phrase	The rate hovered around 3 percent throughout.
maintain	verb	The company maintained its market share.

Vocabulary for Peaks and Lows

Word / Phrase	Type	Example
peak	verb / noun	Sales peaked in July at 5,000 units.
reach a peak	phrase	The figure reached a peak of 80 percent.
hit a high	phrase	Temperatures hit a high of 32 degrees.
trough	noun	The series reached its trough in February.
reach a low	phrase	Production reached a low of 200 units.
bottom out	phrasal verb	Prices bottomed out in March before recovering.
at its highest	phrase	The proportion was at its highest in 2015.
at its lowest	phrase	Imports were at their lowest in 2010.

Adverbs of Degree (combine with verbs above)

Adverb	Strength	Example
dramatically / sharply / steeply	very strong	Sales rose dramatically.
considerably / substantially / significantly	strong	Prices fell considerably.
moderately / steadily / gradually	medium	Output grew steadily.
slightly / marginally / modestly	weak	Numbers rose slightly.
minimally / negligibly	very weak	The figure changed minimally.

7.4 Common Mistakes on Line Graphs

Mistake	Correction
The line went up and up and up.	The line rose steadily throughout the period, gaining approximately 30 percentage points.
In 2010 it was 50. In 2011 it was 55. In 2012 it was 60...	Between 2010 and 2015, the figure rose from 50 to 75, an increase of 50 percent.
The graph shows that Germany is more better than France.	Germany maintained a higher level than France throughout the period.
The number increased to 100% in 2020, which is double.	The proportion doubled, reaching 100 percent in 2020.
There was a fluctuation which fluctuated.	The figure fluctuated between 40 and 60 throughout the period.

7.5 Band 9 Tips for Line Graphs

TIP — Five tips that separate Band 8 from Band 9

Use three or four different verbs for increase and decrease — never repeat

Combine a verb with an adverb of degree (*rose sharply*) at least twice

Mention at least one specific year and one specific number in each body paragraph

Make at least one comparison between series using *while, whereas, by contrast*

Conclude each body paragraph with a sentence that links to the next group

7.6 Line Graph Template

Below is a flexible template for any line graph. Replace the bracketed text with the specifics of your chart. The template is intentionally not robotic — adapt the phrasing so it sounds natural.

EXAMPLE — Line Graph Template

Introduction: *The line graph illustrates [what is measured] in [number] [categories] over the [time period] from [start year] to [end year].*

Overview: *Overall, [topic] [rose/fell] [steadily/sharply] in [all/most] of the [categories] over the period, although the rate of growth differed markedly. By [end year], [key feature such as convergence or persistence of a gap].*

Body Paragraph 1: *Among the [categories], [group 1] saw [the strongest growth / the highest levels]. [Series A] began the period at roughly [starting number] and [climbed / fell] to [end number] by [end year]. [Series B] followed a similar trajectory, [rising / falling] from [start] to [end]. Both [categories] therefore [gained / lost] approximately [number] [units] over the period.*

Body Paragraph 2: *[Group 2], by contrast, [behaviour]. [Series C] [increased / decreased] from [start] to [end], while [Series D] [behaviour]. Although [comparison with group 1], [concluding observation about the gap or the overall picture].*

7.7 Line Graph Questions and Model Answers

Question 1 — Internet access in four countries

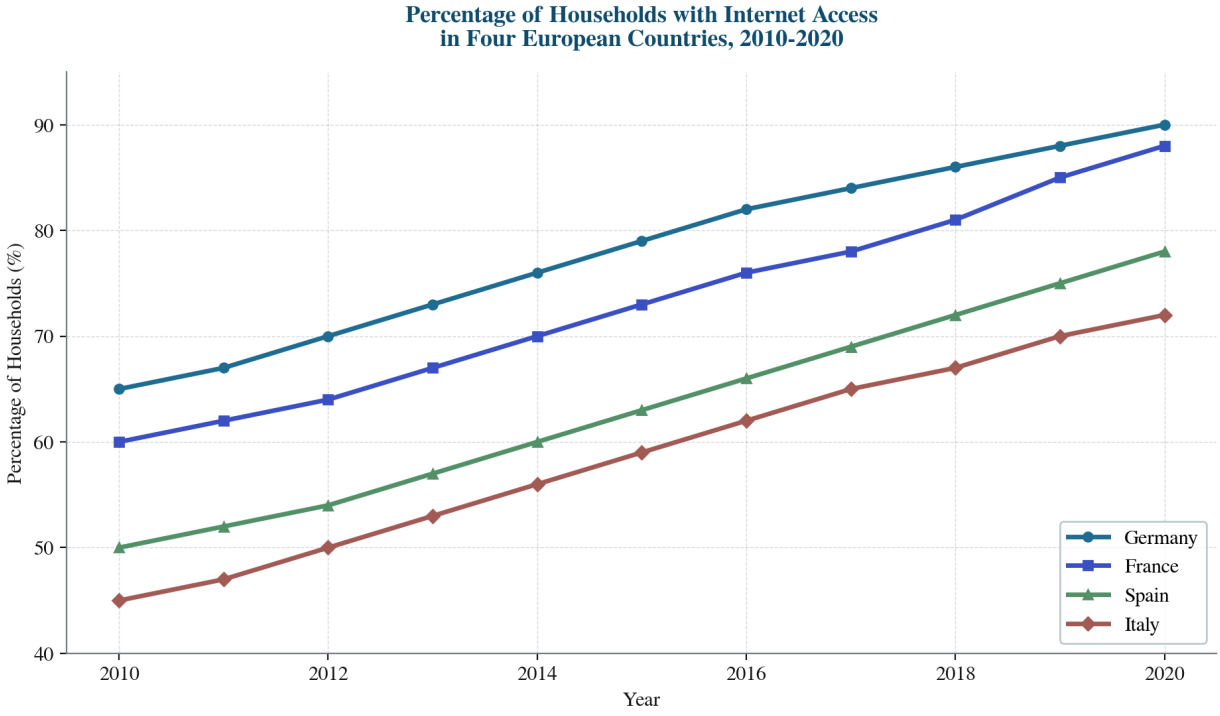

Figure 7.2 — Line graph: internet access in four European countries, 2010-2020.

The line graph below shows the percentage of households with internet access in four European countries (Germany, France, Spain and Italy) between 2010 and 2020.

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

Write at least 150 words.

Model answer:

The line graph illustrates the proportion of households with an internet connection in four European nations over the ten-year period from 2010 to 2020.

Overall, internet access rose steadily in all four countries, although the rate of growth differed markedly. By the end of the period, the gap between the highest and lowest nations had narrowed considerably, with all four above the eighty percent mark.

Among the four countries, Germany and France saw the fastest growth. Germany began the period at roughly 65 percent and climbed steadily to over 90 percent by 2020, while France followed a similar trajectory, rising from 60 percent to 88 percent. Both nations therefore added close to 25 percentage points over the decade, with Germany maintaining a narrow lead throughout.

Spain and Italy grew more slowly but still ended the period well above their starting points. Spain increased from 50 percent to 78 percent, and Italy from 45 percent to 72 percent. Although both countries remained below the French and German levels, their growth was consistent, and the gap with the leaders gradually narrowed.

Word count: 189

Question 2 — Coffee consumption in three countries

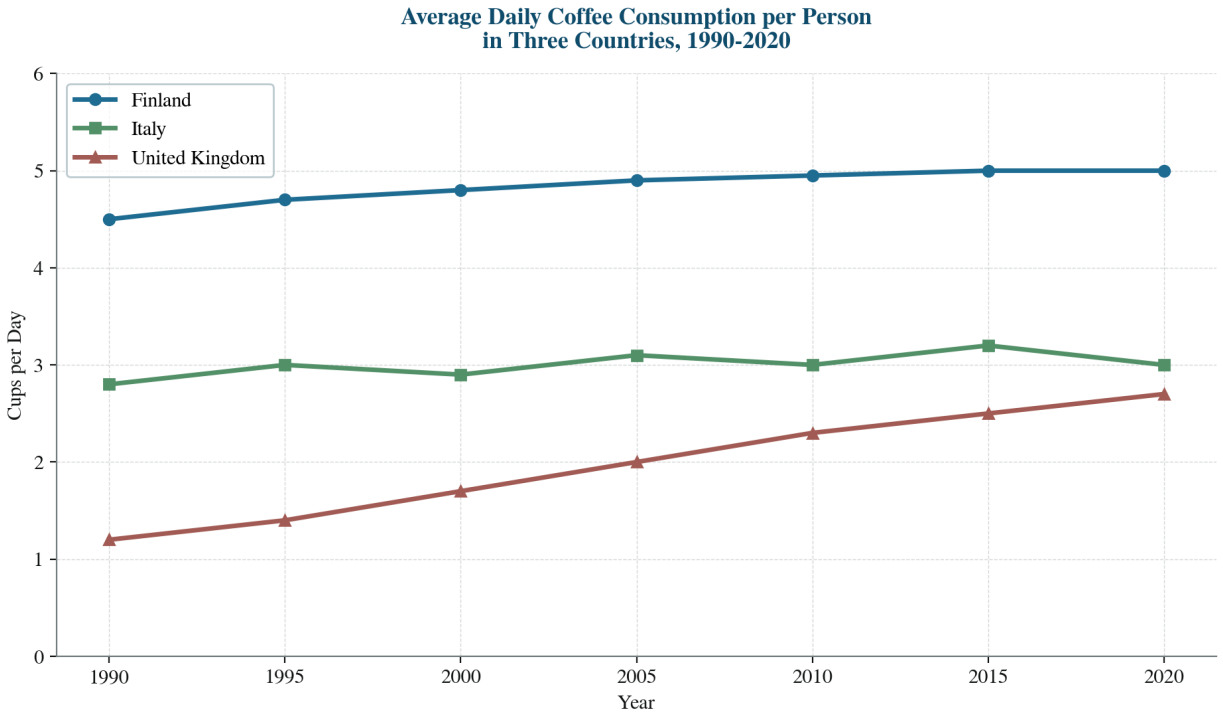

Figure 7.3 — Line graph: average daily coffee consumption per person, 1990-2020.

The line graph below shows the average daily coffee consumption per person in three countries (Finland, Italy and the United Kingdom) from 1990 to 2020.

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

Write at least 150 words.

Model answer:

The line graph compares average daily coffee consumption per person in Finland, Italy and the United Kingdom over a thirty-year period from 1990 to 2020.

Overall, coffee consumption rose in all three countries, but the patterns differed significantly. Finland maintained the highest level throughout, while the United Kingdom, despite starting from the lowest base, recorded the steepest growth and substantially closed the gap with Italy by the end of the period.

Finland began the period as the heaviest coffee consumer at approximately 4.5 cups per day, and this figure rose modestly to around 5 cups by 2020. Italy, by contrast, remained remarkably stable, fluctuating between 2.8 and 3.2 cups throughout the three decades. Although Italy maintained second place, its overall growth was negligible compared with the trends seen elsewhere.

The United Kingdom showed the most dramatic change. Starting from just 1.2 cups per day in 1990, consumption climbed steadily to reach 2.7 cups by 2020, more than doubling over the period. By the end of the thirty years, British consumers were drinking almost as much coffee as their Italian counterparts, a striking shift in a country traditionally associated with tea.

Word count: 197

Question 3 — Public transport use in two cities

Figure 7.4 — Line graph: public transport use in London and Berlin, 2000-2020.

The line graph below shows the percentage of commuters using public transport in London and Berlin between 2000 and 2020.

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

Write at least 150 words.

Model answer:

The line graph illustrates the proportion of commuters using public transport in London and Berlin over a twenty-year period from 2000 to 2020.

Overall, public transport use followed opposite trajectories in the two cities. Berlin experienced a steady rise throughout the period, while London declined sharply in the middle years before recovering partially. By 2020, Berlin had overtaken London, having begun the period well behind it.

In 2000, London led comfortably, with roughly 45 percent of commuters using public transport, compared with Berlin's 32 percent. However, London's figure fell steadily between 2005 and 2015, dipping to a low of around 30 percent. The decline coincided with rising car ownership in the capital's outer districts, although the figure recovered slightly in the final five years to reach 35 percent by 2020.

Berlin, by contrast, enjoyed continuous growth. The proportion of public transport users rose from 32 percent in 2000 to 41 percent in 2010, and continued climbing to reach 48 percent by 2020. This represented an increase of sixteen percentage points over the period, and meant that Berlin had moved from being well behind London to comfortably ahead of it within two decades.

Word count: 198

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CHAPTER 8

Bar Chart Guide

Bar charts compare quantities across categories. They can appear with or without a time dimension, and the categories can be countries, products, age groups or any other discrete grouping. This chapter shows you how to handle them with confidence.

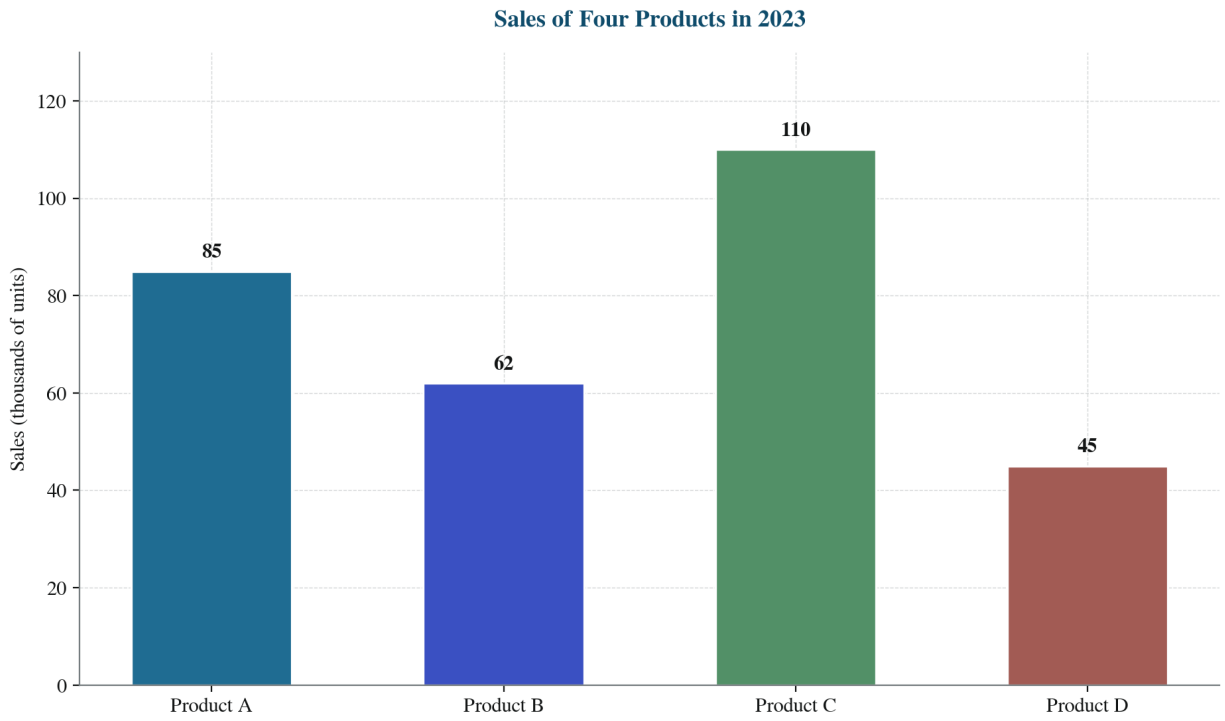

Figure 8.1 — An introductory bar chart comparing sales of four products in 2023.

8.1 What Bar Charts Show

A bar chart uses horizontal or vertical bars to show the value of a variable for each of several categories. The length (or height) of each bar represents the value. Bar charts are ideal for comparisons between discrete categories — countries, products, age groups, industries — and they can show data at a single point in time or across multiple time points. When a bar chart shows several time points, it becomes similar to a grouped line graph, and the same trend vocabulary applies.

IELTS bar charts typically have between three and eight categories and may show one or more series. When there are multiple series, the question is asking you to compare within each category and across categories. Look for the highest and lowest bars, the most dramatic differences, and any categories that stand out as exceptions.

8.2 Bar Chart Strategy

1. **Identify the categories** on the main axis and the series (if any) shown by bar colour or grouping.
2. **Find the extremes** — the tallest and shortest bars overall, and within each category.
3. **Note the gaps** — where is the difference between bars large? Where is it small?
4. **Look for patterns** — is there a clear ranking? Are categories grouped by region or type?
5. **Decide grouping** for body paragraphs — typically high performers in one paragraph, low performers in another, or one series per paragraph if there are two series.
6. **Choose tense** — past simple for past years, present simple for a single year, present perfect for a range that includes now.

8.3 Comparison Language for Bar Charts

Bar charts demand a wide range of comparison structures. The table below gives you the language you need, with examples. Avoid repeating *more than* or *higher than* — these are Band 6 default phrases.

Function	Phrase	Example
Higher than	higher than / greater than / exceeding	Germany's figure was higher than France's.
Lower than	lower than / less than / below / beneath	Spain's rate was below the EU average.
Equal to	the same as / identical to / on a par with	Italy's figure was the same as Spain's.
Much higher	considerably higher / substantially greater / well above	The USA was well above the global average.
Slightly higher	marginally higher / slightly above / narrowly ahead of	Germany was narrowly ahead of France.
Twice / half	twice as high as / half that of / double the figure for	Production was twice as high as consumption.
Approximately	approximately / roughly / around / about / in the region of	The figure stood at approximately 40 percent.
Ranking	ranked first / came second / was the lowest / was at the bottom	Germany ranked first among the five countries.
Whereas / while	whereas / while / whilst	Germany led the table, whereas Spain was last.
In contrast	in contrast / by contrast / conversely / on the other hand	Germany saw strong growth. Spain, by contrast, declined.
Compared to	compared to / compared with / relative to	Compared to 2010, the 2020 figure was 50 percent higher.
Outnumber / outpace	outnumbered / outpaced / outweighed	Men outnumbered women in every age group.

8.4 Common Mistakes on Bar Charts

Mistake	Correction
Germany is the most highest.	Germany recorded the highest figure.
The bar of Germany is bigger than France.	Germany's bar was taller than France's. / Germany's figure exceeded that of France.
Germany 45, France 40, Spain 35, Italy 30.	Germany led the table at 45 percent, followed by France at 40. Spain and Italy recorded the lowest figures, at 35 and 30 percent respectively.
All the countries is high.	All five countries recorded figures above the EU average.
Germany has more higher than other.	Germany's figure was the highest of the five, exceeding the second-placed country by ten percentage points.

8.5 Band 9 Tips for Bar Charts

TIP — Five Band 9 techniques

Use ranking language (*led the table*, *came second*, *was at the bottom*) at least once

Use at least two different comparison structures (e.g. *exceeding* and *welled above*)

Mention the gap between the highest and lowest categories explicitly

Group bars into two clusters in your body paragraphs, not describe them in order

Round numbers sensibly — *approximately 40 percent* rather than *39.7 percent* unless precision matters

8.6 Bar Chart Template

EXAMPLE — Bar Chart Template

Introduction: *The bar chart compares [what is measured] across [number] [categories] in [year or time period].*

Overview: *Overall, [category] dominated the chart, [recording the highest figure / well ahead of the others], while [lowest category] was the smallest. The gap between the highest and lowest [exceeded / was approximately] [number] [units].*

Body Paragraph 1: *[Category 1] led the table at [number] [units], followed by [Category 2] at [number]. [Category 3] came third, [recording / reaching] [number]. The [top two / top three] categories together accounted for [proportion] of the total, [well above / far exceeding] the [average / combined total of the rest].*

Body Paragraph 2: *At the other end of the scale, [lowest category] recorded just [number] [units], [marginally below / well below] [second-lowest category] at [number]. [Optional: an interesting exception or notable feature]. Overall, the data reveal a [wide / narrow] spread of values, with [observation about the distribution].*

8.7 Bar Chart Questions and Model Answers

Question 1 — International students at five UK universities

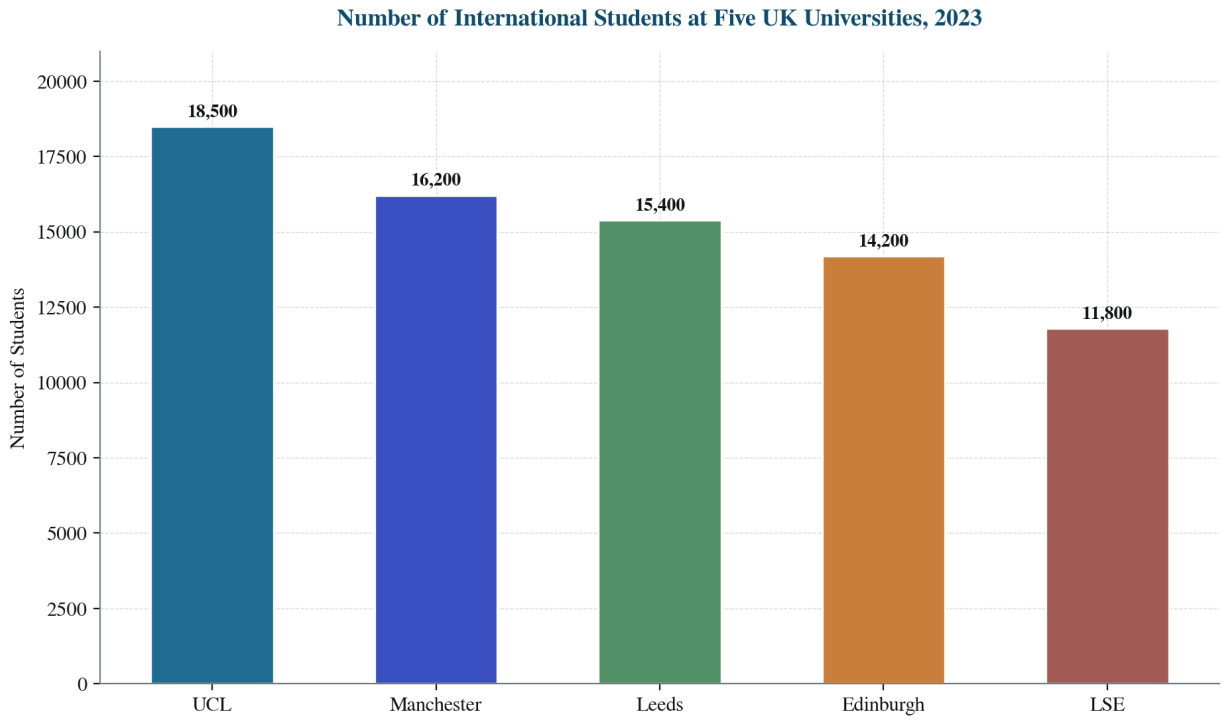

Figure 8.2 — Bar chart: international students at five UK universities, 2023.

The bar chart below shows the number of international students enrolled at five universities in the United Kingdom in 2023.

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

Write at least 150 words.

Model answer:

The bar chart compares the number of international students enrolled at five universities in the United Kingdom in 2023.

Overall, University College London led the chart with the largest international intake, while the University of Edinburgh recorded the smallest. The gap between the highest and lowest institutions exceeded four thousand students, pointing to a considerable variation in international recruitment across the five universities.

University College London headed the table with approximately 18,500 international students, followed closely by the University of Manchester at around 16,200. The London School of Economics came third with roughly 11,800 students, although in proportional terms its international intake was among the highest given its smaller overall size. Together, the top three institutions accounted for over 46,000 students, more than two-thirds of the total shown.

At the lower end of the scale, the University of Edinburgh recorded the smallest international intake at approximately 14,200 students, narrowly behind the University of Leeds at 15,400. Although both universities maintained substantial international communities, they trailed the leaders by between two and four thousand students. The data thus reveal a clear hierarchy, with the London-based and northern institutions recruiting more aggressively than their Scottish counterparts.

Word count: 192

Question 2 — Household spending in four categories

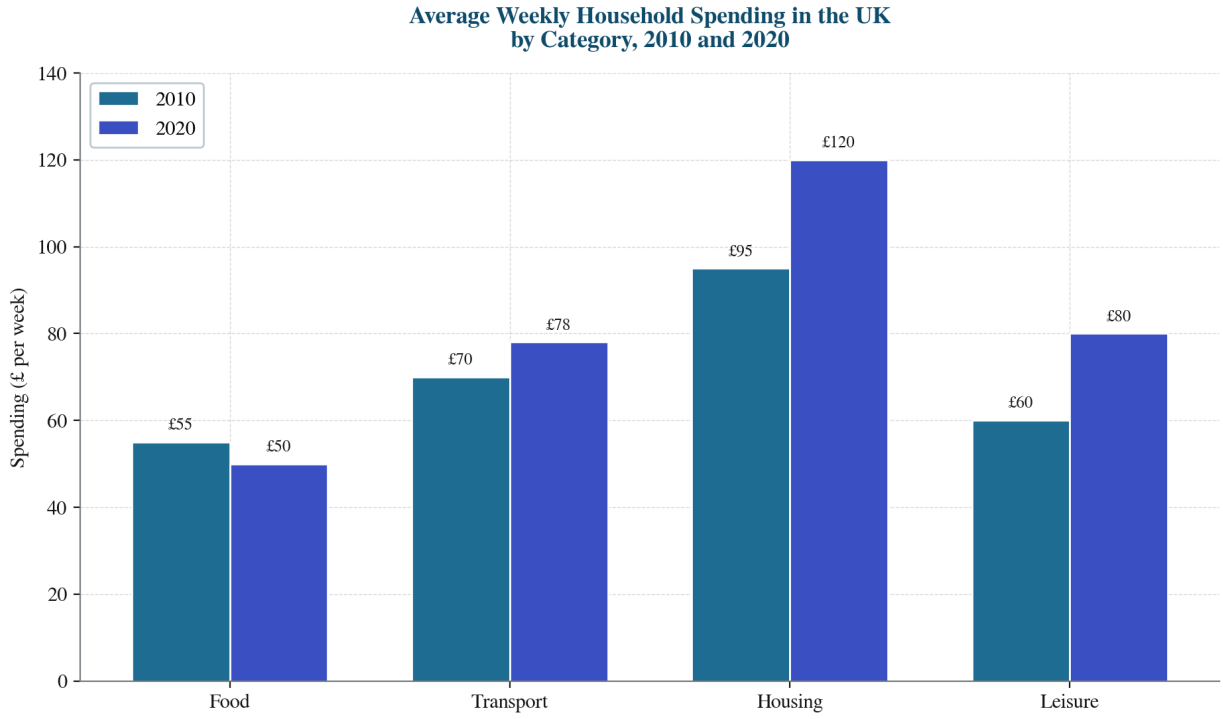

Figure 8.3 — Bar chart: average weekly household spending in the UK, 2010 and 2020.

The bar chart below shows the average weekly household spending on four categories (food, transport, housing and leisure) in the United Kingdom in 2010 and 2020.

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

Write at least 150 words.

Model answer:

The bar chart compares average weekly household spending in the United Kingdom across four categories — food, transport, housing and leisure — in 2010 and 2020.

Overall, housing was the largest single expense in both years, while food accounted for the smallest. Between 2010 and 2020, spending rose in every category except food, with housing and leisure seeing the most noticeable increases.

Housing dominated the chart throughout the period. Average weekly spending on housing rose from approximately £95 in 2010 to £120 in 2020, an increase of more than a quarter. Leisure spending also grew sharply, climbing from around £60 to £80 over the same period, reflecting a clear shift in household priorities towards entertainment and recreation. Transport expenditure rose more modestly, from £70 to £78.

Food, by contrast, was the only category to record a fall. Average weekly spending on food dipped from approximately £55 in 2010 to £50 in 2020, a decline that may reflect the growing popularity of discount supermarkets. Despite this drop, food remained a significant expense. Taken together, the data suggest that British households were spending more on housing and leisure in 2020 than a decade earlier, while food budgets were being squeezed.

Word count: 197

Question 3 — Renewable energy production in six countries

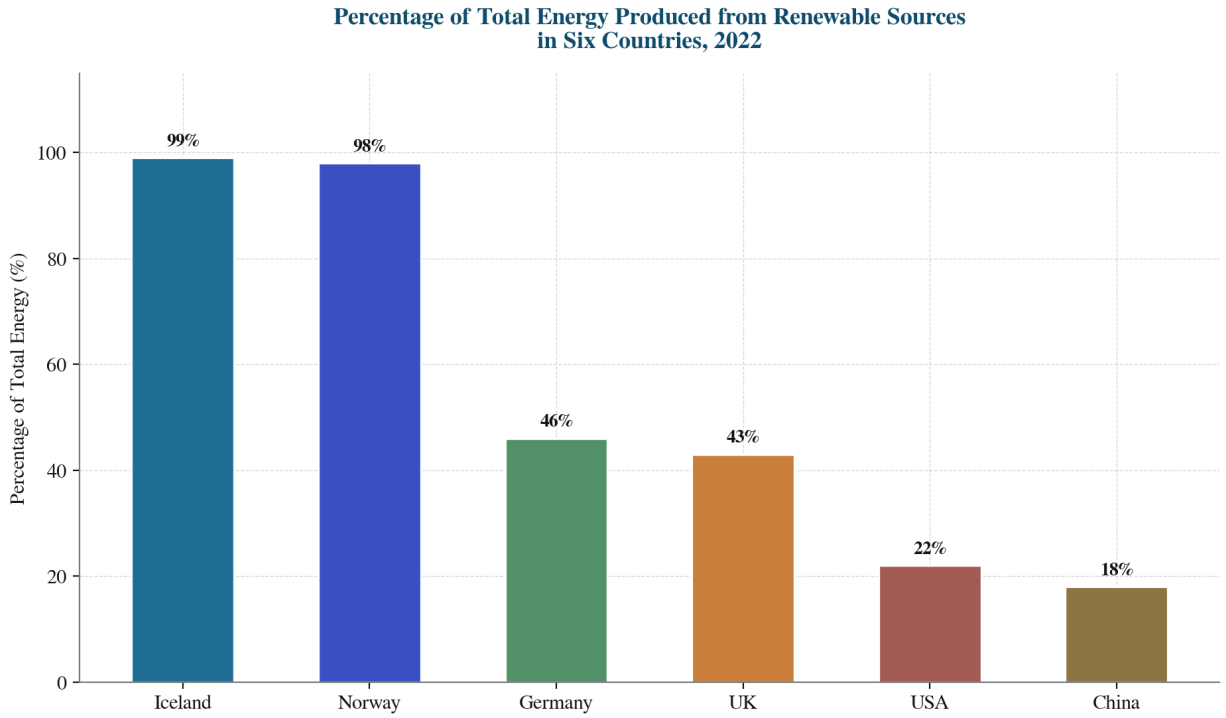

Figure 8.4 — Bar chart: renewable energy production in six countries, 2022.

The bar chart below shows the percentage of total energy produced from renewable sources in six countries in 2022.

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

Write at least 150 words.

Model answer:

The bar chart displays the share of total energy generated from renewable sources in six countries in 2022.

Overall, the six countries fell into three distinct groups. Iceland and Norway recorded by far the highest proportions, both above ninety percent, while Germany and the United Kingdom occupied a middle position, and the United States and China remained at the lower end of the scale despite their large overall energy production.

Iceland led the chart with approximately 99 percent of its energy coming from renewable sources, thanks largely to its extensive geothermal and hydroelectric capacity. Norway followed closely at around 98 percent, drawing on its mountainous terrain and abundant rivers. Both countries have thus virtually decarbonised their energy systems, a position no other country in the chart comes close to matching.

Among the remaining nations, Germany recorded approximately 46 percent, narrowly ahead of the United Kingdom at 43 percent. Both countries have invested heavily in wind and solar capacity over the past decade. The United States and China, by contrast, lagged behind at roughly 22 and 18 percent respectively, although in absolute terms their renewable output is substantial. The data thus reveal a striking gap between the leaders and the rest, with the Nordic countries more than four times as renewable-dependent as the two largest economies.

Word count: 199

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CHAPTER 9

Pie Chart Guide

Pie charts show proportions of a whole. They are common in IELTS Task 1, especially as pairs of charts comparing two time periods. This chapter covers the specific language and strategies pie charts demand.

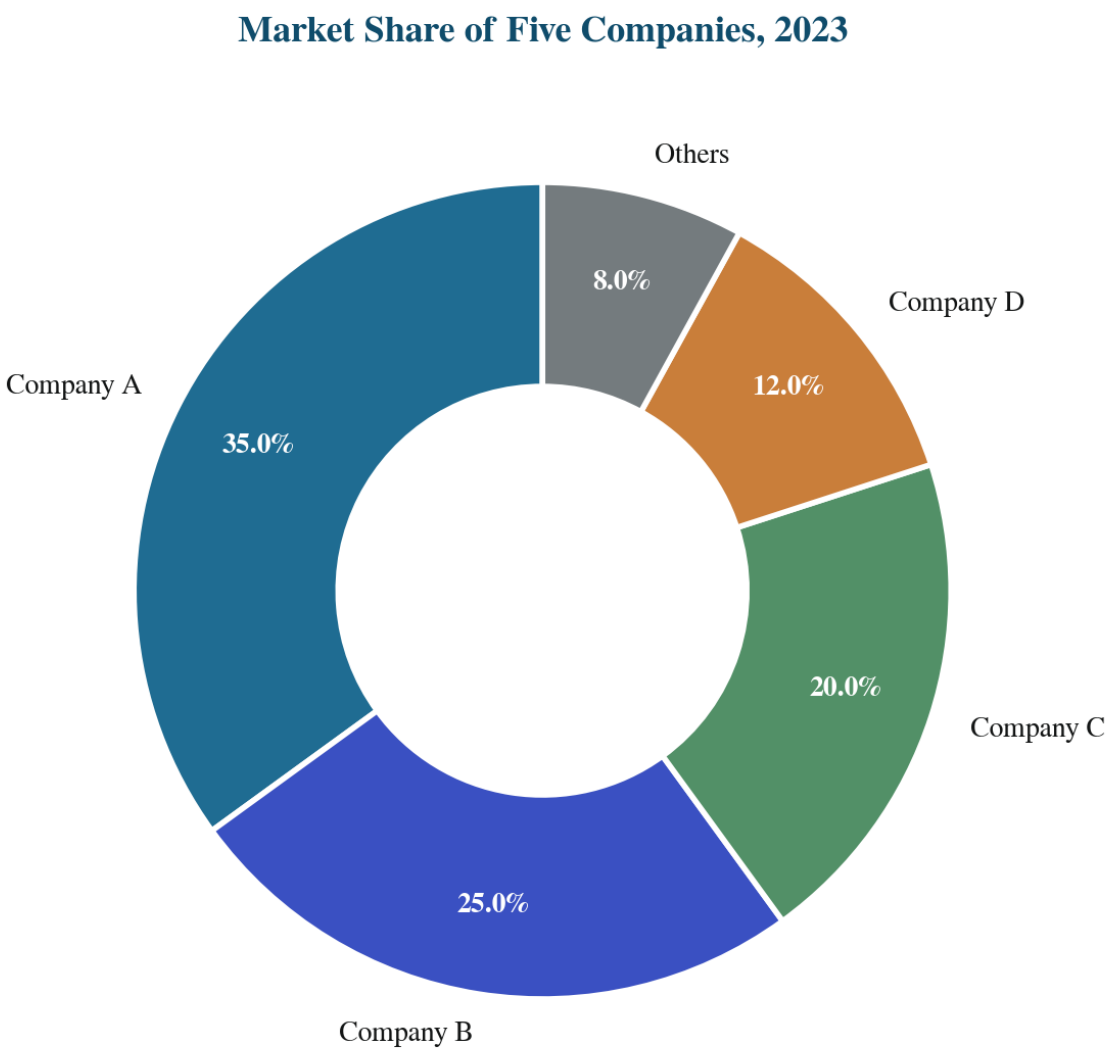

Figure 9.1 — An introductory pie chart showing market share of five companies.

9.1 What Pie Charts Show

A pie chart divides a whole quantity into slices, each representing the proportion held by one category. The size of each slice is proportional to the category's share of the total. Pie charts are ideal for showing *composition* — how a total is split — but they are poor at showing change over time. To address this, IELTS

questions often present two pie charts side by side, each showing the composition at a different moment.

When describing pie charts, you must use proportion language (percentages, fractions, and proportion words like *share*, *portion*, *segment*) rather than trend language. The exception is when two pie charts are presented: then you can describe how the proportions *changed* between the two moments, using language such as *grew from X to Y* or *fell by Z percentage points*.

9.2 Pie Chart Strategy

1. **Identify the whole** — what does 100 percent represent?
2. **List the slices** — how many categories, and what is each?
3. **Find the extremes** — the largest and smallest slices.
4. **Note major groupings** — do the top two or three slices together account for more than half?
5. **If two charts:** identify what grew, what shrank, and what stayed the same between the two periods.
6. **Group body paragraphs** — by chart (one paragraph per pie) or by trend (grew in one, shrank in the other).

9.3 Percentage and Proportion Language

Function	Phrase	Example
Exact share	accounted for / represented / comprised / made up	Housing accounted for 35 percent of total spending.
Largest share	constituted the largest share / made up the biggest portion / was the dominant category	Housing constituted the largest share of household budgets.
Smallest share	was the smallest / accounted for the lowest proportion / represented a mere	Leisure was the smallest category at 8 percent.
Approximate share	approximately / roughly / around / just over / just under	Transport took up just under a quarter of the total.
Fraction language	a quarter / a third / half / three quarters / two thirds	Housing took up more than a third of the total.
Comparison of shares	more than double / twice the share of / half the proportion of	Housing took up twice the share of transport.
Change in share	rose from X to Y / fell by Z percentage points / gained / lost ground	The housing share rose from 30 to 35 percent.
Together	together accounted for / combined made up / in total represented	Housing and food together accounted for over half the budget.
Equivalence	was on a par with / matched / was comparable to	Transport's share matched that of leisure.
Dominance	dominated / led / overshadowed / was by far the largest	Housing dominated the chart in both years.

9.4 Common Mistakes on Pie Charts

Mistake	Correction
Housing was 35%. Transport was 20%.	Housing accounted for 35 percent of total spending, while transport took up a fifth.
The biggest piece was housing.	Housing constituted the largest share of the total.
Housing increased 35%.	Housing's share rose to 35 percent, up from 30 percent in 2010.
The pie chart shows that 35% housing, 20% transport, 15% food.	The pie chart shows that housing accounted for 35 percent of the total, followed by transport at 20 percent and food at 15 percent.
Most of the people choose housing.	Housing was the largest single category of expenditure.

9.5 Band 9 Tips for Pie Charts

TIP — Five Band 9 techniques

Use at least three different proportion verbs (*accounted for, comprised, represented*)

Mix percentages with fractions (*just over a third*, *almost half*) for variety

Mention the combined share of the top two or three categories

When comparing two pies, use percentage-point language (*up five percentage points*)

Highlight the most striking shift between two pies, even if it is not the largest slice

9.6 Pie Chart Template

EXAMPLE — Pie Chart Template (single chart)

Introduction: *The pie chart breaks down [whole] into [number] categories, showing the proportion of [total] held by each in [year].*

Overview: *Overall, [largest category] constituted the largest share, accounting for [percent], while [smallest category] was the smallest at [percent]. [Optional: the top two together represented more than half the total].*

Body Paragraph 1: *[Largest category] dominated the chart at [percent], well ahead of [second category] at [percent]. [Third category] came next at [percent], meaning that the top three categories together accounted for [proportion] of the total.*

Body Paragraph 2: *The remaining slices were noticeably smaller. [Fourth category] took up [percent], followed by [fifth category] at [percent]. [Smallest category] represented just [percent], [a fraction of / well below] the leading category. The data thus show a [concentrated / even] distribution, with [observation about concentration or spread].*

EXAMPLE — Pie Chart Template (two charts)

Introduction: *The two pie charts compare the proportions of [whole] accounted for by [number] categories in [year 1] and [year 2].*

Overview: *Overall, the composition shifted noticeably between the two years. [Category that grew] increased its share, while [category that shrank] declined. [Optional: despite these changes, X remained the largest category throughout].*

Body Paragraph 1: *In [year 1], [largest] dominated at [percent], followed by [second] at [percent] and [third] at [percent]. Together, these three categories accounted for [proportion] of the total. [Smallest category] was the smallest at [percent].*

Body Paragraph 2: *By [year 2], the picture had changed. [Growing category] had risen to [percent], [up / an increase of] [number] percentage points, while [shrinking category] had fallen to [percent]. [Stable category] remained broadly unchanged at [percent]. The most striking shift was [observation], which reflects [no need to explain causes — just describe the change].*

9.7 Pie Chart Questions and Model Answers

Question 1 — Global energy production by source

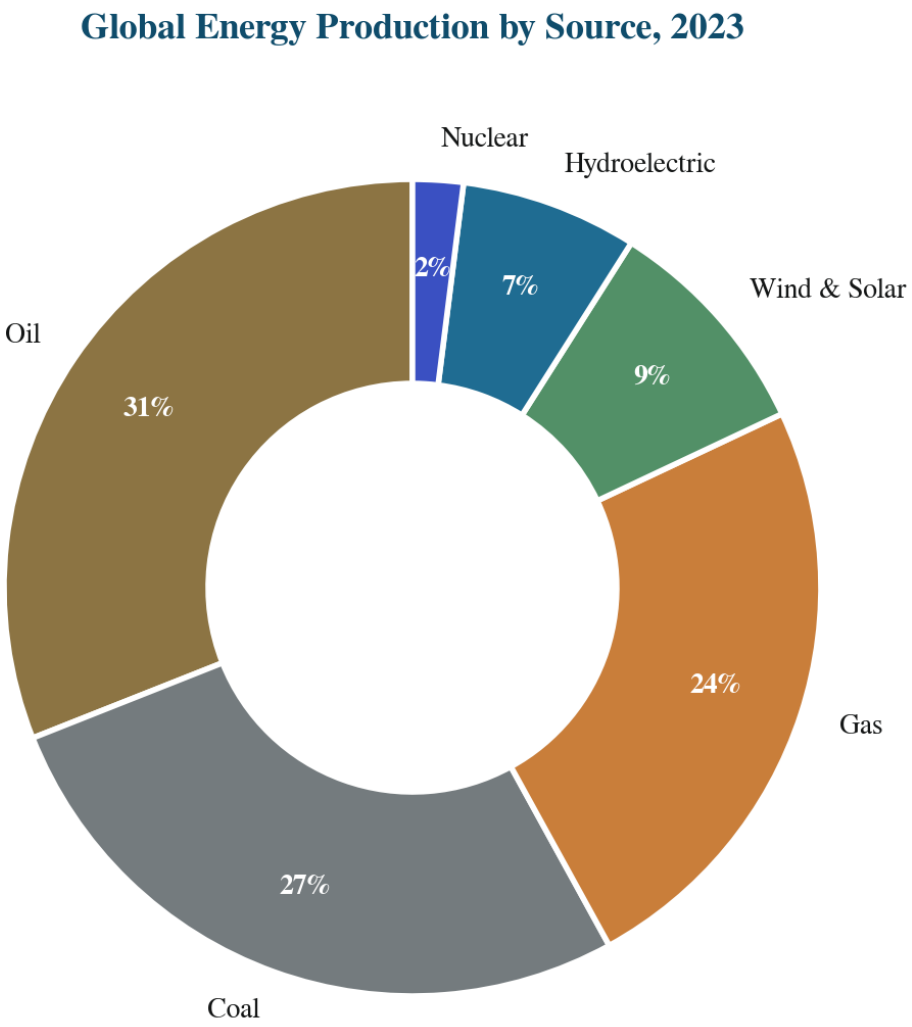

Figure 9.2 — Pie chart: global energy production by source, 2023.

The pie chart below shows the percentage of global energy production by source in 2023.

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

Write at least 150 words.

Model answer:

The pie chart breaks down global energy production in 2023 by source, showing the share of the total generated by each of six categories.

Overall, fossil fuels remained overwhelmingly dominant, with oil, coal and gas together accounting for more than four-fifths of global energy production. Renewables, despite rapid growth in recent years, still represented a relatively modest share.

Oil constituted the largest single source at approximately 31 percent, narrowly ahead of coal at 27 percent and natural gas at 24 percent. Together, these three fossil fuels accounted for 82 percent of global energy production, underscoring the world's continued dependence on carbon-intensive sources. Coal, despite widespread concerns about its environmental impact, remained the second largest source, reflecting its heavy use in power generation across Asia.

Renewable sources played a comparatively minor role. Hydroelectric power contributed about 7 percent, while wind and solar together accounted for roughly 9 percent, a remarkable rise from a decade earlier but still a fraction of the fossil fuel total. Nuclear power made up the remaining 2 percent. The data thus reveal a global energy mix still dominated by fossil fuels, although the combined renewable share is now larger than any single fossil fuel except oil.

Word count: 199

Question 2 — Household spending in 2010 and 2020

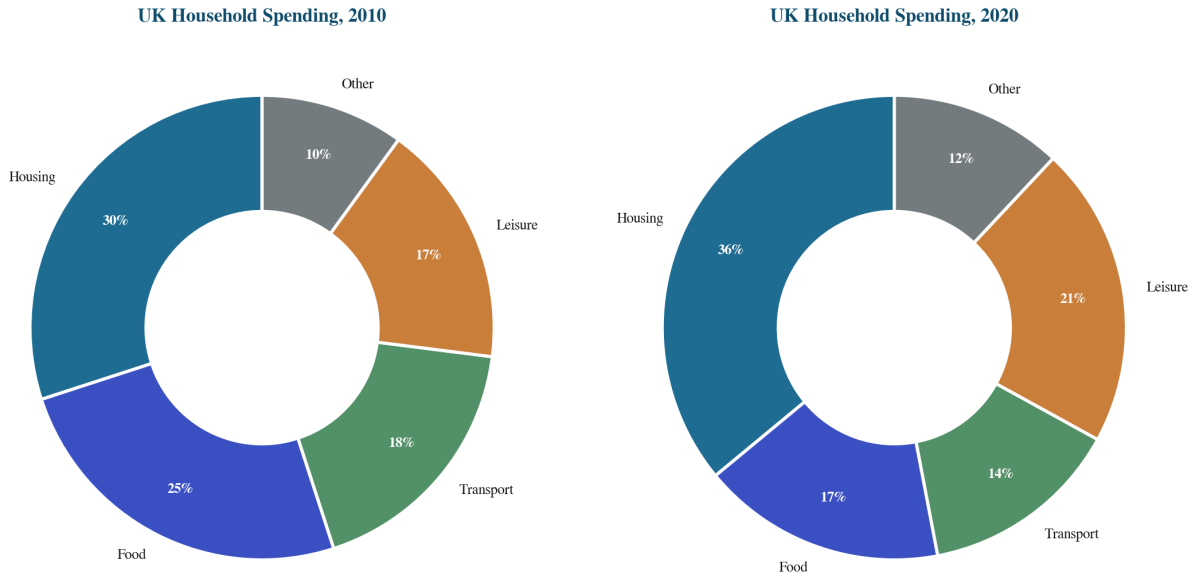

Figure 9.3 — Two pie charts: UK household spending, 2010 and 2020.

The two pie charts below show the percentage of household income spent on five categories (housing, food, transport, leisure and other) in the United Kingdom in 2010 and 2020.

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

Write at least 150 words.

Model answer:

The two pie charts compare the proportions of household income spent on five categories — housing, food, transport, leisure and other — in the United Kingdom in 2010 and 2020.

Overall, the composition of household spending shifted noticeably over the decade. Housing consolidated its position as the largest single expense, while the share devoted to food fell sharply. Leisure also grew, reflecting a clear change in spending priorities.

In 2010, housing accounted for 30 percent of household income, followed by food at 25 percent and transport at 18 percent. Leisure took up 17 percent, with the remaining 10 percent classified as other spending. The top three categories together represented nearly three-quarters of the total, underlining the dominance of essential expenditure.

By 2020, the picture had changed markedly. Housing had risen to 36 percent, an increase of six percentage points, while food had fallen to just 17 percent, losing eight percentage points. Leisure had grown to 21 percent, overtaking transport, which had declined to 14 percent. The 'other' category remained stable at 12 percent. The most striking shift was therefore the rebalancing away from food towards housing and leisure, a pattern that likely reflects both rising rents and changing lifestyles.

Word count: 194

Question 3 — Modes of transport used by commuters

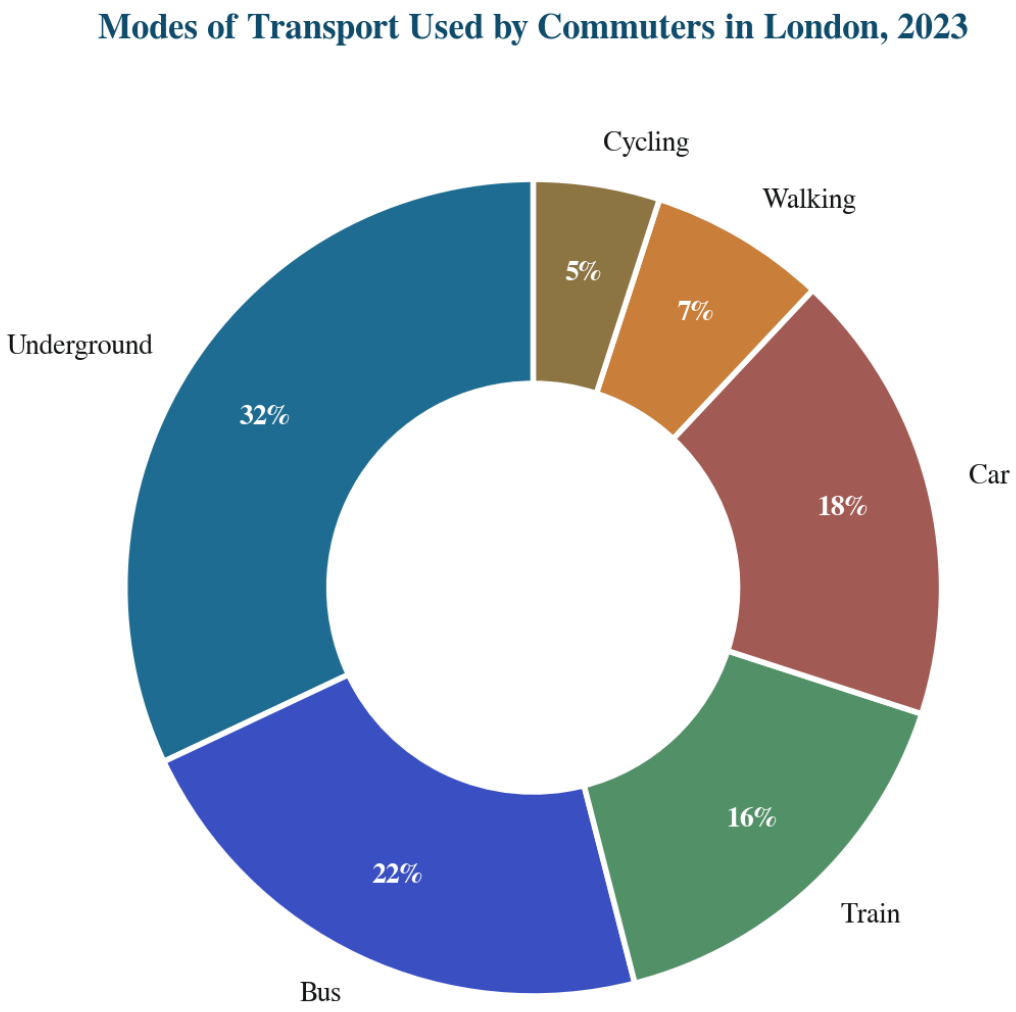

Figure 9.4 — Pie chart: modes of transport used by London commuters, 2023.

The pie chart below shows the different modes of transport used by commuters in London in 2023.

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

Write at least 150 words.

Model answer:

The pie chart displays the proportions of commuters in London using six different modes of transport in 2023.

Overall, public transport dominated the chart, with the Underground, bus and train together accounting for more than two-thirds of all commuting journeys. Private cars, while still significant, were used by fewer than one in five commuters, a notably low figure for a major city.

The Underground constituted the largest single share at 32 percent, reflecting London's extensive tube network. Buses came second at 22 percent, followed by national rail services at 16 percent. Together, these three public transport modes accounted for 70 percent of all commuting trips, a strikingly high figure that reflects both the congestion charge in central London and the comprehensiveness of the city's public transport infrastructure.

Private car use, by contrast, accounted for just 18 percent of commuting journeys, well below the levels seen in most other major cities. Cycling and walking together made up the remaining 12 percent, split roughly evenly between them. The data thus reveal a transport pattern heavily skewed towards public transport, with private vehicles playing a smaller role than in comparable European capitals. The chart also highlights the central importance of the Underground to London's daily commuting flows.

Word count: 197

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CHAPTER 10

Table Guide

Tables present data in rows and columns, allowing precise comparison across multiple variables. They often look intimidating because they contain so many numbers, but with the right strategy they are among the easiest Task 1 visuals to handle.

Average Salaries and Employment by Industry, 2023

Industry	Employees (000s)	Avg Salary (£)	Growth (%)
Finance	420	4,800	+5.2
Technology	680	4,200	+8.1
Education	1,540	2,900	+2.4
Retail	1,820	2,100	+1.6
Hospitality	1,210	1,800	+0.9

Figure 10.1 — An introductory IELTS-style table showing average salaries, employment, and growth by industry.

10.1 What Tables Show

A table organises numerical or categorical data into rows and columns. Each row typically represents one entity (a country, a year, a product) and each column represents one variable (a measurement, a year, a category). Tables are dense: a single table can contain more numbers than any other Task 1 visual type, which means the skill is in *selecting* the important numbers rather than reporting them all.

Tables are versatile. They can show data at a single point in time (e.g. five industries in 2023), across multiple time points (e.g. five industries in 2010, 2015 and 2020), or with multiple variables (e.g. population, area and GDP for ten countries). The strategy below works for all three formats.

10.2 Table Strategy — The 3-Step Method

1. Scan the structure: Identify what the rows and columns represent, and what the cells contain.

2. Identify the extremes: Find the highest and lowest values in the table, and any row or column that stands out as exceptional.

3. Group the data: Decide how to split the table into two body paragraphs. Common groupings are: high performers vs low performers, early period vs late period, or first half of the table vs second half.

The golden rule of table writing is: **do not try to mention every number**. A table with 30 cells is impossible to summarise in 200 words. Aim to mention between 6 and 10 carefully chosen numbers, each supporting a specific point in your overview or body paragraphs.

10.3 Table Analysis — Worked Example

Consider a table showing the average monthly salary in five industries in 2023. The industries are Finance (£4,800), Technology (£4,200), Education (£2,900), Retail (£2,100) and Hospitality (£1,800). Even from this small table, you can extract the following observations:

- Finance is the highest-paid industry; Hospitality is the lowest-paid.
- The gap between the highest and lowest exceeds £3,000 per month, or roughly 2.6 to 1.
- Finance and Technology are well above the average; Education, Retail and Hospitality are below.
- The top two industries are both knowledge-intensive; the bottom two are service-sector.

These four observations form the basis of the overview and body paragraphs. Notice that no individual number is mentioned more than once, and the body paragraphs group the industries by salary level (top two vs bottom three).

10.4 Useful Table Vocabulary

Function	Phrase	Example
Highest / lowest	recorded the highest / lowest / was the maximum / minimum	Finance recorded the highest average salary.
Ranking	ranked first / came second / was at the bottom	Technology ranked second, behind Finance.
Gap	the gap between X and Y was / exceeded	The gap between Finance and Hospitality exceeded £3,000.
Multiple of	more than twice / almost three times / roughly double	Finance paid more than twice as much as Hospitality.
Average	the average was / on average / averaged	The five industries averaged £3,160 per month.
Comparison across rows	while / whereas / compared with / in contrast to	Finance led the table, whereas Hospitality was at the bottom.
Trend across columns	rose / fell / increased / decreased / remained stable	Salaries rose across all five industries between 2010 and 2020.
Approximation	approximately / roughly / around / just over / just under	Education paid approximately £2,900 per month.

10.5 Common Mistakes on Tables

Mistake	Correction
Finance 4800, Tech 4200, Edu 2900, Retail 2100, Hosp 1800.	Finance led the table at £4,800 per month, followed by Technology at £4,200. Education, Retail and Hospitality recorded the lowest figures, ranging from £2,900 down to £1,800.
The table has many numbers.	The table presents average monthly salaries across five industries in 2023, ranging from £1,800 to £4,800.
Finance is highest, also Technology is high, Education is lower, Retail is more lower, Hospitality is lowest.	Finance recorded the highest figure, well ahead of Technology in second place. The remaining three industries — Education, Retail and Hospitality — were noticeably lower, with Hospitality at the bottom of the table.
The salary of finance was 4800 pounds in the year of 2023.	In 2023, Finance recorded an average monthly salary of £4,800.

10.6 Band 9 Tips for Tables

TIP — Five Band 9 techniques

Mention the gap between highest and lowest explicitly

Use ranking language (*led the table, came second, was at the bottom*)

Use multiplication language (*twice as much as, three times the figure for*) at least once

Group rows into two clusters, never describe them in order

Round numbers sensibly and use approximation language to avoid spurious precision

10.7 Table Template

EXAMPLE — Table Template

Introduction: *The table presents [what is measured] across [number] [categories] in [year or time period].*

Overview: *Overall, [category] recorded the [highest / lowest] figure at [number], while [category] was at the opposite end of the scale at [number]. The gap between the highest and lowest [exceeded / was approximately] [number]. [Optional: there was a clear ranking, with the top three well above the rest].*

Body Paragraph 1: *[Category 1] led the table at [number], followed by [Category 2] at [number]. [Category 3] came third at [number]. The top three [categories / rows] together [accounted for / represented] [proportion], and the gap between first and third was [number].*

Body Paragraph 2: *At the lower end of the table, [Category 4] recorded [number], while [Category 5] was the lowest at [number]. [Optional comparison: the bottom two together were smaller than the leader alone]. Overall, the data reveal a [wide / narrow] spread of values, with [observation about distribution].*

10.8 Table Questions and Model Answers

Question 1 — Average monthly salaries in five industries

Average Monthly Salary by Industry in the UK, 2023

Industry	Average Monthly Salary (£)
Finance	4,800
Technology	4,200
Education	2,900
Retail	2,100
Hospitality	1,800

Figure 10.2 — Table: average monthly salary in five UK industries, 2023.

The table below shows the average monthly salary in five industries in the United Kingdom in 2023.

Industry: Finance (£4,800) | Technology (£4,200) | Education (£2,900) | Retail (£2,100) | Hospitality (£1,800)

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

Write at least 150 words.

Model answer:

The table presents the average monthly salary across five industries in the United Kingdom in 2023, with figures ranging from £1,800 to £4,800.

Overall, Finance recorded the highest figure by a considerable margin, while Hospitality was the lowest-paid sector. The gap between the highest and lowest industries exceeded £3,000 per month, meaning that finance workers earned more than two and a half times as much as their hospitality counterparts. A clear hierarchy emerged, with the two knowledge-intensive sectors well above the three service-sector industries.

Finance led the table at £4,800 per month, followed by Technology at £4,200. The two sectors were separated by £600, a relatively narrow gap compared with the drops further down the table. Together, they averaged £4,500, more than double the figure for the lowest-paid industry. Both sectors are characterised by high skill requirements and significant performance-related pay, which helps explain their leading positions.

At the lower end, Education recorded £2,900, while Retail and Hospitality were the lowest at £2,100 and £1,800 respectively. The drop from Education to Retail was particularly steep at £800 per month, and Hospitality was more than £1,000 below the average across all five industries. The data thus reveal a sharply uneven salary landscape, with a clear divide between knowledge-intensive and service-sector employment.

Word count: 199

Question 2 — Population and GDP of four countries

Population and GDP of Four Countries, 2023

Country	Population (millions)	GDP (trillion USD)
USA	333	25.5
China	1,412	17.7
Germany	84	4.1
India	1,417	3.7

Figure 10.3 — Table: population and GDP of four countries, 2023.

The table below gives information about the population and gross domestic product (GDP) of four countries in 2023.

Country: USA (Population 333M, GDP $25.5T) | China (Population 1,412M, GDP $17.7T) | Germany (Population 84M, GDP $4.1T) | India (Population 1,417M, GDP $3.7T)

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

Write at least 150 words.

Model answer:

The table provides data on population and gross domestic product for four major economies — the United States, China, Germany and India — in 2023.

Overall, the United States recorded the highest GDP despite having by far the smallest population of the four, while India, despite having the largest population, produced the lowest GDP. China combined the second-largest population with the second-largest economy, while Germany occupied the lowest position on both measures, although its GDP per capita was substantially higher than India's.

The United States led the table in economic output with a GDP of approximately $25.5 trillion, despite a population of only 333 million — the smallest of the four countries. China followed with a GDP of $17.7 trillion and the second-largest population at 1,412 million. Together, the two largest economies accounted for over $43 trillion, more than five times the combined total of Germany and India.

India, despite having the largest population at 1,417 million, narrowly ahead of China, recorded the lowest GDP at $3.7 trillion. Germany, with a population of just 84 million, produced $4.1 trillion — slightly more than India despite having only one seventeenth of its population. The data thus highlight a stark contrast between economic output and population size, with developed economies generating far more GDP per capita than the two most populous nations.

Word count: 200

Question 3 — Sales of five product categories

Sales of Five Product Categories (millions of units), 2010-2020

Category	2010	2015	2020
Food	30	32	35
Electronics	12	18	25
Clothing	15	14	11
Books	8	6	4
Toys	5	7	10

Figure 10.4 — Table: sales of five product categories, 2010-2020.

The table below shows the sales (in millions of units) of five product categories in a retail chain in 2010, 2015 and 2020.

Category | 2010 | 2015 | 2020 || Electronics | 12 | 18 | 25 || Clothing | 15 | 14 | 11 || Books | 8 | 6 | 4 || Food | 30 | 32 | 35 || Toys | 5 | 7 | 10

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

Write at least 150 words.

Model answer:

The table displays the sales, in millions of units, of five product categories in a retail chain at three points in time: 2010, 2015 and 2020.

Overall, food remained the highest-selling category throughout the period, while books were consistently the lowest. Two categories — electronics and toys — saw strong growth, while clothing and books both declined, suggesting a clear shift in consumer preferences towards durable goods and away from traditional print media.

Food led the table throughout, rising steadily from 30 million units in 2010 to 32 million in 2015 and 35 million in 2020. Electronics recorded the most dramatic growth, more than doubling from 12 million units in 2010 to 25 million in 2020, an increase of over a hundred percent. Toys also grew strongly, rising from 5 million units to 10 million over the same period, although they remained the second-smallest category.

By contrast, both clothing and books declined. Clothing fell from 15 million units in 2010 to 11 million in 2020, dropping below electronics in the ranking. Books suffered the steepest relative decline, falling from 8 million units to just 4 million, halving over the decade. The data thus reveal a clear divergence, with electronic and leisure goods expanding while traditional print and apparel contracted.

Word count: 198

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CHAPTER 11

Process Diagram Guide

Process diagrams show how something is made or how a process works. They demand a different approach from chart-based questions: passive voice, sequencing language, and a clear focus on stages rather than trends.

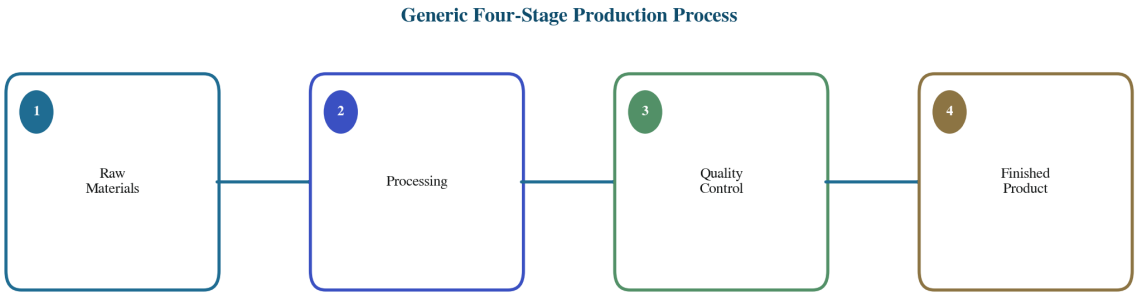

Figure 11.1 — An introductory four-stage process diagram showing a generic production workflow.

11.1 What Process Diagrams Show

A process diagram illustrates the steps involved in producing something (a manufacturing process), in transforming something (a natural cycle such as the water cycle), or in carrying out a procedure (a workflow). Process diagrams differ from charts in that there are no trends, comparisons or proportions to describe. Instead, you must explain *how the process works*, step by step, in clear and accurate English.

Most process diagrams have between four and ten stages, with arrows showing the direction of flow. Some are linear (the product moves from start to finish), while others are cyclical (the process repeats, like the water cycle or the life cycle of a butterfly). The strategy below works for both types.

11.2 Process Diagram Strategy

1. **Count the stages** — identify how many distinct steps there are and where the process begins and ends.
2. **Note inputs and outputs** — what goes in at the start? What comes out at the end?
3. **Identify the type of process** — linear or cyclical? Manufacturing or natural?
4. **Note any specialised vocabulary** in the diagram — use the exact terms from the diagram where possible.
5. **Decide on passive vs active voice** — passive for manufacturing processes (*the olives are washed*), active for natural cycles (*water evaporates*).
6. **Group stages** into two body paragraphs (early stages and late stages).

11.3 Passive Voice for Process Diagrams

The passive voice is the natural choice for manufacturing and technical processes because the focus is on the action, not on who performs it. In a process diagram, the actor is often a machine, a worker, or a natural force — and the question rarely asks you to identify them. Passive constructions keep the focus on the materials being transformed.

The passive is formed with the verb *to be* plus the past participle. In a present-simple process (the most common type in IELTS), use *is/are + past participle*. For a past process (rare), use *was/were + past participle*.

Active	Passive	Notes
Workers wash the olives.	The olives are washed.	Standard passive for manufacturing steps.
A machine crushes the olives.	The olives are crushed.	The actor is irrelevant; the action is what matters.
Heat purifies the liquid.	The liquid is purified by heat. / The liquid is purified.	Often the agent can be omitted.
The factory bottles the oil.	The oil is bottled.	Single-word process verbs are very effective.
People pack the bottles into boxes.	The bottles are packed into boxes.	Note: *are packed* not *are packing*.
The sun evaporates the water.	The water is evaporated by the sun. / Water evaporates.	Natural processes can also use active voice.

11.4 Sequencing Language

Process diagrams demand precise sequencing language to move the reader from one stage to the next. The table below gives you a wide range of options. Avoid repeating *then* or *next* — these are Band 6 defaults.

Position	Phrase	Example
First stage	The process begins with / The first stage is / Initially	The process begins with the harvesting of olives.
Early stages	Once [X has happened], [Y] / After being [done], [it is]	Once the olives have been washed, they are crushed.
Middle stages	The mixture is then / Next, the [material] / At this stage	The mixture is then pressed to extract the oil.
Following stage	Following this / After this / The resulting [product] is then	Following this, the oil is filtered to remove impurities.
Late stages	In the next stage / Subsequently / The penultimate stage	Subsequently, the refined oil is bottled.

Position	Phrase	Example
Final stage	Finally / In the final stage / The process ends with	Finally, the bottles are labelled and dispatched.
Cyclical return	The cycle then repeats / The process begins again	Once the water returns to the ocean, the cycle begins again.
Parallel stages	Meanwhile / Simultaneously / At the same time	Meanwhile, the waste material is processed separately.

11.5 Common Mistakes on Process Diagrams

Mistake	Correction
First, you wash the olives. Then you crush them.	First, the olives are washed. They are then crushed into a paste.
The process is process which processes the olives.	The process transforms raw olives into bottled olive oil through a series of stages.
And then the olives is washed. And then they is crushed.	The olives are then washed and crushed into a paste.
The diagram shows how to make olive oil.	The diagram illustrates the stages involved in the commercial production of olive oil, from the harvesting of olives through to the bottling of the finished product.
Next, next, next, finally.	The mixture is then pressed, after which the resulting oil is filtered. Subsequently, it is bottled.

11.6 Band 9 Tips for Process Diagrams

TIP — Five Band 9 techniques

Use passive voice for at least 60% of process verbs

Vary sequencing language — use at least four different connectors

Use the precise technical vocabulary from the diagram (e.g. *centrifuge*, *pasteurise*)

Group stages into two body paragraphs of roughly equal length

For cyclical processes, mention that the cycle repeats at the end

11.7 Process Diagram Template

EXAMPLE — Process Diagram Template

Introduction: *The diagram illustrates the [number] main stages involved in the [production / process] of [product], from [first stage] through to [last stage].*

Overview: *Overall, the process is a [linear / cyclical] one consisting of [number] distinct stages. The most technically complex step is [stage], where [what happens].*

Body Paragraph 1 (early stages): *The process begins with [first stage], in which [what happens]. Once this is complete, [material] is [action] and then [action]. At this stage, [intermediate product] is produced, which is then [action].*

Body Paragraph 2 (late stages): *Following this, [material] is [action] in order to [purpose]. The resulting [product] is subsequently [action] and [action]. Finally, in the last stage, [material] is [action], producing the finished [product] ready for [purpose]. [Optional: the cycle then repeats / the product is then ready for distribution].*

11.8 Process Diagram Questions and Model Answers

Question 1 — Olive oil production

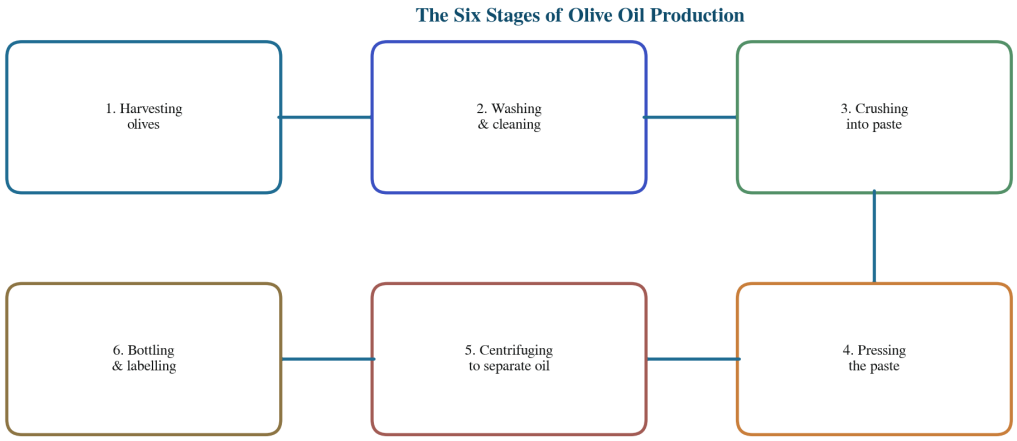

Figure 11.2 — Process diagram: the six stages of olive oil production.

The diagram below shows how olive oil is produced.

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

Write at least 150 words.

Model answer:

The diagram illustrates the stages involved in the commercial production of olive oil, from the harvesting of olives through to the bottling of the finished product.

Overall, the process is a linear one consisting of six main stages, beginning with the collection of olives and ending with the storage and distribution of bottled oil. The most technically complex step is the pressing and centrifuging phase, where the oil is separated from the solid residue.

The process begins with the harvesting of olives, which are then transported to the processing facility. Once they arrive, the olives are washed to remove dirt and leaves, and then crushed into a paste using large mechanical mills. This paste is then gently mixed, a stage known as malaxation, which allows the small oil droplets to combine into larger ones ready for extraction.

Following this, the paste is pressed to extract the liquid, which is a mixture of oil and water. The mixture is then fed into a centrifuge, where the oil is separated from the water and any remaining solid particles. The resulting oil is filtered to remove impurities and then bottled. Finally, the bottled oil is labelled, stored and dispatched to retailers, completing the production process.

Word count: 199

Question 2 — Hydroelectric power generation

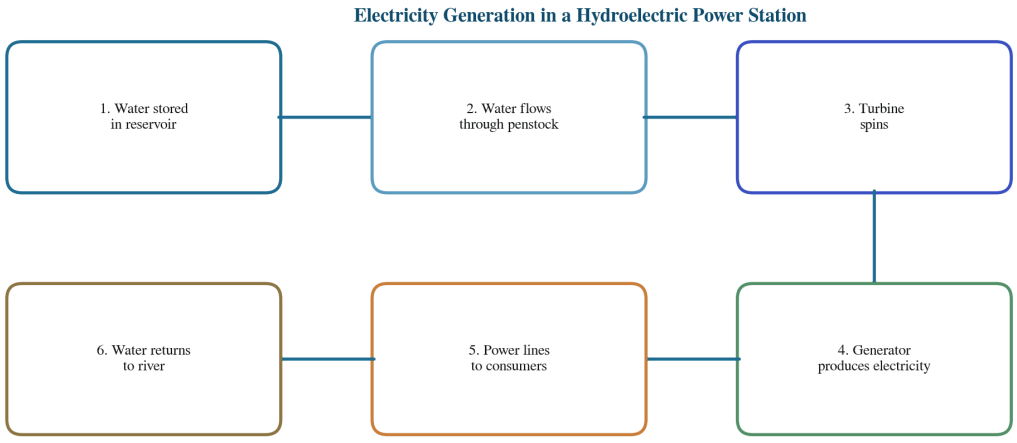

Figure 11.3 — Process diagram: electricity generation in a hydroelectric power station.

The diagram below shows how electricity is generated in a hydroelectric power station.

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

Write at least 150 words.

Model answer:

The diagram illustrates the process by which a hydroelectric power station generates electricity, from the storage of water in a reservoir through to the transmission of electricity to consumers.

Overall, the process is a linear one that relies on the flow of water from a high reservoir to a lower river, passing through a turbine that drives a generator. The process can be reversed at night, when water is pumped back to the reservoir to be reused the following day.

The process begins with water being held in a high-altitude reservoir behind a dam. During the day, when electricity demand is high, intake gates are opened and water flows down through a large pipe called a penstock. The force of the falling water drives a turbine, which is connected to a generator. As the turbine spins, the generator converts the mechanical energy into electrical energy, which is then sent through power lines to homes and industries.

After passing through the turbine, the water flows out into the lower river. At night, when electricity demand is low, surplus power from the grid is used to run the turbine in reverse, pumping the water back up to the reservoir. This means the same water can be used repeatedly, making the system both renewable and efficient.

Word count: 200

Question 3 — The water cycle

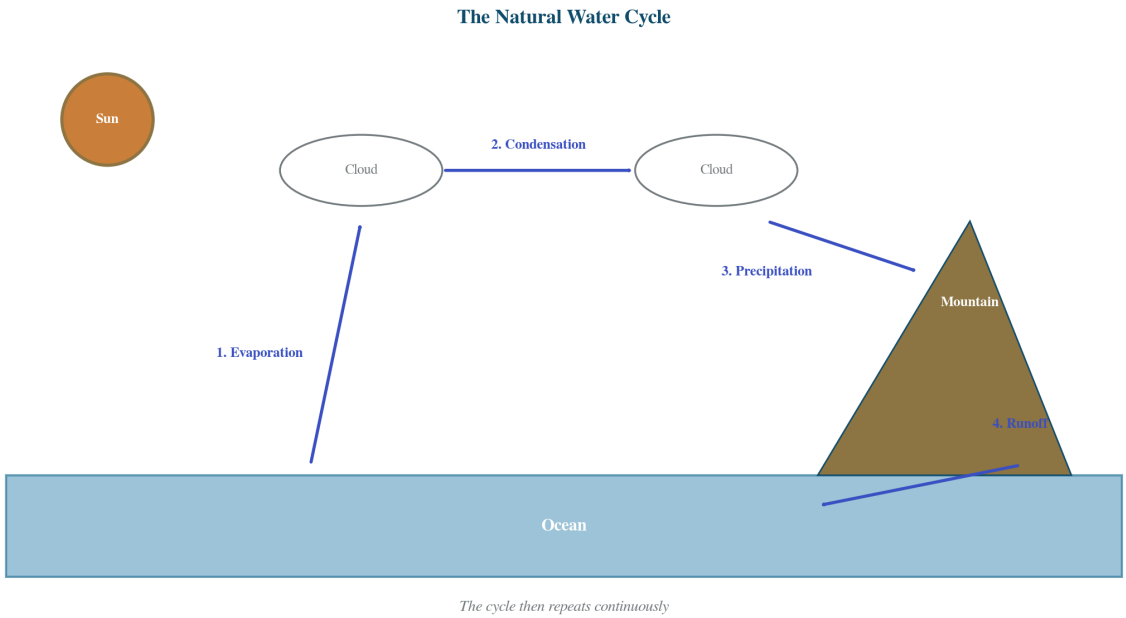

Figure 11.4 — Process diagram: the natural water cycle.

The diagram below shows the natural water cycle.

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

Write at least 150 words.

Model answer:

The diagram illustrates the natural water cycle, by which water continuously moves between the Earth's surface and the atmosphere.

Overall, the water cycle is a continuous process consisting of several interconnected stages, driven by solar energy and gravity. The main stages — evaporation, condensation, precipitation and collection — repeat endlessly, ensuring that the total amount of water on Earth remains constant.

The cycle begins when the sun heats the surface of oceans, lakes and rivers, causing water to evaporate and rise into the atmosphere as water vapour. Transpiration from plants contributes additional vapour. As the vapour rises, it cools and condenses to form clouds, a process known as condensation. When the droplets in the clouds become large enough, they fall as precipitation — rain, snow, sleet or hail — back to the Earth's surface.

Once the precipitation reaches the ground, it follows several paths. Some water flows over the surface as runoff, eventually returning to rivers and oceans. Some infiltrates the soil and becomes groundwater, which may be stored in underground aquifers for long periods. A portion is absorbed by plants, which then release it back into the atmosphere through transpiration. From here, the cycle begins again, with the same water moving continuously between land, sea and air.

Word count: 199

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CHAPTER 12

Map Guide

Map questions show how a place changes over time. They are less common than charts but increasingly appear in IELTS, and they demand specific vocabulary for describing location and change.

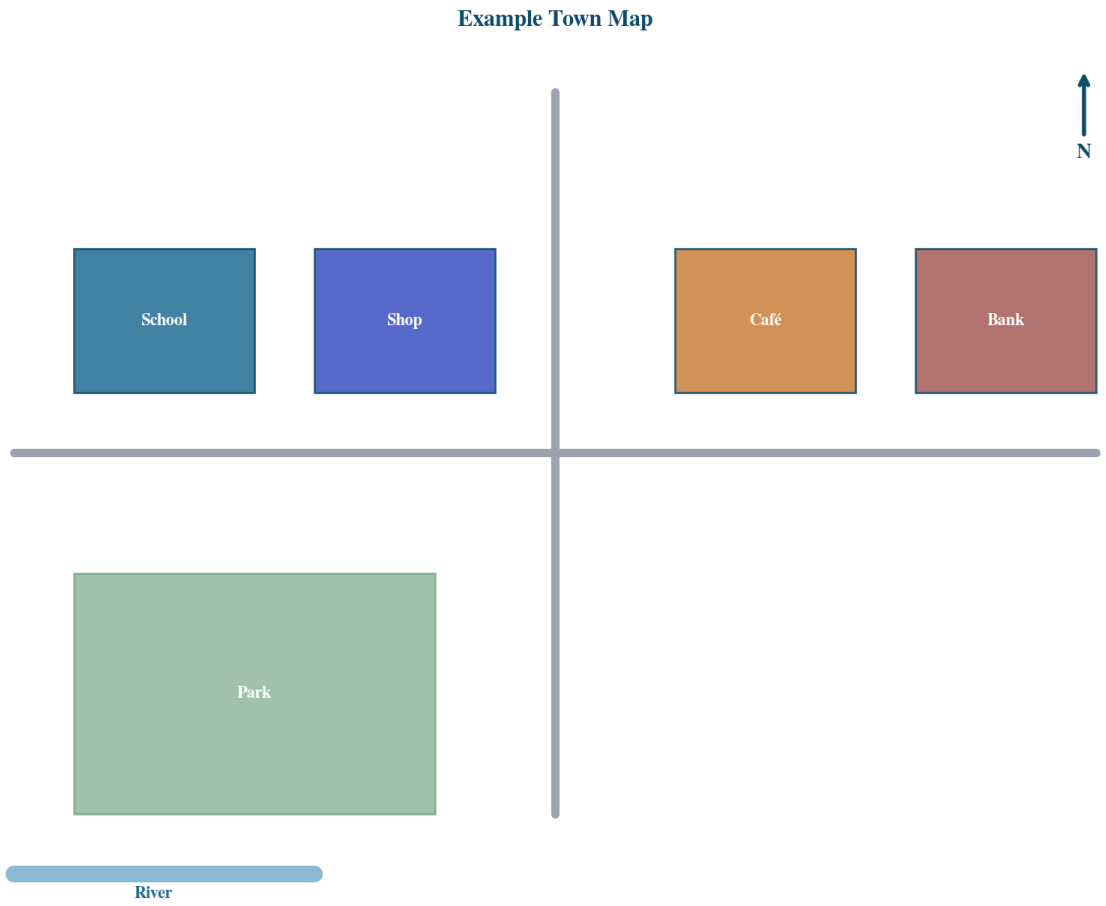

Figure 12.1 — An introductory town map showing common IELTS map features: roads, buildings, parks, and a river.

12.1 What Maps Show

A typical IELTS map question shows two or three maps of the same place at different points in time — for example, a town in 1990, 2005 and 2020. Your task is to describe how the place has changed: what has been built, what has been demolished, what has been expanded, and what has remained the same. Map questions rarely involve numbers; the focus is on physical transformation.

Most map questions show a town, a city centre, a school campus, an industrial site or a coastal area. The two maps usually show the past and the present, or the present and a proposed future. The strategy below works for all variations.

12.2 Map Strategy

1. **Identify the place** and the time periods shown on each map.
2. **Compare the two maps systematically** — north, south, east, west, centre.
3. **List the changes** — what was built, demolished, expanded, replaced, or renamed?
4. **Note what stayed the same** — often at least one feature remains unchanged.
5. **Identify the most striking change** for your overview.
6. **Group changes geographically** for body paragraphs (e.g. north side in one paragraph, south side in another; or major changes in one, minor in another).

12.3 Location Vocabulary

Map descriptions require precise spatial language. The table below gives you the words you need to locate features accurately on the map.

Function	Phrase	Example
Cardinal directions	in the north / south / east / west of	A new shopping centre was built in the north of the town.
Relative directions	in the north-east / south-west / top-left / bottom-right	The factory was located in the south-east corner.
Centre	in the centre / in the middle of / at the heart of	A pedestrian zone was created in the town centre.
Next to	next to / beside / adjacent to / alongside / neighbouring	A new car park was built next to the station.
Across from	opposite / across from / on the other side of	A café opened opposite the town hall.
Between	between [X] and [Y] / flanked by	The school is situated between the park and the river.
Near	near / close to / in the vicinity of / a short distance from	Houses were built near the lake.
Along	along / lining / running alongside	Trees were planted along the main road.
Surrounding	surrounded by / encircled by / on the outskirts of	The town is surrounded by farmland.
At the corner	at the corner of / at the junction of	A new bank was built at the corner of two main streets.

12.4 Change Vocabulary

The vocabulary for describing change is just as important as the location vocabulary. The table below groups the most useful verbs and phrases by type of change.

Type of change	Phrase	Example
Construction	was built / was constructed / was erected / was added	A new hospital was built in the south of the town.
Demolition	was demolished / was torn down / was removed / was knocked down	The old factory was demolished to make way for housing.
Replacement	was replaced by / was converted into / was transformed into	The warehouse was converted into apartments.
Expansion	was extended / was enlarged / was expanded	The school was extended to accommodate more pupils.
Reduction	was reduced in size / was scaled back / was shortened	The industrial area was reduced in size.
Renovation	was renovated / was refurbished / was modernised	The town hall was renovated and reopened.
Addition	was introduced / was added / was newly created	A pedestrian zone was introduced in the centre.
Removal	disappeared / was removed / no longer existed	The old railway line disappeared.
Unchanged	remained unchanged / stayed the same / was left untouched	The church in the centre remained unchanged.
Movement	was relocated (to) / was moved (to)	The market was relocated to the eastern edge.

12.5 Common Mistakes on Maps

Mistake	Correction
There is a new shop. There is a new house. There is a new park.	Several new features appeared, including a shop, a housing development and a park.
The factory was disappeared.	The factory disappeared. / The factory was demolished.
The map shows that the town is bigger.	The town expanded significantly, with new housing extending to the north and east.
In 1990 there is a school. In 2020 there is a bigger school.	In 1990, a small school stood in the centre. By 2020, it had been extended considerably.

Mistake	Correction
The new things include a swimming pool, a gym, and other things.	New leisure facilities were added, including a swimming pool and a gym.

12.6 Band 9 Tips for Maps

TIP — Five Band 9 techniques

Use past perfect (*had been built*, *had been demolished*) to describe the second map's state

Use precise location language — combine direction with landmark (*in the north-east, next to the school*)

Mention at least one feature that remained unchanged

Group changes geographically in body paragraphs, not by type

Identify the single most striking transformation in your overview

12.7 Map Template

EXAMPLE — Map Template

Introduction: *The two maps illustrate the changes that took place in [place] over the [time period] between [year 1] and [year 2].*

Overview: *Overall, the area was [extensively redeveloped / significantly transformed] over the period. The most striking change was [most striking change], while [unchanged feature] remained as before. The area shifted from a [old character] to a [new character] one.*

Body Paragraph 1 (group 1 of changes): *In [year 1], [description of original state in this area]. By [year 2], however, [change 1] had been built in the [direction], replacing [old feature]. [Change 2] was constructed [location], and [change 3] was added [location]. [Optional: an unchanged feature].*

Body Paragraph 2 (group 2 of changes): *Elsewhere, [change 4] was demolished to make way for [new feature], while [change 5] was extended / converted into [new use]. [Change 6] was introduced [location], and [change 7] was relocated to [new location]. The overall effect of these changes was [summary of the transformation].*

12.8 Map Questions and Model Answers

Question 1 — Town centre redevelopment 1990 to 2020

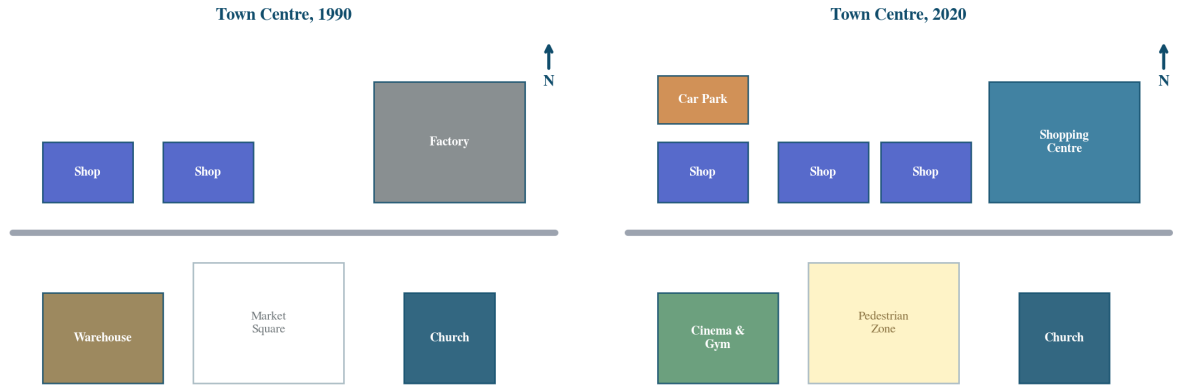

Figure 12.2 — Maps: town centre redevelopment, 1990 vs 2020.

The maps below show the changes to a town centre between 1990 and 2020.

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

Write at least 150 words.

Model answer:

The two maps illustrate how a town centre was transformed over the thirty-year period from 1990 to 2020.

Overall, the town centre was extensively modernised, shifting from a primarily industrial and commercial area to a mixed-use space dominated by retail, leisure and residential development. The most striking change was the demolition of the factory in the south-east and its replacement by a large shopping centre, while the church in the centre remained as before.

In 1990, the town centre was dominated by a large factory in the south-east, with a small row of shops along the main street and a market square in the centre. By 2020, the factory had been demolished and replaced by a modern shopping centre, which now occupies the entire south-eastern corner of the town. The original row of shops had been extended westwards, and the market square had been pedestrianised, with vehicles no longer permitted in the centre.

Other significant changes included the construction of a new car park to the north of the shopping centre, and the conversion of the old warehouse beside the river into a leisure complex with a cinema and a gym. The school in the north-west was extended, while a new residential area was built on the western edge of the town. The church, however, remained untouched, providing a sense of continuity amid the wider transformation.

Word count: 198

Question 2 — Village of Stokeford in 1930 and 2010

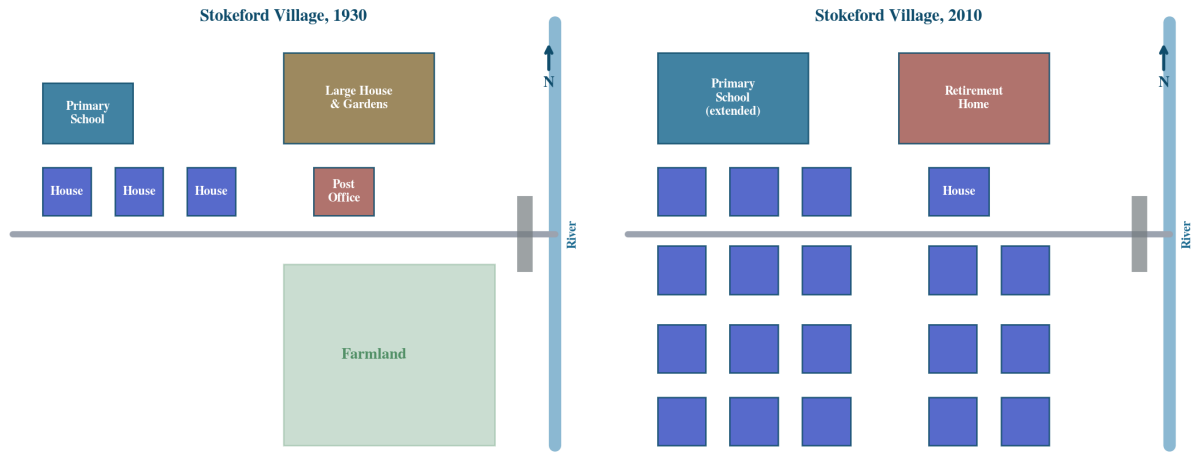

Figure 12.3 — Maps: the village of Stokeford, 1930 vs 2010.

The maps below show the village of Stokeford in 1930 and 2010.

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

Write at least 150 words.

Model answer:

The two maps show the changes that took place in the village of Stokeford over the eighty-year period from 1930 to 2010.

Overall, the village was transformed from a small rural settlement with extensive farmland into a much larger residential community. The most striking changes were the disappearance of the farmland and the expansion of housing, while the bridge over the river remained unchanged throughout the period.

In 1930, Stokeford was a small village with a few houses along the main road, a primary school, a post office and a large area of farmland on the eastern side of the river. By 2010, the farmland had disappeared entirely and had been replaced by a network of new residential streets. The number of houses had increased several times over, transforming the village into a sizeable commuter settlement. The primary school was extended, with new buildings added to accommodate the growing population.

Several other changes accompanied this expansion. The post office was converted into a private house, reflecting the decline of village services, while a new retirement home was built on the site of the old shops. The large house and its gardens to the north of the road were also redeveloped for housing. Despite these sweeping changes, the bridge over the river remained as it was in 1930, and the road layout in the centre of the village was preserved, providing a clear link to the older settlement.

Word count: 199

Question 3 — Coastal town of Seaview 1980 and 2005

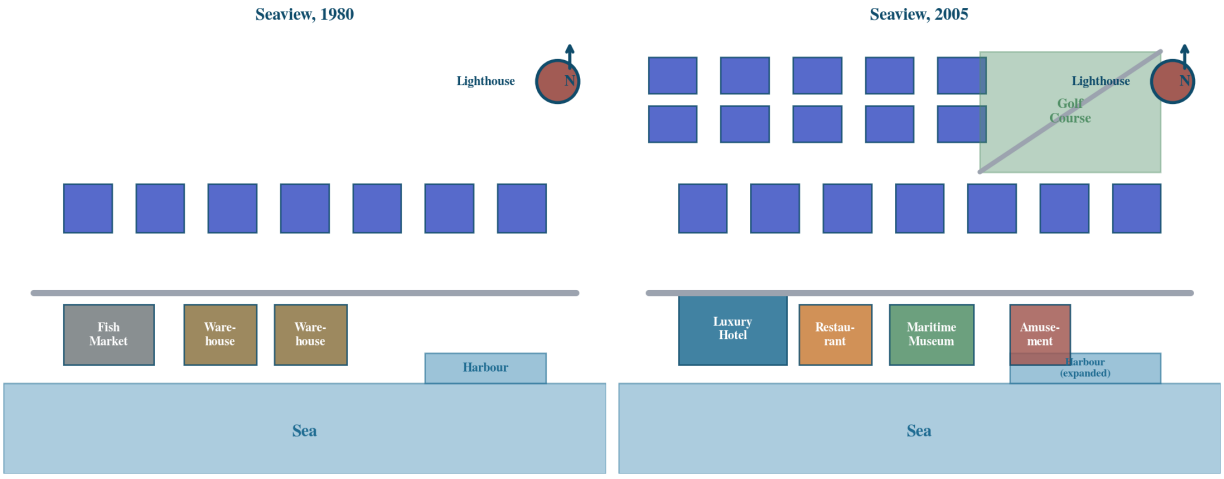

Figure 12.4 — Maps: the coastal town of Seaview, 1980 vs 2005.

The maps below show the coastal town of Seaview in 1980 and 2005.

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

Write at least 150 words.

Model answer:

The two maps illustrate the development of the coastal town of Seaview between 1980 and 2005.

Overall, the town was transformed from a small fishing community into a major tourist resort, with extensive new construction along the seafront and the replacement of industrial buildings by leisure facilities. The most striking change was the construction of a large hotel on the site of the old fish market, while the lighthouse on the eastern headland remained as a landmark throughout.

In 1980, Seaview's seafront was dominated by a fish market and a row of warehouses, with a small harbour to the east and a few houses along the main road. By 2005, the fish market had been demolished and replaced by a large luxury hotel, while the warehouses had been converted into a restaurant and a maritime museum. The harbour was expanded and modernised, with new moorings for pleasure boats replacing the old fishing fleet.

Further inland, a caravan park to the west of the town was replaced by a permanent housing estate, and a new amusement arcade was built on the seafront between the hotel and the harbour. A new road was constructed along the cliffs to the east, providing access to a newly built golf course. Despite these extensive changes, the lighthouse on the eastern headland remained untouched, and the original church in the town centre was preserved, providing continuity with Seaview's past.

Word count: 198

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CHAPTER 13

Mixed Charts Guide

Some Task 1 questions present two different visuals — for example, a line graph and a table, or a pie chart and a bar chart. This chapter shows you how to handle mixed-chart questions without panicking.

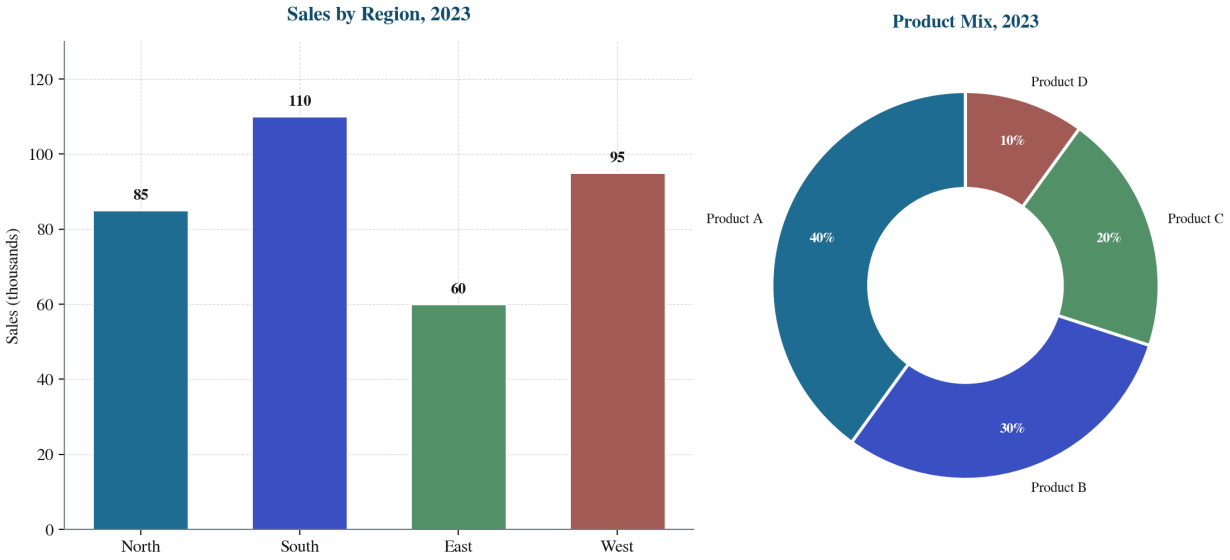


Figure 13.1 — An introductory mixed-chart example: a bar chart of sales by region paired with a pie chart of product mix.

13.1 What Mixed Charts Show

Mixed-chart questions combine two different visual types to give a fuller picture of a topic. The two visuals are usually related: one might show the overall picture (such as a trend over time) while the other shows the breakdown at one moment (such as the proportions in a single year). Alternatively, they may show two different aspects of the same topic — for example, total energy production by source (pie chart) alongside the trend in renewable energy production over time (line graph).

The challenge in mixed-chart questions is to *synthesise* information from both visuals without producing two separate reports. Your overview should draw on both visuals to identify the main features, and your body paragraphs should combine information from both rather than treating each visual in isolation.

13.2 Strategy for Mixed Charts

1. **Study both visuals** for two minutes before writing. Note what each shows and how they relate.
2. **Identify the connection** — does one visual provide context for the other? Do they show the same data in different forms?
3. **Write a combined overview** that draws on both visuals, identifying the main features of each.

4. **Decide body paragraph structure** — two common options: (a) one paragraph per visual; (b) one paragraph on the high-level picture, one on the detail.
5. **Make at least one cross-reference** between the two visuals in your body paragraphs.
6. **Keep to 200 words** — mixed charts tempt you to write more, but the limit is the same as for single visuals.

13.3 When to Combine vs Separate Analysis

There is no single right answer to whether you should analyse the two visuals together or separately. The decision depends on how the visuals relate. Use the table below as a guide.

Situation	Recommended approach	Why
Visuals show the same topic at different times (e.g. pie + line)	Combine: extract the trend from the line and the breakdown from the pie	The two visuals together tell one story of change over time
Visuals show two aspects of the same topic (e.g. pie + bar of different measures)	Separate: one paragraph per visual, with a cross-reference	Each visual carries distinct information; combining would be confusing
Visuals show cause and effect (e.g. investment + outcomes)	Combine: link the cause in one paragraph to the effect in the next	The relationship between the visuals is the main point
Visuals show two unrelated topics sharing a theme	Separate: one paragraph per visual, overview identifies the shared theme	Combining would force artificial connections

13.4 Worked Example with Model Answer

Below is a mixed-chart question with a Band 8-9 model answer. Notice how the introduction paraphrases the prompt for both visuals, the overview identifies features from both, and the body paragraphs combine information rather than treating each visual separately.

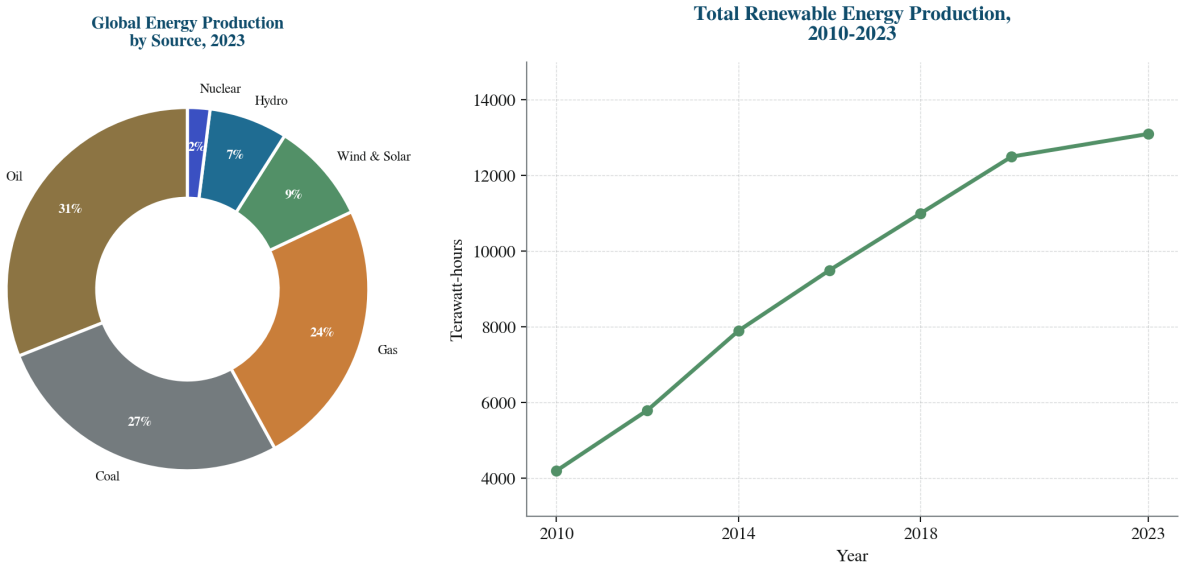


Figure 13.2 — Mixed chart (pie + line): global energy production by source in 2023 alongside renewable energy growth, 2010-2023.

The pie chart below shows the percentage of global energy production by source in 2023. The line graph shows the change in renewable energy production (in terawatt-hours) between 2010 and 2023.

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

Write at least 150 words.

Model answer:

The pie chart displays the share of global energy production accounted for by each major source in 2023, while the line graph tracks the growth of renewable energy output between 2010 and 2023.

Overall, fossil fuels still dominated global energy production in 2023, but the line graph reveals that renewable output has risen sharply over the preceding decade, suggesting that the renewable share shown in the pie chart is the result of rapid recent growth rather than a long-established position.

According to the pie chart, oil, coal and gas together accounted for 82 percent of global energy production in 2023, with oil alone contributing 31 percent. Renewables — hydroelectric, wind and solar — together made up 16 percent, while nuclear provided the remaining 2 percent. The dominance of fossil fuels is therefore clear, but the renewable share is now larger than any single fossil fuel except oil.

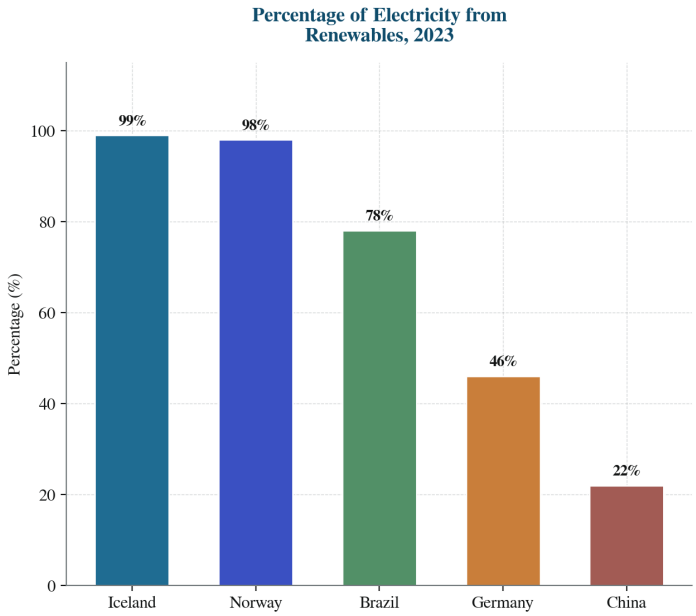
The line graph, however, shows how recently this renewable share was built. Total renewable output more than tripled from approximately 4,200 terawatt-hours in 2010 to over 13,000 in 2023, with the steepest growth occurring after 2015. Wind and solar drove most of this expansion, while hydroelectric growth was more modest. Taken together, the two visuals suggest that while fossil fuels remain dominant, the renewable share is rising rapidly and is likely to continue growing.

Word count: 199

13.5 Additional Practice Questions

Below are three additional mixed-chart questions for practice, each with its corresponding visuals. Worked model answers for similar mixed-chart questions appear in Chapter 19 (Model Answers 19 and 20).

Practice Question 1 — Bar chart + Table (renewable energy)



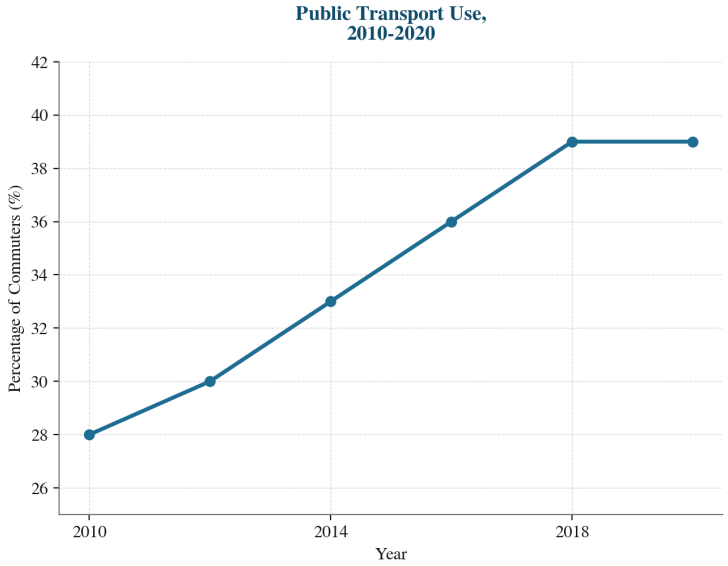
Total Electricity Production, 2023

Country	Total (TWh)
Iceland	15
Norway	154
Brazil	700
Germany	674
China	8,500

Figure 13.3 — Mixed chart (bar + table): renewable electricity percentage and total electricity production in five countries, 2023.

The bar chart below shows the percentage of electricity generated from renewable sources in five countries in 2023. The table gives the total electricity production (in terawatt-hours) of the same five countries in the same year. Write a summary of the main features.

Practice Question 2 — Line graph + Pie chart (transport)



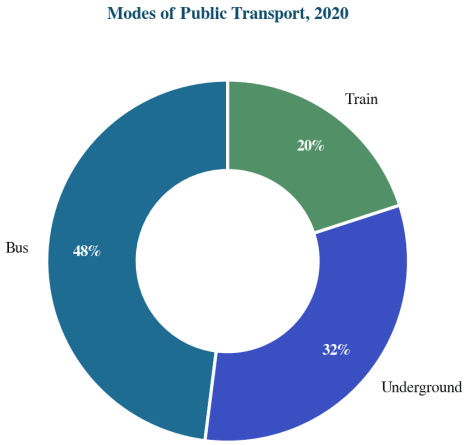


Figure 13.4 — Mixed chart (line + pie): public transport use 2010-2020 alongside mode-of-transport breakdown for 2020.

The line graph below shows the percentage of commuters using public transport in a city between 2010 and 2020. The pie chart shows the modes of public transport used in 2020. Write a summary of the main features.

Practice Question 3 — Pie chart + Line graph (energy)

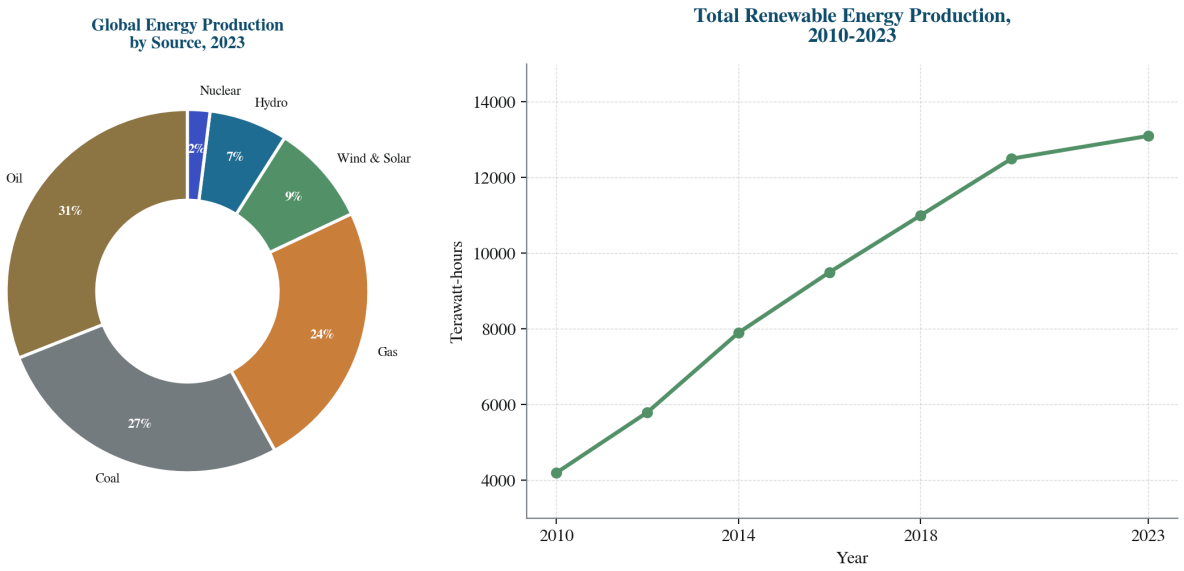


Figure 13.5 — Mixed chart (pie + line): repeat of Figure 13.2 for practice — write a fresh answer without looking at the model above.

Write a fresh 150-word answer to the energy question in section 13.4 without referring back to the model answer. Compare your version with the model afterwards to identify areas for improvement.

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CHAPTER 14

Vocabulary for Task 1

Vocabulary is worth 25% of your Task 1 score, and it is the criterion where focused study pays off fastest. This chapter gives you an extensive bank of over 300 useful expressions, organised by function so you can find the right word quickly under exam pressure.

14.1 How to Use This Vocabulary Bank

This chapter is organised into nine functional categories: Increase, Decrease, Stability, Comparison, Ranking, Percentages, Trends, Processes, and Maps. Each category contains 25 to 35 expressions with definitions and example sentences. Do not try to memorise all 300 — that would be overwhelming and inefficient. Instead, identify five to eight expressions in each category that feel natural to you and practise using them in your writing until they become automatic.

WARNING — Avoid the memorisation trap

Memorised lists of vocabulary often produce Band 6 answers because candidates insert rare words where they do not fit. The examiner rewards *accurate, natural* use, not rare words. Choose expressions you can use confidently and accurately over expressions that sound impressive.

14.2 Vocabulary for Increase

Use these expressions to describe upward movement in line graphs, bar charts and tables. Vary your choices — never use the same verb more than twice in one answer.

Expression	Meaning	Example
rise	go up	Sales rose from 100 to 150 units.
increase	become larger	There was an increase in demand.
grow	become bigger	The population grew steadily.
climb	rise gradually	Profit margins climbed to a record.
go up	rise	Average prices went up by 5%.
surge	rise suddenly and strongly	The number of users surged in 2020.
soar	rise very quickly to a high level	Online sales soared during the holidays.
rocket	rise extremely quickly	Share prices rocketed after the report.
jump	rise suddenly	There was a jump in applications.
expand	become larger in size or volume	The market expanded significantly.

Expression	Meaning	Example
escalate	rise quickly, often negative	Costs escalated throughout the year.
spike	rise sharply and briefly	Traffic spiked during rush hour.
gain	increase by a certain amount	The currency gained value.
leap	rise suddenly and dramatically	Profits leapt to a new high.
multiply	increase many times	Production multiplied fivefold.
proliferate	increase rapidly in number	Smartphones proliferated after 2010.
mushroom	grow rapidly	Suburbs mushroomed around the city.
balloon	expand to a large size	The budget ballooned to $5 million.
swell	become larger	The crowd swelled to over 10,000.
strengthen	become stronger (often for currencies)	The pound strengthened against the dollar.
improve	get better	Conditions improved markedly.
recover	rise again after a fall	Sales recovered in the final quarter.
rebound	recover quickly	The economy rebounded after the recession.
bounce back	recover strongly	Prices bounced back in 2021.
pick up	increase after a slow period	Demand picked up in the spring.
rally	recover after a decline	The stock rallied in late trading.
upward trend	a general rise over time	The chart shows a clear upward trend.
growth	the act of growing	Growth was strongest in Asia.
expansion	the act of expanding	The expansion continued for five years.
rise	an upward movement (noun)	There was a steady rise in output.
upturn	an improvement	An upturn in fortunes was visible by 2015.

14.3 Vocabulary for Decrease

Expression	Meaning	Example
fall	go down	Profits fell sharply in Q3.
decline	decrease steadily	There was a decline in membership.
drop	fall suddenly	Average temperatures dropped in November.

Expression	Meaning	Example
decrease	become smaller	Complaints decreased over time.
go down	fall	Production went down by 12%.
plunge	fall suddenly and steeply	Share prices plunged after the report.
plummet	fall very quickly	Tourist numbers plummeted.
slump	fall heavily	The industry slumped in the early 2000s.
dip	fall briefly	Sales dipped before recovering.
slide	fall gradually	The currency slid against the euro.
shrink	become smaller	The workforce shrank by a third.
contract	become smaller (economy)	The economy contracted for two quarters.
downward trend	a general fall over time	The data reveal a downward trend.
lose ground	become less successful	The party lost ground to its rivals.
collapse	fall suddenly and completely	The market collapsed in 2008.
crash	fall heavily and suddenly	Prices crashed in October.
deteriorate	become worse	Conditions deteriorated rapidly.
worsen	become worse	The situation worsened in 2019.
weaken	become weaker	The dollar weakened.
diminish	become smaller or less	Influence diminished over time.
fade	gradually disappear	The trend faded by 2020.
tail off	decrease gradually to nothing	Sales tailed off towards year-end.
ease	decrease gently	Inflation eased in the second half.
soften	decrease slightly	Demand softened in the autumn.
cool	become less active	The housing market cooled.
fall back	drop after a rise	Prices fell back in March.
decrease	noun: a reduction	A decrease of 8% was recorded.
reduction	noun: a decrease	A reduction in costs was achieved.
drop	noun: a fall	A drop in temperature was noted.
fall	noun: a downward movement	The fall was sharper than expected.
decline	noun: a continuing decrease	The decline continued for three years.

14.4 Vocabulary for Stability

Expression	Meaning	Example
remain stable	stay at the same level	Unemployment remained stable at 5%.
stay constant	not change	The figures stayed constant for two years.
level off	stop rising or falling	Growth levelled off in Q4.
plateau	reach a stable level after rising	Sales plateaued at 1,000 units.
steady	not changing much	There was a steady increase.
unchanged	the same as before	The figure was unchanged.
hover around	stay near a particular level	The rate hovered around 3%.
maintain	keep at the same level	The company maintained its market share.
remain at	stay at a specific level	The figure remained at 50 percent.
stay at	continue at the same level	Prices stayed at the higher level.
hold steady	remain stable	The market held steady throughout.
flat	unchanging	Sales were flat in 2018.
stable	not changing	Growth was stable for five years.
consistent	always the same	Results were consistent over the period.
constant	not varying	A constant rate of growth was maintained.
uniform	the same throughout	The pattern was uniform across regions.
unvarying	never changing	The trend was unvarying.
unchanging	the same	The figure was unchanging.
equilibrium	a state of balance	Prices reached equilibrium.
level out	become level after change	The figures levelled out at 40.
stabilise	become stable	The market stabilised in 2015.
settle at	come to rest at a level	Prices settled at $50 per barrel.
remain unchanged	stay the same	The proportion remained unchanged.
continue at	keep going at	The rate continued at 5 percent.
persist at	continue at	Unemployment persisted at 4%.

14.5 Vocabulary for Comparison

Expression	Meaning	Example
higher than	more than	Germany's figure was higher than France's.
lower than	less than	Spain's rate was lower than the average.
greater than	more than (often for non-count)	Demand was greater than supply.
less than	smaller than	Profit was less than expected.
exceeding	more than	Sales, exceeding forecasts, rose 10%.
below	lower than	Spain was below the EU average.
beneath	lower than	Italy sat beneath the others.
the same as	equal to	Italy's figure was the same as Spain's.
identical to	exactly the same	The figures were identical to 2010.
on a par with	at the same level as	Italy was on a par with Spain.
considerably higher	much higher	The USA was considerably higher.
substantially greater	much greater	Demand was substantially greater.
well above	much higher than	Prices were well above average.
marginally higher	slightly higher	Germany was marginally ahead.
slightly above	a little higher than	The figure was slightly above 50.
narrowly ahead of	just in front of	Germany was narrowly ahead.
twice as high as	double	Production was twice as high.
half that of	50% of	Spain's rate was half that of Germany.
double the figure for	two times	It was double the figure for Italy.
approximately	about	The figure stood at approximately 40%.
roughly	about	Roughly 50 percent of households...
around	about	Around 30 percent of respondents...
about	approximately	About half of all workers...
in the region of	approximately	Costs were in the region of £1m.
whereas	while by contrast	Germany led, whereas Spain was last.
while	whereas	Germany rose, while Spain fell.
whilst	while (more formal)	Germany rose, whilst Spain fell.
by contrast	showing the difference	Germany rose. Spain, by contrast, fell.
in contrast	showing the difference	In contrast, Spain declined.

Expression	Meaning	Example
conversely	the opposite way	Conversely, Spain's figure fell.
on the other hand	by contrast	On the other hand, Spain declined.
compared to	in comparison with	Compared to 2010, the 2020 figure was higher.
compared with	in comparison with	Compared with Germany, Spain was lower.
relative to	in relation to	Relative to Germany, Spain was small.
outnumber	be more numerous than	Men outnumbered women.
outpace	grow faster than	Renewables outpaced fossil fuels.
outweigh	be greater than	Benefits outweighed costs.

14.6 Vocabulary for Ranking

Expression	Meaning	Example
ranked first	was in first place	Germany ranked first among the five.
came second	was in second place	France came second.
was third	was in third place	Spain was third, behind Germany and France.
was at the bottom	was the lowest	Italy was at the bottom of the table.
was the highest	was the top	Germany recorded the highest figure.
was the lowest	was the smallest	Italy recorded the lowest figure.
was the maximum	was the highest possible	This was the maximum recorded.
was the minimum	was the lowest possible	This was the minimum for the period.
led the table	was at the top	Germany led the table throughout.
topped the chart	was at the top	Germany topped the chart in both years.
was second only to	was just behind	France was second only to Germany.
was ahead of	was in front of	Germany was ahead of France.
was behind	was after	Spain was behind France.
was neck and neck with	was level with	Spain was neck and neck with Italy.
was on a par with	was at the same level as	Spain was on a par with Italy.
overtook	moved ahead of	Germany overtook France in 2015.
was overtaken by	was passed by	France was overtaken by Germany.

Expression	Meaning	Example
the top three	the three highest	The top three accounted for 70%.
the bottom two	the two lowest	The bottom two were close together.
the leading	the top	The leading category was housing.
the largest	the biggest	Housing was the largest category.
the smallest	the tiniest	Leisure was the smallest category.
the dominant	the most important	Fossil fuels remained dominant.
the most significant	the most important	The most significant change was...
the most striking	the most noticeable	The most striking feature was...

14.7 Vocabulary for Percentages

Expression	Meaning	Example
accounted for	made up	Housing accounted for 35% of spending.
represented	constituted	Housing represented a third of the total.
comprised	made up	Housing comprised 35% of the total.
made up	constituted	Housing made up the largest share.
constituted	formed	Housing constituted 35 percent.
a small minority	less than 10%	A small minority used the bus.
a minority	less than half	A minority preferred trains.
a majority	more than half	A majority drove to work.
a large majority	well over half	A large majority supported the plan.
a third	33%	A third of households...
a quarter	25%	A quarter of respondents...
three quarters	75%	Three quarters of the total...
two thirds	67%	Two thirds of the population...
half	50%	Half of all students...
just over a third	35-37%	Just over a third chose option A.
just under a half	45-49%	Just under a half chose option B.
percentage point	unit of percentage change	Up 5 percentage points.

Expression	Meaning	Example
proportion	share of total	The proportion rose to 40%.
share	percentage of total	Housing's share was 35%.
portion	part of the whole	A small portion came from renewables.
segment	section of a whole	The largest segment was food.
slice	section of a pie chart	The largest slice represented housing.
a fraction of	a small part of	A fraction of the total.
the bulk of	the majority of	The bulk of spending went on housing.
the lion's share	the largest part	Housing took the lion's share.
per cent / percent	out of 100	Thirty percent of households...

14.8 Vocabulary for Trends

These expressions describe patterns of change over time. Use them in overviews and body paragraphs to characterise the overall direction of movement.

Expression	Meaning	Example
upward trend	rising over time	The chart shows an upward trend.
downward trend	falling over time	There was a downward trend in crime.
steady trend	consistent direction	A steady upward trend was visible.
reversed trend	direction changed	The trend reversed in 2015.
continued growth	ongoing rise	Continued growth was seen throughout.
long-term decline	fall over many years	A long-term decline set in.
gradual rise	slow upward movement	A gradual rise was observed.
sharp fall	sudden decrease	A sharp fall followed the announcement.
dramatic increase	very large rise	A dramatic increase was recorded.
modest growth	small rise	Modest growth was seen in Q3.
significant change	important difference	A significant change occurred in 2010.
noticeable shift	clear change	A noticeable shift was visible.
marked difference	clear difference	A marked difference emerged.
substantial rise	large increase	A substantial rise was recorded.

Expression	Meaning	Example
considerable fall	large decrease	A considerable fall followed.
slight increase	small rise	A slight increase was noted.
marginal decrease	very small fall	A marginal decrease was seen.
negligible change	tiny change	A negligible change was observed.
overall direction	general movement	The overall direction was upward.
general pattern	broad tendency	The general pattern was one of growth.
broadly speaking	in general	Broadly speaking, all countries grew.
on the whole	in general	On the whole, the figures rose.
taken as a whole	considering everything	Taken as a whole, the data show growth.
overall picture	the general view	The overall picture is one of recovery.
trajectory	path over time	The trajectory was clearly upward.
path	course over time	France followed a similar path.
movement	change	The movement was generally upward.
shift	change in direction	A shift occurred in 2015.
turning point	moment of change	2015 marked a turning point.
peak	highest point	The peak was reached in July.
trough	lowest point	The trough was in February.

14.9 Vocabulary for Processes

Expression	Meaning	Example
the process begins with	first stage	The process begins with harvesting.
the first stage is	first step	The first stage is washing.
initially	at first	Initially, the olives are washed.
once [X] has happened	after [X]	Once washed, the olives are crushed.
after being [done]	after [X] is done	After being crushed, the paste is pressed.
the mixture is then	next step for mixture	The mixture is then pressed.
next, the [item]	following step	Next, the paste is heated.
at this stage	at this point	At this stage, the oil is extracted.

Expression	Meaning	Example
following this	after this	Following this, the oil is filtered.
after this	next	After this, the oil is bottled.
the resulting [product]	what is produced	The resulting oil is filtered.
subsequently	afterwards	Subsequently, the bottles are labelled.
the penultimate stage	second-to-last step	The penultimate stage is labelling.
finally	last	Finally, the oil is dispatched.
in the final stage	last step	In the final stage, the bottles are boxed.
the process ends with	final step	The process ends with distribution.
the cycle then repeats	cyclical return	The cycle then repeats.
the process begins again	cyclical restart	The process begins again.
meanwhile	at the same time	Meanwhile, the waste is processed.
simultaneously	at the same time	Simultaneously, the oil is filtered.
at the same time	simultaneously	At the same time, water is removed.
in parallel	simultaneously	In parallel, the by-product is collected.
is carried out	is done (passive)	The washing is carried out by machine.
is performed	is done (passive)	The pressing is performed by a hydraulic press.
is conducted	is done (passive, formal)	Testing is conducted at every stage.
is achieved	is reached (passive)	Separation is achieved by centrifuging.
is obtained	is produced (passive)	Pure oil is obtained at this stage.
is produced	is made	A paste is produced.
is generated	is created	Electricity is generated.
is converted into	is transformed into	The warehouse is converted into flats.
is transformed into	is changed into	Water is transformed into steam.
is transported to	is moved to	The olives are transported to the mill.
is delivered to	is sent to	The finished product is delivered to retailers.

14.10 Vocabulary for Maps

Expression	Meaning	Example
in the north of	northern area	A new park was built in the north.
in the south of	southern area	The factory was in the south.
in the east of	eastern area	Housing was added in the east.
in the west of	western area	Farmland lay in the west.
in the centre of	middle	A square was created in the centre.
in the middle of	centre	The church stood in the middle.
at the heart of	centre (more formal)	At the heart of the town...
next to	beside	A car park was built next to the station.
beside	next to	Houses were built beside the river.
adjacent to	next to (formal)	Adjacent to the school, a new playground appeared.
alongside	next to / along	Trees were planted alongside the road.
opposite	across from	A café opened opposite the town hall.
across from	opposite	Across from the park, new flats appeared.
on the other side of	opposite side	On the other side of the river...
between [X] and [Y]	in the space separating	The school is between the park and the river.
flanked by	with on either side	The road, flanked by trees, ran east.
near	close to	Houses were built near the lake.
close to	near	A shop opened close to the station.
in the vicinity of	near (formal)	In the vicinity of the harbour...
a short distance from	near	A short distance from the centre...
along	following the line of	Trees were planted along the main road.
lining	along the side of	Shops lining the street were renovated.
running alongside	parallel to	A new road running alongside the river...
surrounded by	encircled by	The town is surrounded by farmland.
encircled by	surrounded by	The lake, encircled by trees...
on the outskirts of	at the edge of	Houses were built on the outskirts.
at the corner of	where two streets meet	A bank opened at the corner.
at the junction of	where roads meet	At the junction of two main roads...

Expression	Meaning	Example
was built	constructed	A new hospital was built.
was constructed	built (formal)	The bridge was constructed in 2010.
was erected	built (formal)	A statue was erected in the square.
was added	introduced	A new wing was added to the school.
was demolished	destroyed	The factory was demolished.
was torn down	demolished (informal)	The old sheds were torn down.
was removed	taken away	The rail line was removed.
was knocked down	demolished	The warehouse was knocked down.
was replaced by	substituted	The factory was replaced by a shopping centre.
was converted into	changed use	The warehouse was converted into flats.
was transformed into	completely changed	The area was transformed into a park.
was extended	made larger	The school was extended.
was enlarged	made larger	The car park was enlarged.
was expanded	made larger	The harbour was expanded.
was renovated	restored	The town hall was renovated.
was refurbished	renovated	The hotel was refurbished.
was modernised	made modern	The station was modernised.
was introduced	added	A pedestrian zone was introduced.
disappeared	no longer existed	The farmland disappeared.
was relocated (to)	moved to	The market was relocated to the edge of town.
was moved (to)	relocated	The bus stop was moved.
remained unchanged	stayed the same	The church remained unchanged.
stayed the same	did not change	The road layout stayed the same.
was left untouched	not changed	The oldest building was left untouched.

14.11 Academic Reporting Verbs

These verbs are useful for introducing data and observations in a formal, academic tone.

Verb	Meaning	Example
illustrates	shows	The graph illustrates the trend.
demonstrates	shows clearly	The chart demonstrates a clear pattern.
reveals	makes known	The data reveal a surprising pattern.
indicates	suggests	The table indicates a rise.
suggests	implies	The figure suggests growth.
shows	displays	The chart shows the change.
displays	shows	The table displays the data.
presents	shows	The graph presents the trend.
depicts	shows (formal)	The map depicts the changes.
outlines	summarises	The diagram outlines the process.
compares	sets side by side	The chart compares five countries.
contrasts	shows differences	The data contrast two periods.
details	describes in detail	The table details monthly figures.
records	notes	The chart records the highest figure.
documents	records	The graph documents the rise.
notes	mentions	The table notes a slight drop.
highlights	draws attention to	The overview highlights the main trend.
emphasises	stresses	The figure emphasises the gap.
underlines	emphasises	The data underline the divergence.
points to	suggests	The figures point to a recovery.

14.12 Hedging Language

Hedging language softens claims, which is essential when you are not 100% certain of a conclusion. Use hedging in overviews to avoid overstating.

Expression	Meaning	Example
appears to	seems to	The trend appears to be upward.
seems to	appears to	Spain seems to be closing the gap.
tends to	usually does	Demand tends to rise in spring.

Expression	Meaning	Example
generally	usually	Generally, the figures rose.
broadly	in general	Broadly, the pattern is upward.
largely	mostly	The change was largely positive.
mostly	mainly	Mostly, the figures increased.
mainly	mostly	Growth was mainly in Asia.
primarily	mainly	The decline was primarily in retail.
in most cases	usually	In most cases, the trend was upward.
in general	broadly	In general, all countries grew.
on the whole	broadly	On the whole, the data show growth.
it is likely that	probably	It is likely that growth continued.
it appears that	it seems that	It appears that the trend has reversed.
it seems that	it appears that	It seems that demand is rising.

14.13 Approximation Language

Approximation language is essential when reading values from charts where exact figures are not always clear.

Expression	Meaning	Example
approximately	about	Approximately 40% of households...
roughly	about	Roughly half of the total...
around	about	Around 30 percent of workers...
about	approximately	About 50 units were sold.
almost	nearly	Almost half of all respondents...
nearly	almost	Nearly a third chose this option.
just over	slightly more than	Just over 50 percent...
just under	slightly less than	Just under half...
slightly more than	a little over	Slightly more than 100 units...
slightly less than	a little under	Slightly less than 30%...
in the region of	approximately (formal)	In the region of £1 million...
or so	approximately	50 percent or so...

Expression	Meaning	Example
upwards of	more than	Upwards of 1,000 people attended.
close to	near	Close to half of all households...
well over	much more than	Well over 80 percent...

TIP — Vocabulary study tip

Choose five to eight expressions from each section of this chapter and write three sentences using each one. Repeat this process weekly with a different set. Within a month, you will have a wide active vocabulary that you can use confidently and accurately under exam pressure.

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CHAPTER 15

Grammar for Task 1

Grammatical Range and Accuracy is worth 25% of your Task 1 score, and it is the criterion where candidates lose marks most often through avoidable errors. This chapter explains the seven grammar areas you must master, with exercises and answers.

15.1 Present Simple

The present simple is used to describe charts that have no time dimension — for example, a pie chart showing the proportions of energy sources in 2023, or a bar chart comparing salaries in five industries in a single year. It is also used for process diagrams showing how something is generally made (rather than a specific past event) and for maps showing the current state of a place.

Form: subject + base verb (with -s for third-person singular). Common Task 1 uses: *The chart shows...*, *Housing accounts for...*, *The diagram illustrates...*, *The olives are washed, then crushed.*

EXAMPLE — Present simple examples

The pie chart shows the proportion of energy produced by each source.

Housing accounts for 35 percent of total spending.

The process consists of six main stages.

The diagram illustrates the cycle by which water moves between the surface and the atmosphere.

15.2 Past Simple

The past simple is used to describe charts that show data from a completed past period — for example, a line graph showing internet access from 2010 to 2020, or a bar chart showing tourist numbers in 2015. It is the most common tense for IELTS Task 1 because most visuals present historical data.

Form: subject + past verb (regular -ed, irregular varies). Common Task 1 uses: *Sales rose...*, *Germany recorded...*, *The number fell to...*, *Production peaked in...*

EXAMPLE — Past simple examples

In 2010, the proportion stood at 50 percent.

Germany recorded the highest figure throughout the period.

Sales rose steadily between 2010 and 2015.

The town centre was extensively redeveloped over the thirty-year period.

15.3 Present Perfect

The present perfect is used to describe changes that occurred within a period extending up to the present — for example, a line graph showing a trend from 2010 to 2024 (the present). It connects past events to the current state and is particularly useful in overviews.

Form: subject + has/have + past participle. Common Task 1 uses: *has risen*, *has fallen*, *has doubled*, *has been transformed*.

EXAMPLE — Present perfect examples

Internet access has risen sharply since 2010.

The proportion has more than doubled over the period.

The town centre has been extensively modernised.

Renewable energy production has grown rapidly in recent years.

15.4 Past Perfect (for Maps and Two-Period Charts)

The past perfect is used to describe a state that existed before another past moment — typically when describing the second of two maps. It is essential for high-band map descriptions because it shows that the changes had already occurred by the second date.

Form: subject + had + past participle. Common Task 1 uses: *had been built*, *had disappeared*, *had been demolished*, *had been converted*.

EXAMPLE — Past perfect examples (for maps)

By 2020, the factory had been demolished and replaced by a shopping centre.

The farmland had disappeared entirely by 2010.

The warehouse had been converted into apartments.

The school had been extended to accommodate more pupils.

15.5 Passive Voice

The passive voice is essential for process diagrams and map descriptions, where the focus is on what is done rather than who does it. In a process diagram, the actor is often a machine or a worker whose identity is irrelevant; the passive voice keeps the focus on the material being transformed.

Form: subject + form of *to be* + past participle. For present processes: *is/are + past participle*. For past processes: *was/were + past participle*.

EXAMPLE — Passive voice examples

The olives are washed and then crushed into a paste.

The mixture is then pressed to extract the oil.

The factory was demolished in 2010.

The warehouse was converted into apartments.

The figures were recorded at five-year intervals.

15.6 Comparatives and Superlatives

Comparatives and superlatives are essential for bar charts, tables and any chart where you compare two or more items. The comparative is used to compare two items; the superlative is used to identify the highest or lowest of three or more.

Form: comparative = adjective + -er or *more* + adjective (e.g. *higher, more significant*). Superlative = *the* + adjective + -est or *the most* + adjective (e.g. *the highest, the most significant*).

EXAMPLE — Comparative and superlative examples

Germany's figure was higher than France's. (comparative)

Germany recorded the highest figure of the four countries. (superlative)

The gap between the two countries was narrower in 2020 than in 2010. (comparative)

Italy was the lowest of all the countries throughout the period. (superlative)

Production was twice as high as consumption. (multiplicative comparison)

15.7 Complex Sentences

Complex sentences contain at least one main clause and one subordinate clause. They are essential for Band 7 and above on Grammatical Range and Accuracy, because they show you can express relationships between ideas such as cause, contrast, condition, and time. The four main types you should master are: relative clauses, subordinate clauses of time and contrast, conditional sentences, and participle clauses.

Relative Clauses

Relative clauses add information about a noun using *who, which, that, whose, where*. They are useful for combining sentences and avoiding choppy writing.

EXAMPLE — Relative clause examples

Germany, which began the period at 65 percent, climbed steadily to over 90 percent.

The factory, which had stood in the south-east since 1950, was demolished in 2010.

The category that saw the most dramatic change was leisure spending.

Subordinate Clauses of Time and Contrast

Subordinate clauses beginning with *while, whereas, although, even though, despite, in spite of* are excellent for making comparisons and noting exceptions.

EXAMPLE — Subordinate clause examples

While Germany grew steadily, France experienced more volatile changes.

Although both countries started from similar levels, their trajectories diverged sharply after 2015.

Despite the overall upward trend, two countries recorded slight declines in the final year.

Conditional Sentences

Conditionals are rare in Task 1 because you should not speculate, but they can occasionally be used to describe what would happen under certain chart conditions. Use them sparingly.

EXAMPLE — Conditional example

If the current trend continues, the gap between the two countries will disappear by 2025. (Use only when the chart shows a clear projection.)

Participle Clauses

Participle clauses are a sophisticated way to combine sentences using the -ing or -ed form of a verb. They are particularly useful in body paragraphs.

EXAMPLE — Participle clause examples

Starting at 65 percent, Germany climbed steadily throughout the period.

Having peaked in 2015, sales fell sharply in the following years.

Combined with rising living costs, the decline in food spending is striking.

15.8 Exercises with Answers

PRACTICE — Exercise 1 — Choose the correct tense

1. In 2020, the proportion of internet users (stood / has stood) at 90 percent.
2. Since 2010, the trend (was / has been) clearly upward.
3. By 2020, the factory (was / had been) demolished and replaced by a shopping centre.
4. The diagram (showed / shows) how electricity is generated.
5. The olives (washed / are washed) and then (crushed / are crushed) into a paste.

NOTE — Answers

1. stood (past simple — specific past year)
2. has been (present perfect — period extending to now)
3. had been (past perfect — state before another past moment)
4. shows (present simple — describing what the diagram does)
5. are washed / are crushed (present simple passive — describing a general process)

PRACTICE — Exercise 2 — Rewrite using comparatives or superlatives

1. Germany: 90%. France: 88%. (Use a comparative.)
2. Germany: 90%. France: 88%. Spain: 78%. Italy: 72%. (Use a superlative for Germany.)
3. 2010 figure: 50%. 2020 figure: 75%. (Use a comparative.)
4. Production: 100 units. Consumption: 200 units. (Use a multiplicative comparison.)

NOTE — Answers

1. Germany's figure was higher than France's. / Germany's figure was 2 percentage points higher than France's.
2. Germany recorded the highest figure of the four countries.
3. The 2020 figure was higher than the 2010 figure. / The figure was 25 percentage points higher in 2020 than in 2010.
4. Consumption was twice as high as production. / Production was half that of consumption.

PRACTICE — Exercise 3 — Combine using a relative clause

1. Germany began the period at 65 percent. Germany climbed steadily to over 90 percent.
2. The factory stood in the south-east since 1950. It was demolished in 2010.
3. Leisure spending grew sharply. Leisure spending overtook transport in 2020.

NOTE — Answers

1. Germany, which began the period at 65 percent, climbed steadily to over 90 percent.
2. The factory, which had stood in the south-east since 1950, was demolished in 2010.
3. Leisure spending, which grew sharply over the period, overtook transport in 2020.

PRACTICE — Exercise 4 — Rewrite using a subordinate clause of contrast

1. Germany grew steadily. France experienced more volatile changes.
2. Both countries started from similar levels. Their trajectories diverged sharply after 2015.
3. The overall trend was upward. Two countries recorded slight declines in the final year.

NOTE — Answers

1. While Germany grew steadily, France experienced more volatile changes.
2. Although both countries started from similar levels, their trajectories diverged sharply after 2015.
3. Despite the overall upward trend, two countries recorded slight declines in the final year.

PRACTICE — Exercise 5 — Convert active to passive

1. Workers wash the olives. Then they crush them into a paste.
2. A machine presses the paste. This extracts the oil.
3. The factory bottled the oil. Then they labelled the bottles.
4. Developers demolished the warehouse. They built apartments in its place.

NOTE — Answers

1. The olives are washed and then crushed into a paste.
2. The paste is pressed, which extracts the oil. / The paste is pressed to extract the oil.
3. The oil was bottled and then the bottles were labelled. / The oil was bottled and labelled.
4. The warehouse was demolished and replaced by apartments.

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CHAPTER 16

Common Mistakes

This chapter identifies more than thirty of the most common mistakes candidates make in IELTS Writing Task 1, organised by category. Each mistake is shown with its correction and a brief explanation of why it matters.

16.1 Structural Mistakes

Mistake	Correction
No overview paragraph at all	Always include a clear overview, usually as the second paragraph. Without it, your Task Achievement band cannot exceed 5.
Overview at the very end, after both body paragraphs	Place the overview as the second paragraph, immediately after the introduction. This ensures the examiner sees it even if your answer is unfinished.
Five or six short paragraphs instead of four substantial ones	Use exactly four paragraphs: introduction, overview, body 1, body 2. Fragmentation caps Coherence and Cohesion at Band 6.
Conclusion that interprets or speculates	Task 1 needs an overview, not a conclusion. Never speculate about causes or predict the future unless the question explicitly asks.
Body paragraphs that describe data in chart order	Group data by trend or category, not in the order it appears on the chart. Sequential description caps both TA and CC at Band 6.
Introduction longer than the overview	Keep the introduction to 20-30 words. The overview is more important and should be longer (30-45 words).

16.2 Vocabulary Mistakes

Mistake	Correction
Repeating *increase* and *decrease* throughout	Use a variety: *rise, climb, surge, soar, grow* for increase; *fall, decline, drop, slump, plunge* for decrease.
Using *more better* or *more higher*	Comparative forms do not take *more*: *higher, better, faster* — never *more higher*.
Writing *the most highest*	Superlatives do not take *most*: *the highest, the largest* — never *the most highest*.

Mistake	Correction
Using *percent* as a noun modifier (*percent people*)	Use *percentage of* or *percent of*: *50 percent of people*, not *50 percent people*.
Confusing *percent* and *percentage point*	*Up 5 percent* means 5% of the original. *Up 5 percentage points* means an absolute change of 5 (e.g. from 30% to 35%). Use the latter for changes in proportions.
Using informal words like *get bigger* or *lots of*	Use academic vocabulary: *expand, grow, a large number of, considerable*.
Using *thing* or *stuff*	These are too informal for Task 1. Specify what you mean: *category, feature, item*.
Using *kids* instead of *children*	Avoid colloquialisms. Use formal equivalents: *children, adolescents, youths*.
Memorised phrases like *It is crystal clear that*	Avoid clichés. Use natural language: *It is clear that* or simply state the observation directly.
Spelling errors with key vocabulary	Memorise the spelling of common Task 1 words: *percent, approximately, significantly, proportion, fluctuate, plateau*.

16.3 Grammar Mistakes

Mistake	Correction
Wrong tense: *In 2010, the figure has been 50%.*	Use past simple for completed past periods: *In 2010, the figure was 50%.*
Wrong tense: *Since 2010, the trend was upward.*	Use present perfect for periods extending to now: *Since 2010, the trend has been upward.*
Missing articles: *Germany recorded highest figure.*	Use the definite article with superlatives: *Germany recorded the highest figure.*
Singular/plural mismatch: *The number of cars were 100.*	*Number* is singular: *The number of cars was 100.*
Subject-verb mismatch: *The data shows...*	*Data* is plural in formal English: *The data show...* (though singular is increasingly accepted).
Missing preposition: *rose 50 percent*	Add *by* for the size of change: *rose by 50 percent*. Add *to* for the new level: *rose to 50 percent*.
Wrong passive form: *The olives washed and crushed.*	Passive requires *to be*: *The olives are washed and crushed.*
Double comparatives: *more higher*	Comparative adjectives do not take *more*: *higher*, not *more higher*.

Mistake	Correction
Confusing *fewer* and *less*	*Fewer* for countable nouns (*fewer people*); *less* for uncountable (*less water*).
Missing commas in complex sentences: *While Germany grew France declined.*	Use a comma after the subordinate clause: *While Germany grew, France declined.*

16.4 Content Mistakes

Mistake	Correction
Including personal opinions: *I think the increase is because of technology.*	Never include opinions or speculation. Task 1 is a factual report only.
Including every number on the chart	Select 6-10 key numbers that support your overview. Do not list every value.
Including irrelevant background: *The internet was invented in the 20th century.*	Stick to what the chart shows. Do not add outside knowledge.
Describing causes: *This increase is due to government investment.*	Do not explain causes unless explicitly asked. Just describe the data.
Predicting the future: *In 2030, the figure will be 100%.*	Do not predict unless the chart shows projections. Describe only what is shown.
Misreading the chart: writing 75% when the chart shows 65%	Always double-check data values against the chart before writing them.
Using data without units: *The figure was 50.*	Always include units: *The figure was 50 percent* or *50 million tonnes.*
Mixing up series: attributing Germany's data to France	Carefully identify which line or bar belongs to which category before writing.

16.5 Time Management Mistakes

Mistake	Correction
Spending 30 minutes on Task 1	Limit yourself to 20 minutes. Practise timing yourself until you can finish in 18-20 minutes reliably.
No planning time — starting to write immediately	Spend 2-3 minutes planning: identify key features, decide grouping, choose tense. Planning saves time overall.
No checking time	Reserve 2-3 minutes at the end for checking: tense, articles, spelling, data accuracy.

Mistake	Correction
Writing too much (over 220 words)	Stay within 170-200 words. Going over means you have either repeated yourself or included irrelevant detail.
Writing too little (under 150 words)	Aim for at least 170 words. Under-length answers are penalised under Task Achievement.
Spending too long on the introduction	Keep the introduction to 20-30 words and 2 minutes. Move on to the overview quickly.

16.6 The Cost of Each Mistake

Different mistakes have different impacts on your band. The table below gives a rough guide to the band-level impact of common errors. Note that single mistakes rarely cap a band; it is the *pattern* of mistakes that matters.

Mistake pattern	Most affected criterion	Typical band impact
No overview	Task Achievement	Caps TA at Band 5
Frequent tense errors	Grammatical Range and Accuracy	Caps GRA at Band 5
Limited sentence variety	Grammatical Range and Accuracy	Caps GRA at Band 6
Mechanical linking words	Coherence and Cohesion	Caps CC at Band 6
Repetitive vocabulary	Lexical Resource	Caps LR at Band 6
Missing data or wrong numbers	Task Achievement	Caps TA at Band 6
Sequential description (no grouping)	Coherence and Cohesion	Caps CC at Band 6
Personal opinion included	Task Achievement	Caps TA at Band 5
Under-length answer	Task Achievement	Caps TA at Band 5

> **TIP — The single most important fix**
>
> If you can only fix one thing before your test, fix your overview. A clear, well-placed overview lifts your Task Achievement band immediately and gives you the foundation for Bands 7 and 8 across all four criteria.

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CHAPTER 17

Task 1 Templates

This chapter brings together polished, reusable templates for each of the six Task 1 visual types. Unlike rigid memorised templates, these are designed to be flexible — adapt the language to fit the specific chart, and the result will read as natural, well-organised English.

17.1 How to Use These Templates

Each template below shows the four-paragraph structure with placeholder text in brackets. The placeholders show what information you need to fill in; the surrounding language gives you a sentence shape that works for any chart of that type. Do not copy the templates word-for-word — examiners can spot memorised language. Instead, use the templates as a starting point and vary the phrasing each time you write.

WARNING — Avoid the memorisation trap

Memorised templates that are inserted verbatim are penalised under all four criteria. Use the templates to internalise the *structure* and the *type* of language, not the specific words. Examiners reward natural, varied writing.

17.2 Line Graph Template

EXAMPLE — Line Graph Template

Introduction: *The line graph illustrates [what is measured] in [number] [categories] over the [time period] from [start year] to [end year].*

Overview: *Overall, [topic] [rose / fell] [steadily / sharply] in [all / most] of the [categories] over the period, although the rate of growth differed markedly. By [end year], [key observation such as convergence or continued divergence].*

Body Paragraph 1: *Among the [categories], [group 1] saw [the strongest growth / the highest levels]. [Series A] began the period at roughly [starting number] and [climbed / fell] to [end number] by [end year]. [Series B] followed a similar trajectory, [rising / falling] from [start] to [end]. Both [categories] therefore [gained / lost] approximately [number] [units] over the period.*

Body Paragraph 2: *[Group 2], by contrast, [behaviour]. [Series C] [increased / decreased] from [start] to [end], while [Series D] [behaviour]. Although [comparison with group 1], [concluding observation].*

Natural alternative phrasings: Instead of *began the period*, try *started at* or *opened the decade at*. Instead of *followed a similar trajectory*, try *showed a comparable pattern* or *mirrored this trend*. Instead of *by contrast*, try *meanwhile*, *on the other hand*, or simply *among the remaining*.

17.3 Bar Chart Template

EXAMPLE — Bar Chart Template

Introduction: *The bar chart compares [what is measured] across [number] [categories] in [year or time period].*

Overview: *Overall, [category] dominated the chart, [recording the highest figure / well ahead of the others], while [lowest category] was the smallest. The gap between the highest and lowest [exceeded / was approximately] [number] [units].*

Body Paragraph 1: *[Category 1] led the table at [number] [units], followed by [Category 2] at [number]. [Category 3] came third at [number]. Together, the top three accounted for [proportion] of the total, [well above / far exceeding] the [average / combined total of the rest].*

Body Paragraph 2: *At the other end of the scale, [lowest category] recorded just [number] [units], [marginally below / well below] [second-lowest category] at [number]. [Optional observation about an exception or pattern]. Overall, the data reveal a [wide / narrow] spread of values, with [observation about distribution].*

Natural alternative phrasings: Instead of *led the table*, try *headed the ranking*, *topped the chart*, or *recorded the highest figure*. Instead of *at the other end of the scale*, try *among the lower-ranked categories* or *towards the bottom of the table*.

17.4 Pie Chart Template (Single)

EXAMPLE — Pie Chart Template

Introduction: *The pie chart breaks down [whole] into [number] categories, showing the proportion of [total] held by each in [year].*

Overview: *Overall, [largest category] constituted the largest share, accounting for [percent], while [smallest category] was the smallest at [percent]. The top two categories together represented [proportion] of the total.*

Body Paragraph 1: *[Largest category] dominated the chart at [percent], well ahead of [second category] at [percent]. [Third category] came next at [percent], meaning that the top three categories together accounted for [proportion] of the total.*

Body Paragraph 2: *The remaining slices were noticeably smaller. [Fourth category] took up [percent], followed by [fifth category] at [percent]. [Smallest category] represented just [percent], [a fraction of / well below] the leading category. The data thus show a [concentrated / even] distribution, with [observation].*

17.5 Pie Chart Template (Two Charts)

EXAMPLE — Two Pie Charts Template

Introduction: *The two pie charts compare the proportions of [whole] accounted for by [number] categories in [year 1] and [year 2].*

Overview: *Overall, the composition shifted noticeably between the two years. [Category that grew] increased its share, while [category that shrank] declined. Despite these changes, [stable category] remained [the largest / in the same position] throughout.*

Body Paragraph 1: *In [year 1], [largest] dominated at [percent], followed by [second] at [percent] and [third] at [percent]. Together, these three categories accounted for [proportion] of the total. [Smallest category] was the smallest at [percent].*

Body Paragraph 2: *By [year 2], the picture had changed. [Growing category] had risen to [percent], [up / an increase of] [number] percentage points, while [shrinking category] had fallen to [percent]. [Stable category] remained broadly unchanged at [percent]. The most striking shift was [observation].*

17.6 Table Template

EXAMPLE — Table Template

Introduction: *The table presents [what is measured] across [number] [categories] in [year or time period].*

Overview: *Overall, [category] recorded the [highest / lowest] figure at [number], while [category] was at the opposite end of the scale at [number]. The gap between the highest and lowest [exceeded / was approximately] [number]. There was a clear ranking, with the top [three / two] well above the rest.*

Body Paragraph 1: *[Category 1] led the table at [number], followed by [Category 2] at [number]. [Category 3] came third at [number]. The top three together [accounted for / represented] [proportion], and the gap between first and third was [number].*

Body Paragraph 2: *At the lower end of the table, [Category 4] recorded [number], while [Category 5] was the lowest at [number]. [Optional comparison: the bottom two together were smaller than the leader alone]. Overall, the data reveal a [wide / narrow] spread of values, with [observation].*

17.7 Process Diagram Template

EXAMPLE — Process Diagram Template

Introduction: *The diagram illustrates the [number] main stages involved in the [production / process] of [product], from [first stage] through to [last stage].*

Overview: *Overall, the process is a [linear / cyclical] one consisting of [number] distinct stages. The most technically complex step is [stage], where [what happens].*

Body Paragraph 1 (early stages): *The process begins with [first stage], in which [what happens]. Once this is complete, [material] is [action] and then [action]. At this stage, [intermediate product] is produced, which is then [action].*

Body Paragraph 2 (late stages): *Following this, [material] is [action] in order to [purpose]. The resulting [product] is subsequently [action] and [action]. Finally, in the last stage, [material] is [action], producing the finished [product] ready for [purpose]. The cycle then repeats / The product is then ready for distribution.*

Natural alternative phrasings: Instead of *the process begins with*, try *the first stage involves* or *initially*. Instead of *once this is complete*, try *afterwards* or *having been [done]*. Instead of *finally*, try *in the final step* or *at the end of the process*.

17.8 Map Template

EXAMPLE — Map Template

Introduction: *The two maps illustrate the changes that took place in [place] over the [time period] between [year 1] and [year 2].*

Overview: *Overall, the area was [extensively redeveloped / significantly transformed] over the period. The most striking change was [most striking change], while [unchanged feature] remained as before. The area shifted from a [old character] to a [new character] one.*

Body Paragraph 1 (group 1 of changes, e.g. one geographic area): *In [year 1], [description of original state in this area]. By [year 2], however, [change 1] had been built in the [direction], replacing [old feature]. [Change 2] was constructed [location], and [change 3] was added [location]. [Optional: an unchanged feature].*

Body Paragraph 2 (group 2 of changes, e.g. another area): *Elsewhere, [change 4] was demolished to make way for [new feature], while [change 5] was extended / converted into [new use]. [Change 6] was introduced [location], and [change 7] was relocated to [new location]. The overall effect of these changes was [summary].*

Natural alternative phrasings: Instead of *the two maps illustrate*, try *the maps show* or *the maps compare*. Instead of *the most striking change was*, try *the most noticeable transformation was* or *the most dramatic development was*. Instead of *remained as before*, try *was left untouched* or *stayed the same*.

17.9 A Note on Adaptation

The templates above are starting points. Real Task 1 questions vary widely, and a good answer adapts the structure to fit the specific data. If a chart has three series instead of four, adjust the body paragraph grouping. If a process has eight stages instead of six, mention that explicitly. If a map has three time periods instead of two, describe each in sequence. The four-paragraph skeleton is universal; the content within each paragraph must respond to the specific question.

TIP — How to practise with templates

Write one answer per day for two weeks, using a different template each day. After two weeks, write answers without referring to the templates but using the same four-paragraph structure. By the end of a month, the structure will be automatic and you will be free to focus on language quality.

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CHAPTER 18

Practice Questions

Twenty realistic IELTS Writing Task 1 practice questions covering all six visual types plus mixed-chart questions. Use these to practise under timed conditions: aim to complete each answer in 20 minutes, writing 170 to 200 words.

18.1 How to Use These Questions

Each question below is followed by a model answer in Chapter 19. For maximum benefit, write your own answer first under exam conditions, then compare it with the model. Pay particular attention to: the structure (four paragraphs), the overview (clear and well-placed), the body paragraph grouping (logical rather than sequential), and the language (varied vocabulary and grammar). Do not be discouraged if your first answers fall short of the model — improving your Task 1 score is a process of incremental refinement.

WARNING — Practise under exam conditions

Set a 20-minute timer for each question. Write by hand if you will sit the paper-based test, or type if you will sit the computer-based test. Do not use a dictionary or any other reference. After time is up, review your answer against the model in Chapter 19 before moving to the next question.

18.2 The Twenty Questions

Q1 — Line Graph: Daily temperature in three cities

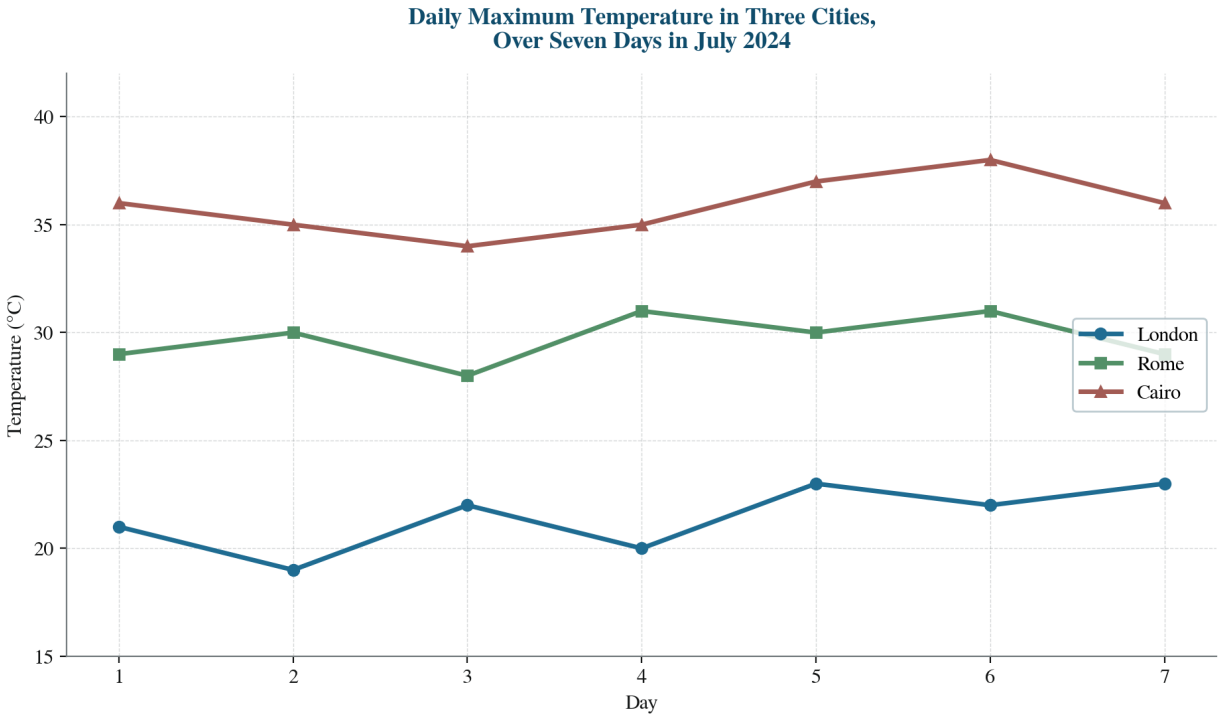


Figure 18.1 — Visual for Q1 — Line Graph.

The line graph below shows the daily maximum temperature in three cities (London, Rome and Cairo) over a seven-day period in July 2024.

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

Write at least 150 words.

Q2 — Line Graph: Smartphone ownership by age group

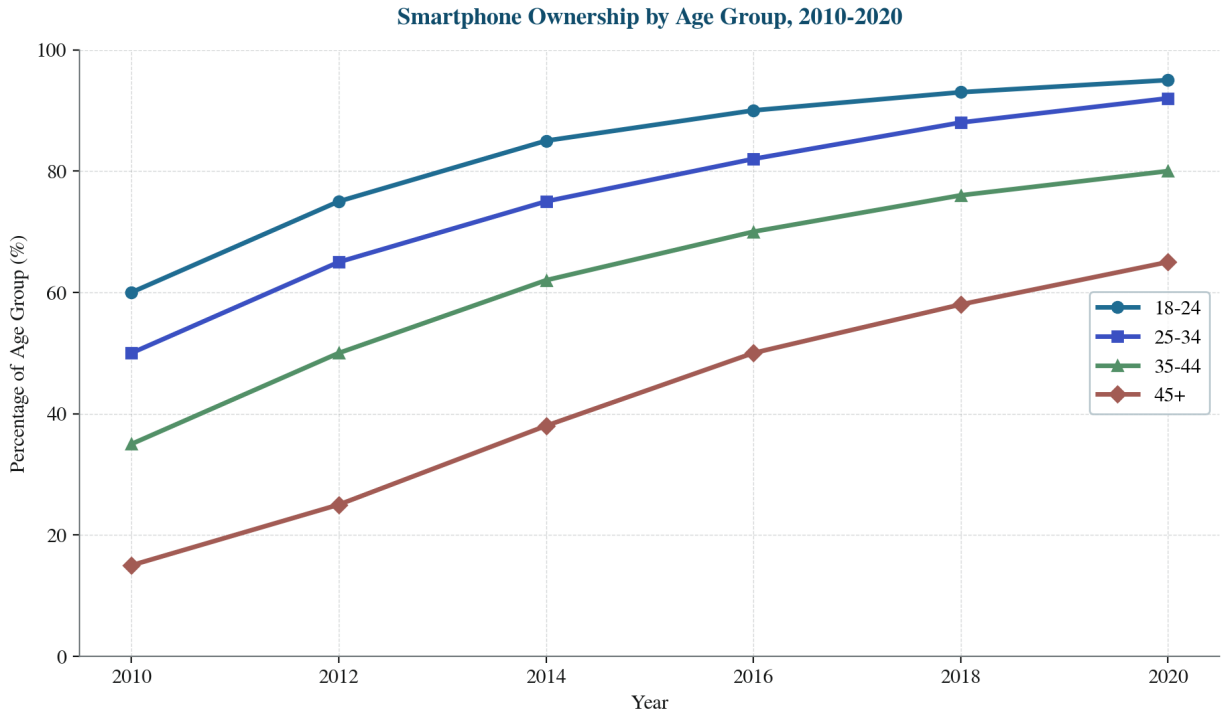


Figure 18.2 — Visual for Q2 — Line Graph.

The line graph below shows the percentage of people in four age groups (18-24, 25-34, 35-44, 45+) who owned a smartphone between 2010 and 2020.

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

Write at least 150 words.

Q3 — Line Graph: UK electricity production by source

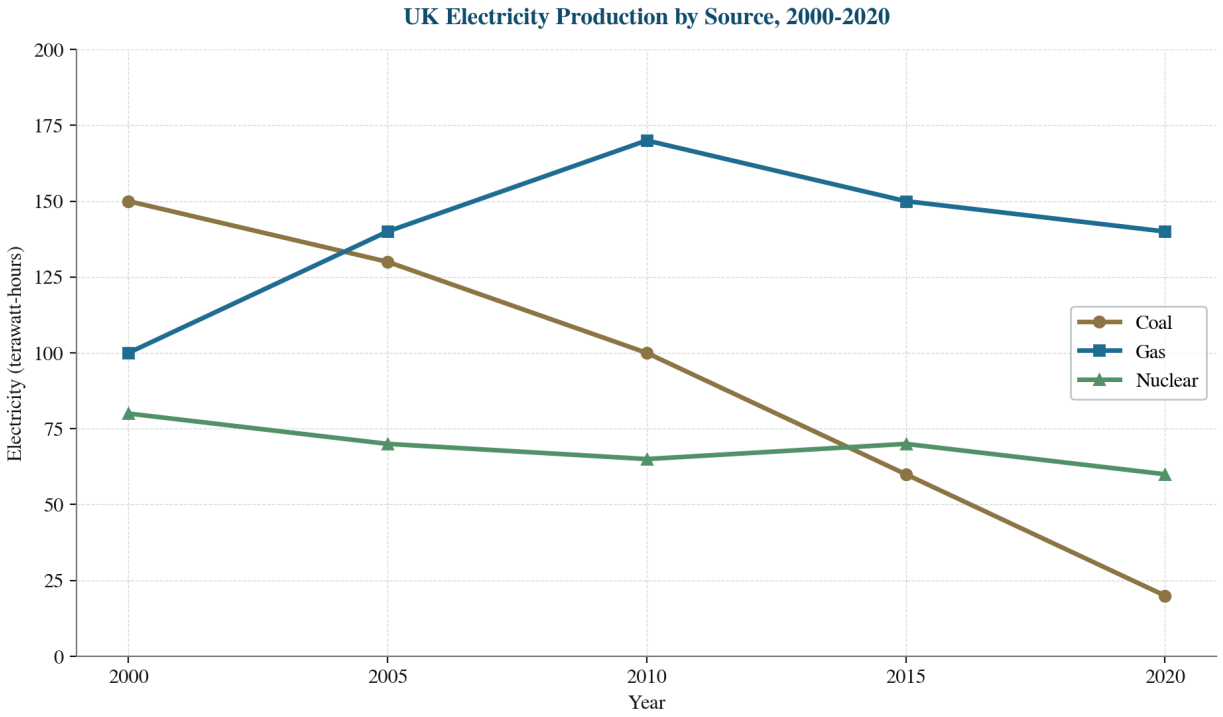


Figure 18.3 — Visual for Q3 — Line Graph.

The line graph below shows the amount of electricity produced in the United Kingdom from coal, gas and nuclear sources between 2000 and 2020.

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

Write at least 150 words.

Q4 — Bar Chart: Tourism in five countries

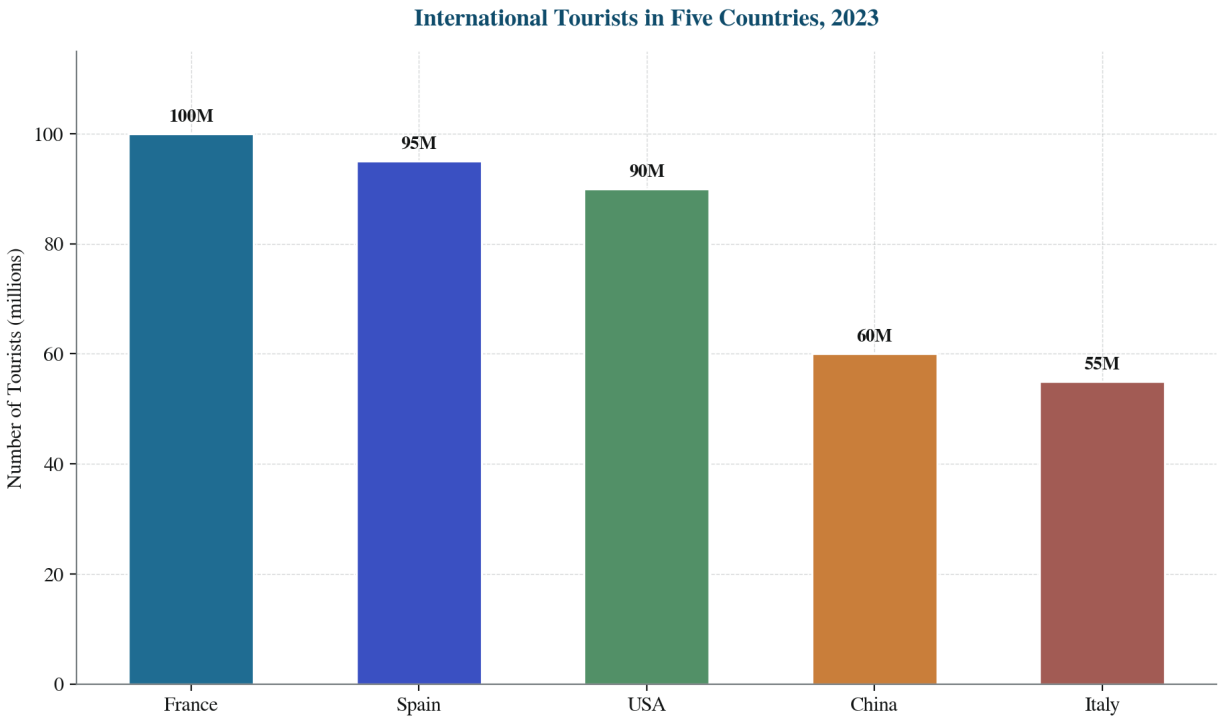


Figure 18.4 — Visual for Q4 — Bar Chart.

The bar chart below shows the number of international tourists visiting five countries (France, Spain, USA, China and Italy) in 2023.

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

Write at least 150 words.

Q5 — Bar Chart: Reading habits by gender

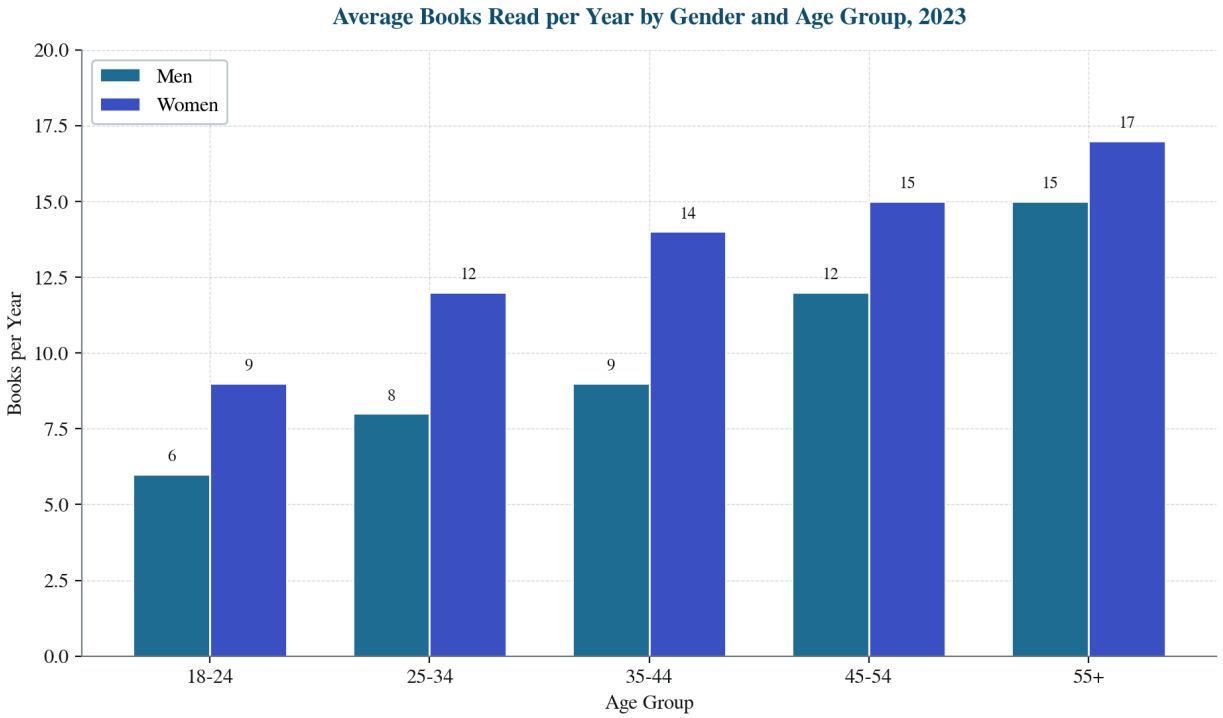


Figure 18.5 — Visual for Q5 — Bar Chart.

The bar chart below shows the average number of books read per year by men and women in five age groups in 2023.

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

Write at least 150 words.

Q6 — Bar Chart: Coffee and tea consumption

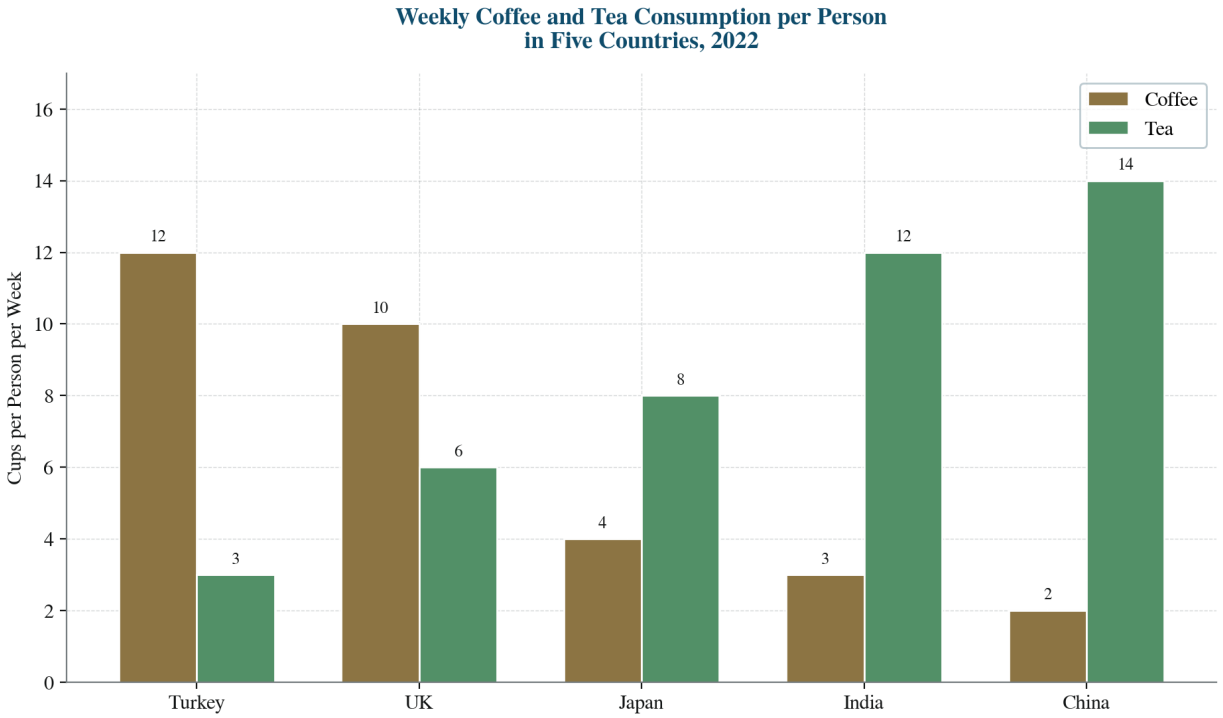


Figure 18.6 — Visual for Q6 — Bar Chart.

The bar chart below shows the weekly consumption of coffee and tea (in cups per person) in five countries in 2022.

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

Write at least 150 words.

Q7 — Pie Chart: Global water use

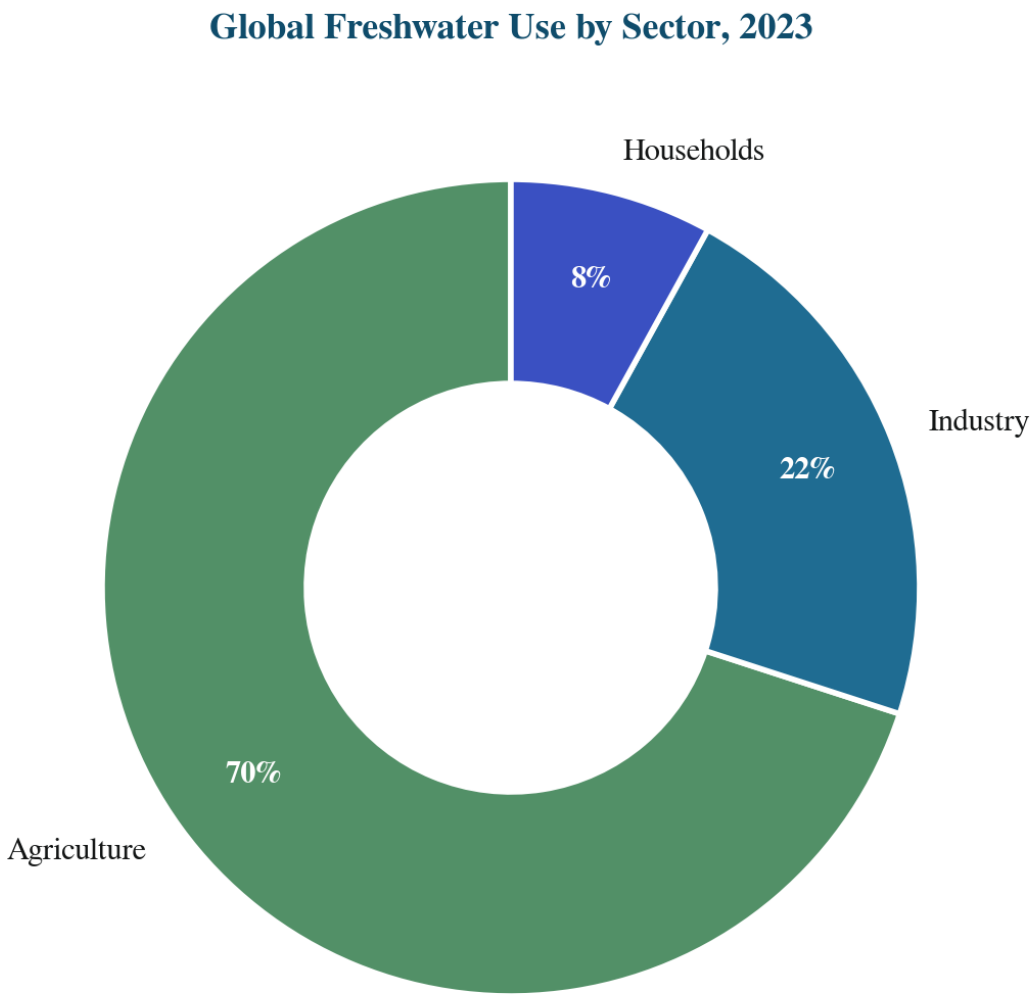


Figure 18.7 — Visual for Q7 — Pie Chart.

The pie chart below shows the percentage of global freshwater used by agriculture, industry and households in 2023.

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

Write at least 150 words.

Q8 — Two Pie Charts: UK energy mix 2010 vs 2020

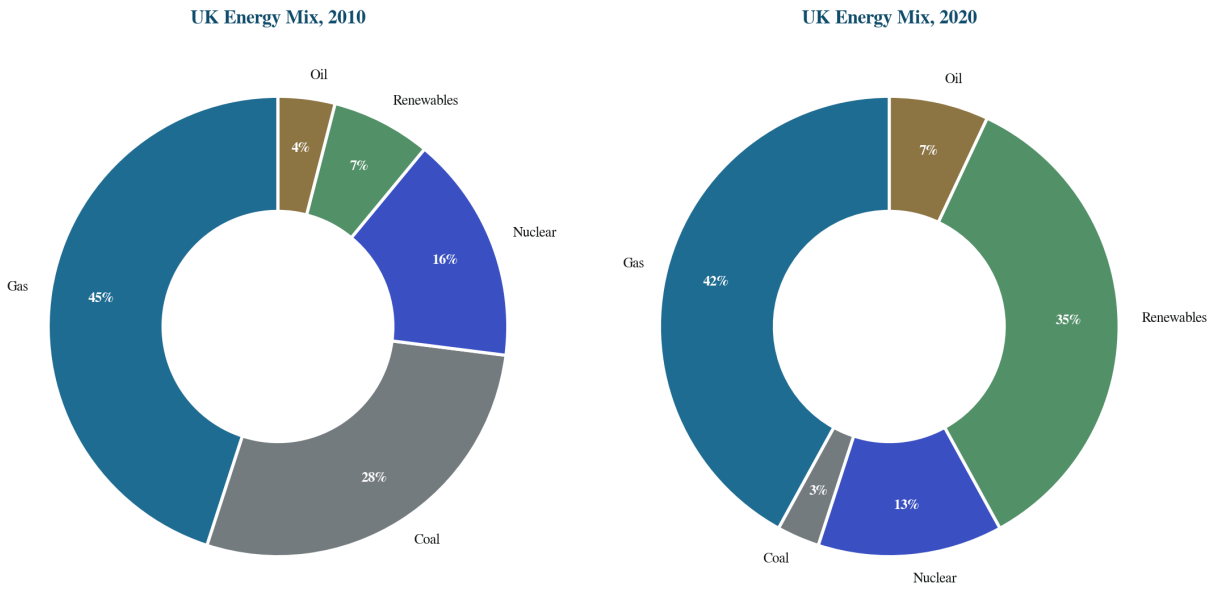


Figure 18.8 — Visual for Q8 — Two Pie Charts.

The two pie charts below show the percentage of energy produced from different sources (coal, gas, nuclear, renewables, oil) in the United Kingdom in 2010 and 2020.

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

Write at least 150 words.

Q9 — Pie Chart: Modes of travel to work in Sydney

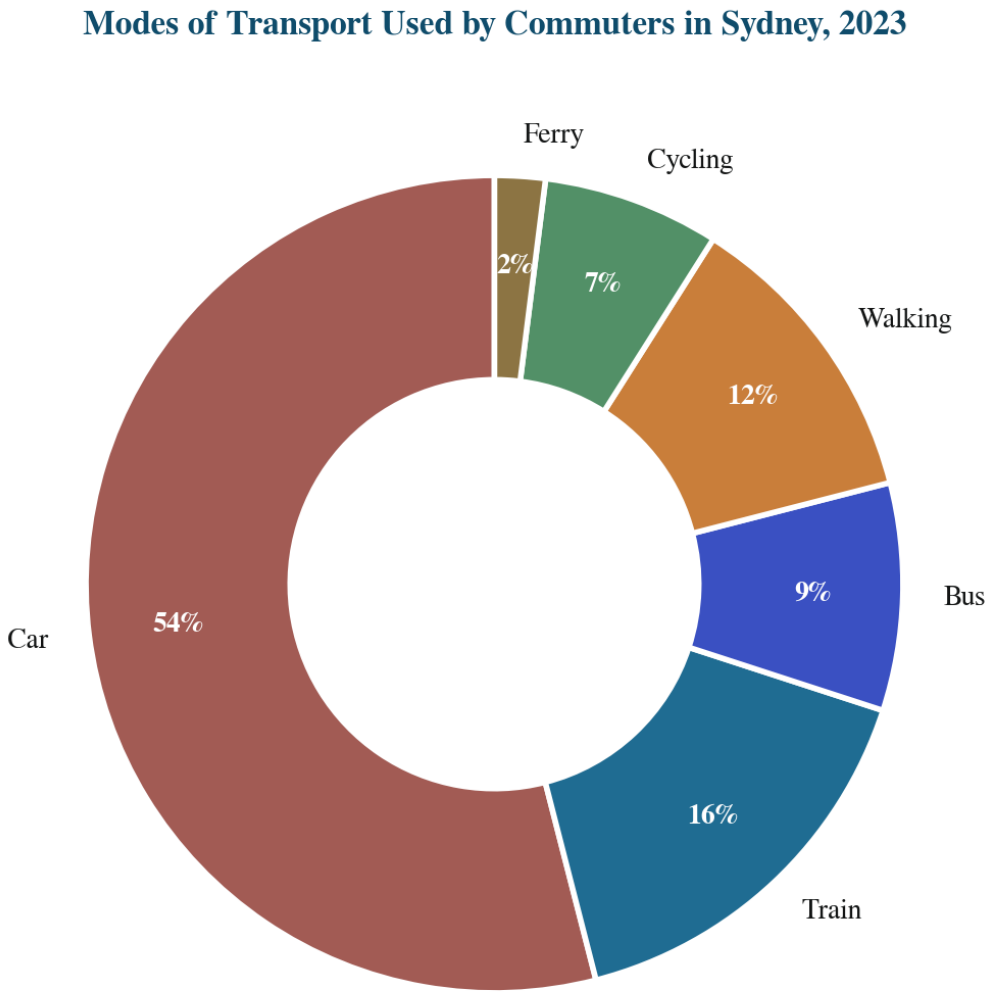


Figure 18.9 — Visual for Q9 — Pie Chart.

The pie chart below shows the different modes of transport used by commuters in Sydney, Australia, in 2023.

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

Write at least 150 words.

Q10 — Table: Education levels in four countries

Percentage of Adults with University Degrees, 2010 and 2020

Country	2010 (%)	2020 (%)	Change (pp)
USA	32	39	+7
Germany	30	36	+6
South Korea	38	47	+9
Brazil	12	25	+13

Figure 18.10 — Visual for Q10 — Table.

The table below shows the percentage of adults with university degrees in four countries (USA, Germany, South Korea and Brazil) in 2010 and 2020.

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

Write at least 150 words.

Q11 — Table: Population of five UK cities

Population and Density of Five UK Cities, 2023

City	Population (000s)	Area (km²)	Density (per km²)
London	8,900	1,572	5,666
Birmingham	1,150	261	4,406
Manchester	550	115	4,783
Glasgow	630	175	3,600
Leeds	800	487	1,643

Figure 18.11 — Visual for Q11 — Table.

The table below gives information about the population, area and population density of five UK cities (London, Birmingham, Manchester, Glasgow and Leeds) in 2023.

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

Write at least 150 words.

Q12 — Table: Sales of electronic products

Sales of Electronic Products (millions of units), 2018-2022

Product	2018 (M)	2020 (M)	2022 (M)
Smartphones	1,400	1,550	1,700
Laptops	250	265	280
Tablets	180	150	120
Smartwatches	50	85	140

Figure 18.12 — Visual for Q12 — Table.

The table below shows the sales (in millions of units) of four electronic products (smartphones, laptops, tablets and smartwatches) in 2018, 2020 and 2022.

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

Write at least 150 words.

Q13 — Process Diagram: Paper recycling

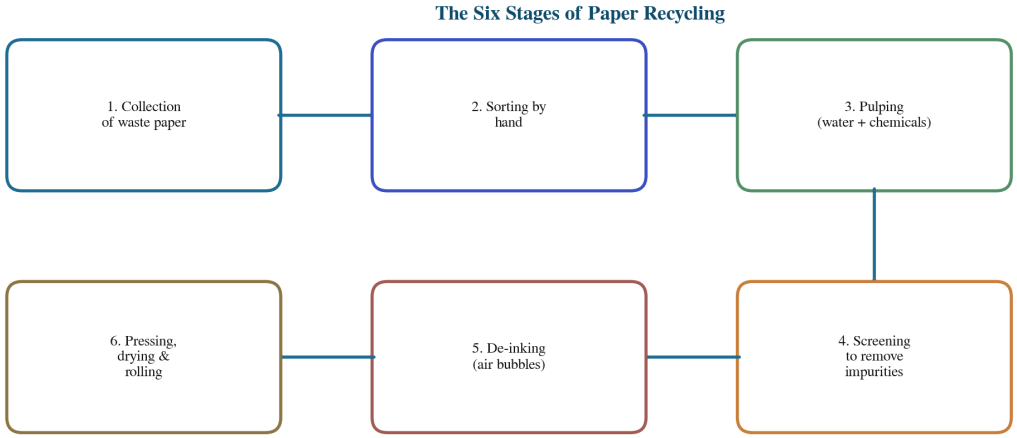


Figure 18.13 — Visual for Q13 — Process Diagram.

The diagram below shows how waste paper is recycled.

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

Write at least 150 words.

Q14 — Process Diagram: Chocolate manufacturing

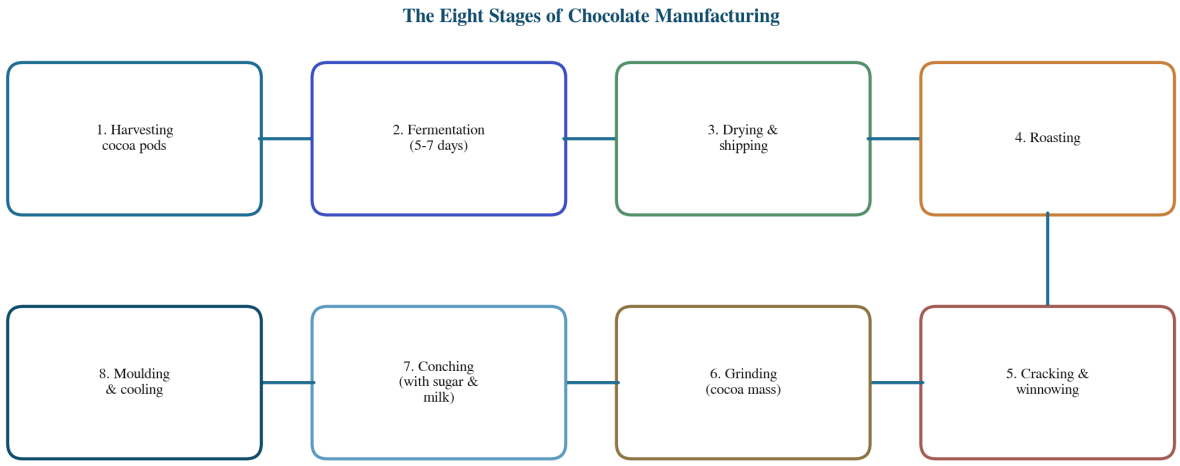


Figure 18.14 — Visual for Q14 — Process Diagram.

The diagram below shows the stages involved in the commercial production of chocolate, from cocoa bean to finished chocolate bar.

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

Write at least 150 words.

Q15 — Process Diagram: Solar power generation

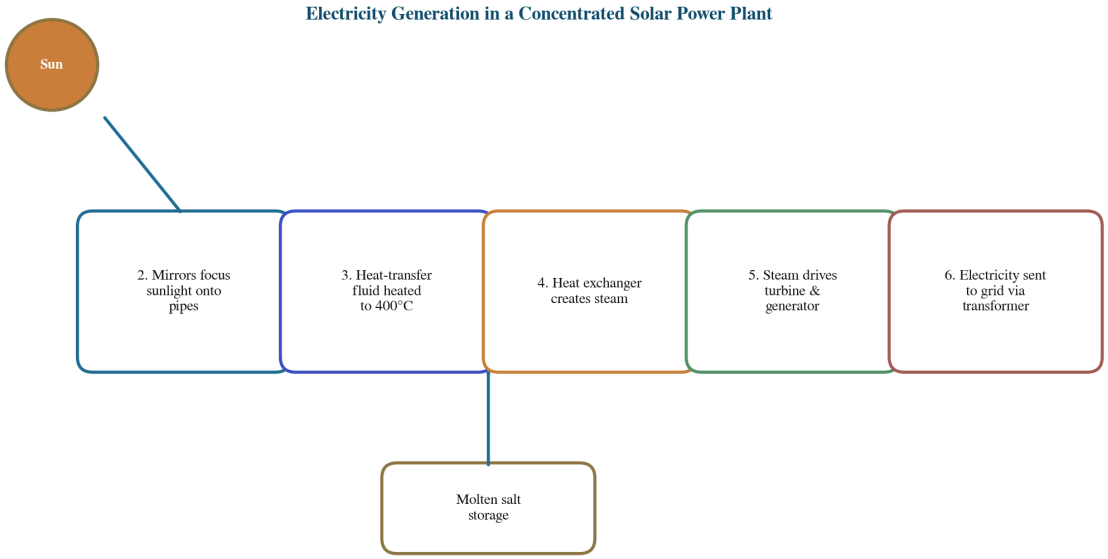


Figure 18.15 — Visual for Q15 — Process Diagram.

The diagram below shows how a solar power plant generates electricity using concentrated solar energy.

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

Write at least 150 words.

Q16 — Map: School campus 2000 to 2025

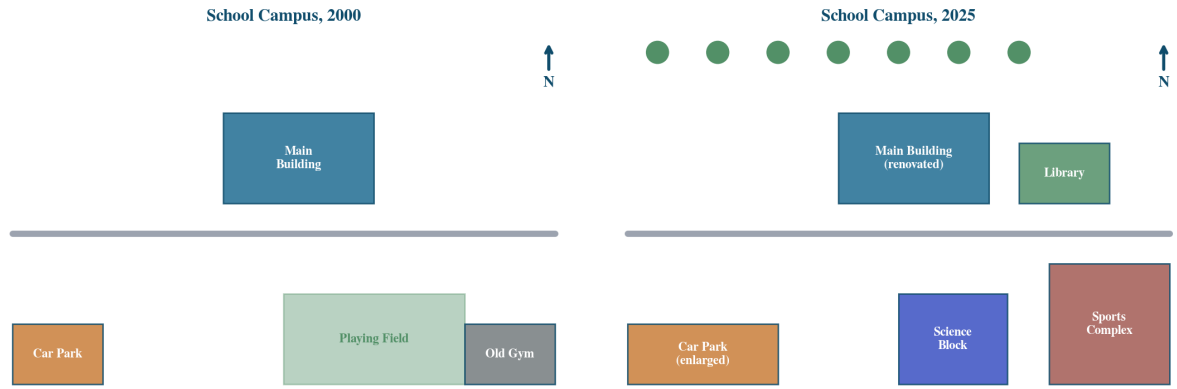


Figure 18.16 — Visual for Q16 — Map.

The maps below show the changes to a school campus between 2000 and 2025.

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

Write at least 150 words.

Q17 — Map: Riverside park redevelopment

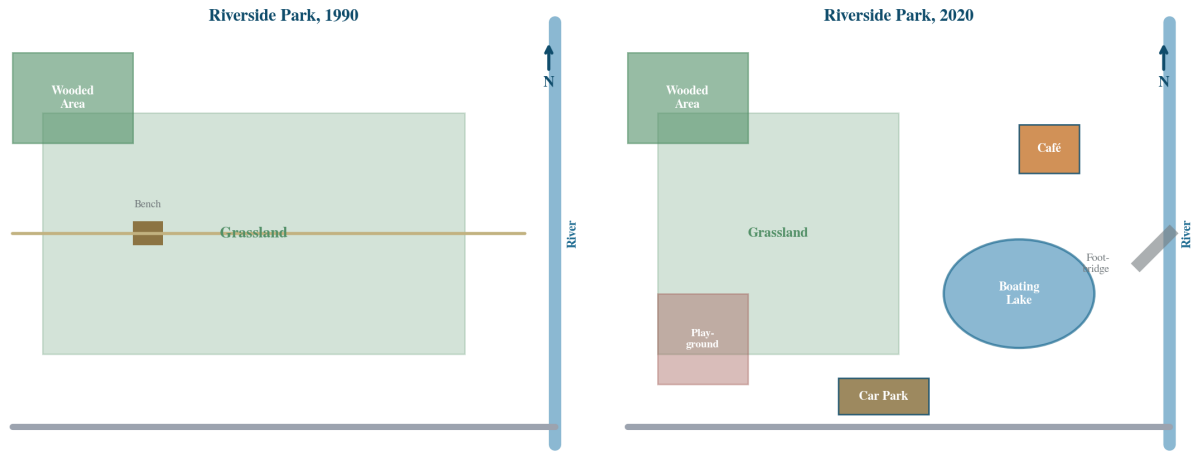


Figure 18.17 — Visual for Q17 — Map.

The maps below show a riverside park in 1990 and 2020.

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

Write at least 150 words.

Q18 — Map: Industrial site conversion

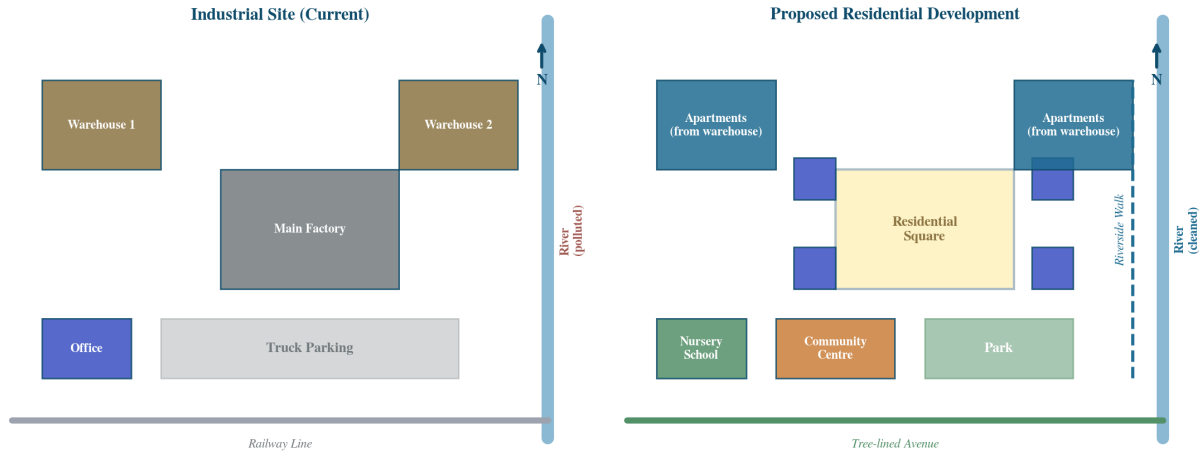


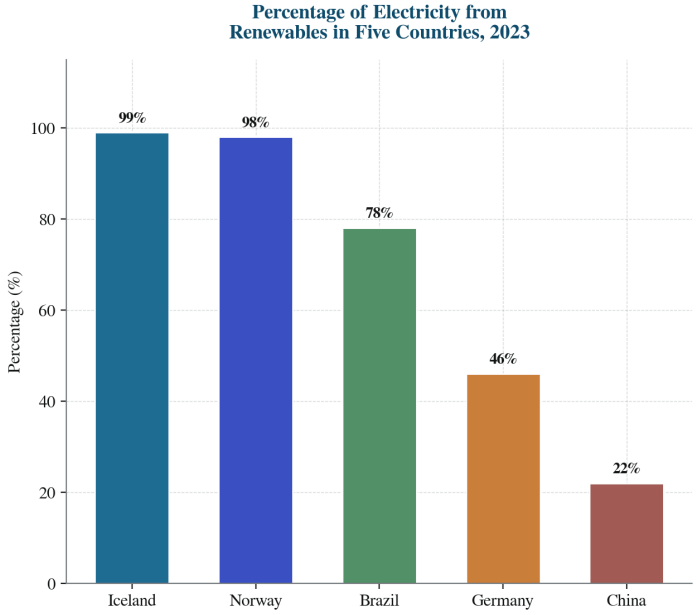
Figure 18.18 — Visual for Q18 — Map.

The maps below show an industrial site and its proposed redevelopment into a residential area.

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

Write at least 150 words.

Q19 — Mixed: Bar chart + Table on renewable energy



Total Electricity Production, 2023

Country	Total Electricity (TWh
Iceland	15
Norway	154
Brazil	700
Germany	674
China	8,500

Figure 18.19 — Visual for Q19 — Mixed.

The bar chart below shows the percentage of electricity generated from renewable sources in five countries in 2023. The table gives the total electricity production (in terawatt-hours) of the same five countries in the same year.

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

Write at least 150 words.

Q20 — Mixed: Line graph + Pie chart on transport

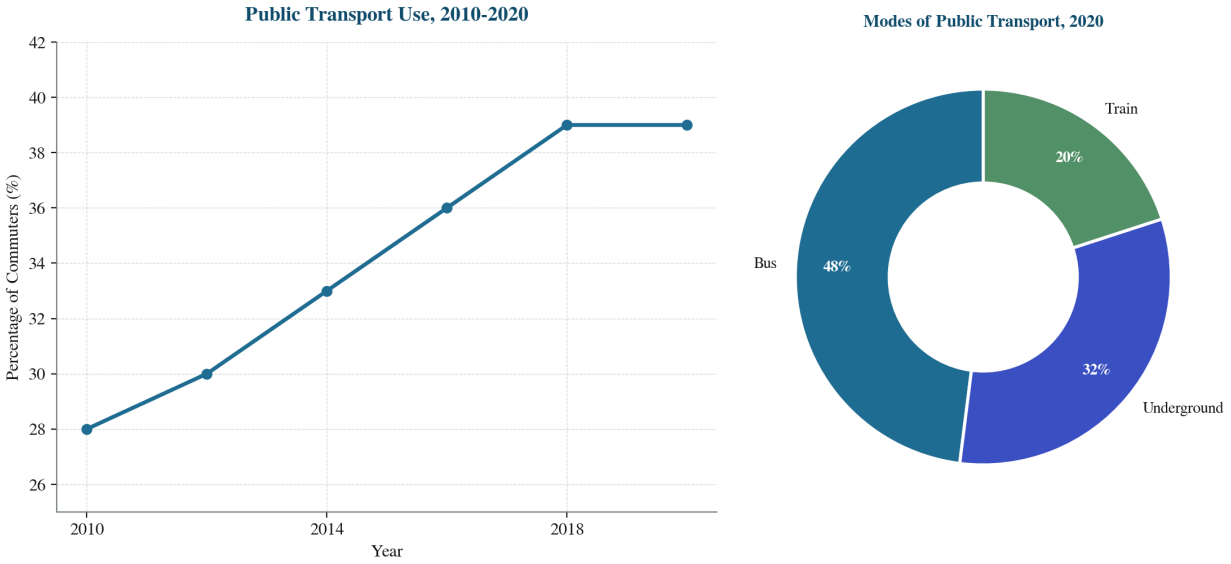


Figure 18.20 — Visual for Q20 — Mixed.

The line graph below shows the percentage of commuters using public transport in a city between 2010 and 2020. The pie chart shows the modes of public transport used in 2020.

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

Write at least 150 words.

TIP — After you finish

Once you have written your answer to a question, turn to Chapter 19 and compare your answer with the model. Look for: (1) Did you include a clear overview? (2) Did you group information logically in your body paragraphs? (3) Did you use varied vocabulary? (4) Did you use a range of grammatical structures accurately? Identify one specific area to improve before attempting the next question.

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CHAPTER 19

Model Answers

Twenty Band 8-9 model answers to the practice questions in Chapter 18. Each answer is 170-220 words and includes brief commentary highlighting its key strengths. Use these models as benchmarks: aim to match their structure, language quality and concision.

19.1 How to Read These Model Answers

Each model answer below is presented in a tinted box, followed by a one or two sentence commentary in italics. The commentary highlights the specific features that earn the answer its Band 8-9 score — features such as a strong overview, varied vocabulary, or sophisticated grammatical structures. When comparing your own answers to these models, focus on the structural and linguistic features highlighted in the commentary, not on copying specific phrases.

WARNING — Do not memorise these answers

Memorised answers are immediately obvious to examiners and are penalised under all four criteria. Use these models to understand what Band 8-9 writing looks like, then practise producing your own answers with the same structural and linguistic qualities.

19.2 Model Answers

Model Answer 1 — Daily temperature in three cities

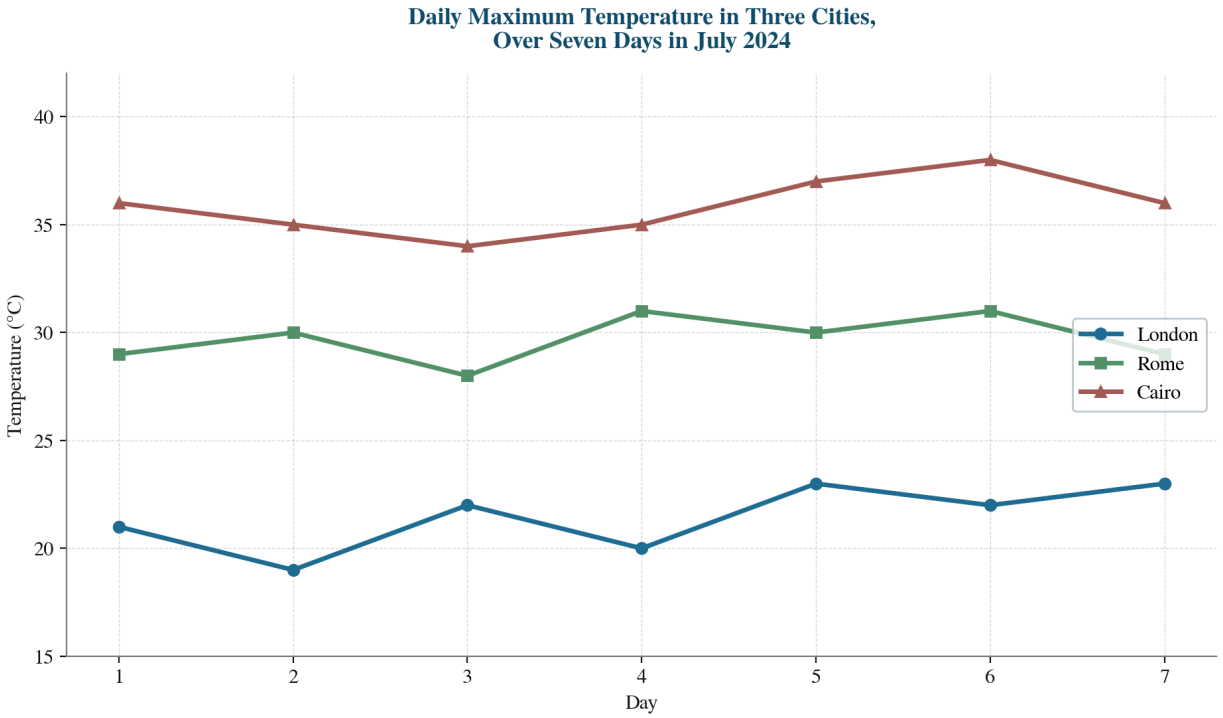


Figure 19.1 — Visual referenced by Model Answer 1.

The line graph illustrates the daily maximum temperature recorded in London, Rome and Cairo over a seven-day period in July 2024.

Overall, Cairo was consistently the hottest of the three cities throughout the week, while London remained the coolest. The temperatures in all three cities were relatively stable, with only minor daily fluctuations, and the gap between Cairo and London stayed broadly constant at around fifteen degrees.

Cairo recorded the highest temperatures throughout the week, ranging from a low of 34 degrees on day three to a high of 38 degrees on day six. The city's daily maximum hovered around the mid-thirties, with no dramatic changes from one day to the next. Rome followed a similar pattern, with temperatures fluctuating between 28 and 31 degrees, peaking on day five before falling back slightly towards the end of the week.

London, by contrast, was noticeably cooler, with daily maxima ranging from 19 to 23 degrees. The coolest day was day two, when the temperature reached only 19 degrees, while the warmest was day seven at 23 degrees. Despite these small fluctuations, the gap between London and the two southern cities remained substantial throughout, never narrowing below nine degrees even on Rome's warmest day.

Word count: 199

Commentary: Strong overview clearly ranks the three cities; body paragraphs grouped by climate zone (warm vs cool); varied vocabulary (hovered, fluctuating, narrowing); precise data references throughout.

Model Answer 2 — Smartphone ownership by age group

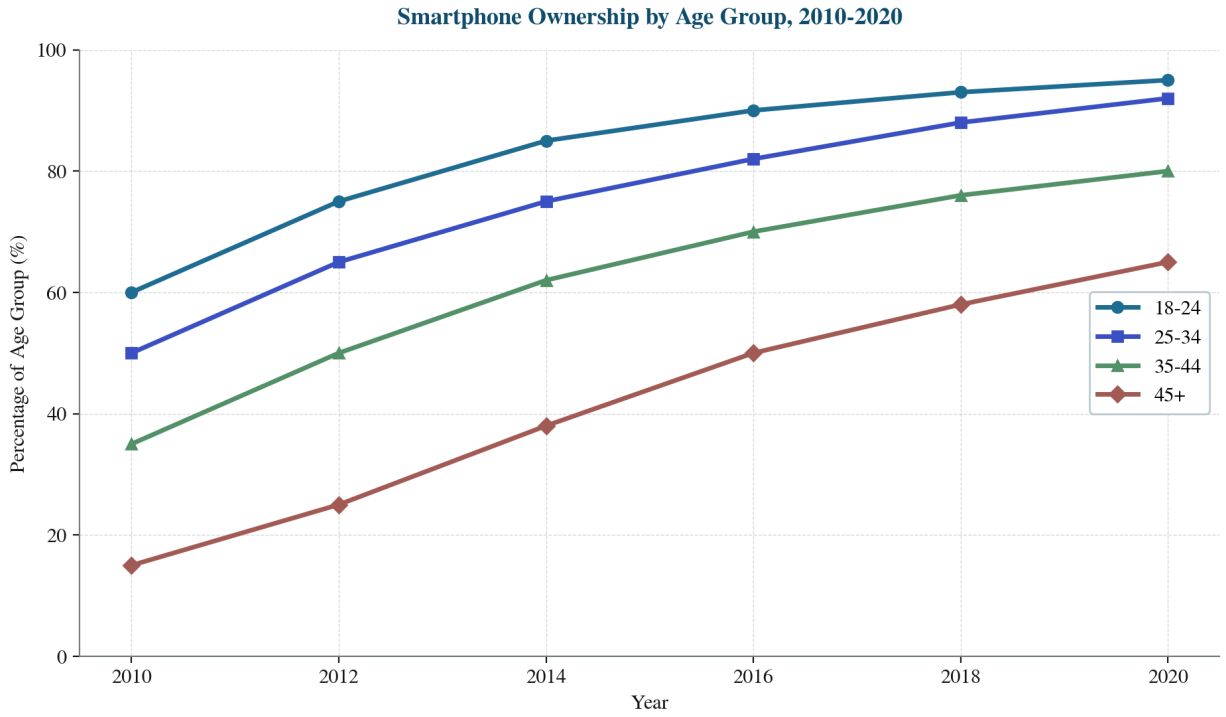


Figure 19.2 — Visual referenced by Model Answer 2.

The line graph illustrates the proportion of people in four age groups who owned a smartphone between 2010 and 2020.

Overall, smartphone ownership rose in all four age groups over the decade, but the rate of growth differed markedly. The youngest group maintained the highest level throughout, while the oldest group, despite starting from a very low base, recorded the most dramatic increase. By 2020, the gap between age groups had narrowed considerably.

Among 18 to 24 year olds, ownership was already high at 60 percent in 2010 and rose sharply to reach 95 percent by 2020. The 25 to 34 age group followed a similar trajectory, climbing from 50 percent to 92 percent over the same period. Both groups therefore approached near-universal ownership by the end of the decade, with the younger group maintaining a narrow lead throughout.

The older age groups grew more rapidly in relative terms. The 35 to 44 group rose from 35 percent to 80 percent, more than doubling, while the 45 and over group surged from just 15 percent to 65 percent, a more than fourfold increase. Despite this dramatic growth, the oldest group still trailed the youngest by thirty percentage points in 2020, although the gap was far smaller than it had been at the start of the period.

Word count: 200

Commentary: Excellent overview identifying the convergence pattern; body paragraphs grouped by age cluster (young vs older); strong comparative language (more than doubling, more than fourfold, trailed by thirty percentage points); grammatical range includes relatives and subordinate clauses.

Model Answer 3 — UK electricity production by source

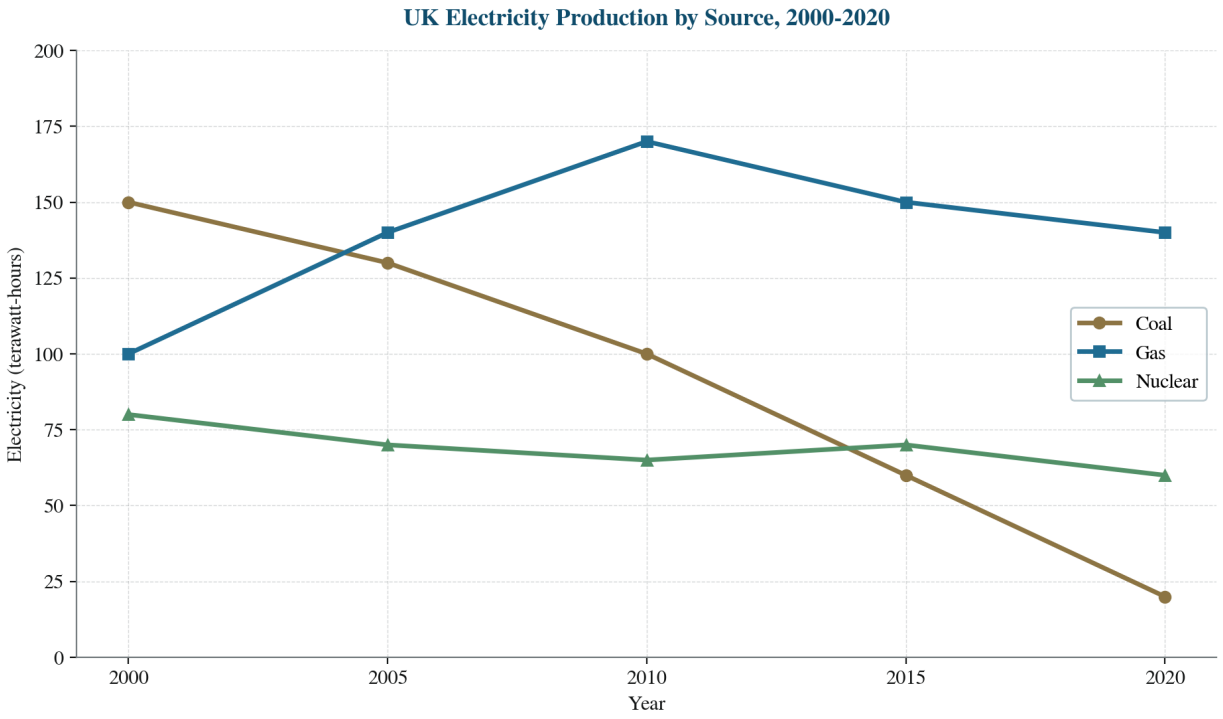


Figure 19.3 — Visual referenced by Model Answer 3.

The line graph shows the amount of electricity produced in the United Kingdom from coal, gas and nuclear sources between 2000 and 2020.

Overall, the period saw a dramatic shift away from coal towards gas, while nuclear output remained broadly stable. By 2020, gas had become the dominant source of the three, while coal, which had been the largest in 2000, had fallen to the smallest.

Coal output declined sharply throughout the period. In 2000, coal generated approximately 150 terawatt-hours of electricity, but this figure fell steadily to around 100 by 2010 and then plummeted to just 20 by 2020, a fall of more than 85 percent over the two decades. Gas, by contrast, rose from 100 terawatt-hours in 2000 to a peak of 170 in 2012, before settling at around 140 by the end of the period. Gas thus overtook coal in 2012 and remained the dominant source thereafter.

Nuclear power, in contrast to both coal and gas, remained remarkably stable. Output fluctuated between 60 and 80 terawatt-hours throughout the two decades, with no clear upward or downward trend. Although nuclear was therefore the smallest of the three sources by the end of the period, its consistency provided an important baseline contribution to the UK electricity supply throughout the transition away from coal.

Word count: 201

Commentary: Clear overview identifies the major shift (coal to gas) and the exception (nuclear); body paragraph 1 handles the major movers, body paragraph 2 the stable exception; precise vocabulary (plummeted, settling at,

remarkably stable).

Model Answer 4 — Tourism in five countries

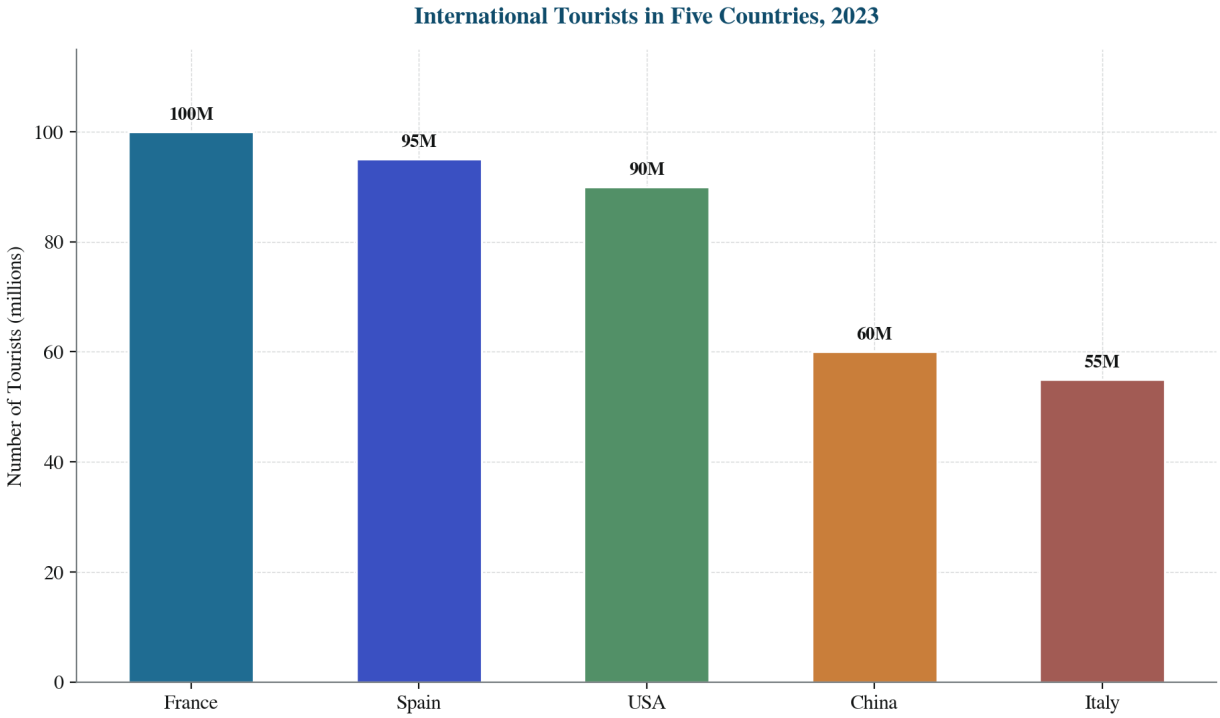


Figure 19.4 — Visual referenced by Model Answer 4.

The bar chart displays the number of international tourists visiting five countries — France, Spain, the United States, China and Italy — in 2023.

Overall, France headed the ranking, narrowly ahead of Spain and the United States, while China and Italy recorded noticeably lower visitor numbers. The top three countries together accounted for more than two-thirds of the total, pointing to a clear concentration of international tourism among a small number of destinations.

France led the table with approximately 100 million international tourists in 2023, narrowly ahead of Spain at 95 million and the United States at 90 million. The three countries were separated by only ten million visitors, suggesting a tightly competitive top tier. Together, they welcomed around 285 million tourists, well over two-thirds of the total shown in the chart. France's leading position reflects its combination of cultural attractions, Mediterranean coastline and excellent transport links with the rest of Europe.

China and Italy, by contrast, recorded substantially lower visitor numbers, at approximately 60 million and 55 million respectively. Italy's figure is particularly notable given its relatively small size and population, suggesting that its tourism density is among the highest of any major destination. The gap between the top three and the bottom two exceeded 30 million visitors, underscoring the dominance of the leading destinations in the global tourism market.

Word count: 199

Commentary: Strong overview identifies the concentration in the top three; body paragraphs grouped by tier (top 3 vs bottom 2); excellent ranking and proportion language (headed the ranking, tightly competitive top tier, tourism density).

Model Answer 5 — Reading habits by gender

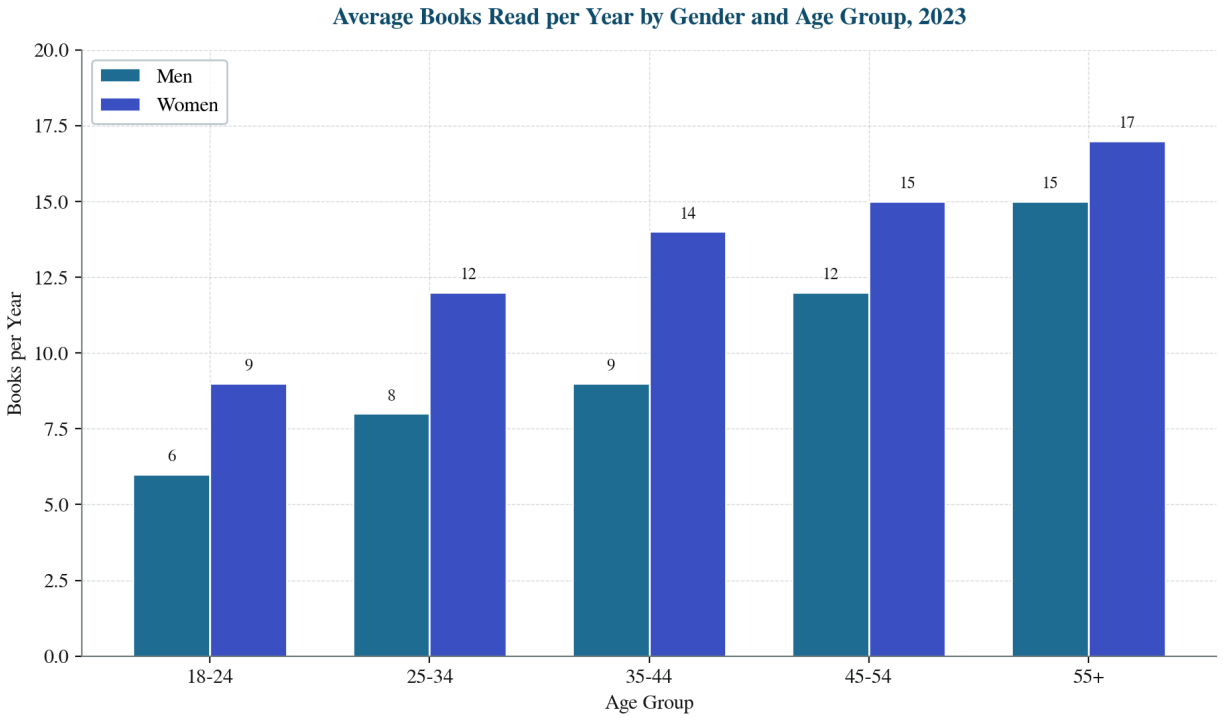


Figure 19.5 — Visual referenced by Model Answer 5.

The bar chart compares the average number of books read per year by men and women across five age groups in 2023.

Overall, women read more books than men in every age group, with the gap widest in the middle age ranges. Reading volume was highest among older readers of both genders and lowest among the youngest, suggesting a clear age-related pattern.

Among the youngest age group, 18 to 24, men read an average of 6 books per year while women read 9, a gap of three books. The 25 to 34 age group showed a similar pattern, with men at 8 books and women at 12. The widest gender gap appeared in the 35 to 44 group, where women read 14 books compared to men's 9, a difference of five books. This age group also marked the point at which women's reading peaked.

Reading volumes rose further in the older age groups, particularly for men. The 45 to 54 group saw men reading 12 books per year and women 15, while those aged 55 and over recorded the highest figures of all, at 15 books for men and 17 for women. Although the gender gap narrowed in the oldest groups, women maintained their lead throughout, and overall reading volume increased steadily with age.

Word count: 198

Commentary: Excellent overview identifies both the gender gap and the age pattern; body paragraphs grouped by age cluster (younger vs older); precise comparison language (gap widest, narrow their lead, difference of five books).

Model Answer 6 — Coffee and tea consumption

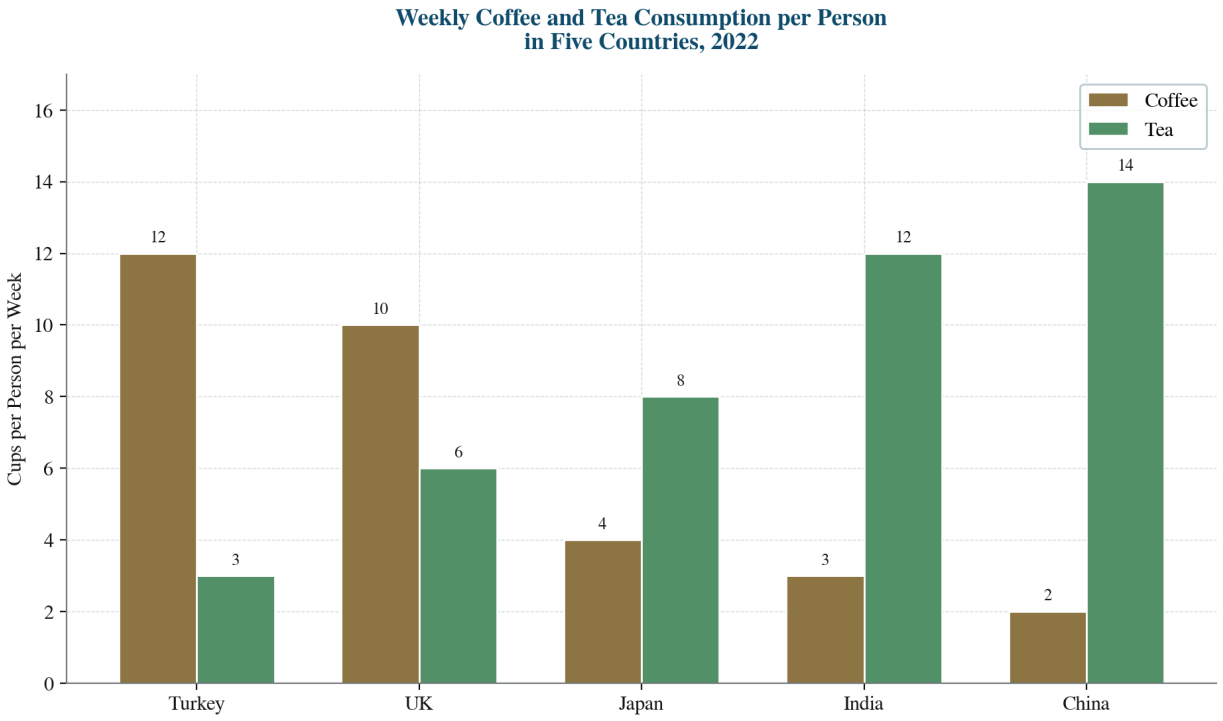


Figure 19.6 — Visual referenced by Model Answer 6.

The bar chart compares the weekly consumption of coffee and tea, measured in cups per person, in five countries in 2022.

Overall, the chart reveals starkly contrasting preferences. Turkey and the United Kingdom recorded far higher coffee consumption than the other three countries, while China and India showed a clear preference for tea. Japan occupied a middle position, with relatively balanced consumption of both beverages.

Turkey led the coffee rankings at approximately 12 cups per person per week, followed closely by the United Kingdom at 10 cups. Both countries have long-established coffee cultures, although the UK figure may also reflect the popularity of instant coffee. The other three countries recorded noticeably lower coffee consumption, ranging from Japan's 4 cups to China's 2 cups per week. The gap between Turkey and China was therefore ten cups, a striking difference.

Tea consumption showed almost the opposite pattern. China led the table at 14 cups per person per week, followed by India at 12 and Japan at 8. The United Kingdom recorded 6 cups of tea per week, despite its historical association with the drink, while Turkey consumed just 3 cups. The data thus reveal a clear cultural divide, with Asian countries preferring tea and the two Western countries in the chart preferring coffee, with Japan sitting in the middle for both beverages.

Word count: 200

Commentary: Strong overview identifies the cultural divide; body paragraphs grouped by beverage (one per drink); excellent use of contrast language (opposite pattern, clear cultural divide); specific data references throughout.

Model Answer 7 — Global water use

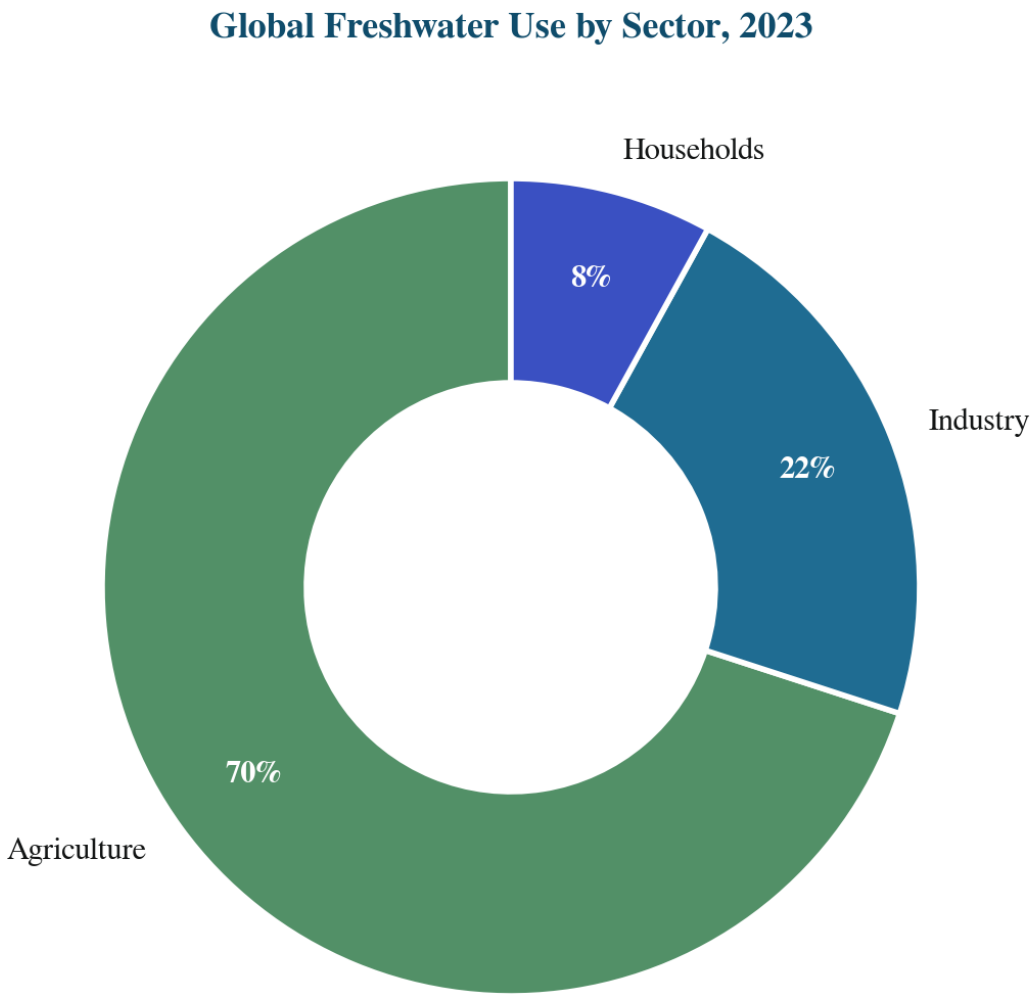


Figure 19.7 — Visual referenced by Model Answer 7.

The pie chart displays the percentage of global freshwater used by agriculture, industry and households in 2023.

Overall, agriculture dominated global freshwater use, accounting for more than two-thirds of the total, while household use was the smallest category. Industry occupied a middle position, taking up roughly a quarter of the total. The data underline the heavy dependence of human activity on agricultural water consumption.

Agriculture constituted by far the largest share at 70 percent, reflecting the enormous water requirements of crop irrigation and livestock production worldwide. This figure rises even higher in developing countries, where agriculture can account for over 90 percent of total water use. Industry came second at 22 percent, with major industrial consumers including power generation, manufacturing and mining. Together, agriculture and industry accounted for 92 percent of global freshwater use, leaving only a small fraction for households.

Household consumption represented just 8 percent of the total, a surprisingly small share given the prominence of domestic water issues in public debate. This figure includes drinking water, cooking, sanitation and other domestic uses. The data thus reveal a clear hierarchy of water use, with agriculture overwhelmingly dominant and household consumption a relatively minor component of the global total. The pattern also suggests that water conservation efforts targeting agriculture would have by far the greatest impact on overall demand.

Word count: 201

Commentary: Clear overview identifies the dominant category; body paragraph 1 covers the major uses, body paragraph 2 the smallest; excellent proportion language (constituted by far the largest share, surprisingly small share).

Model Answer 8 — UK energy mix 2010 vs 2020

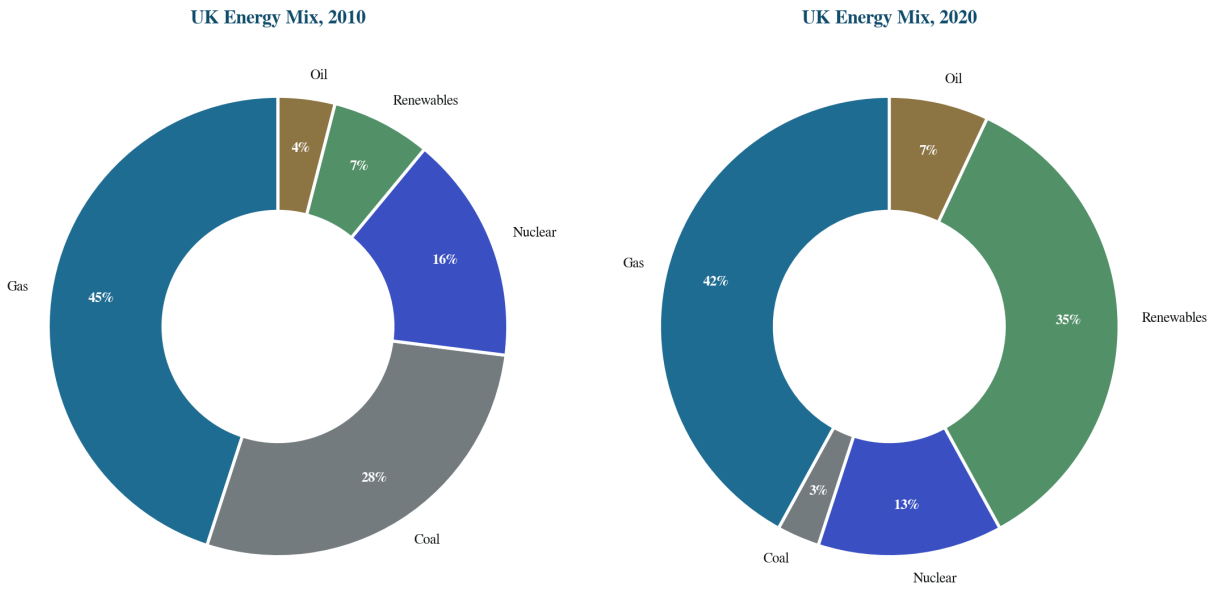


Figure 19.8 — Visual referenced by Model Answer 8.

The two pie charts compare the proportions of energy produced from different sources — coal, gas, nuclear, renewables and oil — in the United Kingdom in 2010 and 2020.

Overall, the composition of the UK energy mix shifted dramatically over the decade. Coal's share collapsed while renewables grew sharply, and gas remained the largest single source throughout. By 2020, the UK was generating a far higher proportion of its energy from low-carbon sources than in 2010.

In 2010, gas dominated the chart at 45 percent, followed by coal at 28 percent and nuclear at 16 percent. Renewables accounted for just 7 percent, while oil made up the remaining 4 percent. The top three fossil and nuclear sources together represented 89 percent of the total, with renewables playing a marginal role.

By 2020, the picture had changed markedly. Gas remained the largest source but had fallen slightly to 42 percent. Coal had collapsed from 28 percent to just 3 percent, a fall of 25 percentage points, while renewables had surged from 7 percent to 35 percent, more than quadrupling their share. Nuclear had declined modestly to 13 percent, and oil to 7 percent. The most striking shift was therefore the replacement of coal by renewables, a transformation that reflects both government policy and falling technology costs.

Word count: 200

Commentary: Strong overview identifies the major transformation; body paragraphs cover one pie each; excellent use of percentage-point language and proportion verbs (collapsed, surged, more than quadrupling).

Model Answer 9 — Modes of travel to work in Sydney

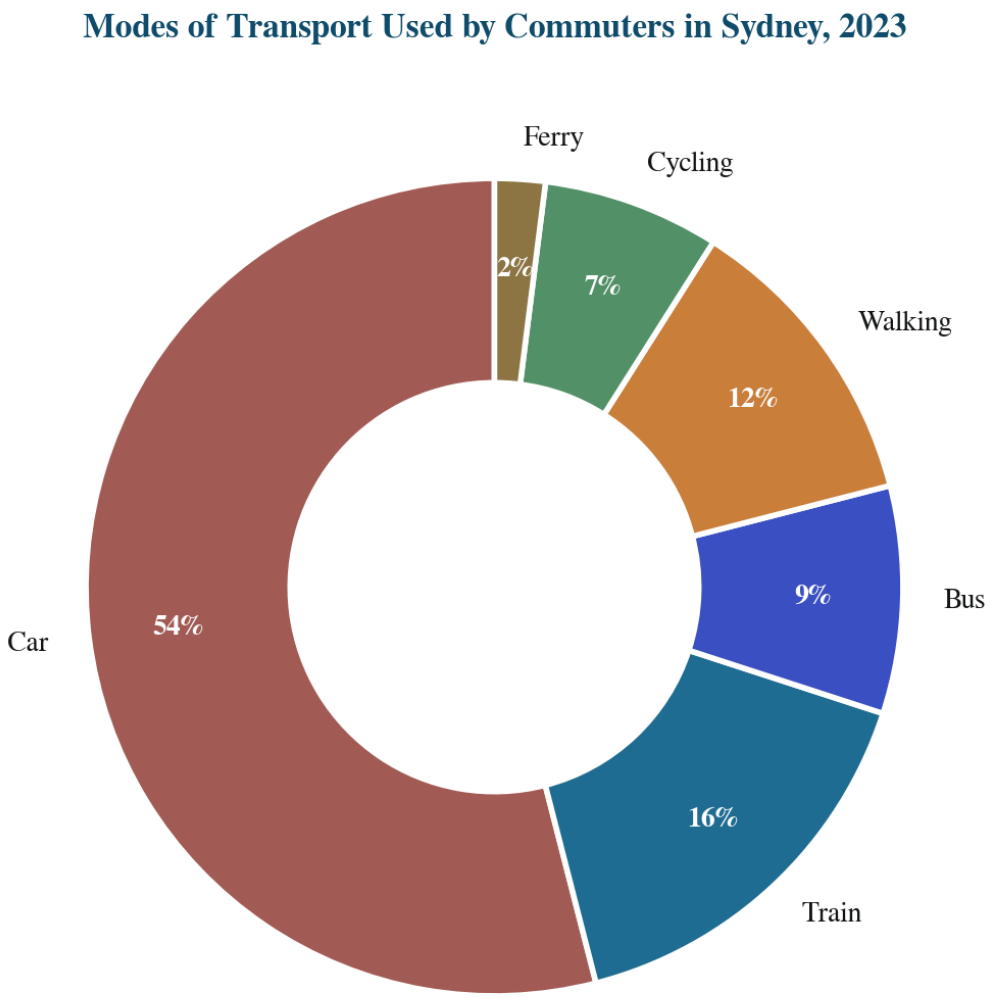


Figure 19.9 — Visual referenced by Model Answer 9.

The pie chart displays the proportions of commuters in Sydney, Australia, using different modes of transport to travel to work in 2023.

Overall, private car was the dominant mode of transport, accounting for more than half of all commuting journeys, while public transport — train, bus and ferry combined — represented just over a quarter. Active transport modes such as walking and cycling made up the remainder, a relatively small but notable share.

Private car constituted the largest share at 54 percent, reflecting both Sydney's extensive suburban sprawl and the limited reach of its public transport network in outer districts. Among public transport modes, trains accounted for 16 percent, buses for 9 percent and ferries for just 2 percent. Together, public transport accounted for 27 percent of commuting journeys, a relatively low figure for a major city of Sydney's size and wealth. Trains were the most popular public mode, particularly for journeys into the central business district.

Active transport accounted for the remaining 19 percent. Walking made up 12 percent, largely concentrated among residents living close to their workplaces, while cycling contributed 7 percent, a figure that has grown steadily as the city has expanded its network of cycle lanes. The data thus reveal a transport pattern heavily dominated by private cars, with public transport and active modes together accounting for less than half of all commuting journeys.

Word count: 200

Commentary: Clear overview establishes the dominance of private cars and combines public transport modes; body paragraphs grouped by mode type (private vs public vs active); excellent proportion and ranking language.

Model Answer 10 — Education levels in four countries

Percentage of Adults with University Degrees, 2010 and 2020

Country	2010 (%)	2020 (%)	Change (pp)
USA	32	39	+7
Germany	30	36	+6
South Korea	38	47	+9
Brazil	12	25	+13

Figure 19.10 — Visual referenced by Model Answer 10.

The table presents the percentage of adults with university degrees in four countries — the United States, Germany, South Korea and Brazil — in 2010 and 2020.

Overall, the proportion of adults with university degrees rose in all four countries over the decade. South Korea recorded the highest figure in both years, while Brazil remained the lowest despite doubling its share. The gap between the highest and lowest narrowed considerably over the period.

South Korea led the table in both years, with 38 percent of adults holding a university degree in 2010, rising to 47 percent in 2020. The United States came second, climbing from 32 percent to 39 percent, while Germany occupied third place, rising from 30 percent to 36 percent. The top three countries all saw increases of between 6 and 9 percentage points, suggesting steady but not dramatic growth among the established developed economies.

Brazil, by contrast, recorded the most dramatic relative change. Starting from a low base of just 12 percent in 2010, the figure more than doubled to 25 percent by 2020, an increase of 13 percentage points. Despite this impressive growth, Brazil still trailed South Korea by 22 percentage points in 2020, although the gap had narrowed from 26 percentage points in 2010. The data thus reveal both universal progress and persistent inequality between developed and emerging economies.

Word count: 200

Commentary: Strong overview identifies the overall trend and the convergence; body paragraphs grouped by tier (top 3 vs Brazil); excellent use of percentage-point language and ranking vocabulary.

Model Answer 11 — Population of five UK cities

Population and Density of Five UK Cities, 2023

City	Population (000s)	Area (km²)	Density (per km²)
London	8,900	1,572	5,666
Birmingham	1,150	261	4,406
Manchester	550	115	4,783
Glasgow	630	175	3,600
Leeds	800	487	1,643

Figure 19.11 — Visual referenced by Model Answer 11.

The table provides information on the population, area and population density of five UK cities — London, Birmingham, Manchester, Glasgow and Leeds — in 2023.

Overall, London was by far the largest city in every respect, with a population and area substantially exceeding those of the other four. Despite Birmingham having the second-largest population, Manchester recorded the highest population density after London, reflecting its compact size.

London dominated the table with a population of approximately 8.9 million and an area of 1,572 square kilometres. Its population density of 5,666 people per square kilometre was the highest of the five cities, although not by as wide a margin as might be expected given London's size, because its area includes large stretches of green belt and suburban land. Birmingham came second in population at 1.15 million, but its density was only 4,400 per square kilometre, reflecting its larger area relative to its population.

Among the smaller cities, Manchester stood out for its high population density. Despite having only 550,000 residents, its compact area of just 115 square kilometres gave it a density of 4,783 people per square kilometre, second only to London. Glasgow and Leeds had similar populations of around 630,000 and 800,000 respectively, but Leeds had a notably lower density due to its much larger area. The data thus reveal that population size alone does not determine density.

Word count: 201

Commentary: Strong overview identifies London's dominance and Manchester's distinctive density; body paragraphs grouped by city size; excellent handling of multiple variables; comparison language clear and varied.

Model Answer 12 — Sales of electronic products

Sales of Electronic Products (millions of units), 2018-2022

Product	2018 (M)	2020 (M)	2022 (M)
Smartphones	1,400	1,550	1,700
Laptops	250	265	280
Tablets	180	150	120
Smartwatches	50	85	140

Figure 19.12 — Visual referenced by Model Answer 12.

The table displays the sales, in millions of units, of four electronic products — smartphones, laptops, tablets and smartwatches — in 2018, 2020 and 2022.

Overall, smartphones remained the highest-selling category throughout the period, while smartwatches recorded the most dramatic growth in relative terms. Tablets were the only category to see a decline, suggesting a clear shift in consumer preferences away from larger screen devices towards smaller wearable ones.

Smartphones led the table throughout, rising from 1,400 million units in 2018 to 1,550 million in 2020 and 1,700 million in 2022. Although the growth rate slowed in the second half of the period, smartphones remained by far the dominant category, accounting for more than two-thirds of total sales in every year. Laptops came second, growing modestly from 250 million to 280 million units over the four years, an increase of around 12 percent.

The most striking changes were seen in tablets and smartwatches. Tablet sales fell from 180 million units in 2018 to 150 million in 2020 and just 120 million in 2022, a decline of one-third. Smartwatches, by contrast, surged from 50 million units to 140 million, nearly trebling their sales over the period. By 2022, smartwatches had overtaken tablets, a remarkable reversal of the position in 2018 when tablets had outsold smartwatches by more than three to one.

Word count: 201

Commentary: Strong overview identifies the divergent trends (smartphones and smartwatches up, tablets down); body paragraphs grouped by trend direction (steady growth vs dramatic change); excellent use of multiplication and ranking language.

Model Answer 13 — Paper recycling process

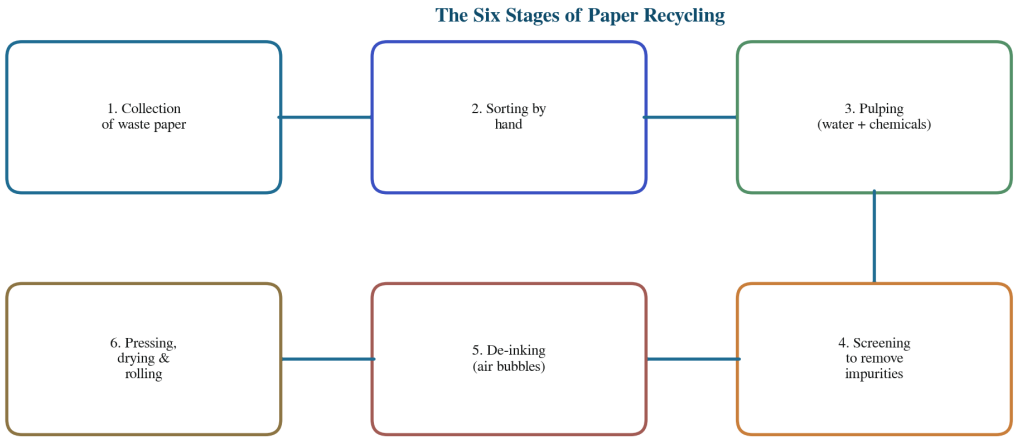


Figure 19.13 — Visual referenced by Model Answer 13.

The diagram illustrates the stages involved in the recycling of waste paper, from the collection of used paper through to the production of new paper products.

Overall, the process is a linear one consisting of six main stages, beginning with the collection of waste paper and ending with the manufacture of recycled paper. The most technically complex stage is the de-inking process, where ink is chemically removed from the paper fibres.

The process begins with the collection of used paper from homes, offices and schools. Once collected, the paper is sorted by hand to remove contaminants such as plastic, metal and non-paper waste. The sorted paper is then transported to a recycling facility, where it is mixed with water and chemicals in a large vat to break it down into individual fibres, a stage known as pulping. The resulting pulp is then passed through screens to remove any remaining impurities such as staples and glue.

Following this, the pulp undergoes de-inking, a process in which air bubbles are used to lift ink particles away from the fibres. The cleaned pulp is then mixed with new wood pulp if necessary, before being spread on a wire mesh to drain excess water. Finally, the resulting paper sheet is pressed, dried and rolled into large reels, ready to be cut and converted into new paper products, completing the recycling loop.

Word count: 200

Commentary: Strong overview identifies the linear structure and highlights the most complex stage; body paragraphs grouped by early vs late stages; excellent passive voice usage throughout; precise technical vocabulary (pulping, de-inking, wire mesh).

Model Answer 14 — Chocolate manufacturing process

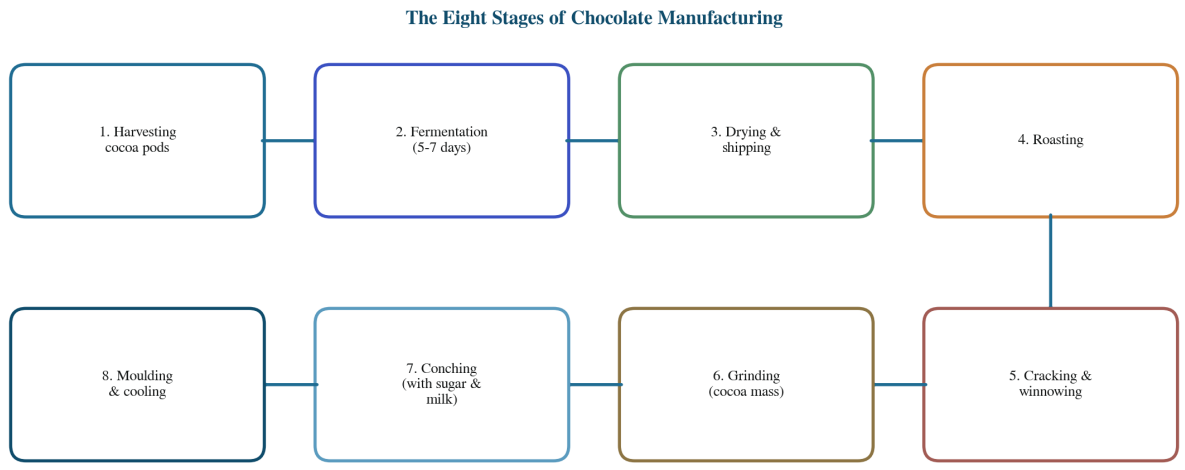


Figure 19.14 — Visual referenced by Model Answer 14.

The diagram illustrates the stages involved in the commercial production of chocolate, from the harvesting of cocoa beans through to the manufacture of finished chocolate bars.

Overall, the process is a linear one consisting of eight main stages, beginning with the harvesting of cocoa pods and ending with the moulding of liquid chocolate into bars. The most technically complex stages are roasting and conching, which together develop the chocolate's characteristic flavour and texture.

The process begins with the harvesting of cocoa pods, which are split open to reveal the white cocoa beans inside. The beans, still coated in pulp, are then fermented for several days to develop their flavour, before being dried in the sun and shipped to chocolate factories. Once they arrive, the beans are cleaned and roasted at high temperatures, a stage that further develops the flavour and loosens the outer shell. The roasted beans are then cracked and winnowed to remove the shells, leaving the cocoa nibs.

The nibs are then ground into a thick paste known as cocoa mass, which is pressed to separate the cocoa butter from the cocoa powder. The chocolate manufacturer then recombines these ingredients with sugar and milk (for milk chocolate) in a process called conching, which can take several days. Finally, the liquid chocolate is tempered, poured into moulds, cooled and wrapped, producing the finished chocolate bars ready for distribution.

Word count: 201

Commentary: Strong overview identifies the linear structure and highlights the most complex stages; body paragraphs grouped by early (agricultural) vs late (manufacturing) stages; excellent sequencing language and passive voice; precise technical vocabulary throughout.

Model Answer 15 — Solar power generation

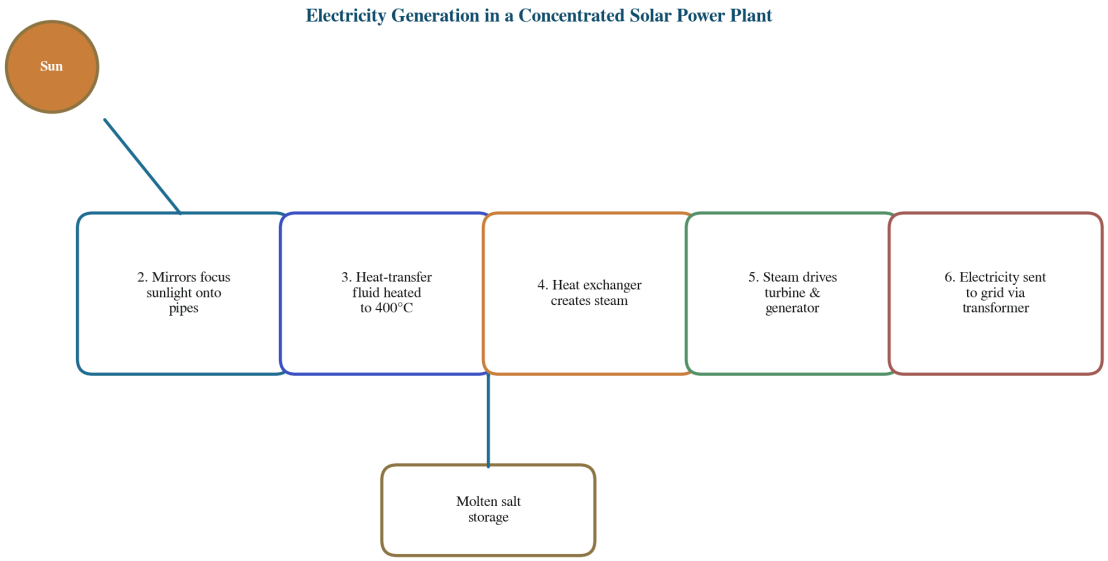


Figure 19.15 — Visual referenced by Model Answer 15.

The diagram illustrates how a concentrated solar power plant generates electricity using mirrors to focus the sun's energy.

Overall, the process is a linear one that converts solar energy into electricity through five main stages, beginning with the collection of sunlight and ending with the transmission of electricity to the grid. A distinctive feature of the design is its use of molten salt storage, which allows the plant to generate electricity even when the sun is not shining.

The process begins with a large field of parabolic mirrors, which track the sun across the sky and focus its rays onto a network of pipes running through the centre of each mirror. A heat-transfer fluid, typically synthetic oil, is pumped through these pipes and heated to temperatures exceeding 400 degrees Celsius. The heated fluid is then routed to a heat exchanger, where it transfers its thermal energy to a separate water circuit, converting the water into high-pressure steam.

The steam is then used to drive a turbine, which in turn spins a generator to produce electricity. This electricity is stepped up to high voltage by a transformer and sent to the grid for distribution. Excess thermal energy is diverted to a molten salt storage tank during the day, allowing the plant to continue generating steam and electricity after sunset. The same water is cooled and recycled through the system, making the process both renewable and water-efficient.

Word count: 199

Commentary: Strong overview identifies the linear structure and the distinctive storage feature; body paragraphs grouped by stage (collection and conversion vs generation and storage); excellent passive voice and sequencing language; precise technical vocabulary.

Model Answer 16 — School campus 2000 to 2025

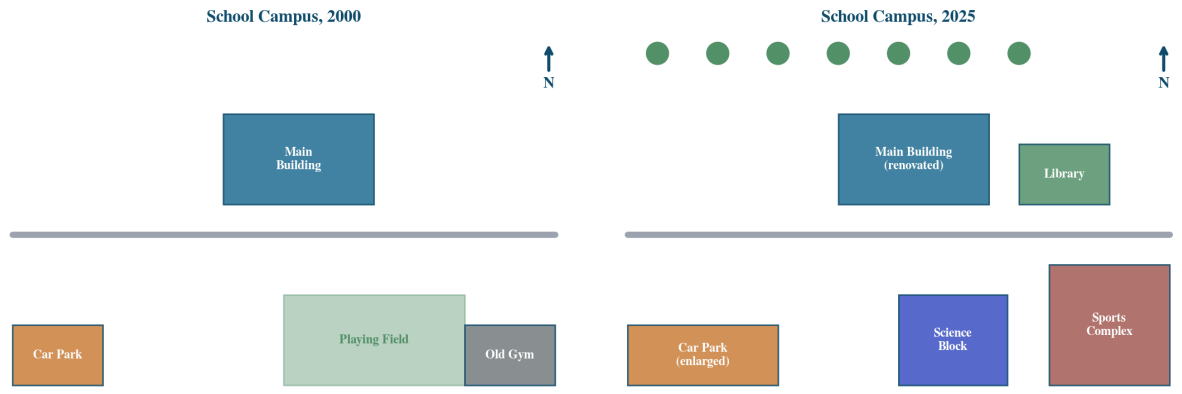


Figure 19.16 — Visual referenced by Model Answer 16.

The two maps illustrate the changes to a school campus between 2000 and 2025.

Overall, the campus was extensively expanded and modernised over the twenty-five-year period. The most striking change was the construction of a large new sports complex in the east, while the original main building in the centre was preserved and renovated. The campus shifted from a small facility with limited amenities to a comprehensive educational complex with substantially expanded capacity.

In 2000, the campus consisted of a single main building in the centre, a small car park to the west and a modest playing field in the south. By 2025, the car park had been enlarged to twice its original size to accommodate more staff and visitors, and the playing field had been reduced to make way for a new science block, which was constructed in the south-east corner. A new library was added between the main building and the science block, providing modern study facilities for students.

The most dramatic change was the construction of a large sports complex in the eastern part of the campus, replacing the old gymnasium that had stood there in 2000. The new complex includes an indoor swimming pool, a sports hall and changing facilities. A new access road was built to connect the sports complex to the main entrance, and trees were planted along the northern boundary. Despite these extensive changes, the main building was preserved and renovated, providing a clear link to the school's earlier history.

Word count: 200

Commentary: Strong overview identifies the major transformation and the preserved feature; body paragraphs grouped geographically (west/centre vs east); excellent use of past perfect (had been enlarged, had been reduced, had stood); precise location language throughout.

Model Answer 17 — Riverside park redevelopment

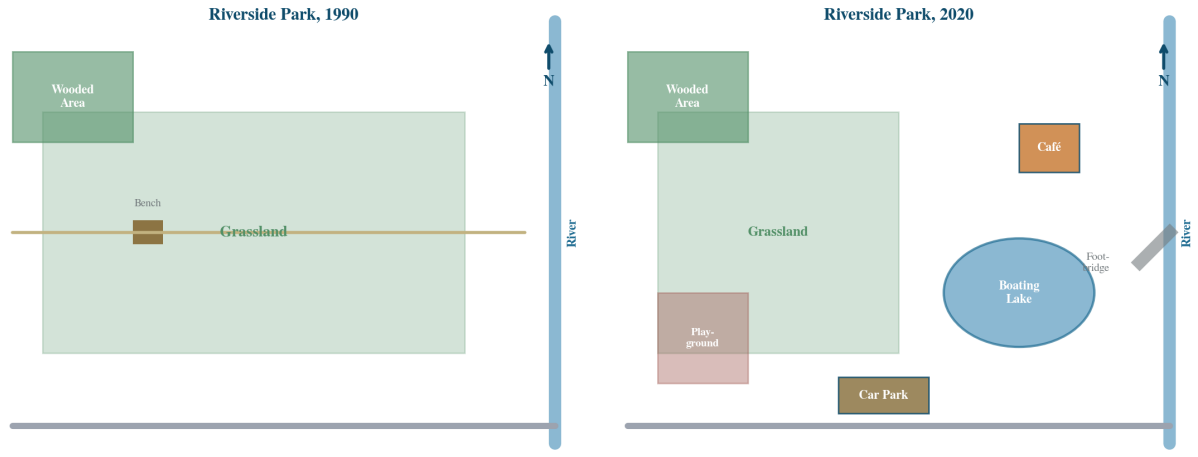


Figure 19.17 — Visual referenced by Model Answer 17.

The two maps show the changes that took place in a riverside park between 1990 and 2020.

Overall, the park was extensively modernised over the thirty-year period, shifting from a basic recreational area with minimal facilities to a multi-use leisure destination. The most striking change was the addition of a boating lake and a café, while the original wooded area in the north was preserved throughout.

In 1990, the park consisted of a large area of grassland in the centre, bordered by the river to the east and a small wooded area to the north. A simple path ran along the riverbank, and a single bench was located near the southern entrance. By 2020, the central grassland had been reduced in size to accommodate a new boating lake in the south-east corner, which became the park's main attraction. A new café was built beside the lake, and the path was extended to circle the water's edge.

Other significant changes included the addition of a children's playground in the south-west, replacing the original bench, and the construction of a new car park near the southern entrance. A footbridge was built across the river, connecting the park to a new housing development on the opposite bank. Despite these extensive changes, the wooded area in the north remained untouched, providing a habitat for local wildlife and a quiet contrast to the busier southern section of the park.

Word count: 200

Commentary: Strong overview identifies the transformation and the preserved woodland; body paragraphs grouped geographically (centre vs south-west); excellent use of past perfect and precise location language (circle the water's edge, opposite bank).

Model Answer 18 — Industrial site conversion

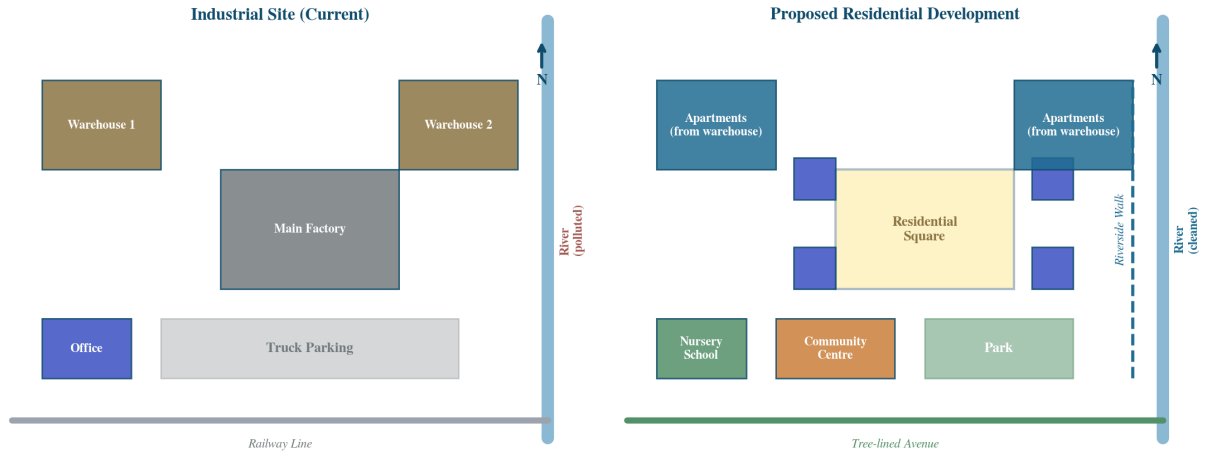


Figure 19.18 — Visual referenced by Model Answer 18.

The two maps show an industrial site and its proposed redevelopment into a residential area.

Overall, the industrial site will be completely transformed into a residential neighbourhood, with the replacement of all factory buildings by housing and community facilities. The most striking change is the conversion of the central factory into a residential square, while the river to the east will be cleaned up and incorporated into the new development as a recreational feature.

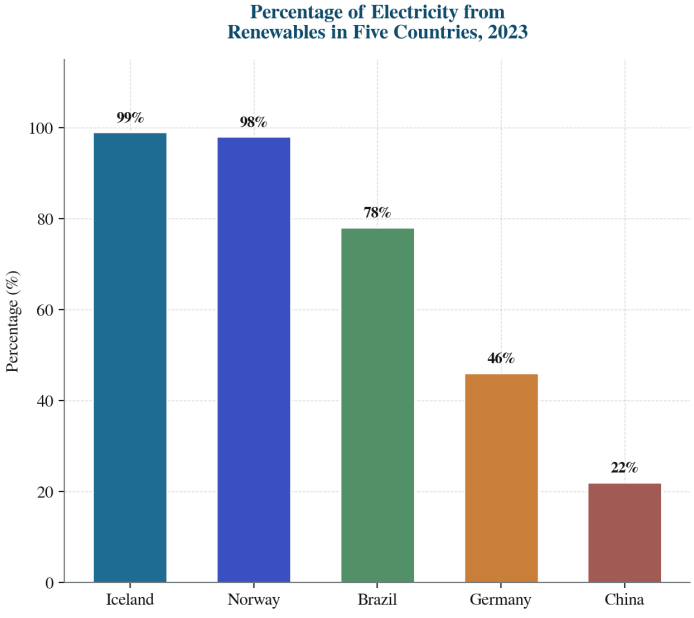
In the current industrial site, the central area is dominated by a large factory building, with two warehouses to the north and a parking area for trucks to the south. A railway line runs along the western edge, and a small office building stands near the entrance. Under the proposed redevelopment, the factory will be demolished and replaced by a residential square surrounded by townhouses. The warehouses will be converted into apartments, preserving their industrial character while adapting them for residential use.

The truck park will be replaced by a community centre with a small park, and the office building will be converted into a nursery school. The railway line will be removed and replaced by a tree-lined avenue, providing a pedestrian-friendly entrance to the new neighbourhood. The river, currently polluted and inaccessible, will be cleaned up and bordered by a riverside walk with benches and gardens. The development thus represents a complete shift from industrial use to a mixed residential community, with substantial new amenities for future residents.

Word count: 201

Commentary: Strong overview identifies the complete transformation and the central feature (factory to residential square); body paragraphs grouped geographically (centre vs edges); excellent use of future tense and passive voice (will be demolished, will be converted, will be removed); precise planning vocabulary.

Model Answer 19 — Mixed: Renewable energy bar + table



Total Electricity Production, 2023

Country	Total Electricity (TWh
Iceland	15
Norway	154
Brazil	700
Germany	674
China	8,500

Figure 19.19 — Visual referenced by Model Answer 19.

The bar chart displays the percentage of electricity generated from renewable sources in five countries in 2023, while the table gives the total electricity production of the same five countries in the same year.

Overall, the countries with the highest renewable percentages were not always those with the largest absolute renewable output. Norway and Iceland led the chart on percentage terms, while China, despite a low percentage, generated by far the largest amount of renewable electricity in absolute terms thanks to the sheer size of its power sector.

According to the bar chart, Norway and Iceland recorded by far the highest renewable shares, at 98 percent and 99 percent respectively, thanks to their extensive hydroelectric resources. Brazil came third at 78 percent, largely due to its massive hydroelectric capacity, while Germany recorded 46 percent and China just 22 percent. Together, the three European and South American countries all generated more than half of their electricity from renewable sources, a position none of the larger economies came close to matching.

The table, however, reveals a different picture in absolute terms. China, with total electricity production of 8,500 terawatt-hours, generated 1,870 terawatt-hours from renewables — by far the largest absolute figure of any country in the chart. Germany, despite its much smaller renewable share, produced 310 terawatt-hours from renewables, while Norway produced just 150 terawatt-hours. The data thus highlight that a high renewable percentage does not necessarily translate into high renewable output, particularly for smaller economies.

Word count: 200

Commentary: Excellent synthesis of the two visuals in the overview; body paragraphs group by visual (bar then table); strong comparison language; cross-reference between the two visuals in the final sentence — a Band 9 feature for mixed-chart questions.

Model Answer 20 — Mixed: Transport line + pie

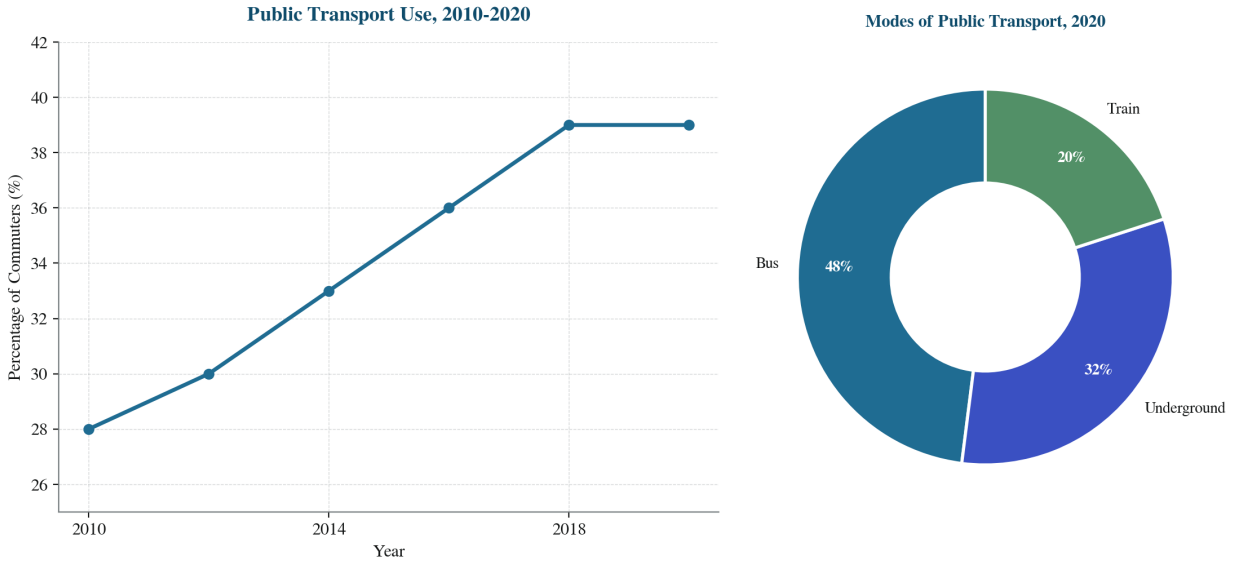


Figure 19.20 — Visual referenced by Model Answer 20.

The line graph shows the percentage of commuters using public transport in a city between 2010 and 2020, while the pie chart breaks down the modes of public transport used in 2020.

Overall, public transport usage rose steadily over the decade, with the proportion of commuters using it increasing by more than ten percentage points. The pie chart reveals that buses were the dominant mode within public transport in 2020, although trains and the underground also carried substantial numbers of passengers.

According to the line graph, public transport was used by approximately 28 percent of commuters in 2010. This figure rose steadily over the following decade, reaching 35 percent in 2015 and 39 percent in 2020. The growth was consistent throughout the period, with no year-on-year declines, suggesting that public transport investment in the city has been effective in attracting commuters away from private cars. The rate of growth was particularly strong in the second half of the decade.

The pie chart shows how public transport users were distributed across different modes in 2020. Buses accounted for the largest share at 48 percent, reflecting their extensive network and relatively low cost. The underground came second at 32 percent, followed by trains at 20 percent. Together, rail-based modes (underground and trains) accounted for just over half of public transport journeys, despite serving fewer routes than the bus network. The data thus suggest that the growth in public transport was led by both bus and rail, with buses maintaining their traditional dominance.

Word count: 200

Commentary: Excellent synthesis in the overview drawing on both visuals; body paragraphs each focus on one visual but with cross-reference; strong proportion and trend language; final sentence makes a Band 9-level synthesis of the two visuals.

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CHAPTER 20

Final Checklist

Use this one-page checklist to review your Task 1 answer before submitting. Every item is a Band 7 or Band 8 requirement — if you can tick all of them, you are well on your way to a high score.

20.1 Content Checklist

These items cover Task Achievement — the criterion that decides whether your band is capped at 5, 6, 7 or 8.

☐ My answer has exactly four paragraphs: introduction, overview, body 1, body 2.

☐ My overview clearly identifies the main trends, differences or stages shown in the visual.

☐ My overview comes immediately after the introduction (not at the end).

☐ My overview contains no specific numbers (numbers belong in body paragraphs).

☐ My body paragraphs are grouped logically, not in the order the data appears.

☐ Each body paragraph contains 3-5 specific data points with units and years.

☐ I have included at least one comparison between data points in each body paragraph.

☐ My answer is between 170 and 200 words (never under 150, never over 220).

☐ I have not included personal opinions, causes, predictions or speculation.

☐ I have not tried to describe every number on the chart — I selected the key ones.

20.2 Language Checklist

These items cover Lexical Resource and Grammatical Range and Accuracy.

☐ I have used at least three different verbs for increase or decrease (not just *increase* and *decrease*).

☐ I have used at least two different comparison structures (e.g. *higher than* and *exceeded*).

☐ I have used precise vocabulary (e.g. *surged, plummeted, plateaued* rather than always *rose, fell, stayed the same*).

☐ I have not repeated the same word more than twice in close succession.

☐ I have used a mix of simple, compound and complex sentences.

☐ I have used at least one relative clause (*which, that, who, whose*).

☐ I have used at least one subordinate clause of contrast (*while, whereas, although*).

☐ I have used passive voice correctly (especially for process diagrams).

☐ I have used comparatives and superlatives correctly (no *more higher* or *most highest*).

☐ I have used the correct tense throughout (past simple for completed past periods; present perfect for periods to now; present simple for time-less charts).

20.3 Technical Checklist

These items cover the small details that examiners notice and that often determine whether you score Band 7 or Band 8.

☐ Every sentence ends with the correct punctuation (full stop, no spurious commas).

☐ All numbers include their units (percent, million tonnes, percent of households).

☐ I have used articles correctly (*the highest*, not *highest*).

☐ I have used prepositions correctly (*rose by* for the size of change, *rose to* for the new level).

☐ I have spelled common Task 1 words correctly (*percent, approximately, significantly, proportion, fluctuate, plateau*).

☐ I have used linking words naturally, not mechanically (no *Firstly, Secondly, Thirdly, In conclusion*).

☐ Subject and verb agree in number (*the number was*, not *the number were*).

☐ I have not used contractions (*do not*, not *don't*).

☐ I have used capital letters correctly (country names, place names, *Overall* at the start of a sentence).

☐ I have not included any memorised phrases that sound unnatural in context.

20.4 Time Management Checklist

☐ I spent 2-3 minutes planning before writing.

☐ I spent 14-15 minutes writing.

☐ I reserved 2-3 minutes at the end for checking.

☐ I did not spend more than 20 minutes on Task 1 in total.

☐ I moved on to Task 2 with at least 38 minutes remaining.

20.5 Final Pre-Submission Test

Before you submit your answer, ask yourself these three questions. If you can answer yes to all three, you have produced a Band 7 or higher answer.

1. The Overview Test: Could a reader who has not seen the chart understand its main message from your overview alone?

2. The Grouping Test: Could a reader predict what your second body paragraph will be about based on your first?

3. The Variety Test: Have you used at least three different verbs for trend, three different comparison structures, and at least two complex sentence patterns?

> **TIP — If you cannot tick everything**
>
> Do not panic. No answer is perfect. The examiner rewards what you do well, not what you miss. Focus on the highest-impact items: the overview, the four-paragraph structure, and the body paragraph grouping. These alone will lift you to Band 7 on Task Achievement and Coherence and Cohesion.

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CHAPTER 21

About TypoGrammar

TypoGrammar.com is an online learning platform dedicated to helping students around the world improve their English and achieve their target IELTS score.

21.1 Our Mission

At TypoGrammar.com, we believe that every student deserves access to clear, practical and affordable English language education. Our mission is to break down the barriers that hold learners back — confusing explanations, expensive courses, generic materials — and replace them with resources that are precise, personal and proven. Whether you are aiming for Band 6.5 to enter a university programme or Band 8 to migrate as a professional, our materials are designed to take you from where you are now to where you need to be, one focused lesson at a time.

We build all our resources around three principles. First, **clarity**: every concept is explained in plain English, with examples that show how the language actually works in real IELTS tasks. Second, **practicality**: every lesson includes practice activities that mirror the real exam, so you build the skills you need under realistic conditions. Third, **progress**: every course is structured so that you can see yourself improving, week by week, until you reach your target band. We do not believe in passive learning — we believe in active, focused practice that produces measurable results.

21.2 What Makes TypoGrammar Different

Many IELTS resources recycle the same tips and tricks that have been circulating for years. TypoGrammar.com takes a different approach. Every piece of advice in our materials is grounded in the official IELTS band descriptors, the documents that examiners actually use to grade your script. When we tell you that an overview is essential, it is because the descriptors say so. When we explain what Band 7 requires, we are paraphrasing the official criteria. This means that our guidance is not opinion — it is the same framework the examiner will apply to your answer.

Our materials are also written by experienced IELTS instructors who have worked with hundreds of students from dozens of countries. We know the patterns that hold learners back — the same ones you will find in Chapter 16 of this book — and we know the specific fixes that lift a candidate from Band 6 to Band 7, or Band 7 to Band 8. Every chapter, every model answer, every practice question in this handbook reflects years of teaching experience distilled into a format you can work through at your own pace.

21.3 Free Resources at TypoGrammar.com

This ebook is one of many resources available at TypoGrammar.com. Visit our website to access a wide range of free materials, including:

- Daily IELTS practice questions with model answers

- In-depth lessons on every IELTS skill — reading, writing, listening and speaking
- A vocabulary builder with hundreds of academic words and collocations
- Grammar tutorials covering the structures most often tested in IELTS
- A free IELTS writing assessment service that gives you personalised feedback
- Study plans tailored to different starting bands and target bands
- A community forum where you can connect with other IELTS candidates

21.4 Premium Courses

For students who want more structured guidance, TypoGrammar.com offers a range of premium courses designed to take you from your current band to your target band in the shortest possible time. Our most popular courses include:

- **IELTS Writing Band 7+ Masterclass** — a complete course covering both Task 1 and Task 2, with weekly writing assessments and personalised feedback
- **IELTS Speaking Confidence** — a focused course on fluency, pronunciation and topic vocabulary, with one-to-one speaking practice
- **Academic IELTS Reading Intensive** — a deep dive into the three reading passages, with strategies for every question type
- **IELTS Listening Mastery** — a course covering every accent and question type, with dictation and note-taking practice

All premium courses come with a money-back guarantee: if you do not improve your band by at least half a band after completing the course, we will refund your fee in full.

21.5 A Note from the Author

Writing this handbook has been a labour of love. Over more than a decade of teaching IELTS, I have seen thousands of students struggle with the same avoidable mistakes — the missing overview, the mismanaged time, the repeated vocabulary, the wrong tense. Every chapter in this book exists because I have watched real students lose marks on these issues, and I wanted to provide a single, comprehensive resource that addresses every one of them.

If you take only one thing from this book, let it be this: Task 1 is a learnable skill. It is not a test of intelligence or talent. It is a test of whether you can follow a clear structure, use precise language, and select the right information. Anyone can learn these skills with focused practice. The candidates who score Band 7 and Band 8 are not smarter than the candidates who score Band 5 and Band 6 — they have simply spent more time practising the right things in the right way.

I wish you every success in your IELTS journey. Whatever your target band, I hope this handbook helps you reach it. And when you do, please write to us at TypoGrammar.com and let us celebrate with you.

21.6 Stay Connected

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