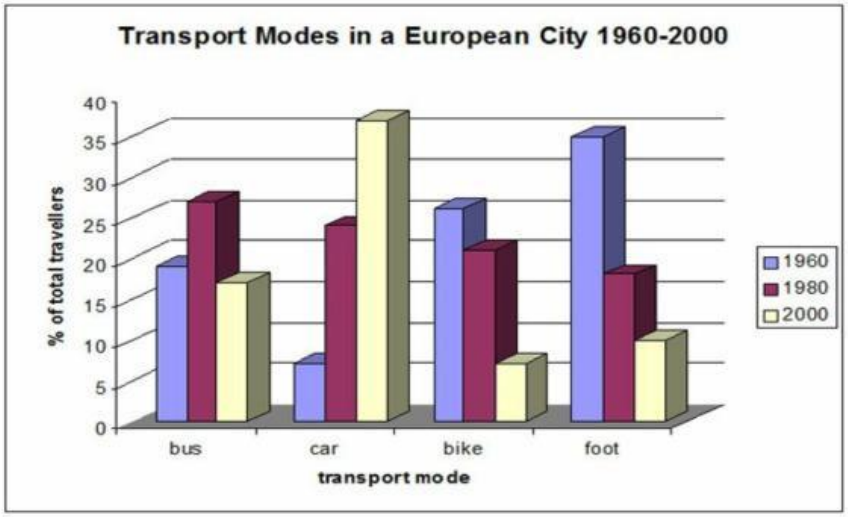
Writing Ex. > Task 1 - Analyzing Types of Charts

1. Bar/Column Charts

The length of a bar shows the values it represents. The values are listed on one axis and each bar shows what is being measured on the other axis. Bar charts are useful for comparing data. In studying a bar chart, you may want to look for the following information:

- Which is the tallest bar?
- Which is the shortest bar?
- Have the bars changed over time? How?
- How do the bars compare to each other?

SAMPLE



The bar chart illustrates the information about the proportion of travelers who used different types of vehicles to commute to work in a European city during a period from 1960 to 2000.

Overall, the percentage of commuters who used cars rose steadily over the period, while the proportion of people who travelled by other means of transport fell.

In 1960, approximately 35% of people commuted to work on foot, compared to only about 5% of people travelled by car. The percentage of those who used bikes and buses were around 25% and 18% respectively. However, in 1980 travelling by bus was by far the most popular transport mode, accounting for over 25% of total travelers, whereas only 17% of people travelling on foot. The figures for bike and car were around 20% and 22% respectively.

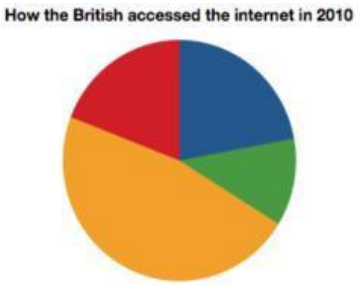
At the end of the period, more than 35% of commuters used cars to commute to work in this city in 2000, which was much higher than the figure for bus users, at around 16%. The percentage of those who travelled to work on foot and by bike fell to 9% and 6% respectively. *(+- 172 words)*

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2. Pie Charts



A pie chart is a circular chart divided into sectors. It presents information in segments of a circle, which together add up to 100%.

Ask yourself

- Which is the largest segment? Which is the smallest segment?
- How do the segments compare with each other?

The answer should be obvious. When you look at a pie chart, you should see that you need to use the **language of percentages**.

Tip: if you see a pie chart without % figures written in, don't panic. Consider what the % must be.

Some Language Variations on Percentage

Percentage	Proportion/amount/number/ majority/minority	Fraction
66%	A large proportion	Precisely two thirds
73%	A significant majority	Approximately three quarters
25%	A small number	Exactly a quarter
5%	A insignificant amount	A small fraction
48%	-	Almost a half
35%	A good proportion	Just over a third
15%	A small minority	-

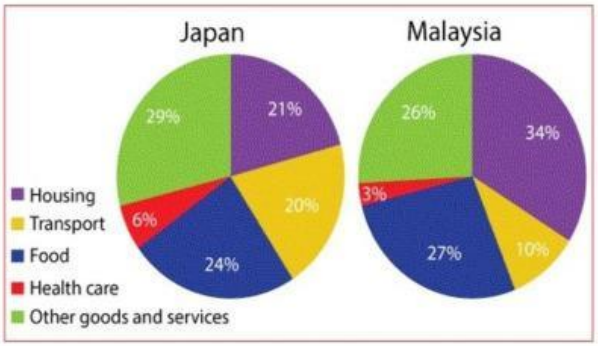
Another possible problem is that you find yourself repeating the word percentage.

There are variations possible in almost every case: using a fraction **or a synonym such as** proportion.

Notes

1. *percentage* is more correct than *per cent*
2. *amount* is correctly used only with uncountable nouns > the variation for countable nouns in *number*.

SAMPLE



The pie charts compare the average household spending in Japan and Malaysia in terms of five important categories in 2010.

Overall, Japanese and Malaysian people spent the largest proportion of their budget on just three categories, namely housing, food and other goods and services. Moreover, the expenditures on healthcare and transport in Japan were double the figures for Malaysia.

In Malaysian households, the greatest proportion of spending was on housing, which represented 34% of the total expenditure, while in Japan, the figure for this category was just 21%. Japanese householders spent the largest amount of their income on other goods and services, at 29%. Meanwhile, the rate of spending on this category in Malaysia was slightly lower, at 26%. In terms of food, the percentages of expenses for both nations were relatively similar, at 27% for Malaysia and 24% for Japan.

In both countries, the smallest proportion of spending was on health care. In Malaysia, this accounted for 3% of the total household expenses, while the figure for transport represented 10%. These figures were exactly doubled in Japan which were 6% and 20% respectively. *(+- 170 words)*

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3. Line Graphs

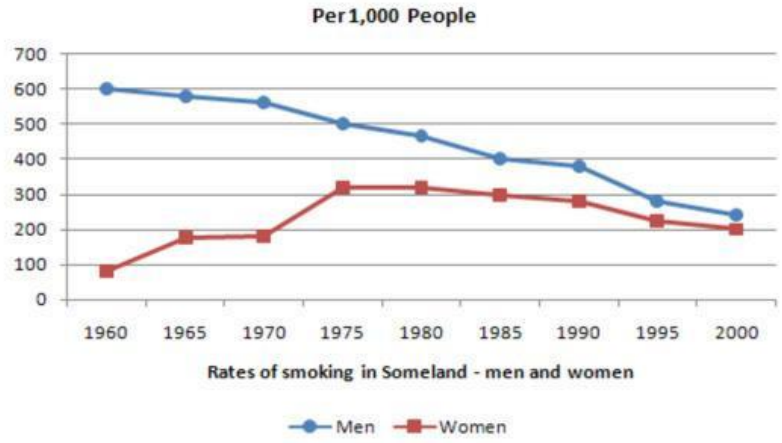
A line graph plots the changes in data over time.

What is being tested is your ability to:

- objectively describe the information given
- compare and contrast
- report on an impersonal topic **without the use of opinion**
- use the language of graph description

Does the report have a suitable structure? Does it have an introduction, body and conclusion? Does it include connective words to make the writing cohesive within sentences and paragraphs? **Does the report use suitable grammar and vocabulary?** Does it include a variety of sentence structures? Does it include a range of appropriate vocabulary? **Does the report meet the requirements of the task?** Does it meet the word limit requirements? Does it describe the whole graph adequately? Does it focus on the important trends presented in the graphic information?

SAMPLE



The graph compares the rate of smoking in men and women in Someland between the years 1960 and 2000.

Overall, the rate of smoking for men declined over the 40-year period while the rate of female smokers varied considerably throughout the same period.

In 1960, 600 men in every 1,000 was smoking. This number decreased gradually to 500 by 1974 and continued to decrease but more steeply to 250 in 2000. In contrast, the rate of smoking in women in 1960 was very low at only 80 in every 1,000. By 1968 this increased to 170 and increased again but more steeply to 320 in 1977. The rate of female smokers then remained stable at 320 until 1984 at which point the figures began to decline and had dropped to 200 by 2000.

We can see that the rate of smoking in men dropped throughout the whole period but was always at a higher level than the female figures. The rate of smoking in women increased until 1977 but then decreased for the rest of the period. *(+- 160 words)*

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4. Tables

A table presents information in different categories, making it easy to compare. The sample table on the right shows the percentage of students who came to college on foot, by car, bicycle or public transportation, at Williams College in the year 2005-2006.

Walking	12
Bicycle	20
Car	25
Public Transport	43

Look out for the following

- What is the highest figure? What is the lowest figure? What is second highest, etc.?

SAMPLE

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

Chart (a) (above) speed in kph

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

Chart (b) (above) urban zones in thousands

The charts show the average velocity of city traffic over a 50-year timescale and the number of urban zones in nine different countries in Europe, Asia and the Americas.

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

Chile, however, fluctuates around 51kph, but remains static over the period. Italy, Brazil and Spain, by contrast, show a clear rise, finishing at 58, 57 and 61 kph respectively. Regarding urban zones, all countries except one see predicted increases of roughly four times by 2020. The exception is Russia, which sees a fall of about half to 3,200.

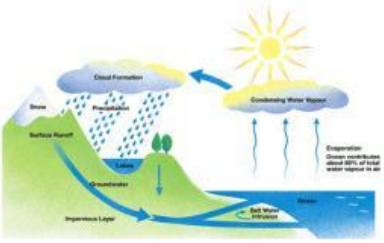
Overall, the data does not suggest any correlation between increasing urban zones and average traffic speeds. *(+- 180 words)*

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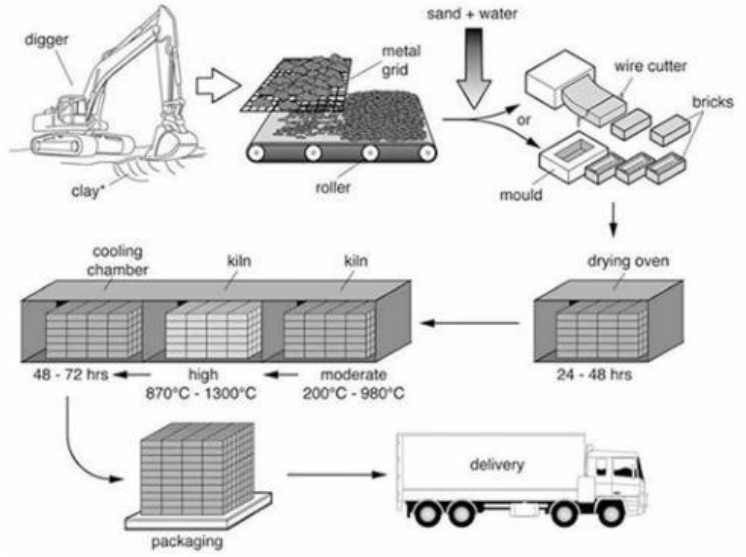
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5. Flow Charts

A flowchart is a picture of a process, for example, the water cycle or a diagram of the process of manufacturing an item. A flowchart can be simple or complex. Instead of just a written description of a process, a flowchart is a tool that makes it easier to understand the process and visualize it. A flowchart is usually fairly simple but make sure, if it is a process that's linear you can clearly see the beginning and the end. It can be used to create a better understanding of a process.



SAMPLE



The flow chart shows the way in which bricks are made for the building industry.

Overall, there are seven stages in the whole brick producing process, beginning with the digging up of clay and ending with the delivery of the bricks to the customers.

To begin, the clay used to make the bricks is dug up from the ground by a large digger. This clay is then placed onto a metal grid, which is used to break up the clay into smaller pieces. A roller assists in this process. Following this, sand and water are added to the clay, and this mixture is turned into bricks by either placing it into a mould or using a wire cut. Next, these bricks are placed in a drying oven to dry for 24-48 hours.

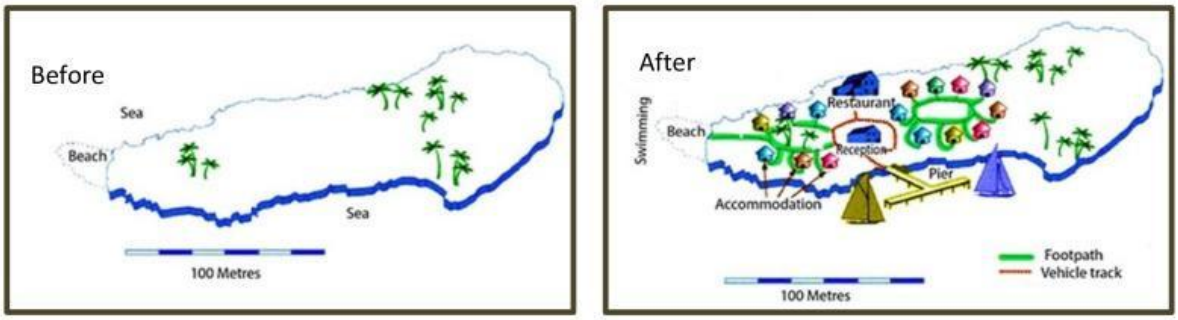
In the subsequent stage, the bricks go through a heating and cooling process. They are heated in a kiln at a moderate and then a high temperature (ranging from 200ºC to 1300ºC), followed by a cooling process in a cooling chamber for 48-72 hours. Finally, the bricks are packed and delivered to their destinations. *(+- 180 words)*

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6. Maps

The maps are usually of a landscape, an island or a town. An IELTS diagram will be of a building, street, village, city or town plan that may ask you to contrast the past and present, or the present and future. A good technique is to explain the area as if you were walking in. So, if you had a map of a house, you would start with the doorway or entrance hall. Alternatively, if the map is larger you can start from right to left or left to right. Just make sure it is logical (*don't jump from right to left to center*). ***TIP:*** *While planning, look for opportunities to group the information; for example, both maps may have an area that is unchanged between the time dates.*



SAMPLE

The two maps illustrate the developments which took place on an island before and after the construction of different tourist areas around it.

Looking at the west near the beach and the center of the island two areas for accommodation were built. Between them there is a restaurant in the north and a central reception block, which is surrounded by a vehicle track. This track also goes down to the pier where people can go sailing in the south sea of the island. Furthermore, tourists can swim near the beach in the west. A footpath connecting the western accommodation units also leads to the beach. To the east, the palm trees have been kept and no other facilities have been developed yet.

Overall, comparing the two maps a complete transformation of an island with a total length of approximately 250 meters can be seen. Not only lots of facilities are built on the island, but also the sea is used for activities. The new island has been converted into a good place for tourism. *(+- 173 words)*

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