IELTS Writing Task 1 Academic model answer eBook

Readme document

Contents

Introduction

Hi, I'm Sam.

I'm a British English teacher from Norwich in South East England.

For over a year, I have been managing the writing correction service on The IELTS Teacher website. Thus far, I have corrected over 1,000 Task 1 and 2 writings. I have kept all my corrections and I use them to inform my feedback as well as my lesson materials. To this point, I am very familiar with the problems students have with IELTS Writing Task 1 Academic, particularly with the questions provided in the writing corrections package on The IELTS Teacher website. I have written model answers for these questions and they have proven to be useful and popular with students. It is for this reason that I decided to make this model answer worksheet package.

Some quick facts about me :

- 8+ years teaching IELTS in groups and privately including online.
- Cambridge-accredited ELT certificate (CELTA).
- Fully trained in grading IELTS tests and teaching IELTS lessons by examiners.

What is the aim of this worksheet package?

The primary purpose of this package is to give you model answers for the Academic Task 1 questions provided by the writing correction service on The IELTS Teacher website. The worksheets can be used after you answer these questions, as a way to evaluate your work, or before, as preparation. Apart from this, these worksheets are to give you language and grammar you can use for all types of questions in IELTS Writing Task 1 Academic. By completing this package, you will have a sufficient theoretical and practical understanding of the vocabulary and grammar needed to answer any Academic Task 1 question.

Continue reading this 'Readme' document to see what exactly is included in this package, understand its function, how the worksheets should be used as well as other useful tips and resources that can be used in conjunction with them. If you experience any issues with using the worksheets, please do not hesitate to contact me at samvarley2010@gmail.com.

Warm regards,

Sam

eBook Chapters

Readme.pdf

General grammar information.pdf

Feedback form.pdf

Model answer worksheets

Garlsdon supermarket site (map) – WT1 worksheet.pdf

Reasons for study (multiple charts) – WT1 worksheet.pdf

CO2 emissions (trend) – WT1 worksheet.pdf

Underground railways (comparative) – WT1 worksheet.pdf

Concrete production (process) – WT1 worksheet.pdf

Contents of worksheets

General grammar information document

This document contains information about key grammar for IELTS Writing Task 1 Academic. It is relevant for all types of questions and is not specific or exclusive to any particular ones.

Model answer worksheets

Each model answer worksheet contains :

1. General comments.

These are comments about the question itself. They include common mistakes students make when answering the question, specific difficulties and other tips.

2. A model answer.

This is an estimated band 9 answer to the question.

3. Vocabulary list.

This is a list of language taken from the model answer. It includes: word forms, useful collocations, close synonyms, the meaning of the word or phrase in the context used in the writing, example sentences, common errors students make and other comments.

4. Vocabulary exercises

These exercises have been designed for you to practise using vocabulary taken from the model answer. Since this language is used in the answer, you can be confident that it is of practical use when writing other Academic Task 1s. I have also made efforts to make the sentences involved in these exercises based on a variety of topics as well as similar in kind to those you would write about in a Task 1 report.

There are two types of vocabulary exercise in the worksheets: **comprehension** and **production**.

- The **comprehension** exercises are focused on your receptive skills with the language i.e. how well you understand it.

- The **production** exercises are focused on your productive skills, i.e. help you practise using the language and make your own sentences with it.

5. Grammar analysis

Similar to the 'vocabulary list', this section analyses the grammar used in the model answer, and other related grammar that is useful for the same type of question. This section includes tips for how the grammar can be used in the question type, common errors and example sentences of the grammar in use. This section assumes the reader is already familiar with and understands the grammar shown; if you would like to review the grammar, however, please see the 'General grammar information' document.

6. Grammar exercises

Similar also to the 'vocabulary exercises', these exercises have been designed for you to practise the grammar given in the 'Grammar analysis' section, and are also specifically relevant to the question type in the worksheet.

There are two types of grammar exercise in the worksheets: **comprehension** and **production** and these serve the same function as those in the 'vocabulary exercises' section.

7. Writing practice

This section is to allow you to put what you learn from the worksheets into practice. It includes a *new Task 1 question*, a *language toolkit* and a *model answer*. The *language toolkit* is a collection of vocabulary and grammar I feel will help you answer the question.

Worksheet key

There are some abbreviations and coloured text used in the worksheets.

This key is for your reference.

C = countable ; **U** = uncountable

n = noun ; **v** = verb ; **phrv** = phrasal verb ; **adj** = adjective ; **adv** = adverb

Blue text = natural, academic or useful vocabulary & example answers for exercises.

Purple text = useful or impressive grammar.

Red text = common errors.

Green text = comments.

_____ = write your answer here.

E.g. = example or example sentence of the language given.

There are also hyperlinks throughout the worksheets which link to different areas of the document.

How to use the worksheets

I recommend you complete the worksheets in sequential page order, i.e. from the beginning to the end. This way, you can learn the language and grammar you will need to answer Task 1 questions and be able to test your new skills with the 'Writing Practice' section at the end.

Model answers

The model answers contain hyperlinks from language in the report to the **vocabulary list**. This is to allow you to quickly look up any language you are unsure of as you are reading the report. Other than this, you should take note of any phrases in the model answer you like or find useful and try to apply them in your own writing.

Vocabulary lists

This list is meant as a reference for the language used in the model answer. It is primarily to highlight useful applications as well as common errors students make when using it. Some entries also contain references to the **general grammar information** document. You should use this document in conjunction with the **model answer worksheets** to gain full benefit.

Vocabulary & Grammar exercises

These exercises are not graded in difficulty and so you may find some are very easy and some very difficult. They are not designed to challenge you, but to provide example sentences of the target language in different contexts and give you the opportunity to use it to make your own sentences.

After each group of exercises, there is an answer page which includes the answers as well as comments on any less common or useful language used in the exercises themselves. Reading through these should also be useful.

You should complete the exercises in the order in which they are presented, i.e. first, the **comprehension** exercises, then the **production**. You should also take note of language you like or find useful, study it further in a dictionary and apply it in your own writing. This is essential as doing these exercises alone will not be sufficient for you to improve your writing significantly.

Study resources

Below is a list of my recommended study resources. These will be useful for both your own preparation of the IELTS test as well as for using these worksheets.

Longman dictionary : https://www.ldoceonline.com/

This dictionary has been specifically designed for learners of English. The definitions are simple and easy to understand, and the entries include collocations, many example sentences and sometimes common errors people make. I personally use this dictionary the most.

Lexico dictionary : https://www.lexico.com/en

This dictionary used to be the Oxford dictionary. It is designed for native English speakers. The definitions are more complex but are also more precise. If you look up a word using the Longman dictionary and feel the entry is unsatisfactory, then I recommend you use this dictionary next.

Online collocation dictionary : http://www.freecollocation.com/

The Longman dictionary includes some collocations but this website specialises in them. Search for a word in this dictionary and it will give you many collocations as well as sentence examples to help you see how they can be used.

Ludwig.guru website : https://ludwig.guru/

This website lets you see how common a phrase is. Just input a phrase such as "gain independence", and click 'search', and it will search newspaper websites to see how commonly used the phrase is (https://ludwig.guru/s/gain+independence). It will give you the sentence in which it is used so you can see its context, and if you want to understand this better, you can click on the website name on the right and you will be able to read the article it originated from.

English stack exchange website : https://english.stackexchange.com/

If you have any questions about English grammar or vocabulary, search for or ask it on this website and someone will surely provide you with an answer. You can make search queries such as "What is the difference between classic and classical?" or "Can the first and second conditionals be mixed?", for instance.

Trend graphs : Carbon Dioxide Emissions

IELTS Writing Task 1 Academic model answer and worksheet

"The graph below shows average carbon dioxide (CO2) emissions per person in the United Kingdom, Sweden, Italy and Portugal between 1967 and 2007."

Average carbon dioxide (CO_2) emissions per person, 1967–2007
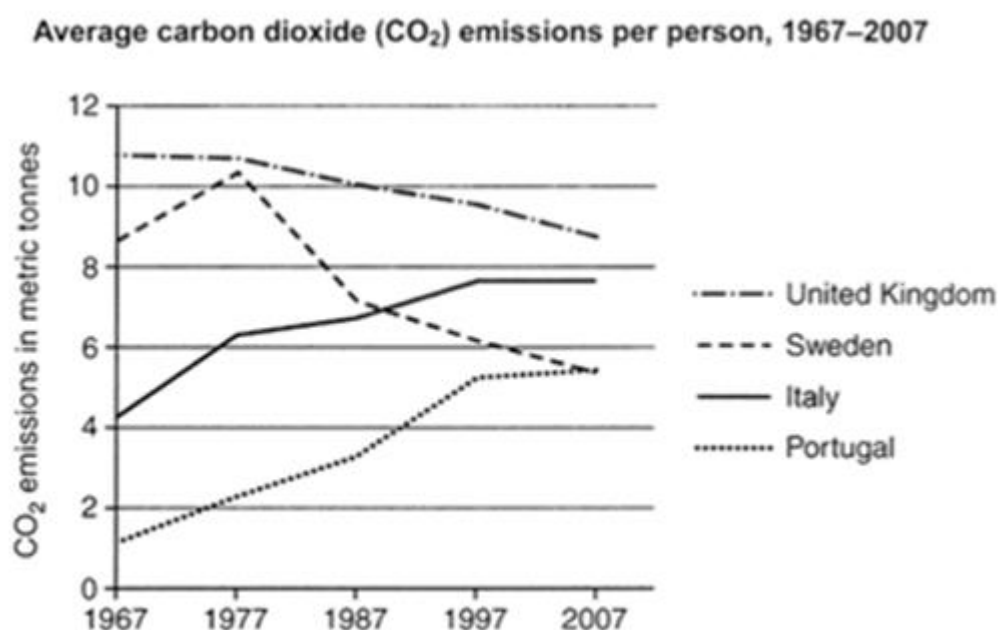
Contents

0. Key

C n = countable noun ; **U n** = uncountable noun ; **n** = noun

v = verb ; **phrv** = phrasal verb ; **adj** = adjective ; **adv** = adverb

Blue text = natural, academic or useful vocabulary & example answers for exercises.

Purple text = useful or impressive grammar.

Red text = common errors.

Green text = comments.

_____ = write your answer here.

E.g. = example or example sentence of the language given.

1. General comments

"The graph below shows average carbon dioxide (CO2) emissions per person in the United Kingdom, Sweden, Italy and Portugal between 1967 and 2007."

Average carbon dioxide (CO_2) emissions per person, 1967–2007
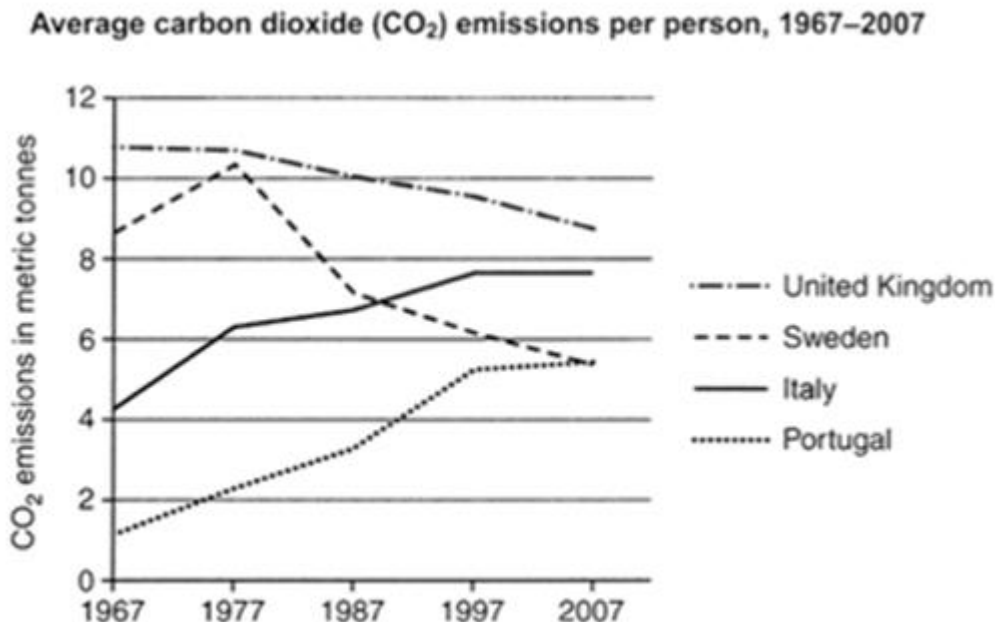
There are many unique features in this chart and so, in this sense, describing it is quite easy. Since paraphrasing is particularly difficult in Writing Task 1, I like to try to prioritise vocabulary when choosing key features to describe. By this I mean, this graph has a <u>peak</u> (Sweden 1977), a <u>plateau</u> (Italy 1997 - 2007) and a <u>convergence</u> (Sweden and Portugal 2007). When writing the report, then, I made sure I included these specific features, as they allowed me to use a broader range of vocabulary. This principle can be applied in all trend graphs.

A common problem students have with charts in general is reporting numbers inaccurately and this is especially relevant with trend graphs. The kind of issue I am referring to is using precise language inaccurately. For instance, if a line graph portrays a line that is between 10 and 12 on the vertical axis, it would be logical to write that the number is 11. This is not accurate enough for Writing Task 1 however. If the line does not match with a number exactly, then you cannot be certain of the number. In which case, you must use approximate language, such as 'about', 'approximately', 'just above' and 'between 10 and 12'. See the **vocabulary list** for more information about this.

2. Model answer

"The graph below shows average carbon dioxide (CO2) emissions per person in the United Kingdom, Sweden, Italy and Portugal between 1967 and 2007."

Average carbon dioxide (CO₂) emissions per person, 1967–2007
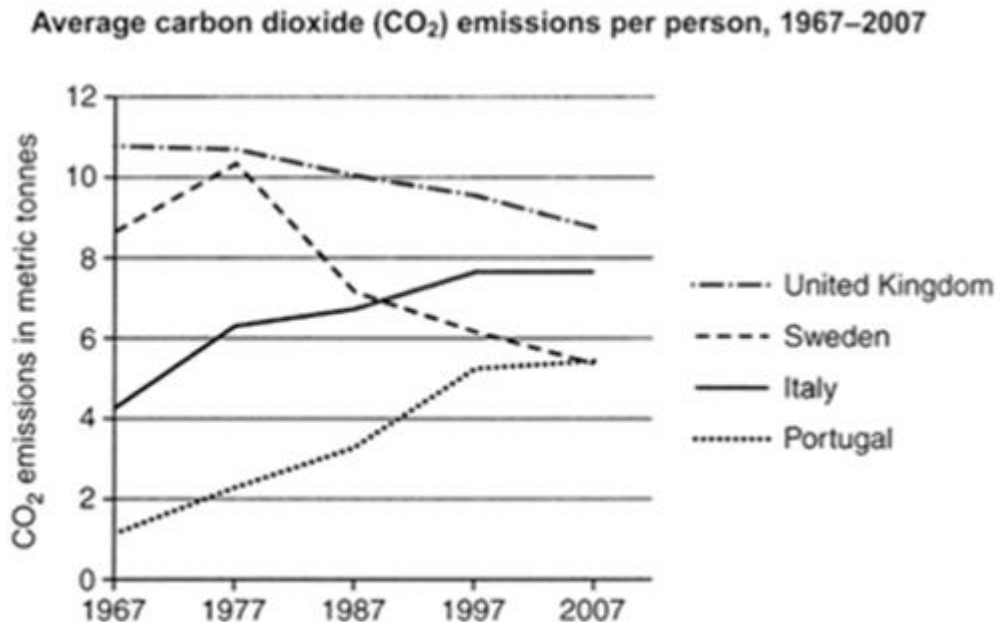
The line graph depicts the amount of CO2 emitted per capita in four European countries over a 40-year period from 1967 to 2007.

Overall, what stands out from the graph is that whereas the amount of CO2 generated per person in Portugal and Italy rose dramatically over the period, there was a decline in the amounts for both the UK and Sweden. Also, each person within the UK emitted by far the most CO2 throughout the period, which contrasts starkly with Portugal, the country with the lowest figure.

From the graph, it can be noted that the amount of CO2 produced from every individual in Sweden peaked at just over 10 metric tonnes in 1977, from about 9 in 1967, then, surprisingly, plummeted to approximately 5 in 2007. This is in contrast to the UK's rate which instead declined by only about 2 metric tonnes from roughly 11 over the entire period.

Regarding the Italian and Portuguese figures, the former almost doubled from 1967 to 1997, from just over 4 to a little under 8 metric tonnes, while the latter soared, starting with about 1 and reaching around 5. Following this, Italy's emission rate witnessed a plateau and Portugal's converged with Sweden's. – 202 words
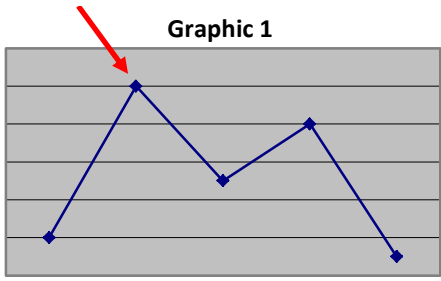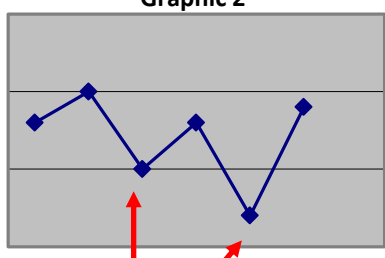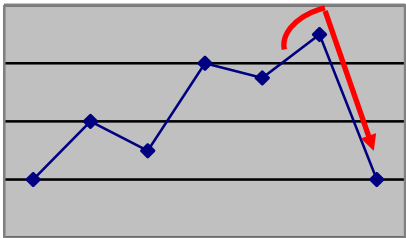
3. Vocabulary list

The following list provides information about some of the vocabulary in the report as well as useful vocabulary for this type of question in general. Collocations, comments and common errors made by students are given. Meanings of the words or phrases are provided also, but only in the same context as in the writing. If you want to learn more about the language in the list, you should look it up in an English dictionary such as Longman.

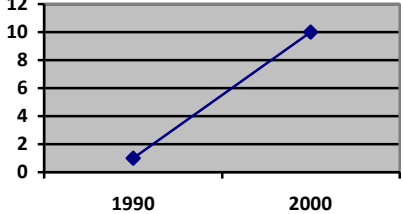| Word or phrase	Paraphrases and graphics	Comments and common errors
Graph [C n]	Chart	'Graphs' and 'charts' are exactly the same. You can also use the words 'line', 'bar' and 'pie' with them, e.g. 'line chart / graph'.
Shows [v]	Depicts / illustrates / demonstrates / describes	Do not use 'compares' with trend graphs; this can be used for comparative graphs.
Average [adj]	On average [n]	"The chart shows the number of cell phone purchases **on average** per person in three different countries."
Emissions [C n]	To emit [v] Production [n] : to produce [v] Release [n] : to release [v]	Take care not to use some of these paraphrases too early on in your writing, i.e. 'production' and 'release'. These words do not mean exactly the same as 'emission'.
		You need to be very accurate in your paraphrasing at the beginning of your writing in particular. If you are, you will be showing the examiner that you clearly understand what the graph is about. After this, you can afford to be a bit less precise in your paraphrasing and this will be more understandable.
		The most accurate paraphrase of 'emissions', then, is 'emit'.
		E.g. "the amount of CO2 that was

		emitted." "The production / release of CO2" "The amount of CO2 produced / released."
The United Kingdom	The UK	A common error is to not include 'the' when referring to 'the UK'. This country <u>always</u> uses 'the', as does 'the USA'. Another common error is to paraphrase 'the UK' with 'England'. This is not accurate. 'The UK' is composed of 'England', 'Scotland', 'Wales' and 'Northern Ireland'. Thus, 'the UK' is not the same as 'England'.
Sweden, Italy and Portugal	Three other European counties. Three other countries in Europe	
Between 1967 and 2007	From 1967 to 2007	
Amount [C n]	There is some controversy with using 'amount' and 'number', and, by extension, 'less', 'fewer', 'many', 'much', 'least', and 'fewest'. In traditional grammar, the rule is to use 'number', 'fewer', 'many' and 'most' with countable nouns, such as cars, people and dollars, and use 'amount', 'less', 'much', and 'least' with uncountable nouns, such as water, money and time. Some will argue, however, that 'amount', and its corresponding adjectives, can be used with some countable nouns if they compose something uncountable. For example, it is argued that 'amount' can be used with 'dollars', 'hours' and 'people' in some situations. In the context of this Writing Task 1 question, 'amount' is more commonly used with 'emissions', even though 'emissions' is a countable noun. It is for this reason that I have used 'amount' in this model answer. It is a very common error for students to use 'amount' and 'number' and similar words incorrectly however. If you try to use these words in the less typical way, e.g. 'amount of people', you are more likely to make mistakes. The grammar rule I mentioned above, though, is very reliable, and so if you follow this rule, you will not make mistakes. Because of this, then, I recommend you follow the rule exactly.	
Per capita	Per person / from every **person / individual**	

Four	As a general rule, use numbers (e.g. 5) when you are referring to statistics, data or measurements, such as '**15%**', and use words (e.g. 'five') for any other time, such as '**four** countries'. You should also use words for numbers between one and ten but not numbers higher than this. Doing this will make your writing read better and so this is a good idea for the IELTS Writing test. Having said this, I recommend you **only write numbers** in the IELTS **Listening** and **Reading** tests. The reason why I say this is that whether you write numbers or words in these tests is not important, but if you write a word and misspell it, you will lose marks. Since numbers cannot be misspelt, it makes sense to only use numbers in these tests.	
Over a 40-year period	Over a **40-year** period Over a period of 40 year**s** Over 40 year**s**. Over four decade**s**. Over **a** period of four decade**s** Over a **40-decade** period	Notice the subtle differences in grammar between the paraphrases I have given. A very common error is for students to misuse an 's' or 'a'.
Decline [n]	Decrease / drop / fall / reduction Plummet / plunge [n] Declined / decreased / fell / dropped / plummeted / plunged [v] OPPOSITE : Incline / increase / rise / growth surge / jump [n] Inclined / increased / rose / grew / rocketed / soared / surged / jumped [v]	'Plummet' and 'plunge', are not exact synonyms of 'decline'; these mean 'fall **a lot**'. Similarly, 'surge', 'jump', 'rocketed' and 'soared' mean 'rise **a lot**'. Some people like to use 'went up' and 'went down'. Personally, I think this language is far too informal and unsophisticated for report writing. There are plenty of other more interesting synonyms for these movements, and so I recommend you use them instead.
Both	Including this word helps the text read better and emphasise that this decline happened in two countries. It is not essential in this sentence, but it would help the coherence and cohesion and vocabulary band scores.	

By far	This means 'much more than something else' and is used with comparative grammar.	
Contrasts starkly	**X** contrasts [v] starkly [adv] with **y** **x** is **in** stark [adj] contrast [n] **with y**	This means it is 'very different'.
The amount of CO2 produced	Sweden's **production / emissions** of CO2 peaked … Sweden's **rate / number / figure** peaked … (this can only be used if it has already been made clear what the 'rate', 'number' or 'figure' refers to) Sweden's emission rate peaked … Just over 10 metric tonnes of CO2 were **emitted / produced / released** in Sweden, though, after this, this figure fell …	Take care to always refer to what the numbers are describing accurately. It can be easy, for example, to write something like "Sweden rose to a peak." This is incorrect, however, and very strange too, as it implies the country flew in the air! You will have to refer to numbers very often in not only trend graphs, but also comparative graphs. Therefore, it is important for you to memorise various ways of paraphrasing yourself; see the column on the left.
Peaked [v] Dip [C n]	A peak [n] **Graphic 1** **Graphic 2** Two dips To dip [v]	A common error is to think that a line 'peaking' means that it reaches its 'highest point'. This is incorrect, however. A 'peak' is when a line goes to the highest point **then falls again** (like the peak of a mountain). If a line does not drop again, then it is not a peak, it is its 'highest point'. A 'dip' is only when a line goes down then comes up again; it does not have to drop to its lowest point.

Just over	Just above Slightly / marginally over	A common error is to be too precise when quoting numbers. If the line does not meet the number exactly, then you need to use **approximate language**. The meaning of approximate language can be a bit confusing. 'Just over / above 15' = not 15, maybe 16, 17 or 18. 'Just under / below 15' = not 15, maybe 14, 13 or 12. 'Nearly / almost 15' = 'just under 15'
Tonnes [C n]	Or 'tons' – US spelling A common error is to misspell this word, e.g. 'tones'.	
9	To avoid repeating yourself, you do not always have to give the measurements, e.g. '9 **metric tonnes**'. A good rule to follow is to include the measurement the first time you quote data in a sentence, then omit it for the rest of the sentence.	
Surprisingly [adv]	**Graphic 3** 	This kind of adverb expresses attitude or feeling about the data and is very useful for showing why some data is 'key' or 'significant'. This is important as reporting the 'key features' of the data is a requirement of Writing Task 1. One way in which this kind of language can be used is when a line follows a relatively steady trend then changes suddenly, like in 'Graphic 3'. Other language similar to this include : Remarkably / interestingly.
Approximately 5	About 5 / roughly 5 / around 5	Students often make errors when using this kind of approximate language. This description does not mean the same as 'exactly 5'. 'Approximately 5' means that you think it is 5, **but are not sure**. Therefore, you can only use this kind of approximate

	Graphic 4 		language when the line is not meeting a number, but is perhaps in between two numbers to some degree. If a line meets a number exactly, then you can use language such as : 'exactly 5' / 'precisely 5'. E.g. (Graphic 4) "The line was at around 1 in 1990 and precisely 10 in 2000."
Rate [C n]	Emission rate [n]		This refers to the number of times something happens within a time period.
Instead [adv]	This helps emphasise that the UK's number did something differently. Using this word here is not essential, but it helps keep the writing varied and interesting to read		
Only [adv]	Like with 'instead', including this word is not essential but it helps emphasise the difference being shown. It also emphasises that 2 metric tonnes is very little compared to the other figures.		
Figures [C n]	Numbers		
The former … the latter	Respectively [adv]		These words reference the two country's figures just mentioned in the same order, i.e. 'the former' = Italy's figure / 'the latter' = Portugal's figure. E.g. "The number of wild cats in Istanbul and Paris in 2007 was just over 7,000 **for the former** and between 5,000 and 6,000 **for the latter**." - Istanbul = just over 7,000 ; Paris = between 5,000 and 6,000 "The number of wild cats in Istanbul and Paris in 2007 was just over 7,000 and between 5,000 and 6,000 **respectively**."
Doubled [v]	This means the number is multiplied by two. The opposite of this word is 'halved [v]'.		

Witnessed a plateau	Experienced a plateau [C n] Plateaued [v] Levelled off [v] Became level [adj] Stabilised [v] Became stable [adj]	'A plateau' refers to something which did not change at all. If a line is nearly flat but not completely, you can describe it as '**relatively** stable / level' or '**almost**' and '**nearly**'.
Converged with	A convergence [n] with something	If two lines 'converge', it means they meet and are together. If two lines are together, and later they go in different directions, then they can be described as 'diverging [v]' or 'splitting off [v]' or that there was 'a divergence [n]'.

4. Vocabulary exercises : Comprehension 1/2

The following is language from the report I regard to be of most practical use in Task 1 writing. These exercises have been made to help you understand and use the vocabulary.

- **Choose the correct word from the pair given to complete the sentences 1-6. One has been done for you.**

1. The chart shows the number of people who visited the central train station **<on average / average>**.

2. The chart shows the **<on average / average>** number of people who visited the central train station.

3. The graph depicts the frequency of **<visits / visited>** to three separate music websites.

4. The graph depicts how often people **<visits / visited>** three separate music websites.

5. The line graph illustrates the income of four restaurants over a period of four **<decade / decades>**.

6. The line graph illustrates the income of four restaurants over a four **<decade / decades>** period.

ANSWERS

1. The chart shows the number of people who visited the central train station **<on average / average>**.

This sentence uses the noun of 'average'. 'On' is a useful and common preposition to collocate with this word in this form.

2. The chart shows the **<on average / average>** number of people who visited the central train station.

This sentence uses the adjective of 'average'.

3. The graph depicts the frequency of **<visits / visited>** to three separate music websites.

'Frequency [n]' refers to how often something happens.

4. The graph depicts how often people **<visits / visited>** three separate music websites.

5. The line graph illustrates the income of four restaurants over a period of four **<decade / decades>**.

6. The line graph illustrates the income of four restaurants over a four **<decade / decades>** period.

The sentences 1-7 contain errors, <u>except for one</u>. The areas where there may be an error have been highlighted in bold. Correct the errors in the sentences. One has been done for you.

Average food waste

per tonne

ASDA
Sainsburys
Tesco
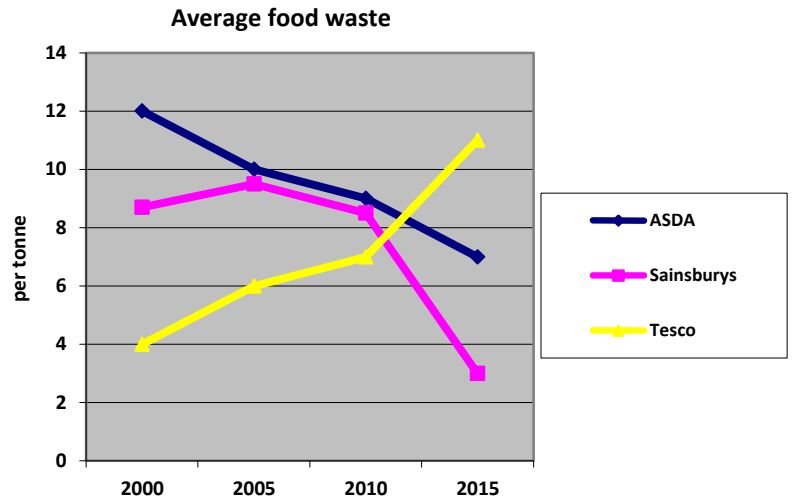
1. ASDA's amount of waste was ~~roughly~~ precisely (or no word) **12** tonnes in 2000.

2. The number of tonnes of waste ASDA produced was **9** in 2010.

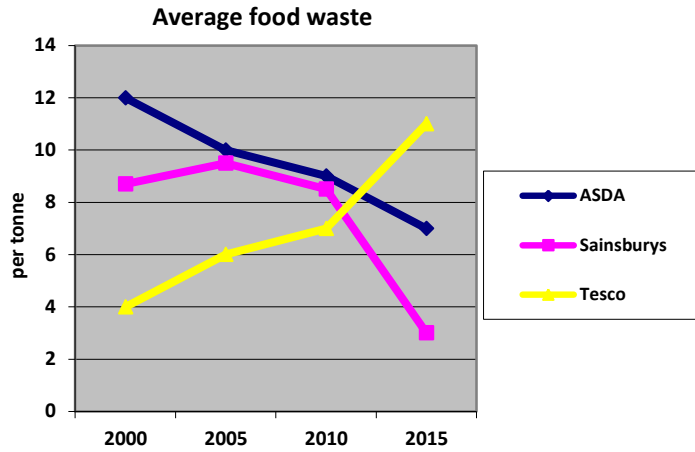**3.** ASDA created **nearly 6** tonnes of waste in 2015.

4. Sainsburys' figure was at **just over 8** tonnes in 2005.

5. Sainsburys' rate was at **roughly 9** tonnes in 2010.

6. Tesco wasted **approximately 6** tonnes of food in 2010.

7. Tesco's number was at **exactly 11** tonnes in 2015.

Average food waste

1. ASDA's amount of waste was ~~roughly~~ precisely (or no word) **12** tonnes in 2000.

ASDA's line matched the number 12 in 2000 exactly, and so we cannot use approximate language here.

2. The number of tonnes of waste ASDA produced was approximately **9** in 2010.

ASDA's line does not match the number 9 exactly here, and so approximate language is needed.

3. ASDA created ~~nearly 6~~ around 7 tonnes of waste in 2015.

ASDA is clearly **not** 6 here; in fact, it is clearly over 6. 'Nearly 6' means 'just under 6'.

4. Sainsburys' figure was at **just ~~over 8~~ under 10** tonnes in 2005.

The number is quite far away from 8 here and so it cannot be described as 'just' over 8. You could say that it is 'over 8', but 'under 10' would be more accurate and precise and thus better.

5. Sainsburys' rate was at **roughly 9** tonnes in 2010.

This is a correct sentence. You could argue that the number is 'under 9', but this would be risky as you do not know exactly where '9' is in this chart.

6. Tesco wasted **approximately ~~6~~ 7** tonnes of food in 2010.

'Approximately' means that you are **not sure**. In this case, however, the number is clearly **not** 6, though it could be 7 and so this word can be applied to this number.

7. Tesco's number was at ~~exactly~~ about **11** tonnes in 2015.

Like with question 2, the line does not meet a number 11 'exactly' and so this word cannot be used.

- **For more information about this vocabulary, see the <u>vocabulary list</u>.**

4. Vocabulary exercises : Production

There is no single correct answer for these questions. Each model answer given is one possible answer among many.

Create sentences to describe the chart above using the language given. One has been done for you.
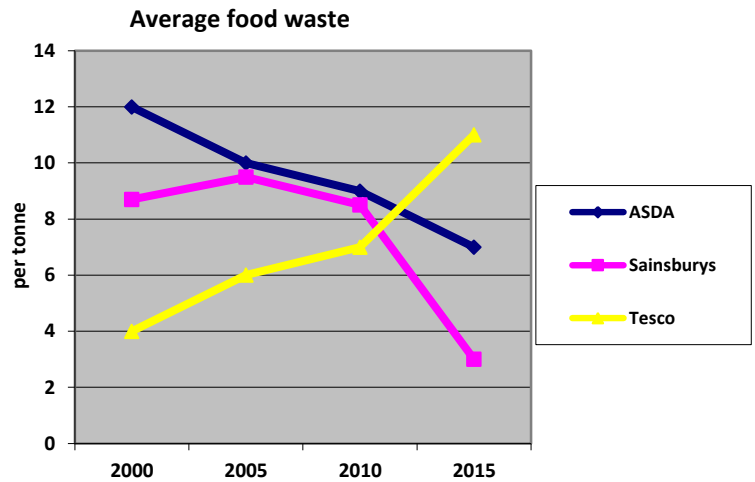
Average food waste

1. on average [n]

The line graph depicts the amount of food that was wasted in three different supermarket chains **on average**.

2. average [adj]

3. waste [n]

4. for the former … for the latter

5. respectively

6. over a period of 15 years

POSSIBLE ANSWERS
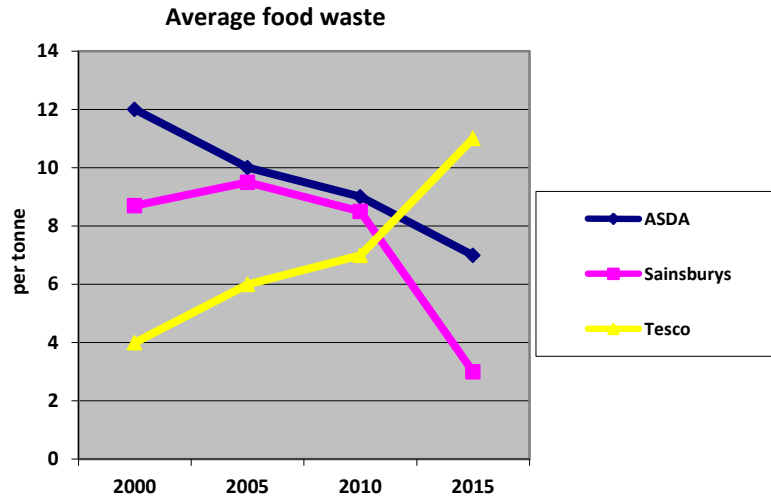
Average food waste

1. on average [n]

The line graph depicts the amount of food that was wasted in three different supermarket chains **on average**.

2. average [adj]

The line graph depicts the **average** amount of food that was wasted in three different supermarket chains.

3. waste [n]

The line graph depicts the amount of food **waste** produced by three different supermarket chains.

4. for the former … for the latter

Sainsburys' figure fell to its lowest point in 2015 while Tesco's rose to its highest, with between 2 and 4 tonnes for **the former** and approximately 11 **for the latter**.

5. respectively

Sainsburys' figure fell to its lowest point in 2015 while Tesco's rose to its highest, with between 2 and 4 tonnes and approximately 11 tonnes **respectively**.

6. over a period of 15 years

The graph shows three supermarket chains **over a period of 15 years**.

5. Grammar analysis

The following are analyses and explanations of the most useful grammar used in the model answer and how they relate to trend graph reports.

Verb tense

Take special care with verb tense when describing graphs. Check the timeline and the question. If the timeline is set in the past, like the chart this worksheet is focused on, or the question refers to the data in the past tense, then you need to use the past tense in your answer. A very common error is to use an incorrect verb tense.

Past simple

This is the verb tense you will use most often in trend graphs.
"The number of doctors in 1955 **was** just over 170,000."

Past perfect

This verb tense is used to describe something that happened before something else in the past.
Before : "The number of doctors **had dropped** to about 160,000 in 1965 **before** rising to just below 190,000 in 1975."
By <time> : "**By 1980**, 160,000 more doctors **had been employed**."

Future simple

Before using this verb tense in your report, make sure you clearly declare that you are referring to 'predictions' and are not stating that something will **definitely** happen.
"The number of nurses **is predicted to** rise in the future, and **will be** at 270,000 by 2025."
Other synonyms for 'is predicted to' include : is **expected / forecast / projected / estimated** to.

Future perfect

This verb tense is used to describe an event that is expected to happen before a specific time in the future. Therefore, you will need to use **by** when using this verb tense.
"According to predictions, the number of nurses **will have risen** to 270,000 **by** 2025."

Past continuous

Use this verb tense in the past or future to describe two actions happening at the same time.

While :

1) "**While** the number of nurses **was rising** from 1955 to 1965, the number of doctors **was falling**."

2) "The number of nurses **was rising while** the number of doctors **was falling** from 1955 to 1965."

Take note that when 'while' is used to describe two actions that are happening at the same time and the conjunction is placed in between the two clauses it is joining (see sentence **2)**), **no comma should be used**.

There will never be a reason for you to use **present perfect**, **present continuous** or **present perfect continuous** in trend graphs.

For more information about verb tenses, see the 'General grammar information' document in your eBook package.

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Verb & adverb / adjective & noun

"The number of doctors **dropped** [v] **considerably** [adv] from 1955 to 1965."

See the following adverbial alternatives you can use :

A big change	Considerably / significantly
A small change	Slightly / marginally
A quick change	dramatically / rapidly / sharply
A slow / consistent change	Gradually / steadily
A comment by the author	Strikingly / remarkably / surprisingly

'Strikingly', 'remarkably' and 'surprisingly' all have similar meanings when used to describe trend graphs. See 'surprisingly' in the vocabulary list for more information.

A) Was witnessed

"A **considerable** [adj] **increase** [n] in the number of nurses was witnessed over the period."

'Experienced' can often be used as a synonym for 'witnessed' in this usage.

B) There was …

"There was a **considerable** [adj] **increase** [n] in the number of nurses over the period."

See the following adjective alternatives you can use :

A big change	Considerable / significant
A small change	Slight / marginal
A quick change	dramatic / rapid / sharp
A slow / consistent change	Gradual / steady
A comment by the author	Striking / remarkable / surprising

See exercises related to **verb + adverb / adjective + noun** here.

--

Prepositions

Below are the most common and useful uses of prepositions for describing trend graphs.

NHS Nurses and Doctors in England

1/6. In

A) Countries and places

"There were about 200,000 registered nurses **in** hospitals **in** England in 1975."

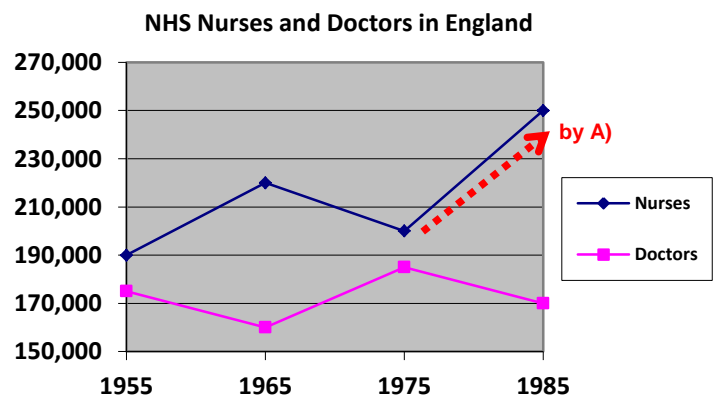### B) Time, e.g. years, months and other time phrases.

"The number of nurses was exactly 250,000 **in** 1985."

C) A drop or increase in something, e.g. investments / the number.

"There was a considerable drop **in** the number of nurses between 1965 and 1975, of about 20,000."

2/6. By

A) The amount of increase or decrease,

e.g. '*x started at 1 and rose by 2'* (therefore, x is now 3)

"The number of nurses rose from 1975 to 1985 **by** about 50,000."

B) Who did something, e.g. *x was done by y*.

"Roughly 220,000 nurses were employed **by** the NHS in 1965."

C) Something was happening before a time and finished at that time,

e.g. *x happened by <u><time></u>*

"**By** <u>the end of the period</u>, the number of nurses had reached its highest point."

D) How a verb acted, e.g. *x did y <u>by</u> do<u>ing</u> z*.

"The figure corrected its dip in 1975 **by** ris<u>ing</u> to its highest point in 1985."
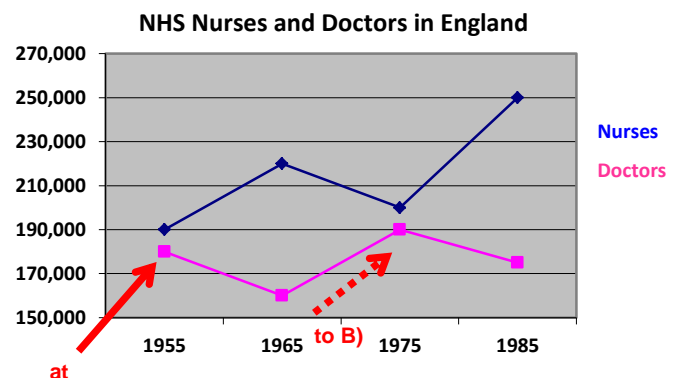
3/6. To

A) Time, i.e. from … to …

"This graph depicts how many registered nurses and doctors there were in the UK from 1955 **to** 1985."

B) Describing the end of a number moving,

"The number of doctors rose **to** 190,000 in 1975."

C) Measurements, i.e. from … to …

"Over the entire period, the number of nurses increased from 190,000 **to** 250,000."

4/6. At

Describing a position in a graph (no movement), e.g. *<time>, x was at y*.

"At the beginning of the period, the number of doctors was **at** approximately 180,000."

5/6. Of

The amount of increase or decrease, (the same as 'by' A), e.g. *x witnessed an increase of 50*.

"There was a major increase **of** about 30,000 doctors from 1965 to 1975."

"England witnessed a slight drop in its number of nurses between 1965 and 1975 **of** around

20,000."

Notice that although 'of' and 'by' can be used to describe the same change, 'of' is followed by a **noun**, and 'by' is followed by a **verb**.

6/6. Before

X did y before do<u>ing</u> z – "The nurses' number fell after 1965 **before** beginning to rise again in 1975."

See exercises related to **prepositions** <u>here</u>.

--

Relative clauses

The relative pronouns 'which', 'where' and 'who' are most useful in trend graphs.

1/4. Which / that

'Which', and sometimes 'that', are used most in trend graphs as they are the most versatile.

A) Drawing a comparison or contrast with something else.

X did y, which contrasts with z.

"This figure is predicted to rise to a peak in March at just over £10,000**, which** contrasts with the sales predictions for Germany as these will remain largely stable at about £12,000."

B) Describing the measurement.

The amount / number of <noun> which was <verb>

"The amount of water **which / that** was consumed in Hewett High School was generally more than that in Costessey High School."

C) Describing rank of data.

X did y, which was its highest point,* OR, *which was the most <noun>.

"The UK's average consumption of water fell to about 9 gallons in 2007**, which** was its lowest point."

"The percentage of bulldogs bred fluctuated between 5 and 10%**, which** were the lowest percentages reported."

D) Introducing the time of the chart.

"The chart shows the overall consumption of food in America over a 50 year period **which** spans from 1960 to 2010"

E) Making exceptions.

X happened to all, with the exception of y which did something else.

This is most useful in an overview paragraph.

"The frequency of people using all modes of transport rose with the exception of that of cars **which** saw a fluctuation instead."

F) After which : *x happened at <date>, after which y happened*

"Simon and Co raised their spending to £30,000 in 1980**, after which** the figure dropped to £10,000."

2/4. Where

'Where' is used for places and situations. For trend graphs, this can be used when you describe a change which leads to another change. i.e. *x rose to y where x did something else.*

"The amount of C02 emissions in Sweden rose to a peak in 1977 at just over 10 metric tonnes **where** it plummeted to between 8 and 6 metric tonnes in 1987."

3/4. When

'When' is used to describe changes that occur at a specific time.

"Neither country sold any games in 2000, though this changed in 2002 **when** they sold a little over 2 million."

Until <date> when : *x happened until <date> when y happened*

"Spain witnessed a fall in investments until 1990 **when** they recovered."

4/4. Who

'Who' is used for people. You will most likely use this pronoun when referring to the variables in the data. E.g. "The chart shows the percentages of people **who** rent and own property."

For more information about relative clauses, see the 'General grammar information' document in your eBook package.

See exercises related to **relative clauses** here.

--

Comparisons

1/3. 'While', 'whilst', 'whereas' and 'although' subordinate conjunctions.
Use these words to describe two opposite events happening.

"**While** the numbers for the UK and Sweden fell over the period**,** those of the other countries rose."
"**Although** Sweden's figure began with a sharp rise to a peak in 1977**,** after this, it fell considerably until the end of the period."

These words can also sometimes be placed in the middle of a sentence, but not always.
"Overall, it can be seen that the number of hours teenagers spent going out to pubs rose significantly **whereas / while / ~~although~~** there was a great decrease in the number they spent on doing homework."

Also, take note that a comma is **always** needed when these words are used to draw contrasts. Notice the differences below :
"**While** the number of hours teenagers spent going out to pubs rose significantly**,** there was a great decrease in the number they spent on doing homework."
"The number of hours teenagers spent going out to pubs rose significantly**, while** there was a great decrease in the number they spent on doing homework."

A common error is to not include a comma when one is needed and thus create a **fragmented sentence**. See 'Clauses' in the 'General grammar information' document for more information.

2/3. Superlatives

A) *The highest / lowest + noun*

"**The highest** amount of chocolate was sold in Belgium."

B) *X + <verb> + <noun> + the most / least*

"Belgium sold **the most** chocolate over the period given."

3/3. Comparatives

A) *X was higher / lower than y :* "The number of carrots **was higher** in M&S **than** in Tesco."

B) *X was as high as y :* "The percentage of part-time workers **was as** high **as** full-time workers."

This is a way of saying '**x is the same as y**'. This can be expressed using a comparative by using 'high'. We don't use 'low' in this way, e.g. 'x was as low as y'.

C) *X + <verb> + more than y :* "M&S stored **more** carrots **than** Tesco."

D) *X + <verb> + as much / many as y :* "The pupils of Knowland First School consumed **as much** chocolate **as** those in Mill View Middle School."

See exercises related to **comparisons** here.

--

Appositives

"Portugal**, the country with the lowest figure,** contrasts starkly with the UK as this country produced by far the most CO2 emissions throughout the period."

X did y, with z : "Jack's Jeans decreased their spending from 1990 to 2000**, with a difference of $5,000**.",

For more information about appositives, see the 'General grammar information' document in your eBook package.

See here for exercises related to **appositives**.

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Present participle

"Portugal emitted the least CO2 over the period. The UK, **contrasting starkly with Portugal,** had by far the most."

A) Introducing in-depth paragraphs.

This is the easiest way to use a present participle. This method can be used with most Writing Task 1 questions.

"**Focusing on the percentages of car sales in the UK and France,** the former country's fell to their lowest point in 1980 with 20%."

B) ', gaining …' . *X happened, gaining / losing y*

"The number of turtles rose to a peak in 1987**, gaining about 40.**"

"Time spent on shopping also rose**, more than doubling from roughly 7 hours to 15.**"

C) ', finishing with …' . *X happened, finishing with y*

"Japan's shares are projected to soar**, finishing with the highest figure.**"

"Afterwards, it is expected to increase more gradually**, finishing at a percentage of between 25 and 30%.**"

D) Describing trends. *X rose over the period, starting with y and finishing with z*

"The number of UK exports rose significantly over the period**, starting with 5 million and finishing with 10 million.**"

For more information about present participle clauses, see the 'General grammar information' document in your eBook package.

See exercises related to **present participle** here.

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Brackets

Introduction : "The chart shows the amount of alcohol produced in the UK over a six year period **(**2000 to 2006**)**."

Data : "Switzerland's GBP dropped in 1980 ($100 billion**)** before climbing again in 1990 **(**$200 billion**)**." – this means that Switzerland's number was $100 billion in 1980 and $200 billion in 1990.

Warning! Although you can use brackets in your writing, you should only use them sparingly. Overreliance on brackets will limit your vocabulary and grammar range. Therefore, try to only use them once or twice in your answer at most.

See exercises related to **brackets** here.

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6. Grammar exercises

The following includes 'Comprehension' questions, which test your understanding of the grammar, and 'Production' questions, which test your ability to use the grammar. For the 'Production' questions, there is no single correct answer; each model answer given is one possible answer among many.

Verb & adverb / adjective & noun : Comprehension

Choose the correct form of the word from the pair in the sentences 1-4. One has been done for you.

Unemployment rates
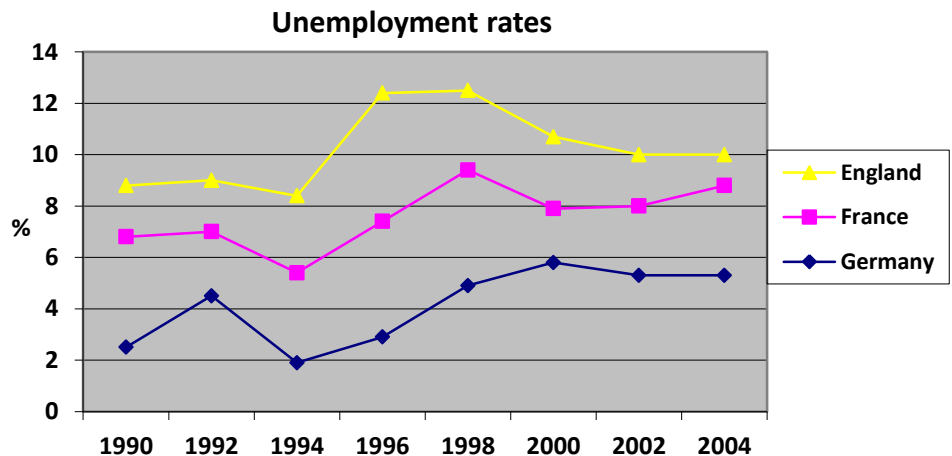
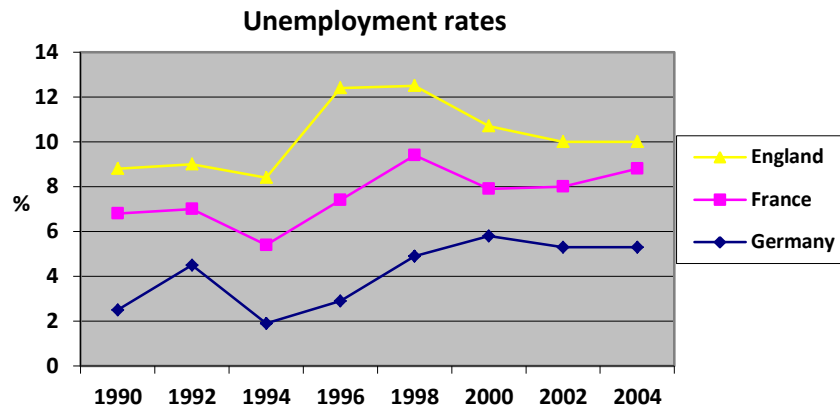**1.** Overall, the percentages of unemployment in the three countries **<rise / rose>** slightly.

2. There was a **<sharp / sharply>** increase in unemployment from 1994 to 1996 in England.

3. Both Germany and England's figures experienced a short **<plateaued / plateau>** at the end of the period.

**4.** Germany's unemployment grew **<gradually / gradual>** from 1994 to 2000.

Unemployment rates

1. Overall, the percentages of unemployment in the three countries **<~~rise~~ / rose>** slightly.

2. There was a **<sharp / ~~sharply~~>** increase in unemployment from 1994 to 1996 in England.

3. Both Germany and England's figures experienced a short **<~~plateaued~~ / plateau>** at the end of the period.

When using a possessive 's' for multiple nouns, such as Germany and England, attach the apostrophe and 's' to the last noun only, i.e. Germany and England**'s**.

4. Germany's unemployment grew **<gradually / ~~gradual~~>** from 1994 to 2000.

Paraphrase the sentences 1-4 to use the language given. One has been done for you.
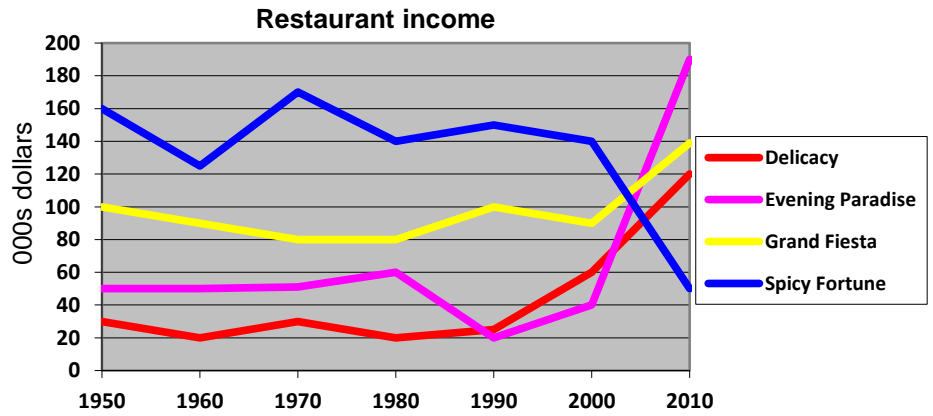
Restaurant income

1. Spicy Fortune's revenue witnessed a **marginal dip** in 1960. **– 'dipped marginally'**
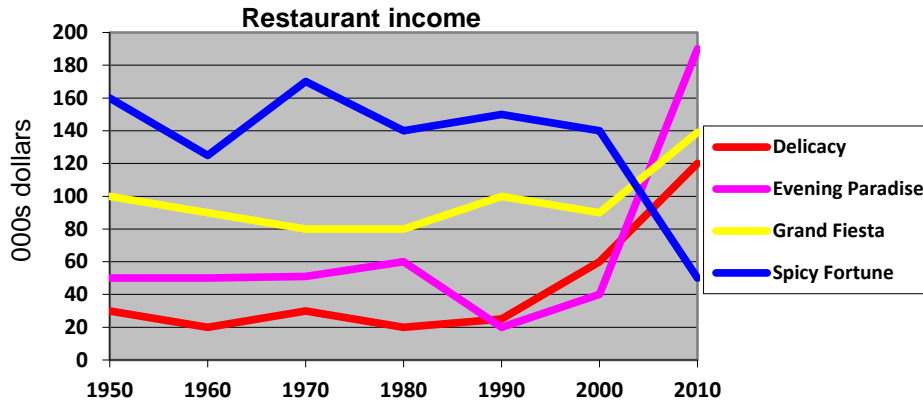
Spicy Fortune's revenue **dipped marginally** in 1960.

2. There was a **minor** amount of prolonged **fluctuation** in the income generated for Delicacy from 1950 to 1990. **– 'slightly' & 'fluctuated'**

3. Overall, the income of all restaurants **rose significantly**, with the exception of Spicy Fortune's which experienced a **considerable drop** by the end of the period. **– 'a significant rise' & 'dropped considerably'**

4. The number of dollars Grand Fiesta accrued **declined gradually** over the first 20 years before **levelling off**. **– 'a gradual decline' & 'a plateau'**

1. Spicy Fortune's revenue witnessed a **marginal dip** in 1960. – **'dipped marginally'**

Spicy Fortune's revenue **dipped marginally** in 1960.

2. There was a **minor** amount of prolonged **fluctuation** in the income generated for Delicacy from 1950 to 1990. – **'slightly' & 'fluctuated'**

The income generated for Delicacy **fluctuated slightly** over a prolonged period of time from 1950 to 1990.

'Prolonged [adj] period of time' = 'extended period of time'

3. Overall, the income of all restaurants **rose significantly**, with the exception of Spicy Fortune's which experienced a **considerable drop** by the end of the period. – **'a significant rise' & 'dropped considerably'**

Overall, there was **a significant rise** in the income of all restaurants, with the exception of Spicy Fortune's which **dropped considerably** by the end of the period.

4. The number of dollars Grand Fiesta accrued **declined gradually** over the first 20 years before **levelling off**. – **'a gradual decline' & 'a plateau'**

There was **a gradual decline** in the number of dollars Grand Fiesta accrued over the first 20 years before it settled into **a plateau**.
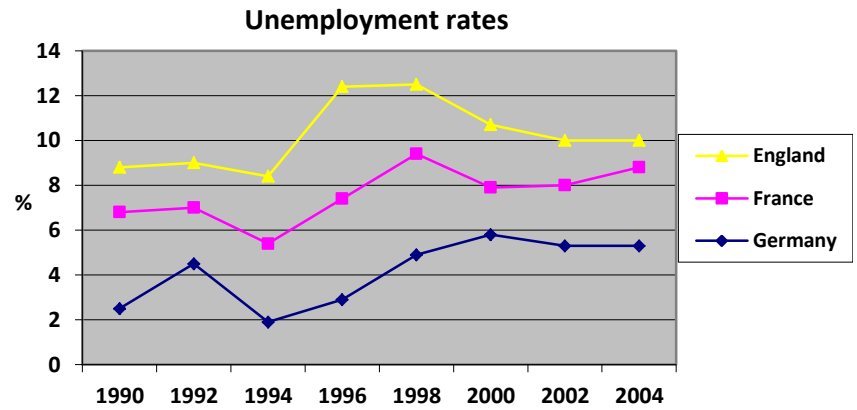
'Accrue [v]' means to gain something and is often collocated with 'wealth' or 'money'.

--

See an analysis about verb & adverb and adjective & noun grammar here.

Prepositions : Comprehension

The sentences 1-6 have preposition errors, which are highlighted in bold. Correct the sentences. One has been done for you.

Unemployment rates

1. The line graph shows unemployment rates from 1990 ~~and~~ to 2004. **– 1 error**

2. Germany's rate began its trend **at** spiking from a little over 2% **and** just above 4% in 1992. **– 2 errors**
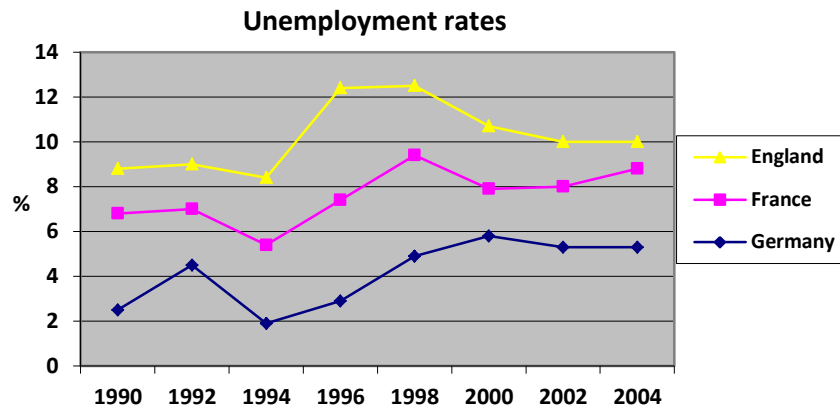
3. England's figure rose **by** its highest point **at** 1998 with just over 12%. **– 2 errors**

4. England's percentage **with** unemployment concluded **in** 10% in 2004. **– 2 errors**

5. The percentage of jobless citizens **on** France grew **to** approximately 4% between 1994 **to** 1998. **– 3 errors**

6. Germany experienced a drop **on** percentage of unemployment between 1992 and 1994 **about** 2.5%, but recovered from this **to** 1998. **– (3 errors)**

Unemployment rates

1. The line graph shows unemployment rates from 1990 ~~and~~ **to** 2004. **– (1 error)**

2. Germany's rate began its trend ~~at~~ **by** spiking from a little over 2% ~~and~~ **to** just above 4% in 1992. **– (2 errors)**

3. England's figure rose ~~by~~ **to** its highest point ~~at~~ **in** 1998 with just over 12%. **– (2 errors)**

4. England's percentage ~~with~~ **of** unemployment concluded ~~in~~ **at / with** 10% in 2004. **– (2 errors)** This use of 'concluded [v]' means the same as 'finished [v]'.

5. The percentage of jobless citizens ~~on~~ **in** France grew ~~to~~ **by** approximately 4% between 1994 ~~to~~ **and** 1998. **– (3 errors)**

6. Germany experienced a drop ~~on~~ **in** percentage of unemployment between 1992 and 1994 **of** about 2.5%, but recovered from this ~~to~~ **by / in** 1998. **– (3 errors)**

Write sentences describing the chart using the prepositional phrases given. One has been done for you.
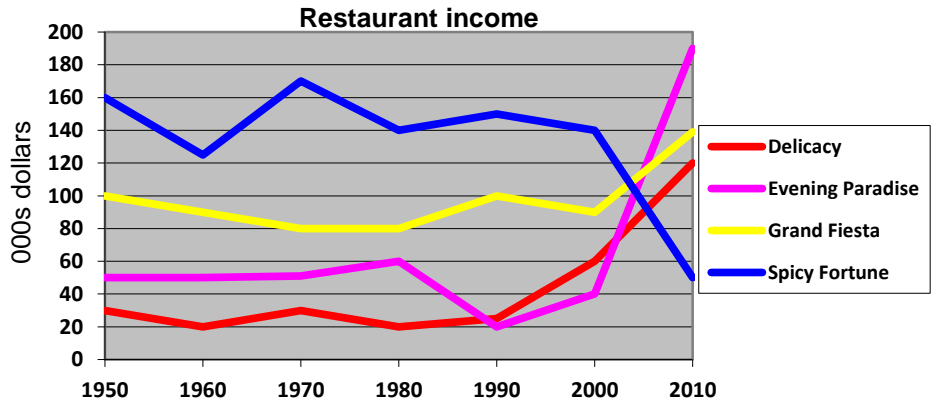
Restaurant income

1. from 1950 to 2010

The line chart depicts the amount of income four restaurants received **from 1950 to 2010**.
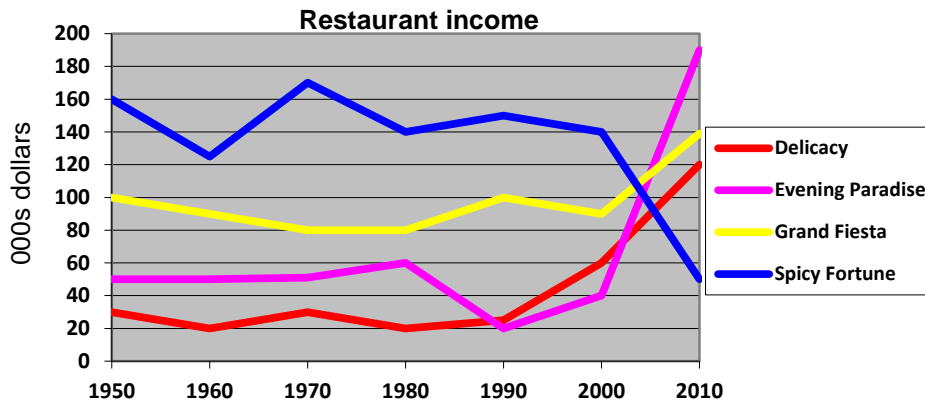
2. By 2010

3. Evening Paradise … by $40,000

4. between … and …

5. to & at

6. by soaring

Restaurant income

1. The line chart depicts the amount of income four restaurants received **from 1950 to 2010**.

2. Evening Paradise gained the most income **by 2010**, despite being one of the lowest revenue generators earlier in the period.

'Despite' can be used to express surprise or identify something unusual in a set of data, such as in this example.

3. Evening Paradise's income dipped **by $40,000** in 1990.

4. Delicacy's number fluctuated **between** approximately $30,000 **and** $20,000 from 1950 to 1980.

5. The income for Spicy Fortune fell **to** its lowest point in 2010 **at** about $50,000.

6. Evening Paradise overtook the other restaurants in terms of income **by soaring** from $40,000 in 2000 to an astonishing approximate $190,000 in 2010.

Like with 'despite', it is reasonable to use the word 'astonishing' here as the number Evening Paradise had in 2010 was so completely different to the numbers it had before.
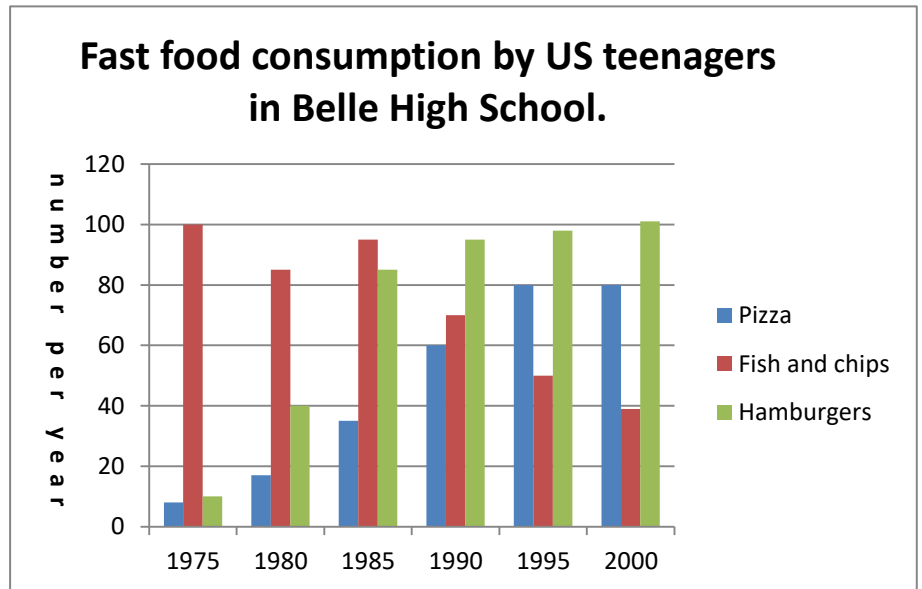
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See an analysis about prepositions here.

The sentences 1-8 are in the incorrect order. Reorder them. One has been done for you.

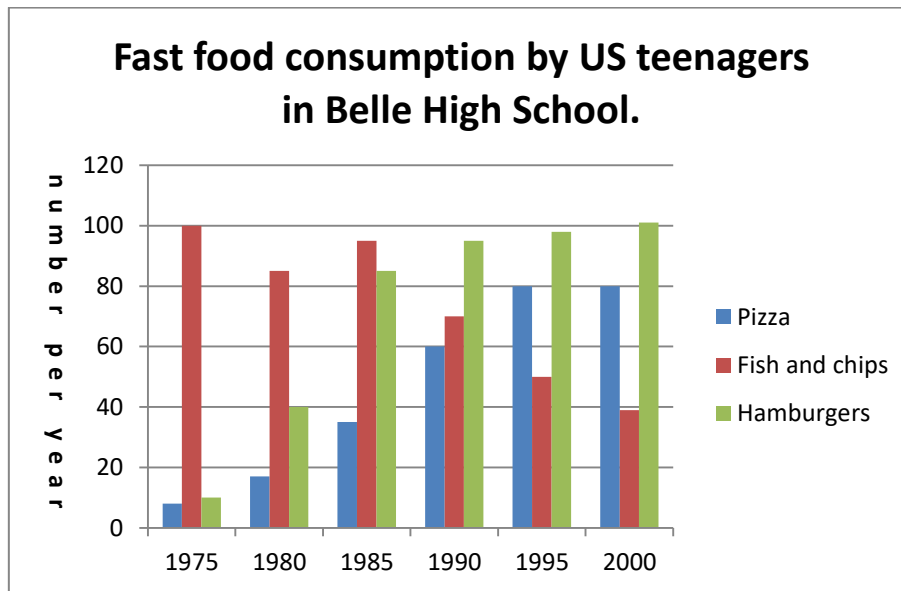**Fast food consumption by US teenagers in Belle High School.**

1. The bar chart depicts / from 1975 to 2000. / that were eaten by American adolescents / the number of fast food meals / in Belle High School

The bar chart depicts the number of fast food meals that were eaten by American adolescents in Belle High School from 1975 to 2000.

2. The chart covers / which span / from 1975 to 2000. / a period of 25 years,

3. Overall, / rose considerably over the period, / which plummeted. / fish and chips / the amount of fast food consumed / with the exception of

4. The number of hamburgers eaten / then approximately 95 in 1990 / beginning at about 10 / where it began to level off. / soared through the initial years,

**Fast food consumption by US teenagers in Belle High School.**

5. Fish and chips' figure recovered from its dip in 1980 / by rising to roughly 95 / (at just over 80) / , where it proceeded to drop thereafter. / in 1985

6. The number of pizzas consumed levelled off / compared to that of fish and chips. / at exactly 80, / towards the end of the period / which was very different / (from 1995)

7. The amount of / , after which it plateaued. / to its highest point in 1995 / pizza eaten rose

8. Hamburgers' number soared / it began to stabilise. / when / until 1990
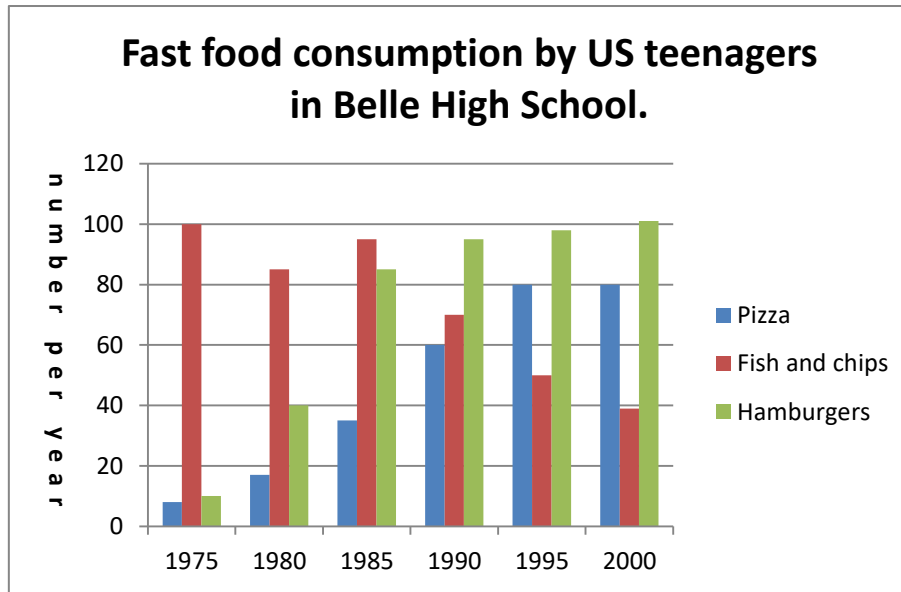
Fast food consumption by US teenagers in Belle High School.

1. The bar chart depicts / from 1975 to 2000. / that were eaten by American adolescents / the number of fast food meals / in Belle High School

The bar chart depicts the number of fast food meals that were eaten by American adolescents in Belle High School from 1975 to 2000.

2. The chart covers / which span / from 1975 to 2000. / a period of 25 years,

The chart covers a period of 25 years, which span from 1975 to 2000.

3. Overall, / rose considerably over the period, / which plummeted. / fish and chips / the amount of fast food consumed / with the exception of

Overall, the amount of fast food consumed rose considerably over the period, with the exception of fish and chips which plummeted.

4. The number of hamburgers eaten / then approximately 95 in 1990 / beginning at about 10 / where it began to level off. / soared through the initial years,

The number of hamburgers eaten soared through the initial years, beginning at about 10 then approximately 95 in 1990 where it began to level off.

5. Fish and chips' figure recovered from its dip in 1980 / by rising to roughly 95 / (at just over 80) / , where it proceeded to drop thereafter. / in 1985

Fish and chips' figure recovered from its dip in 1980 (at just over 80) by rising to roughly 95 in 1985, where it proceeded to drop thereafter.

6. The number of pizzas consumed levelled off / compared to that of fish and chips. / at exactly 80, / towards the end of the period / which was very different / (from 1995)

The number of pizzas consumed levelled off towards the end of the period (from 1995) at exactly 80, which was very different compared to that of fish and chips.

7. The amount of / , after which it plateaued. / to its highest point in 1995 / pizza eaten rose

The amount of pizza eaten rose to its highest point in 1995, after which it plateaued.

8. Hamburgers' number soared / it began to stabilise. / when / until 1990

Hamburgers' number soared until 1990 when it began to stabilise.

Rewrite the sentences 1-8 to use the relative pronoun given. One has been done for you.

number of cars manufactured

1. The bar chart illustrates manufacture forecasts of cars in four countries. **– 'that / which'**
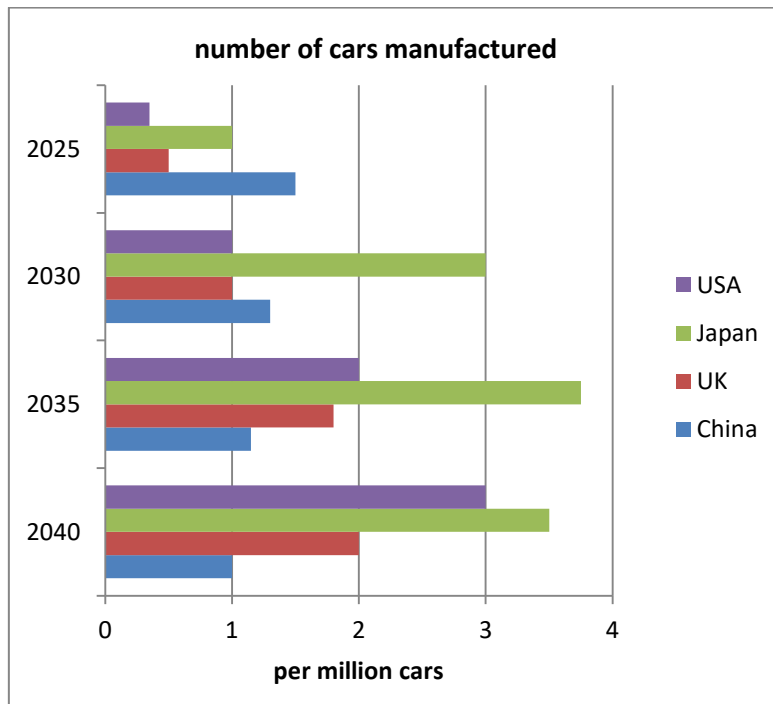
The bar chart illustrates forecasts of the number of cars **that / which** will be manufactured in four countries.
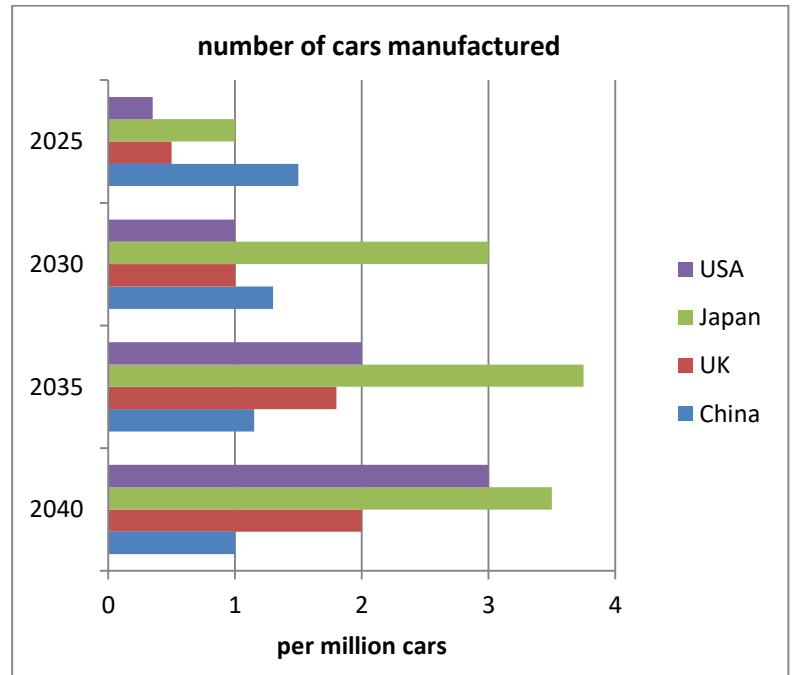
2. The chart covers a 15 year timeline and this begins at 2025 and finishes with 2040. **– 'which'**

3. Overall, it is estimated that the number of cars that will be built will rise significantly in all countries, except for China; the figure for this country will fall slightly. **– 'which'**

4. The manufacture of cars in the USA is predicted to increase throughout the period (from about 0.3 million to 3 million). This is in contrast with Japan as this country's figure is forecast to rocket in the first five years (1 million – 3 million) then only rise slightly (finishing with approximately 3.5 million). **– 'which'**

number of cars manufactured

Legend: USA, Japan, UK, China

X-axis: per million cars (0 to 4)

Y-axis: 2025, 2030, 2035, 2040

5. The number of cars to be constructed in Japan is forecast to reach a peak in 2035 at slightly under 4 million. At the end of the period, it is expected to drop to about 3.5 million. **– 'where'**

6. Japan is projected to build approximately 3.75 million cars in 2035 and this will be their highest number. **– 'which'**

7. The UK's figure is expected to increase significantly until 2035, and after this there will be only a slight growth. **– 'after which'**

8. Following a sharp increase until 2035, the rate of Japan's car manufacture is expected to fall, albeit marginally. **– 'when'**

number of cars manufactured

per million cars

Legend: USA, Japan, UK, China
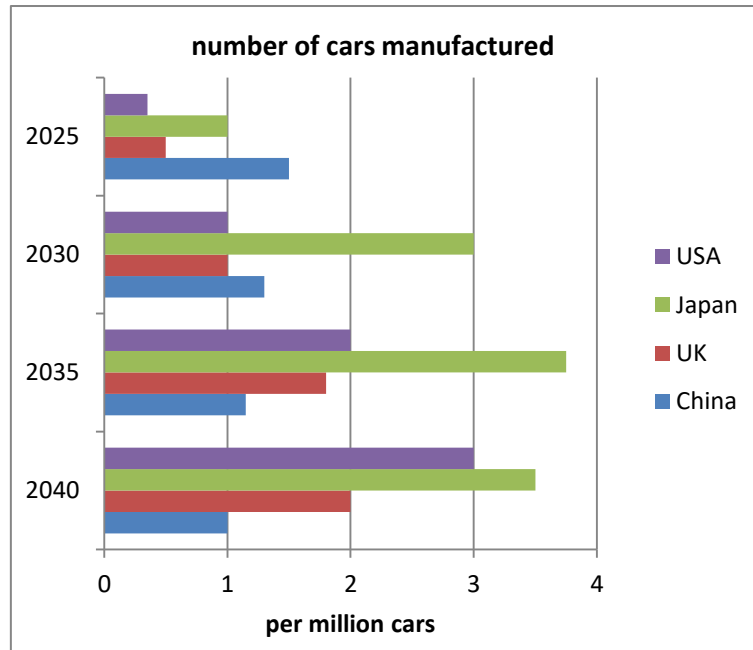
1. The bar chart illustrates manufacture forecasts of cars in four countries. **– 'that / which'**

The bar chart illustrates forecasts of the number of cars **that / which** will be manufactured in four countries.

'Projections' and 'predictions' are some synonyms you could use for 'forecasts [n]'.

2. The chart covers a 15 year timeline and this begins at 2025 and finishes with 2040. **– 'which'**

The chart covers a 15 year timeline **which** begins at 2025 and finishes with 2040.

3. Overall, it is estimated that the number of cars that will be built will rise significantly in all countries, except for China; the figure for this country will fall slightly. **– 'which'**

Overall, it is estimated that the number of cars that will be built will rise significantly in all countries, except for China's **which** will fall slightly.

4. The manufacture of cars in the USA is predicted to increase throughout the period (from about 0.3 million to 3 million). This is in contrast with Japan as this country's figure is forecast to rocket in the first five years (1 million – 3 million) then only rise slightly (finishing with approximately 3.5 million). **– 'which'**

The manufacture of cars in the USA is predicted to increase throughout the period (from about 0.3 million to 3 million), **which** is in contrast with Japan as this country's figure is forecast to rocket in the first five years (1 million – 3 million) then only rise slightly (finishing with approximately 3.5 million).

5. The number of cars to be constructed in Japan is forecast to reach a peak in 2035 at slightly under 4 million. At the end of the period, it is expected to drop to about 3.5 million. **– 'where'**

The number of cars to be constructed in Japan is forecast to reach a peak in 2035, at slightly under 4 million, **where** it is expected to drop to about 3.5 million in 2040.

6. Japan is projected to build approximately 3.75 million cars in 2035 and this will be their highest number. **– 'which'**

Japan is projected to build approximately 3.75 million cars in 2035, **which** will be their highest number.

7. The UK's figure is expected to increase significantly until 2035, and after this there will be only a slight growth. **– 'after which'**

The UK's figure is expected to increase significantly until 2035, **after which** there will be only a slight growth.

8. Following a sharp increase until 2035, the rate of Japan's car manufacture is expected to fall, albeit marginally. **– 'when'**

The rate of Japan's car manufacture is expected to increase sharply until 2035 **when** it will fall, albeit marginally.
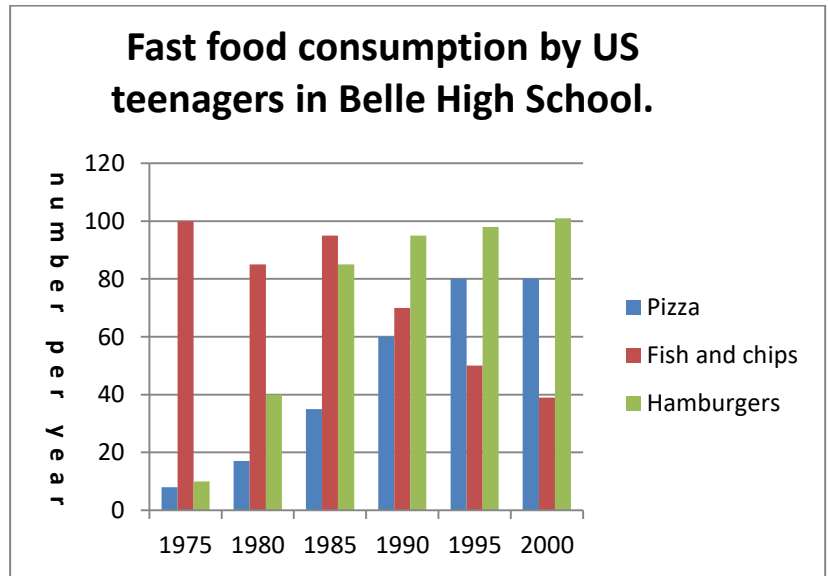
'Albeit [conjunction]' is used to reduce the force or importance of something just stated. Its meaning is quite similar to 'but' in this sense.

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See an analysis about relative clauses here.

Comparisons : Comprehension

The sentences 1-6 contain one error. Correct the sentences. One has been done for you.

Fast food consumption by US teenagers in Belle High School.

1. Overall, whereas the highest amount of consumption over the studied period was of hamburgers and the lowest was of pizza.

… was of hamburgers**,** and the lowest was of pizza. – add a comma and remove 'and'

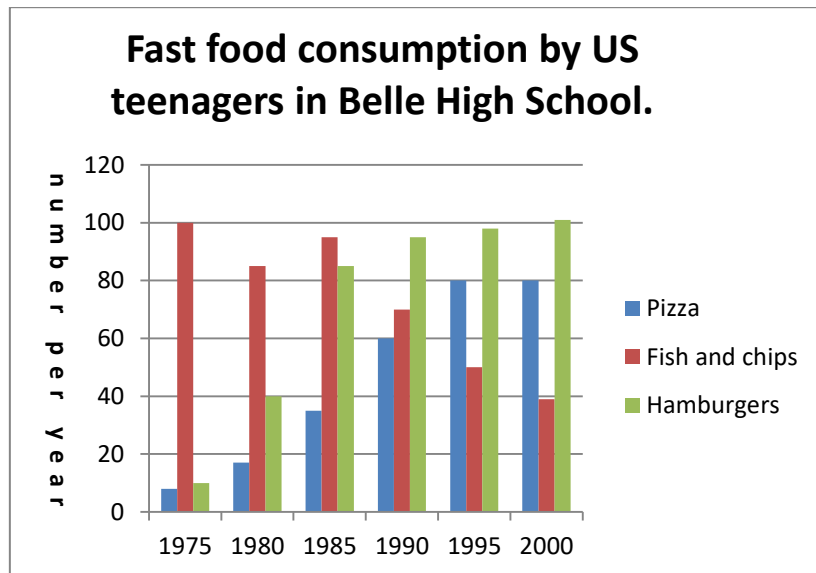**2.** The consumption of hamburgers and pizza rose over the period that of fish and chips fell.

3. Although fish and chips' figure recovered from its dip in 1980 to emerge in 1985 at about 95 it then plummeted over the rest of the period to conclude with just under 40 in 2000.

4. In 1975, highest rate of consumption was that of fish and chips.

5. The least consumed type of fast food in 1975 pizza.

6. Considerably more fish and chip meals were eaten any other dish in 1975.

Fast food consumption by US teenagers in Belle High School.

1. Overall, whereas the highest amount of consumption over the studied period was of hamburgers and the lowest was of pizza.

Overall, whereas the highest amount of consumption over the studied period was of hamburgers**,** and the lowest was of pizza. – add a comma and remove 'and'

2. The consumption of hamburgers and pizza rose over the period that of fish and chips fell.

The consumption of hamburgers and pizza rose over the period, **while** that of fish and chips fell. – add 'while' and a comma

3. Although fish and chips' figure recovered from its dip in 1980 to emerge in 1985 at about 95 it then plummeted over the rest of the period to conclude with just under 40 in 2000.

Although fish and chips' figure recovered from its dip in 1980 to emerge in 1985 at about 95**,** it then plummeted over the rest of the period to conclude with just under 40 in 2000. – add a comma

4. In 1975, highest rate of consumption was that of fish and chips.

In 1975, **the** highest rate of consumption was that of fish and chips.

5. The least consumed type of fast food in 1975 pizza.

The least consumed type of fast food in 1975 **was** pizza.

**6.** Considerably more fish and chip meals were eaten any other dish in 1975.

Considerably more fish and chip meals were eaten **than** any other dish in 1975.

Comparisons : Production

Make 6 sentences to describe the data from the chart using the language given. One has been done for you.

number of cars manufactured

1. While (beginning)

While China's figure is predicted to drop, all the other countries' will rise.
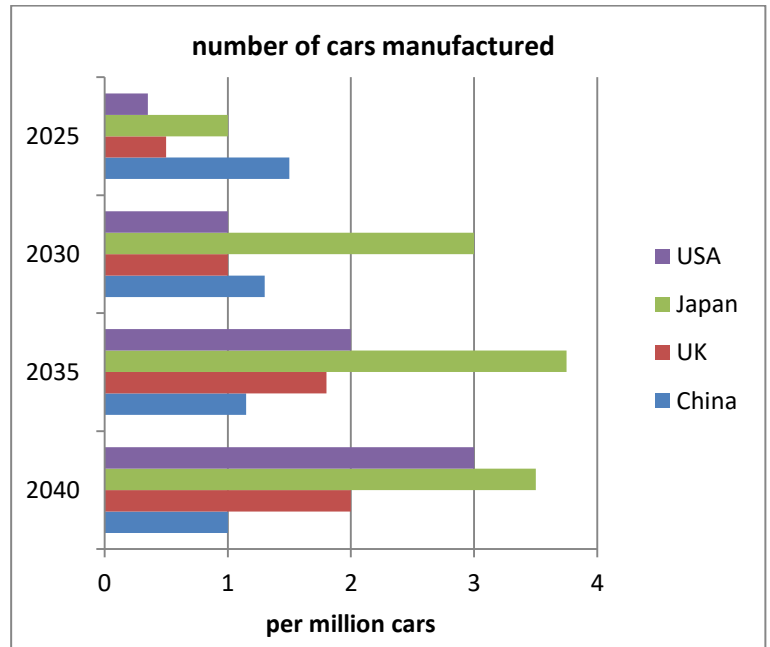
2. Highest

3. Lowest

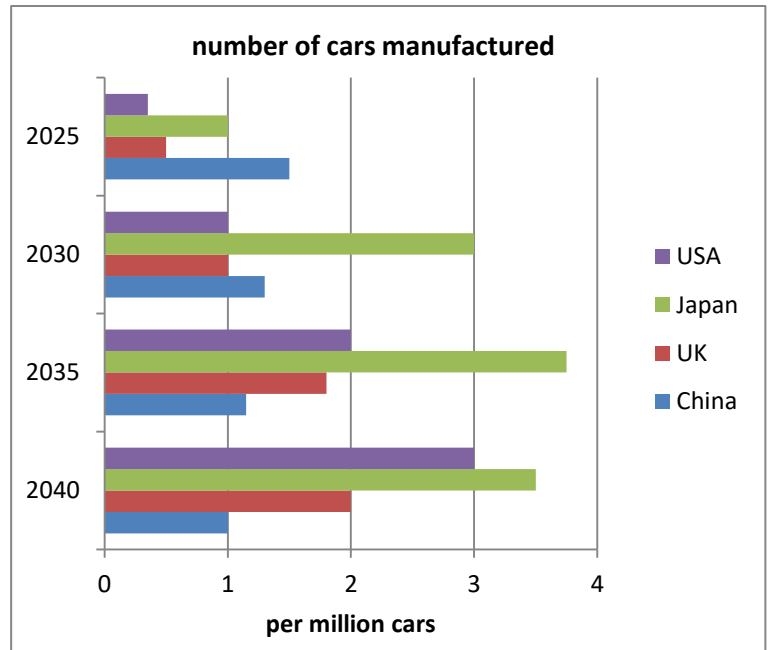**4. Whereas (middle)**

5. Fewest

6. Lower

1. While (beginning)

While China's figure is predicted to drop, all the other countries' will rise.

2. Highest

The highest number of cars to be manufactured is estimated to be in Japan in 2035.

If you describe a car as 'to be manufactured', e.g. 'this car **is to be** manufactured', then it is referring to the future, i.e. 'this car **will be** manufactured.'

number of cars manufactured

3. Lowest

China's car manufacturing is predicted to reach its lowest point in 2040.

4. Whereas (middle)

It is expected that Japan's number of manufactured cars will increase considerably over the time period, whereas China's will decrease.

5. Fewest

The US is forecast to construct the fewest cars in 2025.
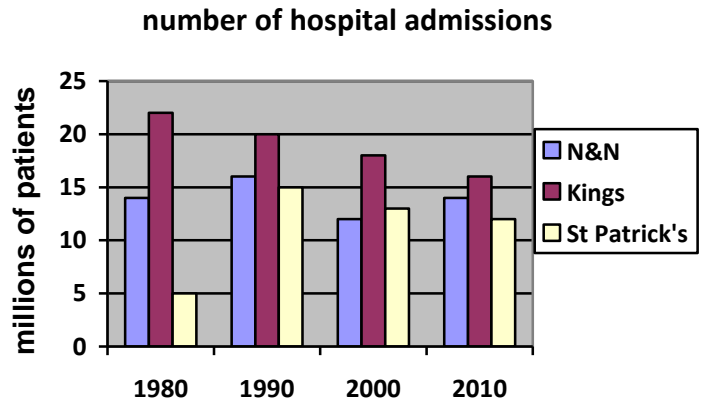
6. Lower

The number of cars to be produced in the USA in 2025 is predicted to be only slightly lower than that in the UK.

--

See an analysis about comparisons here.

number of hospital admissions

The sentences 1-6 contain one error. Correct the sentences. One has been done for you.

1. The chart covers a 30 year period (and it covers 1980 to 2010).

The chart covers a 30 year period (from 1980 to 2010).

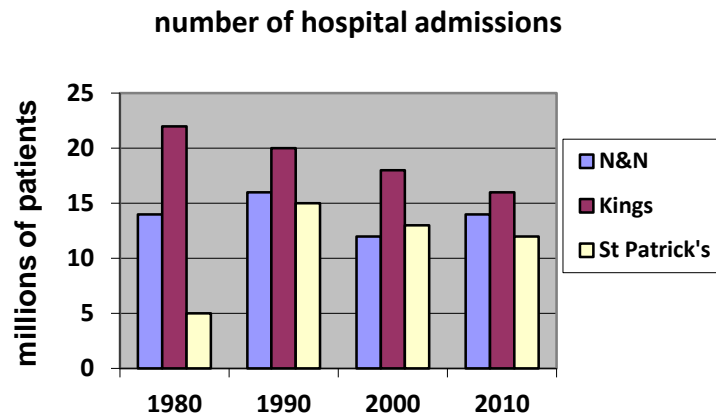**2.** Kings' lowest number of patients was in 2010, it was with a little over 15 million.

3. St Patrick's hospital admissions rose significantly over the period, gain roughly an additional 7 million patients by 2010 from its initial 5 million.

4. Kings' hospital demonstrated a declining trend with regard to patient admissions finishing with slightly over 15 million patients.

5. Turning first to Kings hospital received its highest number of patients in 1980.

6. The N&N hospital's admissions fluctuated slightly throughout the period shown between approximately (12 million and 16 million patients).

number of hospital admissions

1. The chart covers a 30 year period (and it covers 1980 to 2010).

The chart covers a 30 year period (from 1980 to 2010).

2. Kings' lowest number of patients was in 2010, it was with a little over 15 million.

Kings' lowest number of patients was in 2010, it was with a little over 15 million. – remove 'it was' and add a comma.

3. St Patrick's hospital admissions rose significantly over the period, gain roughly an additional 7 million patients by 2010 from its initial 5 million.

St Patrick's hospital admissions rose significantly over the period, gain**ing** roughly 7 million patients by 2010 from its initial 5 million.

4. Kings' hospital demonstrated a declining trend with regard to patient admissions finishing with slightly over 15 million patients.

Kings' hospital demonstrated a declining trend with regard to patient admissions**,** finishing with slightly over 15 million patients. – add a comma

**5.** Turning first to Kings hospital received its highest number of patients in 1980.

Turning first to Kings hospital**, this** received its highest number of patients in 1980. – a comma and 'this' are needed here.

6. The N&N hospital's admissions fluctuated slightly throughout the period shown between approximately (12 million and 16 million patients).

The N&N hospital's admissions fluctuated slightly throughout the period shown **(between approximately 12 million and 16 million patients)**.

Present participle, appositives and brackets : Production

Make 6 sentences to describe the data in the chart using the language given. **One** has been done for you.
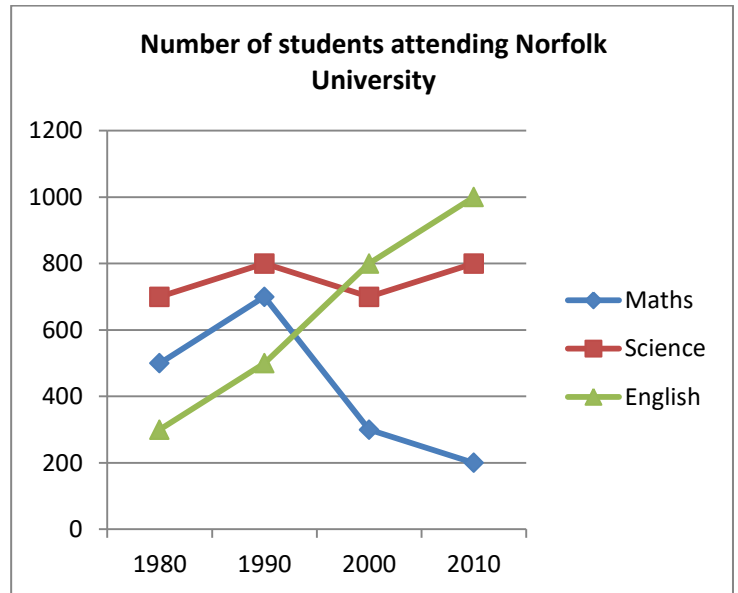
Number of students attending Norfolk University

1. (from 1980 to 2010)

The chart shows how many students attended Norfolk University according to three core subjects over a 30 year time period (from 1980 to 2010).
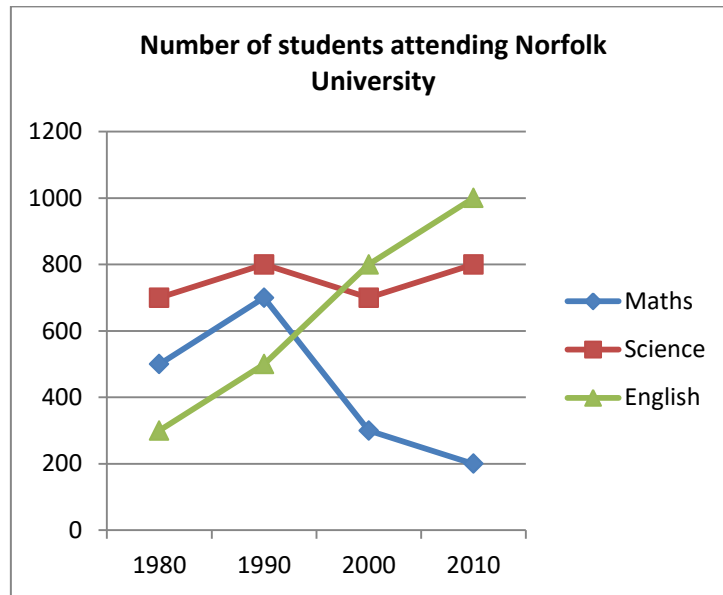
2. (1000 students)

3. , with about 700.

4. , leading to …

5. , finishing with …

6. Regarding the number of Science students, …

Number of students attending Norfolk University

1. (from 1980 to 2010)

The chart shows how many students attended Norfolk University according to three core subjects over a 30 year time period (from 1980 to 2010).

2. (1000 students)

The number of people who studied English reached its highest point in 2010 (1000 students).

3. , with about 700.

The number of Maths students peaked in 1990, with about 700.

4. , leading to…

Maths' figure plummeted after 1990, leading to approximately 300 in 2000.

5. , finishing with …

The number of students taking Maths declined sharply after its peak in 1990, finishing with 200 students by the end of the period.

**6. Regarding the number of Science students, …**

Regarding the number of Science students, this showed only a mild fluctuation of between roughly 700 and 800.

See an analysis about the present participle here, appositives here and brackets here.

7. Trend graph writing practice

Write an answer for the Writing Task 1 question below. Use the language toolkit and the rest of this worksheet. After you've written your answer, compare it with my own on the next page. Review the vocabulary list and grammar analysis sections to help.

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


U.S. Energy Consumption by Fuel (1980–2030)

Source : https://www.ieltsadvantage.com
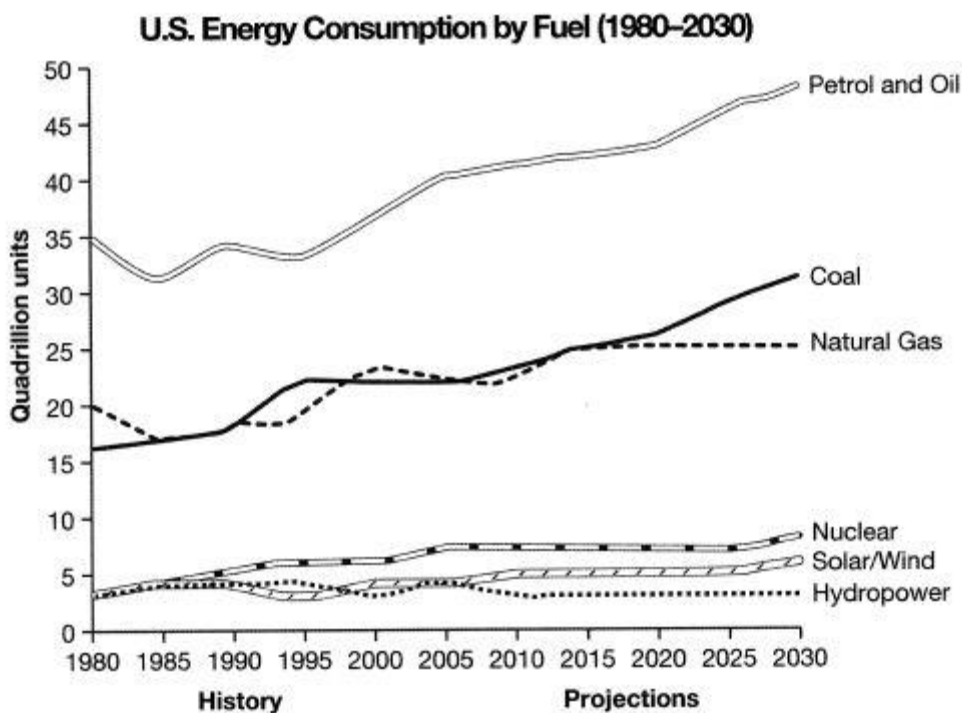
Language toolkit	
Vocabulary	**Grammar**
Renewable / non-renewable energy	Relative clauses : that / which / where
Power sources	Appositives
Produce / production / consume	Participle clauses
Prediction / predicted	Comparisons : while / although / whereas
Forecast / forecasted	Prepositions : by / in / on / at / to
Projection / projected	Verb + adverb / adjective + noun
Plateau / stable / level out	Past simple / perfect ; future simple / perfect
Fluctuation / fluctuate	Estimation / estimated / Expectation / expected
Trajectory	Respectively ; the former … the latter …

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

U.S. Energy Consumption by Fuel (1980–2030)

Source : https://www.ieltsadvantage.com

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

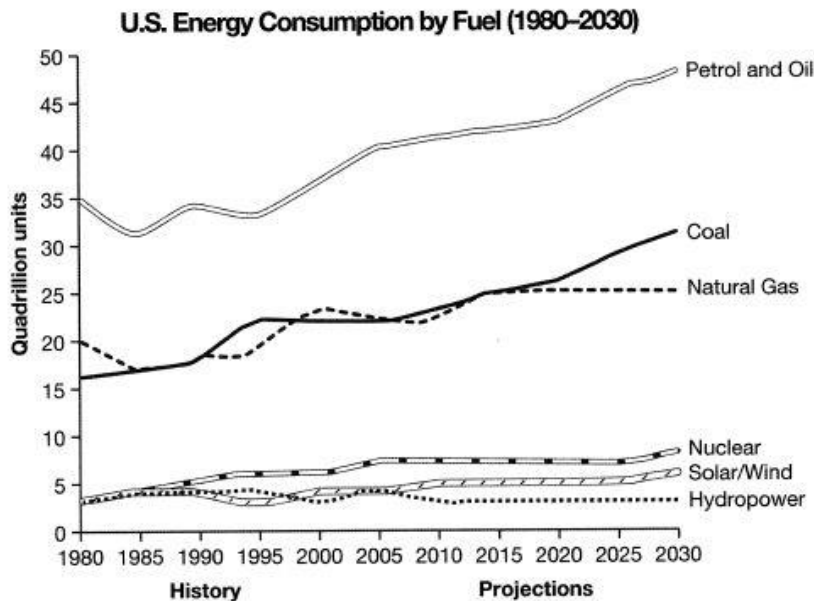U.S. Energy Consumption by Fuel (1980–2030)
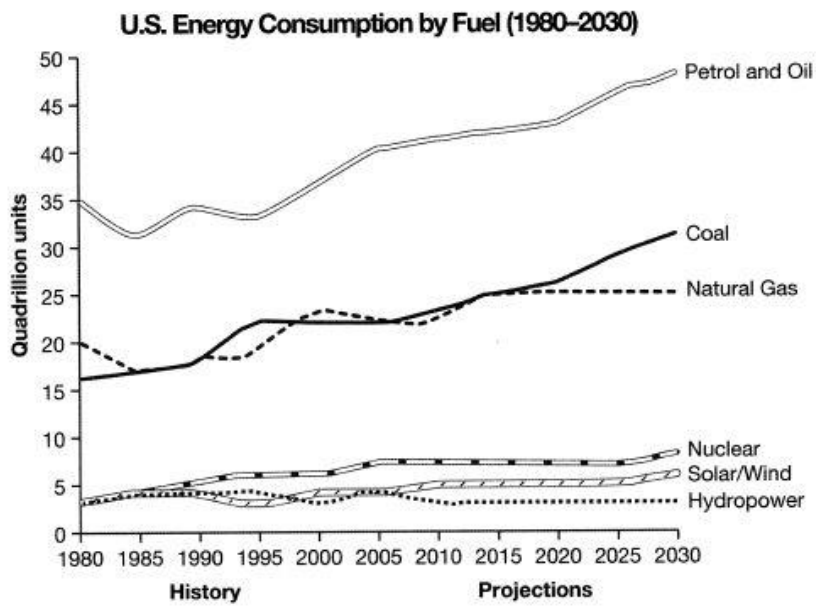
The graph illustrates how much energy was used in America from 1980 to 2008 as well as predictions into 2030.

Overall, it can be seen that the usage of all types of energy rose over the period and are expected to continue doing so, with the exception of hydropower's which will not demonstrate any significant change. Furthermore, the most consumed energy by far was, and is predicted to remain, petrol and oil, while the least were, and are forecast to be, the renewable energies.

Turning first to the combustible fuels, petrol and oil's figure started at 35 quadrillion and is expected to conclude with 50 quadrillion. Interestingly, coal and natural gas' rates generally followed the same trajectory from 1980 to 2015, varying between approximately 16 quadrillion and 25 quadrillion units. Following this, however, they are projected to diverge with the former increasing to slightly over 30 quadrillion and the latter plateauing with 25 quadrillion.

Regarding the other energies' figures, whereas the renewable ones' fluctuated from 1980 to 2010 between approximately 3 quadrillion and 5 quadrillion, nuclear's grew, starting with roughly 3 quadrillion and finishing with around 7 quadrillion. It is predicted that all of these numbers will remain relatively stable until 2025 when nuclear and solar and wind's will begin to climb again.

213 words

Comments

In my opinion, the most difficult part of describing this chart is the timeline. Generally speaking, the best way to handle charts that look at the past and future is to describe the past set of data in one paragraph, then the future set of data in another paragraph. With this question, I decided not to do this as there are not many significant events in either time. Instead, I decided to focus on the top three energies in one paragraph first, then the remaining energies in the last paragraph.

Whichever way you choose to organise the paragraphs, generally try to describe data in one time frame only per sentence. By this I mean, avoid mixing verb tenses in the same sentence, such as describing one aspect in the past and another aspect in the future. Though it is possible to do this, as you can see in my overview paragraph, it usually makes the writing quite clunky and awkward. Achieving this well is very difficult, even for native English speakers, and you will notice that for the majority of my writing, I am careful to use only one verb tense in each sentence.

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