

Line Charts

0. About IELTS Writing Task 1 Line Charts

On this page, you'll learn how to meet the four official criteria in line chart questions, with vocabulary lists, Band 9 samples, visual diagrams, and practice tasks.

Subsection A | What does this task test?

IELTS Academic Writing Task 1 often asks you to describe a visual such as a line chart, bar chart, table, or process diagram.

A line chart question tests whether you can:

- describe how data changes over time
 - identify main trends, peaks, and lows
 - compare different lines or categories
 - summarise information clearly and objectively using academic English
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Subsection B | Timing & basic exam rules

- **Paper:** IELTS Academic Writing
- **Task:** Writing Task 1 (a line chart is one of the possible visuals)
- **Recommended time:** about 20 minutes (out of 60 minutes for Writing)
- **Minimum length:** at least 150 words
- **Order:** Task 1 + Task 2 in the same test; Task 2 is worth more marks, so you should not spend more than 20 minutes on Task 1.

A typical line chart prompt includes:

1. A short description of the chart
2. The line chart itself (with time on the x-axis and values on the y-axis)
3. The instruction:

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

Subsection C | Assessment criteria for Task 1

IELTS examiners use four criteria, each worth 25% of the Task 1 score:

1. Task Achievement

- Did you summarise the main features of the chart?
- Did you include a clear overview of the main trends?
- Did you select and report important data instead of copying the chart or listing every number?
- Did you reach 150+ words and give a complete response?

2. Coherence and Cohesion

- Is your answer well-organised into logical paragraphs (Intro, Overview, Body 1, Body 2)?
- Do your ideas flow smoothly using linking words (e.g. *while, whereas, in contrast, during the same period*)?
- Are your reference words clear (e.g. *this figure, this trend, it, they*)?

3. Lexical Resource (Vocabulary)

- Do you use a range of trend verbs and adverbs (e.g. *increase, decline, fluctuate, rise steadily, fall sharply*)?
- Do you use appropriate comparison and approximation (e.g. *roughly, just over, nearly, twice as high*)?
- Are your word choices accurate and precise, with few spelling errors?

4. Grammatical Range and Accuracy

- Do you use both simple and complex sentences correctly (e.g. *While A increased, B remained stable.*)?
- Is your tense accurate (mostly past simple for historical charts)?
- Are your articles, plurals, and punctuation mostly correct, with only occasional mistakes?

1. Useful Vocabulary & Sentence Patterns for Line Charts

To score well in a line chart essay, you need precise trend verbs, degree adverbs, and comparison structures. Below is a curated Band 7–9 vocabulary list with ready-to-use patterns.

1.1 Trend Verbs

Upward trends

- *rise, increase, go up, climb, grow*

- Stronger / more dramatic: *surge, soar, rocket, jump, shoot up*

Example patterns:

- *The figure rose from 20,000 to 100,000 Yen between 1953 and 1973.*
- *Average salaries soared in the final decade of the period.*

Downward trends

- *fall, decrease, decline, drop, go down*
- Stronger / more dramatic: *plunge, plummet, slump, crash*

Example patterns:

- *The price of black and white TVs fell steadily over the period.*
- *The cost of color TVs plummeted after 1965.*

No change / small change

- *remain stable, stay constant, level off, plateau, stabilize*
- *show little change, fluctuate slightly, move within a narrow range*

Example patterns:

- *The figure remained relatively stable throughout the 1960s.*
 - *TV prices fluctuated slightly before stabilizing at around 50,000 Yen.*
-

1.2 Degree & Speed Adverbs

Adverbs of degree

- *slightly, marginally, modestly, moderately*
- *significantly, considerably, substantially, markedly, sharply, dramatically*

Example:

- *Salaries increased gradually but significantly over the 20-year period.*

Adverbs of speed

- *gradually, steadily, slowly*
- *rapidly, quickly, sharply*

Example:

- *TV prices fell rapidly in the early years and then declined gradually.*

Adjective + noun collocations

- *a slight / modest / moderate increase*

- *a significant / dramatic / substantial decrease*
- *a steady rise, a sharp fall, a gradual decline*

Example:

- *There was a dramatic drop in the price of color TVs after 1965.*
-

1.3 Time Expressions for Line Charts

- *from 1953 to 1973 / between 1953 and 1973*
- *in the early / mid / late 1950s*
- *at the beginning / end of the period*
- *over the first/second half of the period*
- *over the following decade / in the final years*

Example:

- *In the early years of the period, salaries were relatively low, but they rose sharply in the final decade.*
-

1.4 Comparison & Gap Structures

Basic comparisons

- *X was higher / lower than Y.*
- *X was roughly twice / three times as high as Y.*
- *X was slightly / considerably / far higher than Y.*

Example:

- *In 1953, the price of color TVs was three times higher than that of black and white TVs.*

Contrast linkers

- *while, whereas, in contrast, by comparison, on the other hand*

Example:

- *Average salaries rose sharply, whereas the prices of TVs fell steadily.*

Gap widening / narrowing

- *The gap between X and Y widened / narrowed.*
- *X caught up with Y; X overtook Y.*

Example:

- *The gap between salaries and TV prices widened over time, making TVs increasingly affordable.*
-

1.5 Core Sentence Patterns

1. Describing change from A to B

- *A increased from X to Y (over the period).*
- *There was a(n) + adj + change in A, from X to Y.*

Example:

- *Average monthly income increased from 20,000 to 100,000 Yen between 1953 and 1973.*

2. Describing the amount of change

- *A rose by X (from Y to Z).*
- *A fell by about X%, reaching Y in 1973.*

Example:

- *Salaries rose by around 80,000 Yen, reaching 100,000 Yen in 1973.*

3. Describing peaks and lows

- *A peaked at X in year Y.*
- *A reached a low of X in year Y.*

Example:

- *The price of color TVs peaked at 450,000 Yen when they were first introduced.*

4. “Up then down / down then stable”

- *After + V-ing, A then ...*
- *Following this, A ...*

Example:

- *TV prices fell sharply in the first decade. Following this, they declined more gradually.*

5. Describing overall trends (for the overview)

- *Overall, A increased significantly, while B showed an opposite trend.*
 - *In general, salaries rose markedly, whereas TV prices dropped dramatically.*
-

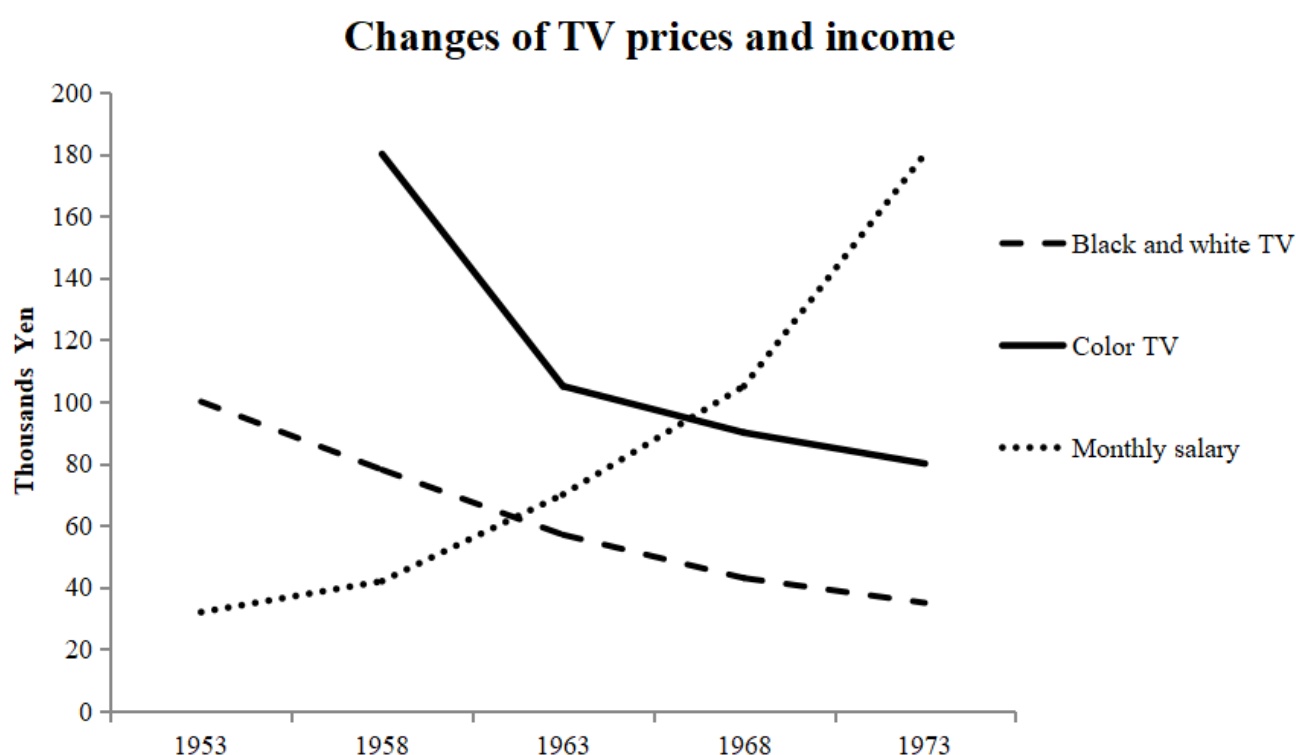
2. Band 9 Line Chart Sample Answers (with Writing Tips)

High-scoring line chart essays follow a predictable structure: an overview, major trends, and grouped comparisons. Below is a structured Band 9 sample using the given question, plus paragraph-by-paragraph writing tips.

2.1 Sample Question

Question

The chart below shows the changes of average monthly salary and prices of black and white, and color TV in Japanese Yen from 1953 to 1973.



2.2 Planning Notes

Step 1 | Identify main trends

- Salaries: steady and substantial increase (20,000 → 100,000 Yen)
- Black & white TV: clear decrease (150,000 → 50,000 Yen)
- Color TV: very high at first, then sharp fall (450,000 → 100,000 Yen)

Step 2 | Mindmap for Band 9 Response

- **Thesis Statement**
 - Analysis of changes in average monthly salary and TV prices in Japan (1953–1973)

- **Body Paragraph 1: Salary Trends**

- Topic Sentence: Significant increase in average monthly salary
 - Sub-topic: Salary growth from 1953 to 1973
 - Supporting Example: Salary rose from 20,000 to 100,000 Yen
 - Explanation: Reflects economic growth and increased purchasing power

- **Body Paragraph 2: TV Price Trends**

- Topic Sentence: Decline in TV prices over the period
 - Sub-topic: Price trends for black and white vs. color TVs
 - Supporting Example: Black and white TV prices dropped from 150,000 to 50,000 Yen
 - Supporting Example: Color TV prices decreased from 450,000 to 100,000 Yen
 - Explanation: Technological advancements and mass production

- **Body Paragraph 3: Economic Implications**

- Topic Sentence: Economic implications of salary and price changes
 - Sub-topic: Increased affordability of TVs
 - Supporting Example: TVs became accessible to average consumers
 - Explanation: Enhanced standard of living and consumer electronics market growth

- **Conclusion**

- Summary of trends and implications
 - Final Thought: Economic prosperity and technological progress in Japan
-

2.3 Band 9 Sample Answer

You can label this on the page as **Band 9 Sample Answer** (around 170–190 words).

The chart illustrates the evolution of average monthly salaries and the prices of black and white, as well as color televisions in Japan from 1953 to 1973. This period witnessed significant economic and technological transformations, which are reflected in the data.

To begin with, there was a remarkable increase in the average monthly salary over the two decades. In 1953, the average salary was approximately 20,000 Yen, which surged to around 100,000 Yen by 1973. This fivefold increase indicates robust economic growth and a substantial rise in the purchasing power of the Japanese populace. Such an upward trend in income levels is indicative of Japan's post-war economic miracle, which saw rapid industrialization and modernization.

Concurrently, the prices of televisions, both black and white and color, experienced a notable decline. Initially, in 1953, a black and white TV cost about 150,000 Yen, but by 1973, the price had plummeted to roughly 50,000 Yen. Similarly, color TVs, which were introduced later, saw their prices decrease from 450,000 Yen to 100,000 Yen over the same period. This downward trend can be attributed to technological advancements and the efficiencies brought about by mass production, making these products more affordable to the general public.

The economic implications of these trends are profound. As salaries increased and TV prices decreased, televisions became increasingly accessible to the average consumer. This shift not only enhanced the standard of living but also spurred the growth of the consumer electronics market in Japan. The ability to purchase such goods became a symbol of economic prosperity and technological progress.

In conclusion, the data from 1953 to 1973 highlights a period of significant economic growth and technological advancement in Japan. The increase in average monthly salaries, coupled with the decline in TV prices, underscores the nation's journey towards becoming a leading global economic power.

2.4 How Students Can Use This Sample

You can present these as small cards or boxes on the page:

- **✓ Step 1: Copy the structure**
Use the same paragraph pattern:
Intro (1 sentence paraphrasing the question) → Overview (1–2 sentences summarising main trends) → Body 1 (one line / one group of data) → Body 2 (the other line / comparisons + affordability).
- **✓ Step 2: Highlight and learn key phrases**
Ask students to underline or highlight phrases such as *rose steadily*, *fivefold increase*, *in contrast*, *plummeted*, *became far more affordable*.
- **✓ Step 3: Replace numbers and nouns**
Use the same sentence patterns with different years, numbers, and categories from other line chart questions to build a reusable “universal template” .

3. Writing Tips for IELTS Line Chart Essays

3.1 Task Response

- Always include an **Overview** paragraph.
 - Ideally place it as the second paragraph, starting with *Overall*, ... or *In general*, ...

- Summarise 2–3 main features: which lines increase, which decrease, and whether there are any crossovers or big changes in gaps.
 - Avoid long explanations of reasons or stories.
 - Task 1 is mainly about **describing data**, not explaining the causes behind it. You can briefly use *This suggests that...* but do not turn it into a Task 2-style discussion essay.
-

3.2 Coherence & Cohesion

- Organise paragraphs by **time + groups**, not “one sentence per line” chaos.
 - Typical structure:
 - Body 1: the first line or group (e.g. salary)
 - Body 2: the second line or group (e.g. TV prices + comparison)
 - Learn to **group** rather than list.
 - Put lines with similar trends in the same paragraph (e.g. both TV prices decreased), then highlight differences between them.
 - Use linking words to connect ideas naturally:
 - *while, whereas, in contrast, by comparison, meanwhile, during the same period*
 - Avoid using only *then, after that* throughout the essay.
-

3.3 Language Use (Vocabulary & Grammar)

- **Tense:** Most line chart questions about the past should use **past simple**:
 - *was / were / rose / fell / increased / decreased...*
 - **Numbers:** Avoid overly informal formats.
 - Write *about / approximately / around 20,000*, not *20k*.
 - **Avoid repeating the same verb too often.**
 - Replace *increase* with *rise, go up, climb, grow, surge*;
 - Replace *decrease* with *fall, drop, decline, go down, plummet*.
 - **Vary sentence structures.**
 - Mix simple sentences and complex sentences, for example:
 - *While A increased steadily, B remained relatively stable.*
 - *After peaking at 450,000 Yen, the price of colour TVs fell sharply.*
-

3.4 Data Selection

- Do not describe every single year or data point; choose **key points** instead:
 - starting point, ending point, peaks, lows, and turning points (where an upward trend changes to downward, or vice versa).
 - Use **approximate numbers** instead of dumping exact figures:
 - *around / roughly / just over / nearly / more than*
 - *from about 20,000 to just under 100,000* sounds more natural than listing every exact value.
-

3.5 Exam Technique

- First, check the **y-axis unit** and **time range** so you know whether the chart shows percentages, Yen, number of people, etc.
- Spend 2–3 minutes drawing your own **mind map**:
 - Which lines have similar trends?
 - Where do they cross or show large gaps?
 - How can you summarise the overall picture in 2 sentences?
- Keep your answer around **160–190 words**.
 - Do not write a 250-word mini-essay, or you will steal time from Task 2.
- Reserve 1 minute to **check your work** at the end:
 - especially tense, spelling (e.g. *colour* vs *color* – just be consistent), and singular/plural forms.

4. Practise IELTS Writing Task 1 with Lingoleap

If you would like to practise IELTS Writing Task 1 -2 with instant AI feedback, you can use **Lingoleap**, an AI-powered platform designed for IELTS and TOEFL learners.

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Writing Task 2

Speaking Practice

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0/250 words

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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%) lly (92%)

Pronunciation Comparison:

Your Pronunciation

yuw (56%) zhuw (26%) ax (58%) lly (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

POINT 1

1 Educational Content

Supporting Example

Learning new things through documentaries and educational programs.

POINT 2

2 Exposure to Different Cultures

Supporting Example

Travel shows and international news coverage

POINT 3

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

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