BAR GRAPH
TASK 1

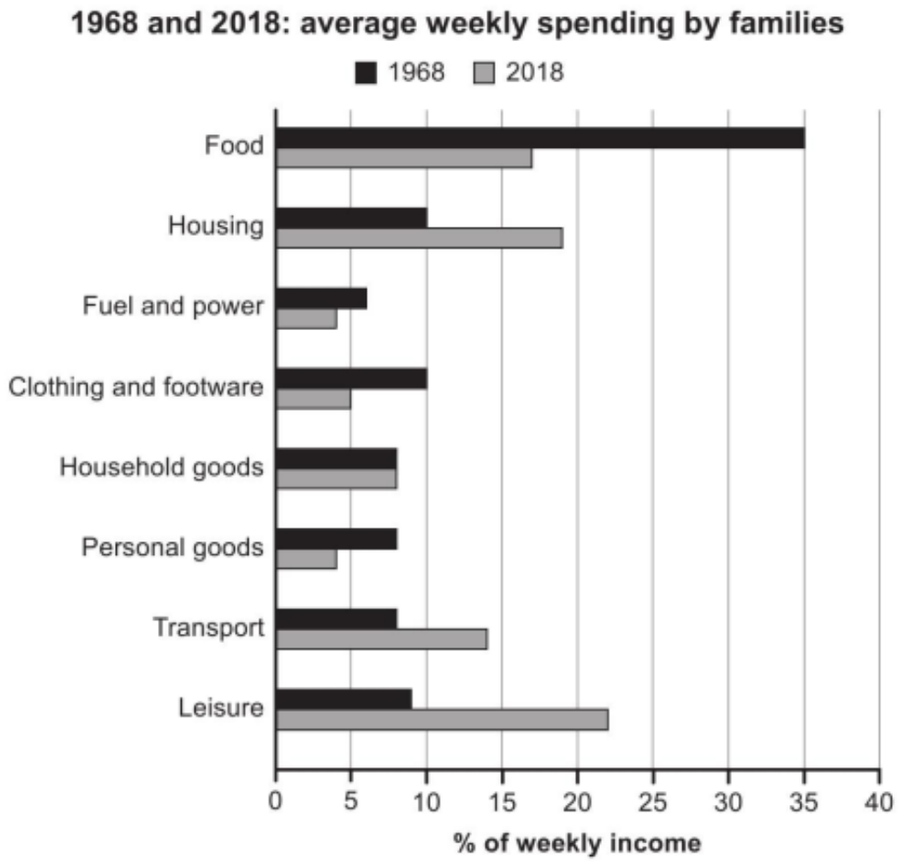
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below gives information about how families in one country spent their weekly income in 1968 and in 2018.

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

Write at least 150 words.



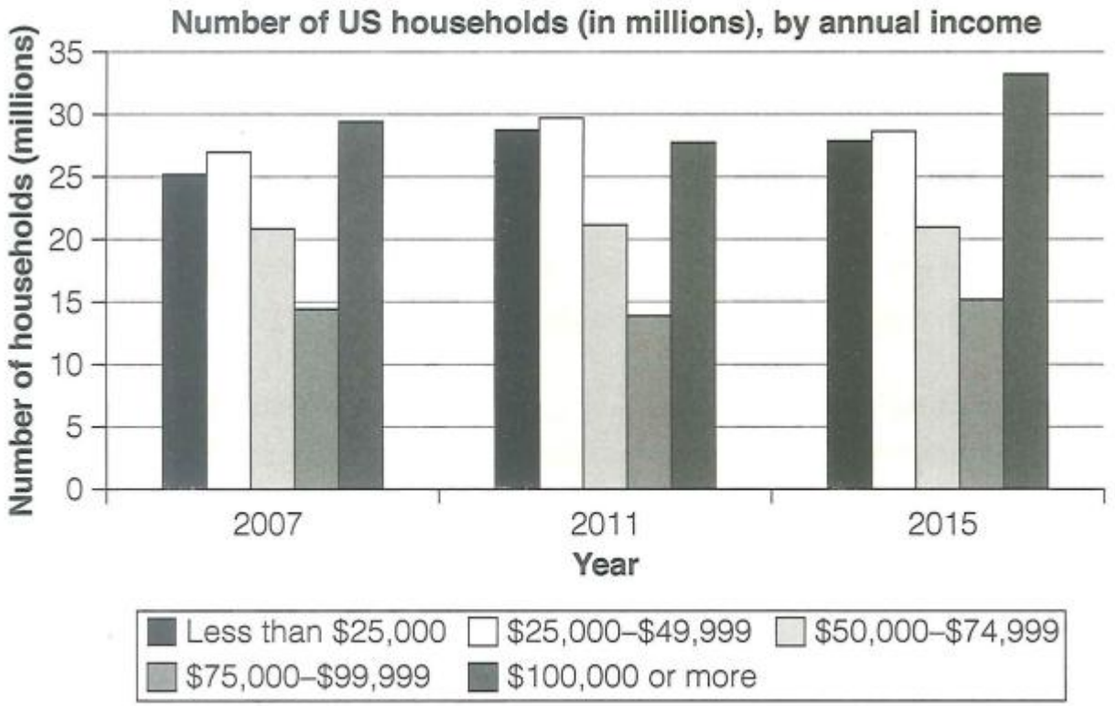
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the number of households in the US by their annual income in 2007, 2011 and 2015.

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

Write at least 150 words.



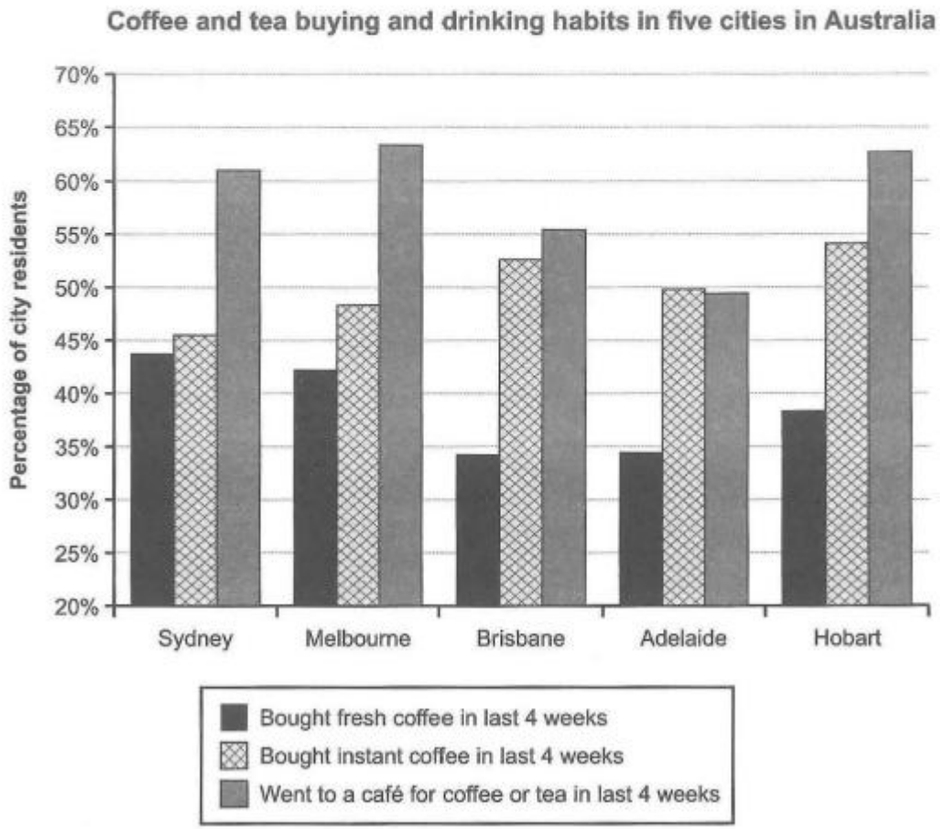
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the results of a survey about people's coffee and tea buying and drinking habits in five Australian cities.

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

Write at least 150 words.



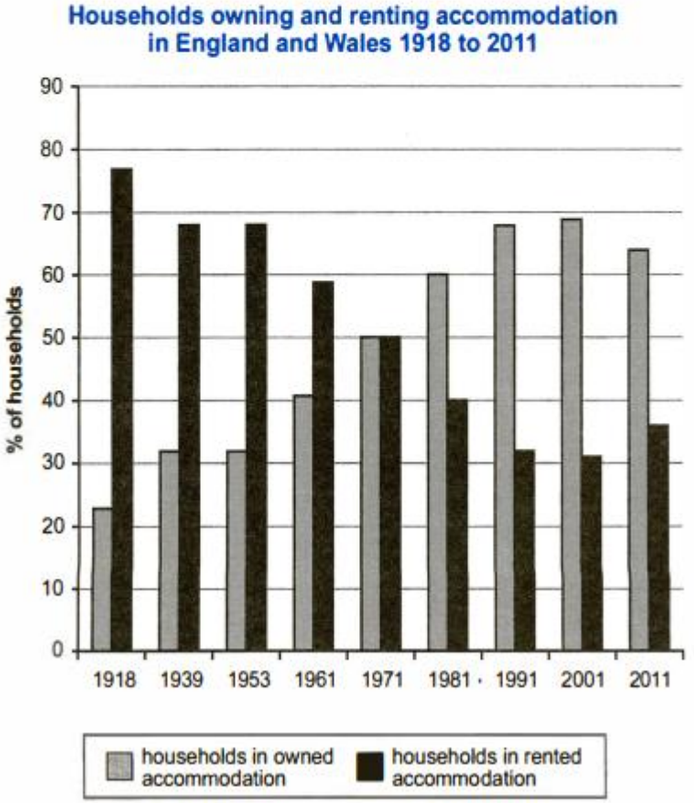
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the percentage of households in owned and rented accommodation in England and Wales between 1918 and 2011.

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

Write at least 150 words.



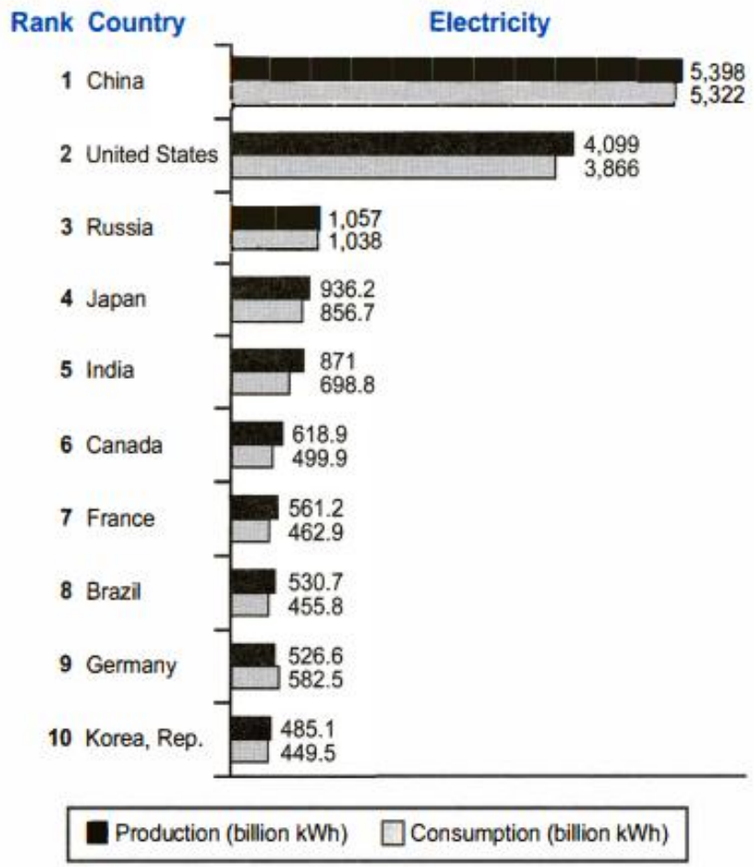
WRITING TASK 1

You should spend about 20 minutes on this task.

The bar chart below shows the top ten countries for the production and consumption of electricity in 2014.

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

Write at least 150 words.



Understand the chart before writing

Before writing, identify these five things:

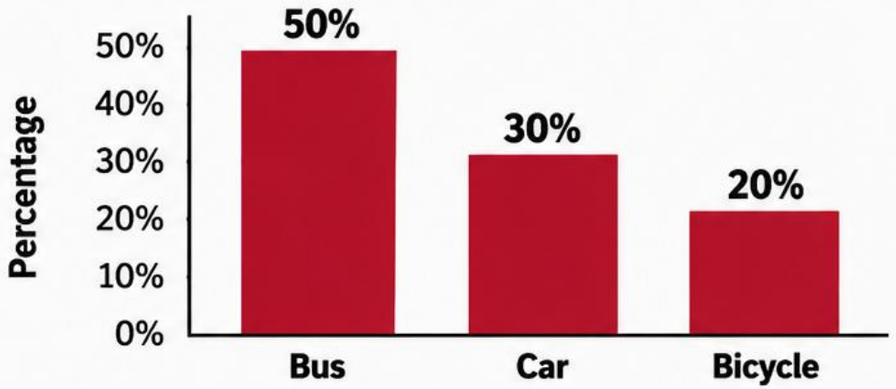
- ***Topic:*** What does the bar chart show?
- ***Categories:*** What groups, countries, people or activities are compared?
- ***Time:*** Does the chart show one year or several years?
- ***Units:*** Are the figures in percentages, numbers, money or other units?
- ***Main features:*** Identify the highest, lowest, similarities and major differences.

1. Static Bar Chart
(One Point in Time)

A static bar chart compares different categories in the same year or at the same time.

- You compare the figures with each other.
- You do NOT describe an increase or decrease because there is no time change.

Example: Transport Preferences in 2020



How to Write:

- Bus use was **higher than** car use.
- The percentage for bicycles was **the lowest**, at 20%.
- Bus travel was **twice as popular** as cycling.

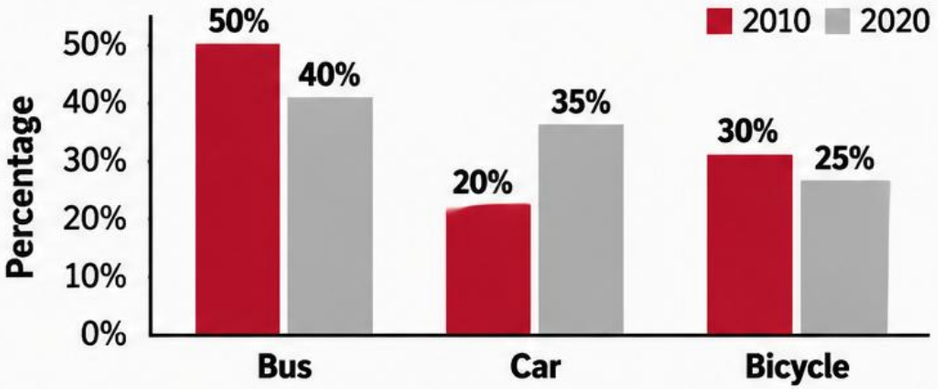
Remember: Use: **higher than, lower than, more than, less than, whereas, compared with.**

2. Dynamic Bar Chart
(Several Points in Time)

A dynamic bar chart shows how figures change over two or more years.

- You describe increases and decreases.
- Compare the figures across different years.
- Use past tense if the years are in the past.

Example: Transport Preferences in 2010 and 2020



How to Write:

- Bus use **decreased** from 50% to 40%.
- Car use **increased** from 20% to 35%.
- Bicycle use **fell** from 30% to 25%.

Remember: Use: **increased, decreased, rose, fell, climbed, declined, grew.**

Four-paragraph Structure
for IELTS Bar Chart (Task 1)

Paragraph 1: Introduction

What?

Paraphrase the question, mention the topic, categories, place and time.

(No detailed figures)

Useful phrase:

"The bar chart compares..."

Paragraph 2: Overview

Main features

- Summarise 2–3 key features.
- Mention the highest and lowest categories.
- Identify major increases, decreases or similarities.
- Avoid detailed numbers.

Useful phrases:

"Overall..."

"It is clear that..."

Paragraph 3: Body 1

Details

- Describe the first logical group of data.
- Include important figures.
- Compare categories using appropriate language.

Useful phrases:

"In comparison..."

"Whereas..."

"Compared with..."

Paragraph 4: Body 2

Details

- Describe the remaining important data.
- Include relevant figures.
- Highlight differences and similarities.

Useful phrases:

"Similarly..."

"Meanwhile..."

"By contrast..."

Useful Vocabulary and Expressions

Purpose	Comparison, similarity, approximation, etc.
Comparison	While, whereas, compared with
Large Difference	Twice as high as, significantly higher
Similarity	Similar to, approximately the same
Approximation	Around, approximately, just over, just under
Increase	Rose, increased, climbed
Decrease	Fell, decreased, declined
Highest	The highest, the largest proportion
Lowest	The lowest, the smallest proportion

Common mistakes to avoid

- **Listing every number:** Select only important figures and make comparisons.
- **Missing the overview:** Always include the main features.
- **Wrong tense:** Use past tense for past years and present tense for charts without a past time reference.
- **Giving personal opinions:** Do not explain why something happened or add unsupported reasons.
- **Ignoring units:** Clearly distinguish percentages, numbers and other measurements.
- **Using inaccurate comparisons:** Check the figures before comparing them.

Introduction	**What does the chart show?**
Overview	**What are the most noticeable features?**
Body Paragraph 1	**What are the first important comparisons?**
Body Paragraph 2	**What other important comparisons remain?**

Checklist

IELTS Writing Key Points

- **Four** clear paragraphs.
- At least **150** words.
- **Introduction** paraphrases the question.
- **Overview** highlights the main features.
- **Body paragraphs** contain relevant figures.
- **Comparisons** are used effectively.
- **Tenses and units** are correct.
- **No personal opinions** or invented explanations.

WRITING TASK 1

You should spend about 20 minutes on this task.

The bar chart below shows the top ten countries for the production and consumption of electricity in 2014.

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

Write at least 150 words.

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

Instruction	Simple Meaning
Summarise the information	Give a **shorter description** of what the chart shows.
Selecting	Choose the **important information** rather than describing every detail equally.
Reporting	Describe that information **accurately**, using figures where appropriate.
Main features	The **most noticeable** patterns, differences, or changes.

What are the Main Features of a Bar Chart?

Look for:

- The **highest** and **lowest** figures.
- Major **differences** or **similarities** between categories.
- Overall **increases** or **decreases**, if different dates are shown.
- Any particularly **large change** or noticeable exception.

A Simple Example

Imagine a bar chart shows how students travel to school:

Bus: 50% | Car: 25% | Walking: 15% | Bicycle: 10%

Selecting the Main Features

- Buses are the most popular form of transport.
- Bicycles are the least popular.
- The percentage travelling by bus is twice that travelling by car.

Reporting Those Features

Overall, buses were the most common means of travelling to school, while bicycles were the least popular.

Half of the students travelled by bus, **twice** the proportion using cars, at 25%. Walking accounted for 15%, compared with 10% for cycling.

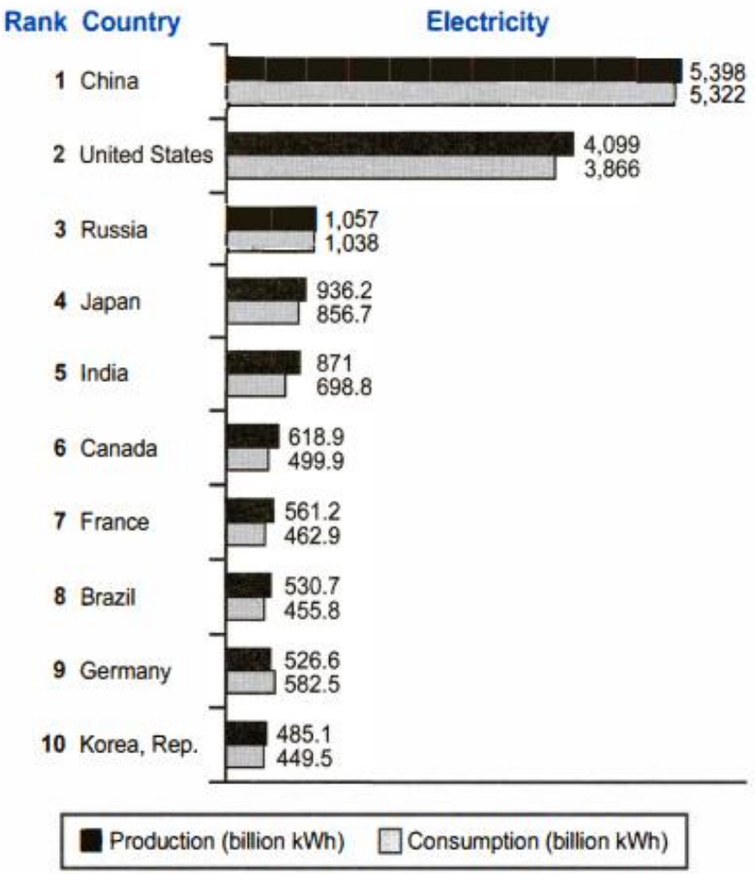
WRITING TASK 1

You should spend about 20 minutes on this task.

The bar chart below shows the top ten countries for the production and consumption of electricity in 2014.

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

Write at least 150 words.



The bar chart compares electricity production and consumption in the ten leading electricity-producing countries in 2014, measured in billions of kilowatt-hours.

Overall, China and the United States generated and consumed substantially more electricity than the other eight countries. Production exceeded consumption in every country except Germany, while the Republic of Korea recorded the lowest figures for both measures.

China ranked first, producing 5,398 billion kWh and consuming 5,322 billion kWh. The corresponding figures for the United States were somewhat lower, at 4,099 and 3,866 billion kWh respectively. There was then a considerable gap to Russia, where electricity generation stood at 1,057 billion kWh, slightly above consumption of 1,038 billion kWh. Japan and India followed, with production figures of 936.2 and 871 billion kWh, compared with consumption of 856.7 and 698.8 billion kWh.

Among the remaining countries, Canada generated 618.9 billion kWh, while France, Brazil and Germany each produced between approximately 527 and 561 billion kWh. However, Germany consumed 582.5 billion kWh, exceeding its production of 526.6 billion kWh. By contrast, consumption in Canada, France and Brazil remained below 500 billion kWh. The Republic of Korea had the smallest totals, generating 485.1 billion kWh and using 449.5 billion kWh.

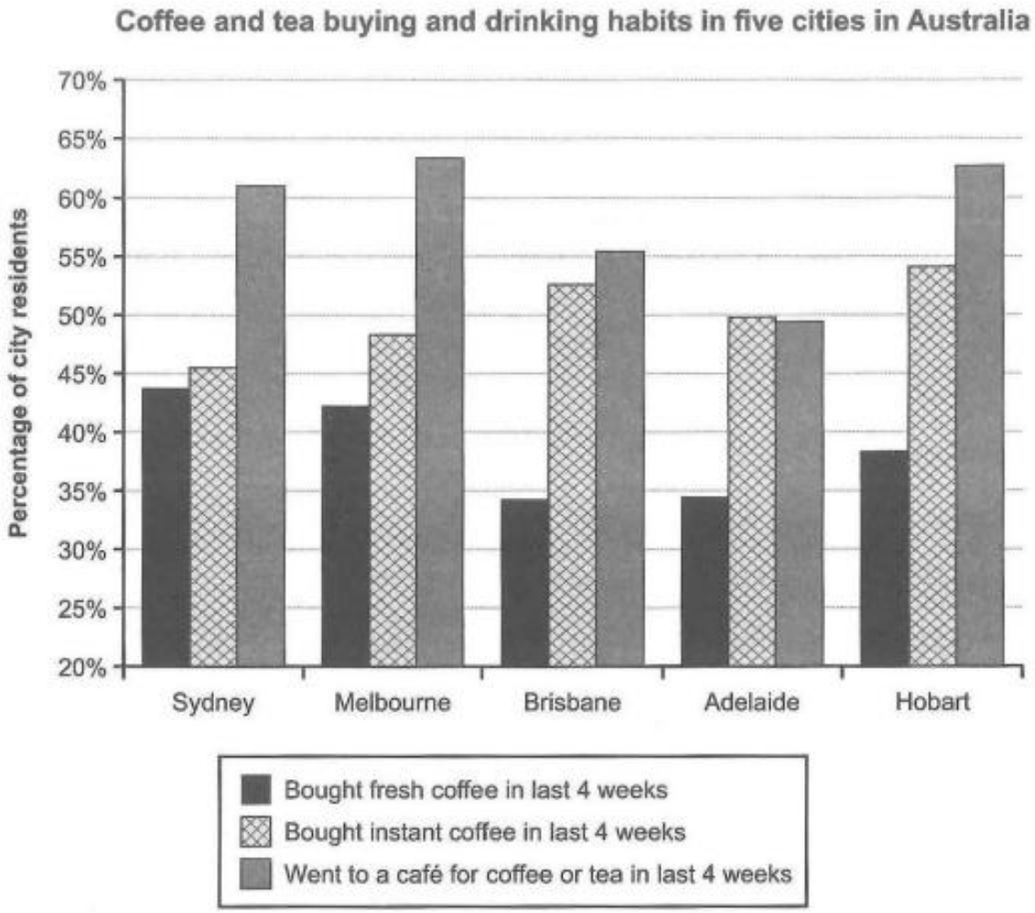
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the results of a survey about people's coffee and tea buying and drinking habits in five Australian cities.

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

Write at least 150 words.



The bar chart compares the percentages of residents in five Australian cities who bought fresh or instant coffee, or visited a café for coffee or tea, during the previous four weeks.

Overall, visiting cafés was the most popular of the three activities in every city except Adelaide, where instant coffee purchases were marginally more common. Buying fresh coffee was the least popular option across all five cities.

Approximately 64% of Melbourne residents had visited a café, the highest proportion recorded, closely followed by Hobart at around 63% and Sydney at 61%. The corresponding figure for Brisbane was lower, at roughly 55%, while Adelaide had the smallest percentage, at just under 50%.

Instant coffee purchases were most common in Hobart and Brisbane, accounting for approximately 54% and 53% of residents respectively. Adelaide followed at 50%, compared with around 48% in Melbourne and 46% in Sydney.

By contrast, Sydney recorded the highest proportion of fresh coffee buyers, at approximately 44%, slightly ahead of Melbourne at 43%. The figure for Hobart was lower, at about 38%, while Brisbane and Adelaide had the smallest proportions, both at roughly 34–35%.

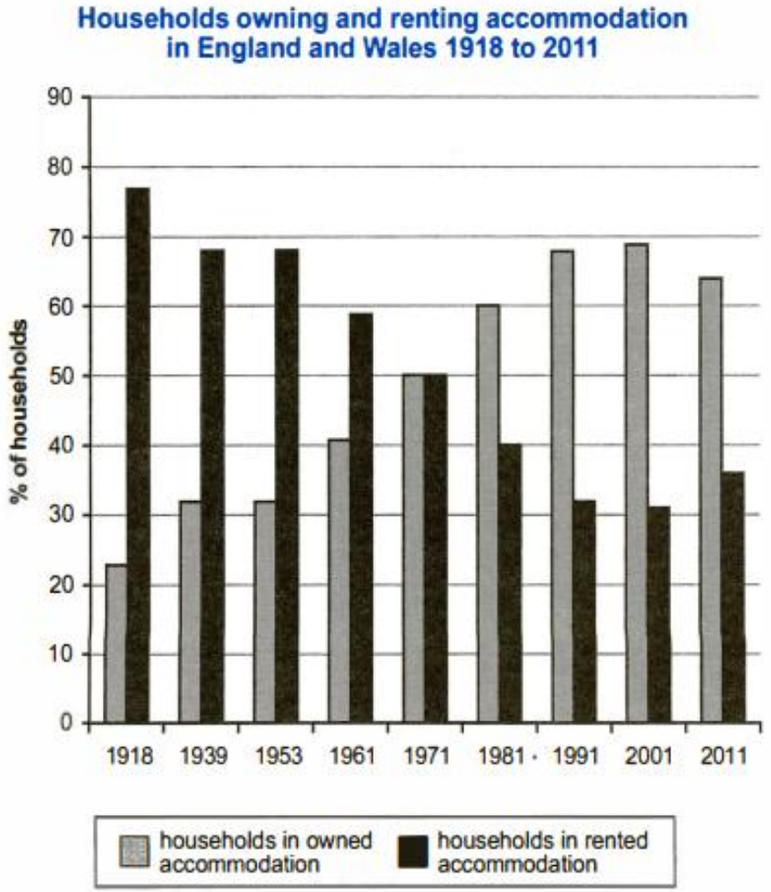
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the percentage of households in owned and rented accommodation in England and Wales between 1918 and 2011.

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

Write at least 150 words.



The bar chart compares the proportions of households living in owned and rented accommodation in England and Wales between 1918 and 2011.

Overall, home ownership became increasingly common over most of the period, while renting followed the opposite trend. The two proportions were equal in 1971, after which owner-occupied housing predominated. However, this long-term shift reversed slightly in the final decade.

In 1918, approximately 22% of households owned their homes, compared with around 78% living in rented accommodation. The ownership figure rose to roughly 32% in 1939 and remained unchanged in 1953, while the proportion renting stood at about 68% in both years. By 1961, home ownership had increased further to just over 40%, before reaching 50% in 1971.

The proportion of owner-occupiers continued to climb, reaching 60% in 1981 and approximately 68% in 1991. It peaked at just under 70% in 2001, when the percentage of households renting fell to its lowest level, at around 31%. By 2011, however, the ownership rate had declined to approximately 64%, while renting had risen to 36%. Despite this reversal, owning a home remained considerably more common than renting at the end of the period.

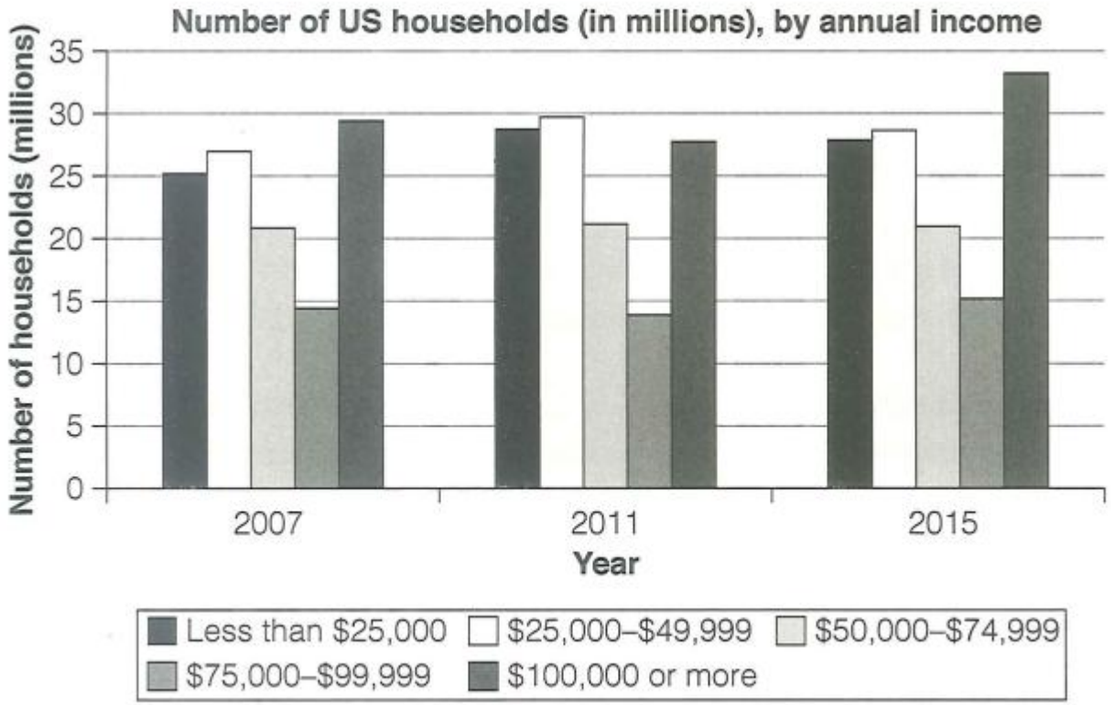
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the number of households in the US by their annual income in 2007, 2011 and 2015.

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

Write at least 150 words.



The bar chart compares the number of US households across five annual income categories in 2007, 2011 and 2015, with figures given in millions.

Overall, households earning $100,000 or more formed the largest group in 2007 and 2015, whereas the $25,000–$49,999 category was the biggest in 2011. The $75,000–$99,999 bracket consistently contained the fewest households, while the two middle-income groups showed relatively little change over the period.

In 2007, approximately 29 million households earned at least $100,000 annually, compared with 27 million in the $25,000–$49,999 bracket and 25 million earning below $25,000. By 2011, the two lower-income groups had expanded to around 30 million and 29 million respectively, while the highest-income category had declined slightly to approximately 28 million.

This pattern changed in 2015, when the number of households earning $100,000 or more rose markedly to about 33 million, the highest figure on the chart. Meanwhile, the two lowest-income categories decreased marginally to roughly 28 million households earning under $25,000 and 29 million earning $25,000–$49,999.

By contrast, the number earning $50,000–$74,999 remained broadly stable at around 21 million throughout. The $75,000–$99,999 group fell slightly from approximately 14.5 million in 2007 to 14 million in 2011, before increasing to 15 million in 2015.

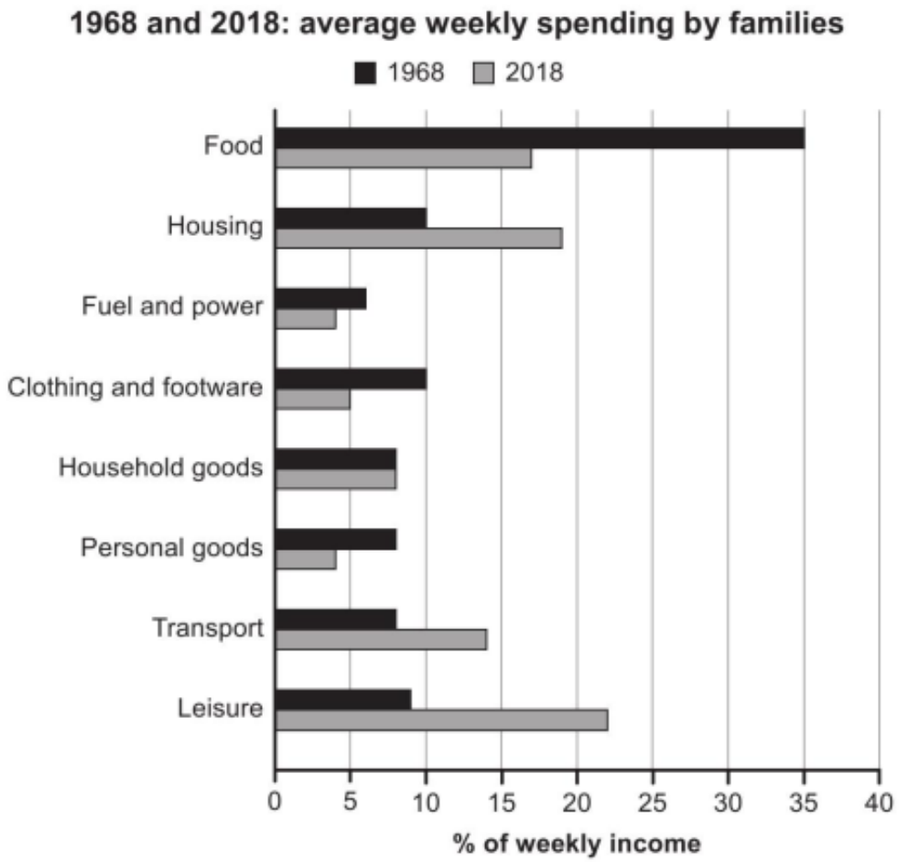
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below gives information about how families in one country spent their weekly income in 1968 and in 2018.

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

Write at least 150 words.



The bar chart compares the proportions of weekly income that families in one country allocated to eight categories of expenditure in 1968 and 2018.

Overall, food accounted for the largest share of spending in 1968, whereas leisure had become the biggest category by 2018. Over the period, the proportions spent on housing, transport and leisure increased, while those allocated to food, clothing, fuel and personal goods declined. Spending on household goods remained unchanged.

In 1968, families devoted 35% of their weekly income to food, considerably more than to any other category. Housing and clothing and footwear each represented 10%, while leisure accounted for approximately 9%. The shares allocated to household goods, personal goods and transport were all around 8%, compared with roughly 6% for fuel and power.

By 2018, the proportion spent on food had almost halved to approximately 17%. Clothing and footwear also fell by half, to 5%, while expenditure on personal goods dropped to 4%. Fuel and power accounted for a similarly small share, at around 4%.

In contrast, leisure spending rose sharply to approximately 22%, overtaking food as the largest expense. Housing also increased substantially, reaching about 19%, while transport climbed to 14%. Meanwhile, household goods continued to account for roughly 8% of weekly income.

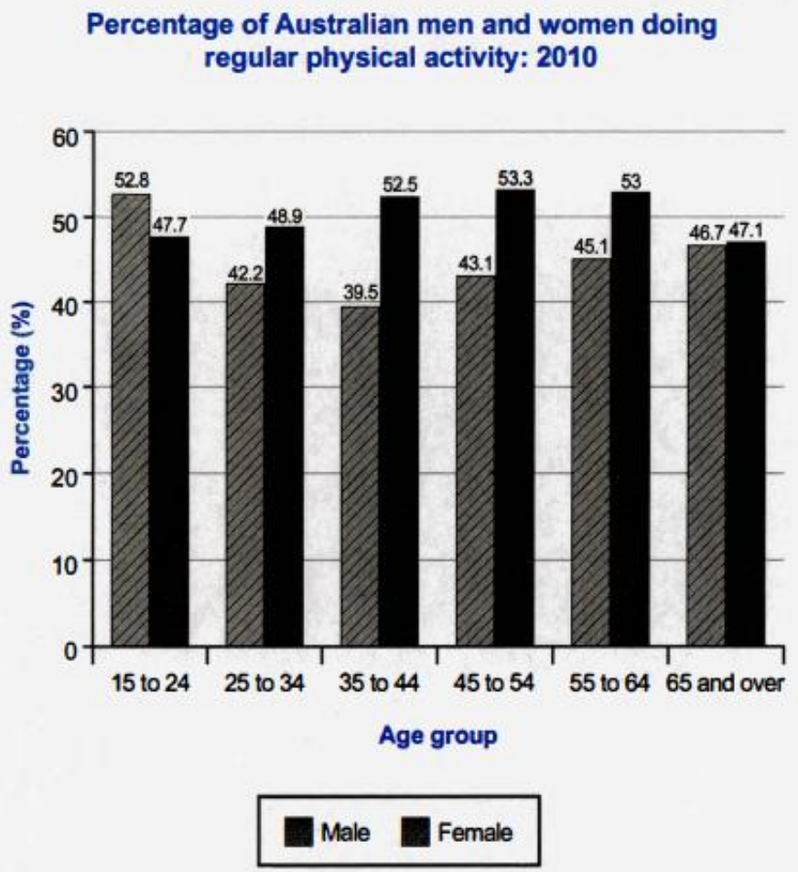
WRITING TASK 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



The bar chart compares the percentages of Australian men and women in six age groups who participated in regular physical activity in 2010.

Overall, women were more likely than men to exercise regularly in every age group except the youngest. Male participation was highest among those aged 15–24, whereas the female rate peaked in the 45–54 group. The difference between the sexes was greatest among 35–44-year-olds and smallest among those aged 65 and over.

In the youngest group, 52.8% of men engaged in regular physical activity, compared with 47.7% of women. Among 25–34-year-olds, however, the male figure was considerably lower, at 42.2%, while the female rate stood at 48.9%. The gap widened further in the 35–44 category, where male participation reached its lowest level of 39.5%, compared with 52.5% for women—a difference of 13 percentage points.

Among those aged 45–54, the proportion of physically active men was 43.1%, whereas the corresponding figure for women reached a high of 53.3%. Female participation remained almost unchanged in the 55–64 group, at 53%, while the male rate was slightly higher than in the preceding category, at 45.1%. Finally, participation rates were almost identical among people aged 65 and over, at 46.7% for men and 47.1% for women.

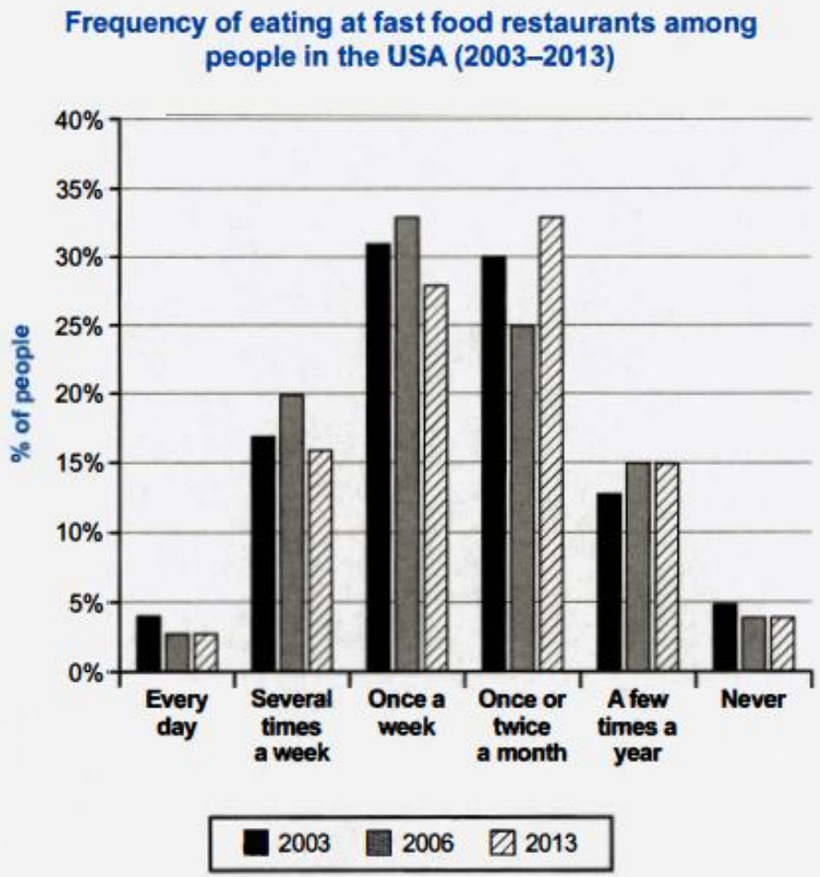
WRITING TASK 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



The bar chart compares the percentages of people in the USA who ate at fast food restaurants at six different frequencies in 2003, 2006 and 2013.

Overall, eating fast food once a week or once or twice a month was considerably more common than the other frequencies in all three years. Weekly visits were the most prevalent in 2003 and 2006, whereas monthly visits became the leading category in 2013. By contrast, very few people ate fast food daily or never consumed it.

In 2003, approximately 31% of people visited fast food restaurants once a week, slightly more than the 30% who did so once or twice a month. By 2006, the weekly figure had risen to around 33%, while the monthly proportion had fallen to 25%. This pattern reversed in 2013, when monthly visits accounted for approximately 33% of people, compared with 28% for weekly visits.

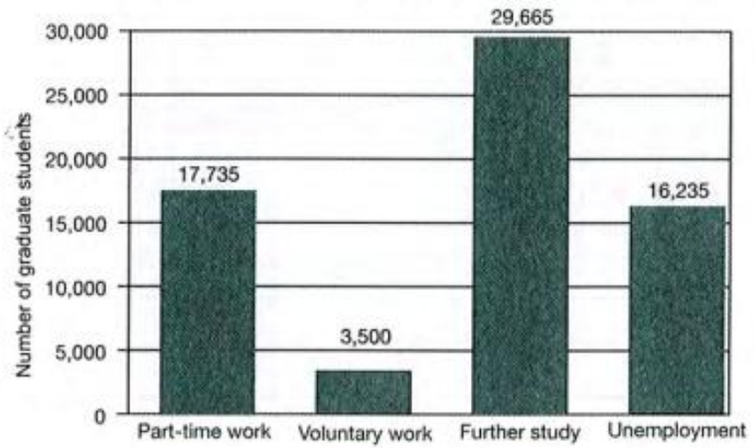
The percentage eating fast food several times a week increased from roughly 17% in 2003 to 20% in 2006, before declining to 16% in 2013. Meanwhile, the proportion visiting a few times a year rose from about 13% to 15% and then remained unchanged. Daily customers accounted for only around 3–4% throughout, while the percentage who never ate at fast food restaurants fell slightly from 5% to 4%.

The charts below show what UK graduate and postgraduate students who did not go into full-time work did after leaving college in 2008.

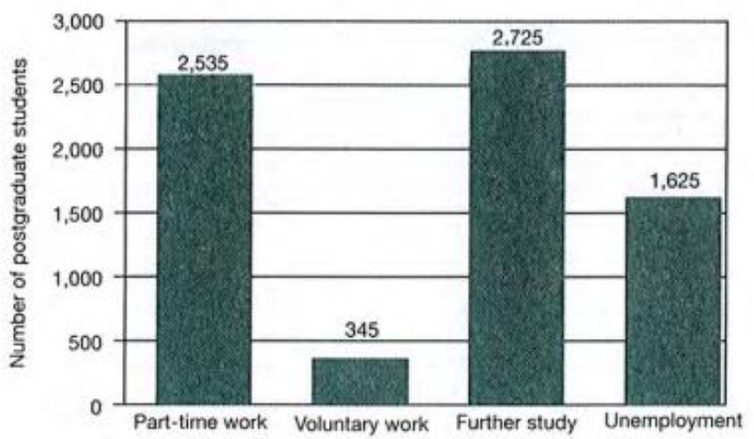
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Destination of UK graduates (excluding full-time work) 2008



Destination of UK postgraduates (excluding full-time work) 2008



The two bar charts compare the numbers of UK graduates and postgraduates who entered part-time employment, undertook voluntary work, pursued further study or were unemployed after leaving college in 2008. Those entering full-time employment are excluded.

Overall, further study was the most common destination for both groups, while voluntary work was the least popular. Graduates considerably outnumbered postgraduates in every category, although the ranking of the four destinations was identical for the two groups.

Among graduates, 29,665 continued their education, making this by far the largest category. Part-time employment was the second most common destination, accounting for 17,735 people, approximately 12,000 fewer than the number pursuing further study. A slightly smaller number, 16,235, were unemployed, whereas only 3,500 undertook voluntary work.

The pattern among postgraduates was similar, but the difference between further study and part-time employment was much narrower. While 2,725 continued studying, 2,535 took part-time jobs, a gap of just 190. Meanwhile, 1,625 postgraduates were unemployed, compared with only 345 who engaged in voluntary work. In both groups, the number without employment was approximately ten times the number undertaking voluntary work.

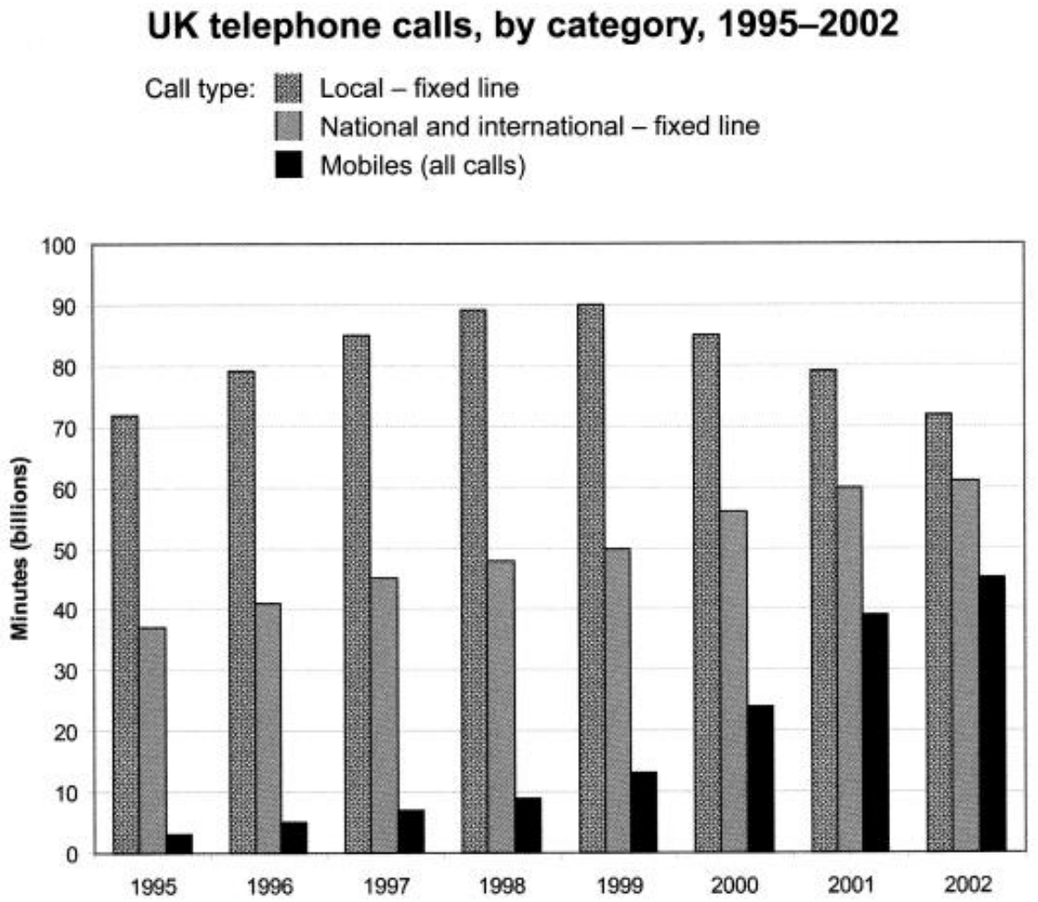
WRITING TASK 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



The bar chart compares the total duration of telephone calls made in the UK between 1995 and 2002 across three categories: local fixed-line calls, national and international fixed-line calls, and mobile calls. Figures are measured in billions of minutes.

Overall, local fixed-line calls accounted for the greatest number of minutes throughout the period, although their duration declined after reaching a peak. By contrast, the other two categories increased continuously, with mobile calls experiencing particularly rapid growth towards the end of the period.

In 1995, approximately 72 billion minutes were spent on local calls, almost twice the figure for national and international calls, at around 38 billion. Mobile calls accounted for only about 3 billion minutes. Local call duration subsequently rose to approximately 90 billion minutes in 1998 and remained at this level in 1999. It then fell steadily, returning to roughly its initial level by 2002.

Meanwhile, national and international fixed-line calls increased consistently, reaching about 50 billion minutes in 1999 and just over 60 billion in 2002. Mobile usage grew relatively slowly at first, rising to approximately 12 billion minutes in 1999. Thereafter, growth accelerated considerably, with the total reaching around 25 billion minutes in 2000 and 45 billion by 2002. Consequently, the gap between the three categories narrowed substantially over the period.

10 SENTENCE STRUCTURES

1. Introduce the bar chart

Pattern:

The bar chart compares [categories] in terms of [measurement] in [place] in [year/years].

Example:

The bar chart compares five Australian cities in terms of the percentages of residents who bought coffee or visited a café during the previous four weeks.

2. Identify the highest and lowest categories

Pattern:

Overall, [A] recorded the highest [figure/percentage], whereas [B] had the lowest.

Example:

Overall, China recorded the highest electricity production, whereas the Republic of Korea had the lowest.

3. State a general pattern and its exception

Pattern:

Overall, [general pattern] in every [category/group] except [exception].

Example:

Overall, women were more likely than men to exercise regularly in every age group except those aged 15–24.

Comparing bars

4. Compare two categories directly

Pattern:

[A] stood at [X], compared with [Y] for [B].

Example:

Electricity production in China stood at 5,398 billion kWh, compared with 4,099 billion kWh in the United States.

5. Contrast two figures using “while”

Pattern:

The figure for [A] was [X], while that for [B] was [Y].

Example:

The figure for male participation among 35–44-year-olds was 39.5%, while that for women was 52.5%.

6. Report two figures using “respectively”

Pattern:

The figures for [A] and [B] were [X] and [Y], respectively.

Example:

The percentages of men and women aged 65 and over who exercised regularly were 46.7% and 47.1%, respectively.

Here, the order matters: men → 46.7%; women → 47.1%.

7. Describe a large difference

Pattern:

The [number/percentage] of [A] was approximately twice that of [B].

Example:

The number of graduates pursuing further study was approximately twice that of those entering part-time employment.

8. Group similar figures

Pattern:

[A] and [B] recorded similar figures, at approximately [X] and [Y], respectively.

Example:

Brisbane and Adelaide recorded similar percentages of fresh coffee buyers, at approximately 34% and 35%, respectively.

Bar charts showing different years

9. Describe a change between two dates

Pattern:

The [number/percentage] of [category] increased/decreased from [X] in [year] to [Y] in [year].

Example:

The percentage of households owning their homes increased from approximately 22% in 1918 to 50% in 1971.

10. Compare opposite changes

Pattern:

While [A] increased from [X] to [Y], [B] decreased from [Z] to [W] over the same period.

Example:

While the share of income spent on housing increased from 10% to approximately 19%, the proportion allocated to food decreased from 35% to around 17%.