50. line graphs (Thursday, September 01, 2011)

1. Try to write 4 paragraphs - introduction, summary of main points, 2 detail paragraphs.
2. For your summary paragraph, look at the "big picture" - what changes happened to all of the lines from the beginning to the end of the period shown (i.e. from the first year to the last).
3. You don't need to give numbers in your summary paragraph. Numbers are specific details.
4. Never describe each line separately. The examiner wants to see comparisons.
5. If the graph shows years, you won't have time to mention all of them. Start describing details (paragraph 3) with a comparison of the lines for the first year shown on the graph (e.g. In 1990, the number of...).
6. Use the past simple (increased, fell) for past years, and 'will' or 'is expected/predicted to' for future years.
7. Don't use the passive (e.g. the number was increased), continuous (e.g. the number was increasing), or perfect tenses (e.g. the number has increased).

Line graphs always show changes over time. Here's some advice about how to describe them:

Is there a trend that all of the lines follow (e.g. an overall increase)?

Just mention general things like 'overall change', 'highest' and 'lowest', without giving specific figures.

The key years to describe are **the first year and the last year**. You should also mention any 'special' years (e.g. a peak or a significant rise/fall).

51. process diagrams (Thursday, September 08, 2011)

1. Try to write 4 paragraphs - introduction, summary of main points, 2 detail paragraphs.
2. Write the introduction by paraphrasing the question
3. For your summary, first say how many steps there are in the process. Then say where/how the process begins and ends (look at the first and last stages).
4. In paragraphs 3 and 4, describe the process **step by step**.
5. You could describe the steps in one paragraph, but it looks more organised if you break the description into two paragraphs. Just start paragraph 4 somewhere **in the middle of the process**.
6. Mention every stage in the process.
7. Use 'sequencing' language e.g. at the first / second / following / final stage of the process, next, after that, then, finally etc.
8. Times (e.g. past dates) are not usually shown, so use the present simple tense.
9. It's usually a good idea to **use the passive** e.g. 'At the final stage, the product is delivered to shops'

Process diagrams show how something is done or made. They always show steps/stages. Here's some advice about how to describe them:

(rewrite it by changing some of the words).

Include the first and last steps that you mentioned in the summary, but try to describe them **in more detail or in a different way**.

(because we don't need to know who delivered the product).

52. house prices

Here's part of a news article I found about UK house prices:

There was seemingly good news for UK home owners when Halifax announced house prices had risen by 0.3% in July 2011, boosting the average value of a property to £163,981. Halifax also noted that prices were 0.5% higher over the three months from May to July than in the previous three months.

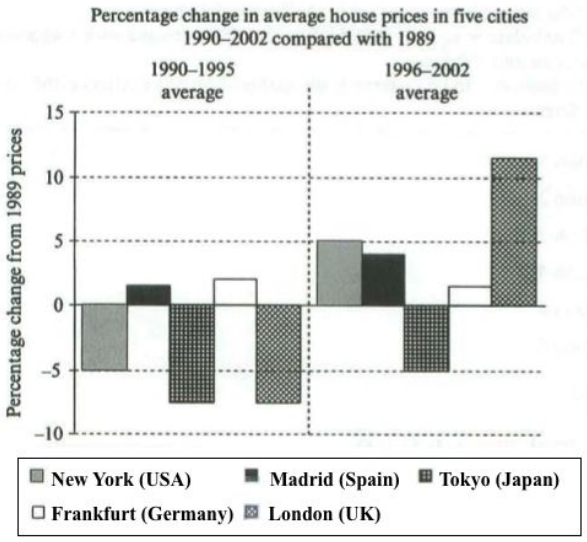
But is it time to celebrate the renaissance of the housing market? Even Halifax's index shows that over the preceding 12-month period, prices actually fell by 2.6%. Despite the price increases seen in recent months, we are finding that the average price of a property remains just under 13% below its peak in 2007.

Try to answer the questions below. Write a full sentence for each answer.

1. What happened to UK house prices in July 2011?
2. What do the figures 0.5% and 2.6% refer to?
3. Compare the 2011 average UK house price with the 2007 average.

If you want to learn how to describe trends (increase, decrease etc.), search for some news about house prices.

53. 'house prices' chart



Some advice:

1. **Introduction**: paraphrase the question.
2. **Summary**: compare the two periods (prices fell overall from 1990-95, but rose from 1996-2002), and mention that London prices changed the most.
3. **Details**: write one paragraph about each period.
4. Note: don't write -5%, write "fell by 5%".

The chart below shows information about changes in average house prices in five different cities between 1990 and 2002 compared with the average house prices in 1989.

The bar chart compares the cost of an average house in five major cities over a period of 13 years from 1989.

We can see that house prices fell overall between 1990 and 1995, but most of the cities saw rising prices between 1996 and 2002. London experienced by far the greatest changes in house prices over the 13-year period.

Over the 5 years after 1989, the cost of average homes in Tokyo and London dropped by around 7%, while New York house prices went down by 5%. By contrast, prices rose by approximately 2% in both Madrid and Frankfurt.

Between 1996 and 2002, London house prices jumped to around 12% above the 1989 average. Homebuyers in New York also had to pay significantly more, with prices rising to 5% above the 1989 average, but homes in Tokyo remained cheaper than they were in 1989. The cost of an average home in Madrid rose by a further 2%, while prices in Frankfurt remained stable.(165 words)

54. full essay

The table below shows the proportion of different categories of families living in poverty in Australia in 1999.

Family type	Proportion of people from each household type living in poverty
single aged person	6% (54,000)
aged couple	4% (48,000)
single, no children	19% (359,000)
couple, no children	7% (211,000)
sole parent	21% (232,000)
couple with children	12% (933,000)
all households	**11% (1,837,000)**

The table gives information about poverty rates among six types of household in Australia in the year 1999.

It is noticeable that levels of poverty were higher for single people than for couples, and people with children were more likely to be poor than those without. Poverty rates were considerably lower among elderly people.

Overall, 11% of Australians, or 1,837,000 people, were living in poverty in 1999. Aged people were the least likely to be poor, with poverty levels of 6% and 4% for single aged people and aged couples respectively.

Just over one fifth of single parents were living in poverty, whereas only 12% of parents living with a partner were classed as poor. The same pattern can be seen for people with no children: while 19% of single people in this group were living below the poverty line, the figure for couples was much lower, at only 7%. (150 words, band 9)

describing percentages

Family type	Proportion of people living in poverty
single aged person	6%
aged couple	4%

You could either put the percentage at the beginning of the sentence (example 1), or put it at the end of the sentence (example 2):

1. 6% of single aged people were living in poverty.
2. The level of poverty among single aged people stood at 6%.

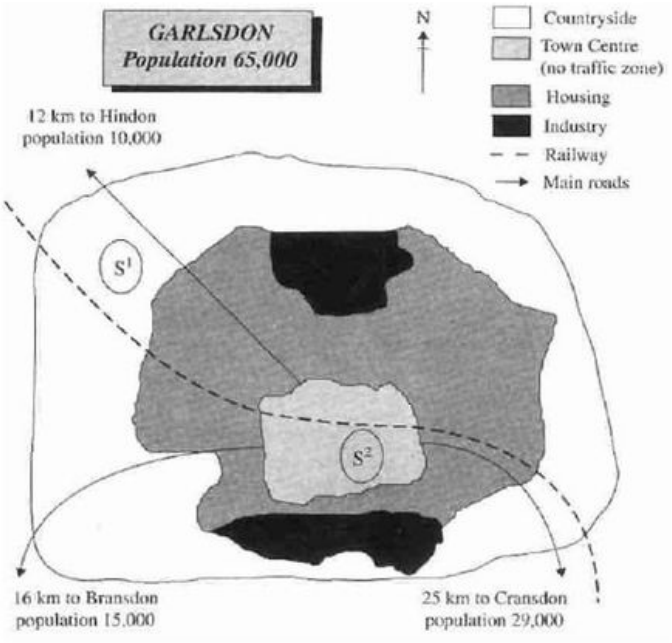
You could also add a comparison:

1. 6% of single aged people were living in poverty, compared to only 4% of aged couples.
2. The level of poverty among single aged people stood at 6%, whereas the figure for aged couples was only 4%.

Which sentence do you think is clearer? Also, why have I used "people" and "couples" in my sentences when the table says "person" and "couple"?

55. IELTS Writing Task 1: describe a map

(From Cambridge IELTS 5) ***The map below is of the town of Garlsdon. A new supermarket (S) is planned for the town. The map shows two possible sites for the supermarket.***



Here is some advice:

1. **Introduction**- Just paraphrase the question (instead of 'two possible sites' you could write '**two potential locations**').
2. **Summary**- The main point is that the first site (S1) is outside the town, whereas the second site is in the town centre. Also, you could mention that the map shows the position of both sites relative to a railway and three roads which lead to three smaller towns.
3. **Details** (2 paragraphs)- Don't write a separate paragraph about each site; it's much better to compare the sites. I'd write one paragraph comparing the position of each site relative to Garlsdon (mention the different areas of the town), and another paragraph about the positions relative to transport links with the other three towns.

Here's my band 9 essay. I focused on describing similarities and differences.

The map shows two potential locations (S1 and S2) for a new supermarket in a town called Garlsdon.

The main difference between the two sites is that S1 is outside the town, whereas S2 is in the town centre. The sites can also be compared in terms of access by road or rail, and their positions relative to three smaller towns.

Looking at the information in more detail, S1 is in the countryside to the north west of Garlsdon, but it is close to the residential area of the town. S2 is also close to the housing area, which surrounds the town centre.

There are main roads from Hindon, Bransdon and Cransdon to Garlsdon town centre, but this is a no traffic zone, so there would be no access to S2 by car. By contrast, S1 lies on the main road to Hindon, but it would be more difficult to reach from Bransdon and Cransdon. Both supermarket sites are close to the railway that runs through Garlsdon from Hindon to Cransdon.

56.1 IELTS Writing Task 1: how to select main points

Introduction: The bar chart compares the number of people in prison in five different countries over a period of 50 years.

Usually I look for a change from the beginning to the end of the period. However, there is no overall trend because the figures fluctuate. So, I'll talk about the highest and lowest figures instead.

Summary of the main points: While the figures for imprisonment fluctuated over the period shown, it is clear that the United States had the highest number of prisoners overall. Great Britain, on the other hand, had the lowest number of prisoners for the majority of the period.

56.2 selecting details

United States

The United States had the highest number of prisoners in four out of the six years shown on the chart, and in 1980 the figure for this country peaked at nearly 140,000 prisoners.

Canada Canada had the highest figures for imprisonment in 1930 and 1950, with about 120,000 prisoners in both years.

New Zealand and Australia

The figures for New Zealand an Australia fluctuated between 40,000 and 100,000 prisoners, although New Zealand's prison population tended to be the higher of the two.

Great Britain

In contrast to the figures for the other countries, the number of prisoners in Great Britain rose steadily between 1930 and 1980, reaching a peak of about 80,000 at the end of the period.

57.1 describing numbers

A good exercise is to choose one piece of information (a number) from a graph or chart, and try to describe it in several different ways.

Here are 5 different sentences describing the 'all marriages' figure for the year 1951 (from the graph above):

1. Around 400,000 couples got married in the UK in 1951.
2. Around 400,000 weddings took place in the UK in the year 1951.
3. In 1951, there were around 400,000 marriages in the UK.
4. In 1951, the number of UK marriages stood at about 400,000.
5. In 1951, the figure for marriages in the UK was approximately 400,000.

57.2 the summary paragraph

To summarise graphs, I look for the overall change from the first year to the last year shown. I also look for the main trends or the highest and lowest numbers.

Here's my 2-sentence summary for the graph above: It is clear that the total number of marriages per year fell between 1951 and 2009. While the number of first marriages fell dramatically from the end of the 1960s, the figure for remarriages remained stable.

57.3 describing details

After your summary, you then need to describe specific details. It's important to include numbers and make some comparisons.

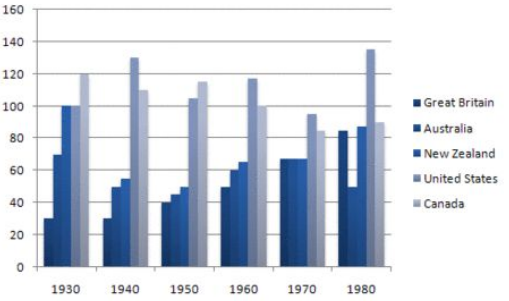
For line graphs, I always use the following approach:

1st detail paragraph: compare the numbers for the first year (e.g. 1951), then describe the changes up to a key point on the graph (e.g. peak numbers in 1971).

2nd detail paragraph: explain the general trend for each line after the key point (1971), then compare the numbers for the last year shown (2009).

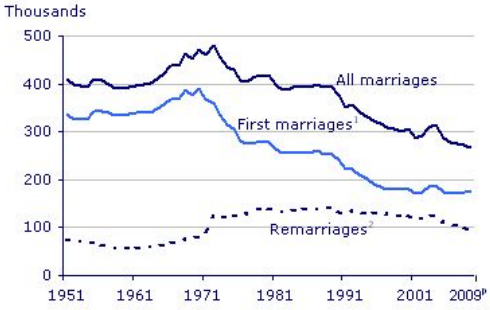
When there is a lot of information (like in the bar chart below), it can be difficult to select the main points.

The table below shows the figures for imprisonment in five countries between 1930 and 1980. (The y axis shows numbers of prisoners in thousands) (Cambridge IELTS 2)



The bar chart contains a lot of information, so you will not be able to include everything.

Make sure that you write something about each country. Select the most relevant point for each country, and don't forget to mention some figures. I've written an example sentence about each country below.

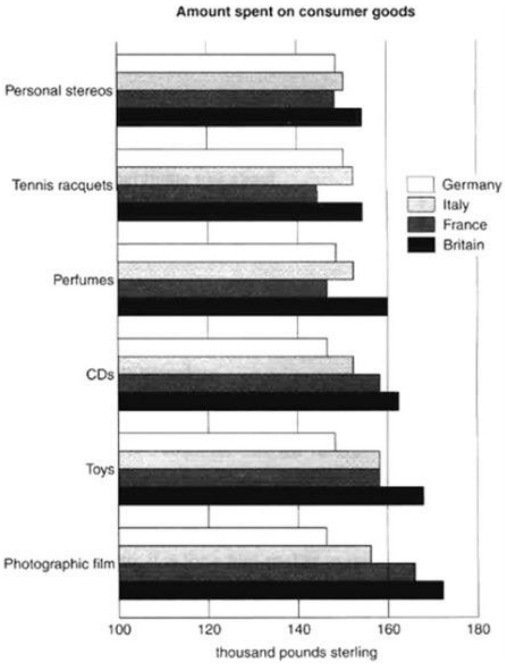


UK marriages, 1951 - 2009

As part of your task 1 essay, you need to write a general summary of the information (examiners call this the 'overview'). I usually write my summary straight after the introduction, but you can also put it at the end of the essay.

Try to write 2 paragraphs describing details. It looks more organised if you divide the information into 2 parts.

58. Selecting & bar chart essay



The following bar chart has a total of 24 bars. It's impossible to describe 24 pieces of information in only 20 minutes, so you need to select.
A simple rule is to select at least one key thing about each country. Here are some examples:

Britain: highest spending on all 6 products, give the figure for photographic film.
France: second highest for 3 products, but lowest for the other 3.
Italy: Italians spent more money on toys than on any other product.
Germany: lowest spending overall, similar figures for all 6 products.

The bar chart compares consumer spending on six different items in Germany, Italy, France and Britain.

It is clear that British people spent significantly more money than people in the other three countries on all six goods. Of the six items, consumers spent the most money on photographic film.

People in Britain spent just over £170,000 on photographic film, which is the highest figure shown on the chart. By contrast, Germans were the lowest overall spenders, with roughly the same figures (just under £150,000) for each of the six products.

The figures for spending on toys were the same in both France and Italy, at nearly £160,000. However, while French people spent more than Italians on photographic film and CDs, Italians paid out more for personal stereos, tennis racquets and perfumes. The amount spent by French people on tennis racquets, around £145,000, is the lowest figure shown on the chart.

Note: - I tried to keep the essay short (154 words) by selecting carefully.
- It's difficult to change spend, but I used spending, spenders and paid out.

59. IELTS Writing Task 1: comparisons

You can use "compared to", "compared with" and "in comparison with" in the same way. For example:

- Prices in the UK are high compared to / with / in comparison with (prices in) Canada and Australia.
- Compared to / with / in comparison with(prices in) Canada and Australia, prices in the UK are high.

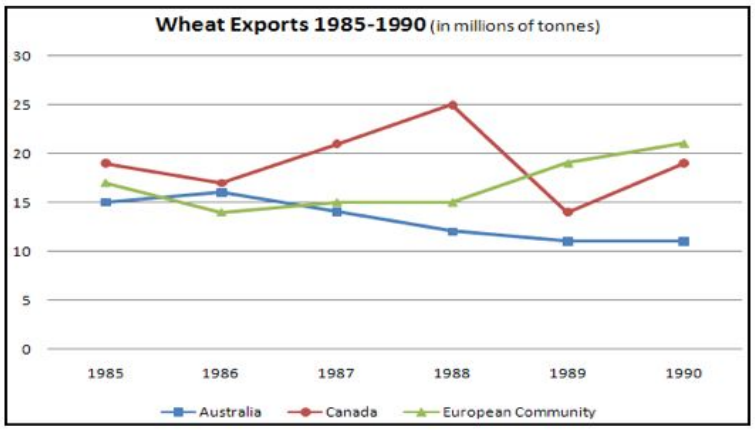
When writing about numbers or changes, I find it easier to use "while" or "whereas":

- There are 5 million smokers in the UK, while / whereas only 2 million Canadians and 1 million Australians smoke.
- Between 1990 and 2000, the number of smokers in the UK decreased dramatically, while / whereas the figures for Canada and Australia remained the same.

Please note:
We don't say "comparing to".
We say "2 million" not "2 millions".

60. common mistakes & overview

Many students make the same mistakes when describing numbers. You must express numbers correctly if you want to get a high score.



- What is wrong with these sentences?

1. In 1985, Canada was about 19 million tonnes.
2. Australia was lower, at 15 million tonnes of wheat exports.
3. In 1988, Canada increased by about 5 million tonnes of wheat exports.
4. Australia exported about 11 millions of tonnes of wheat in 1990.

- What big mistake in the first 3 sentences has not been made in the 4th sentence?

CORRECT ANSWERS FROM SIMON:
1. In 1985, Canada exported about 19 million tonnes of wheat.
2. Australia exported less wheat, at 15 million tonnes.
3. In 1988, Canadian wheat exports increased by about 5 million tonnes.
4. Australia exported about 11 million tonnes of wheat in 1990.

NOTE 1: You can't say "Canada was 19 million tonnes" or "Australia was lower" or "Canada increased" - the country didn't increase, the wheat exports increased.

NOTE 2: The verb use was the big mistake in the first 3 sentences (e.g. 'Canada was' - see note 1). The 4th sentence is better because the verb 'exported' is used. However, we don't say "11 millions of tonnes", we say "11 million tonnes".

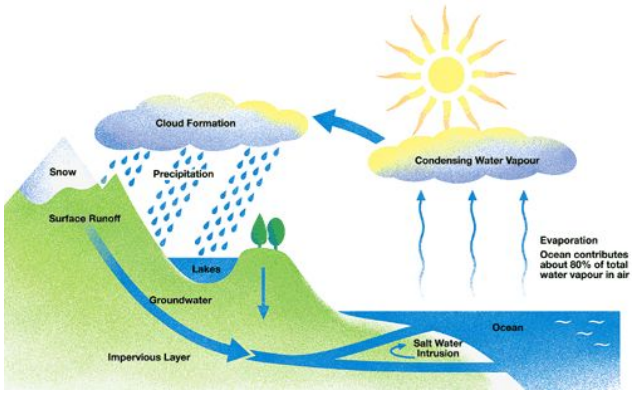
If you want to get a high score for task 1, you must write an 'overview' of the information. An overview is a summary of the main points or general trends.
How would you write an overview for this graph?

Example overview: It is clear that Canada exported more wheat than Australia and the European Community for most of the period shown. However, while Canada's wheat exports fluctuated and Australia's fell, wheat exports from the European Community rose steadily.

61. to, by, with, at

Several people have asked me to explain how to use ***to, by, with*** and ***at*** when describing numbers. Here are some examples to give you a basic idea of the differences:
1) Use **to** when describing what happened to the number:
In 2008, the rate of unemployment rose **to** 10%.
2) Use **by** when describing the amount of change between two numbers:
In 2009, the rate of unemployment fell **by** 2% (from 10% to 8%).
3) Use **with** to give the idea of 'having' the number:
Obama won the election **with** 52% of the vote.
4) Use **at** to add the number on the end of a sentence:
Unemployment reached its highest level in 2008, **at** 10%.

62. 'water cycle' essay



The diagram below shows the water cycle, which is the continuous movement of water on, above and below the surface of the Earth.

Note: Verbs will be active, not passive e.g. "water evaporates", not "water is evaporated".

Here are some tips:
1. **Introduction**:Paraphrase the question. You could use the words 'natural process'.
2. **Summary**:Say how many steps there are, and mention the first and last steps. You can choose where the cycle begins, but I'd start from the ocean.
3. **Details** (2 paragraphs):Describe the process step by step. You don't have to mention every word shown on the diagram, so don't worry if you don't understand 'salt water intrusion'.
4. **No conclusion**:It's a description, so there is nothing to conclude.

The picture illustrates the way in which water passes from ocean to air to land during the natural process known as the water cycle.

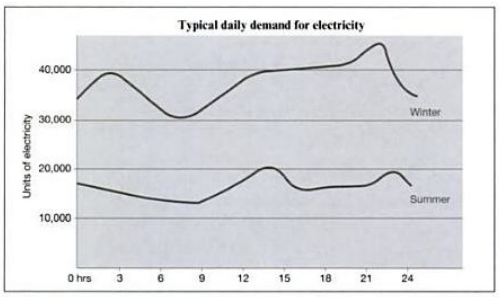
Three main stages are shown on the diagram. Ocean water evaporates, falls as rain, and eventually runs back into the oceans again.

Beginning at the evaporation stage, we can see that 80% of water vapour in the air comes from the oceans. Heat from the sun causes water to evaporate, and water vapour condenses to form clouds. At the second stage, labelled 'precipitation' on the diagram, water falls as rain or snow.

At the third stage in the cycle, rainwater may take various paths. Some of it may fall into lakes or return to the oceans via 'surface runoff'. Otherwise, rainwater may filter through the ground, reaching the impervious layer of the earth. Salt water intrusion is shown to take place just before groundwater passes into the oceans to complete the cycle. (156 words, band 9)

63. line graph & pie chart (Cambridge IELTS 4, page 54)

The graph below shows the demand for electricity in England during typical days in winter and summer.



The line graph compares daily electricity consumption in England during the winter and summer, while the pie chart shows information about the different uses of this electricity in an average English household.

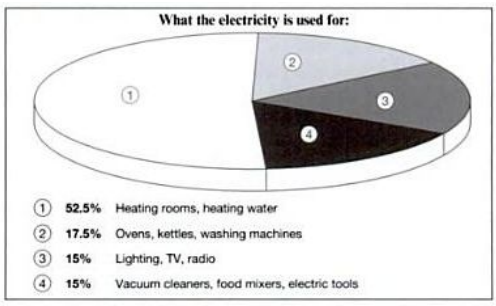
It is clear that English homes use around double the amount of electricity in the winter compared to the summer. Throughout the year, just over half of the electricity consumed by English households is used for heating rooms and water.

Fill the gaps below using words from the following list: demand (x2), lowest, at (x2), in, highest, consumption (x2), peaks, twice

1. The daily _____ of electricity in England is about _____ as high in the winter compared to the summer.
2. During the winter, _____ for electricity _____ _____ around 45,000 units between 9 p.m. and 10 p.m.
3. During the summer, _____ of electricity is at its _____, at about 20,000 units, between 1 p.m. and 2 p.m.
4. _____ for electricity is _____ its _____ between 6 a.m. and 9 a.m. _____ both seasons.

1. consumption, twice 2. demand, peaks at 3. consumption, highest
4. demand, at, lowest, in **Note**: "demand FOR", "consumption OF"

The pie chart below shows how electricity is used in an average English home.



Fill the gaps using words from the following list: appliances, remaining, account, proportion, for, largest, household

1. In an average English home, the _____ _____ of electricity, 52.5%, is used for heating rooms and water.
2. Three kitchen _____, namely ovens, kettles and washing machines, _____ _____ 17.5% of _____ electricity use.
3. The _____ 30% of electricity is used for lighting, televisions and radios (15%), and vacuum cleaners, food mixers and electric tools (15%).

1. largest proportion 2. appliances, account for, household 3. remaining

64.1 'consumer durables' table

The table below shows the consumer durables owned in Britain from 1972 to 1983.

Consumer durables	1972	1974	1976	1978	1979	1981	1982	1983
Percentage of households with:								
central heating	39	43	48	52	55	59	60	64
television	93	95	96	96	97	97	97	98
video								18
vacuum cleaner	87	89	92	92	93	94	95	
refrigerator	73	81	88	91	92	93	93	94
washing machine	66	68	71	75	74	78	79	80
dishwasher				3	3	4	4	5
telephone	42	50	54	60	67	75	76	77

Here's our essay plan:

1. **Introduction**:
paraphrase the question
2. **Overview**:
highest = TV, biggest change = telephone and central heating
3. **Describe** figures for the 4 items with **highest** percentages
4. **Describe** figures for the 4 items with **lowest** percentages

We did paragraph 3 as an example:

In 1972, 93% of British homes had a television, and this increased to 98% in 1983. The majority of homes also had a vacuum cleaner and a refrigerator. These consumer durables were owned by over 90% of households by the end of the period. Washing machines were the fourth most common item, with 66% of households owning one in 1972, rising to 80% of households in 1983.

64.2 nouns and verbs

Don't write: - Walking was 255 miles per person in 1985.
- Car was the highest form of transport.

Do write: - The average person walked 255 miles in 1985.
- People travelled more miles by car than by any other form of transport.

Charts and tables usually show nouns rather than verbs. However, you need to find the right verb in order to write a good sentence. Example:(Cambridge IELTS6,page 52)

Average distance in miles travelled per person per year

	1985	2000
Walking	255	237
Car	3,199	4,806

64.3 'table' essay

The table below gives information about the underground railway systems in six cities.

City	Date opened	Kilometres of route	Passengers per year (in millions)
London	1863	394	775
Paris	1900	199	1191
Tokyo	1927	155	1927
Washington DC	1976	126	144
Kyoto	1981	11	45
Los Angeles	2001	28	50

The table shows data about the underground rail networks in six major cities.

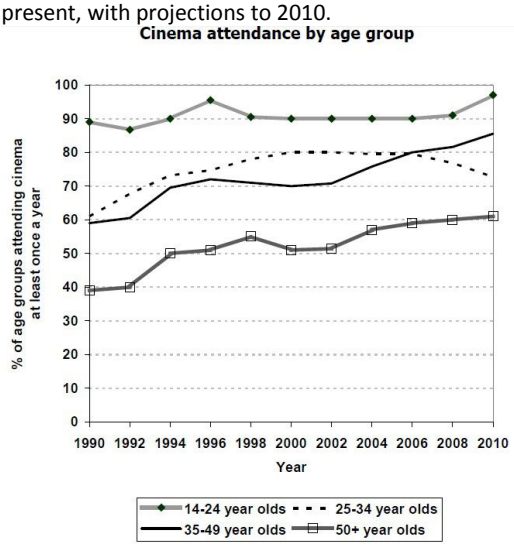
The table compares the six networks in terms of their age, size and the number of people who use them each year. It is clear that the three oldest underground systems are larger and serve significantly more passengers than the newer systems.

The London underground is the oldest system, having opened in 1863. It is also the largest system, with 394 kilometres of route. The second largest system, in Paris, is only about half the size of the London underground, with 199 kilometres of route. However, it serves more people per year. While only third in terms of size, the Tokyo system is easily the most used, with 1927 million passengers per year.

Of the three newer networks, the Washington DC underground is the most extensive, with 126 kilometres of route, compared to only 11 kilometres and 28 kilometres for the Kyoto and Los Angeles systems. The Los Angeles network is the newest, having opened in 2001, while the Kyoto network is the smallest and serves only 45 million passengers per year. (185 words)

65. Line graph: Cinema Attendance

The graph below gives information about cinema attendance in Australia between 1990 and the present, with projections to 2010.

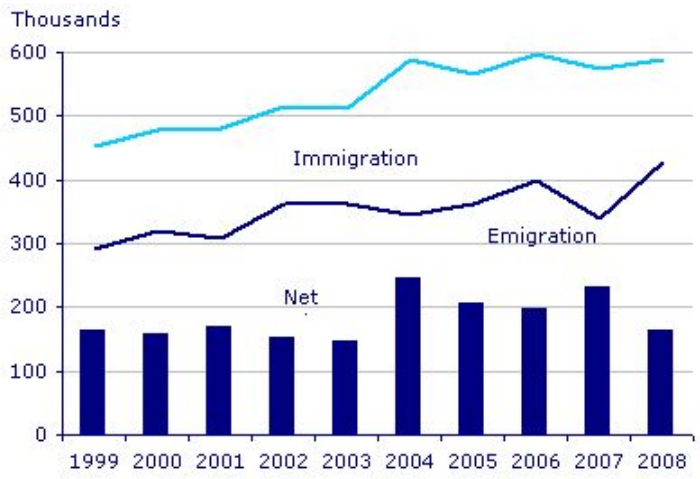


When describing a line graph:- Do not describe each line separately.
- You must compare the figures.

Here is an example of how to compare the 4 lines for the year 1990:
In 1990, almost 90% of 14 to 24 year olds went to the cinema at least once a year. Cinema attendance was about 30% lower than this among people aged 25 to 34 and 35 to 49, while the figure for those aged over 50 was the lowest, at only 40%.
If you can write comparisons like this, you will get a very high score. Try using my comparison as a model to help you compare the figures for 2010.

66. look at the chart first & migration essay

A good piece of advice for IELTS writing task 1: look at the chart/graph/picture ***before*** you read the question. Sometimes the question contains words that you don't know, and this can cause you to panic. But you don't really need to understand the question if you already understand the chart.



Long-Term International Migration, UK, 1999-2008

The chart gives information about UK immigration, emigration and net migration between 1999 and 2008.

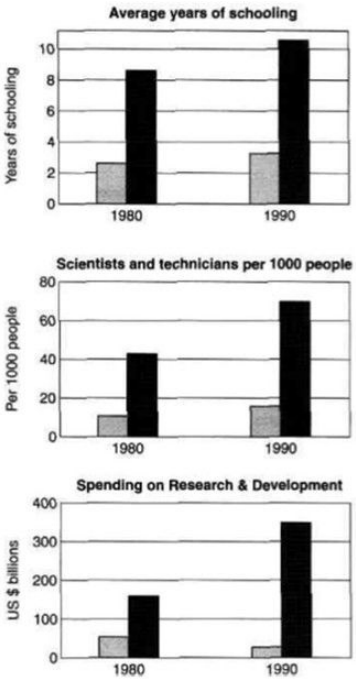
Both immigration and emigration rates rose over the period shown, but the figures for immigration were significantly higher. Net migration peaked in 2004 and 2007.

In 1999, over 450,000 people came to live in the UK, while the number of people who emigrated stood at just under 300,000. The figure for net migration was around 160,000, and it remained at a similar level until 2003. From 1999 to 2004, the immigration rate rose by nearly 150,000 people, but there was a much smaller rise in emigration. Net migration peaked at almost 250,000 people in 2004.

After 2004, the rate of immigration remained high, but the number of people emigrating fluctuated. Emigration fell suddenly in 2007, before peaking at about 420,000 people in 2008. As a result, the net migration figure rose to around 240,000 in 2007, but fell back to around 160,000 in 2008.

67. Three bar charts (Cambridge IELTS 3, page 73)

The charts below show the levels of participation in education and science in developing and industrialised countries in 1980 and 1990.



The three bar charts show average years of schooling, numbers of scientists and technicians, and research and development spending in developing and developed countries. Figures are given for 1980 and 1990.

It is clear from the charts that the figures for developed countries are much higher than those for developing nations. Also, the charts show an overall increase in participation in education and science from 1980 to 1990.

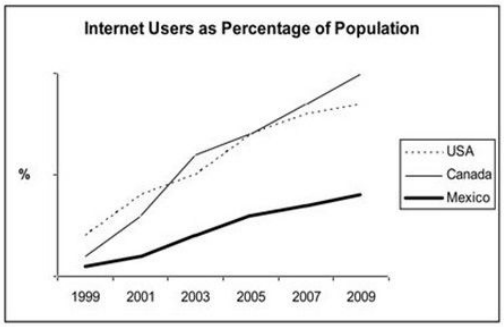
People in developing nations attended school for an average of around 3 years, with only a slight increase in years of schooling from 1980 to 1990. On the other hand, the figure for industrialised countries rose from nearly 9 years of schooling in 1980 to nearly 11 years in 1990.

From 1980 to 1990, the number of scientists and technicians in industrialised countries almost doubled to about 70 per 1000 people. Spending on research and development also saw rapid growth in these countries, reaching $350 billion in 1990. By contrast, the number of science workers in developing countries remained below 20 per 1000 people, and research spending fell from about $50 billion to only $25 billion. (187 words)

68. IELTS Writing Task 1: graph trends (Thursday, August 12, 2010)

For graphs that show time periods (years, months etc.):

1. Look for the overall trend from left to right on the graph. Is there a change from the first year to the last year?
2. Do the lines on the graph follow a similar trend, or can you see any differences?



The line graph compares the percentage of people in three countries who used the Internet between 1999 and 2009.

It is clear that the proportion of the population who used the Internet increased in each country over the period shown. Overall, a much larger percentage of Canadians and Americans had access to the Internet in comparison with Mexicans, and Canada experienced the fastest growth in Internet usage.

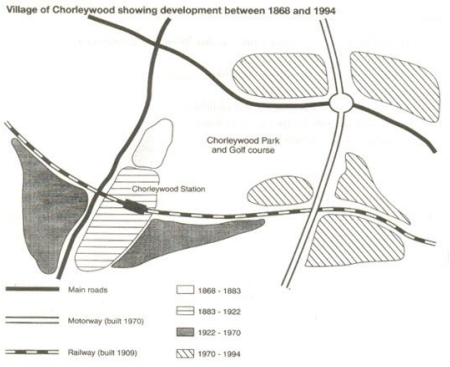
In 1999, the proportion of people using the Internet in the USA _____ about 20%. The figures for Canada and Mexico _____ lower, at about 10% and 5% respectively. In 2005, Internet usage in both the USA and Canada _____ around 70% of the population, while the figure for Mexico _____ just over 25%. 1. was 2. were 3. rose to 4. reached

By 2009, the percentage of Internet users _____ highest in Canada. Almost 100% of Canadians _____ the Internet, compared to about 80% of Americans and only 40% of Mexicans. 5. was 6. used

easy verbs: For IELTS writing task 1, don't worry about using "difficult" verbs or verb tenses. Forget about continuous and perfect tenses; just use present or past simple.

69. describe a map

There are 2 types of map:
1. A map that shows a comparison
2. A map that shows development of an area.



The map shows the growth of a village called Chorleywood between 1868 and 1994.

It is clear that the village grew as the transport infrastructure was improved. Four periods of development are shown on the map, and each of the populated areas is near to the main roads, the railway or the motorway.

From 1868 to 1883, Chorleywood covered a small area next to one of the main roads. Chorleywood Park and Golf Course is now located next to this original village area. The village grew along the main road to the south between 1883 and 1922, and in 1909 a railway line was built crossing this area from west to east. Chorleywood station is in this part of the village.

The expansion of Chorleywood continued to the east and west alongside the railway line until 1970. At that time, a motorway was built to the east of the village, and from 1970 to 1994, further development of the village took place around motorway intersections with the railway and one of the main roads.