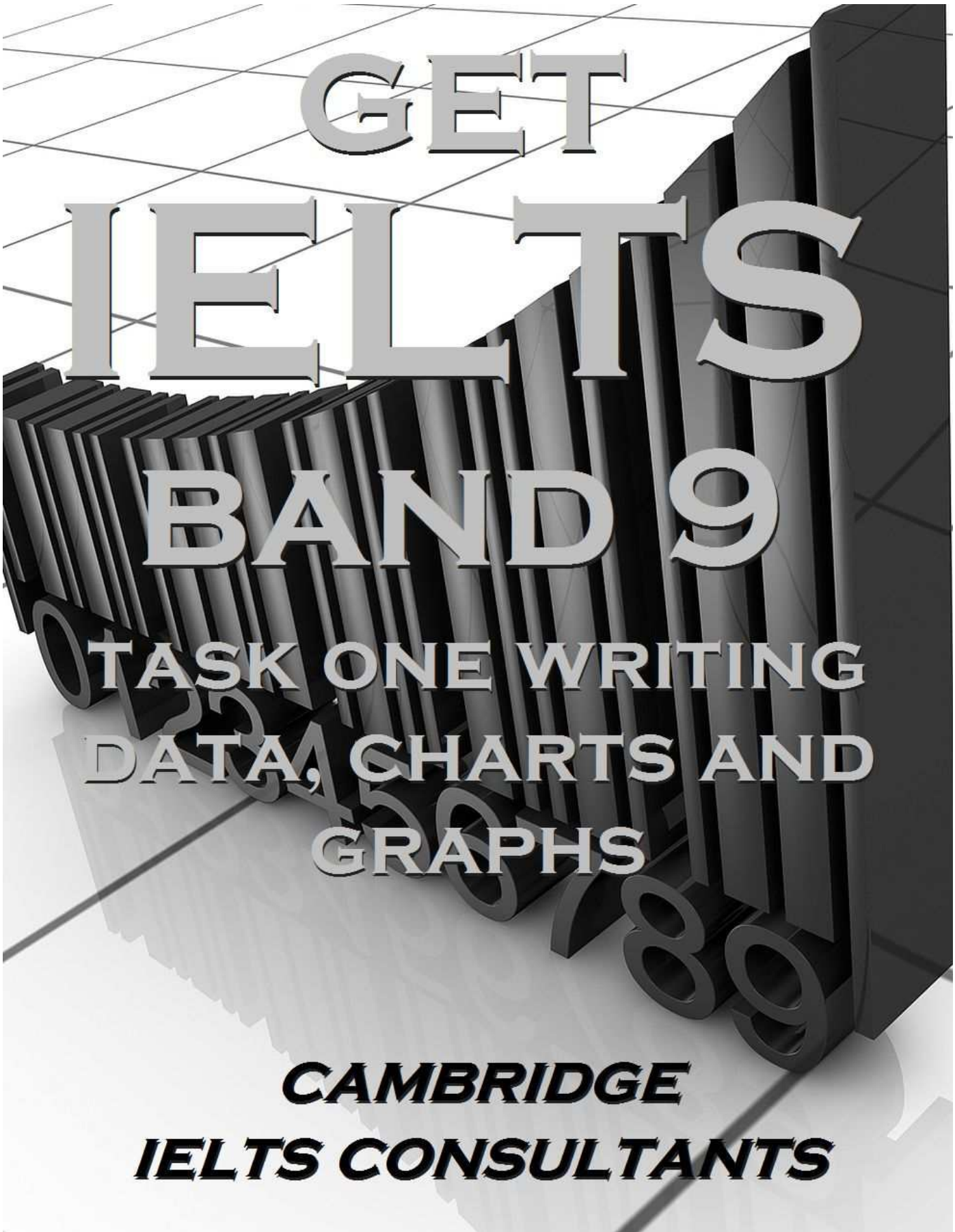


GET IELTS BAND 9

TASK ONE WRITING DATA, CHARTS AND GRAPHS

CAMBRIDGE
IELTS CONSULTANTS

GET IELTS BAND 9
In Writing Task 1
Data, Charts and Graphs

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In Writing Task 1
Data, Charts and Graphs

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In IELTS Writing part 1, you must be able to answer the Task inside the 20 minutes recommended time, to ensure that you leave at least 40 minutes for Writing Task 2.

For Task 1, most test papers ask you to describe data (the other possibilities are maps, flow diagrams or image comparison Tasks.) As it is most probable that you will get a data Task, we have developed a 3–step process for dealing with data quickly, which many of our candidates have used to get very high IELTS Bands.

Let's introduce this process and show you how it works, using examples from the model Tasks and essays in this book:

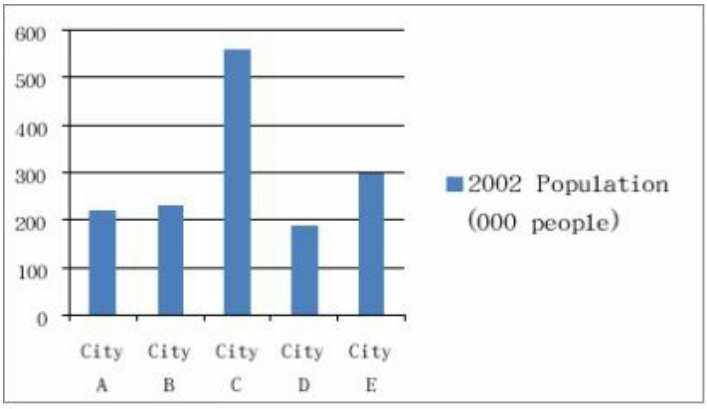
Step 1 Analyse the Task and data

Read the Task 1 instructions, and look at the chart(s), graph (s) or table(s) with it, for about 1 minute. Make sure that you understand the following:

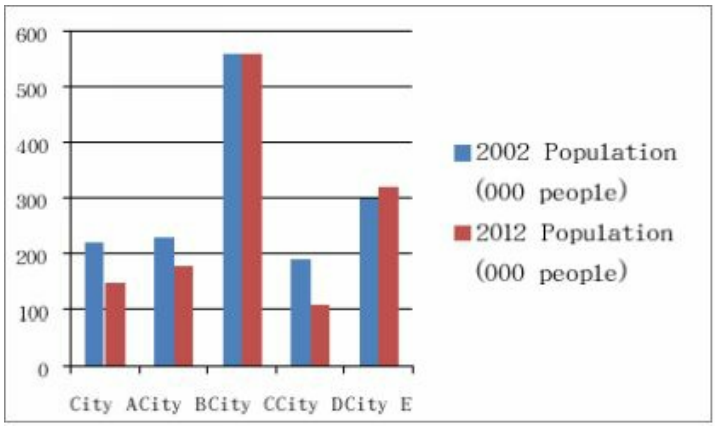
Step 1 (a) Is this 'static data' or 'movement data'? What are the timescales?

The difference is that **static data** shows 1 timescale only, while **movement data** shows a number of different timescales. For example, a static data chart may show the population of 5 different cities in 2002, and you need to compare the numbers. A movement data chart would show the 5 cities in 2002 and 2012, and you need to compare the changes in the situation from one timescale to the other.

Example Chart 1 (below) is an example of static data:



Example Chart 2 (below) is an example of movement data:



It is essential to be clear about this difference, because the way that you write about the data will be different. In a static chart, you will compare the *sizes and proportions* of the figures. In a movement chart, you will also compare the *changes* in the figures over time.

Remember that in Task 1 data, the information could be all static, or all movement, or occasionally a combination of both. This book gives you lots of examples of describing both static and movement data.

The next point to be sure about in Step 1 of our process is:

Step 1 (b)

What do the 2 axes show?

Is there a timescale on one axis? (eg years, months, hours etc)

If there is a timescale, is this showing the past, present, future; or a combination?

What units are shown? (eg 000 of people, or degrees centigrade, or prices in $ etc)

Be clear about any 'multiples' in the figures (eg "*000 people"* or "*millions of tonnes*.")

To illustrate this, look at Example Chart 3 below:

Electricity used (megawatts or mw) in a typical hospital

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
France	32	31	33	31	32	31	33
Canada	26	26	26	27	36	38	38
Japan	18	19	17	18	17	19	18
Russia	12	13	12	16	19	21	24
Argentina	9	10	9	9	7	6	5

This is a movement chart (because the timescale shows 7 different days.) No year (eg 2012 etc) is shown, so you should use the present simple to describe the data. The axes are days of the week and 5 separate countries. The units shown are electricity megawatts (but not in thousands or millions.)

Remember that the information about the timescale(s), the axes and the units may be located on the chart itself, or it may be in a caption, and/or contained in the Task description. Check everywhere!

Remember that in the IELTS test, you can of course write your notes on the test paper as you wish. We recommend using a red pen to highlight and make notes on the test paper as you are thinking at this

stage. You should write the essay itself in a black or blue pen.

Don't be distracted by the fact that some Tasks have bar chart formats, while other Tasks have line graphs, pie charts or tables. The way that the data is presented could be any of these formats, and you need to practise analysing data from all formats. This book contains examples of all possible presentations, but remember that there is no 'method for bar charts' or 'method for line graphs' etc relevant to IELTS. You should approach the data in the same way, using our 3-step process.

In the Test, you have now completed Step 1, and you are sure about these vital points.

You can now go to Step 2 of our process.

Step 2 (a) Group the data

This means deciding which groups of the data are similar to each other. For example, look at example chart 3 again and ask yourself which countries have a similar pattern in their use of electricity? Are any of the countries very different?

Electricity used (megawatts or mw) in a typical hospital

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
France	32	31	33	31	32	31	33
Canada	26	26	26	27	36	38	38
Japan	18	19	17	18	17	19	18
Russia	12	13	12	16	19	21	24
Argentina	9	10	9	9	7	6	5

The answer is that we can group France and Japan together, because their pattern is similar (their electricity figures fluctuate during the whole week.)

We can also group Canada and Russia together, because they have a similar pattern (their electricity figures rise considerably towards the weekend.)

Argentina is different from these 2 groups, because it declines towards the weekend.

This is a classic example of grouping data together. It's essential for you to be aware that all IELTS Task 1 data Tasks include this concept of groups, because the examiner wants to see that you can identify groups, trends and exceptions.

This takes us to the next step:

Step 2 (b) Identify trends and exceptions

When you have decided on the groups of data, identify the trends and exceptions that the groups show. A trend means a pattern which is *common or shared by a group*. An exception is a group or an element which *behaves differently* from the trend (s.)

Look at Example chart 4 below, and ask yourself the Step 1 and Step 2 (a) questions:

Time	6am	8am	10am	12pm	2pm	4pm	6pm	8pm	10pm
Number of passengers	480	690	340	700	290	230	670	450	300
Ave $ price per ticket	23	29	19	31	21	17	11	22	18

This is a movement chart (it shows 9 different timescales along the top axis.) The units shown are *number of passengers* and *dollars per ticket*.

We can group the figures into two groups (passengers and ticket prices), and we see that the higher the passenger number, the higher is the cost of the ticket. This is true from 6am to 4pm and again from 8pm to 10pm. However, the situation for the two groups at 6pm is different. Here, a high number of passengers pay a very low ticket price.

This is a simple example of deciding on the groups in the data.

We can now decide on the **trend** and the **exception**. The trend is for high passenger numbers to match high ticket prices. The exception is the 6pm time, when the reverse is true.

Remember that in the Test, you should look for trends and exceptions within each chart and also when comparing 2 or 3 charts together. The model essays in this book have examples of how to do this.

When you have grouped the data and decided on the trend(s) and the exception(s) in this way, you are ready to select some figures to use in your essay.

Step 2 (c) Select the main features using figures

Remember that the Task 1 instruction always says "*Summarise the information. Select and describe the main features, and make comparisons where relevant." Main features* in data Tasks means the key figures which demonstrate the groups, trends and exceptions which you have identified. It is impossible (and totally unnecessary) to select more than a few figures to use in your Task 1 essay.

For example, our example chart 3 (electricity in hospitals) contains 35 figures; example chart 4 has 18 figures. In Task 1 you may have up to 3 such charts to describe!

You should use your red pen to highlight the figures on the charts which show the most noticeable figures in each group of data, because this will give you the trend. For example, in example chart 3, you should not list all the figures for France and Japan. If you say "*France and Japan fluctuate around 32 and 18 mw respectively"* this shows you understand the trend and have selected a key figure in each country to demonstrate this.

Taking example chart 4 as another example, you do not need to list all the figures in the 'Ticket price' group. If you say "*The 8am passenger surge is matched by a high price of $29, followed by a peak of $31 at midday and a decrease to $17 by 4pm"* or similar, you show that you have seen the trend and can select the figures.

It is very important to avoid the mistake of simply listing the figures that you see in the charts. You should never describe the figures in sequence from left to right, or from top to bottom. You must show that you can group data, identify trends/exceptions, and select the key figures. If the examiner feels

that you have done this in your essay, you will increase your Band score considerably, even if there are some mistakes in your English.

Step 3 Writing the essay

You should spend about 5 minutes maximum on Steps 1 and 2 in our process. By this stage, you have about 15 minutes remaining for Task 1, so you need to work rapidly now.

By this stage, you should have plenty of notes made with your red pen on the Test paper itself. We recommend that you do not make a plan for the Task 1 essay, because this would take too long, and your notes should be sufficient now. Using your notes, you can start writing your essay, and complete it in about 10 to 12 minutes.

Step 3 (a) write the introduction sentence

For your introduction, the examiner wants to see a clear, single sentence that shows you have analysed and understood the data, timescales and units involved. To do this, take the explanatory part of the Task instruction, and paraphrase it in your own words.

For example, if the Task instruction includes the information:

"The first graph below shows the weight (in tonnes) of fruit produced by a farm during each month in 2013, and also the amount (in tonnes) of fertiliser used. The second graph shows the volume of rainfall in each month (in millimetres.)"

You can paraphrase this as:

"The charts give data regarding the tonnage of fruit produced in a farm per month in 2013, the fertiliser used and the monthly rainfall in that year."

Another example Task is

"The table shows data about the average length of time (in minutes) that people of different ages spend in a consultation with family doctors in a number of countries."

Which you can paraphrase as:

"The chart gives information about the typical time that patients spend with doctors in various countries, split by age group."

In these 2 examples, the candidate has replaced as many words as possible from the Task with his own words. For example, "*data > information, average > typical, a number of > various"* etc. He has also varied the structure of the sentences, condensing the first example into one sentence and making the sentences slightly shorter.

Doing this will be enough to start your essay successfully. Remember that in your introduction sentence you must:

NOT include any figures or data (except the year(s) if given)

NOT give any background to the topic or add any knowledge, opinions or ideas of your own. Save that for Task 2, where it is needed!

NOT copy the complete Task instruction from the Test paper without changing/paraphrasing it.

If you practise this, you should be able to write a good introduction sentence in about 1 minute, leaving enough time for the main body of the essay. Don't spend longer than about 1 minute on this, because you need plenty of time to write the main body.

Step 3 (b) Write the main body paragraphs: Explain the group trends, give selected figures, compare groups and explain exceptions

You will gain marks by having a very clearly structured essay. To achieve this, you should describe each chart, table or graph in turn, explaining any trends or exceptions that you have seen between the groups of data.

You should *explain the trend* at the beginning of each group, and then *give your selected figures* to illustrate. A simple example is:

"Regarding x, the trend is a slow rise and then a fall, going from 100 to 110 and then down to 80."

You should try to compare any trends and/or exceptions that exist between the different charts and/or the groups. You should use the notes you have made on the Test paper to remind you what to write, including the key figures you have selected.

Here is an example, based on the example chart 3 (hospital electricity) that we studied in Step 2. The complete essay is given in the 'Model Essays' section of this book.

"Regarding electricity, we see that consumption in the French and Japanese hospitals is roughly stable during the week, fluctuating around 32 and 18 mw respectively. In Canada and Russia, electricity use climbs dramatically towards the end of the week, going from 26 to 38 mw and from 12 to 24 mw. In Argentina, however, the use actually declines by almost half."

Please notice how this paragraph is organised. The candidate identifies the first group of data (French and Japanese hospitals), explains the trend (fluctuation) and gives just 2 figures to show how they fluctuate. He then identifies the second group (Canada and Russia) and explains the trend (increase), giving the start and end figures to illustrate the extent of the increase. He points out that Argentina is the exception, and has decided not to use a figure to illustrate this. This is acceptable, as he shows his understanding of the figures by writing "*declines by almost half."* This demonstrates that he can see the proportion of the decline.

A paragraph such as this will achieve a very high Band score in Task 1, provided the whole essay is of a similar standard.

Your essay should then move on to discuss the next chart or the next group of data.
A further example of a successful main body paragraph is this one, based on example Task 4 (the passenger numbers and ticket prices):

"Passenger numbers peak 3 times during the day. For example, the number at 6am is 480, rising to 690 by 8am before falling again. There is then a peak of 700 at midday, followed by an afternoon decline to a low of 230 at 4pm. A third spike is at 6pm, reaching 670 before tailing off."

In this example, the candidate has used the first main body paragraph to describe the passenger numbers group. He has started by explaining the trend (showing that he sees 3 peaks), and then he describes each peak using a figure from the chart. He uses a variety of phrases to describe the changes *("peak/rise/fall/decline/spike/tailing off")* to show that he can use a wide range of vocabulary.

The next paragraph in this essay is the following:

"The ticket prices partially follow this pattern. The 8am passenger surge is matched by a high price of $29, followed by a peak of $31 at midday and a decrease to $17 by 4pm. However, the 6pm spike in passenger numbers is accompanied by a low of $11 in prices, with a subsequent rise to $22 at 8pm and a final levelling off."

Here, the candidate starts the paragraph by saying that he sees a trend ("*ticket prices partially follow . . .")* and he then gives 3 figures to demonstrate this. He then introduces the exception by saying "*However"* and explains how the 6pm figure is different from the normal pattern, using the contrast between "*spike"* and "*a low of $11 . . .*" to illustrate.

Again, this complete essay is given in the 'Model Essays' section of this book.

A good Task 1 data essay will have a main body containing between 1 and 3 paragraphs, depending on how many charts or groups you need to describe. Remember to make it very clear which chart or group you are describing at each point. You can do this by starting the sentence with the name of the group you are describing (eg "*x declines dramatically"*) or by saying "*Regarding x"* or "*looking at x, we see that . . .*" or "*Turning to x, it is clear that . . .*" or similar.

Remember the Task instruction always says "*Summarise the information. Select and describe the main features, and make comparisons where relevant."* This means that you should make it clear that you see the trends and the exceptions.

To introduce the trends, use phrases such as "*similarly/likewise/in the same way/a similar pattern or trend."* To introduce the exceptions, use contrast phrases such as "*however/ by contrast/ by comparison/conversely*." When you read the model essays in this book, make a note of how the writers use such phrases, and make sure that you use them in writing your own essays.

Be careful of the tenses you use in the essay. If the data shows a past timescale which is finished, use the past simple. For example, if the data shows 2002 or 2002 plus 2012, use the past simple. If the timescale is the current year, or if no year is given, use the present simple. For example if the data shows the months January to June without giving the specific year, use the present simple. If the data includes a prediction about the future (eg *'2020 estimate'*) use phrases such as "*The 2020 figure is predicted to be x'* or '*the number for 2020 is estimated to be x."*

While you are writing the main body, try to count the number of words you have written at least twice, to make sure you aim for at least 150 words. In our model essays, we have put the word count at the end of each essay, but remember that in the test you don't need to write this on your answer sheet.

Step 3 (c) Writing the summary sentence and checking your work

After about fifteen minutes in the test, you should be finishing your main body paragraphs and starting to write the summary. This will usually be 1 sentence (a maximum of 3 sentences if there are several

charts or groups in the Task.) The summary in a Task 1 essay is very different from the conclusion in a Task 2 essay. In Task 1, you must not give your opinion, or make any suggestions about the causes of the data in the Task. Instead, you should summarise the key trends and the key exceptions that you have described in the main body.

An example (based on the example chart 4) is

"In summary, ticket prices increase broadly in line with passenger traffic, except during the evening rush hour when they actually fall."

This summary is simple, but it succeeds because it sums up the key groups, the trend and the exception in the data. Notice that the summary does not include any figures. Neither your introduction nor your summary should include figures.

Another example of a very good summary is

"In summary, this farm generally employed the most fertiliser at seasons of high rainfall, and by contrast it produced the most fruit when both rainfall and fertiliser use were around their lowest."

This summary uses the phrase "*by contrast"* to emphasise the exception which exists in the data. The complete essay is in the model essays section in this book.

Remember to start your summary by saying "*in summary/to sum up/overall/to summarise*." Try to use a different phrase to begin your Task 2 conclusion when you come to write the Task 2 essay.

When you have finished the Task 1 essay, you should have about 1 or 2 minutes remaining to check your work for grammatical and spelling errors, before putting it on one side so that you can start on Task 2. You need to make sure you finish Task 1 completely in 20 minutes so that you have enough time for Task 2.

To summarise our 3-step process:

Step 1 (a) Analysing the Task and data: Is this static data or movement data? What are the timescales?

Step 1 (b) What do the 2 axes show? What units are shown?

Step 2 (a) Group the data

Step 2 (b) Identify trends and exceptions

Step 2 (c) Select the main features using figures

Remember – use your red pen and write on the test paper to help you in Steps 1 and 2!

Instagram:@IELTS_Matters

Step 3 (a) Writing the introduction sentence

Step 3 (b) Writing the main body paragraphs: Explain the group trends, give selected figures, compare groups and explain exceptions

Step 3 (c) Writing the summary sentence and checking your work

The next section of this book contains 12 Tasks, each one with a band 9 model essay and the examiner's comments to explain why it is successful.
While you are reading this section, try to look at the Task and data first, and go through our 3-step process so that you practise it. In particular, try to analyse the Task, group the data, see the trends and exceptions, and select key figures.
Then read the Model essay and the examiner's comments, to see how the candidate has applied the process and why it works so well.

The final 2 Tasks are intended as practise for you to write your own essay before you read the model essay.

Model Tasks, model essays and examiner's comments

Model 1

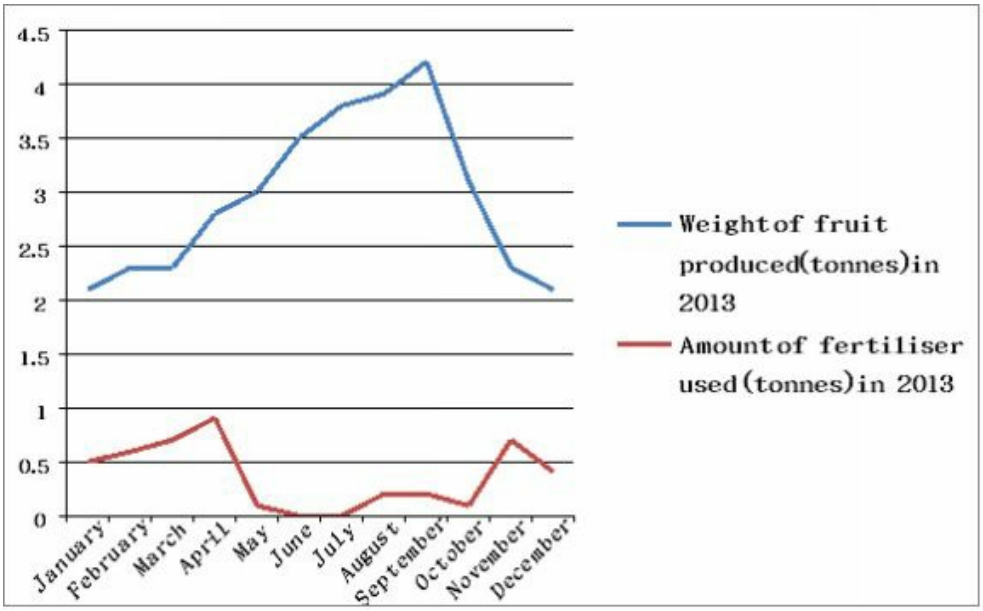
Model 1 Writing Task

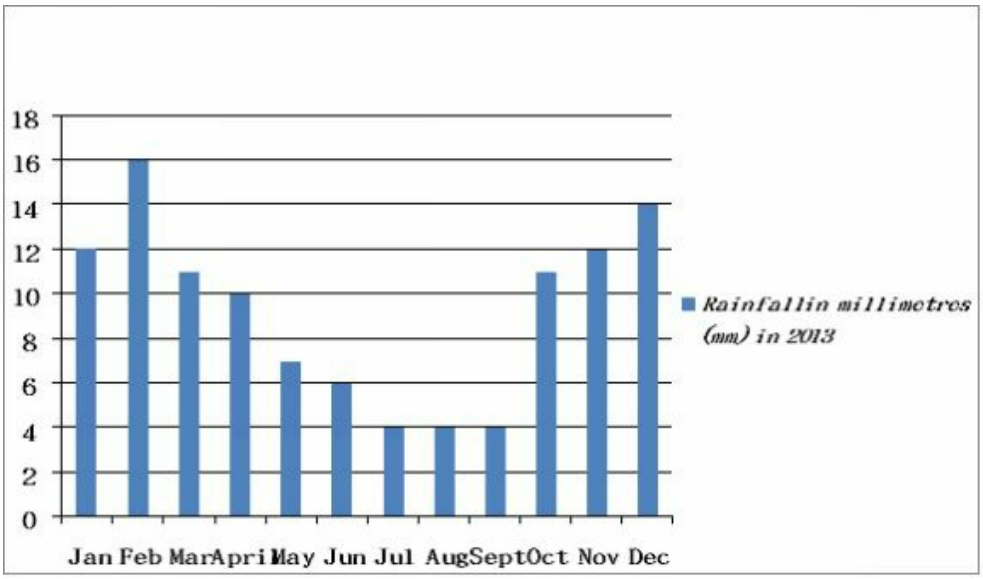
You should spend about 20 minutes on this Task.

The first graph below shows the weight (in tonnes) of fruit produced by a farm during each month in 2013, and also the amount (in tonnes) of fertiliser used. The second graph shows the volume of rainfall in each month (in millimetres.)

Write a report summarising the information. Select and describe the main features, and make comparisons where relevant.

Write at least 150 words.





Model 1 Essay

The charts give information regarding the tonnage of fruit produced in a farm per month in 2013, the fertiliser used and the monthly rainfall in that year.

We can see that fruit production rose steadily from just over 2 tonnes in January to a peak of roughly 4.2 tonnes by August. Output then fell rapidly, declining to around the initial 2 tonne mark in December. However, looking at fertiliser use, we see that this seasonal pattern is largely reversed: the most fertiliser (just under 1 tonne) was utilised in April, followed by a marked decline to zero in June and July. Fertiliser consumption then increased slightly in the autumn, rising to a total of around 0.7 tonnes before dipping to just below 0.5 tonnes at year end.

Regarding rainfall, this appears to reflect the use of fertiliser, with an early high of 16mm in February, falling consistently to 4mm in July, August and September. Rainfall then increased steadily to reach 14mm in December.

In summary, this farm generally employed the most fertiliser at seasons of high rainfall, and by contrast it produced the most fruit when both rainfall and fertiliser use were around their lowest.

(196 words)

Model 1 Examiner's Comments

This essay would receive Band 9 in IELTS. The candidate gives a brief paraphrase of the Task introduction, and then deals with each chart in turn. He correctly identifies the trend in chart 1 (fruit increases as fertiliser decreases) and uses a small selection of figures to describe this, making it clear that he sees the trend *("this seasonal pattern is largely reversed. . .")* He makes it clear that he understands this is a 'movement' type Task by using the past simple to describe the changes, but he does not simply 'list' the sequence of figures in order.

He identifies the second trend (fertiliser use follows rainfall levels) and selects key figures to demonstrate this. The summary reinforces the trend among the 3 elements (fruit, fertiliser and rainfall.) He correctly makes no attempt to explain or give reasons for the trends.

Paragraphs are organised to follow the charts. The language used is clear and neutral, with no emotion or personal tone. The simple past is rightly used, because the year is shown (2013.) He makes it clear which charts he is discussing ("*We can see . . . looking at . . . regarding"*) and uses a

variety of vocabulary to describe movements (*decline/rise/dip/fall etc*.) He uses *marked/slightly/steadily/rapidly etc* to show that he understands the rate of the changes. He uses phrases such as *reversed* and *by contrast* to emphasise the comparison of the patterns.

The impression is of a candidate who has analysed the trends and selected key data to show that he understands them, without excessive detail.

Model 2

Model 2 Writing Task

You should spend about 20 minutes on this Task.

The charts below compare five different countries, showing the electricity used (measured in megawatts or mw) in a typical hospital during one week, and also the number of emergency medical calls made by local residents during the same week. The last chart shows the average time (in minutes) spent on assessing emergency cases by hospital medical staff before the patients are treated.

Write a report summarising the information. Select and describe the main features, and make comparisons where relevant.

Write at least 150 words.

Chart 1 (below): Electricity used (megawatts or mw) in a typical hospital

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
France	32	31	33	31	32	31	33
Canada	26	26	26	27	36	38	38
Japan	18	19	17	18	17	19	18
Russia	12	13	12	16	19	21	24
Argentina	9	10	9	9	7	6	5

Chart 2 (below): Number of emergency medical calls made by local residents

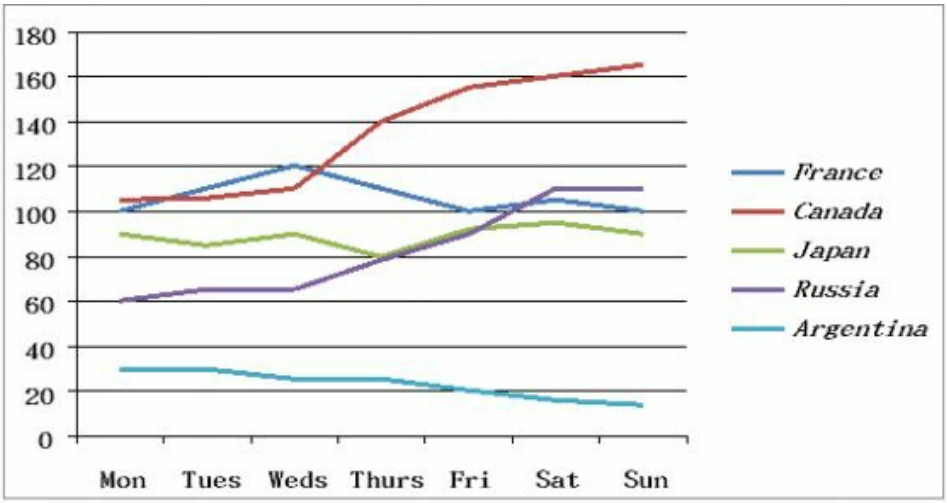


Chart 3(below): Average time (in minutes) spent on assessing emergency cases by hospital medical staff before treatment

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
France	12	13	14	12	13	12	12
Canada	11	11	12	12	11	11	12
Japan	16	16	15	16	16	15	16
Russia	12	13	18	23	25	28	28
Arg...	12	12	12	12	12	12	12

Chart Area

Model 2 Essay

The charts show electricity use, local emergency calls and time spent on patients for a group of typical hospitals.

Regarding electricity, we see that consumption in the French and Japanese hospitals is roughly stable during the week, fluctuating around 32 and 18 mw respectively. In Canada and Russia, electricity use climbs dramatically towards the end of the week, going from 26 to 38 mw and from 12 to 24 mw. In Argentina, however, the use actually declines by almost half.

There is a similar pattern in the number of emergency calls made, which fluctuate in France (around 90 calls) and Canada (around 110.) In Canada these calls rise by roughly half, from around 105 on Monday to over 160 on Sunday, with the figure in Russia showing a similar growth to 110 by the weekend. Argentina is again the exception, with a decline of about half.

By contrast, time spent on patient assessment is generally stable during the week in all the countries except Russia, where there is a marked rise from Monday's 12 minutes (which is the typical daily rate of each country except Japan) to 28 minutes on Sunday.

In summary, it seems that electricity use may reflect an increase in emergency calls made, but only in Russia does assessment time increase by the same pattern.

(211 words)

Model 2 Examiner's Comments

This candidate would achieve band 9 for this essay. The Task is complex, but the candidate correctly groups the data in a logical way. She introduces the paragraph about electricity clearly and groups France/Japan together (fluctuating trend), then Canada/Russia together (rising trend) and finally she points out that Argentina is an exception (declining.)

In the emergency calls paragraph, the candidate shows that she sees a similar trend, with the same 4 countries grouped together and Argentina being different.

In the patient assessment paragraph, she makes it clear that the trend is not continued (all countries are stable, there is no grouping) and that Russia is now the exception (rising.)

The charts contain a large amount of data, but the candidate selects some key figures to illustrate the trends. The detail is precise but carefully chosen. There is a variety of structures to present the figures, including the phrase '*respectively*' and the correct use of brackets in the third

paragraph. The candidate uses roughly half/about half to show that she understands the proportions, without adding too much detail.

The summary is very effective, because it sums up the key trends described (the relationship between electricity/emergency calls) and it also highlights the exception of Russia in the assessment time chart.

Model 3

Model 3 Writing Task

You should spend about 20 minutes on this Task.

The chart below shows the number of passengers arriving at a train station per hour across a day, and also the average price (in US Dollars) of their tickets.

Write a report summarising the information. Select and describe the main features, and make comparisons where relevant.

Write at least 150 words.

Time	6am	8am	10am	12pm	2pm	4pm	6pm	8pm	10pm
Number of passengers	480	690	340	700	290	230	670	450	300
Ave $ price per ticket	23	29	19	31	21	17	11	22	18

Model 3 Essay

The table gives data about passenger volumes reaching a station every 2 hours in a day, and also the average ticket cost at those times.

Passenger numbers peak 3 times during the day. For example, the number at 6am is 480, rising to 690 by 8am before falling again. There is then a peak of 700 at midday, followed by an afternoon decline to a low of 230 at 4pm. A third spike is at 6pm, reaching 670 before tailing off.

The ticket prices partially follow this pattern. The 8am passenger surge is matched by a high price of $29, followed by a peak of $31 at midday and a decrease to $17 by 4pm. However, the 6pm spike in passenger numbers is accompanied by a low of $11 in prices, with a subsequent rise to $22 at 8pm and a final levelling off.

In summary, ticket prices increase broadly in line with passenger traffic, except during the evening rush hour when they actually fall.

(164 words)

Model 3 Examiner's Comments

This is a fairly simple Task, so we would expect a high standard of reporting. This essay achieves Band 9 due to its clarity and description of the key trends.

The introduction sentence is well paraphrased. The candidate groups the data into passenger numbers firstly, and states the trend (3 peaks) in the first main body paragraph. She gives a series of selected figures to show the peaks. She then introduces the ticket prices group, and explains the trend ('*partially follow this pattern'*), giving selected figures to illustrate. She introduces the exception with '*However*' and then explains the exception (the 6pm figure), giving selected figures to describe it and show how it is different.

The summary has a concise description of the trends and the exception, with no unnecessary detail.

The candidate uses a variety of language (eg '*peak/spike, tailing off/levelling off, rise/surge, decline/decrease*') and uses the '*before + -ing'* structure very effectively (eg '*rising to X before falling to Y*' etc). The overall impression is of a well-organised candidate writing in a clear way.

Model 4

Model 4 Writing Task

You should spend about 20 minutes on this Task.

The table shows data about the average length of time (in minutes) that people of different ages spend in a consultation with family doctors in a number of countries.

Write a report summarising the information. Select and describe the main features, and make comparisons where relevant.

Write at least 150 words.

Table 1: Minutes spent with a doctor on average

Age (years)	France	Brazil	Japan	USA	India	Kenya	UK	Italy	Chile
0-10	16	12	14	13	12	15	9	17	32
10-20	18	21	12	17	14	14	12	18	32
20-40	25	23	16	19	20	12	13	23	34
40-60	29	26	15	21	21	12	15	24	36
60-70	34	23	13	27	19	11	15	27	38
70 +	38	20	14	31	11	10	21	29	39

Model 4 Essay

The chart gives information about the typical time that patients spend with doctors in various countries, split by age group.

We can see that the most common trend is for the time to increase consistently with age. For example, the figure in France more than doubles from 16 to 38 minutes between the youngest and oldest people. Likewise, the USA figure rises from 13 to 31, the UK from 9 to 21, and Italy from 17 to 29. These are all substantial increases. Chile has a consistent but much slighter climb, from 32 to 39 minutes.

Brazil also shows a rise, although after age 60 there is a decline from 26 minutes to an eventual 20. India has a more marked rise and fall, peaking at 21 minutes for people aged 40 to 60, declining to 11 minutes for 70 plus.

Two countries are exceptions. Japan fluctuates across the age groups, between 12 and 16 minutes. Kenya declines steadily as age increases, from 15 minutes for the youngest to 10 minutes for the oldest people.

Overall, time spent with doctors generally increases with age, except in Japan and Kenya.

(181 words)

Model 4 Examiner's Comments

This is a high quality Band 9 essay, with logical grouping of data and clear explanation of

trends and exceptions.

The candidate paraphrases well in the introduction, and then in the main body she very clearly introduces the main group trend (time increases consistently with age.) She then gives 4 selected figures to demonstrate this group (France, USA, UK, Italy.) She begins a new paragraph and puts Brazil and India in this group, which is logical, but she is careful to point out that they are slightly different (they rise and decline) using suitable figures from the data.

The next paragraph shows that she sees the exceptions (Japan and Kenya) and explains why they are different (fluctuation and decline respectively) using a 'range set' ("*between 12 and 16*" etc) without too much detail. The summary sentence is rather short, but it sums up the main trends/exceptions well and does not repeat details.

The language is varied but always clear; present simple tense is used correctly; the candidate uses phrases to qualify the verbs (eg "*consistently, steadily, marked, generally"*); similarities are clearly indicated (eg *similar, likewise*) and the candidate seeks to show the proportion of the rise in the main group ("*For example, the figure in France more than doubles*.")

Trying to explain or suggest reasons for the situation is a frequent error in Task 1 data essays, but this candidate does not make that mistake.

Model 5

Model 5 Writing Task

You should spend about 20 minutes on this Task.

The charts show (Chart a) the average speed of urban zone traffic (in kilometres per hour or kph) in a number of countries over a fifty year period, including a future estimate; and also (Chart b) the total number of urban zones per country (in thousands.)

Write a report summarising the information. Select and describe the main features, and make comparisons where relevant.

Write at least 150 words.

	France	USA	Italy	Brazil	UK	Russia	Spain	Canada	Chile
1970	60	48	32	52	54	63	51	69	51
1990	86	57	38	53	54	68	50	71	48
2010	68	53	56	53	56	72	53	73	52
2020est	52	43	58	57	47	59	61	64	51

Chart (a) (above) speed in kph

	France	USA	Italy	Brazil	UK	Russia	Spain	Canada	Chile
1970	2.8	38	1.1	3.5	3.4	6.7	2.6	2.9	1.1
2020est	9.3	128.2	5.1	12.4	11.8	3.2	8.5	9.9	5.4

Chart (b) (above) urban zones in thousands

Model 5 Essay

The charts show the average velocity of city traffic over a fifty year timescale, with a forecast for the future, and also the amount of urban zones by country.

We can see that the general trend is for the speed to increase and then decrease. For example, in France, it increased from 60 kph in 1970 to a peak of 86 kph in 1990, tailing off to a forecast 52 kph in 2020. Similarly, we see the USA peak at 57 kph in 1990, declining to 43 kph at the end. The UK and Russia have a similar trend, rising to 56 and 72 kph respectively in 2010 before falling to below the starting level. The same happens in Canada with a decline from 69 kph to 64 kph despite a peak of 73 kph.

Chile, however, fluctuates around 51kph, but remains static over the period. Italy, Brazil and Spain, by contrast, show a clear rise, finishing at 58, 57 and 61 kph respectively.

Regarding urban zones, all countries except one see predicted increases of roughly 4 times by 2020. The exception is Russia, which sees a fall of about half to 3,200.

Overall, the data does not suggest any correlation between increasing urban zones and average traffic speeds.

(204 words)

Model 5 Examiner's comments

The Task presents a complex set of data, which could be described in several ways. This candidate takes a logical approach to grouping, and introduces the first data group ("*the general trend is for the speed to increase and then decrease*") giving data to illustrate it. Figures are well selected and not excessive, considering the large amount in the Task.

The candidate uses a separate paragraph to explain why Chile is an exception ("*remains static*") and then explains why Italy, Brazil and Spain are a separate group ("*show a clear rise.*")

The paragraph about the Urban Zones is rather short, but the candidate shows he can see the trend ("*increases of roughly 4 times*") and the exception (Russia.) The summary sentence is one of a number of possible options (it could also say "*the general trend is for speeds to fall and for urban zones to rise.*")

This candidate has used paragraphing and signposting very helpfully to make the essay clear and to identify the different groups, despite the large amount of data present. It is a good example of a Band 9 data essay.

Model 6

Model 6 Writing Task

You should spend about 20 minutes on this Task.

The charts give information about the amount of exports (millions of tonnes) moving through Rotterdam port in Holland to various global destinations in 2002 and 2012; and also the % rates of tax imposed on these exports by the receiving countries.

Write a report summarising the information. Select and describe the main features, and make comparisons where relevant.

Write at least 150 words.

Exports (millions of tonnes) by destination

	USA	Europe	China	Latin America	Asia Pacific	Australasia	Other	Total
2002	4200	6900	2400	1800	800	700	350	17150
2012	3900	6400	2300	1500	2550	2300	350	18600

% Tax imposed by destination countries

	USA	Europe	China	Latin America	Asia Pacific	Australasia	Other
2002	3%	5%	0	1%	5%	4%	2%
2012	2%	8%	2%	2%	2%	1%	2%

Model 6 Essay

The tables show us the quantity of exports being transported through Rotterdam over a ten year period, and the level of taxation imposed on the goods at destination.

Regarding the volumes, total exports increased slightly, reaching 18,600 million tonnes by 2012. Within this total, however, most zones declined in volume. For example, Europe – the largest destination – declined from 6,900 million to 6,400 million, and the USA – the second highest – went down by roughly 10% to 3,900 million. China dipped slightly to 2,300 million, and Latin America dropped from 1,800 to 1,500 million. The 'other' zones remained static at 350 million. By marked contrast, volumes to Asia Pacific and Australasia more than trebled, hitting 2,550 and 2,300 million tonnes respectively.

Turning to taxation, we see that tax increased considerably in all the zones that showed a decline in volumes, reaching 2% in the USA, China and Latin America, and rising from 5% to 8% in

Europe. The 'other' zones kept tax stable at 2%, while the growth zones reduced tax massively, from 5% to 2% in Asia Pacific and a fourfold decrease to 1% in Australasia.

In summary, the decade showed a clear connection between increased export volumes and reduced levels of tax.

(200 words)

Model 6 Examiner's Comments

This essay achieved Band 9, due to its logical organisation, accurate selection of figures and clear use of English. This is a 'movement' type set of data, and the candidate groups the data according to the type of changes we can see. She describes each chart in turn, starting by defining the main trend in the 'exports' chart ("*total exports increased slightly*") and then explaining that most zones actually declined. She uses a variety of language to illustrate this (*declined, went down, dipped, dropped*) and states the comparative importance of the USA and Europe ("*the largest destination – the second highest* etc.") The 'other' box is accurately described as "*static*."

There is a helpful signpost to introduce the exceptions ("*by marked contrast*") and the rate of growth of Asia Pacific and Australasia is described ("*more than trebled*.") There is another good signpost ("*Turning to . . .*) to introduce the 'tax' chart. The relationship between growth and tax is described well, and the summary sentence sums up the main trends effectively.

Overall, this essay is written in quite simple, clear English, and the excellent signposting and variety of language make a very positive impression.

Model 7

Model 7 Writing Task

You should spend about 20 minutes on this Task.

This tables show data about the amount of television watched by children in different countries (hours per day) and also the average academic achievement of people in these countries (% of people completing each level.)

Write a report summarising the information. Select and describe the main features, and make comparisons where relevant.
Write at least 150 words.

Table 1: Hours of TV per day

	India	China	USA	Italy	Brazil	Canada	UAE	Malta	UK
Hrs/Day	2	3	4	3	2	4	1	1	4

Table 2: Average academic achievement (% of people completing)

	India	China	USA	Italy	Brazil	Canada	UAE	Malta	UK
School	80	95	99	100	90	100	98	100	99
High School	60	68	86	92	80	97	92	100	89
University	12	24	29	25	23	32	19	18	39

Model 7 Essay

The chart gives facts about the daily TV use by children in various countries, plus the proportion finishing 3 levels of education.

Regarding hours per day watching TV, the USA, Canada and the UK have the highest hours at 4. China and Italy are the next highest with 3, Brazil and India stand at 2 each, and Malta and the UAE have only 1 hour per day, which is a quarter of the maximum recorded.

Turning to academic achievement, we see that 100% of children completed school in Italy, Canada and Malta. The other countries are all in the 90's, except India which is 80%. High school completion ranges from 100% in Malta to levels in the 90's (Italy, Canada, UAE) and the 80's (UK, USA and Brazil.) China and India have the lowest levels, with 68% and 60% respectively. For University completion, the UK has the highest level at 39%, followed by Canada (32%) and the USA (29%.) Italy, China and Brazil are all in the mid 20% range. The lowest figures here are for Malta

and the UAE (18% and 19% respectively) and finally India with only 12%.

In summary, TV use and education levels vary widely. It is noticeable, though, that the countries with the highest hours of TV per day are also those with the highest % levels of University attainment.

(225 words)

Model 7 Examiner's Comments

The candidate achieved Band 9 for this particular essay. This is a 'static' type of Task, and we expect the essay to describe the comparative proportions between the figures. This essay does this effectively, using a variety of language and structures.

The candidate describes the 'hours per day' chart first, and groups the data logically in descending order, describing how the lowest stands in proportion to the highest ("*a quarter of the maximum recorded*.") The essay then reports on the education levels chart, grouping the data by level and again describing the elements from highest downward. This makes the essay feel consistent and well-organised. The candidate uses phrases such as "*in the 90s . . . in the mid 20% range*" to avoid including too many figures. This is effective because the reader does not need to see all of the figures to understand the grouping being described.

The summary sentence shows that the candidate has analysed the relationship between TV and University education levels, and seen the trend.

The English used is neutral in tone, and the candidate makes good use of brackets and the word "*respectively*" to present the selected figures. Signposting words are effective ("*regarding, turning to, in summary*") and the present simple tense is correctly used.

Model 8

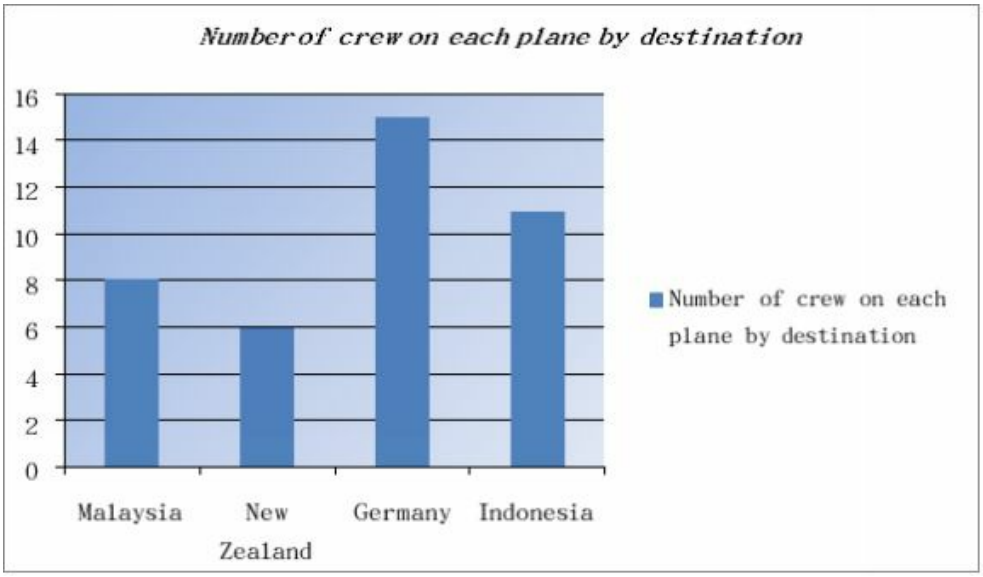
Model 8 Writing Task

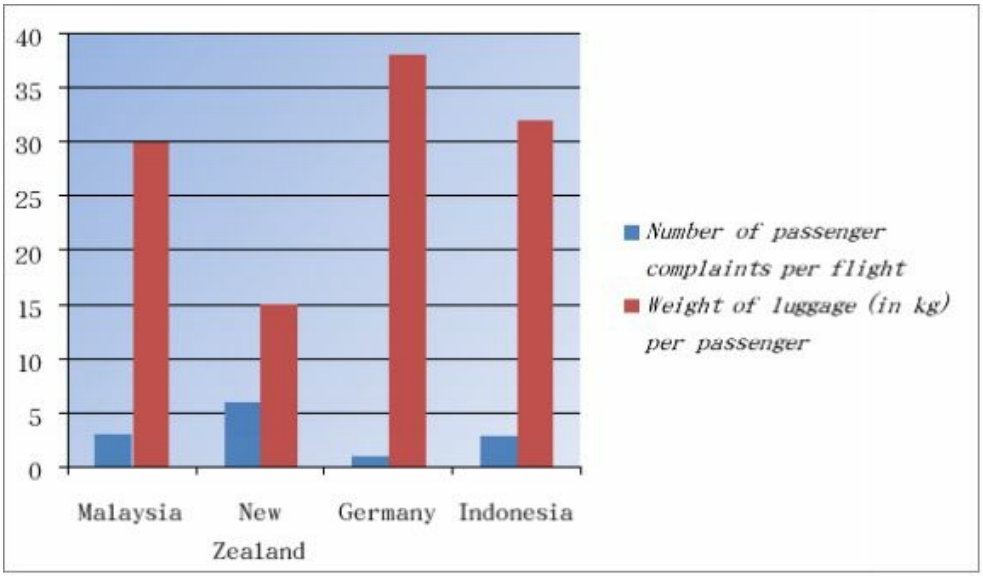
You should spend about 20 minutes on this Task.

The first chart below shows the number of airline crew (pilots, stewards etc) needed to fly a passenger plane between Australia and a number of other countries. The second chart shows the number of passenger complaints per plane journey made on these routes, and average kilogram (kg) weight of luggage (or baggage) carried per passenger.

Write a report summarising the information. Select and describe the main features, and make comparisons where relevant.

Write at least 150 words.





Model 8 essay

The charts give data about four flight destinations from Australia in terms of crew numbers, passenger complaints made and luggage weight per passenger.

The largest crew (15 people) is needed for the flight to Germany, followed by Indonesia (11) and Malaysia (8.) The destination requiring the least crew per plane is New Zealand (with 6 crew.) This trend is reflected in the weight of luggage per passenger, with Germany having the heaviest baggage at 38 kg, and Indonesia the second heaviest at 32 kg. Malaysia flights carry 30kg per passenger, and New Zealand has the lightest figure at 15 kg.

However, the pattern for customer complaints is reversed, with New Zealand flights having the most complaints (6 per flight) followed by Indonesia and Malaysia with 3 each. Flights to Germany have the fewest complaints, with only 1 per flight.

Overall, it is apparent that flights to Germany require the most crew and baggage, while those to New Zealand require the least. However, passengers to Germany make the least complaints, while flights to New Zealand cause the most complaints. The Malaysia and Indonesia flights lie roughly between these two extremes.

(185 words)

Model 8 Examiner's Comments

This candidate's clear presentation of the groups and trends would achieve a Band 9 for the essay. The candidate's introduction sentence is an effective paraphrase of the Task information, and the essay is clearly defined in logical paragraphs. The first main body paragraph describes the 'crew numbers' data in descending order, and then correctly identifies the trend between that and the 'luggage weight' chart. The candidate states the trend clearly ("*This trend is reflected . . .*") and then gives figures to illustrate the relationship.

The following paragraph identifies the group which is an exception to this trend ("*However, the pattern for customer complaints is reversed . . .*") and then describes the figures. The summary is quite long, but it effectively sums up the trends and groups described in the main body, correctly stating that Malaysia and Indonesia are between the other 2 destinations in all of the data.

Throughout, the candidate uses the present simple correctly and uses advanced language to show the trend situation ("*reflected, reversed*.") The ranking order of the elements in the groups is reported in clear language ("*largest . . . followed by . . . least*") and signposting is strong ("*however, overall*.") This essay makes a very positive impression on the examiner.

Model 9

Model 9 Writing Task

You should spend about 20 minutes on this Task.

Chart 1 below shows the normal price of a tablet computer in different stores (in US dollars), and the % discount offered by these stores when the products are sold on promotion. Chart 2 shows the % increase in volume sales when the discount promotions are happening, and Chart 3 shows funds (in 000 US dollars) spent on TV advertising during these promotions.

Write a report summarising the information. Select and describe the main features, and make comparisons where relevant.

Write at least 150 words.

Chart 1: Normal price and promotional discount

Store	Slaker	Jones	Scots	Lewis	Nova	Smith	Fraser
Normal price	$312	$300	$299	$460	$565	$180	$310
% discount when on promotion	10%	10%	10%	20%	25%	5%	10%

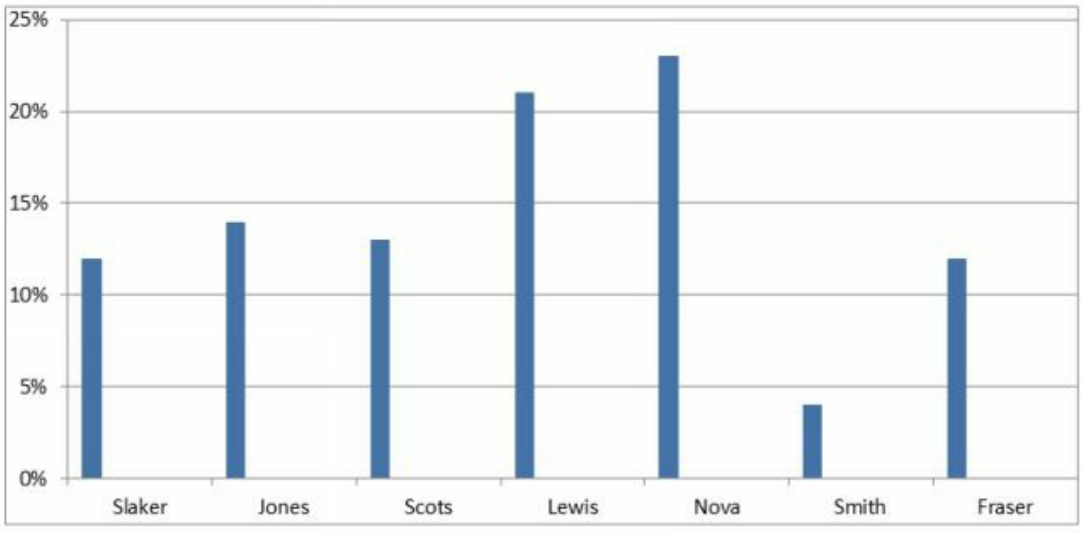


Chart 2: % increase in volume sales when discount promotions are happening

Chart 3: money spent on TV advertising ($000) during discount promotions

Slaker	Jones	Scots	Lewis	Nova	Smith	Fraser
65	70	63	18	21	0	67

Model 9 essay

The charts show average prices, promotional discounts, sales uplifts and advertising budgets for 7 stores selling tablet computers.

4 of these stores have a normal price of around $300 per item (Slaker, Jones, Scots and Fraser.) 2 stores (Lewis and Nova) have a much higher price at $460 and $565 respectively. The lowest price ($180) is seen in Smith. We see a similar grouping in the promotional discounts offered, with the 4 mid-priced stores offering 10% off, the two higher-priced stores giving 20% (Lewis) and 25% (Nova), and Smith offering only 5% discount.

Lewis and Nova also see the highest rate of uplift in sales volumes on promotion (at 21% and 23% respectively), while Slaker, Jones, Scots and Fraser are again similarly grouped with around a 12% increase each. Smith has the lowest sales increase with below 5%.

Turning to TV advertising, Slaker, Jones, Scots and Fraser have roughly similar funds of between $63,000 and $70,000. Lewis and Nova have much lower spends at $18,000 and $21,000, while Smith does not spend money at all.

In summary, the 4 mid-price stores spend the most on advertising and achieve similar uplifts with their 10% discounts. Lewis and Nova spend about one third of these levels, but achieve roughly double the uplift by offering approximately double the level of discount. Smith, with its lower normal price, is barely active on promotions.

(225 words)

Model 9 Examiner's Comments

This is a challenging Task, involving a large amount of data which needs to be analysed, grouped and selected carefully. This essay does so effectively, dealing with each of the charts in turn and identifying the groups. The candidate describes the 'price and discount' data first, explaining the trend which they have in common ("*We see a similar grouping . . .*") and then extending this to the 'promotional increase' chart. For the 'TV advertising' data, the candidate explains clearly that there is the group of 4 stores again, without giving excessive detail ("*roughly similar . . .between $63,000 and $70,000*" is a good way of doing this for a large data group.)

The candidate demonstrates a strong range of vocabulary, for example by using *roughly/around/approximately*, and the sentences contain a large number of selected figures but are still clear. The use of the store names in brackets and the word *respectively* is helpful here.

The summary is effective in describing the key features of the groups, trends and exceptions. While it is unusual to have a summary of 3 sentences, the amount of data in this Task probably makes it necessary. The word count (225 words) is the maximum that an examiner would want to read for a Task 1 essay.

Model 10

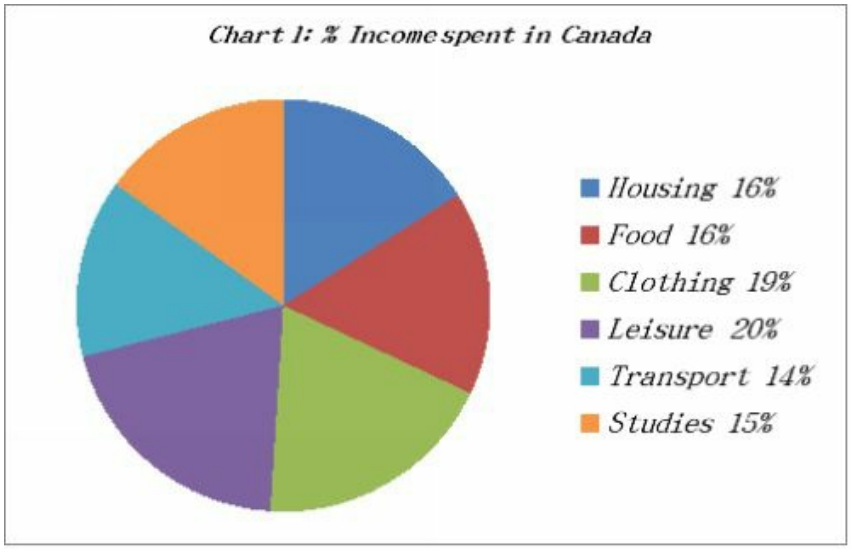
Model 10 Writing Task

You should spend about 20 minutes on this Task.

Charts 1 and 2 below show the proportion of income spent on different areas by young people in Canada and Poland. Chart 3 shows the average age of certain life events for these countries, and an estimated global average age.

Write a report summarising the information. Select and describe the main features, and make comparisons where relevant.

Write at least 150 words.



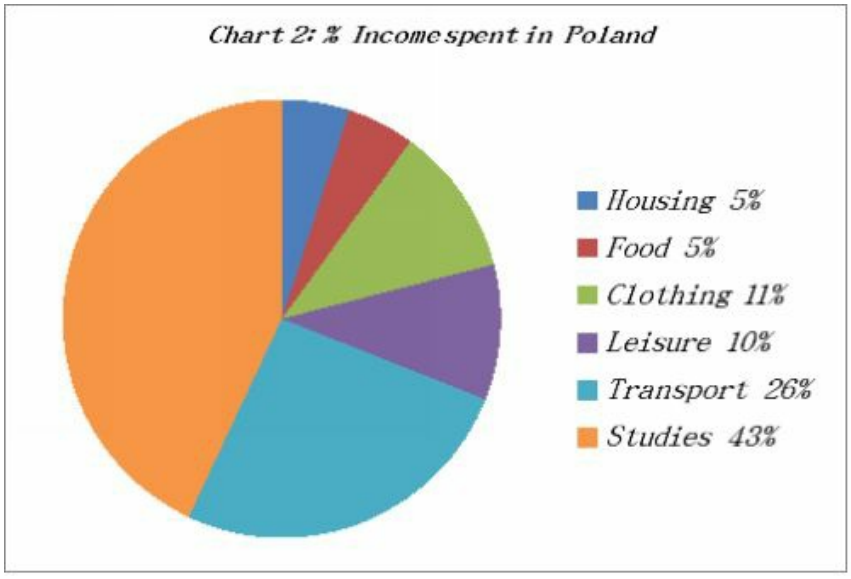
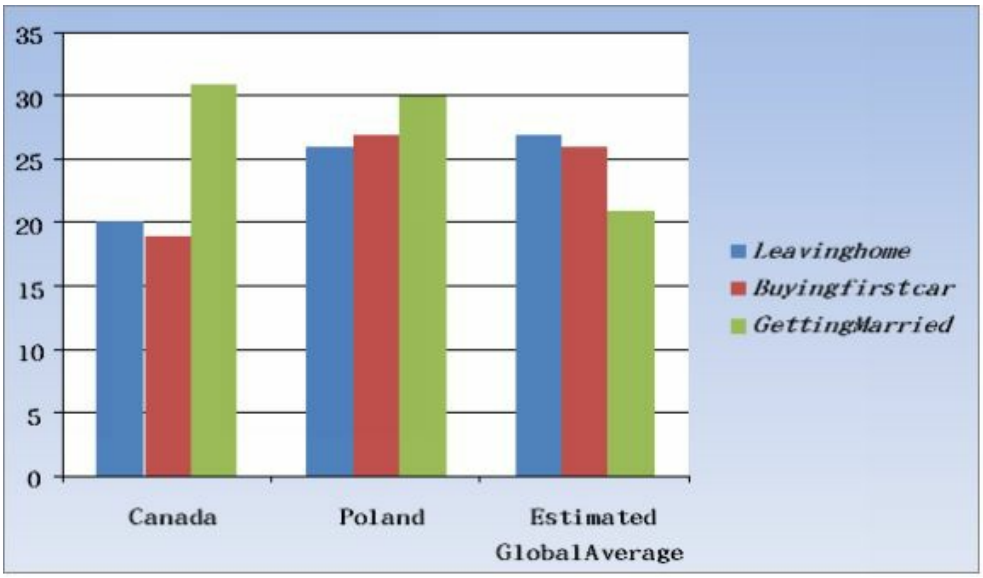


Chart 3: Average age of events in life before age 35



Model 10 Essay

The charts show the percentage of youth income spent on various areas in Poland and Canada, and also three key life events by age compared to an estimated global norm.

Looking firstly at income, we see that in Canada the 2 highest areas of expense are leisure and clothing, at 20% and 19% respectively. The other areas (housing, food, transport and studies) are all roughly similar, at between 14% to 16%.

In Poland, however, studies take almost half the expenditure at 43%, followed by transport at 26%. Leisure and clothing are similar at 10% and 11%, and housing/food are the same at 5%.

Regarding life events, we see that, in Poland, leaving home and buying a car happen at an age close to the predicted global norm of around 26 years, whereas in Canada they happen much earlier at 20 years or just under. Getting married, by contrast, is similar in both countries at around 30 years, which is much later than the world average of just over 20.

In summary, young people's expenditure in Canada is more evenly split than Poland, where transport and studies take the vast majority. Poland is closer to the global average than Canada in terms of life events.

(200 words)

Model 10 Examiner's Comments

This Task is more complex than it might appear at first, because the 'life events' data could be grouped in a number of different ways. This candidate achieves Band 9 by taking a logical grouping and explaining it clearly. The essay firstly describes each of the 'expense' pie charts, correctly explaining the differences in the shares. Phrases such as "*roughly similar, at between . .*" and "*followed by*" make this part of the main body effective for the reader. As there are not many figures in the data, the candidate is right to select and use them all.

The 'life events' section is well organised, comparing the trends in the 2 countries to the

global norm and describing differences and similarities. The summary uses some very strong vocabulary ("*more evenly split than . . . take the vast majority*") which is academic but still clear. Elsewhere, the signposting is well chosen ("*Looking firstly at . . . however/ regarding/ whereas/ by contrast*") and the candidate shows that she can use words to qualify proportions ("*roughly similar/ almost half/ much earlier/ much later/ more evenly*.") As examiners, we look out for and give higher marks to reward this type of writing.

Practice Tasks

Our final 2 Tasks are intended for you to practise the skills and language you have learned so far in this book. For Models 11 and 12, try to go through our complete 3-step method, following the timings that we suggested. This means that you should analyse the Task, write the essay of at least 150 words and check it for mistakes, all within 20 minutes. When you have done this, compare your essay to our model essay for each Task, paying special attention to how you identified the groups, trends and exceptions. Think also about how you organised the essay in paragraphs, the tense(s) you used and the way you used signposting words (eg *regarding, however* etc.) Finally, read our examiner's comments to see why the model essay is considered to be Band 9.

To make this as similar as possible to the real IELTS test (which is still paper-based) it would be a good idea to print the Task and the charts on paper, and to write your analysis notes on the paper as you would in the exam.

Model 11

Model 11 Writing Task

You should spend about 20 minutes on this Task.

Chart A below shows the rate of oil consumption (in millions of barrels) in a small country from 1950 to 2010. Chart B shows the number of people employed in the oil industry in that country, and also the rate of unemployment throughout the country over the same time.

Write a report summarising the information. Select and describe the main features, and make comparisons where relevant.

Write at least 150 words.

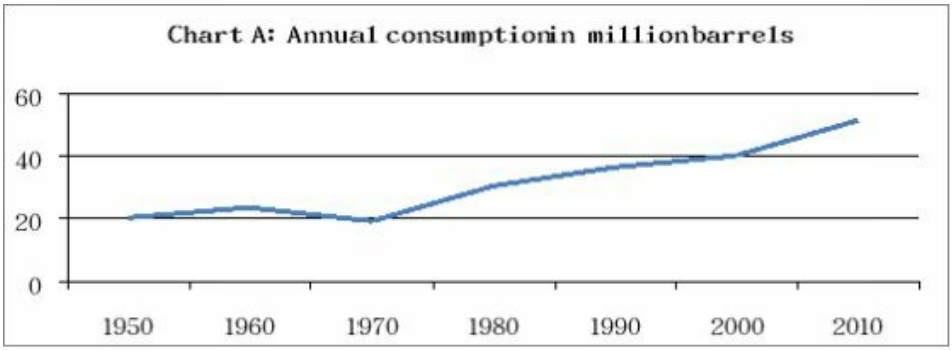


Chart B: Oil employment and national unemployment

	1950	1960	1970	1980	1990	2000	2010
000 people employed in oil industry	1	1.2	1	1.8	2.2	2.7	3.1
% unemployment rate nationally	4	4.1	3.9	3.1	2.8	2.2	1.6

Model 11 Essay

The charts show the progress of oil consumption, oil sector employment and national unemployment in a nation between 1950 and 2010.

Regarding oil consumption, this fluctuated around 20 million barrels per year until 1970, when it rose steadily to reach 40 million in 2000 and around 50 million by 2010. Looking at the data on oil industry jobs, we see that the growth in consumption was matched by a roughly similar threefold trend in employment in that sector. Numbers fluctuated around 1,000 people until 1970,

before climbing consistently, passing 1,800 in 1980 and reaching 3,100 in 2010.

However, turning to national unemployment, this figure declined progressively over the entire period, dropping from 4% in 1950 to 3.1% in 1980, and finally arriving at 1.6% by the last year in question.

Overall, we can say that the rise in oil use in this country was reflected in an approximately corresponding rate of growth in people employed in the oil business. At the same time, total unemployment dropped by more than half.

(170 words)

Model 11 examiner's comments

This is a 'movement' type data Task, and the candidate does an excellent job of describing the changes and trends in varied and accurate English.

She groups the data by similar trends, describing chart 1 and then the 'oil industry employment' data from chart 2 together, because they share a pattern. There is a good range of language to describe the movement ("*fluctuated . . . rose steadily . . . threefold trend . . . climbing consistently*") with key figures selected. The paragraph describing the exception is introduced well with however, and the decline is clearly reported with start, middle and finishing figures.

The summary again shows good use of synonyms for words already used in the main body ("*growth . . . dropped*") and the use of "*corresponding rate*" emphasises the main trend again. "*Dropped by more than half*" is an effective way to show that the candidate understands the data, without repeating details. We would give Band 9 to an essay of this standard in terms of the reporting and the use of English.

Model 12

Model 12 Writing Task

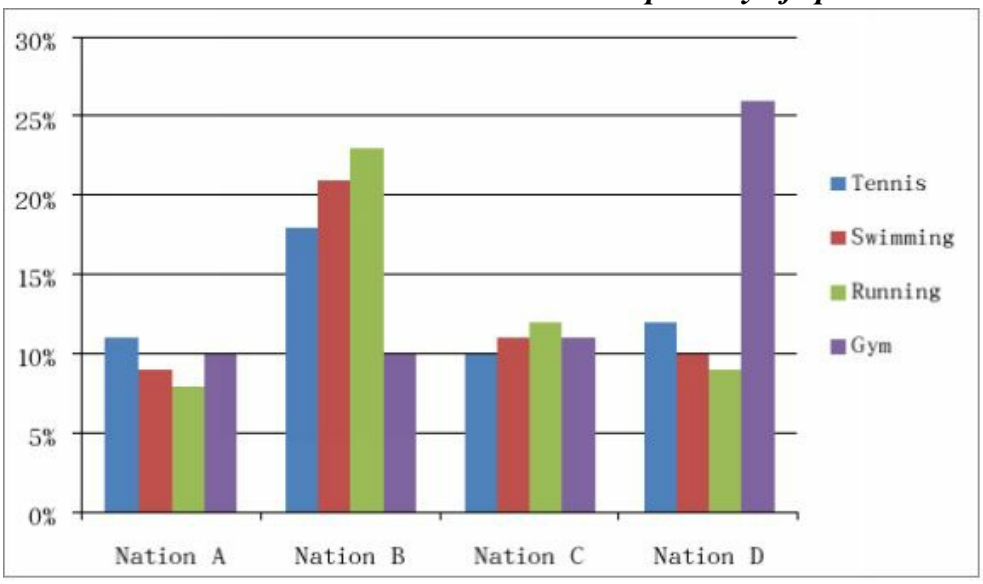
You should spend about 20 minutes on this Task.

The chart below gives data about the popularity (% of people doing regularly) of various sports in different countries. The graph shows the amount of time that people in those countries spend reading books, newspapers or Internet articles per day. There is also a table showing the average price of books.

Write a report summarising the information. Select and describe the main features, and make comparisons where relevant.

Write at least 150 words.

Chart 1: Popularity of sports



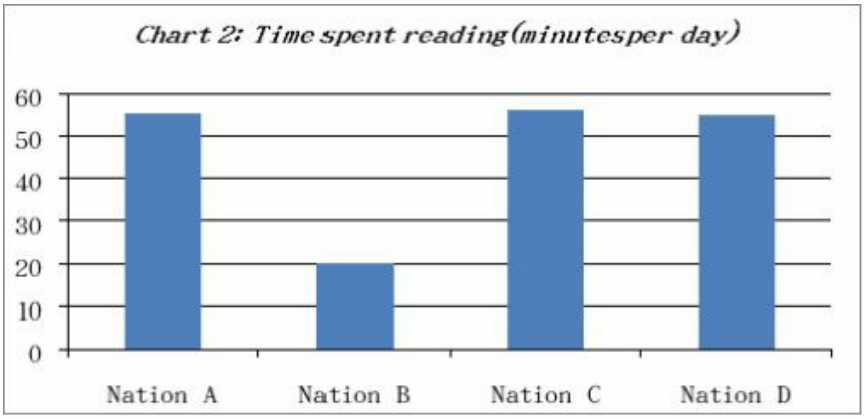


Chart 3: Average price of books

	Nation A	Nation B	Nation C	Nation D
Ave price of book in Euros	7	6.9	7.1	7

Model 12 Essay

The charts show information for 4 countries regarding the popularity of certain sports, time spent reading and the average price of books.

In terms of the sports, we see that country A, C and D are in most respects quite similar. In each of these countries, regular participation in tennis, swimming and running is around the 10% mark. Country D is somewhat different because its popularity of gym use is about two and a half times higher than the other countries, at 25%. This is the highest level of popularity in the data shown.

Nation B is a noticeable exception in most respects. Although its popularity of gym use (10%) is similar to countries A and C, in other sports it has a much higher level of participation. It has tennis at about 18%, swimming at around 21%, and its figure for running (about 23%) is the second highest here.

Turning to time spent reading, countries A, C and D are very similar at around 55 minutes, while B is less than half of this at 20 minutes. However, there is no real difference in book prices between the countries, where 7 euros is roughly the norm in each.

Overall, country B's higher participation in sport may be reflected in lower reading times, but the price of books appears not to follow this pattern.

(224 words)

Model 12 examiner's comments

This is another example of a Task where the large amount of data means that figures must be selected very carefully to avoid too much detail. This candidate deals with the 'sports' chart by grouping A,C and D together and saying they are "*around the 10% mark*." This is a helpful way of showing an understanding of the trend without using too many figures. Country D is explained as the minor exception here, and B is correctly reported as the most noticeable exception in the sports. There is good use of language to describe the proportions here ("*two and a half times higher . . . the highest level*" etc.)

The 'reading' and 'book price' data is dealt with more concisely, and this is a strength because the trends are much simpler. Again, proportions are well described ("*less than half of this . . .roughly the norm.*") The deviation in the price of books is so small that the candidate is right to say there is "*no real difference*."

The summary is accurate in its description of the sport and reading trend, and saying "*may be reflected . . . appears not to follow*" is a typical academic tone. Phrases such as this set this essay

The 10 most common mistakes in Task 1 data essays

Including personal opinion, knowledge or suggestions in the essay.
Task 1 is completely different from Task 2 in this respect. In Task 1, you should never talk about the background to the situation or try to give reasons for it.

Putting figures in the introduction sentence or the summary.
The introduction should only be a paraphrase of the Task information, and the summary should only sum up key groups/trends/exceptions, not figures.

Having an introduction or summary that is too long.
1 sentence is always enough for the introduction; 1 or 2 (or very occasionally 3) sentences for the summary.

Using contractions (eg 'don't for 'do not.')
Never use contractions in Task 1 or Academic Task 2. They are acceptable in General Training Task 2 for informal letters.

Listing the data in the order that you see it in the chart (eg from left to right, or top to bottom.)
Examiners say that this is one of the most frequent reasons for a low score. You have to *analyse and group* the data to achieve a high mark.

Failing to describe the trends and exceptions.
Again, you will not achieve a high mark (eg Band 7 or over) unless you show that you can do this. If you are struggling to do this in the test, you can use the phrases "*The main trend is . . . the exception is . . .*" and simply describe the most noticeable features that you can see.

Using too many figures from the data.
It is important to select key figures, not lists of figures. In Tasks with a lot of data (eg Models 9 and 12 in this book) try to describe the figures of groups (eg "*They are all around 100*") rather than report each individual figure in a large group. Our model essays show you many different ways to do this.

Not writing enough words
The examiner will notice if you write much less than 150 words. Keep counting the words as you write the main body to make sure you have enough. Most high quality Task 1 essays are between 150 and about 220 words, depending on the complexity of the Task.

Not using the data units correctly, or misunderstanding the zeros.
Make sure that you identify the terms on both axes of the charts, including any information that tells you if this is in hundreds/thousands/millions etc.

Using the wrong tense.

If there is no past time specified, use the present simple. If the time is definitely in the past, use the past simple. If there is an estimate for the future, say "*X is predicted/forecast/estimated to grow/decline etc.*"