

# Diagram

## 0. About IELTS Writing Task 1 Diagram

### Subsection A | What does this task test?

**IELTS Academic Writing Task 1** asks you to summarise and describe visual data in at least 150 words. The visuals can be line graphs, bar charts, tables, maps, processes – or a combination. Here we treat them generally as **diagrams**.

For this question:

- You are given:
  - A **table** showing the **percentage change** in high-speed continuous internet connections in five countries (South Korea, the USA, Germany, Switzerland and Britain) between 2001 and 2002.
  - A **horizontal bar chart** showing the number of connections **per 1,000 people** in each country for **2001 and 2002**.
- You must **summarise the information, compare countries** and **highlight key trends**.

This type of IELTS Writing Task 1 diagram tests your ability to:

- Select and summarise **main features**.
  - **Compare categories** (countries).
  - **Describe changes over time** (2001 vs 2002).
  - Use **accurate data language** and **academic style**.
- 

### Subsection B | Timing & basic exam rules

- Paper: **IELTS Academic Writing**
- Task: **Writing Task 1** (diagram / graph / chart / table)
- **Recommended time**: about **20 minutes** (out of 60).
- **Minimum length**: **at least 150 words** in the real exam  
(some practice materials say 200 or 250; in the test, follow the **150-word rule**).

A typical **IELTS Writing Task 1 diagram** prompt contains:

1. A **short description** of what the diagram shows

1. The chart below gives information about the high-speed continuous internet connection of households in five countries in 2001 and 2002.

2. The **visual(s)** – here, a table plus a bar chart.

3. The instruction:

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

Your job is **not** to explain reasons or give opinions, but simply to **describe and compare**.

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## Subsection C | Assessment criteria for Task 1

Examiners use four criteria. Here is what they mean for a **diagram / chart** question like this one.

### 1.1 Task Achievement

Ask yourself:

- Did I **paraphrase the question** in the introduction?
- Did I write a **clear overview** of the main patterns (e.g. Britain biggest increase, all countries rising)?
- Did I **select key data**, not every tiny number?
- Did I **compare countries** logically (e.g. Asian vs European countries)?
- Did I avoid giving **reasons or opinions** that are not in the data?

### 1.2 Coherence & Cohesion

Check:

- Do I have **4 clear paragraphs** (Intro, Overview, Body 1, Body 2)?
- Are similar countries **grouped** together (e.g. South Korea + USA, then European countries)?
- Do I use linking words such as **while, whereas, in contrast, overall**?
- Is the description organised in a **logical order** (from general to specific)?

### 1.3 Lexical Resource (Vocabulary)

For a high band:

- Use **precise data language**: *percentage change, per 1,000 people, significantly higher, modest increase*.
- Use **comparison vocabulary**: *by far the highest, slightly lower, roughly the same*.
- Avoid repeating simple words like *go up, big, small*; use **variety**: *rise, grow, surge, modest, dramatic*.

- Spell country names correctly (*Switzerland, Germany, Britain*).

## 1.4 Grammatical Range & Accuracy

You should:

- Use the **past simple** correctly (data from 2001 and 2002).
  - Mix **simple and complex sentences** (with *while, whereas, although*).
  - Use **comparatives and superlatives** accurately (*higher than, the lowest*).
  - Keep **subject-verb agreement** correct (*figures were, the number of connections was*).
- 

## 2. Useful Vocabulary & Sentence Patterns for Diagram Questions

Strong vocabulary and flexible sentence patterns are essential if you want a Band 7–9 score in **IELTS Writing Task 1 diagram** tasks. Here are phrases particularly useful for charts that compare countries over time.

### 1.1 Reporting & comparison verbs

**To describe what the visual does:**

- *show, illustrate, compare, give information about, present data on*

*The chart **illustrates** the change in high-speed internet connections in five countries between 2001 and 2002.*

**To compare higher / lower values:**

- *exceed, be higher / lower than, rank first / last, lead, lag behind*

*In 2002 the USA **far exceeded** the European countries in terms of high-speed connections.*

**To describe changes over time:**

- *increase, rise, grow, climb, double, triple, soar, remain stable*

*The number of connections in South Korea **rose slightly**, while the figure for Britain **grew dramatically**.*

### 1.2 Proportion & amount expressions

Useful phrases for percentages / amounts:

- *about / around / roughly / approximately*
- *just under / just over / slightly more than / slightly less than*
- *nearly all / a large majority / a small minority*
- *by far the highest / the lowest / significantly higher / marginally lower*

Example sentences for this diagram:

- *Connections in South Korea were **by far the highest**, at well over 100 per 1,000 people in both years.*
- *By contrast, the three European countries all had **well under 10 connections per 1,000 people** at the beginning of the period.*
- *Britain saw a **significantly larger percentage increase** than any other country.*

## 1.3 Comparison & grouping structures

### Basic comparison patterns

- *X was higher than Y.*
- *In both years, the USA's figure **was higher than** that of Germany.*
- *X and Y were roughly the same.*
- *Germany and Switzerland **had similar levels** of connectivity in 2001.*

### Contrast linkers

- *while, whereas, in contrast, on the other hand, by comparison, however*
- While South Korea already had widespread access in 2001, Britain **started from a very low base**.*

### Grouping categories

- *In most countries...*
  - *The remaining countries...*
  - *The two non-European countries...*
- The **two non-European countries**, South Korea and the USA, recorded far higher numbers of connections than **the three European countries**.*

## 1.4 Core sentence patterns for diagram tasks

You can reuse these templates for many **IELTS Writing Task 1** diagram questions.

### 1. Introducing the visual

*The chart **illustrates** the number of high-speed internet connections per 1,000 people in five countries in 2001 and 2002, as well as the **percentage change** over this period.*

### 2. Describing highest / lowest values

*In both years, South Korea and the USA **had the highest levels of connectivity**, whereas Britain remained **the least well connected** country.*

### 3. Describing changes for one category

Between 2001 and 2002, the USA's figure **rose sharply**, with the number of connections nearly tripling.

#### 4. Comparing categories in one time period

In 2001, high-speed internet was already common in South Korea and the USA, but it was **still rare in the three European countries**.

#### 5. Writing an overview sentence

Overall, all five countries **experienced growth** in high-speed internet connections, with particularly dramatic increases in Britain and the USA.

### 3. Band 9 Diagram Sample Answer (with Writing Tips)

High-scoring IELTS Writing Task 1 diagram answers usually follow a **predictable structure**:  
**Introduction** → **Overview** → **Body Paragraph 1** → **Body Paragraph 2**.

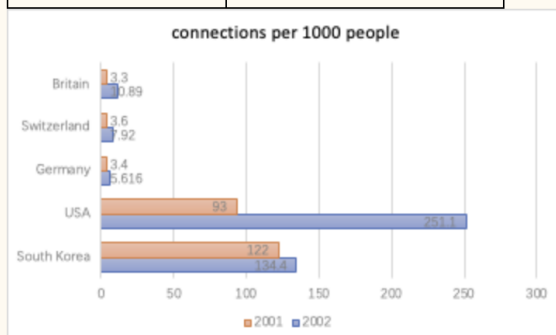
#### 2.1 Sample question

The chart below gives information about the high-speed continuous internet connection of households in five countries in 2001 and 2002.

The visuals show **numbers of connections per 1,000 people** for each year in South Korea, the USA, Germany, Switzerland and Britain, plus a table summarising the **percentage change** between 2001 and 2002.

The chart below gives information about the high-speed continuous internet connection of households in five countries in 2001 and 2002.

Country	Percentage change
South Korea	+20
USA	+170
Germany	+80
Switzerland	+120
Britain	+230



Write at least 250 words.

#### 2.2 Planning notes

## Step 1 | Identify main features

- All countries show **growth** in high-speed internet connections.
- **South Korea and the USA** start with **much higher levels** of connectivity.
- The **USA and Britain** record **very large percentage increases** (170% and 230% respectively).
- The **European countries** (Germany, Switzerland, Britain) have **much lower absolute numbers**.
- Britain starts from a very low base but has the **greatest proportional rise**.

## Step 2 | Mindmap for Band 9 response

- **Thesis / overview idea:** All five countries increased connectivity, but at **different rates**, with particularly strong growth in Britain and the USA.
- **Body 1:** Compare South Korea and the USA (already high levels; strong growth, especially in the USA).
- **Body 2:** Compare Germany, Switzerland and Britain (low starting point; moderate rises in Germany/Switzerland; dramatic surge in Britain).
- **Optional concluding sentence:** Emphasise the overall trend towards higher connectivity.

## 2.3 Band 9 sample answer

Below is a concise Band 9 style version of the model, keeping the same data and message but with exam-friendly length and style.

The chart illustrates changes in high-speed continuous internet connections among households in five countries between 2001 and 2002. Overall, all nations saw growth in connectivity, but the scale of increase varied greatly, with Britain and the USA showing the most dramatic rises.

South Korea and the USA already had far more connections than the other countries at the start of the period. In South Korea, numbers grew modestly, resulting in a 20% increase, which suggests that the market was already close to saturation. By contrast, the USA experienced a 170% rise, with the number of high-speed connections climbing sharply over the two-year period.

Growth was also evident in the three European countries, though from a much lower base. Germany's figure rose steadily, leading to an 80% increase, while Switzerland recorded a stronger gain of 120%, reflecting rapid expansion of its digital infrastructure. Britain, however, showed the most remarkable change, with a 230% jump in high-speed internet access, indicating a rapid move towards widespread connectivity.

Overall, the data points to a clear trend of increasing reliance on high-speed internet across all five countries, albeit with markedly different rates of development.

(≈185 words)

## 2.4 How students can use this sample

Use the Band 9 sample answer as a **template**, not something to memorise word-for-word.

### Step 1 – Copy the structure

- Sentence 1: Paraphrase the question.
- Sentence 2–3: Give an **overall summary** (who is highest / lowest, general trend).
- Body 1: Describe and compare **two or three key categories**.
- Body 2: Describe the **remaining categories**, highlighting big increases or similarities.

### Step 2 – Steal useful language

Underline phrases you can reuse in other IELTS Writing Task 1 diagram answers:

- *the chart illustrates...*
- *overall, all nations saw...*
- *numbers grew modestly / rose steadily / experienced a dramatic rise*
- *from a much lower base*
- *the most remarkable change*

Then, when you meet a new diagram, simply **change the nouns and numbers**:

*The diagram illustrates changes in car ownership in three cities from 1990 to 2020. Overall, all three cities saw growth, but the scale of increase varied greatly...*

### Step 3 – Practise with new data

Take another Task 1 diagram question and:

1. Write a **quick plan** (main features + grouping).
2. Use the **same paragraph structure**.
3. Insert the **new categories, years and figures**.

This is exactly how you lift your **IELTS Writing Task 1 diagram** score towards Band 7–9.

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## 4. Writing Tips for IELTS Diagram Essays

### 3.1 Task Response / Task Achievement

- Always write a **separate overview paragraph** right after your introduction.
- Focus on **big patterns**, not every tiny number:



- biggest / smallest
- overall increases / decreases
- major contrasts between groups (e.g. Asian vs European countries).
- Avoid explaining **reasons** (e.g. government policy, digital economy). The exam tests **description**, not speculation.

## 3.2 Coherence & Cohesion

A simple, effective paragraph plan:

1. **Introduction** – paraphrase the question.
2. **Overview** – 1–2 sentences summarising main trends.
3. **Body 1** – describe the most important countries / lines / bars.
4. **Body 2** – describe the remaining data.

For this internet-connections diagram, a good grouping is:

- **Body 1:** South Korea + USA (non-European, high starting points).
- **Body 2:** Germany + Switzerland + Britain (European countries, lower starting points).

Useful linking words:

- *overall, in general, in comparison, while, whereas, however, in contrast, by comparison*

Example:

*While South Korea's increase was relatively modest, the USA and Britain experienced much more dramatic growth.*

## 3.3 Language use

- **Tense:** Use the **past simple** (*rose, increased, was*) because the years are in the past.
- Use **approximations** if needed: *about 100, just under 10, roughly one-third*.
- Use **comparatives / superlatives**:
  - *higher than, lower than, the highest, the lowest, more than double*.
- Mix **short clear sentences** with **longer complex ones**:
  - Short: *Britain started with very few connections.*
  - Complex: *However, over the following year, the number of high-speed lines increased more than threefold, making it the fastest-growing market.*

## 3.4 Data selection

You **do not** need to mention every figure. Instead:



- Choose:
  - The **highest and lowest** values.
  - Any **very large percentage changes** (like Britain's +230%).
  - Any **similar values** that can be grouped together.

Example grouping sentence:

*In 2001, the three European countries all recorded very low levels of connectivity, each with fewer than ten high-speed lines per 1,000 people.*

This kind of sentence shows the examiner that you can **see patterns**, which is key for a high score.

### 3.5 Exam technique

Finally, here are some practical tips for **how to write IELTS Writing Task 1** effectively in the exam:

- **Plan for 3–4 minutes:** identify main features and groupings before you start writing.
- Spend about **13–15 minutes writing**, then **2–3 minutes checking**.
- Check **units and labels** carefully (percentages, per 1,000 people, years).
- Aim for **160–190 words** – long enough to cover everything, but not so long that you waste time.
- In the last minute, check:
  - Tenses (mostly past simple),
  - Plurals and articles (*connections, the number of*),
  - Country names and spelling,
  - That you really have an **overview**.

If you follow these steps, reuse the sentence patterns, and regularly practise with different diagrams, your **IELTS Writing Task 1 diagram** score can steadily move from Band 5–6 towards **Band 7–9**.

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Speech Analysis

Pronunciation Issues (18)

Your Speech Transcript

Yes, I usually buy jewelry but it's for a specific color. I'm not uh, going to buy very expensive jewelry, but I would like to find a specific one like some antique jewelry.

Pronunciation Issues 18 issues

49% "usually"

Syllable Breakdown:

yuw (56%) zhuw (26%) ax (58%) ly (92%)

Pronunciation Comparison:

Your Pronunciation

yuw (56%) zhuw (26%) ax (58%) ly (92%)

Correct Pronunciation

/juːʒ(ə)li/

97% "buy"

Syllable Breakdown:

bay (92%)

Overall Pronunciation Scores:

Accuracy:	90.0%	Fluency:	83.0%
Completeness:	91.0%	Overall:	81.5%



Preference

## Positive influence of television on society

### 1 POINT 1 Educational Content

Supporting Example  
Learning new things through documentaries and educational programs.

### 2 POINT 2 Exposure to Different Cultures

Supporting Example  
Travel shows and international news coverage

### 3 POINT 3 Highlighting Social Issues

Supporting Example  
Travel shows and international news coverage

### ✓ Conclusion

Television helps people become more open-minded, educated, and inspired to take action.

## Essay Structure Guide

### Introduction (50-60 words)

Hook + Background + Thesis Statement

"Television has transformed modern society in numerous ways, sparking debates about its overall impact..."

### Body Paragraph 1 (80-100 words)

Educational Benefits

- Topic sentence
- Supporting evidence
- Example: documentaries
- Linking sentence

### Body Paragraph 2 (80-100 words)

Cultural Exposure

- Topic sentence
- Supporting evidence
- Example: travel shows
- Linking sentence

### Conclusion (40-50 words)

Restate thesis + Final thought

"In conclusion, television serves as a powerful tool for education and cultural awareness..."

Target: 250-280 words | Time: 40 minutes | Structure: 4 paragraphs



## Vocabulary Builder

WORD	PHONETIC SYMBOL	PART OF SPEECH	ENGLISH DEFINITION	SAMPLE SENTENCE
Influence	/ˈɪnfluəns/ ə)	Noun	The power to change or affect someone or something	Television has a positive <b>influence</b> on society by
Open-minded	/ˌəʊ.pənˈmaɪn.dɪd/ ə)	Adjective	Willing to consider new ideas	Watching television makes people more <b>open-minded</b> as they learn about various cultures and ways of life.
Discrimination	/dɪˌskrɪmɪˈneɪʃən/ ə)	Noun	The unjust treatment of different categories of people	Television programs can help raise awareness about <b>discrimination</b> and inspire people to fight against it.
Educational	/ˌedʒuˈkeɪʃənl/ ə)	Adjective	Relating to the process of receiving or giving systematic instruction	<b>Educational</b> content on television helps people learn new things and expand their knowledge.
Social issues	/ˈsəʊ.ʃəlˈɪʃ.ʊːz/ ə)	Noun	Problems that affect many people within a society	Television highlights important <b>social issues</b> like poverty, inspiring viewers to take action and make a difference.

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Targeted improvement advice	Actionable tips at sentence, paragraph, and overall levels	General remarks only