

t.me/diyorbeksielts
Simon's

IELTS Task 1

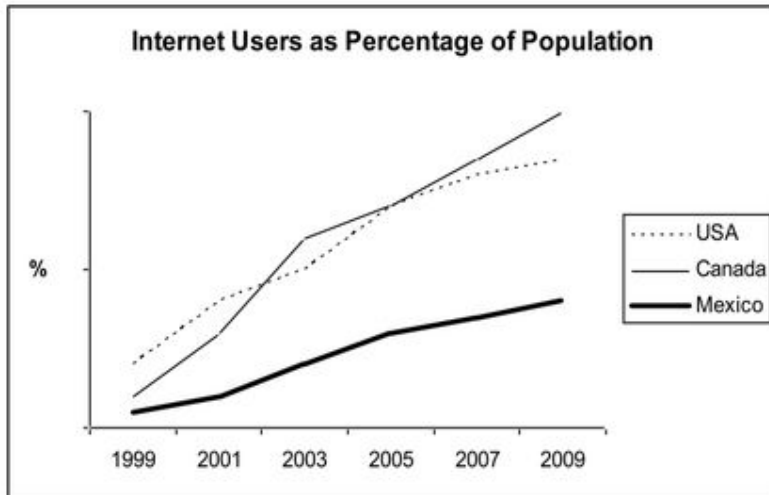
Band 9 reports collection.



2010-2019

IELTS Writing Task 1: full essay

The essay below is 151 words long. I've tried to make it as simple as possible, but it's still good enough to get a band 9.



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

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

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

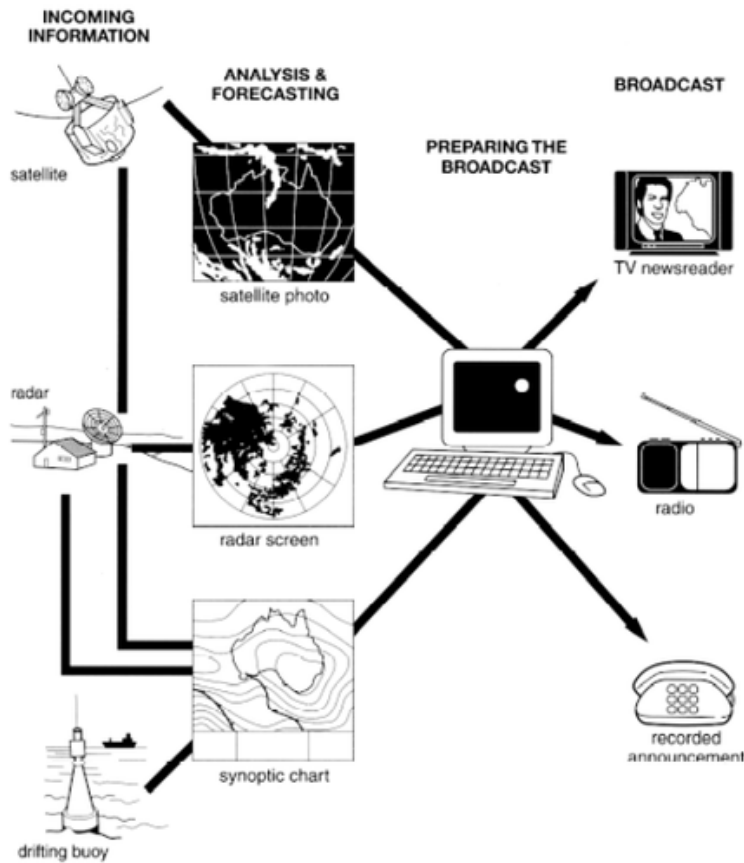
By 2009, the percentage of Internet users was highest in Canada. Almost 100% of Canadians used the Internet, compared to about 80% of Americans and only 40% of Mexicans.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(30\)](#)

IELTS Writing Task 1: process diagram essay

Last week I suggested an essay structure for the following question:

The diagram below shows how the Australian Bureau of Meteorology collects up-to-the-minute information on the weather in order to produce reliable forecasts.



Here is my full essay (170 words):

The figure illustrates the process used by the Australian Bureau of Meteorology to forecast the weather.

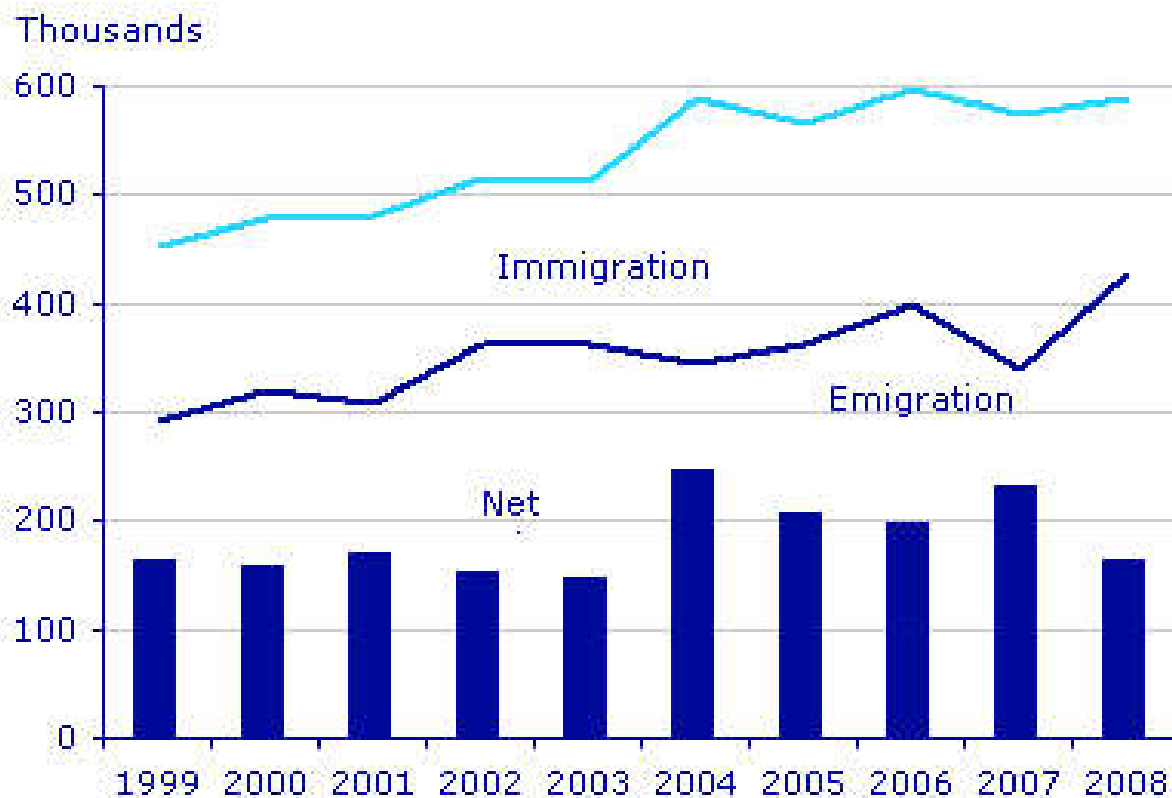
There are four stages in the process, beginning with the collection of information about the weather. This information is then analysed, prepared for presentation, and finally broadcast to the public.

Looking at the first and second stages of the process, there are three ways of collecting weather data and three ways of analysing it. Firstly, incoming information can be received by satellite and presented for analysis as a satellite photo. The same data can also be passed to a radar station and presented on a radar screen or synoptic chart. Secondly, incoming information may be collected directly by radar and analysed on a radar screen or synoptic chart. Finally, drifting buoys also receive data which can be shown on a synoptic chart.

At the third stage of the process, the weather broadcast is prepared on computers. Finally, it is delivered to the public on television, on the radio, or as a recorded telephone announcement.

IELTS Writing Task 1: sample essay (migration)

Read my full essay for the chart below. How have I organised the information? What language have I used to explain **changes** and to make **comparisons**?



Long-Term International Migration, UK, 1999-2008

Full essay (159 words):

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

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

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

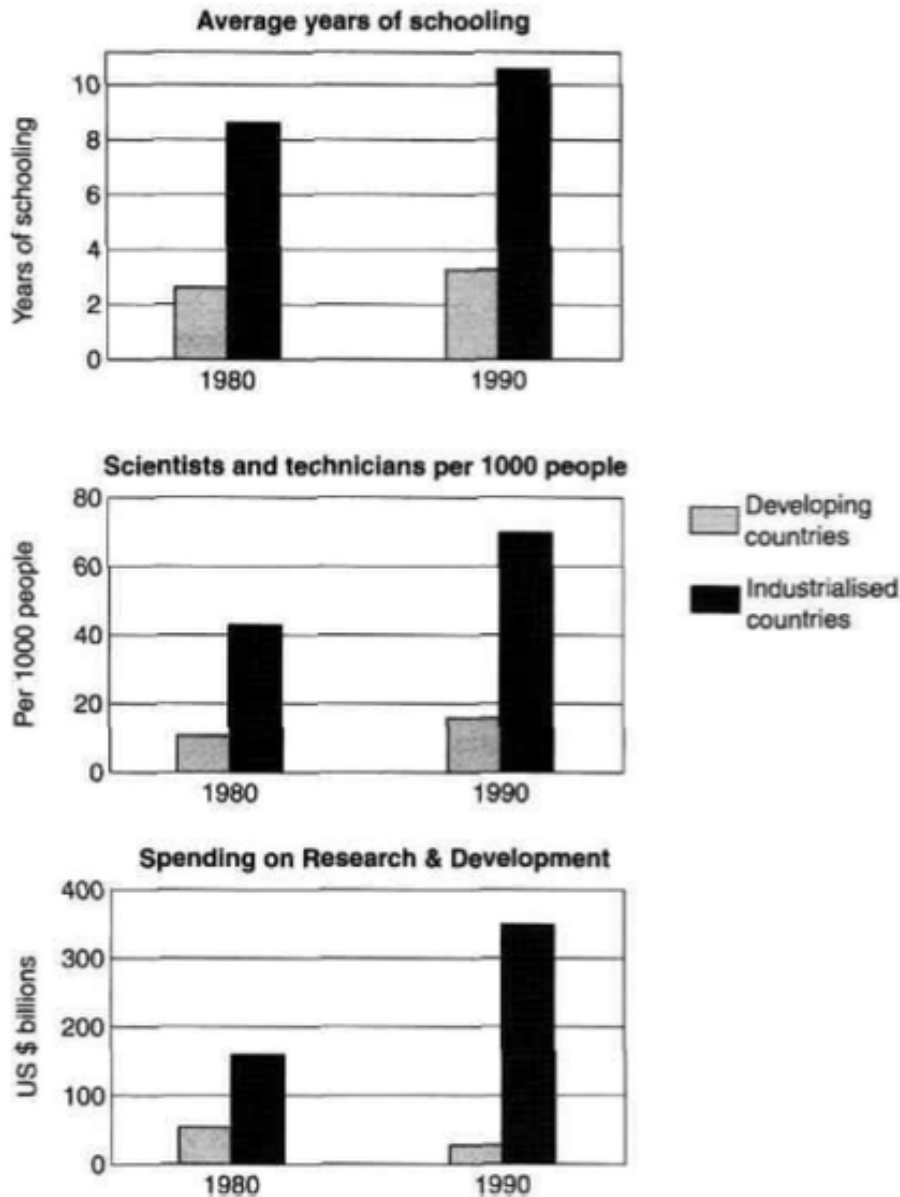
After 2004, the rate of immigration remained high, but the number of people emigrating fluctuated. Emigration fell suddenly in 2007, before peaking at about 420,000 people in 2008. As a result, the net migration figure rose to around 240,000 in 2007, but fell back to around 160,000 in 2008.

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IELTS Writing Task 1: bar charts essay

Here is my full essay for last week's bar chart question. Study the essay carefully to see which details I selected for each paragraph. Notice that I describe the two science bar charts in the same paragraph.

The charts below show the levels of participation in education and science in developing and industrialised countries in 1980 and 1990.



The three bar charts show average years of schooling, numbers of scientists and technicians, and research and development spending in developing and developed countries. Figures are given for 1980 and 1990.

It is clear from the charts that the figures for developed countries are much higher than those for developing nations. Also, the charts show an overall increase in participation in education and science from 1980 to 1990.

People in developing nations attended school for an average of around 3 years, with only a slight increase in years of schooling from 1980 to 1990. On the other hand, the figure for industrialised countries rose from nearly 9 years of schooling in 1980 to nearly 11 years in 1990.

From 1980 to 1990, the number of scientists and technicians in industrialised countries almost doubled to about 70 per 1000 people. Spending on research and development also saw rapid growth in these countries, reaching \$350 billion in 1990. By contrast, the number of science workers in developing countries remained below 20 per 1000 people, and research spending fell from about \$50 billion to only \$25 billion.

(187 words)

IELTS Writing Task 1: four pie charts essay

Here is my full essay for a question about 4 pie charts.

Cambridge IELTS book 7, page 101:

WRITING TASK 1

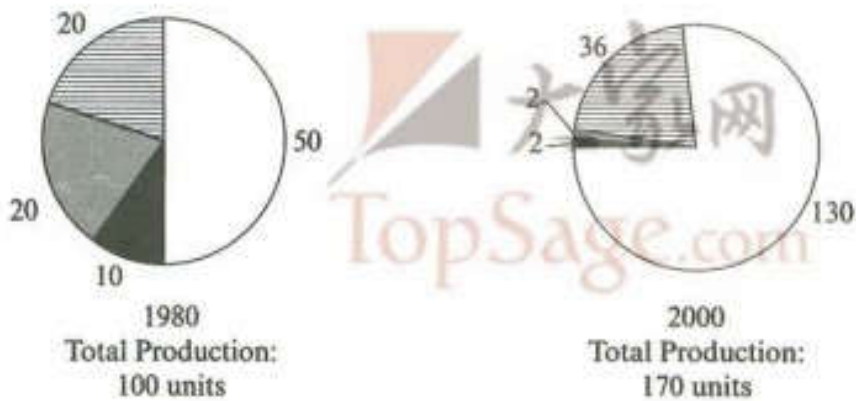
You should spend about 20 minutes on this task.

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

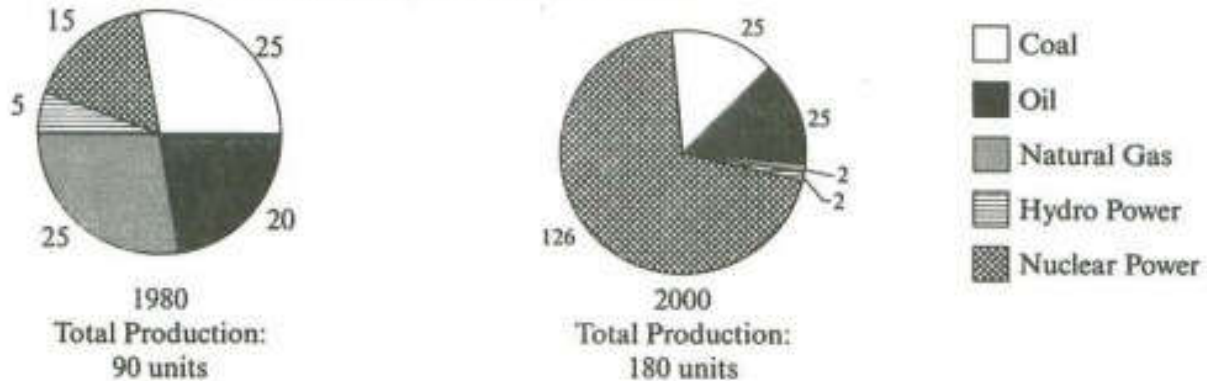
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Units of electricity by fuel source in Australia



Units of electricity by fuel source in France



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

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

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

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

(170 words)

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IELTS Writing Task 1: 'table' essay

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

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

Full essay (band 9):

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

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

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

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

(185 words)

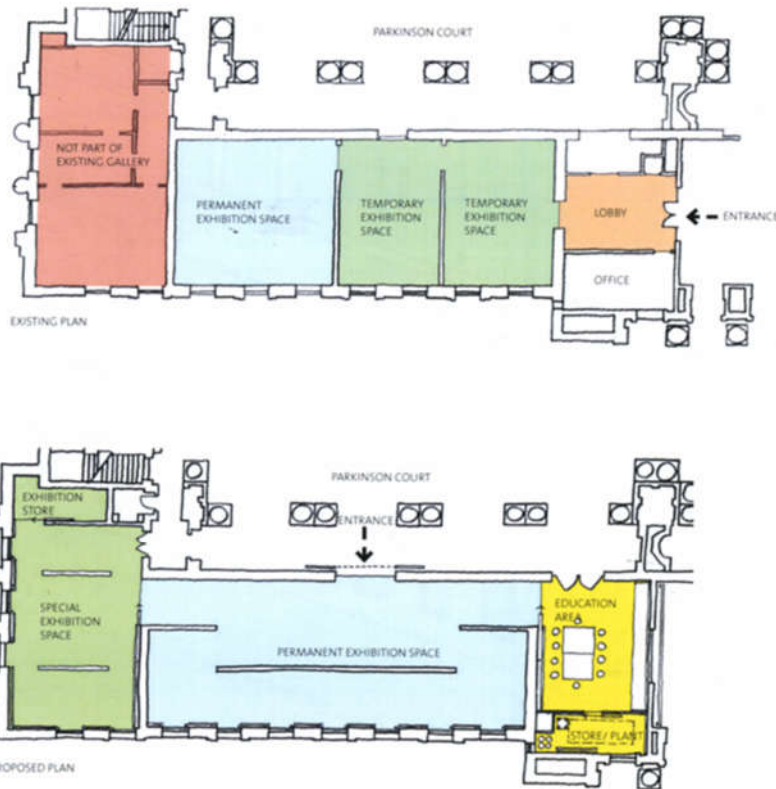
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Thursday, March 31, 2011

IELTS Writing Task 1: 'building plans' essay

Here is my full essay for last week's question.

The diagrams below are existing and proposed floor plans for the redevelopment of an art gallery.



The first picture shows the layout of an art gallery, and the second shows some proposed changes to the gallery space.

It is clear that significant changes will be made in terms of the use of floor space in the gallery. There will be a completely new entrance and more space for exhibitions.

At present, visitors enter the gallery through doors which lead into a lobby. However, the plan is to move the entrance to the Parkinson Court side of the building, and visitors will walk straight into the exhibition area. In place of the lobby and office areas, which are shown on the existing plan, the new gallery plan shows an education area and a small storage area.

The permanent exhibition space in the redeveloped gallery will be about twice as large as it is now because it will occupy the area that is now used for temporary exhibitions. There will also be a new room for special exhibitions. This room is shown in red on the existing plan and is not currently part of the gallery.

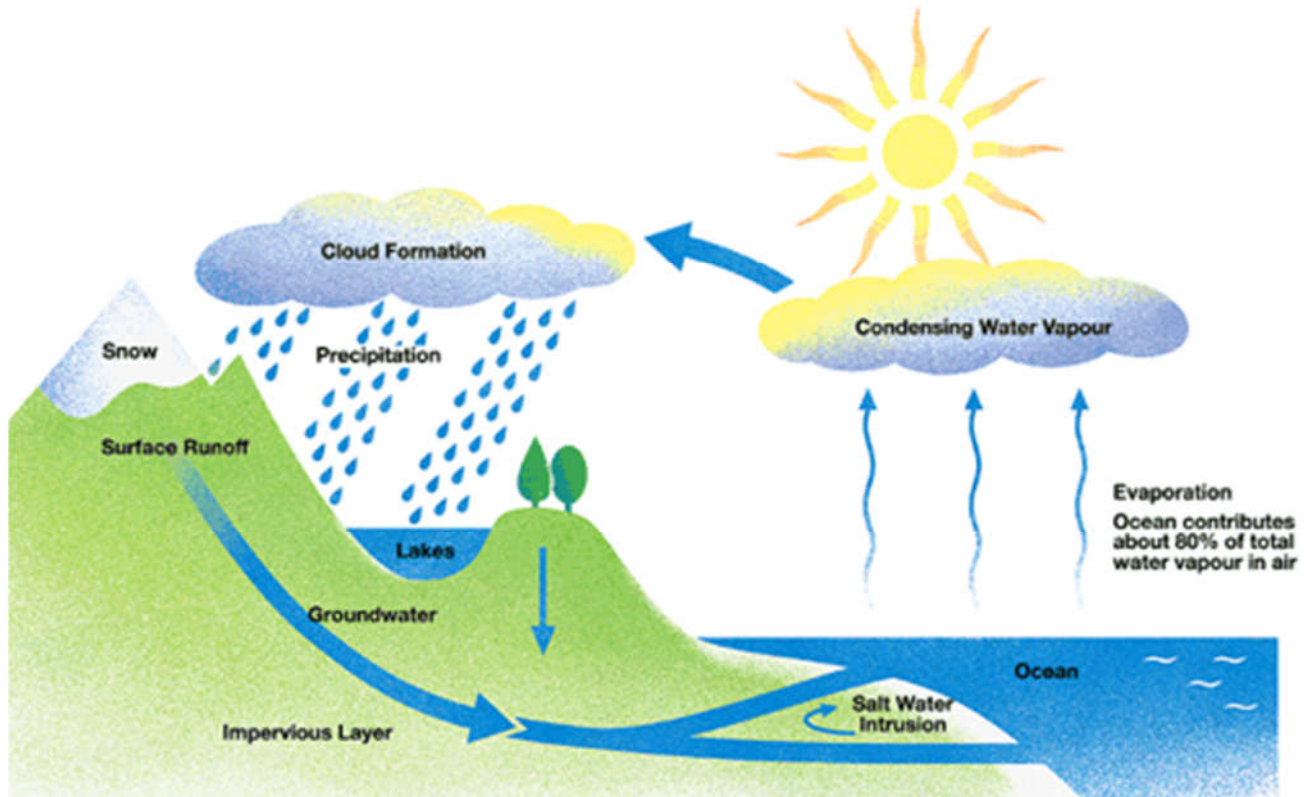
(178 words, band 9)

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IELTS Writing Task 1: 'water cycle' essay

Several people have asked me for the full essay for this question, so here it is!

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



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

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

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

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

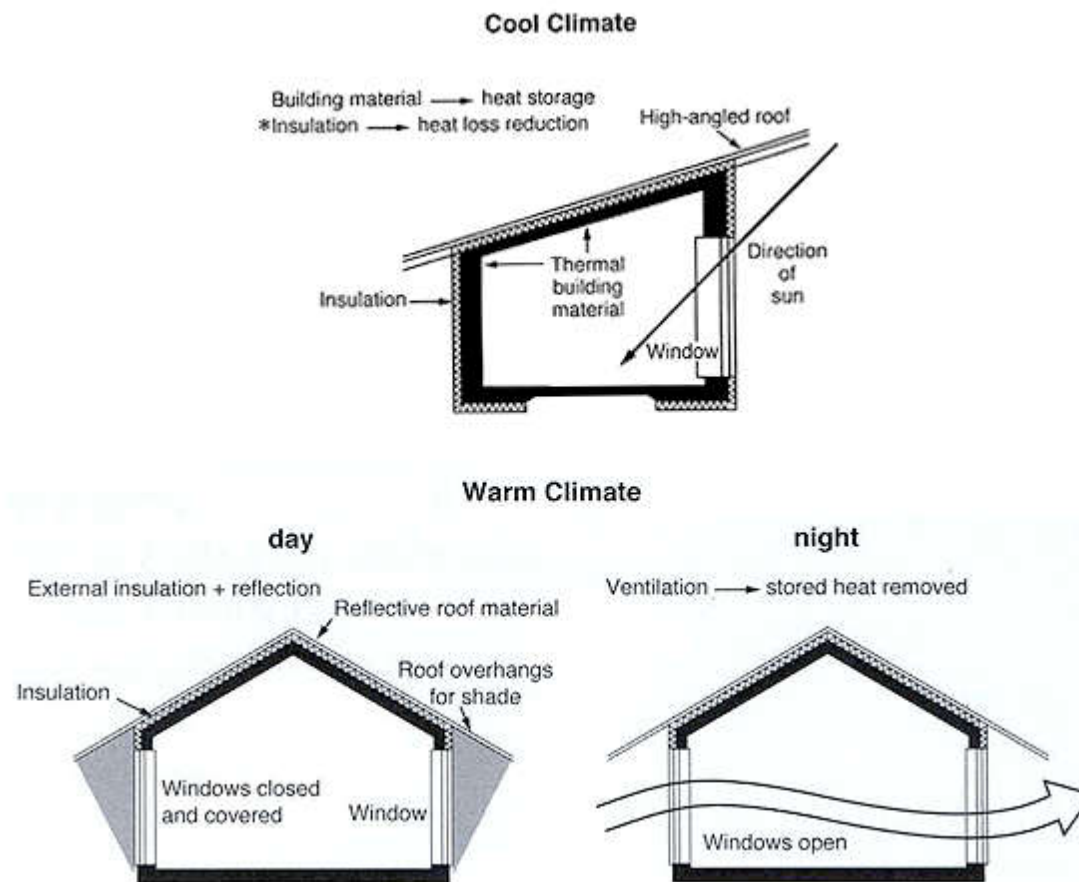
(156 words, band 9)

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IELTS Writing Task 1: house design essay

Here is my full essay for [last week's question](#):

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



The diagrams show how house designs differ according to climate.

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

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

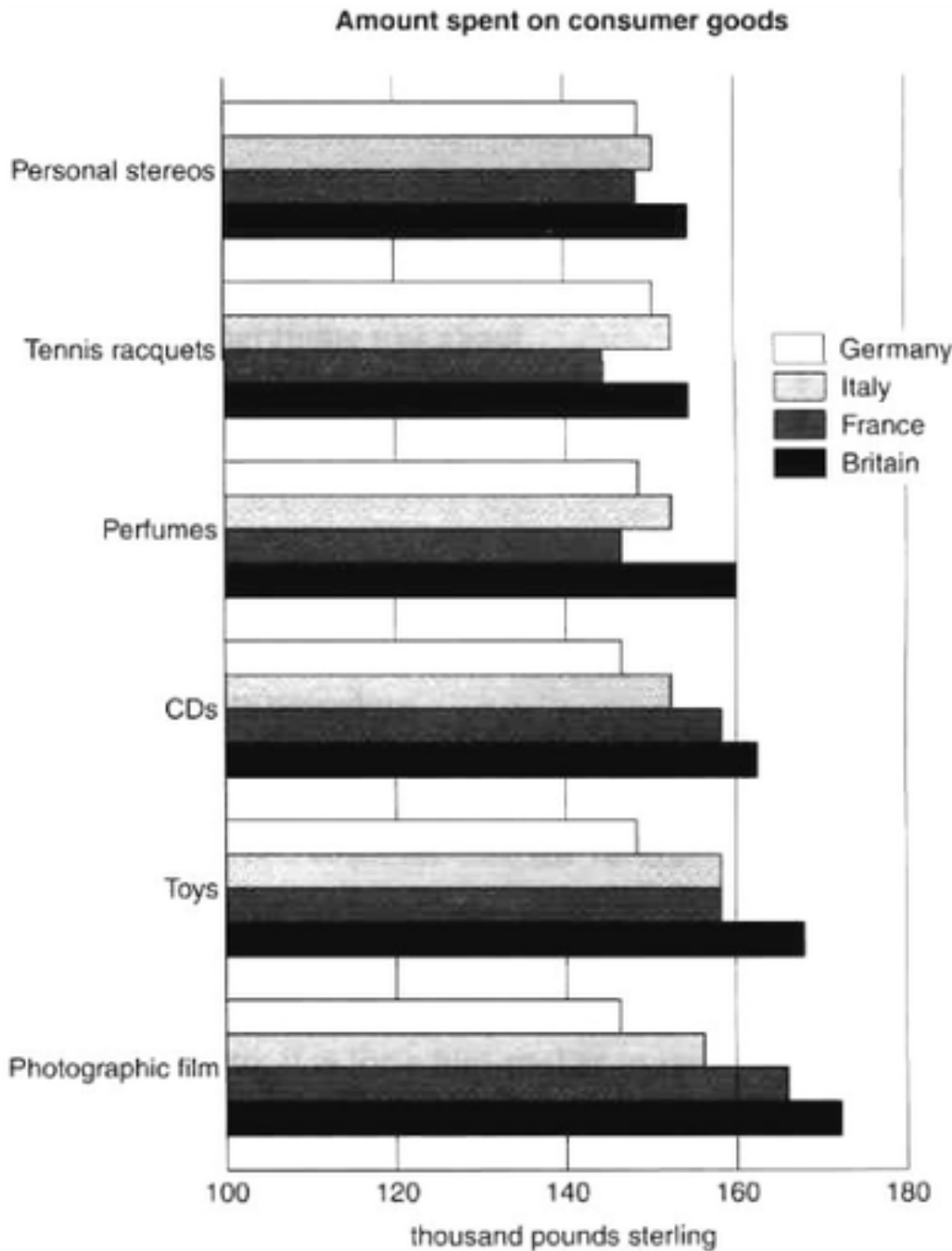
Finally, the cool climate house has one window which faces the direction of the sun, while the warm climate house has windows on two sides which are shaded from the sun. By opening the two windows at night, the house designed for warm climates can be ventilated.

(162 words, band 9)

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IELTS Writing Task 1: bar chart essay

Here's my full band 9 essay for [last week's question](#):



The bar chart compares consumer spending on six different items in Germany, Italy, France and Britain.

It is clear that British people spent significantly more money than people in the other three countries on all six goods. Of the six items, consumers spent the most money on photographic film.

People in Britain spent just over £170,000 on photographic film, which is the highest figure shown on the chart. By contrast, Germans were the lowest overall spenders, with roughly the same figures (just under £150,000) for each of the six products.

The figures for spending on toys were the same in both France and Italy, at nearly £160,000. However, while French people spent more than Italians on photographic film and CDs, Italians paid out more for personal stereos, tennis racquets and perfumes. The amount spent by French people on tennis racquets, around £145,000, is the lowest figure shown on the chart.

Note:

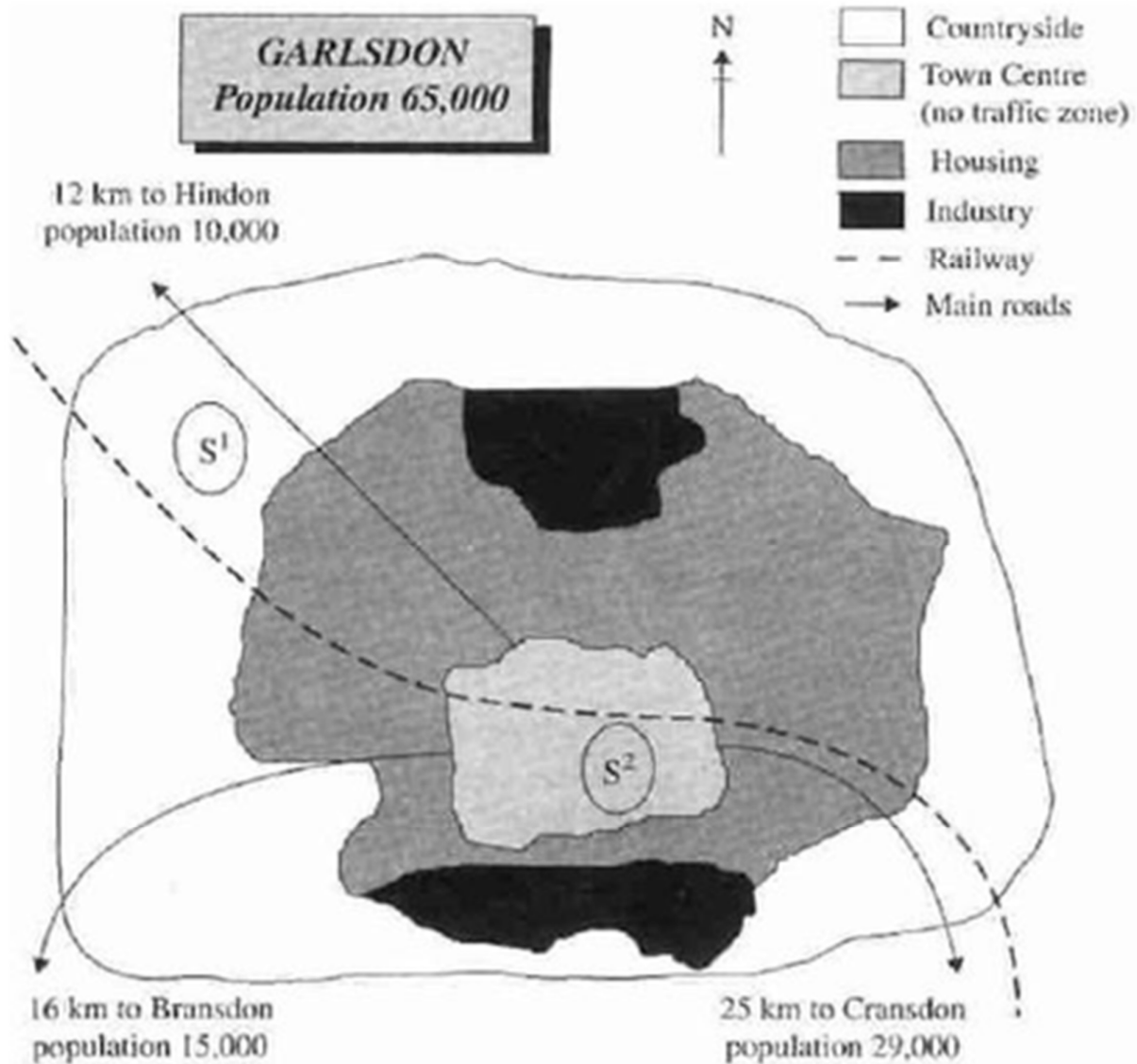
- I tried to keep the essay short (154 words) by selecting carefully.
- It's difficult to change *spend*, but I used *spending*, *spenders* and *paid out*.

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IELTS Writing Task 1: full essay (describe a map)

In [last week's lesson](#) we looked at a 'describe a map' question. If you wrote an essay for this question, compare it with my essay below.

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



Here's my band 9 essay. I focused on describing similarities and differences.

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

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

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

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

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IELTS Writing Task 1: full essay

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

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

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

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

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

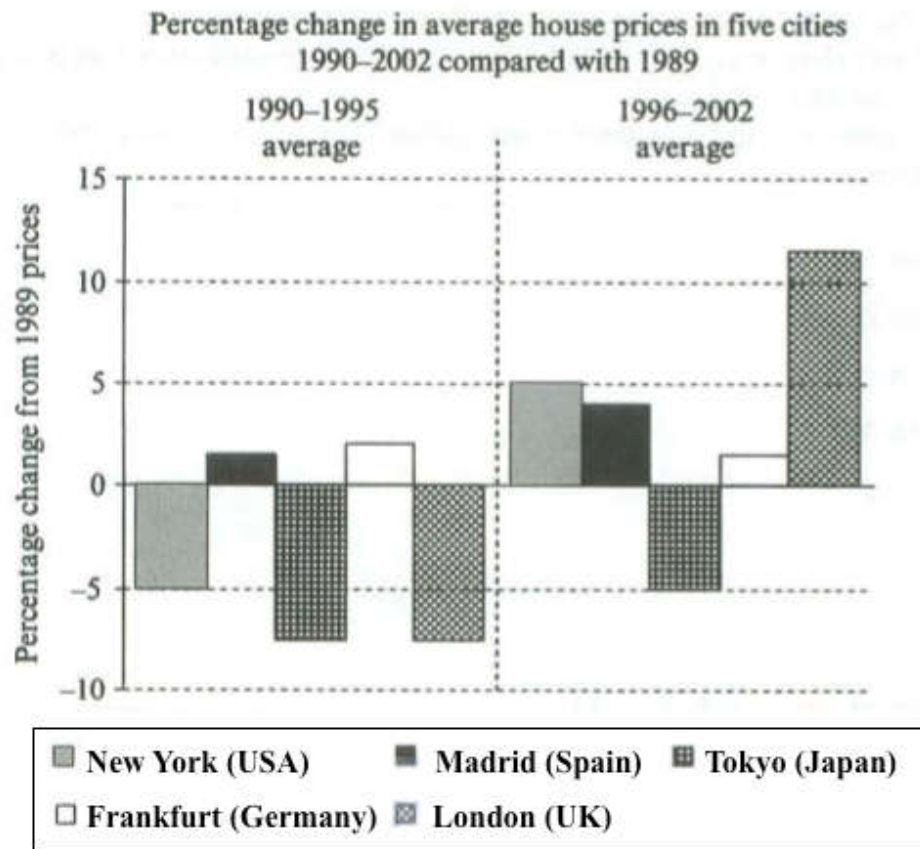
Just over one fifth of single parents were living in poverty, whereas only 12% of parents living with a partner were classed as poor. The same pattern can be seen for people with no children: while 19% of single people in this group were living below the poverty line, the figure for couples was much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

(150 words, band 9)

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IELTS Writing Task 1: house prices (full essay)

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



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

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

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

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

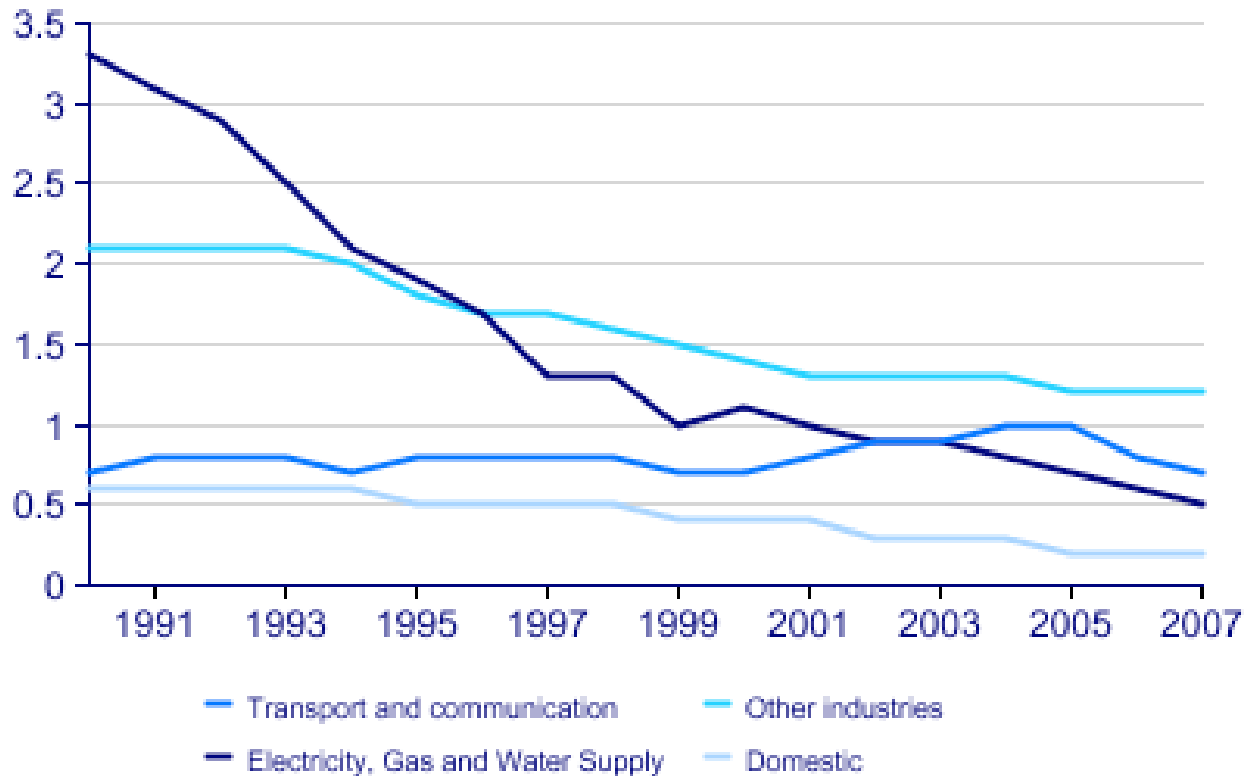
(165 words)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(37\)](#)

IELTS Writing Task 1: line graph exercise

The graph below shows UK acid rain emissions, measured in millions of tonnes, from four different sectors between 1990 and 2007.

Million tonnes



I've made the following essay into a gap-fill exercise.

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

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

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

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

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IELTS Writing Task 1: table exercise

The chart below shows average hours and minutes spent by UK males and females on different daily activities.

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

I've made the following essay into a gap-fill exercise.

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

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

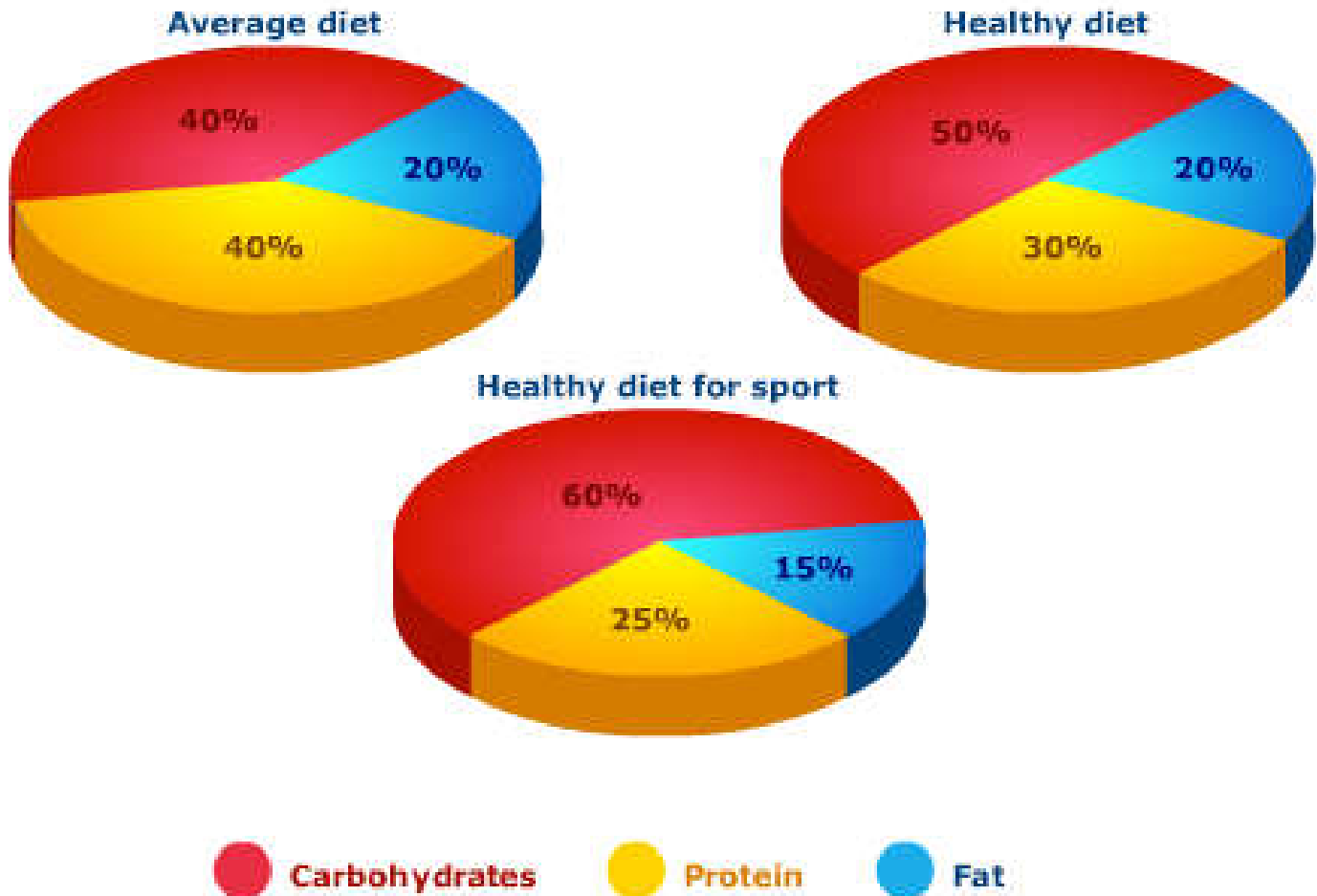
On average, men and women in the UK sleep for about 8 hours per day. Leisure takes up the second largest proportion of their time. Men spend 5 hours and 25 minutes doing various leisure activities, such as watching TV or doing sport, while women have 4 hours and 53 minutes of leisure time.

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

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(38\)](#)

IELTS Writing Task 1: pie chart essay

Here's my full essay for the pie charts in last week's lesson. I've made the last two paragraphs into a gap-fill exercise to focus your attention on some good ways to describe numbers.



Fill the gaps with these words:

constitutes, drops, amount, fifth, higher, make, one, relative, figure, up

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

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

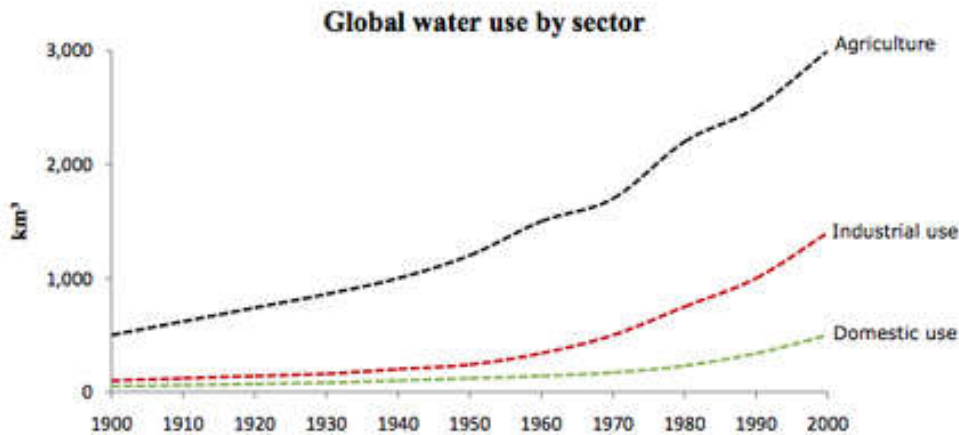
Carbohydrates make up 60% of the healthy diet for sport. This is 10% higher than the proportion of carbohydrates in a normal healthy diet, and 20% more than the proportion in an average diet. On the other hand, people who eat an average diet consume a greater relative amount of protein (40%) than those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

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

IELTS Writing Task 1: graph and table essay

Last week I wrote a plan for this question. Now I've added my full essay below.

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



Water consumption in Brazil and Congo in 2000

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

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

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

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

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

(184 words, band 9)

IELTS Writing Task 1: 'table' essay

Here's my band 9 essay following the steps in [last week's lesson](#):

The table below gives information on consumer spending on different items in five different countries in 2002.

Percentage of national consumer expenditure by category - 2002

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

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

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

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

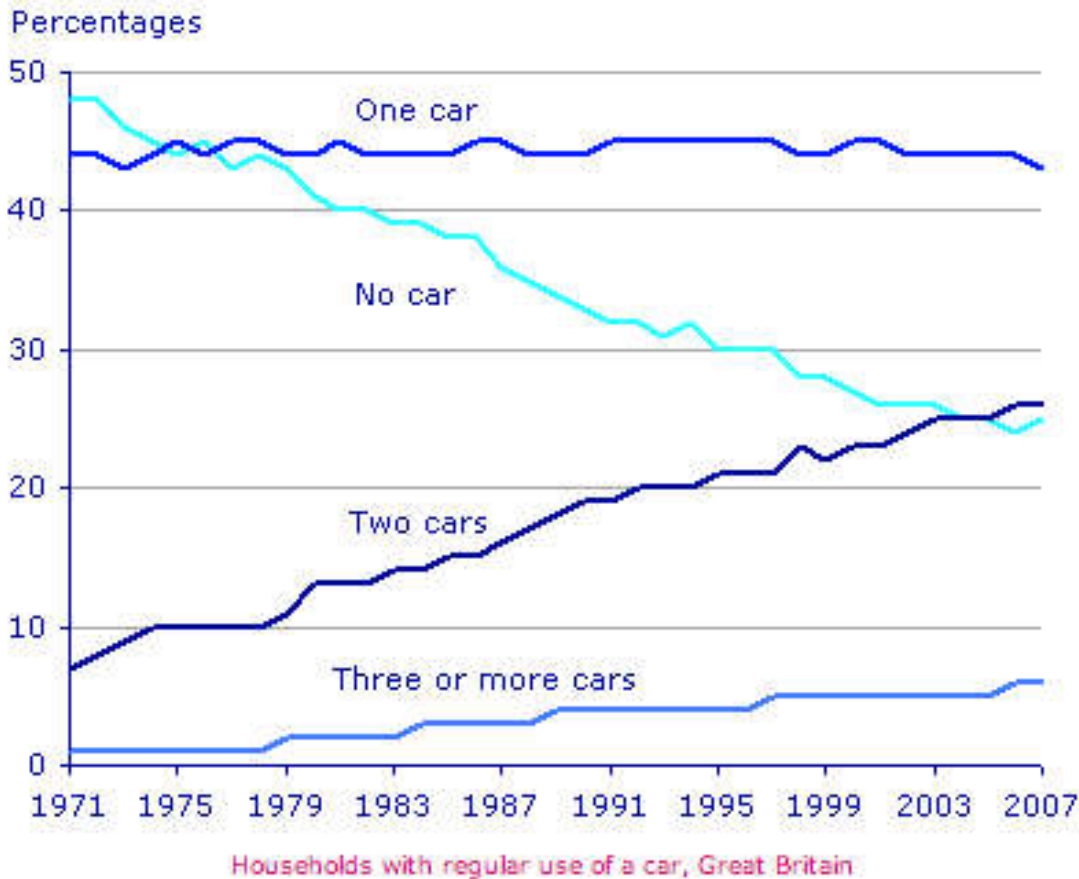
It can be seen that Sweden had the lowest percentages of national consumer expenditure for food/drinks/tobacco and for clothing/footwear, at nearly 16% and just over 5% respectively. Spain had slightly higher figures for these categories, but the lowest figure for leisure/education, at only 1.98%.

Note:

- Which information did I choose to include in my 'summary' paragraph?
- Why did I use past and present tenses in paragraph 2?
- How did I group the information for paragraphs 3 and 4?

IELTS Writing Task 1: line graph exercise

The graph below gives information about car ownership in Britain from 1971 to 2007.



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

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

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

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

Fill the gaps in the essay with the following words:

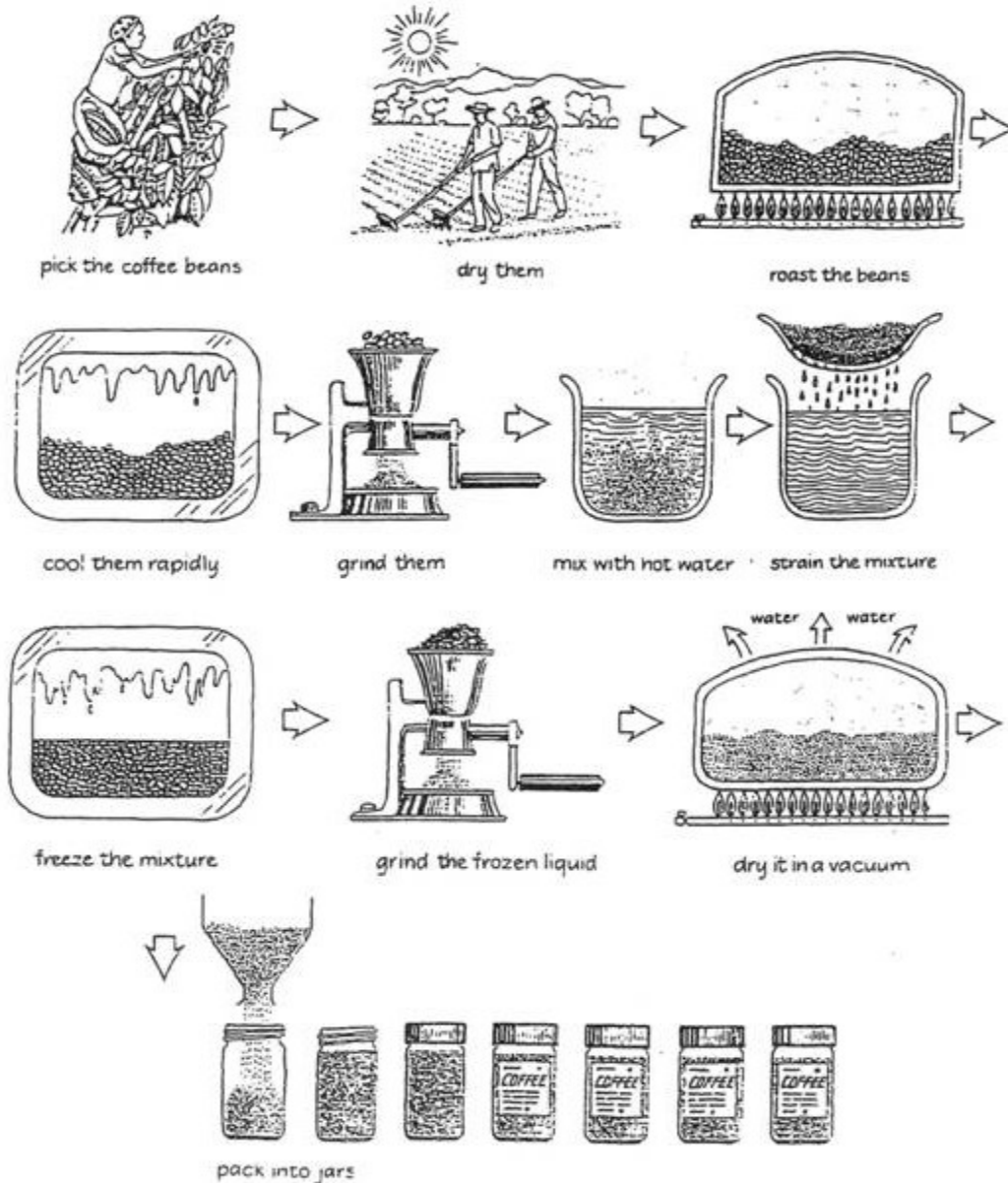
almost, to, figures, per, between, by, over, with, without, onwards

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IELTS Writing Task 1: 'process' introduction and overview

Last week I gave some advice about how to write an overview (summary) for process diagram questions. Here's the question again:

The diagram below shows how coffee is produced and prepared for sale in supermarkets and shops.



(Click on picture to make it bigger. Source: 'Meanings into Words Upper-Intermediate')

Here's my introduction and overview:

The picture illustrates the process of coffee manufacture and preparation for sale on the market.

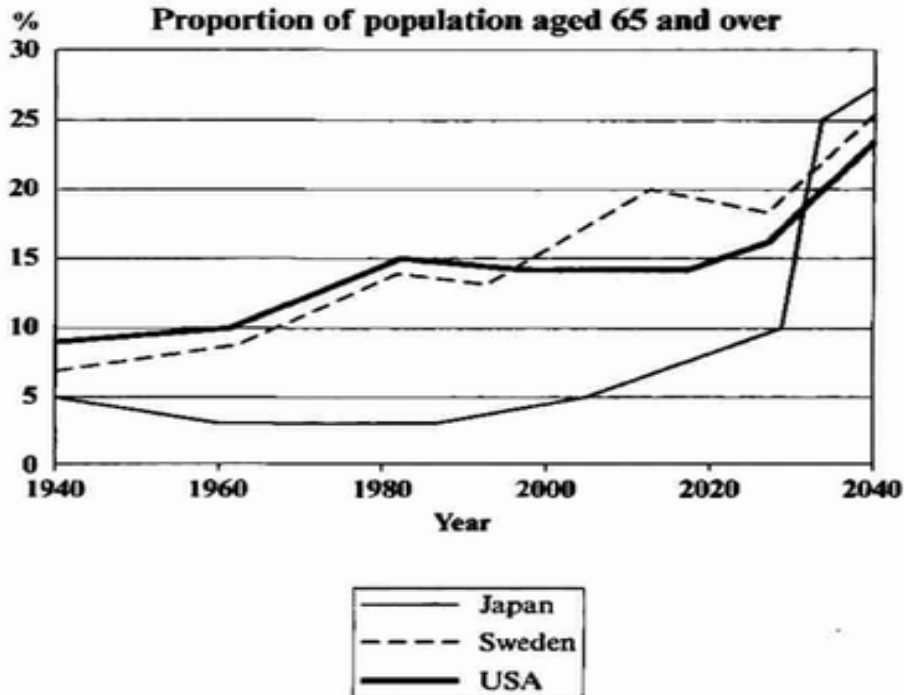
It is clear that there are 11 stages in the production of coffee. The process begins with the picking of coffee beans, and ends at the packing stage.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(20\)](#)

IELTS Writing Task 1: full essay

Here's my full essay for last week's [line graph question](#):

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



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

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

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

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

(178 words, band 9)

IELTS Writing Task 1: essay about 2 bar charts

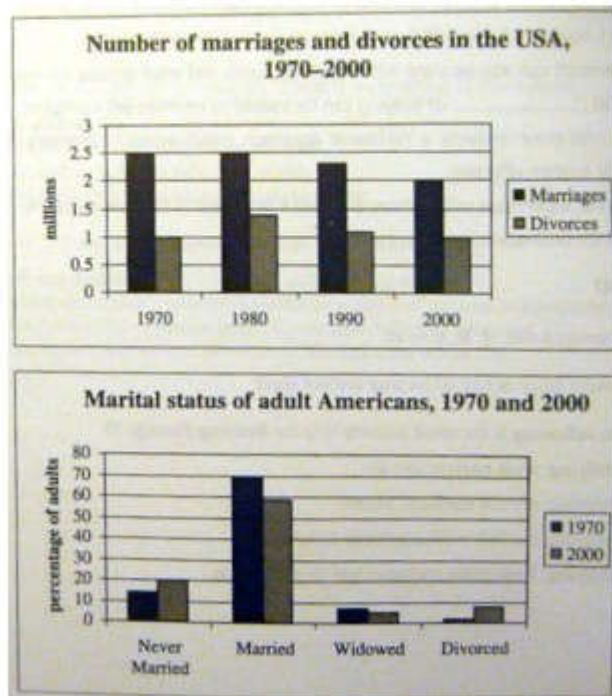
Last week I suggested a way of writing introductions for 2 charts.

Today I'm attaching a full sample essay for this type of question. Click the following link to open my essay: [download bar charts essay](#)

Cambridge IELTS 6, page 98

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

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



Simple introduction:
Paraphrase the question. Use "the first chart... the second chart"

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

Summary:
Describe one main point about each chart (2 sentences)

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

First chart:
Compare marriage and divorce rates. Mention 1970, 2000 and anything interesting in between (I mentioned 1980)

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

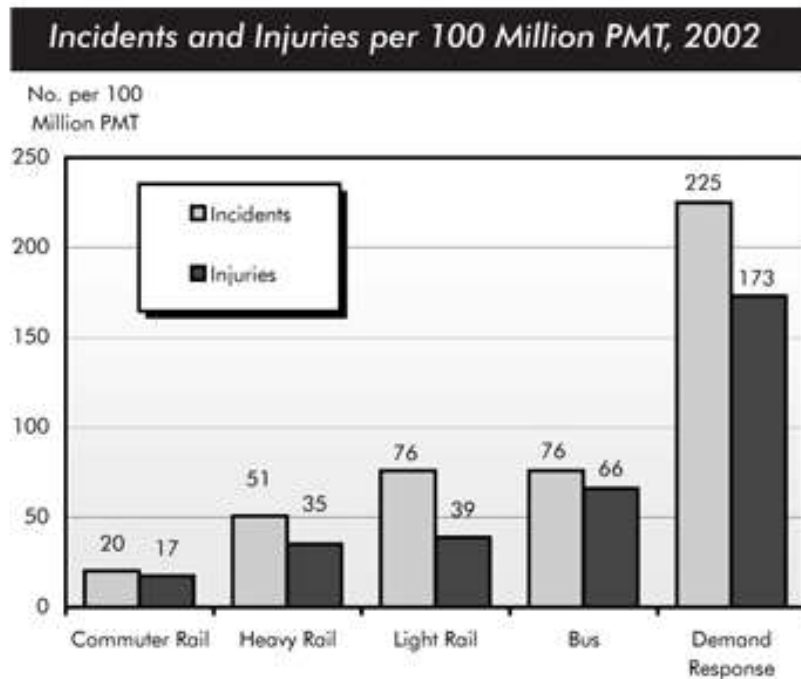
Second chart:
Start by comparing the highest figures (married). I grouped 'never married' and 'divorced' together. Mention less important figures quickly (widowed)

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

(174 words)

IELTS Writing Task 1: 'chart without years' essay

The chart below shows numbers of incidents and injuries per 100 million passenger miles travelled (PMT) by transportation type in 2002.



The bar chart compares the number of incidents and injuries for every 100 million passenger miles travelled on five different types of public transport in 2002.

It is clear that the most incidents and injuries took place on demand-response vehicles. By contrast, commuter rail services recorded by far the lowest figures.

A total of 225 incidents and 173 injuries, per 100 million passenger miles travelled, took place on demand-response transport services. These figures were nearly three times as high as those for the second highest category, bus services. There were 76 incidents and 66 people were injured on buses.

Rail services experienced fewer problems. The number of incidents on light rail trains equalled the figure recorded for buses, but there were significantly fewer injuries, at only 39. Heavy rail services saw lower numbers of such events than light rail services, but commuter rail passengers were even less likely to experience problems. In fact, only 20 incidents and 17 injuries occurred on commuter trains.

(165 words, band 9)

Note:

Don't worry about the repetition of "incidents and injuries" in this essay. There are no perfect synonyms for these words, although I managed to use "problems" and "such events" later in the essay. The most important thing is to describe the data clearly and make some good comparisons.

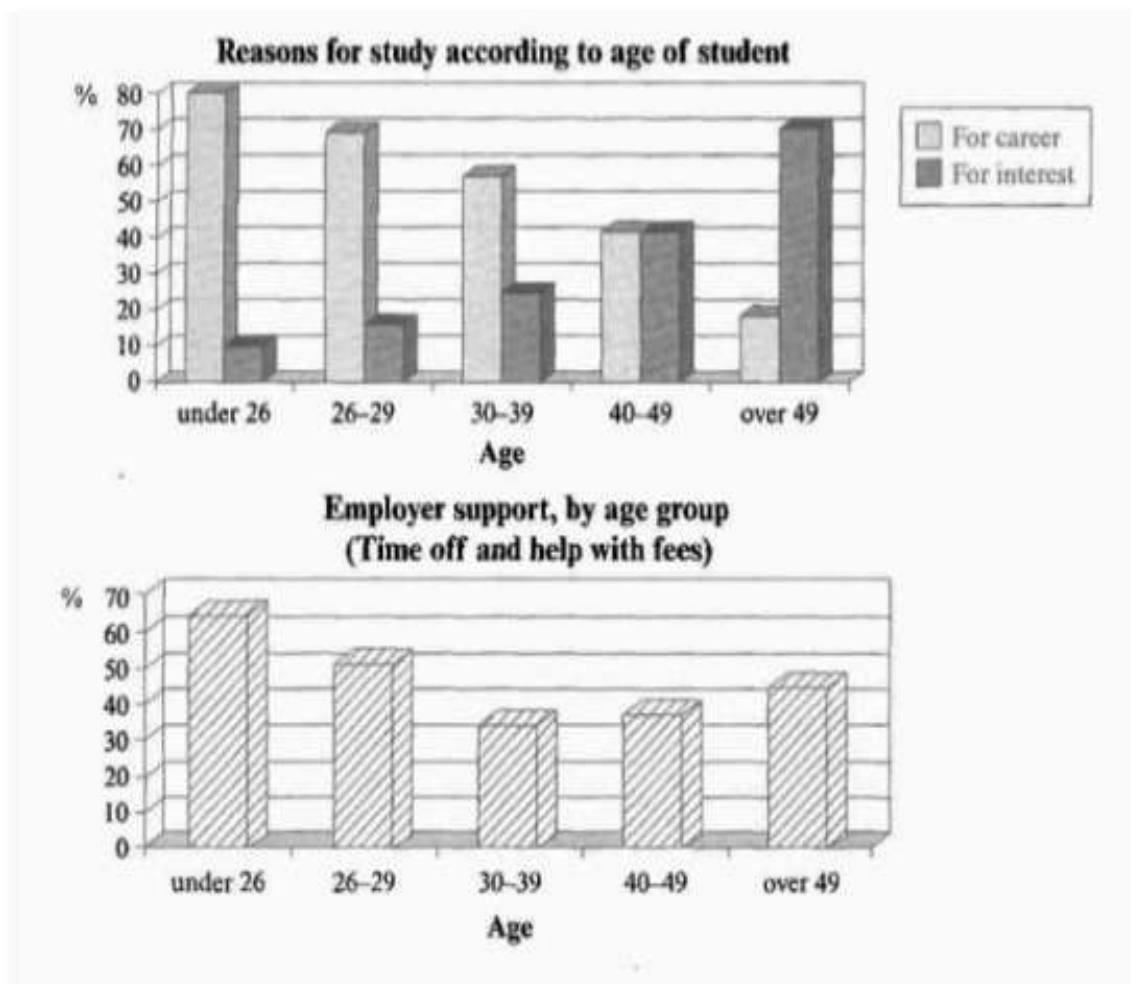
Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(36\)](#)

IELTS Writing Task 1: full essay about 2 bar charts

Here's my full essay for the ['age group bar charts'](#) question:

Cambridge IELTS 5, test 2 (page 52)

The charts below show the main reasons for study among students of different age groups and the amount of support they received from employers.



The bar charts compare students of different ages in terms of why they are studying and whether they are supported by an employer.

It is clear that the proportion of students who study for career purposes is far higher among the younger age groups, while the oldest students are more likely to study for interest. Employer support is more commonly given to younger students.

Around 80% of students aged under 26 study to further their careers, whereas only 10% study purely out of interest. The gap between these two proportions narrows as students get older, and the figures for those in their forties are the same, at about 40%. Students aged over 49 overwhelmingly study for interest (70%) rather than for professional reasons (less than 20%).

Just over 60% of students aged under 26 are supported by their employers. By contrast, the 30-39 age group is the most self-sufficient, with only 30% being given time off and help with fees. The figures rise slightly for students in their forties and for those aged 50 or more.

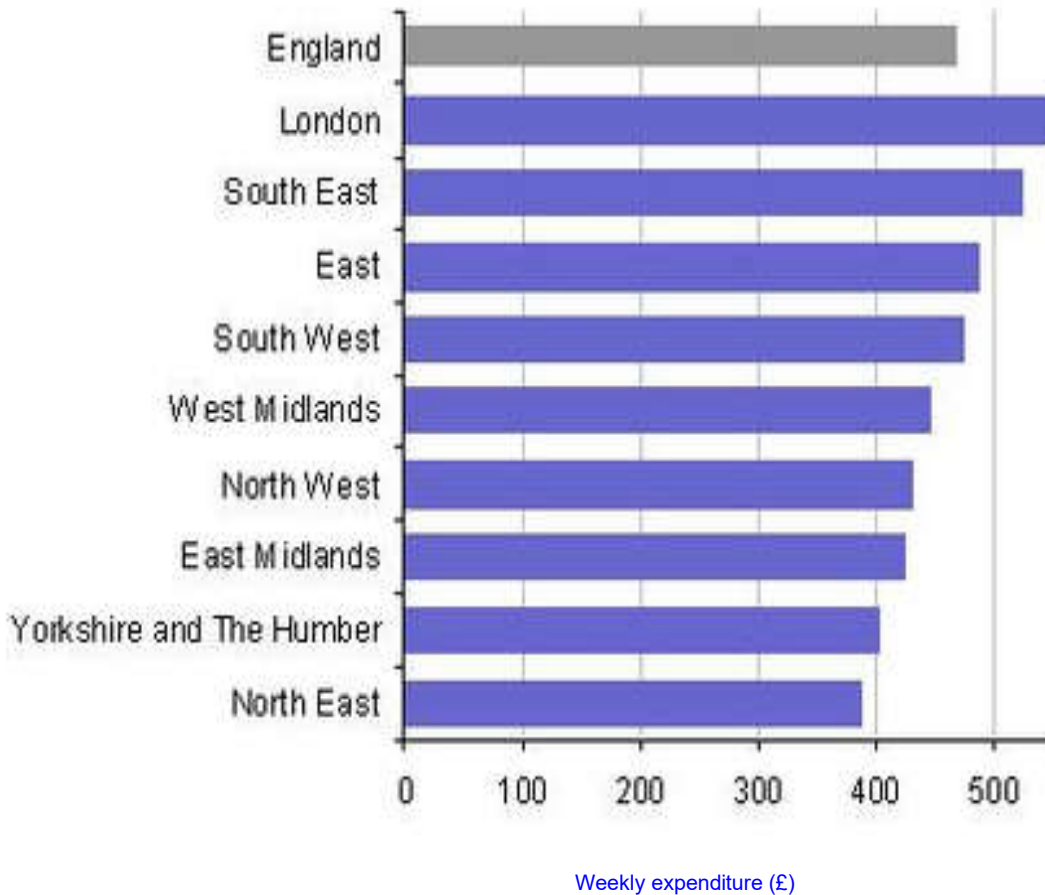
(178 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(30\)](#)

IELTS Writing Task 1: my 10 sentences

Last week I explained how to write 10 sentences about the chart below.

Average weekly household expenditure by region, 2007-09



Here are my 10 sentences:

The bar chart shows average weekly spending by households in different areas of England between 2007 and 2009.

Households in the south of the country spent more on average than those in the north. Average weekly spending by households was highest in London and lowest in the North East.

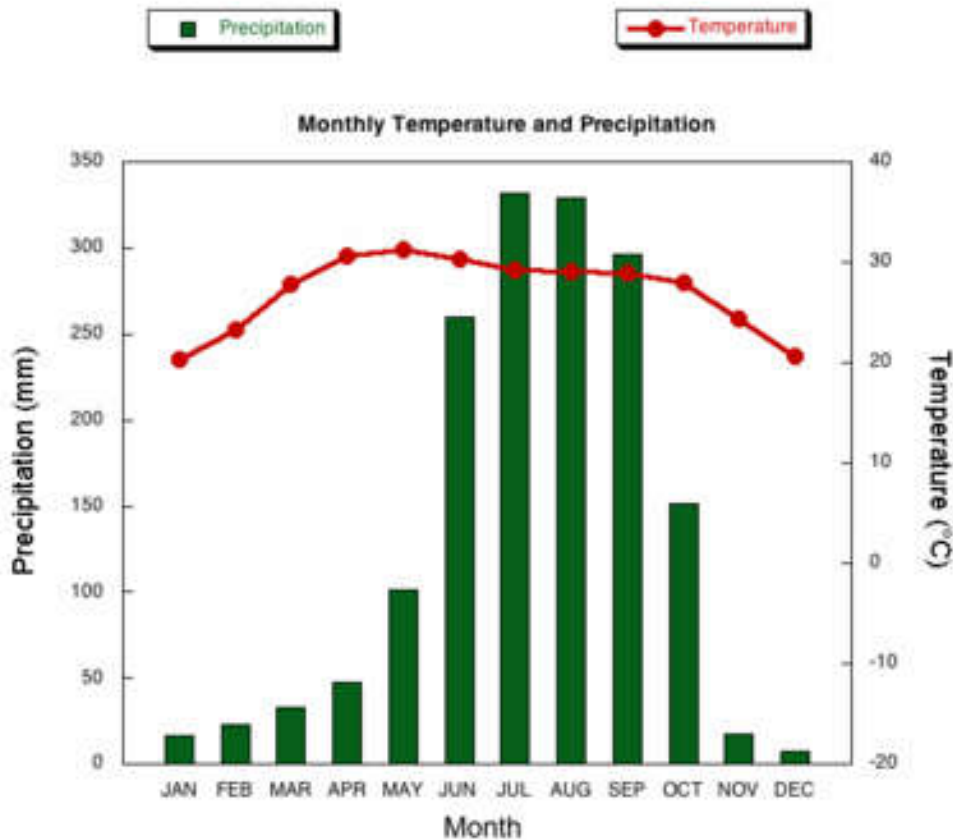
English households spent on average around £470 per week. The average expenditure for households in London was about £560 per week, almost £100 more than the overall figure for England. Households in the South East, East and South West also spent more than the national average. Weekly household spending figures for those three regions were approximately £520, £490 and £480 respectively.

Similar levels of household spending were seen in the West Midlands, the North West and the East Midlands, at about £430 to £450 per week. In the region of Yorkshire and the Humber, households spent approximately £400 per week, while expenditure in the North East was around £10 per week lower than this. It is noticeable that average weekly expenditure by households in the North East was around £80 less than the national average, and around £170 less than the London average.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(17\)](#)

IELTS Writing Task 1: climate essay

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



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

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

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

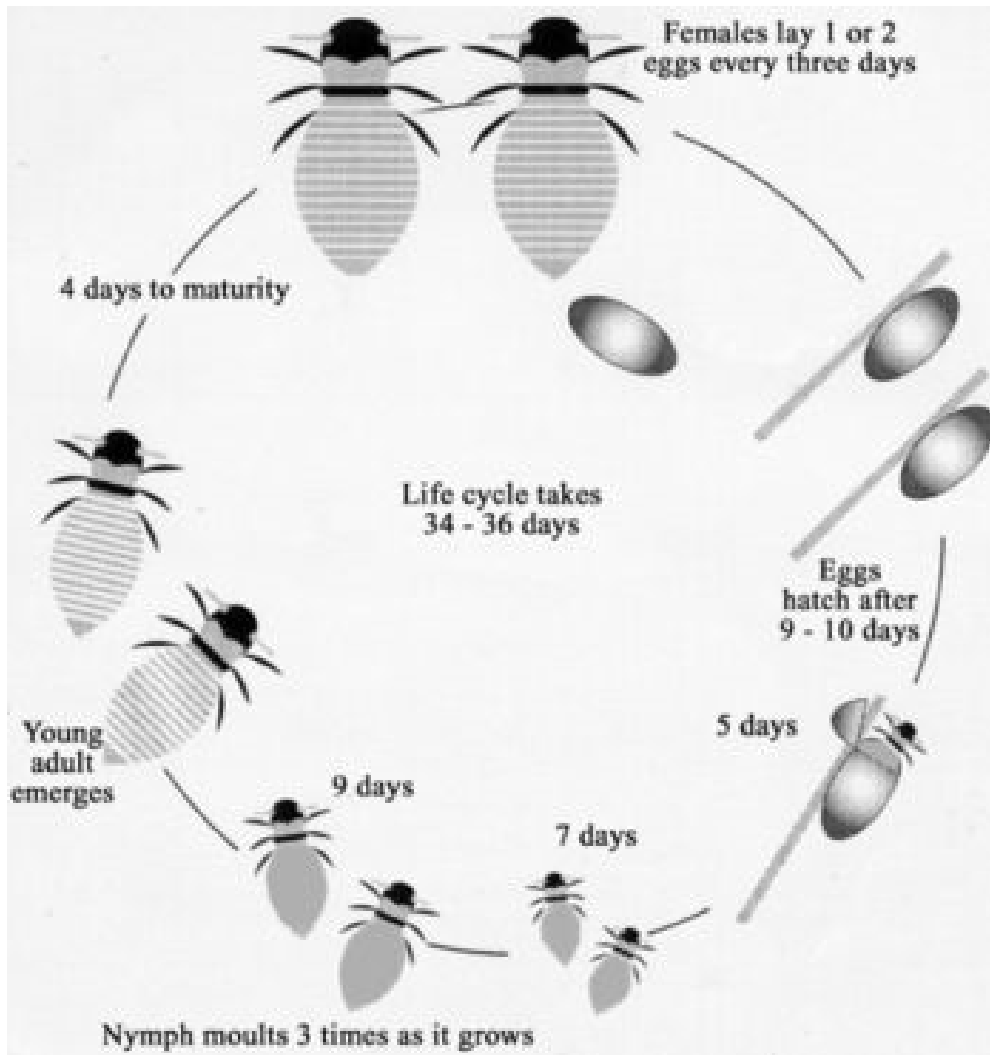
While temperatures stay roughly the same for the next four months, the amount of rainfall more than doubles between May and June. Figures for precipitation remain above 250mm from June to September, peaking at around 330mm in July. The final three months of the year see a dramatic fall in precipitation,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

(173 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(15\)](#)

IELTS Writing Task 1: life cycle essay

Here's my full essay for the [life cycle](#) question:



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

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

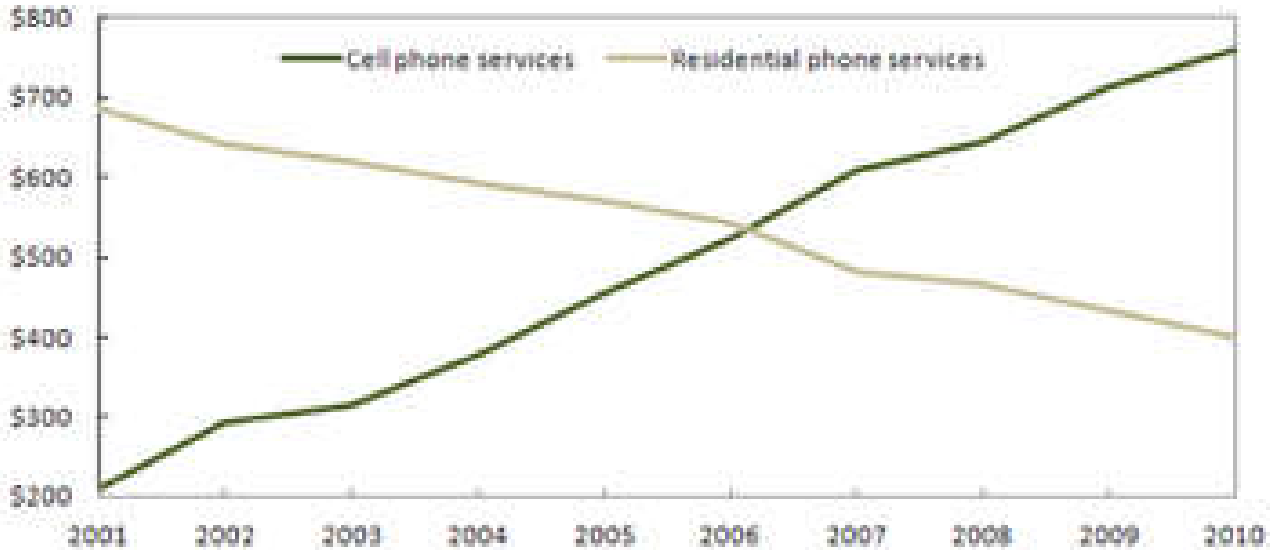
During the third stage of the life cycle, the nymph grows in size and sheds its skin three times. This moulting first takes place 5 days after the egg hatches, then 7 days later, and again another 9 days later. After a total of 30 to 31 days from the start of the cycle, the young adult honey bee emerges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

(169 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(17\)](#)

IELTS Writing Task 1: line graph essay

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



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

Here's my full essay using last week's [ideas](#):

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

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

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

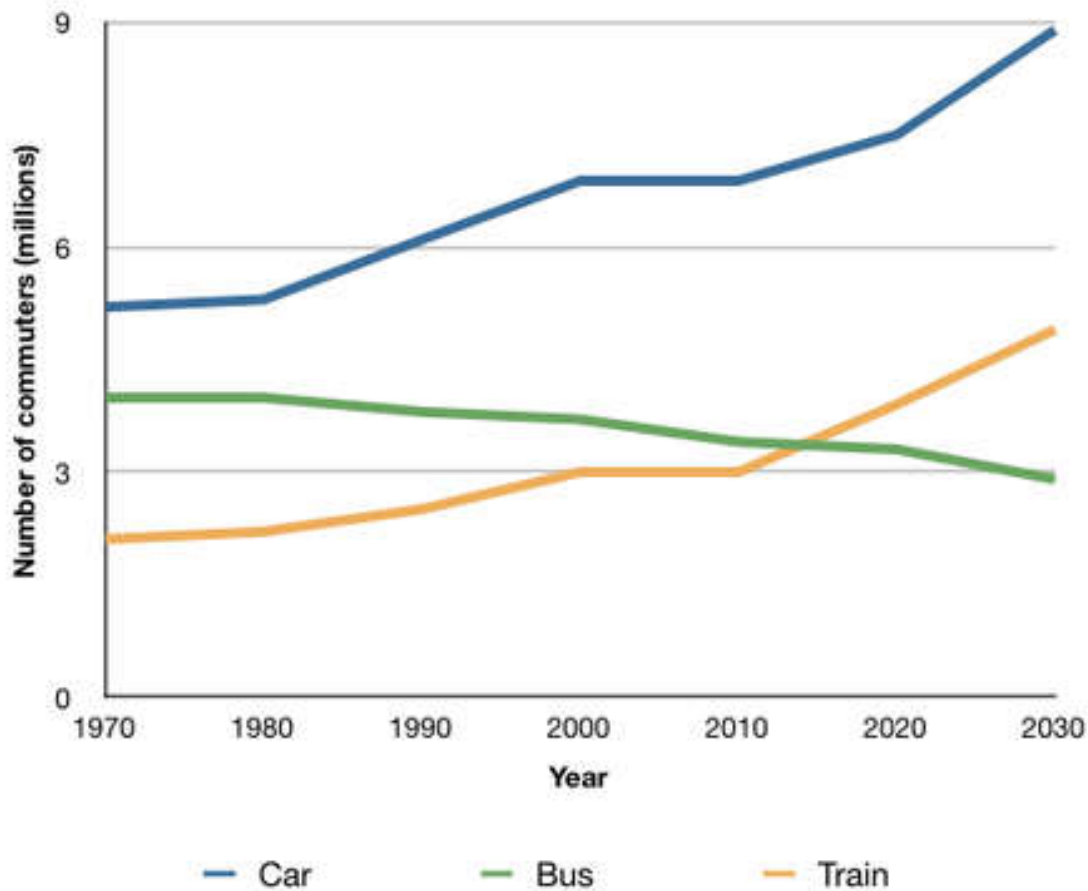
In the year 2006, the average American paid out the same amount of money on both types of phone service, spending just over \$500 on each. By 2010, expenditure on mobile phones had reached around \$750, while the figure for spending on residential services had fallen to just over half this amount.

(162 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(23\)](#)

IELTS Writing Task 1: full essay

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



Here's the essay I wrote with my students' help:

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

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

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

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

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(34\)](#)

IELTS Writing Task 1: mobile phones essay

Percentages of mobile phone owners using various mobile phone features

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

Here's my full essay about the table in [last week's lesson](#):

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

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

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

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

Note:

The above essay isn't perfect, but it's still good enough for a band 9. You are not expected to write a masterpiece in only 20 minutes.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(18\)](#)

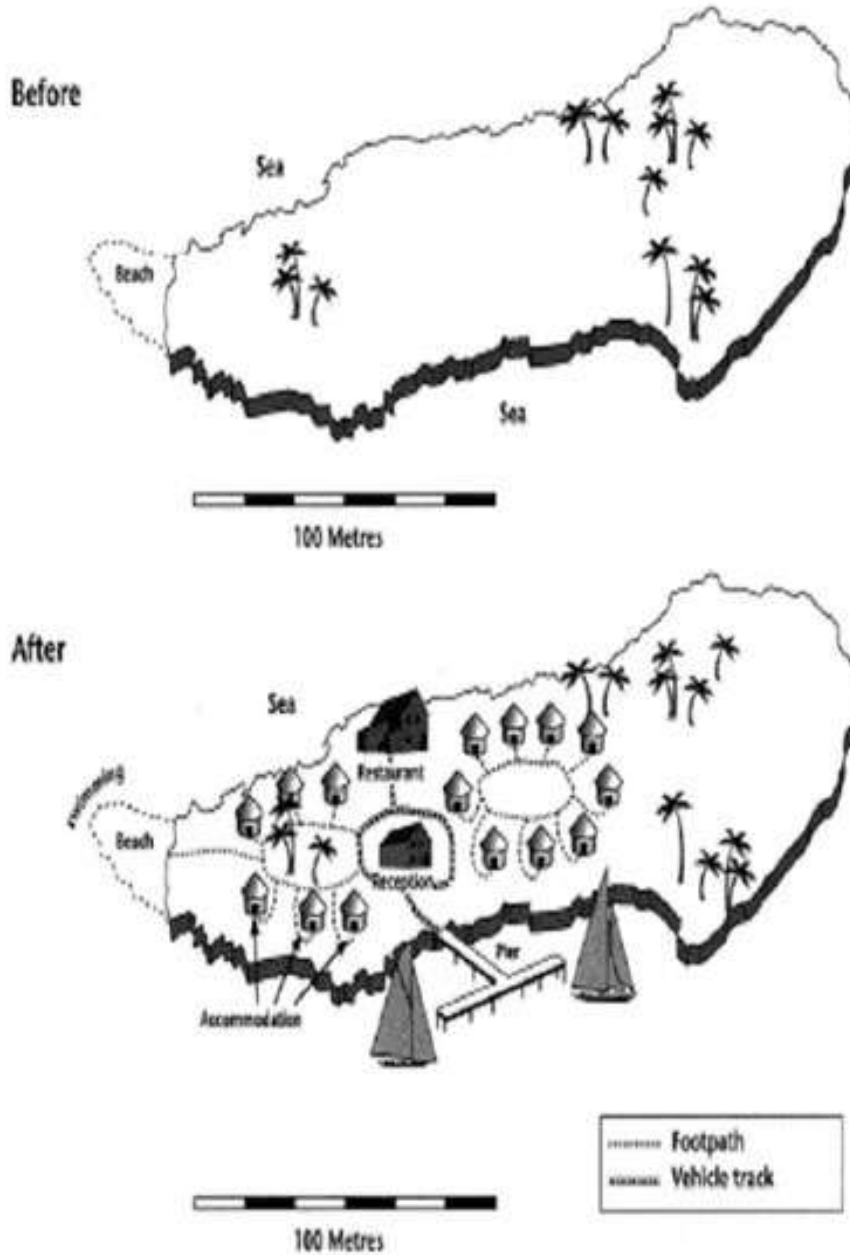
IELTS Writing Task 1: maps essay

Here's my full essay for [this map question](#):

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

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

Write at least 150 words



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

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

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

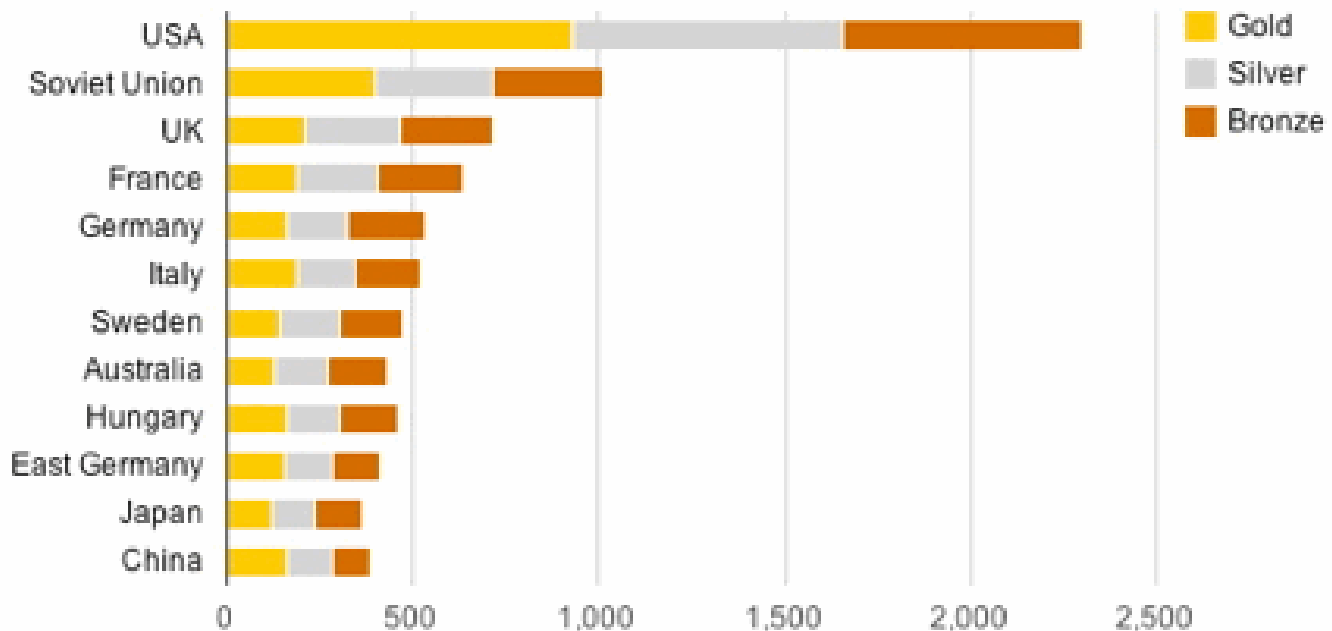
As well as the buildings mentioned above, the new facilities on the island include a pier, where boats can dock. There is also a short road linking the pier with the reception and restaurant, and footpaths connect the huts. Finally, there is a designated swimming area for tourists off a beach on the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

(175 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(27\)](#)

IELTS Writing Task 1: stacked bar chart essay

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



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

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

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

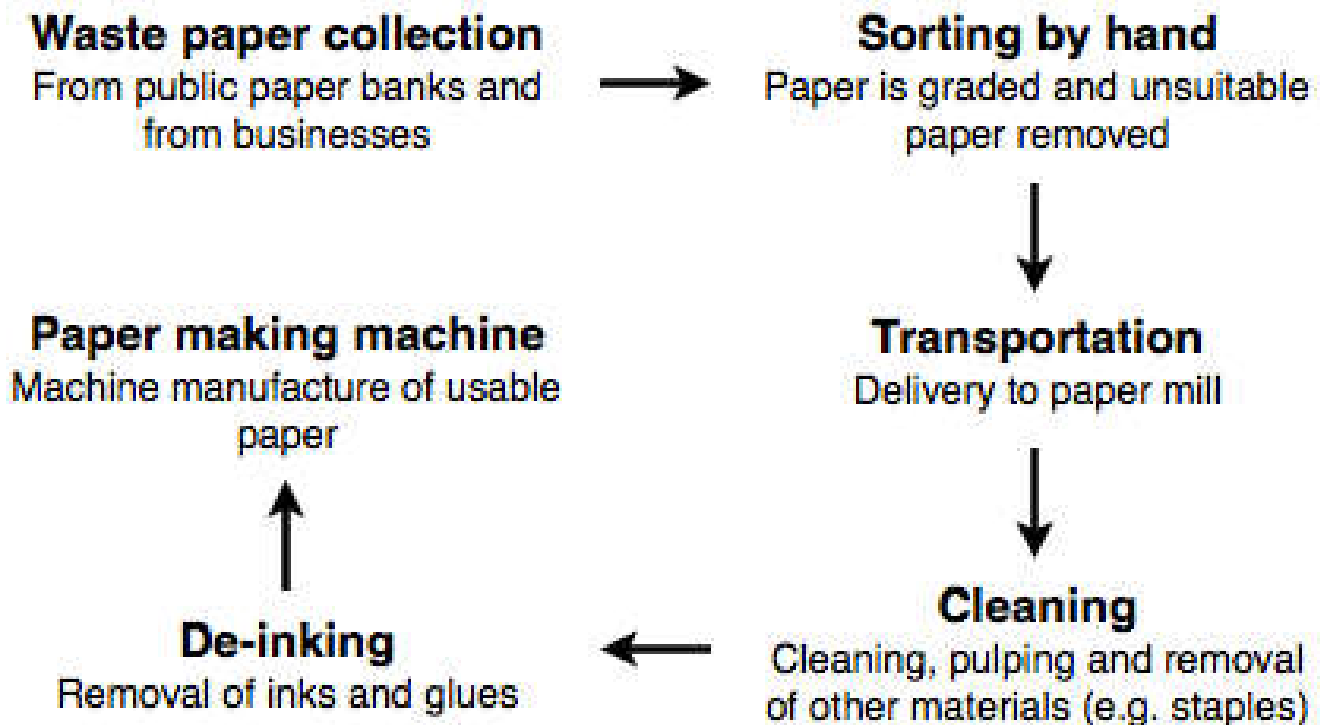
Only four other countries - the UK, France, Germany and Italy - have won more than 500 Olympic medals, all with similar proportions of each medal colour. Apart from the USA and the Soviet Union, China is the only other country with a noticeably higher proportion of gold medals (about 200) compared to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

(178 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(28\)](#)

IELTS Writing Task 1: flow chart essay

The chart below shows the process of waste paper recycling.



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

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

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

(160 words, band 9)

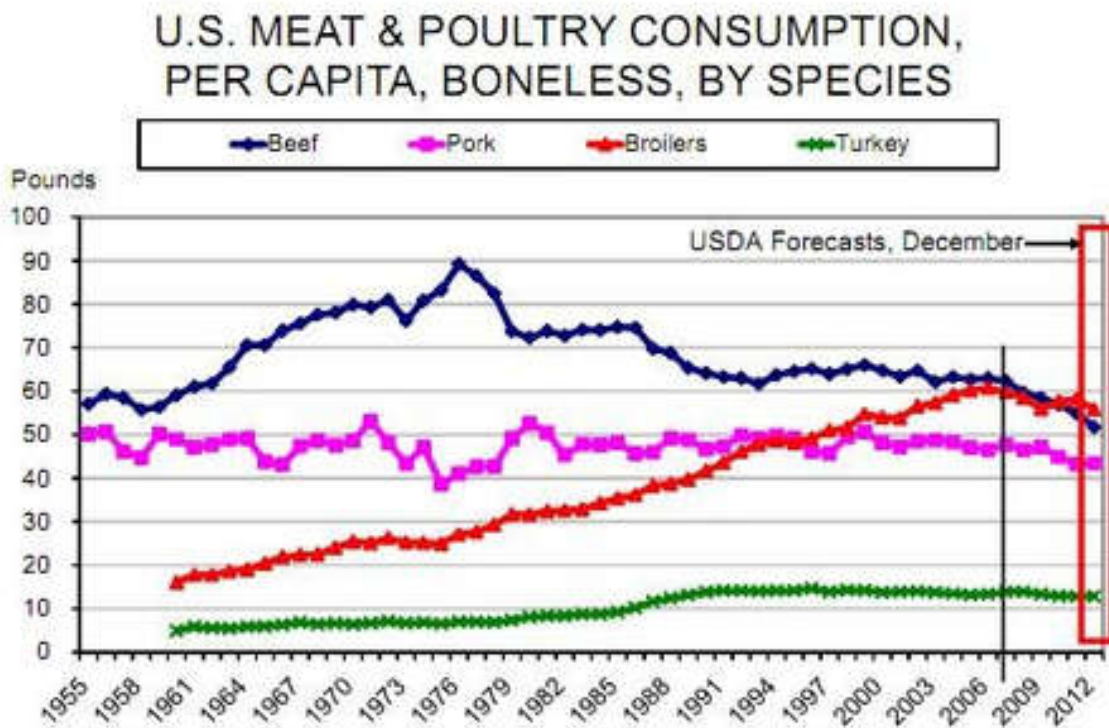
Note: I joined the introduction and overview together because they were both short. Try to analyse the essay - why is it worth band 9?

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(34\)](#)

IELTS Writing Task 1: specific details

Last week I wrote an introduction and an overview for the graph below. Today I'm going to describe specific details.

The graph below shows trends in US meat and poultry consumption.



(Note: I'm ignoring the forecast and treating 2012 as a past year)

Between 1955 and 1976, US beef consumption rose from around 60 to a peak of 90 pounds per person per year. During the same period, consumption of broilers also rose, to nearly 30 pounds per person, while the figures for pork fluctuated between 50 and 40 pounds per person. Turkey was by far the least popular meat, with figures below 10 pounds per capita each year.

By 2012, the amount of beef consumed by the average American had plummeted to around 50 pounds, but the consumption of broilers had doubled since the 1970s, to approximately 55 pounds per capita. By contrast, there were no significant changes in the trends for pork and turkey consumption over the period as a whole.

Task:

Analyse the above paragraphs carefully. Look at which figures I decided to include, the language used for comparisons, and the way I divided the description into two separate paragraphs.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(20\)](#)

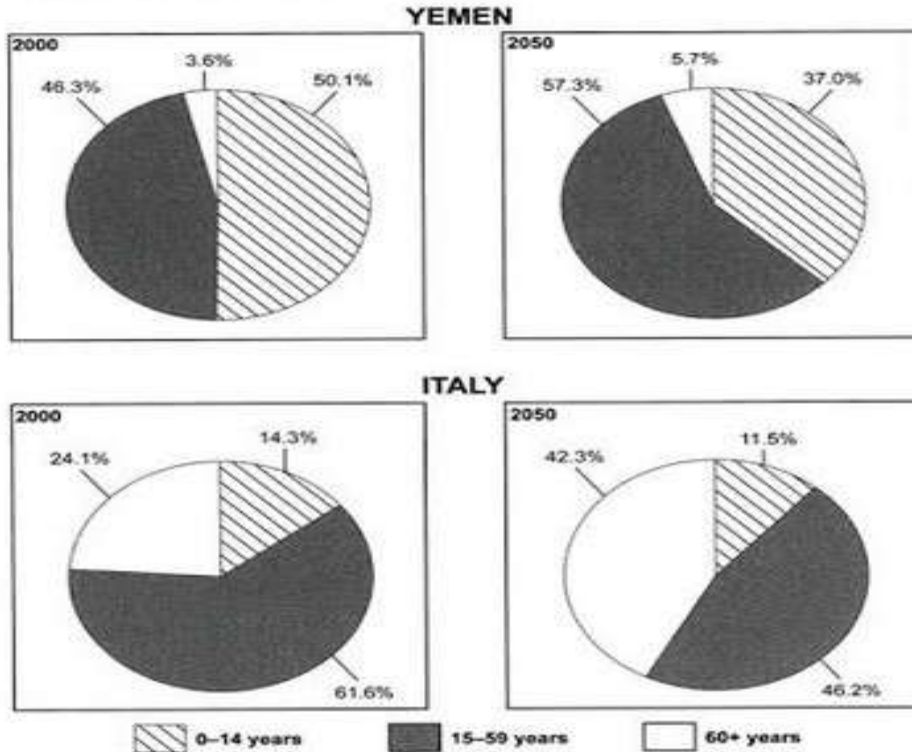
IELTS Writing Task 1: pie charts essay

Today I'm attaching my full band 9 report for the question we looked at last week.

The charts below give information on the ages of the populations of Yemen and Italy in 2000 and projections for 2050.

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

Write at least 150 words.



The pie charts compare the proportions of people falling into three distinct age groups in Yemen and Italy in two different years.

It is clear that Italy had the older population in the year 2000, and that the same is predicted for the year 2050. The populations of both countries are expected to age over the fifty-year period.

In the year 2000, just over half of the population of Yemen was aged 14 or under, while most Italians (61.6%) fell into the 15 to 59 age group, and only 14.3% were children under 15 years of age. People aged 60 or over accounted for almost a quarter of the Italian population, but only 3.6% of the inhabitants of Yemen.

By 2050, the proportion of children under 15 is predicted to drop in both countries, most noticeably in Yemen where the figure is expected to fall by 13.1%. On the other hand, the figures for elderly people are expected to rise, by 2.1% in Yemen and a massive 18.2% in Italy. Finally, it is anticipated that the 15 to 59 age group will grow by around 10% in Yemen, but shrink by around 15% in Italy.

IELTS Writing Task 1: map essay

Here is a band 9 answer for [this question](#):

	1985	1995
Japan	4.9	15.1
Australia	7.1	7.2
Canada	6.0	5.5

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

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

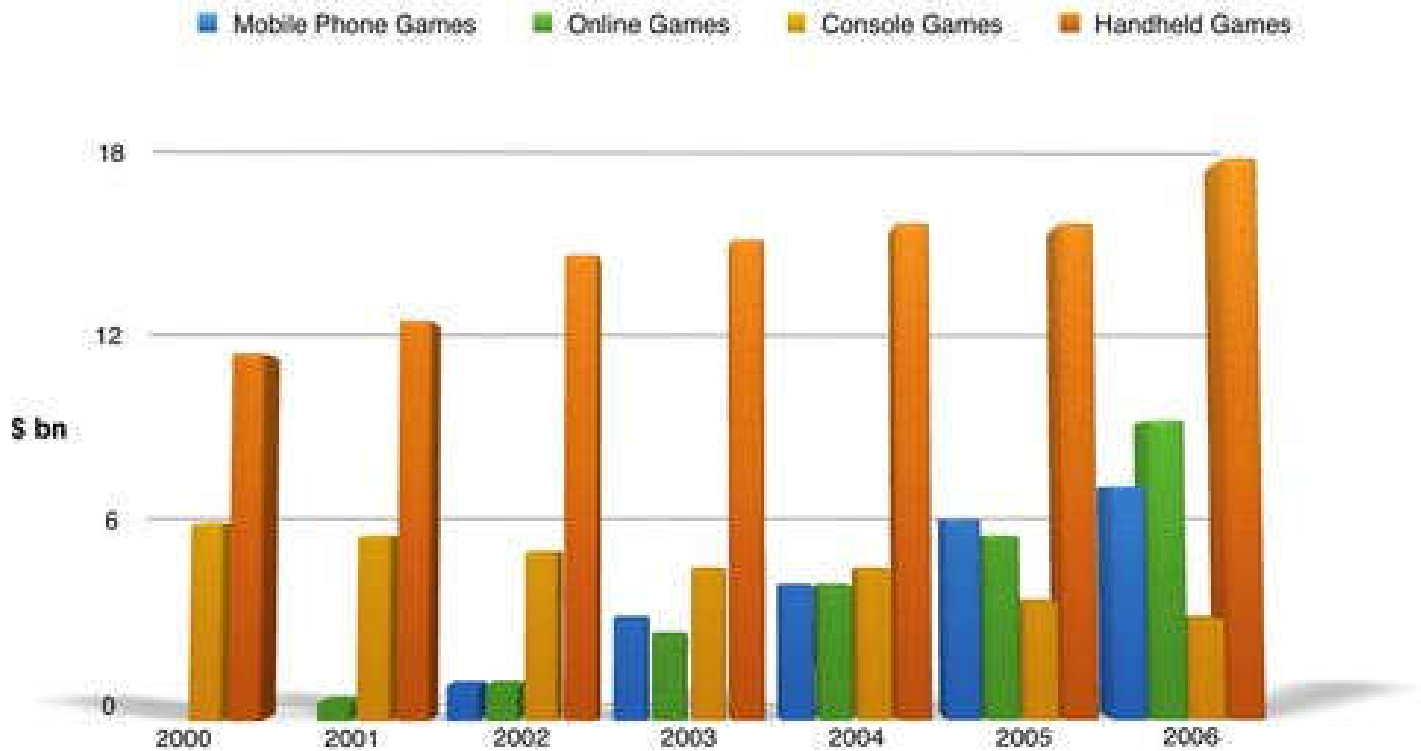
From 1868 to 1883, Chorleywood covered a small area next to one of the main roads. Chorleywood Park and Golf Course is now located next to this original village area. The village grew along the main road to the south between 1883 and 1922, and in 1909 a railway line was built crossing this area from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

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

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(28\)](#)

IELTS Writing Task 1: bar chart essay

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



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

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

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

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

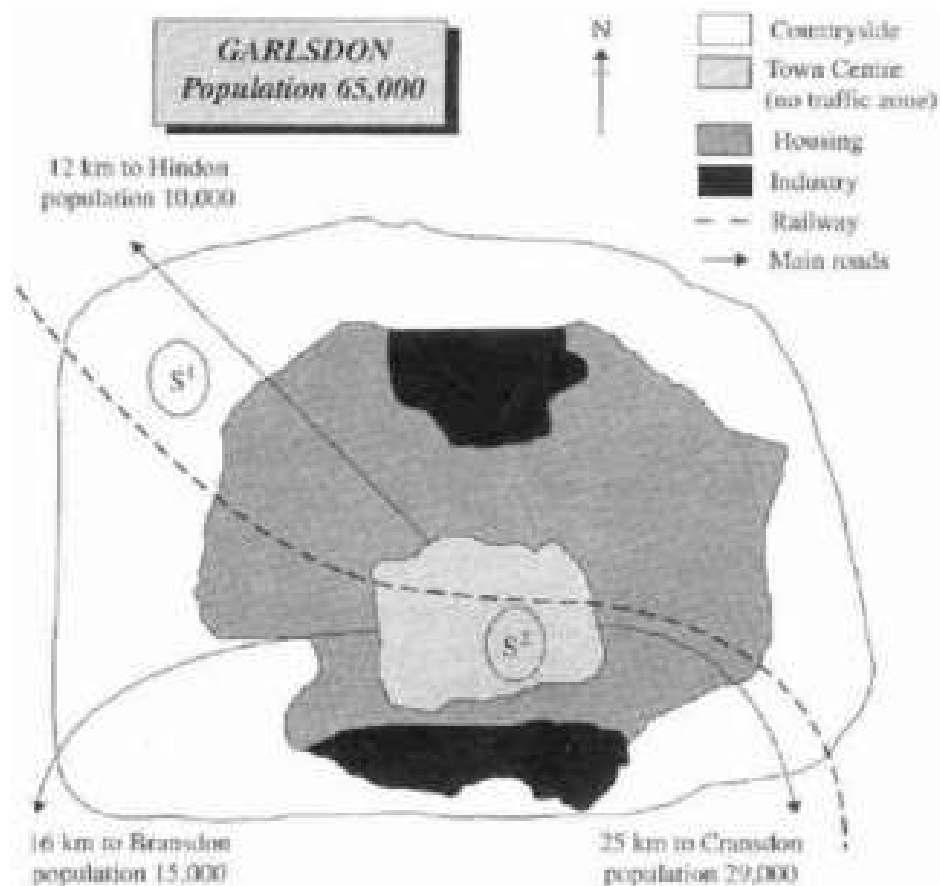
Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(26\)](#)

IELTS Writing Task 1: same question, two answers

Look at the following question, then compare the two reports on the next page. I wrote both myself, the first one in August 2011 and the second one in April 2014. I did not look at the first report when writing the second one.

It's interesting that my first two paragraphs (the introduction and overview) are almost identical in each report. You can see that I always use the same approach when writing these paragraphs. On the other hand, I made different decisions when writing paragraphs 3 and 4 (describing specific details). I wouldn't say that one essay is better than the other; I just think it's interesting to compare two ways of answering the same question.

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



From Cambridge IELTS book 5

Essay 1

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

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

This paragraph compares both sites in terms of their position

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

This paragraph compares both sites in terms of access to roads, railway and other towns

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

(171 words, band 9)

Essay 2

The map compares two potential locations for the building of a new supermarket in a town called Garlsdon.

The main difference between the two sites is that one is located in the countryside outside the town, whereas the other is in the town centre. Both potential sites are close to the railway, and reasonably near to a main road.

This paragraph is all about S1

The first possible site for the supermarket (S1) is located in an area of countryside to the north west of Garlsdon. It is close to the railway line and to a main road connecting Garlsdon to the smaller town of Hindon. It is also situated near to the residential housing area of Garlsdon.

This paragraph is mainly about S2, but I make sure that I contrast with S1 (by contrast, also, is similar to)

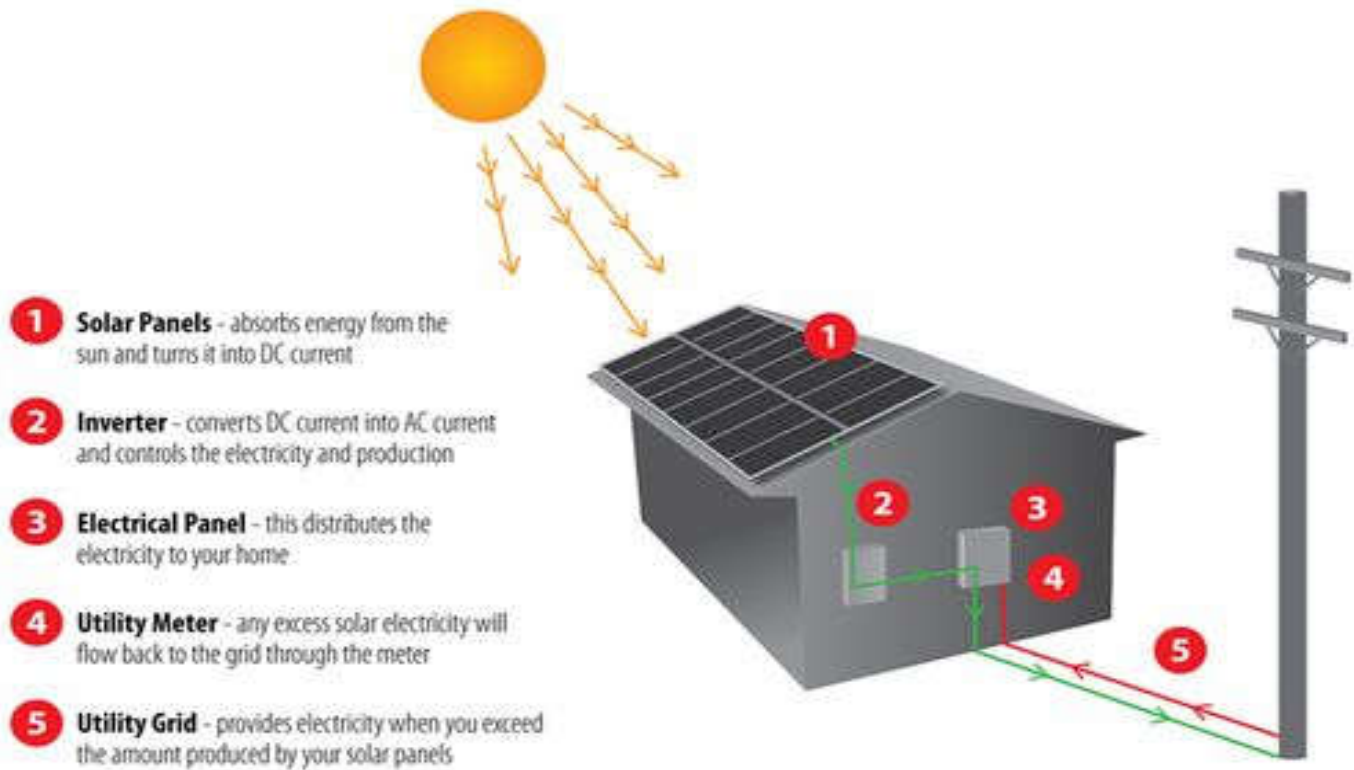
The second site (S2), by contrast, is in Garlsdon town centre. It is also accessible by rail, but not by road because the town centre is a no-traffic zone. Despite this, the main roads to Cransdon, Bransdon and Hindon are not too far away. The distance to Garlsdon's housing area is similar to the distance from S1 to the same area.

(174 words, band 9)

IELTS Writing Task 1: 'solar panel' process

Here's my full report for the [solar panel](#) process diagram:

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



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

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

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

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

Note:

I've underlined examples of the two language features that make process diagram descriptions special: 'steps' language, and passive verbs.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(19\)](#)

IELTS Writing Task 1: table essay

Here's my full essay, which follows the plan in [last week's lesson](#).

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

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

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

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

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

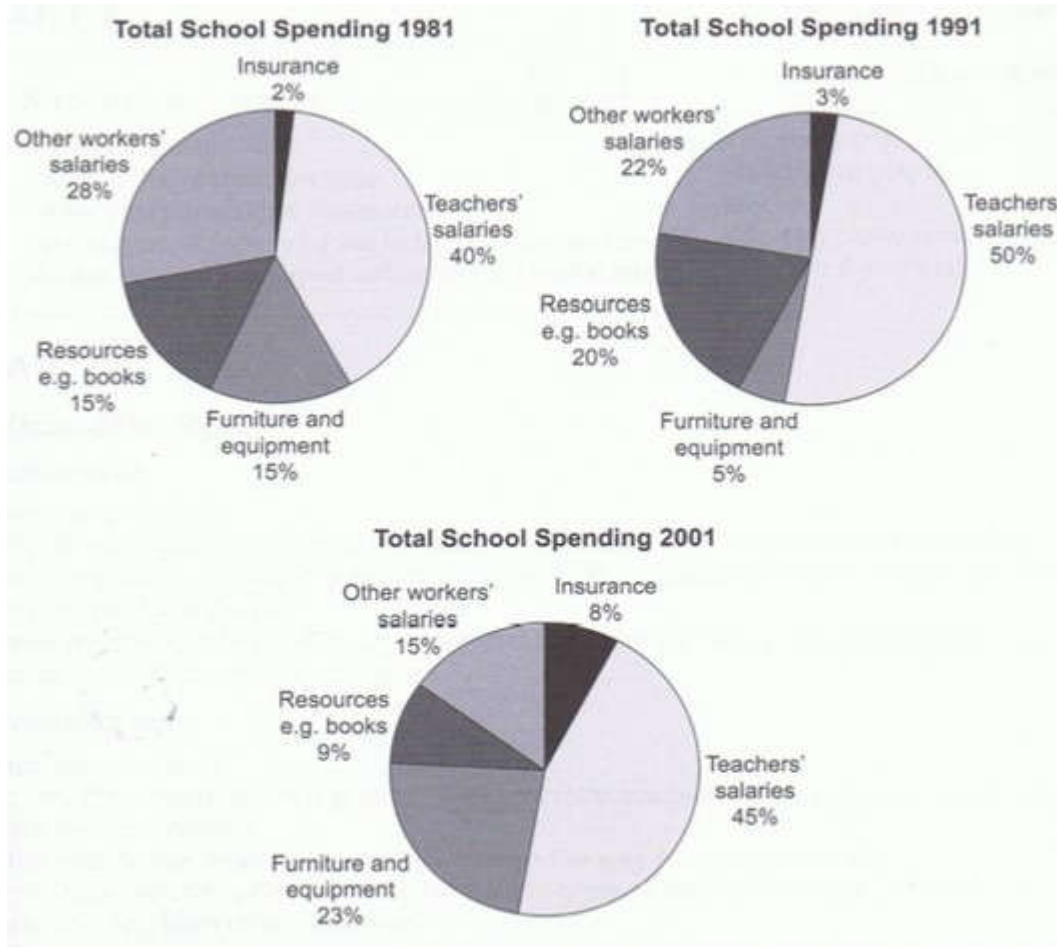
Brighton and Hove saw the second biggest increase (109%) in the number of residents cycling to work, but Bristol was the UK's second city in terms of total numbers of cycling commuters, with 8,108 in 2001 and 15,768 in 2011. Figures for the other eight areas were below the 10 thousand mark in both years.

(172 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(32\)](#)

IELTS Writing Task 1: pie charts essay

Here's my full essay for the [3 pie charts](#) question that we've been looking at over the last two weeks:



The pie charts compare the expenditure of a school in the UK in three different years over a 20-year period.

It is clear that teachers' salaries made up the largest proportion of the school's spending in all three years (1981, 1991 and 2001). By contrast, insurance was the smallest cost in each year.

In 1981, 40% of the school's budget went on teachers' salaries. This figure rose to 50% in 1991, but fell again by 5% in 2001. The proportion of spending on other workers' wages fell steadily over the 20-year period, from 28% of the budget in 1981 to only 15% in 2001.

Expenditure on insurance stood at only 2% of the total in 1981, but reached 8% in 2001. Finally, the percentages for resources and furniture/equipment fluctuated. The figure for resources was highest in 1991, at 20%, and the proportion of spending on furniture and equipment reached its peak in 2001, at 23%. (158 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(25\)](#)

IELTS Writing Task 1: 'waste table' essay

The table below shows the amount of waste production (in millions of tonnes) in six different countries over a twenty-year period.

	1980	1990	2000
Ireland	0.6	*	5
Japan	28	32	53
Korea	*	31	19
Poland	4	5	6.6
Portugal	2	3	5
US	131	151	192

*Figure not available

The chart compares the amounts of waste that were produced in six countries in the years 1980, 1990 and 2000.

In each of these years, the US produced more waste than Ireland, Japan, Korea, Poland and Portugal combined. It is also noticeable that Korea was the only country that managed to reduce its waste output by the year 2000.

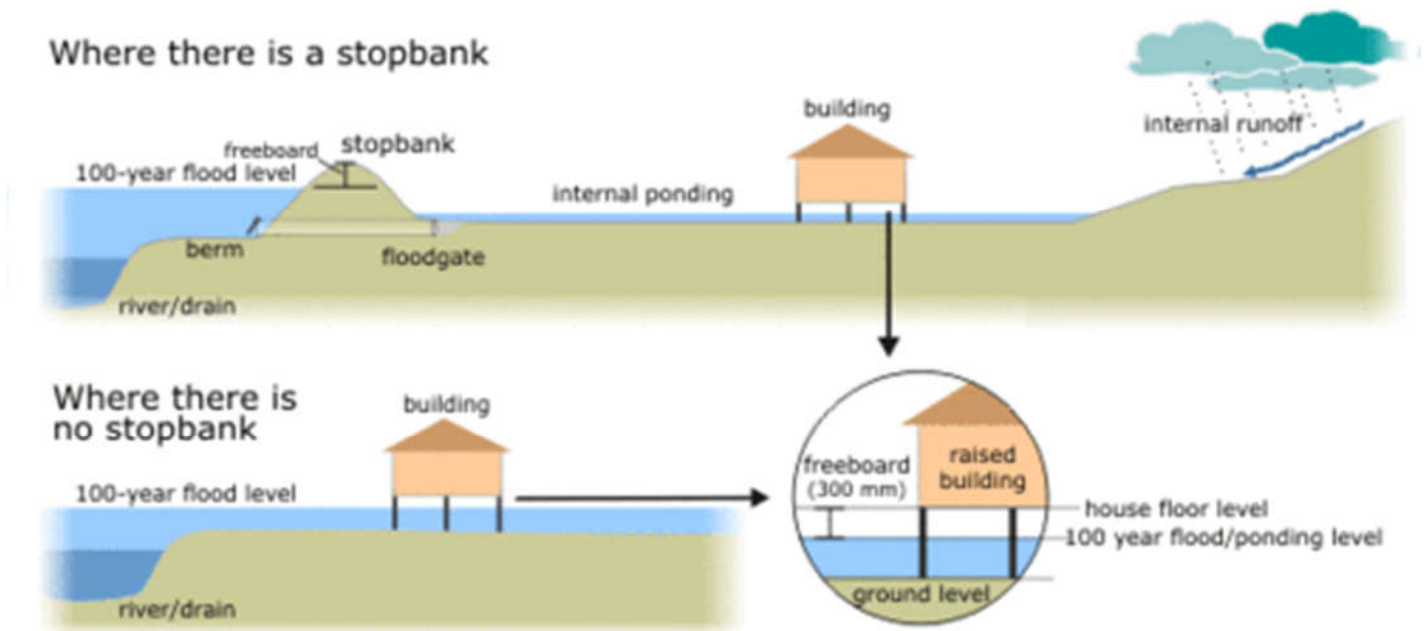
Between 1980 and 2000, waste production in the US rose from 131 to 192 million tonnes, and rising trends were also seen in Japan, Poland and Portugal. Japan's waste output increased from 28 to 53 million tonnes, while Poland and Portugal saw waste totals increase from 4 to 6.6 and from 2 to 5 million tonnes respectively.

The trends for Ireland and Korea were noticeably different from those described above. In Ireland, waste production increased more than eightfold, from only 0.6 million tonnes in 1980 to 5 million tonnes in 2000. Korea, by contrast, cut its waste output by 12 million tonnes between 1990 and 2000.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(25\)](#)

IELTS Writing Task 1: 'flood diagram' answer

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



Here's my full band 9 report:

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

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

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

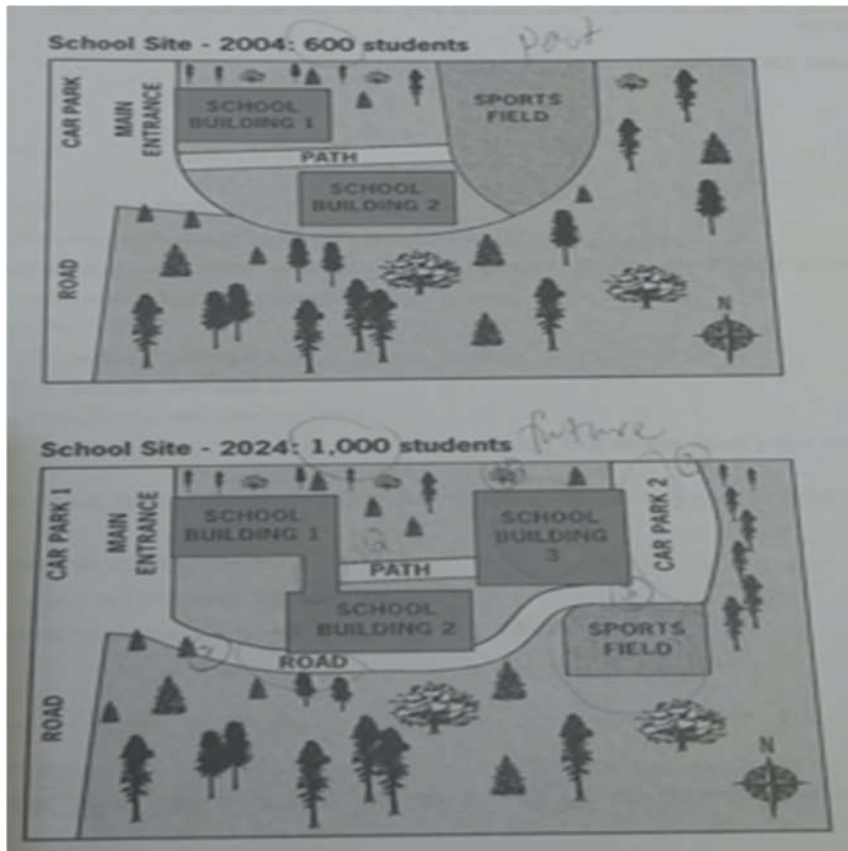
When there is no stopbank, as shown in the second diagram, there will be nothing to stop the river from flooding. In this case, the solution is to put buildings on stilts. The height of the stilts is measured so that the floor of the house is 300mm above the 100-year flood level. This measurement is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

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(19\)](#)

IELTS Writing Task 1: 'school buildings' answer

Here's my full answer for the task below.

The diagrams below show the site of a school in 2004 and the plan for changes to the school site in 2024.



(Source: Official IELTS Practice Materials 2)

The two pictures compare the layout of a school as it was in the year 2004 with a proposed site design for the year 2024.

It is clear that the main change for 2024 involves the addition of a new school building. The school will then be able to accommodate a considerably larger number of students.

In 2004, there were 600 pupils attending the school, and the two school buildings were separated by a path running from the main entrance to the sports field. By 2024, it is expected that there will be 1000 pupils, and a third building will have been constructed. Furthermore, the plan is to join the two original buildings together, creating a shorter path that links the buildings only.

As the third building and a second car park will be built on the site of the original sports field, a new, smaller sports field will need to be laid. A new road will also be built from the main entrance to the second car park. Finally, no changes will be made to the main entrance and original car park.

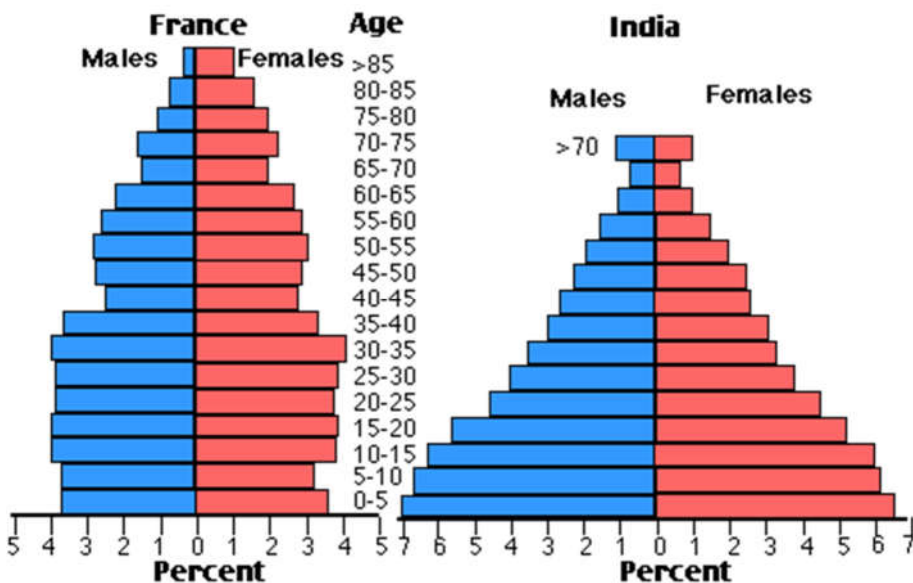
(183 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(25\)](#)

IELTS Writing Task 1: 'age distribution' answer

Here's my full report for the question below. I found this one difficult, so don't worry if you did too!

The charts below compare the age structure of the populations of France and India in 1984.



The two charts compare the populations of France and India in terms of age distribution by gender in the year 1984.

It is clear that the population of India was younger than that of France in 1984, with a noticeably larger proportion of people aged under 20. France, on the other hand, had a significantly larger percentage of elderly inhabitants.

In India, close to 14% of people were aged 5 or under, and each five-year age bracket above this contained an increasingly smaller proportion of the population. France's population, by contrast, was more evenly distributed across the age ranges, with similar figures (around 7% to 8% of all people) for each five-year cohort between the ages of 0 and 40. Somewhere between 10% and 15% of all French people were aged 70 or older, but the equivalent figure for India was only 2%.

Looking more closely at gender, there was a noticeably higher proportion of French women than men in every cohort from age 50 upwards. For example, almost 3% of French 70- to 75-year-olds were women, while just under 2% were men. No significant gender differences can be seen on the Indian population chart.

(199 words, band 9)

Note: Can you see how I grouped the information in paragraphs 3 and 4?

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(35\)](#)

IELTS Writing Task 1: 'coffee and bananas' table

Here's my full answer for the table question that you can see [here](#):

Sales of Fairtrade-labelled coffee and bananas (1999 & 2004)

Coffee	1999 (millions of euros)	2004 (millions of euros)
UK	1.5	20
Switzerland	3	6
Denmark	1.8	2
Belgium	1	1.7
Sweden	0.8	1

Bananas	1999 (millions of euros)	2004 (millions of euros)
UK	15	47
Switzerland	1	5.5
Denmark	0.6	4
Belgium	1.8	1
Sweden	2	0.9

The tables show the amount of money spent on Fairtrade coffee and bananas in two separate years in the UK, Switzerland, Denmark, Belgium and Sweden.

It is clear that sales of Fairtrade coffee rose in all five European countries from 1999 to 2004, but sales of Fairtrade bananas only went up in three out of the five countries. Overall, the UK saw by far the highest levels of spending on the two products.

In 1999, Switzerland had the highest sales of Fairtrade coffee, at €3 million, while revenue from Fairtrade bananas was highest in the UK, at €15 million. By 2004, however, sales of Fairtrade coffee in the UK had risen to €20 million, and this was over three times higher than Switzerland's sales figure for Fairtrade coffee in that year. The year 2004 also saw dramatic increases in the money spent on Fairtrade bananas in the UK and Switzerland, with revenues rising by €32 million and €4.5 million respectively.

Sales of the two Fairtrade products were far lower in Denmark, Belgium and Sweden. Small increases in sales of Fairtrade coffee can be seen, but revenue remained at €2 million or below in all three countries in both years. Finally, it is noticeable that the money spent on Fairtrade bananas actually fell in Belgium and Sweden.

Note:

This report is a bit longer (216 words) than necessary, but I think it's a useful model answer in terms of its structure and the language used.

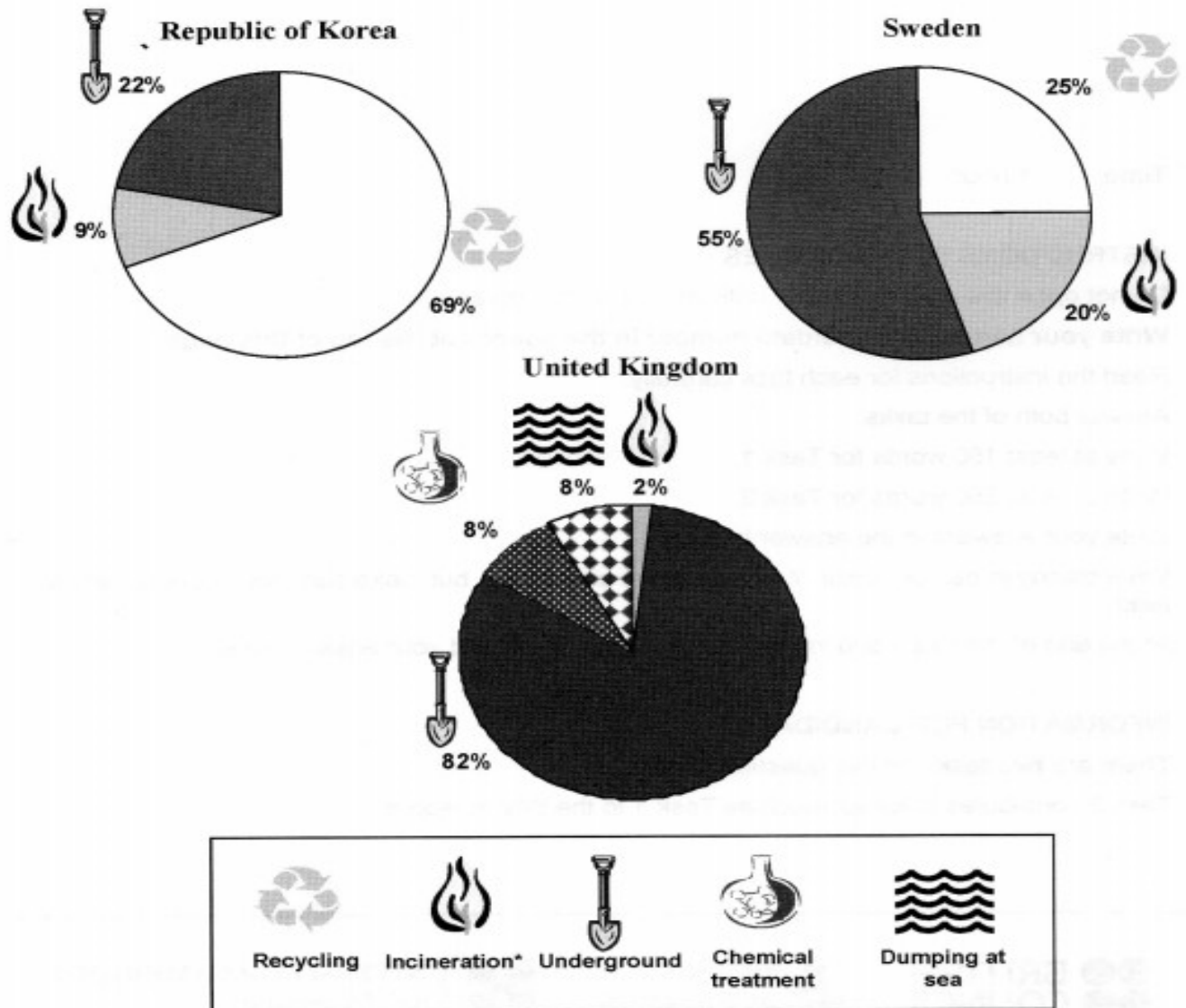
Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(24\)](#)

WRITING TASK 1

You should spend about 20 minutes on this task.

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

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



* Incineration: a way of destroying something by fire

IELTS Writing Task 1: pie chart answer

A few people asked me to put the 'waste' pie chart paragraphs together in one place. So here's the full report that my students and I wrote. You can see the pie charts by clicking [here](#).

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

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

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

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

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

(159 words, band 9)

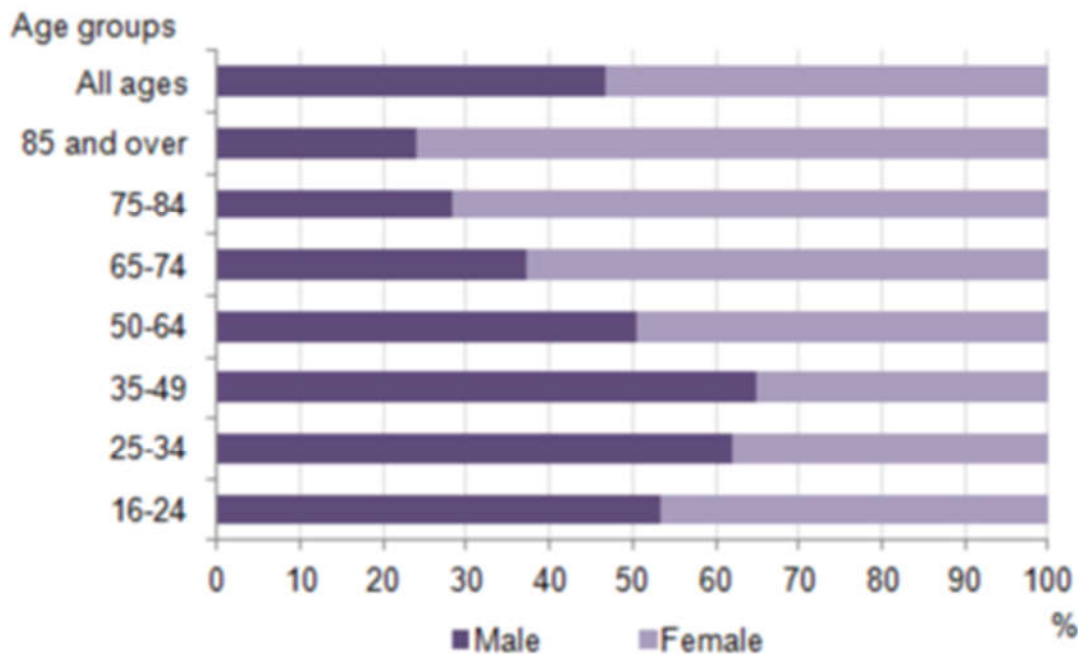
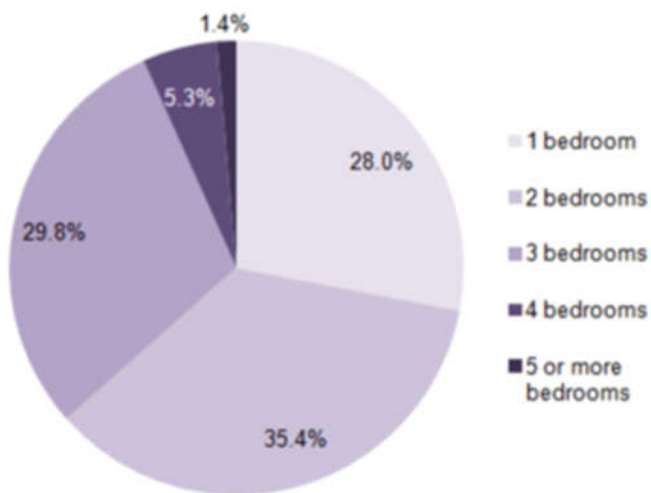
Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(30\)](#)

IELTS Writing Task 1: 'living alone' answer

Here's my full report for the "living alone" charts from [this lesson](#).

The bar chart below shows the proportions of English men and women of different ages who were living alone in 2011. The pie chart compares the numbers of bedrooms in these one-person households.

Living alone in England by age and gender, 2011



The two charts give information about single-occupant households in England in the year 2011. The bar chart compares figures for occupants' age and gender, and the pie chart shows data about the number of bedrooms in these homes.

Overall, females made up a higher proportion of people living alone than males, and this difference is particularly noticeable in the older age categories. We can also see that the most common number of bedrooms in a single-occupant home was two.

A significant majority of the people aged 65 or over who were living alone in England in 2011 were female. Women made up around 72% of single occupants aged 75 to 84, and 76% of those aged 85 or over. By contrast, among younger adults the figures for males were higher. For example, in the 35-49 age category, men accounted for nearly 65% of people living alone.

In the same year, 35.4% of one-person households in England had two bedrooms, while one-bedroom and three-bedroom homes accounted for 28% and 29.8% of the total. Under 7% of single-occupant homes had four or more bedrooms.

(189 words, band 9)

Tip:

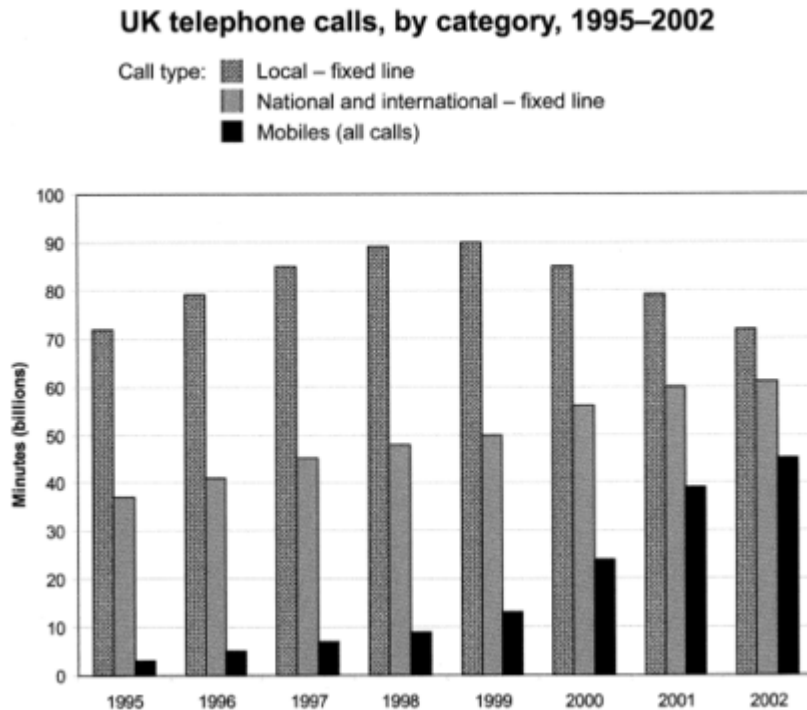
Notice that I was forced to leave out some of the information from the bar chart. This is normal when you only have 20 minutes; examiners expect you to select some key figures, not to try to include everything.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(13\)](#)

IELTS Writing Task 1: bar chart sample answer

Here's my full answer for the 'phone calls' bar chart in [this lesson](#):

The chart below shows the total number of minutes (in billions) of telephone calls in the UK, divided into three categories, from 1995-2002.



The bar chart compares the amount of time spent by people in the UK on three different types of phone call between 1995 and 2002.

It is clear that calls made via local, fixed lines were the most popular type, in terms of overall usage, throughout the period shown. The lowest figures on the chart are for mobile calls, but this category also saw the most dramatic increase in user minutes.

In 1995, people in the UK used fixed lines for a total of just over 70 billion minutes for local calls, and about half of that amount of time for national or international calls. By contrast, mobile phones were only used for around 4 billion minutes. Over the following four years, the figures for all three types of phone call increased steadily.

By 1999, the amount of time spent on local calls using landlines had reached a peak at 90 billion minutes. Subsequently, the figure for this category fell, but the rise in the other two types of phone call continued. In 2002, the number of minutes of national / international landline calls passed 60 billion, while the figure for mobiles rose to around 45 billion minutes.

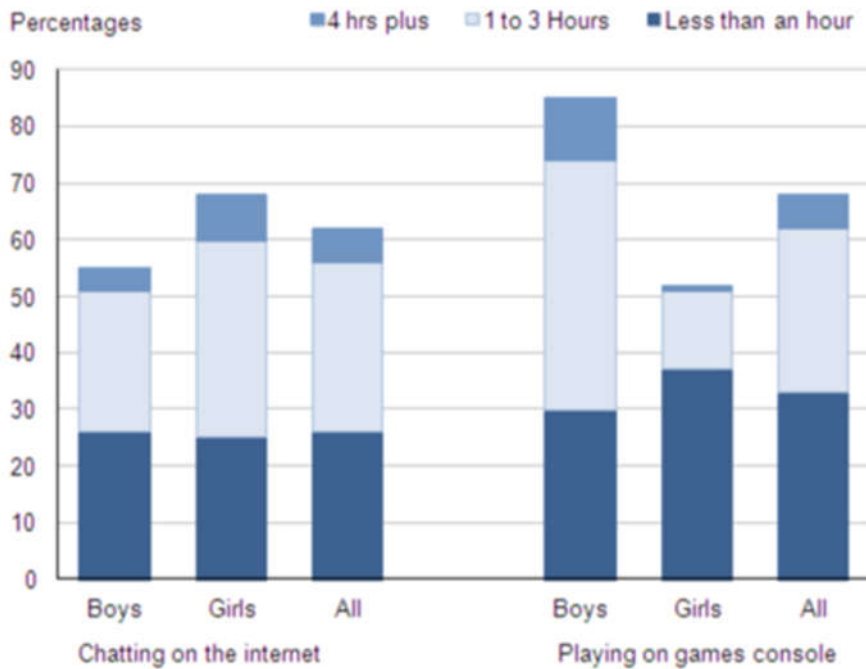
(197 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(17\)](#)

IELTS Writing Task 1: 'details' paragraphs

In last week's [lesson](#) I wrote an introduction and an overview for the bar chart question below. Today I'll show you paragraphs 3 and 4, the 'details' paragraphs.

The chart below shows the amount of time that 10 to 15-year-olds spend chatting on the Internet and playing on games consoles on an average school day in the UK.



The bar chart compares the time spent by 10 to 15-year-olds in the UK on two activities, namely chatting online and playing computer games.

Boys aged between 10 and 15 clearly favour playing on games consoles over chatting online. According to the chart, while 85% of boys play computer games every day, only 55% chat online daily. Furthermore, the majority of boys play on their consoles for more than one hour each day, and 10% do this activity for four hours or more.

By contrast, girls prefer chatting online. Close to 70% of 10 to 15-year-old girls engage in online conversation each day, compared to about 50% of this cohort who play computer games. Of the girls who do play on consoles, most of them play for less than an hour, whereas most girls who chat online do so for more than one hour, and nearly 10% chat for four hours or more.

Overall, we can see that playing computer games is marginally more popular than chatting on the Internet. However, completely different trends can be seen if we look at the specific figures for boys and girls.

Note:

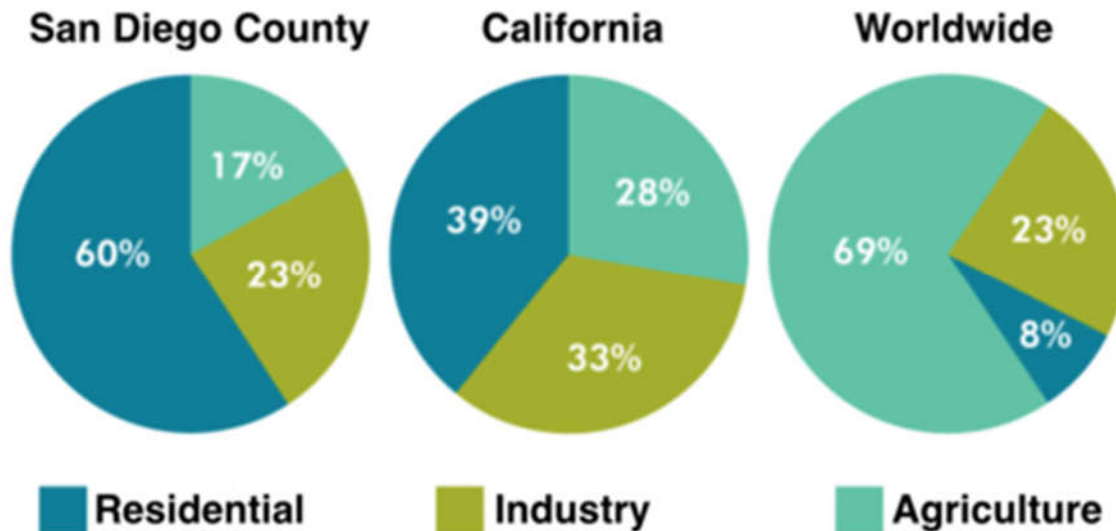
I decided to write about boys in one paragraph and girls in the other. However, it would also be fine to write paragraphs about chatting on the Internet and playing on consoles.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(14\)](#)

IELTS Writing Task 1: pie charts answer

Have a look at my full answer for the question below.

The pie charts below compare water usage in San Diego, California and the rest of the world.



The pie charts give information about the water used for residential, industrial and agricultural purposes in San Diego County, California, and the world as a whole.

It is noticeable that more water is consumed by homes than by industry or agriculture in the two American regions. By contrast, agriculture accounts for the vast majority of water used worldwide.

In San Diego County and California State, residential water consumption accounts for 60% and 39% of total water usage. By contrast, a mere 8% of the water used globally goes to homes. The opposite trend can be seen when we look at water consumption for agriculture. This accounts for a massive 69% of global water use, but only 17% and 28% of water usage in San Diego and California respectively.

Such dramatic differences are not seen when we compare the figures for industrial water use. The same proportion of water (23%) is used by industry in San Diego and worldwide, while the figure for California is 10% higher, at 33%.

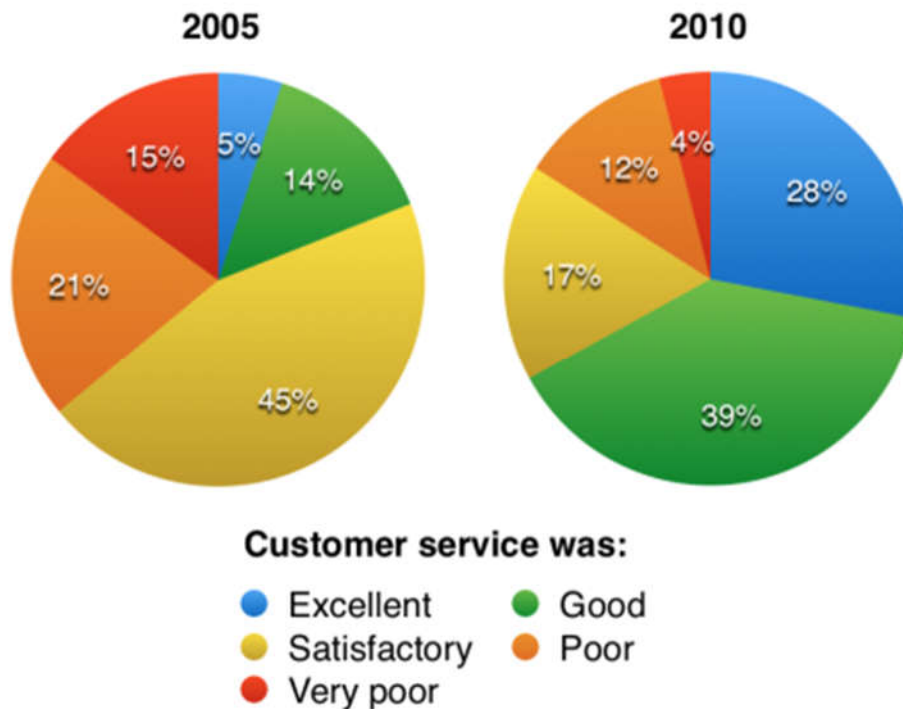
(168 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(30\)](#)

IELTS Writing Task 1: pie charts report

Here's my full answer for the pie charts task below.

The charts below show the results of a questionnaire that asked visitors to the Parkway Hotel how they rated the hotel's customer service. The same questionnaire was given to 100 guests in the years 2005 and 2010.



The pie charts compare visitors' responses to a survey about customer service at the Parkway Hotel in 2005 and in 2010.

It is clear that overall customer satisfaction increased considerably from 2005 to 2010. While most hotel guests rated customer service as satisfactory or poor in 2005, a clear majority described the hotel's service as good or excellent in 2010.

Looking at the positive responses first, in 2005 only 5% of the hotel's visitors rated its customer service as excellent, but this figure rose to 28% in 2010. Furthermore, while only 14% of guests described customer service in the hotel as good in 2005, almost three times as many people gave this rating five years later.

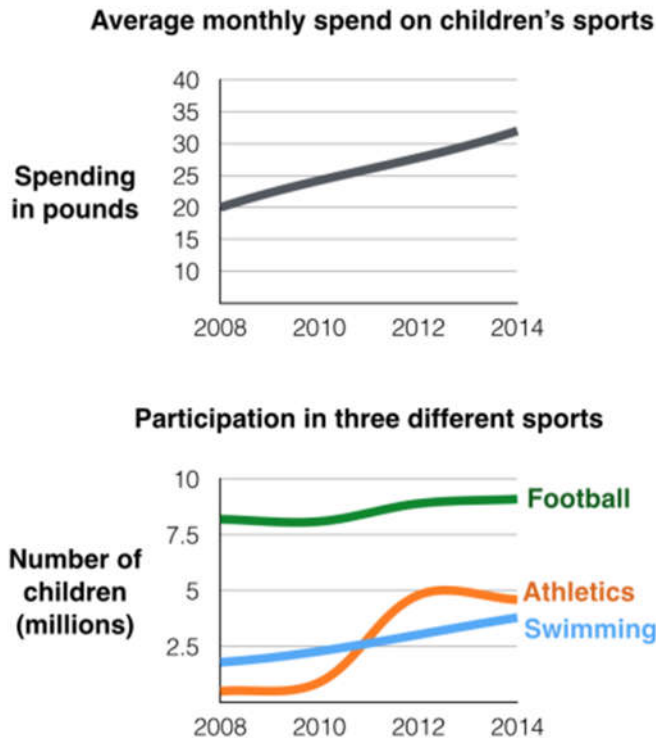
With regard to negative feedback, the proportion of guests who considered the hotel's customer service to be poor fell from 21% in 2005 to only 12% in 2010. Similarly, the proportion of people who thought customer service was very poor dropped from 15% to only 4% over the 5-year period. Finally, a fall in the number of 'satisfactory' ratings in 2010 reflects the fact that more people gave positive responses to the survey in that year.

(193 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(25\)](#)

IELTS Writing Task 1: separate line graphs answer

The first chart below gives information about the money spent by British parents on their children's sports between 2008 and 2014. The second chart shows the number of children who participated in three sports in Britain over the same time period.



Here's my full answer:

The line graphs show the average monthly amount that parents in Britain spent on their children's sporting activities and the number of British children who took part in three different sports from 2008 to 2014.

It is clear that parents spent more money each year on their children's participation in sports over the six-year period. In terms of the number of children taking part, football was significantly more popular than athletics and swimming.

In 2008, British parents spent an average of around £20 per month on their children's sporting activities. Parents' spending on children's sports increased gradually over the following six years, and by 2014 the average monthly amount had risen to just over £30.

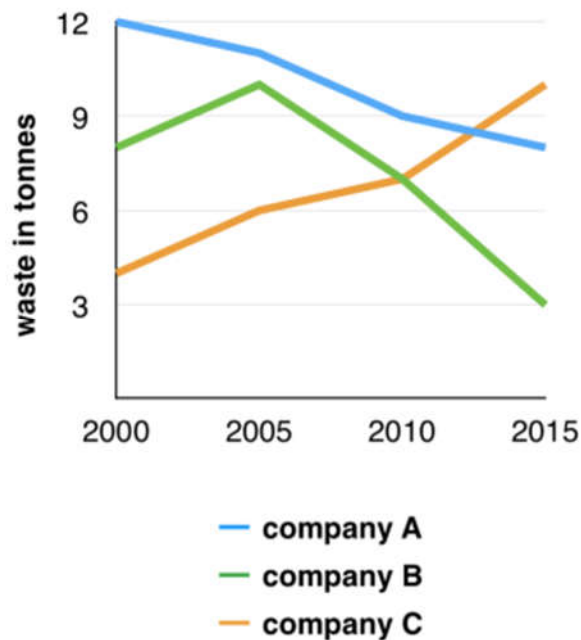
Looking at participation numbers, in 2008 approximately 8 million British children played football, while only 2 million children were enrolled in swimming clubs and less than 1 million practised athletics. The figures for football participation remained relatively stable over the following 6 years. By contrast, participation in swimming almost doubled, to nearly 4 million children, and there was a near fivefold increase in the number of children doing athletics.

(185 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(20\)](#)

IELTS Writing Task 1: 'waste graph' answer

The graph below shows the amounts of waste produced by three companies over a period of 15 years.



The line graph compares three companies in terms of their waste output between the years 2000 and 2015.

It is clear that there were significant changes in the amounts of waste produced by all three companies shown on the graph. While companies A and B saw waste output fall over the 15-year period, the amount of waste produced by company C increased considerably.

In 2000, company A produced 12 tonnes of waste, while companies B and C produced around 8 tonnes and 4 tonnes of waste material respectively. Over the following 5 years, the waste output of companies B and C rose by around 2 tonnes, but the figure for company A fell by approximately 1 tonne.

From 2005 to 2015, company A cut waste production by roughly 3 tonnes, and company B reduced its waste by around 7 tonnes. By contrast, company C saw an increase in waste production of approximately 4 tonnes over the same 10-year period. By 2015, company C's waste output had risen to 10 tonnes, while the respective amounts of waste from companies A and B had dropped to 8 tonnes and only 3 tonnes.

(192 words, band 9)

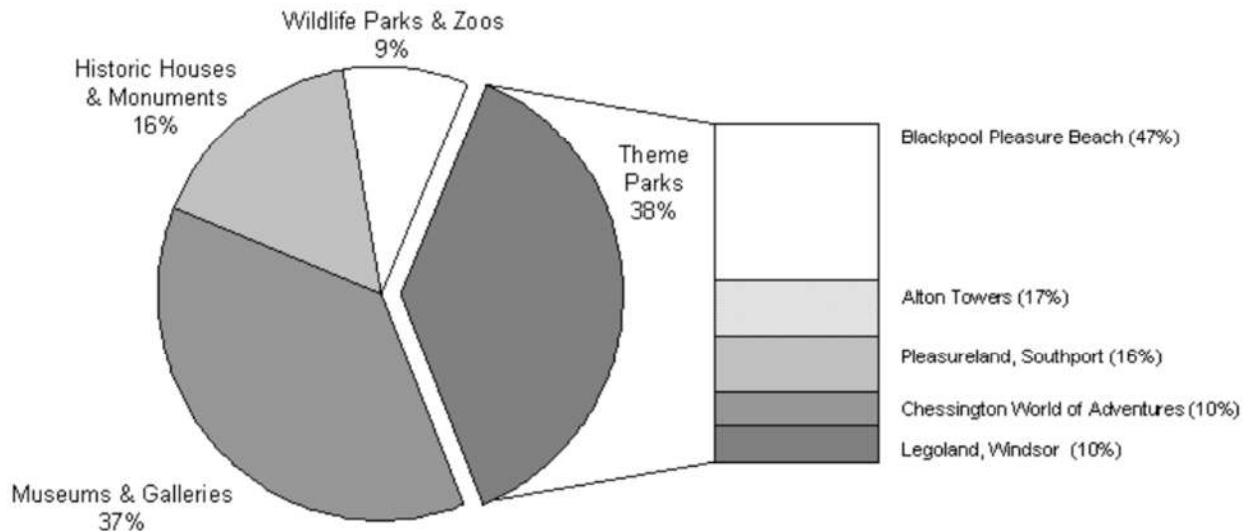
Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(21\)](#)

IELTS Writing Task 1: pie chart answer

Here's my full answer to the pie chart question that we've been looking at recently.

The chart below shows the results of a survey of people who visited four types of tourist attraction in Britain in the year 1999.

Distribution of visitors to different types of tourist attractions in Britain, 1999



The pie chart compares figures for visitors to four categories of tourist attraction and to five different theme parks in Britain in 1999.

It is clear that theme parks and museums / galleries were the two most popular types of tourist attraction in that year. Blackpool Pleasure Beach received by far the highest proportion of visitors in the theme park sector.

Looking at the information in more detail, we can see that 38% of the surveyed visitors went to a theme park, and 37% of them went to a museum or gallery. By contrast, historic houses and monuments were visited by only 16% of the sample, while wildlife parks and zoos were the least popular of the four types of tourist attraction, with only 9% of visitors.

In the theme park sector, almost half of the people surveyed (47%) had been to Blackpool Pleasure Beach. Alton Towers was the second most popular amusement park, with 17% of the sample, followed by Pleasureland in Southport, with 16%. Finally, Chessington World of Adventures and Legoland Windsor had each welcomed 10% of the surveyed visitors.

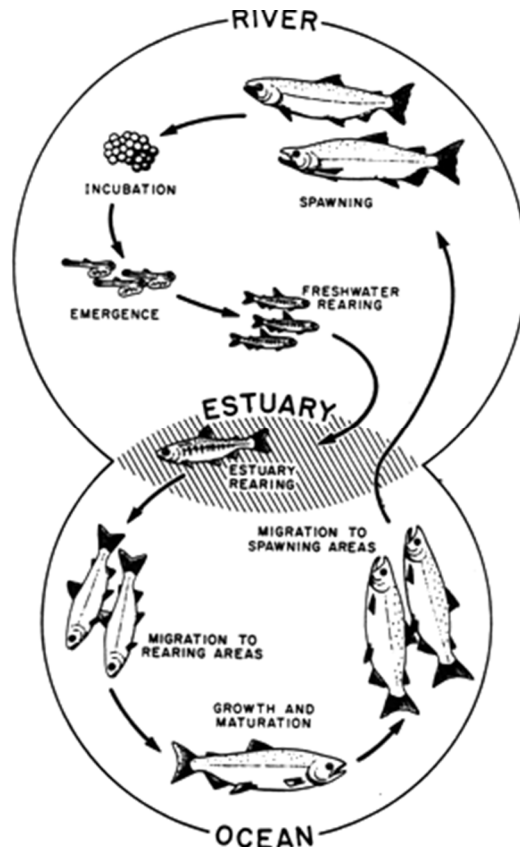
(181 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(17\)](#)

IELTS Writing Task 1: life cycle answer

I've just written my full answer for the task below.

The diagram below shows the life cycle of a salmon, from egg to adult fish.



The diagram illustrates the stages in the life of the salmon, from birth to maturity.

It is clear that there are six* main stages as the salmon develops from egg to mature adult. We can also see that salmon spend time in three distinct locations during the cycle, moving from river to estuary to ocean and then back upstream.

Salmon begin their lives in rivers where the adult fish lay and incubate their eggs. After emerging from eggs, the young salmon spend the next stage of their lives being reared in freshwater areas. Then, at some point in their development, the fish swim downstream to river estuaries where rearing continues.

Following the estuary rearing period, the maturing salmon migrate to the ocean, where they eventually become fully grown adults. Finally, the adult fish travel back upstream to spawning areas of rivers; here they reproduce and lay their eggs, and the life cycle begins anew.

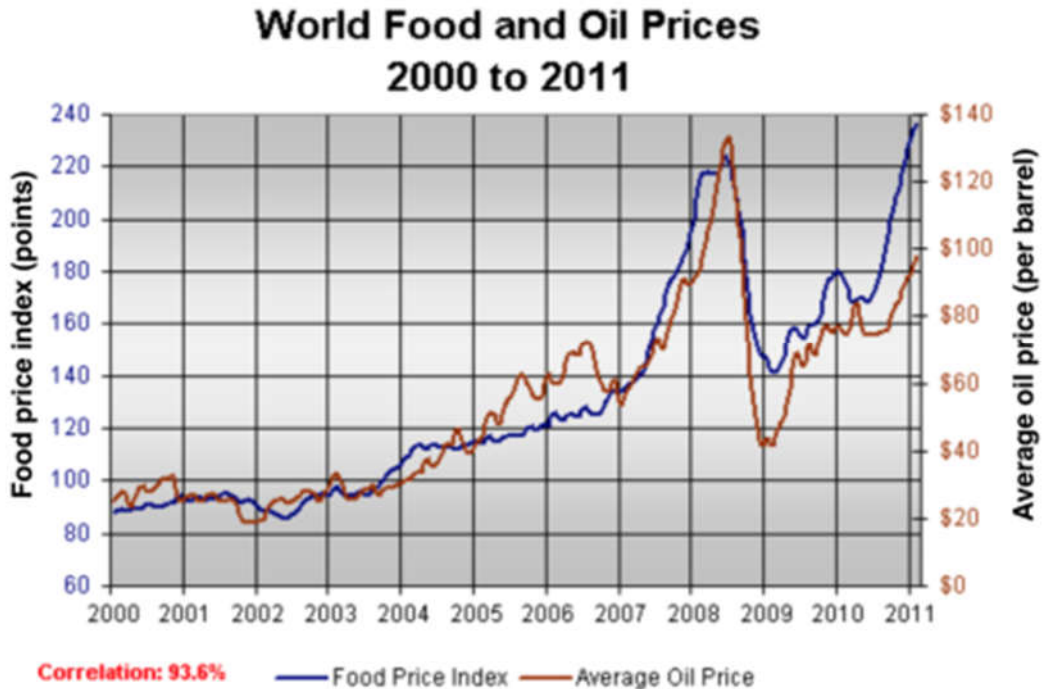
(154 words, band 9)

* I wrote "six" main stages because these are the stages that I describe in paragraphs 3 and 4.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(13\)](#)

IELTS Writing Task 1: line graph answer

The graph below shows changes in global food and oil prices between 2000 and 2011.



Here's my band 9 answer:

The line graph compares the average price of a barrel of oil with the food price index over a period of 11 years.

It is clear that average global prices of both oil and food rose considerably between 2000 and 2011. Furthermore, the trends for both commodities were very similar, and so a strong correlation (93.6%) is suggested.

In the year 2000, the average global oil price was close to \$25 per barrel, and the food price index stood at just under 90 points. Over the following four years both prices remained relatively stable, before rising steadily between 2004 and 2007. By 2007, the average oil price had more than doubled, to nearly \$60 per barrel, and food prices had risen by around 50 points.

A dramatic increase in both commodity prices was seen from 2007 to 2008, with oil prices reaching a peak of approximately \$130 per barrel and the food price index rising to 220 points. However, by the beginning of 2009 the price of oil had dropped by roughly \$90, and the food price index was down by about 80 points. Finally, in 2011, the average oil price rose once again, to nearly \$100 per barrel, while the food price index reached its peak, at almost 240 points.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(9\)](#)

IELTS Writing Task 1: 'educational problems' full answer

Here's my full answer for the table task shown in [this lesson](#):

Percentage of children with different educational problems in two primary schools

Problem Areas	2005		2015	
	School A	School B	School A	School B
Reading ability	22	8	23	9
Handwriting	28	7	28	7
Spelling	30	5	25	10
Listening skills	35	11	20	12
Verbal expression of ideas	35	14	21	15
Concentration in lessons	40	15	18	15
Following instructions	42	6	18	12

The table compares two primary schools in terms of the proportions of their pupils who experienced seven different educational problems in the years 2005 and 2015.

It is noticeable that school A had higher proportions of children with all seven educational difficulties in both years. However, while school A managed to reduce the incidence of most of the problems between 2005 and 2015, school B saw an overall rise in the percentage of children who were struggling.

In 2005, 42% of school A's pupils found it difficult to follow instructions, whereas only 6% of pupils in school B experienced this problem. Similarly, between 30 and 40 per cent of children attending school A had problems in the areas of spelling, listening, verbal expression and concentration in lessons, while the equivalent figures for school B stood at between 5 and 15 per cent.

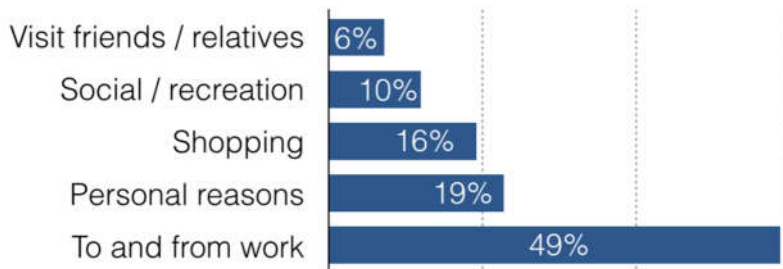
In 2015, the difference between the two schools was less pronounced. Notably, the proportion of children who struggled to follow instructions fell by 24% in school A, and this school also saw falls of 22%, 15%, 14% and 5% in the figures for children who had problems with concentration, listening, verbal expression and spelling. In school B, however, the proportion of children who struggled with spelling and following instructions doubled, to 10% and 12% respectively, and there was almost no change in the incidence of listening, verbal or concentration problems.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(30\)](#)

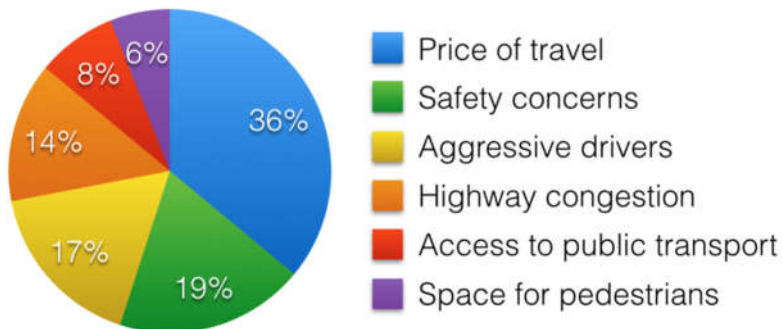
IELTS Writing Task 1: two charts answer

The charts below show reasons for travel and the main issues for the travelling public in the US in 2009.

Reasons for travel



Main issues for the travelling public



The bar chart and pie chart give information about why US residents travelled and what travel problems they experienced in the year 2009.

It is clear that the principal reason why Americans travelled in 2009 was to commute to and from work. In the same year, the primary concern of Americans, with regard to the trips they made, was the cost of travelling.

Looking more closely at the bar chart, we can see that 49% of the trips made by Americans in 2009 were for the purpose of commuting. By contrast, only 6% of trips were visits to friends or relatives, and one in ten trips were for social or recreation reasons. Shopping was cited as the reason for 16% of all travel, while unspecified 'personal reasons' accounted for the remaining 19%.

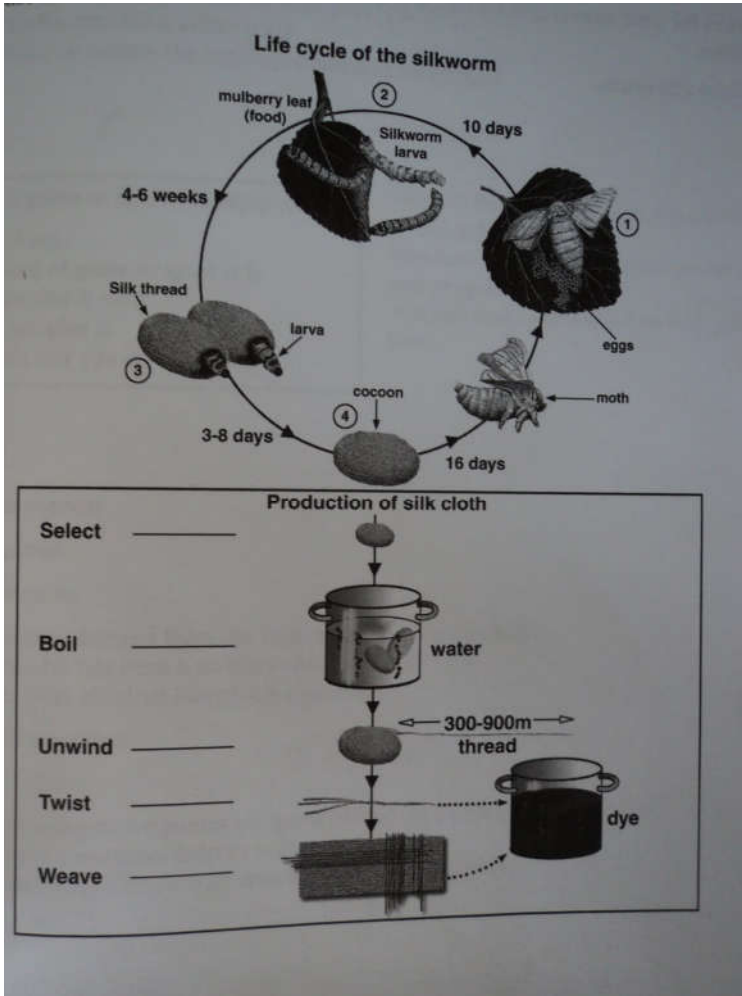
According to the pie chart, price was the key consideration for 36% of American travellers. Almost one in five people cited safety as their foremost travel concern, while aggressive driving and highway congestion were the main issues for 17% and 14% of the travelling public. Finally, a total of 14% of those surveyed thought that access to public transport or space for pedestrians were the most important travel issues.

(201 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(16\)](#)

IELTS Writing Task 1: silkworm life cycle answer

Here's my answer for the 'silkworm' diagram task that you can see [here](#).



The diagrams illustrate the stages in the life of a silkworm and the process of producing silk cloth.

There are four main stages in the life cycle of the silkworm, from eggs to adult moth. The process of silk cloth production involves six steps, from silkworm cocoon to silk material.

At the first stage in the life cycle of a silkworm, the moth lays its eggs. Around ten days later, silkworm larvae hatch from the eggs; these larvae feed on mulberry leaves. Then, after four to six weeks, the larvae become covered in silk thread, and it takes between three and eight days for a full cocoon to be produced.

For silk cloth production, a cocoon is first selected and then boiled in water. After boiling, the silk thread that makes up the cocoon is unwound, and then several strands of thread are twisted together. At the fifth and sixth stages in the process, the thread can either be dyed and then woven into silk fabric, or it can be woven first and then dyed subsequently.

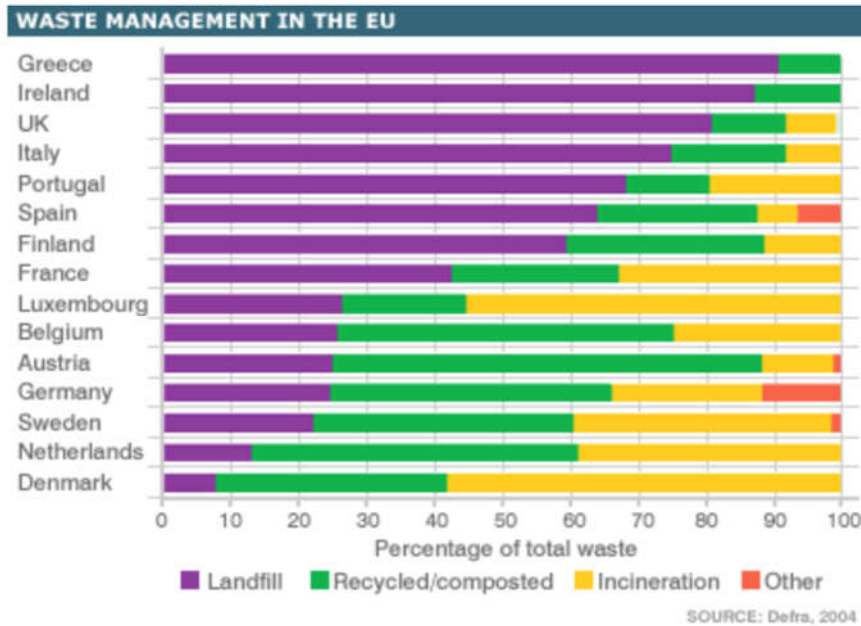
(176 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(9\)](#)

IELTS Writing Task 1: 'waste chart' answer

Today I'm sharing my full sample answer for the task below.

The chart below compares levels of recycling, as well as some less environmentally friendly forms of waste management, in fifteen European countries.



The bar chart shows the percentage of waste that is recycled, put into landfill or incinerated in various EU countries.

If we look at the fifteen EU countries as a whole, it is clear that more waste goes to landfill sites than to any other refuse management facility. In fact, while around half of the countries put the majority of their waste into landfill sites, only two countries recycle at least 50% of the waste that they produce.

Austria and Belgium are the most environmentally friendly of the fifteen countries, recycling around 60% and 50% of their waste respectively. Germany, Sweden and Belgium also appear to have effective recycling programmes, resulting in roughly 40% of waste being processed in this way in each country.

Other EU countries recycle far less. Greece, Ireland and the UK, for example, only recycle around 10% of refuse, and put between 80 and 90 per cent of their waste into landfill. Finally, while most non-recycled waste in the EU area goes to landfill, four countries, namely Luxembourg, Sweden, the Netherlands and Denmark, incinerate more waste than they bury.

(184 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(17\)](#)

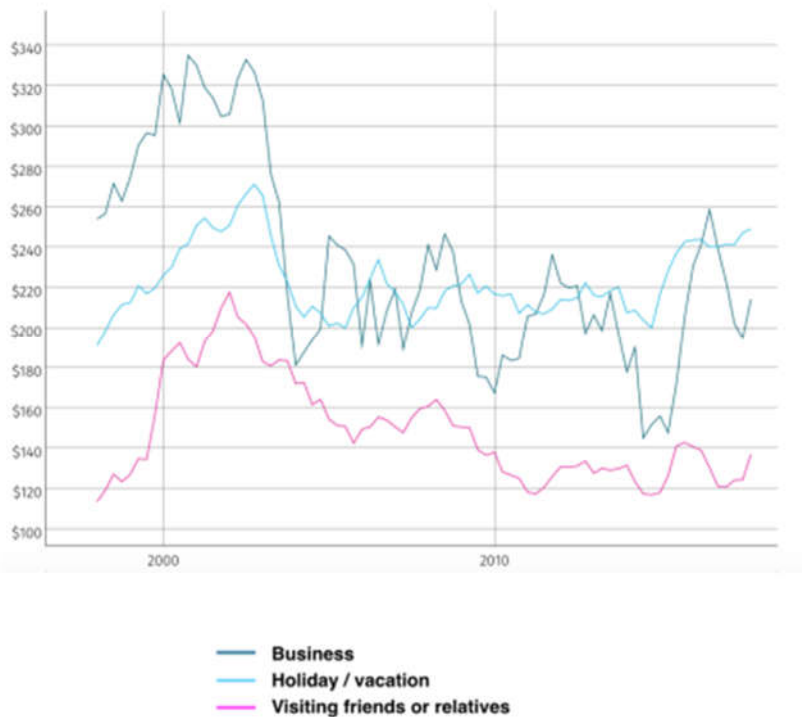
IELTS Writing Task 1: too long!

The report below describes the line graph in [this lesson](#). It's a really good answer (band 9), but the problem is that it contains 240 words.

I don't think many people would have time to write such a long answer in only 20 minutes, so let's try the following exercise.

Task: Edit the following report, reducing it to between 150 and 180 words.

Average daily spending by visitors to New Zealand, 1997 - 2017



The line graph compares three types of traveller visiting New Zealand between 1997 and 2017 in terms of the average amount of money that they spent each day during their trips.

It is noticeable that overall spending by international visitors to New Zealand was at its highest between the years 2000 and 2003. Also, over the 20-year period shown, business travellers spent the most per day, on average, while people visiting friends or relatives spent the least.

In 1997, business visitors to New Zealand spent an average of just under \$260 per day, while holidaymakers spent around \$190 and people visiting friends or relatives spent less than \$120. Over the following five or six years, spending by all three types of traveller increased dramatically, to peaks of around \$330, \$270 and \$220 for the three respective categories. However, visitor spending suddenly fell again between 2003 and 2005.

Over the 10 years from 2005 to 2015, similar daily travel expenditure levels can be seen for both business visitors and tourists, with figures fluctuating around the \$200 mark. By contrast, people who were in New Zealand to see friends or family spent roughly 60 to 80 dollars per day less than the other visitors over this time period. In the final year shown on the graph, 2017, the figures for average

daily spending stood at approximately \$250, \$210 and \$140 respectively for vacationers, business people and those visiting family or friends.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(30\)](#)

Thursday, March 01, 2018

IELTS Writing Task 1: shorter version

Here's a shorter version of the answer that I shared in last week's [lesson](#):

The line graph compares three types of traveller to New Zealand between 1997 and 2017 in terms of their average daily expenditure.

It is noticeable that spending by these international visitors was at its highest between the years 2000 and 2003. Overall, business travellers spent the most per day, while people visiting friends or relatives spent the least.

In 1997, business visitors to New Zealand spent an average of almost \$260 per day, while holidaymakers spent around \$190 and people visiting friends or relatives spent less than \$120. Over the following five years, spending by all three types of traveller increased dramatically, to peaks of around \$330, \$270 and \$220. However, visitor spending suddenly fell again between 2003 and 2005.

From 2005 to 2015, the daily expenditure of business travellers and tourists fluctuated around the \$200 mark, whereas people visiting relations or friends spent roughly 60 to 80 dollars less per day. By 2017, daily spending had risen to approximately \$250, \$210 and \$140 respectively for vacationers, business people and those visiting loved ones.

(174 words)

Task:

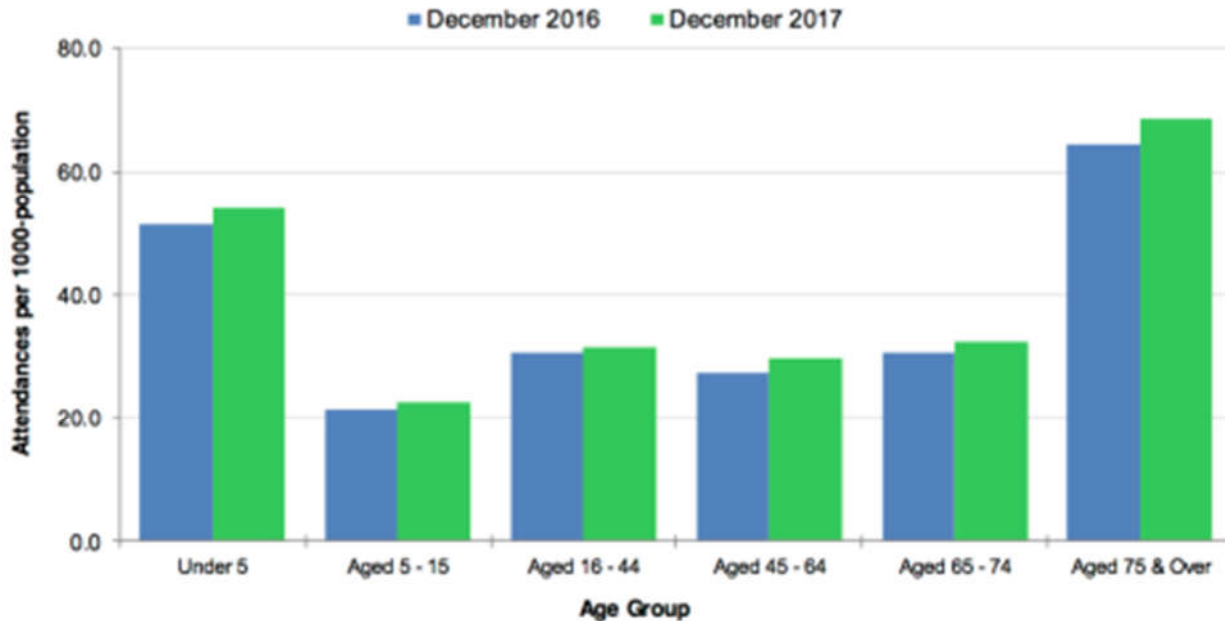
Compare the answer above with the longer report that I shared last week. How did I manage to reduce my answer from 240 words to 174 words? What can we learn from the differences between the two answers?

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(6\)](#)

IELTS Writing Task 1: 'hospital attendances' bar chart

The chart below shows figures for attendances at hospital emergency care departments in Northern Ireland by age group in December 2016 and December 2017.

Attendances at emergency care departments per 1000-population



The bar chart compares the number of visits made by people in six age categories to hospital emergency wards in Northern Ireland in the December of 2016 and 2017.

It is clear that elderly people and the youngest children were the most frequent visitors to A&E (accident and emergency) departments. Also, there was a slight increase in the rate of emergency care attendances among all six age groups from December 2016 to December 2017.

Looking first at the older age groups, roughly 65 out of every 1000 people aged 75 and over attended A&E wards in December 2016, and this rose to almost 70 attendances per 1000-population one year later. Interestingly, those aged 65 to 74 were less than half as likely to require emergency treatment, with around 30 attendances per 1000-population in both months.

At the other end of the age scale, the figures for A&E visits by under-5s rose marginally from around 50 to approximately 52 per 1000-population over the one-year period. Children aged 5 to 15 made the fewest visits, at just over 20 per 1000-population in both months. Finally, there was almost no difference in the figures for emergency care attendances among people aged 16 to 44, 45 to 64 and 65 to 74.

(217 words, band 9)

Note:

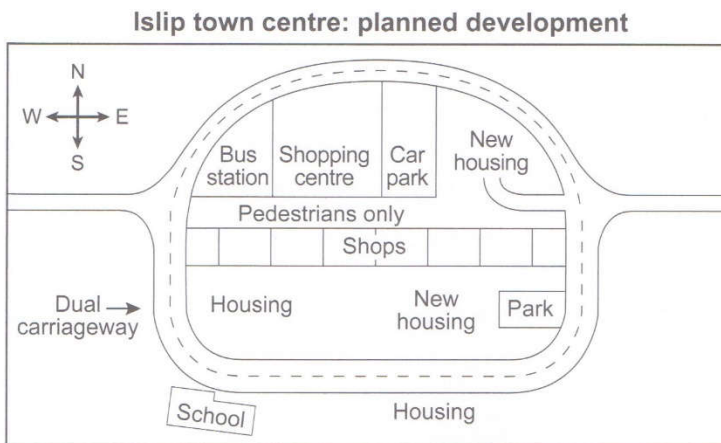
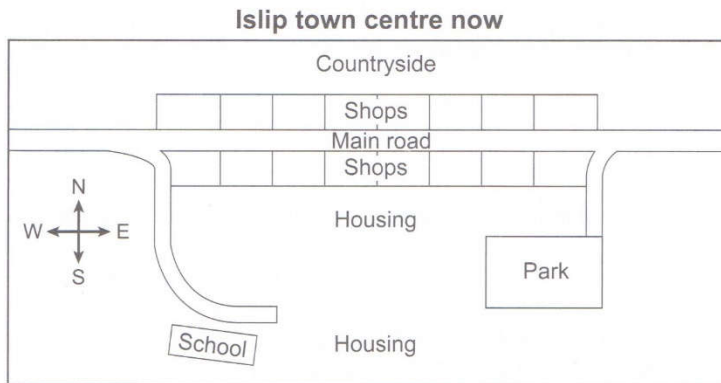
This answer is a little longer than necessary. We could probably remove a few phrases without affecting the score.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(23\)](#)

IELTS Writing Task 1: 'before and after' map

Here's an interesting task from Cambridge IELTS book 12. How many changes can you find on the 'planned development' diagram?

The maps below show the centre of a small town called Islip as it is now, and plans for its development.



The diagrams illustrate some proposed changes to the central area of the town of Islip.

It is clear that the principal change to the town will be the construction of a ring road around the centre. Various other developments with regard to shops and housing will accompany the building of this road.

Looking at the map of Islip as it is now, we can see that a main road runs through its centre from east to west. The second map shows the planned pedestrianisation of this road. Traffic will be diverted on to a dual carriageway that will form a ring around the town centre.

Currently there is a row of shops along either side of the main road. However, it appears that the shops along the north side of the new pedestrian street will be demolished to make way for a bus station, shopping centre, car park and new housing area. The shops along the south side of the street will remain, but it seems that the town's park will be reduced in size so that more new houses can be built within the ring road.

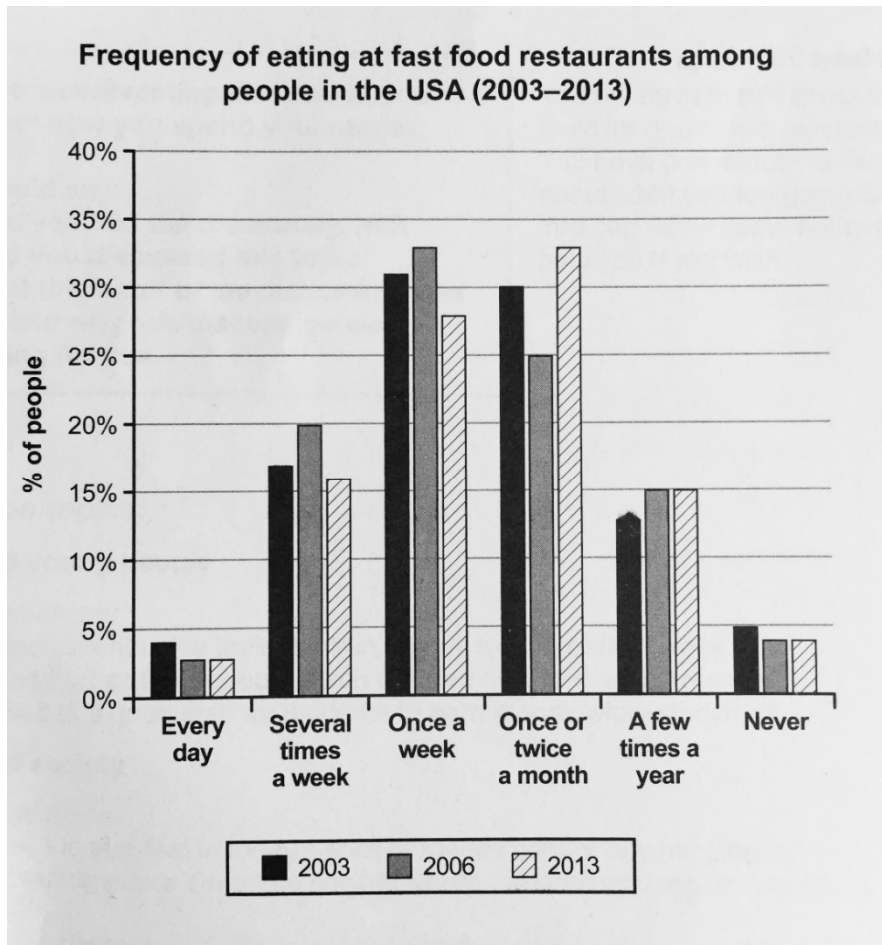
(187 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(23\)](#)

IELTS Writing Task 1: 'fast food' bar chart

Let's have a look at another task from Cambridge IELTS book 12:

The chart below shows how frequently people in the USA ate in fast food restaurants between 2003 and 2013.



The bar chart illustrates the frequency with which Americans ate in fast food establishments from 2003 to 2013.

It is clear that the majority of Americans ate in fast food restaurants between once a week and once a month in all three years. We can also see a shift towards eating in these restaurants less frequently by the end of the 10-year period.

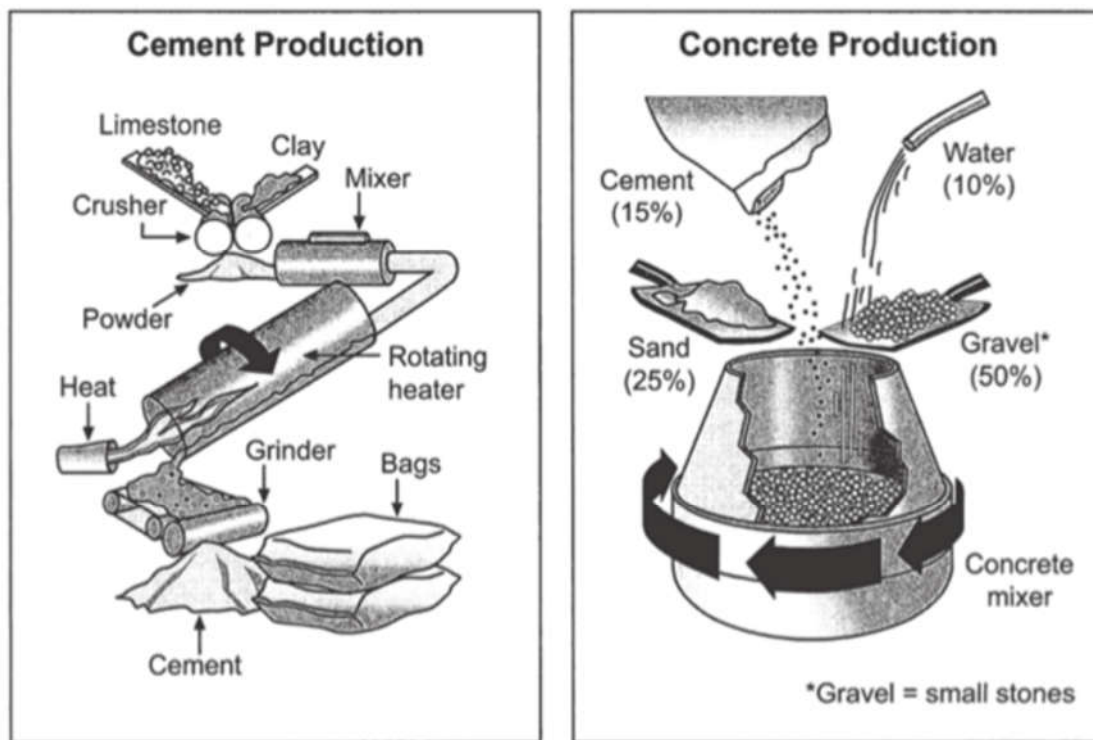
In each of the years shown on the chart, close to 60% of people in the US ate in fast food restaurants between once and four times a month. Roughly 15 to 20% of Americans reported eating in fast food outlets several times per week, while 3 to 4% of people ate in these outlets daily. At the other end of the scale, around 4% of people avoided fast food restaurants completely.

Between 2006 and 2013, the total proportion of Americans who ate in fast food establishments either once a week or several times a week fell by almost 10%. At the same time, there was an increase of around 8% in the 'once or twice a month' category. In other words, the weekly fast food habit that was common in 2003 and 2006 became a monthly or twice monthly habit in 2013.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(29\)](#)

IELTS Writing Task 1: 'cement' diagram

The diagrams below show the stages and equipment used in the cement-making process, and how cement is used to produce concrete for building purposes.



The first diagram illustrates the process of cement manufacture, and the second diagram shows the materials that go into the production of concrete.

It is clear that there are five stages in the production of cement, beginning with the input of raw materials and ending with bags of the finished product. To produce concrete, four different materials are mixed together.

At the first stage in the production of cement, limestone and clay are crushed to form a powder. This powder is then mixed before it passes into a rotating heater. After heating, the resulting mixture is ground, and cement is produced. Finally, the cement is packaged in large bags.

Cement is one of the four raw materials that are used in the production of concrete, along with gravel, sand and water. To be exact, concrete consists of 50% gravel, 25% sand, 15% cement and 10% water. All four materials are blended together in a rotating machine called a concrete mixer.

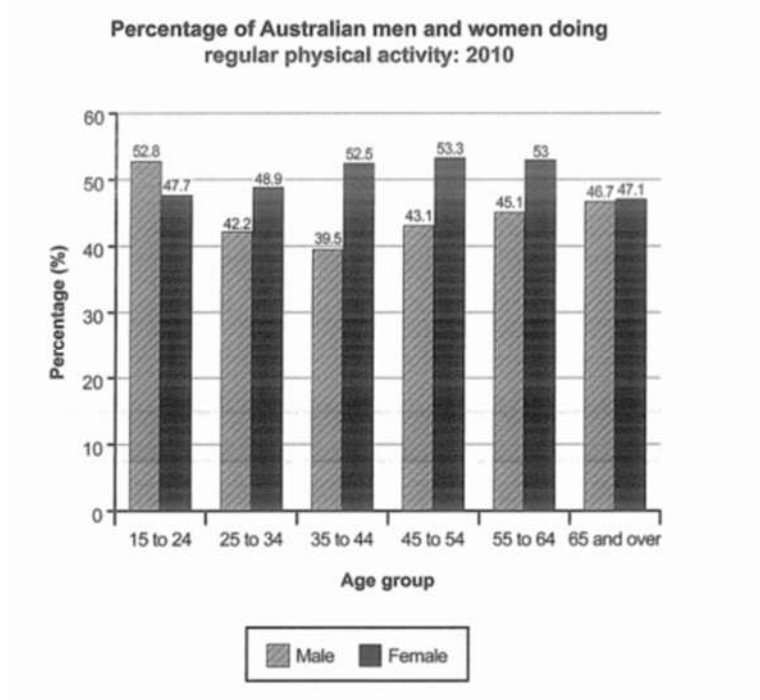
(160 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(7\)](#)

IELTS Writing Task 1: 'physical activity' answer

Let's return to the task below and look at my sample answer.

The bar chart below shows the percentage of Australian men and women in different age groups who did regular physical activity in 2010.



The chart compares the proportions of Australian males and females in six age categories who were physically active on a regular basis in the year 2010.

Roughly speaking, close to half of Australian adults did some kind of routine physical activity in 2010. Middle aged females were the most physically active, proportionally, while males aged 35 to 44 did the least physical activity.

In the youngest age category (15 to 24), almost 53% of Australian men but only 47.7% of women did regular physical activity in 2010. However, between the ages of 25 and 44, men were much less active on average than women. In fact, in the 35 to 44 age group, a mere 39.5% of males did some form of regular exercise, compared to 52.5% of females.

Between the ages of 45 and 64, the figure for male physical activity rose to around 45%, while the proportion of active females remained around 8% higher, at 53%. Finally, the percentages of Australian women and men aged 65 and over who exercised regularly were almost identical, at approximately 47%.

(179 words, band 9)

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(13\)](#)

IELTS Writing Task 1: 'languages charts' answer

The charts below show the proportions of British students at one university in England who were able to speak other languages in addition to English, in 2000 and 2010.

% of British Students able to speak languages other than English, 2000

20%	No other language
15%	French only
10%	German only
30%	Spanish only
15%	Another language
10%	Two other languages

% of British Students able to speak languages other than English, 2010

10%	No other language
10%	French only
10%	German only
35%	Spanish only
20%	Another language
15%	Two other languages

Here's my band 9 sample answer:

The tables compare the percentages of British university students who spoke different languages in addition to English in two separate years.

It is noticeable that in both years, 2000 and 2010, the majority of British students at the university in question were able to speak at least one other language. We can also see an increase in the proportion of second and third language speakers over the 10-year period.

In the year 2000, 80% of the students were able to speak one or two foreign languages, and 20% only spoke English. Ten years later, there was a rise of 5% in the proportion of those who spoke a second language. There was also an increase, from 10% to 15%, in the proportion of students who were able to speak two foreign languages.

Looking at the specific second languages spoken, in 2000, 30% of the students were able to speak Spanish, 15% spoke French, and 10% spoke German. By 2010, the proportion of Spanish speakers had risen to 35%, there were 5% fewer French speakers, and the figure for German speakers remained at one in ten. Finally, we can see that the percentage of speakers of other second languages, apart from Spanish, French and German, rose from 15% to 20% over the period shown.

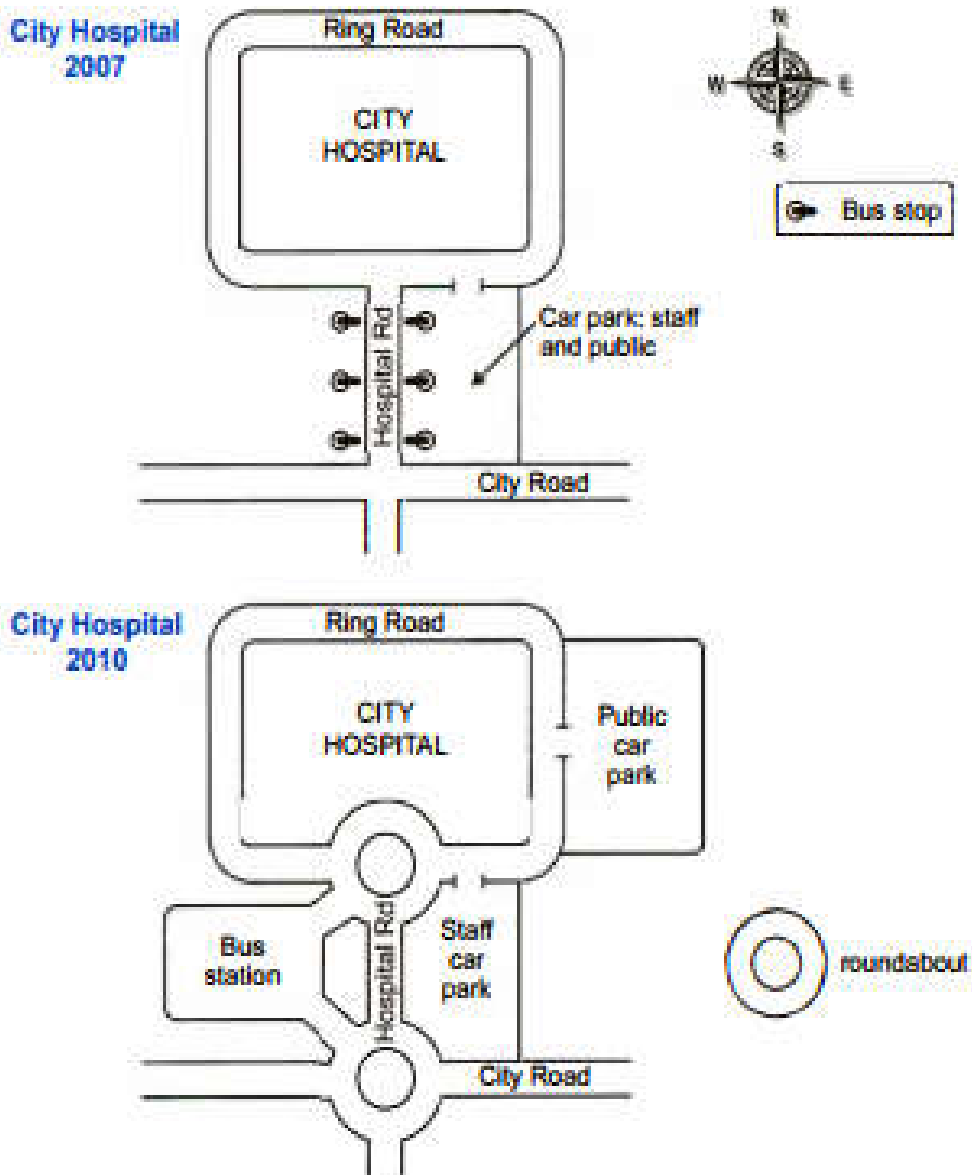
Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(3\)](#)

IELTS Writing Task 1: 'maps' answer

The two maps below show road access to a city hospital in 2007 and in 2010.

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

Write at least 150 words.



The maps illustrate some changes that were made to a city hospital's transport infrastructure between the years 2007 and 2010.

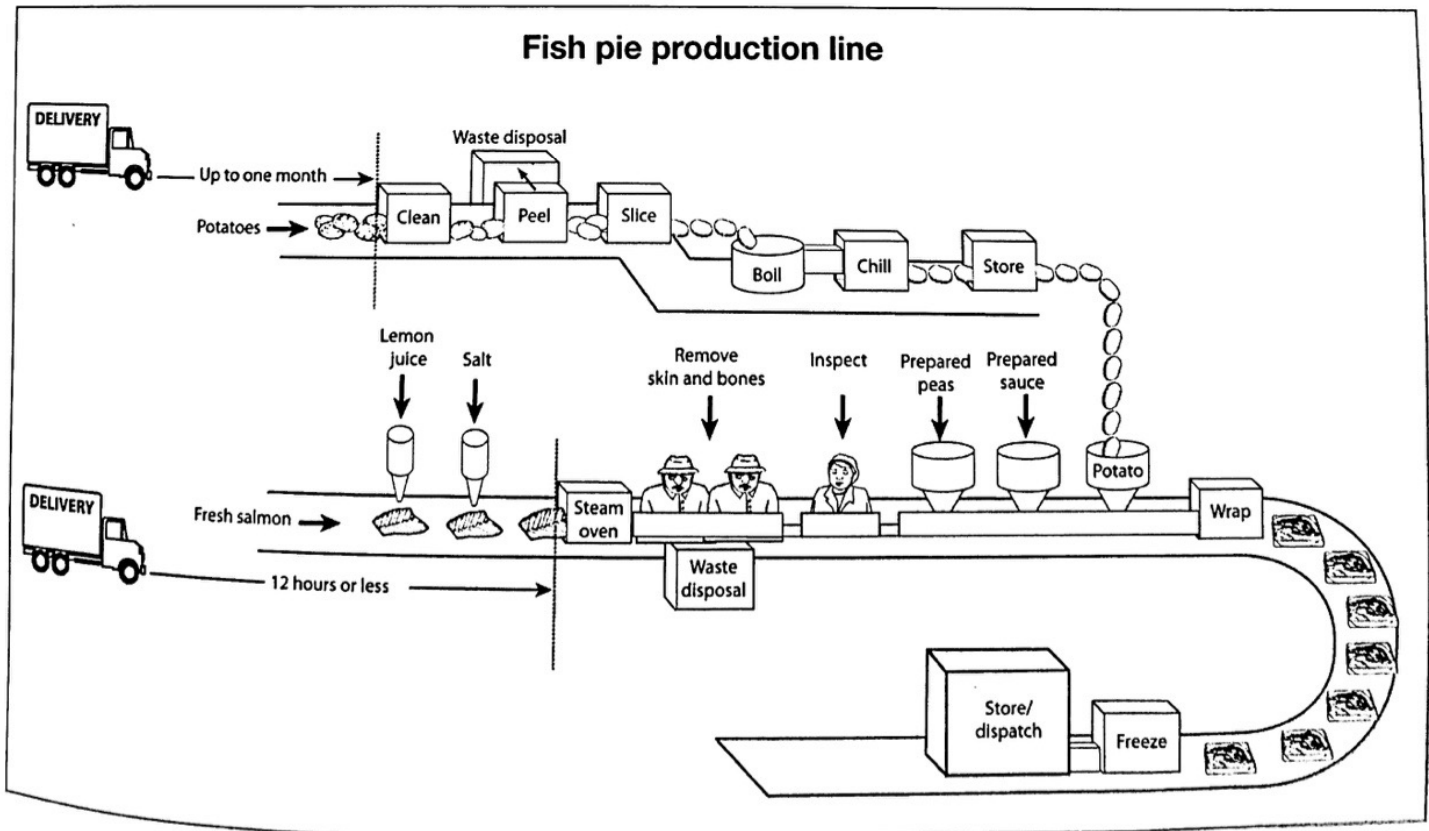
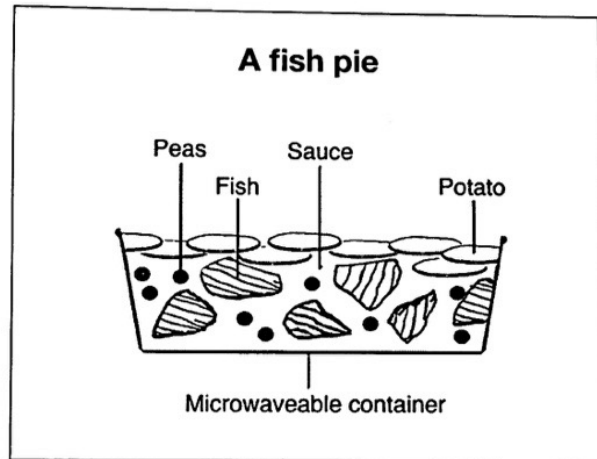
It is noticeable that three main modifications were made to the hospital's vehicle access. These involved the building of a new bus station, new roundabouts and new parking facilities.

Looking at the changes in more detail, we can see that in 2007 there were three bus stops on either side of Hospital Road. These were no longer present in 2010, and instead we see the addition of a bus station on the west side of Hospital Road. This bus station is accessed via two new roundabouts; the first roundabout is at the intersection of City Road and Hospital Road, while the second is at the other end of Hospital Road, at the junction with the hospital ring road.

The two maps also show that changes were made to public and staff parking areas. In 2007, staff and visitors used the same car park, which was situated to the east of Hospital Road and accessed via the ring road. However, by 2010 this original car park had become a designated area for staff parking only. A new car park, located on the east side of the ring road, provided parking for members of the public.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(21\)](#)

IELTS Writing Task 1: 'fish pie' answer



The pictures illustrate the ingredients that go into a factory-made fish pie, and the various steps in its production.

The pie contains salmon, peas, sauce and potatoes, and there are ten stages in its manufacture, from delivery to dispatch. One of the ingredients, potato, goes through its own six-stage preparation process before it can be added to the pie.

Potatoes are the first ingredient to be prepared on the production line. They are delivered to the factory up to a month before the process begins, and they must be cleaned, peeled and sliced. Potato peelings are thrown away, and the sliced potatoes are boiled, then chilled and stored.

When fresh salmon arrives at the factory, lemon juice and salt are added, and the fish is cooked in a steam oven within 12 hours of delivery. Next, factory workers remove and dispose of the skin and bones, and the fish is inspected. Following inspection, pre-prepared peas, sauce and potatoes are added. The resulting fish pies are wrapped, frozen and then stored or dispatched.

(175 words, band 9)

Task: I forgot to mention that the fish pie is in a microwaveable container. Where could you add this information in my answer?

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(11\)](#)

IELTS Writing Task 1: 'modes of travel' answer

The table below gives information about changes in modes of travel in England between 1985 and 2000.

Average distance in miles travelled per person per year, by mode of travel

	1985	2000
Walking	255	237
Bicycle	51	41
Car	3,199	4,806
Local bus	429	274
Long distance bus	54	124
Train	289	366
Taxi	13	42
Other	450	585
All modes	4,740	6,475

The chart shows average distances that people in England travelled using different forms of transport in the years 1985 and 2000.

It is clear that the total number of miles travelled by English people using all modes of transport increased significantly between 1985 and 2000. The car was by far the most used form of transport in both years.

In 1985, the average person travelled 3,199 miles by car, and this rose to 4,806 miles in the year 2000. The figures for miles travelled by train, long distance bus, taxi and other modes also increased from 1985 to 2000. Travel by taxi saw the most significant change, with more than a threefold increase from 13 miles per person per year in 1985 to 42 miles in 2000.

There was a fall in the average distances for three forms of transport, namely walking, bicycle and local bus. In 1985, English people walked an average of 255 miles, but this figure fell by 18 miles in 2000. Bicycle use fell from 51 to 41 miles over the period shown, while the biggest downward change was in the use of local buses, with average miles per person falling from 429 to 274 over the 15-year period.

Posted by [Simon](#) in [IELTS Writing Task 1](#) | [Permalink](#) | [Comments \(10\)](#)