

# IELTS Writing

Task 1: Paragraph 1 General Points (W11A)

Paul Winterbottom

# Paragraph 1: What the chart(s) show....

General points:

1. Include **all key details** in your description of the chart: your essay should be easy to understand without looking at the charts

# Q4

The graph shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport.



Example:

The graph shows the quantity of goods that were carried in the UK by 4 types of transport in a 28 year period.

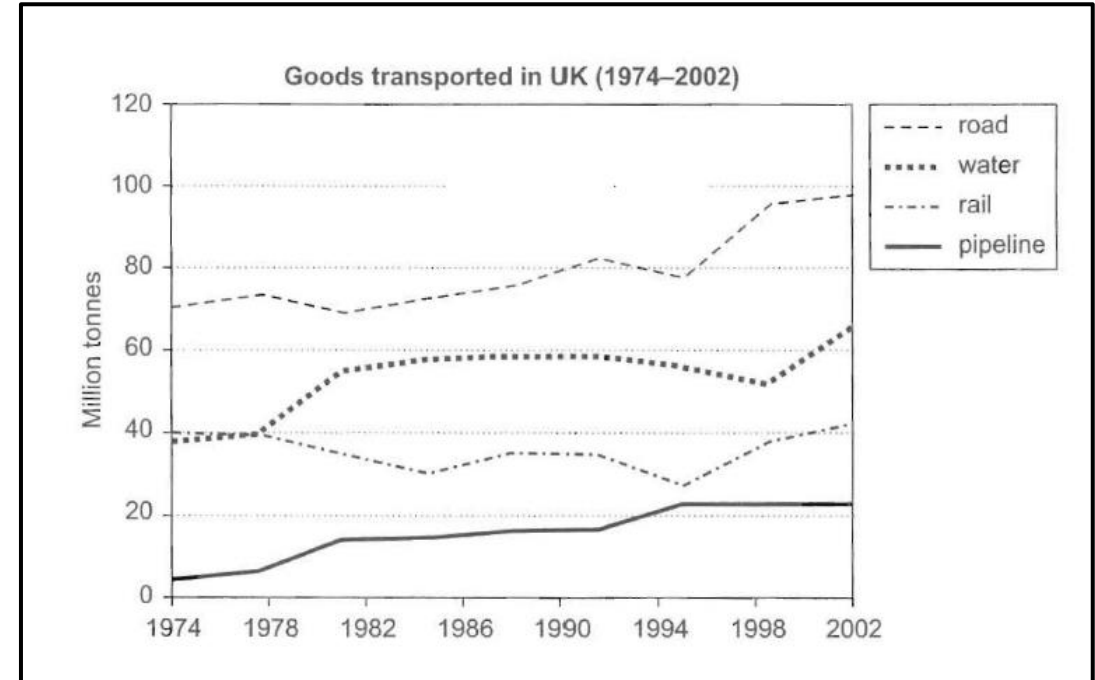
# Paragraph 1: What the chart(s) show....

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2. **Do not copy** the question, but you do **not** have to change **every** word. Use the P1 format described in Worksheet 11 (W11A)

# Q4

The graph shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport.



Example:

The graph shows the amount of goods carried in Britain between 1974 and 2002 by four different modes of transportation.

# Paragraph 1: What the chart(s) show....

General points:

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3. **Do not use capital letters for ordinary nouns / topics in your essay writing**

# Q3

The table gives information on consumer spending on different items in five different countries in 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%

Example:

...three categories of items - Food/Drinks/Tobacco, Clothing/Footwear, Leisure/Education - in five countries - Ireland, Italy, Spain, Sweden and Turkey in 2002. **WRONG**

# Paragraph 1: What the chart(s) show....

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4. A list **begins and ends with a hyphen “-“** not brackets “()”. Note: there is no final hyphen if the list is the end of the sentence.

# Q4

The graph shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport.



Example:

The line graph shows the quantity of goods that were transported in the UK by four types of transport (road, water, rail and pipeline) in the 28 year period from 1974 to 2002. **WRONG**

# Q4

The graph shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport.

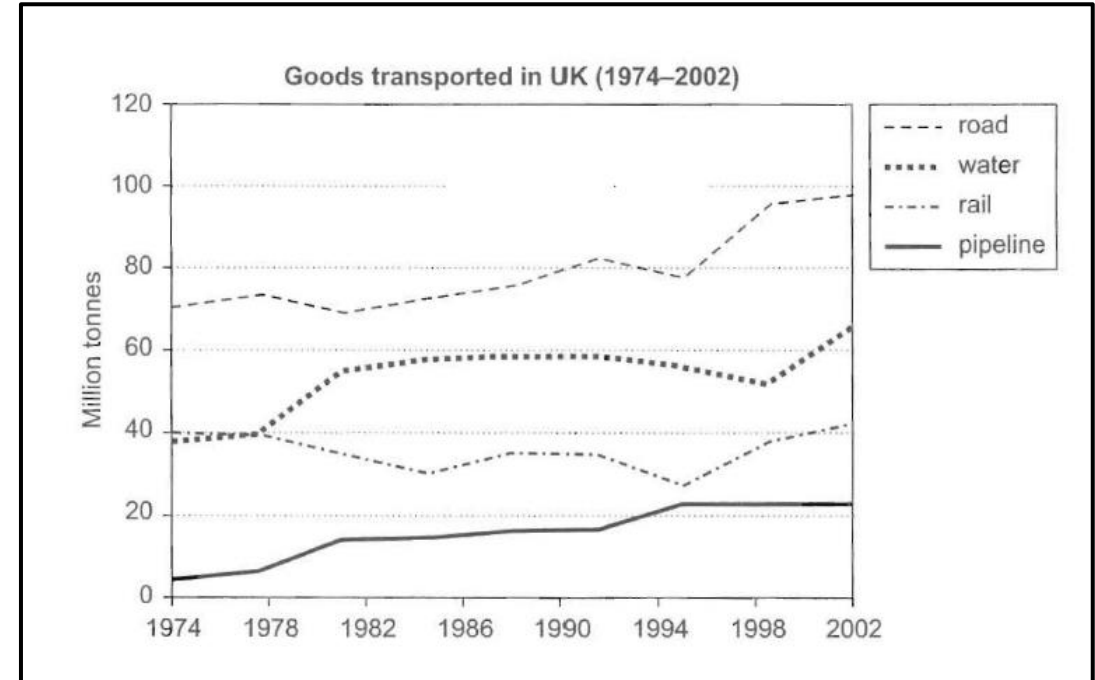


Example:

The line graph shows the quantity of goods that were transported in the UK by four types of transport – road, water, rail and pipeline, in the 28 year period from 1974 to 2002. **WRONG**

# Q4

The graph shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport.



Example:

The line graph shows the quantity of goods that were transported in the UK in the 28 year period from 1974 to 2002 by four different types of transport - road, water, rail and pipeline -. **WRONG**

# Q4

The graph shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport.



Example:

The line graph shows the quantity of goods that were transported in the UK by four types of transport – road, water, rail and pipeline - in the 28 year period from 1974 to 2002. **CORRECT**

# Paragraph 1: What the chart(s) show....

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5. Put a **comma** between each item in the list (final item you can choose a comma or not) . Use **“and”** before final item.

# Q4

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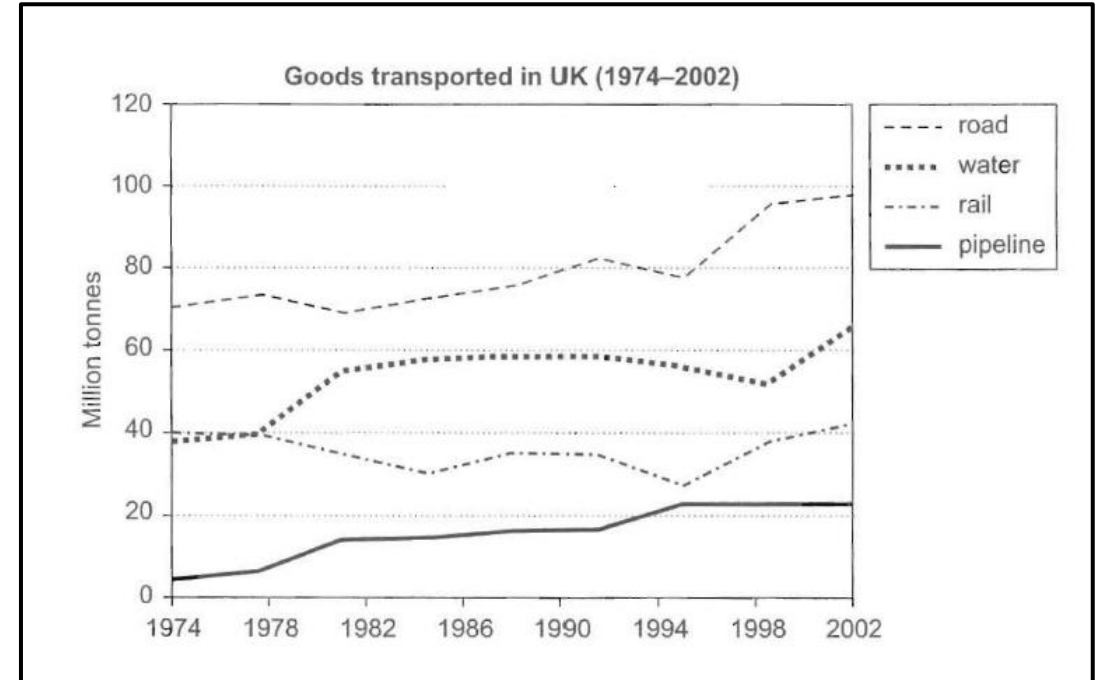


Example:

The line graph shows the quantity of goods that were transported in the UK by four types of transport – road, water, rail and pipeline - in the 28 year period from 1974 to 2002. CORRECT

# Q4

The graph shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport.



Example:

The line graph shows the quantity of goods that were transported in the UK by four types of transport – road, water, rail, and pipeline - in the 28 year period from 1974 to 2002. CORRECT

# Example of ERRORS: Q3

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

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Example:

...three categories of items – food, drinks and tobacco, clothing and footwear, and leisure and education - in five countries - Ireland, Italy, Spain, Sweden and Turkey - in 2002. CORRECT

# Paragraph 1: What the chart(s) show....

General points:

1. Include **all key details** in your description of the chart: your essay should be easy to understand without looking at the charts
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5. Put a **comma** between each item in the list (final item you can choose a comma or not) . Use “and” before final item.
6. **Do not divide items in a list with a forward slash “/”**

# Q3

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

Country	Food/Drinks/ Tobacco	Clothing/ Footwear	Leisure/ Education
Ireland	28.91%	6.43%	2.21%
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...three categories of items – food, drinks and tobacco, clothing and footwear, and leisure and education - in five countries - Ireland, Italy, Spain, Sweden and Turkey - in 2002. **CORRECT**

Paragraph 1: What the chart(s) show....

# Paragraph 1

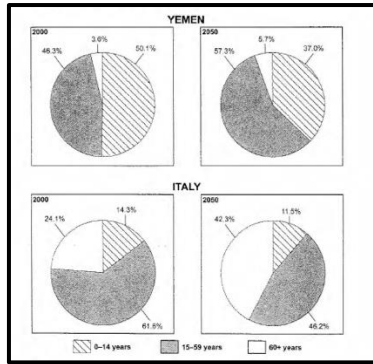
Remember these points:

# Paragraph 1

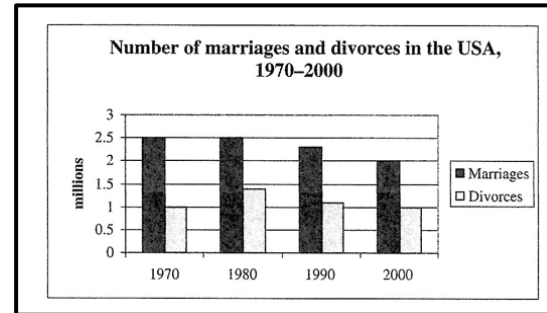
Know the types of chart:

line graph / bar chart / pie chart / flow chart / diagram / map / table

# Types:



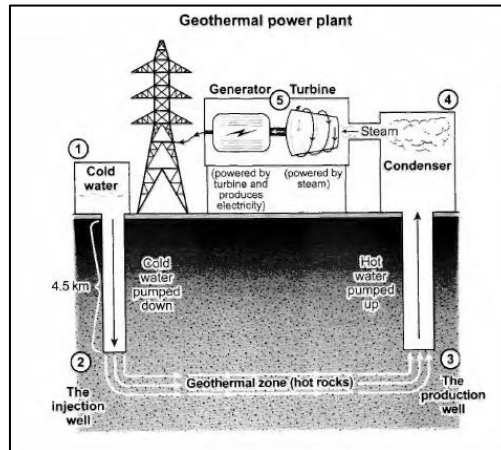
pie charts



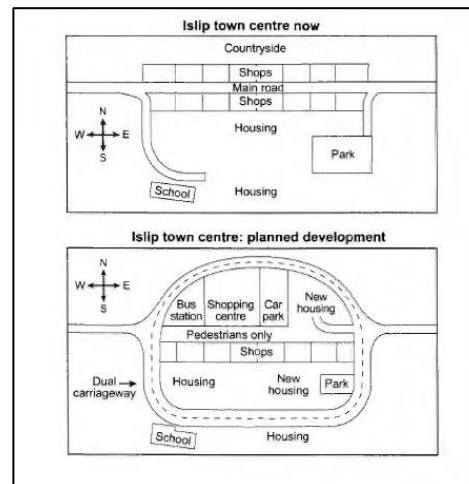
bar chart

Country	Food/Drinks/ Tobacco	Clothing/ Footwear	Leisure/ Education
Ireland	28.91%	6.43%	2.21%
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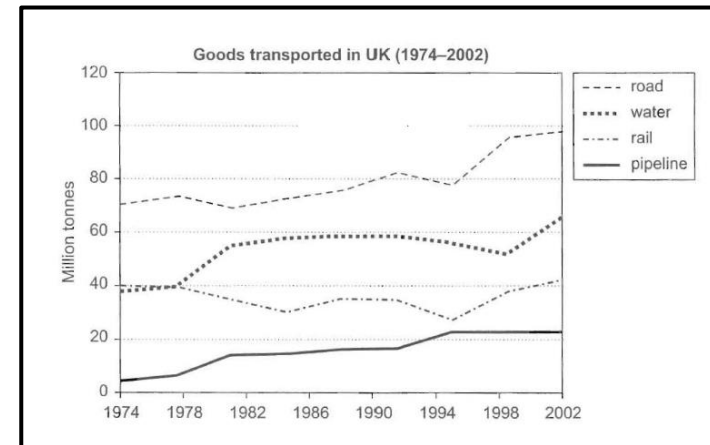
table



flow chart / diagram



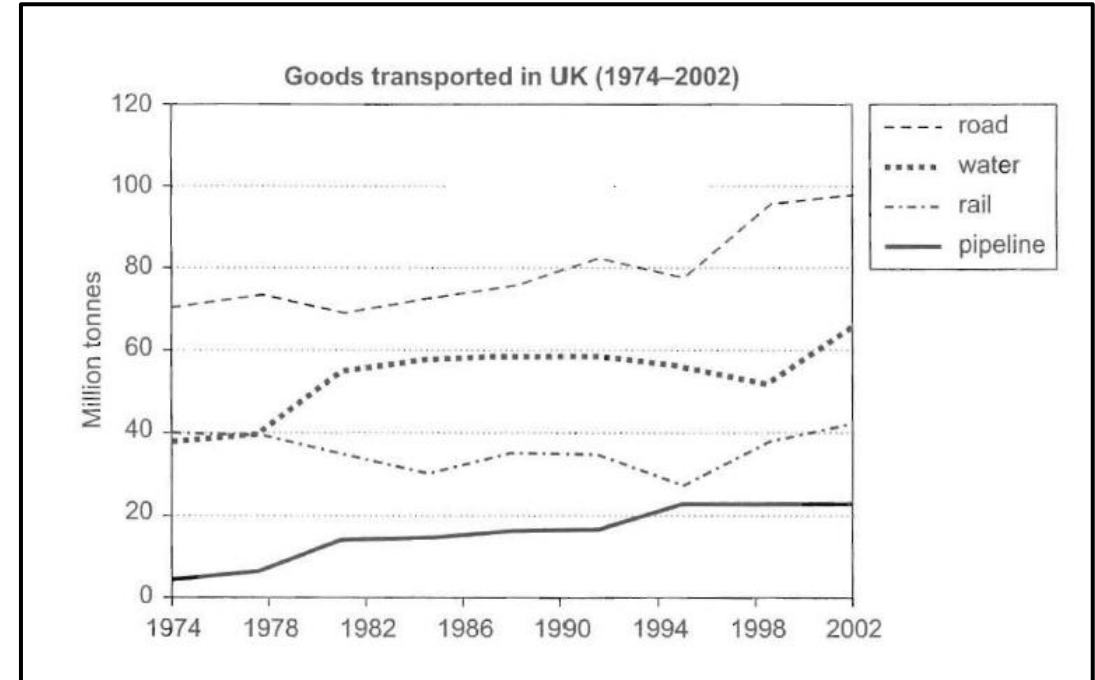
maps / plans



line graph

# Q4

The graph shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport.



Example:

The **line graph** shows the quantity of goods that were transported in the UK by four types of transport – road, water, rail, and pipeline - in the 28 year period from 1974 to 2002. CORRECT

# Paragraph 1

Use a natural verb:

1. shows (normal)
2. illustrates (pictures - diagrams)
3. **DO NOT** use other patterns eg “gives information about”, “depicts”, “reveals”, “compares”

# Q4

The graph shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport.



Example:

The line graph **shows** the quantity of goods that were transported in the UK by four types of transport – road, water, rail, and pipeline - in the 28 year period from 1974 to 2002. CORRECT

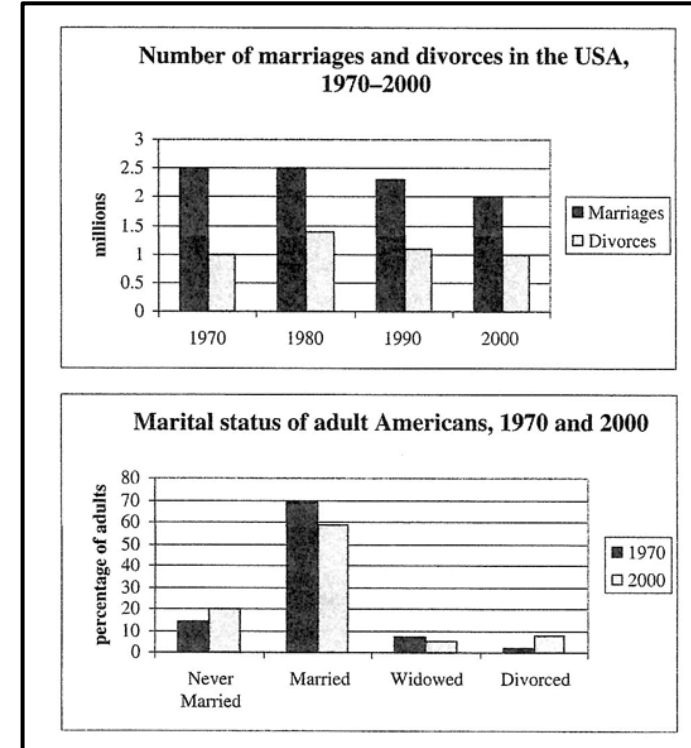
# Paragraph 1

Refer to more than one chart accurately:

1. the top (or **first**) bar chart
2. the bottom (or **second**) line graph
3. **DO NOT** use above / below

## Q2

The top chart gives information about the USA marriage and divorce rates between 1970 and 2000, and the bottom chart gives information about the marital status of adult Americans in two of the years.

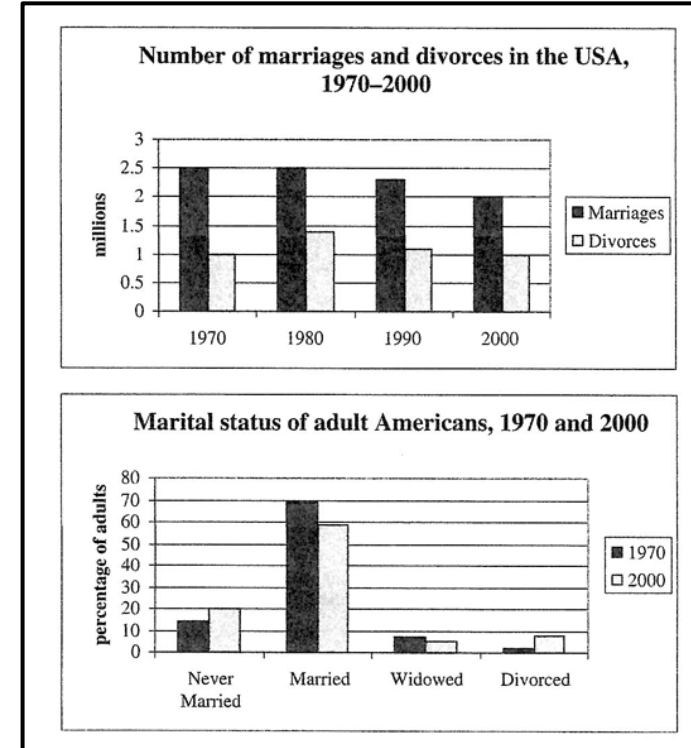


Example:

The top bar chart shows the number of people who got married and divorced in the USA in the 30 year period between 1970 and 2000. And **the below chart** shows American adults divided into 4 groups by marital status – married, widowed, divorced and never married – in 1970 and 2000. **WRONG**

## Q2

The top chart gives information about the USA marriage and divorce rates between 1970 and 2000, and the bottom chart gives information about the marital status of adult Americans in two of the years.



Example:

The top bar chart shows the number of people who got married and divorced in the USA in the 30 year period between 1970 and 2000. And the second (or bottom) bar chart shows American adults divided into 4 groups by marital status – married, widowed, divorced and never married – in 1970 and 2000. CORRECT

# Paragraph 1: Key patterns

Defining relative Clause: (See Worksheet W11A)

1. Key pattern: the [amount] of something that (who) was something (past participle)
2. EXAMPLE: the number of Japanese tourists that travelled to Australia.

Vital in all parts of Task1 for defining the subject of the sentence

# Key pattern for charts: defining relative clause

1. the graph shows **the** number **of** XXX **who / that** YYY
2. the graph shows **the** percentage **of** XXX **who / that** YYY
3. the graph shows **the** amount **of** XXX **that** YYY
4. the graph shows **the** quantity **of** XXX **that** YYY
5. the graph shows **the** volume **of** XXX **that** YYY

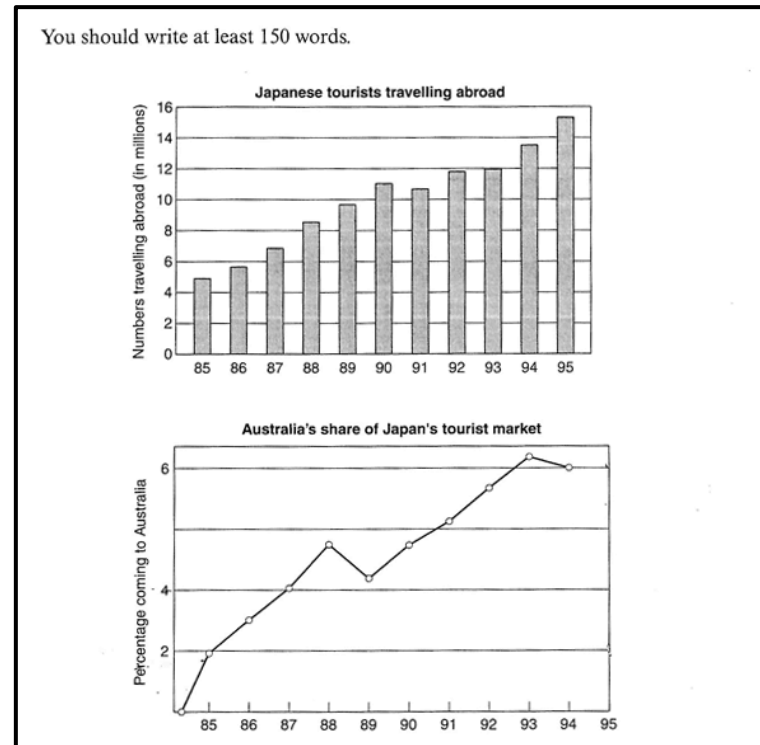
Note: number of = **countable** / amount of – quantity of – volume of = **uncountable**

Defining relative Clause:

The line graph shows the number of Japanese tourists **who travelled abroad.**

# Q16

The charts show the number of Japanese tourists travelling abroad between 1985 and 1995 and Australia's share of the Japanese tourist market.

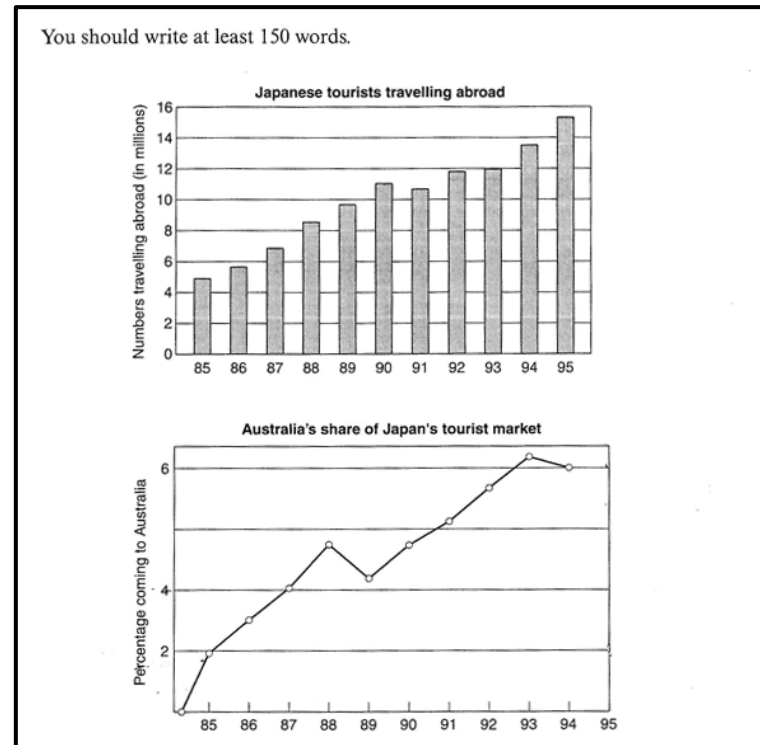


Example:

The top bar chart shows the number of Japanese tourists who travelled abroad in the 10 year period from 1985 to 1995, and the bottom line graph shows the percentage (of them) that visited Australia during the same period.

# Q16

The charts show the number of Japanese tourists travelling abroad between 1985 and 1995 and Australia's share of the Japanese tourist market.



Example:

The top bar chart shows the number of Japanese tourists who travelled abroad in the 10 year period from 1985 to 1995, and the bottom line graph shows the percentage (of them) that visited Australia during the same period.

# Key pattern for charts: defining relative clause

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Note: number of = **countable** / amount of – quantity of – volume of = **uncountable**

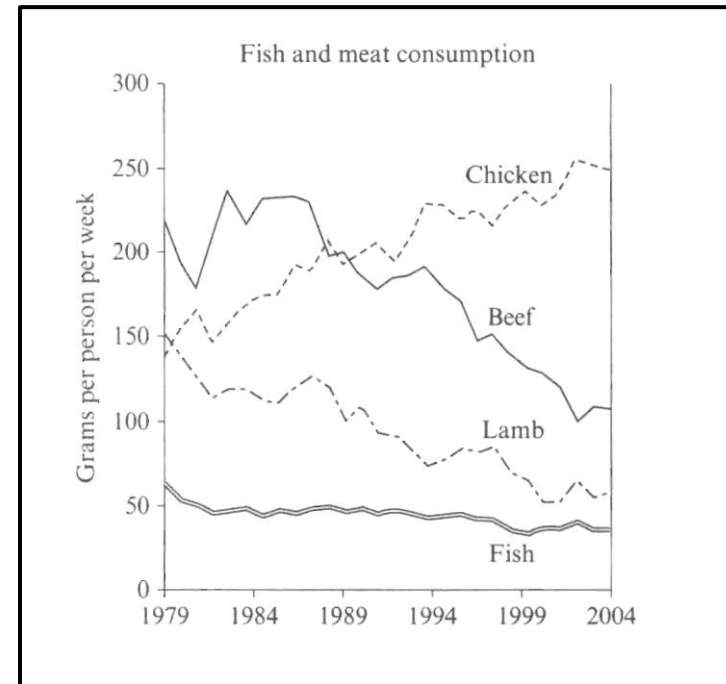
## Defining relative Clause:

The line graph shows the number of Japanese tourists **who travelled abroad**.



## Q20

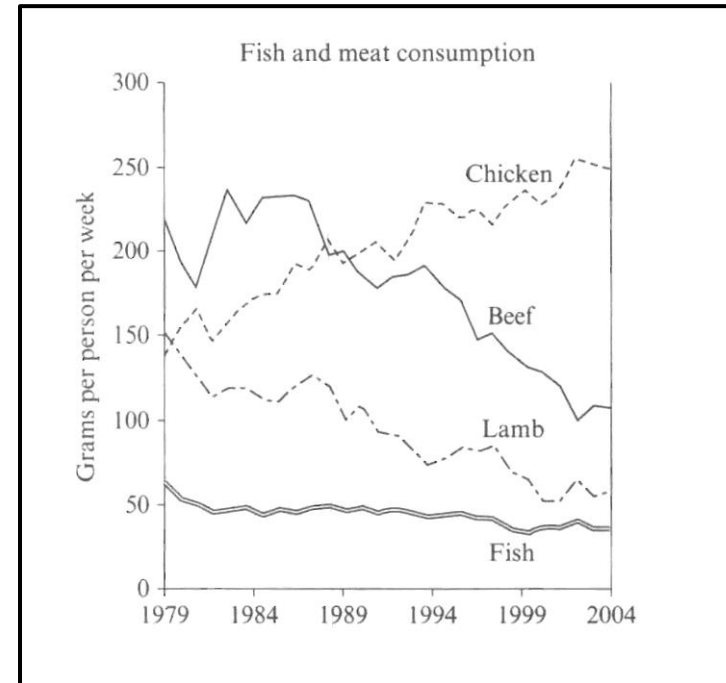
The graph shows the consumption of fish and some different kinds of meat in a European country between 1979 and 2004.



The line graph shows the amount of chicken, beef, lamb and fish that was eaten in a European country in the 25 year period from 1979 to 2004.

## Q20

The graph shows the consumption of fish and some different kinds of meat in a European country between 1979 and 2004.



The line graph shows the amount of four types of food – chicken, beef, lamb and fish – that was eaten in a European country in the 25 year period from 1979 to 2004.

# Paragraph 1: Key patterns

## Defining relative Clause

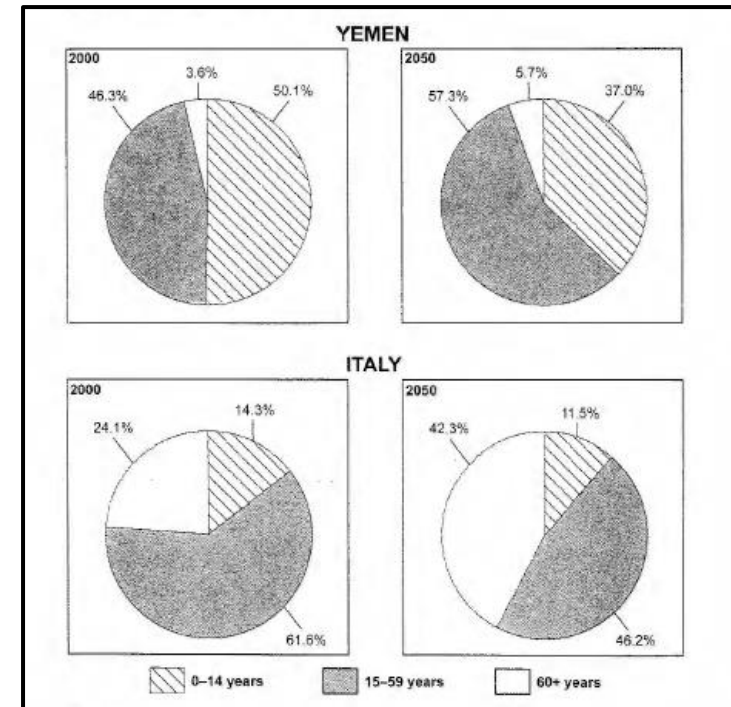
1. **Key pattern:** the [amount] of something that (who) was something (past participle)
2. **EXAMPLE:** the number of Japanese tourists that travelled to Australia.

## Divided into

1. **EXAMPLE:** The population of Yemen and Italy divided into 3 groups by age – XXX – in 2000...

# Q6

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



Example:

The four pie charts show the population of Yemen and Italy in 2000, divided into three groups by age – 0 to 14, 15 to 59, and over 60 – together with a forecast for 2050.

# Paragraph 1: the future

How to refer to the future:

... a forecast **for**... (a specific point in the future)

... a forecast **until**... (continuing up to a point in the future)

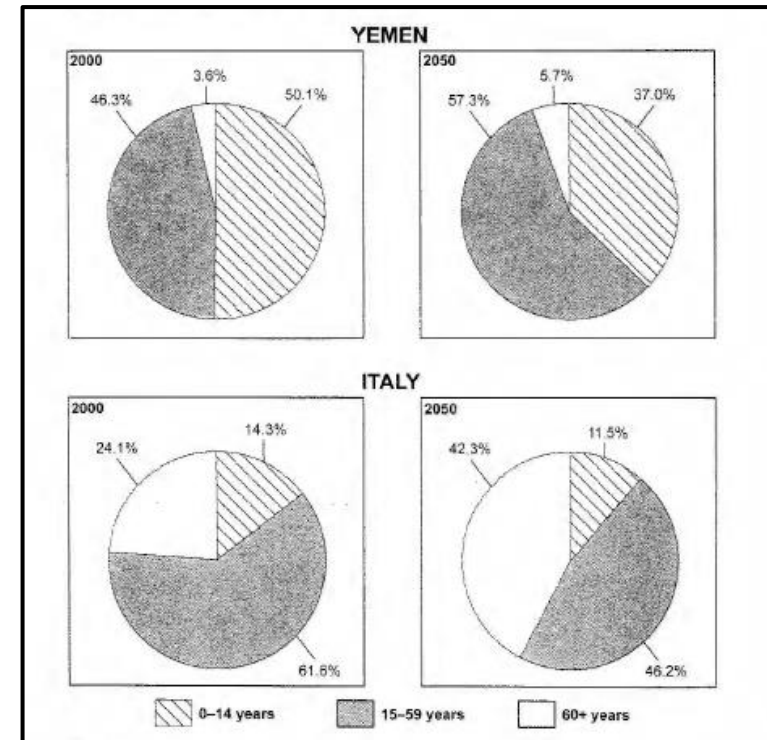
# Q6

Defining relative clause:

The four pie charts show the percentage of the population of Yemen and Italy that was aged 0 to 14, 14 to 59, and over 60 in 2000, together with a forecast for 2050.

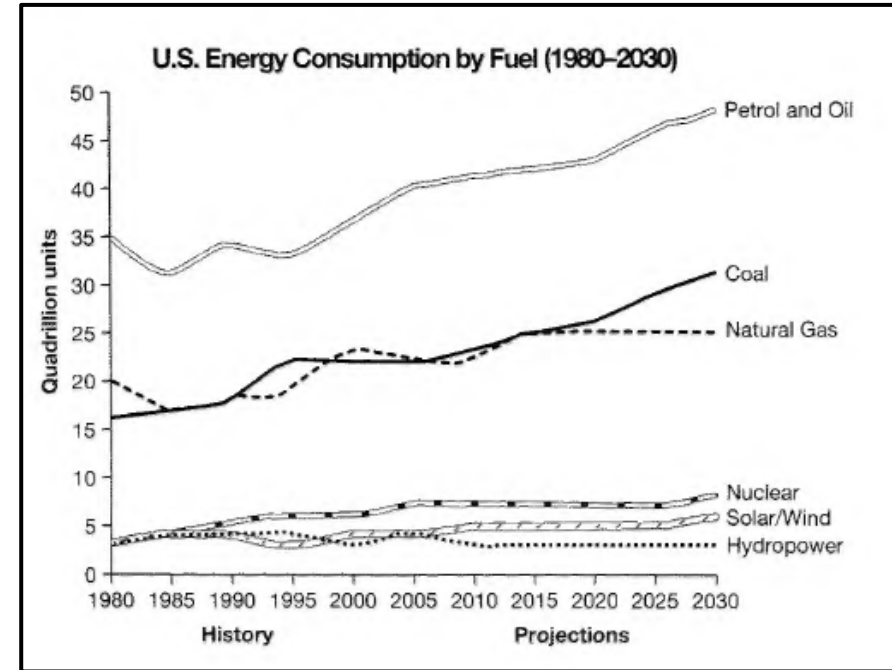
Divided into / by...

The four pie charts show the population of Yemen and Italy divided into three groups by age – 0 to 14, 14 to 59, and over 60 – in 2000, together with a forecast for 2050.



# Q7

The graph gives information from a 2008 report about consumption of energy in the USA since 1980 with projections until 2030.



Example:

The line graph shows the amount of energy that was produced, in the USA, from six types of fuel – petrol and oil, coal, natural gas, nuclear, solar and wind, and hydropower - in the 28 year period from 1980 to 2008, together with a forecast **until** 2030.

# Paragraph 1: time periods

Combine specific years and length of time in P1

.. in the 10 year period from 1990 to 2000

Then become shorter during the essay: cohesive = longer to shorter

See Worksheet **WK13**

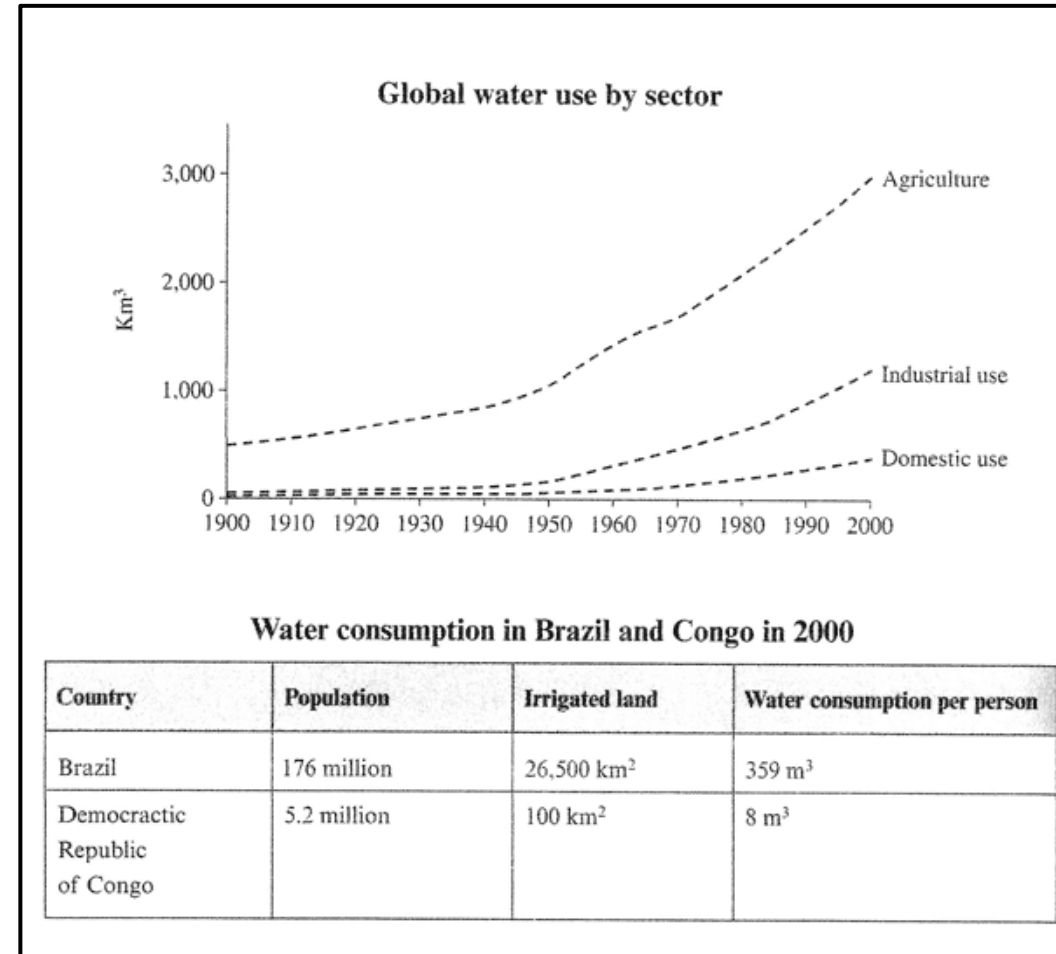
# Time periods:

All the data described:

The top line graph shows the amount of water that was used globally by agriculture, industry and in homes in the 100 year period from 1900 to 2000.

In P1 use the complete pattern for time period. Then become shorter in later paragraphs (COHESION):

(See worksheet WK13)



# Together with

“together with” can sometimes replace “and”: good for range of language

**together with**: a good way to refer to **TWO things** shown by **THE SAME** chart or table etc.

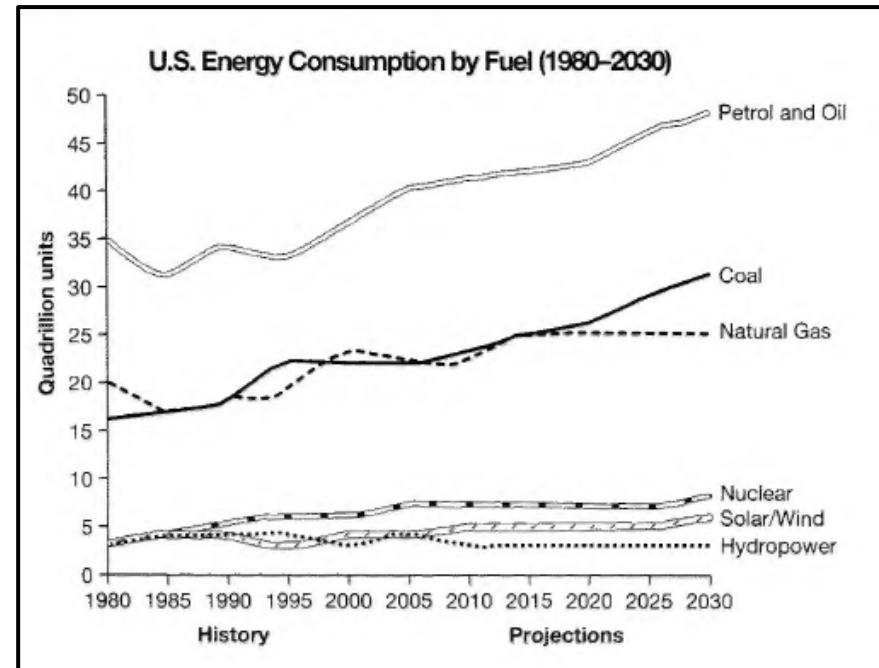
“together with”: adds two pieces of data (e.g. the graph shows X AND Y – X together with Y – this requires X and Y to have the SAME subject – for example, the same graph.

One item (chart / question etc must show two or more things.

# Together with

Correct use:

The line graph shows the amount of energy that was produced from six categories of fuel in the US in the 28 year period from 1980 to 2008, together with a forecast until 2030.

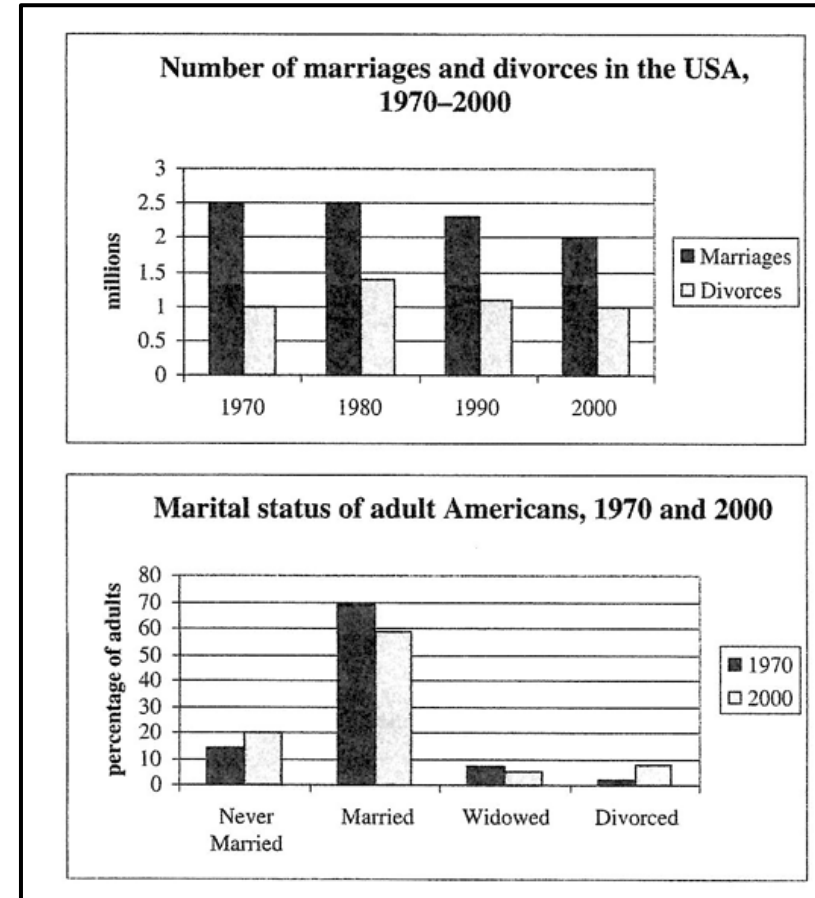


The graph gives information from a 2008 report about consumption of energy in the USA since 1980 with projections until 2030.

# Together with

**WRONG**

The first bar chart shows the number of American adults who got married and divorced in the 30 years from 1970 to 2000, **together with** the second chart shows the percentage who were married, widowed, divorced, or never married in 1970 and 2000.



# Useful synonyms or near synonyms

1. types of / forms of / categories of / means of
2. items / goods
3. carried / transported
4. produced / manufactured / made / generated

Note: which can be used will vary depending on context / subject

