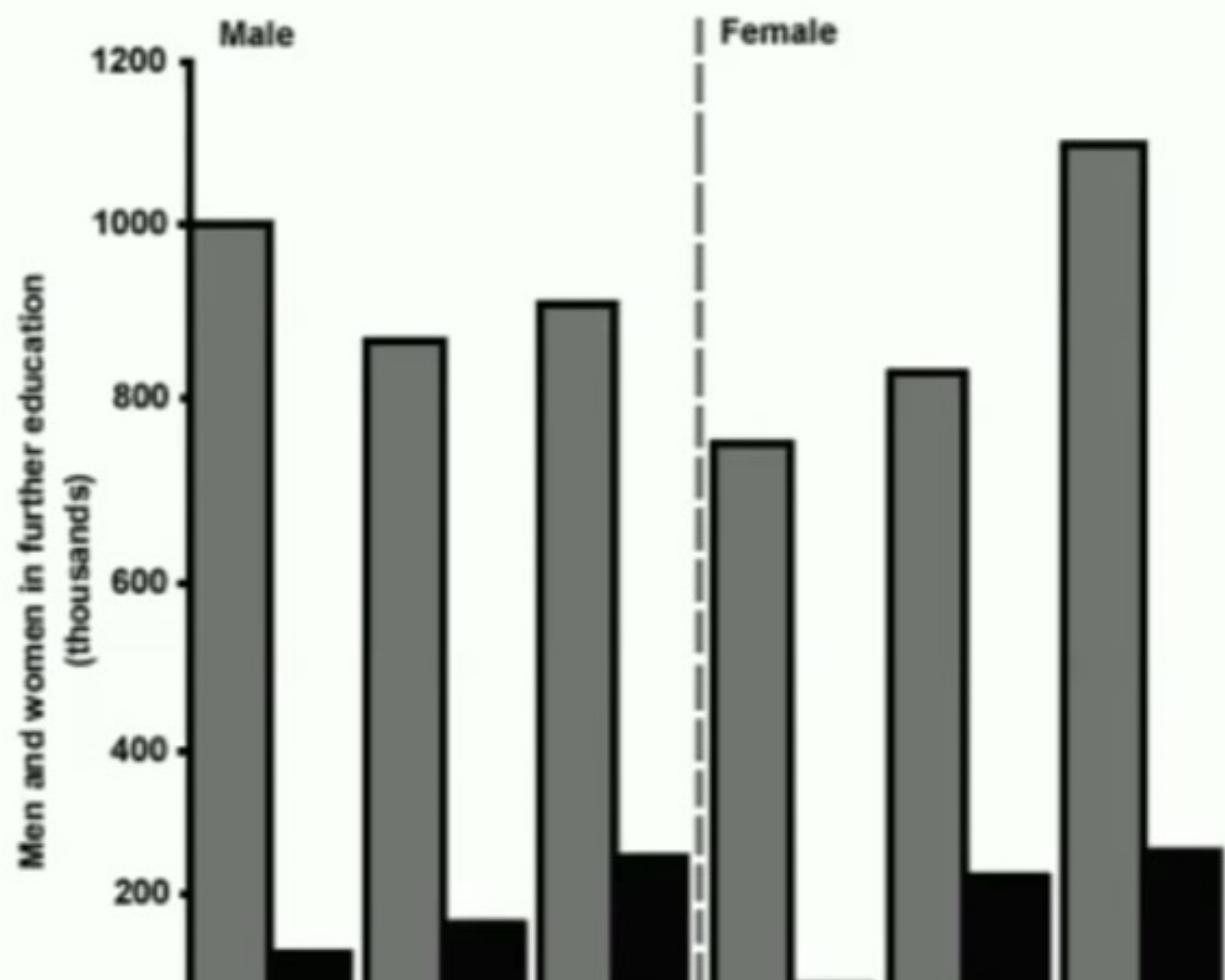
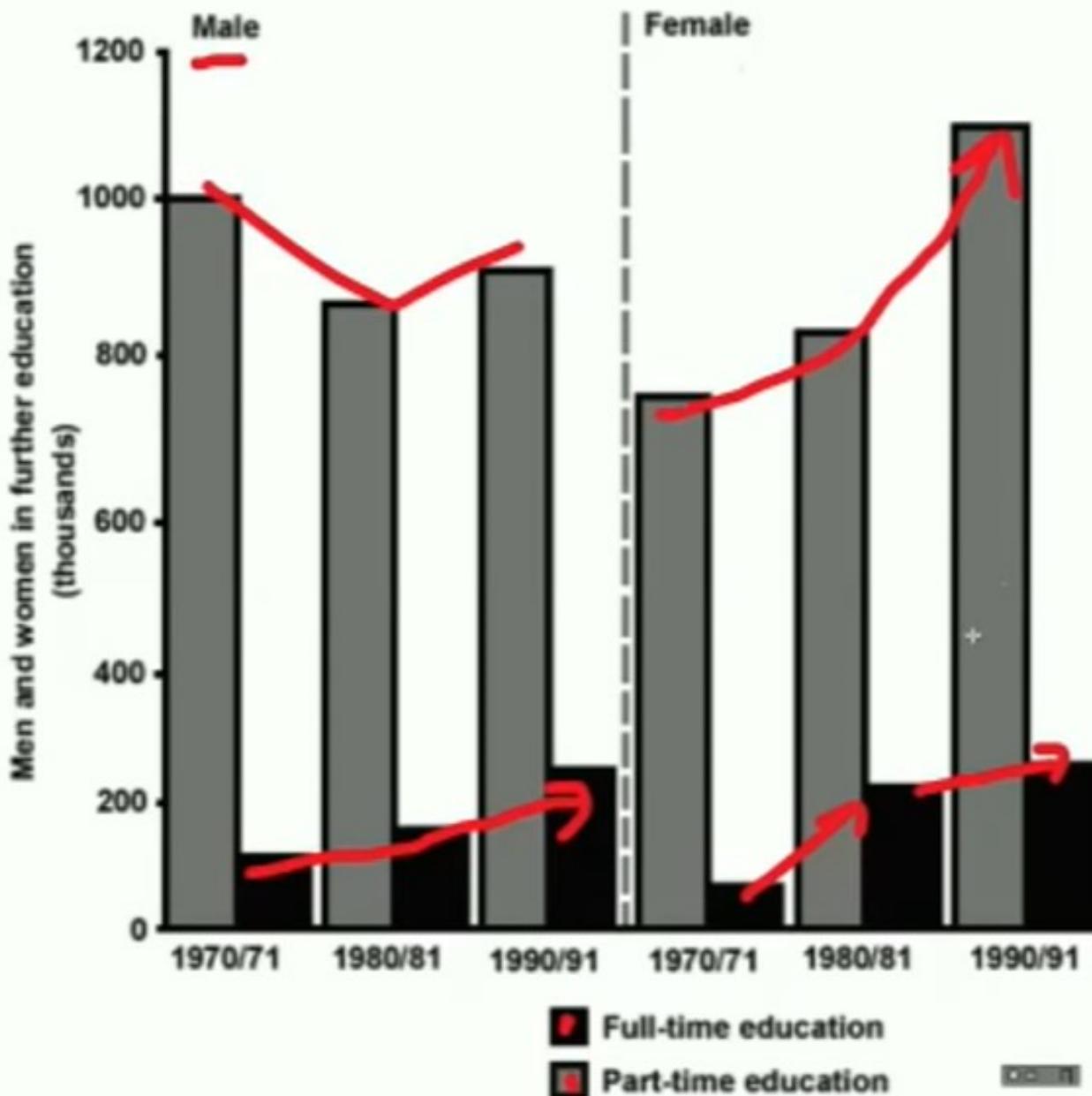


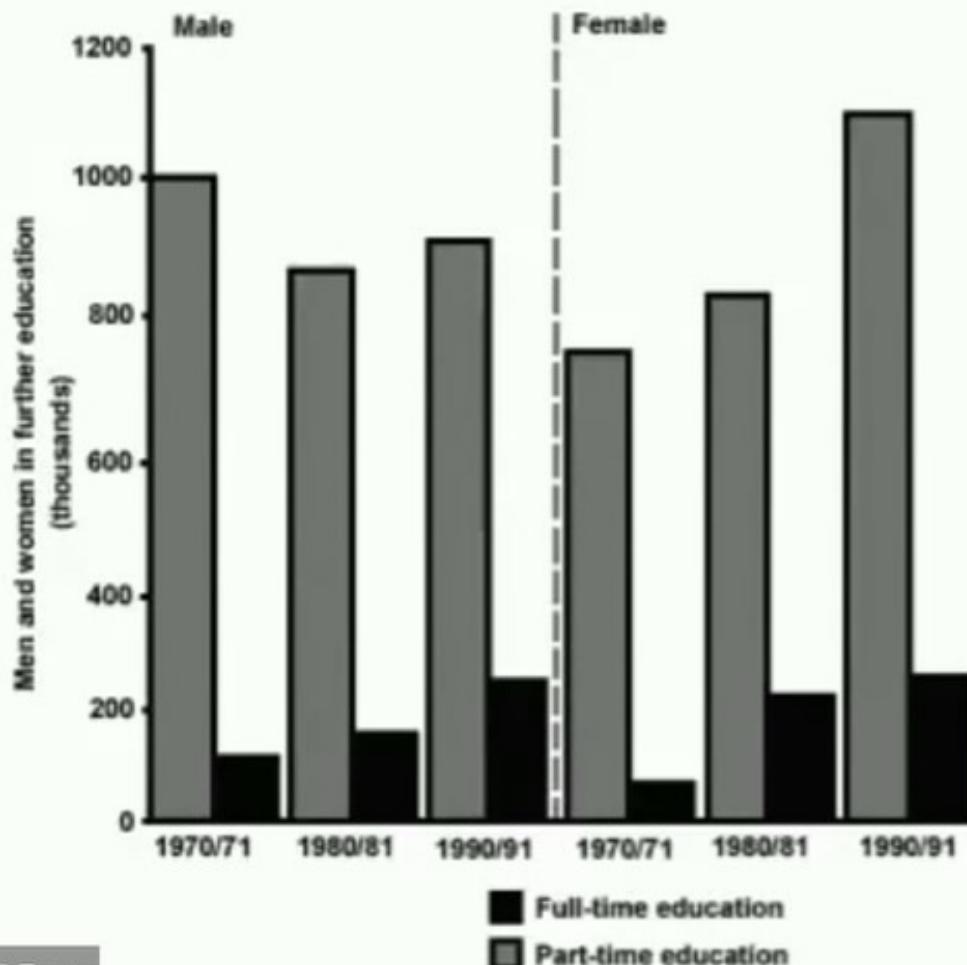
IELTS ACADEMIC WRITING







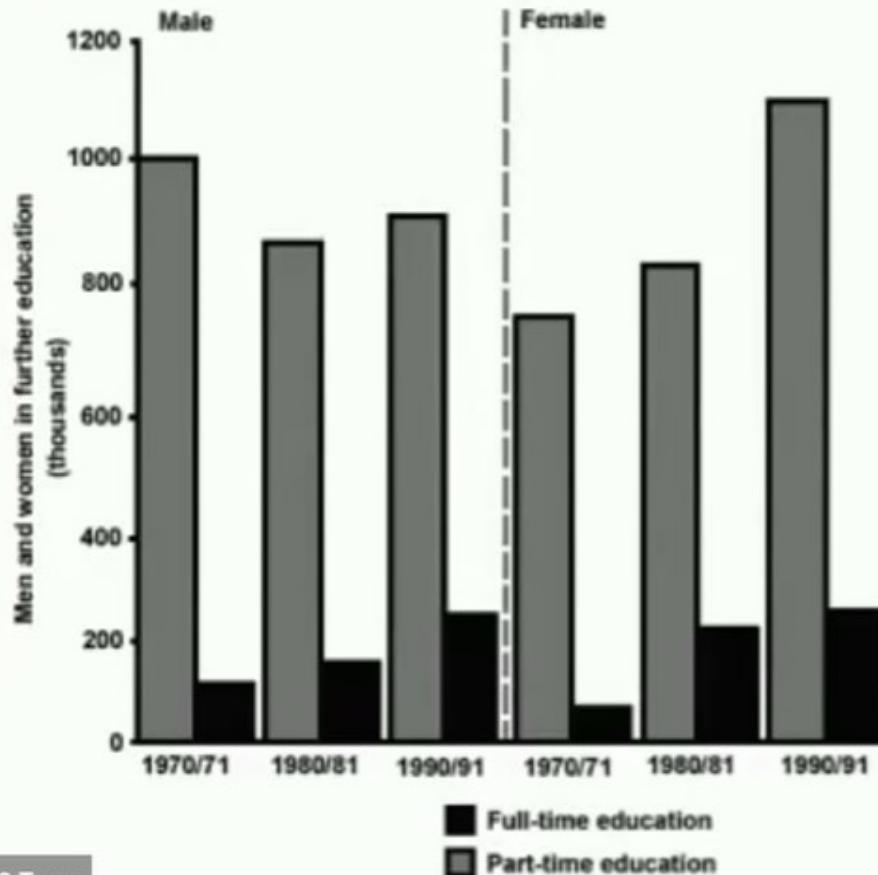
The chart below shows the number of men and women in further education in Britain in three periods and whether they were studying full-time or part-time.



The bar chart illustrates the number of men and women in further education in Britain in three periods and whether they were studying full-time or part-time and is divided into males and females.

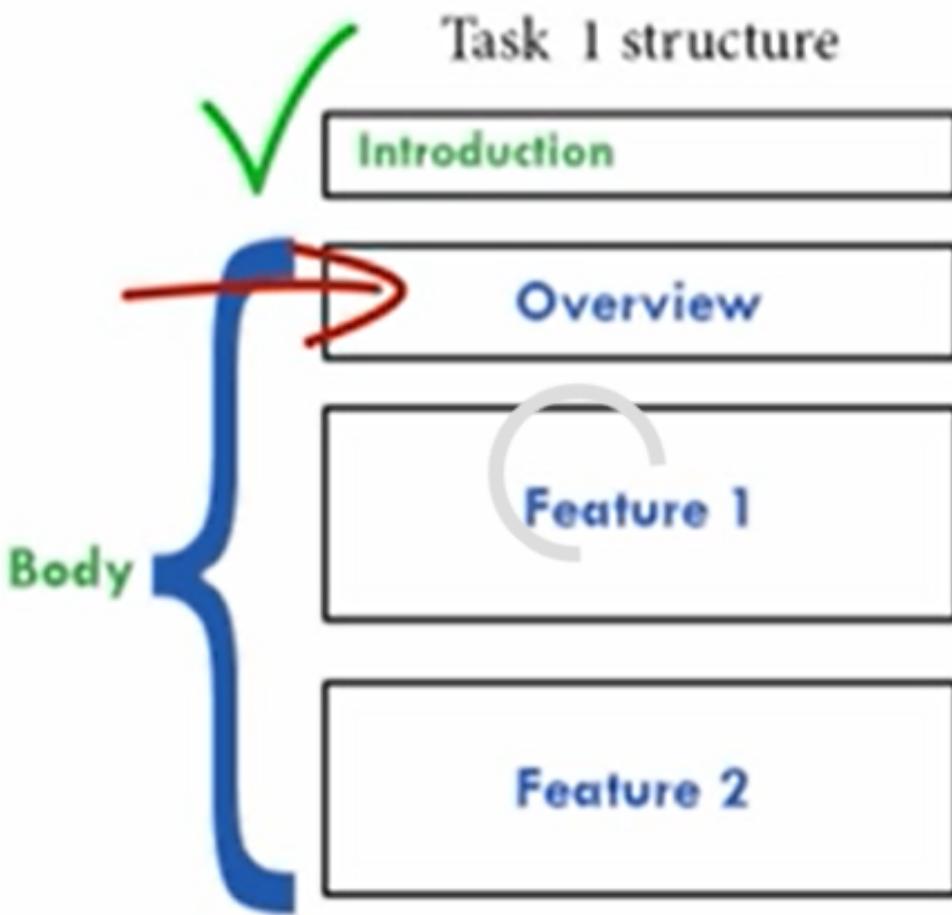
QUIZ: Do the two paragraphs say EXACTLY the same thing?

The chart below shows the number of men and women in further education in Britain in three periods and whether they were studying full-time or part-time.



The bar chart illustrates the number of males and females in further education in Britain in three periods and whether they were studying full-time or part-time and is divided into three periods.

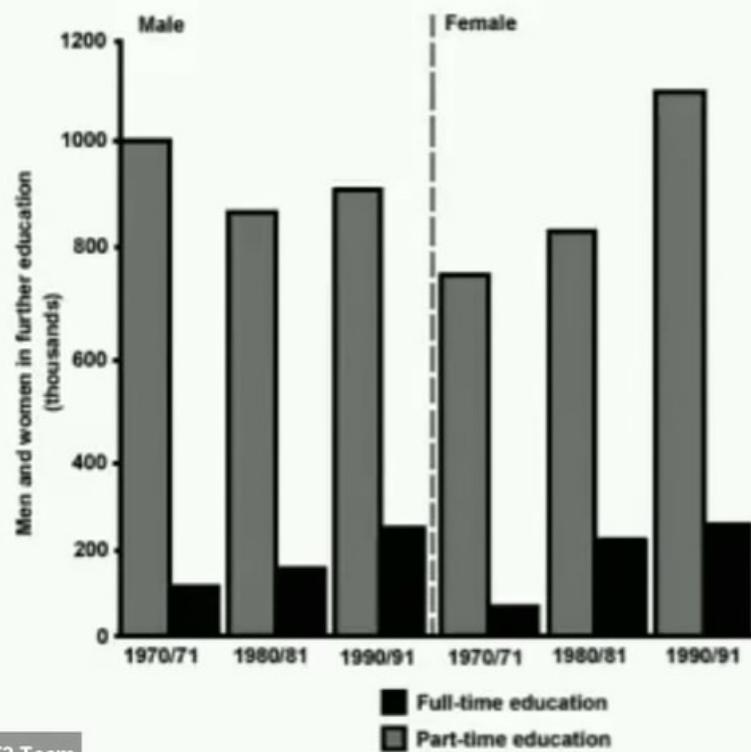
Overview



The bar chart elucidates the distribution of education in Britain and is divided into three main categories: Primary, Secondary, and Higher Education.



The chart below shows the number of men and women in further education in Britain in three periods and whether they were studying full-time or part-time.



E2 Team

Overall, the number of men and women studying part-time outnumbered those studying full-time by a significant margin. While both modes were relatively similar between the sexes, there was some variance, especially in the 1990s when the number of women studying part-time increased substantially.

With regards to full-time education, male students approximately doubled from around 100,000 in 1970 to well over 200,000 by the end of 1991. For women, the trajectory was less consistent rising sharply in the first decade and then tapering off to an almost identical level to that of men in the 1990s.

The number of males engaged in part-time study over the three periods fluctuated, dropping from approximately 1 million to 900,000 over the three periods; meanwhile, the females studying part-time steadily increased from nearly 800,000 in 1970-71 to well above 1 million in 1990-91.

zoom

The bar chart illustrates the number of males and females engaged in education in Britain. It shows whether they were studying full-time or part-time and is divided into three periods.

Overall, the number of males engaged in education has increased over time, while the number of females has remained relatively stable. The proportion of males studying full-time has increased significantly, while the proportion of females studying full-time has remained relatively stable. The proportion of males studying part-time has decreased significantly, while the proportion of females studying part-time has increased significantly.

Graph description (copied from original)

With regards to full-time education, the number of males engaged in education doubled from around 100,000 in 1970 to well over 2 million by 2010. For women, the trajectory was less consistent and more volatile, starting at around 1 million in 1970, peaking at around 1.5 million in 1990, and then tapering off to an almost identical level by 2010.

The number of males engaged in part-time study has increased steadily over time, fluctuating, dropping from approximately 1 million in 1970 to around 1.5 million in 1990, and then rising again to around 2 million by 2010.

The bar chart illustrates the number of males and females engaged in education in Britain. It shows whether they were studying full-time or part-time and is divided into three periods.

Overall, the number of men and women studying part-time outnumbered those studying full-time by a significant margin. While both modes were relatively similar between the sexes, there was some variance, especially in the 1990s, when the number of women studying part-time increased substantially.

With regards to full-time education, the number of men doubled from around 100,000 in 1970-71 to 200,000 in 1990-91. For women, the trajectory was more volatile, increasing initially and then tapering off to an average of about 150,000.

Overview (no numbers!)

The number of males engaged in part-time study over the three periods fluctuated, dropping from approximately 1 million to 900,000 over the three periods; meanwhile, the number of women studying part-time steadily increased from nearly 800,000 in 1970-71 to well above 1 million in 1990-91.

The bar chart illustrates the number of males and females engaged in further education in Britain. It shows whether they were studying full-time or part-time and is divided into three periods.

Overall, the number of men and women studying part-time outnumbered those studying full-time by a significant margin. While both modes were relatively similar between the sexes, there was some variance, especially in the 1980s when the number of women studying part-time increased substantially.

With regards to full-time education, the number of male students approximately doubled from around 100,000 in 1970 to well over 200,000 by the end of the period. For women, the trajectory was less consistent, rising sharply in the first two periods and then tapering off to an almost identical level to that of men in the final period.

The number of students studying full-time fluctuated across the three periods; starting from nearly

Full-time education
key features described
with numbers

... over the three periods, rising from just under 100,000 in 1970 to 900,000 over the period. Those studying part-time steadily increased from just under 1 million in 1990-91.

The bar chart illustrates the number of males and females engaged in full-time or part-time education in Britain. It shows whether they were studying full-time or part-time and is divided into three periods.

Overall, the number of men and women studying part-time outnumbered those studying full-time by a significant margin. While both modes were relatively similar between the sexes, there was some variance, especially in the 1990s when the number of women studying part-time increased substantially.

Part-time education key features described with numbers

With regard to part-time study, key features described with numbers include the following:
• The number of male students approximated 1 million in 1970-71, having doubled from 500,000 in 1960-61.
• For women, the number of students approximated 1 million in 1970-71, having more than doubled from 450,000 in 1960-61.
• For both sexes, the number of students studying part-time increased sharply in the first decade of the 1990s, reaching a level to that of men in the 1970s.

The number of males engaged in part-time study over the three periods fluctuated, dropping from approximately 1 million to 900,000 over the three periods; meanwhile, the number of women studying part-time steadily increased from nearly 800,000 in 1970-71 to well above 1 million in 1990-91.

Avoid using same words

The bar chart **shows** the number of males and females engaged in further education in Britain. The bar chart **shows** whether the males and females were studying full-time or part-time and the bar chart is divided into three periods.

Overall, the number of males and females studying part-time **outnumbered** males and females studying full-time **outnumbered** the males. While full-time and part-time education were relatively similar between the males and females, there was some variance, especially in the 1990s when the number of females studying part-time **increased** substantially.

With regards to full-time education, the number of males **increased** from approximately 100,000 in 1970 to well over 200,000 by the end of 1991. For females, the trajectory **increased** in the first decade and then **increased** even further in the 1990s.

The number of males engaged in part-time study over the three periods **increased**, **increasing** from approximately 1 million to 900,000 over the three periods; meanwhile, the number of females studying part-time steadily **increased** from nearly 800,000 in 1970-71 to well above 1 million in 1990-91.

The bar chart **shows** the number of males and females studying full-time and part-time. The bar chart finally **depicts** three trends.

There are more men studying part-time than full-time. Overall, **there are** more men than women studying. There are also more women than men studying full-time. Overall, **there are** more people studying full-time than part-time. Overall, **there are** more people studying than the number of people studying.

The number of men studying part-time **increased**. The number of men studying full-time **decreased**. The number of women studying part-time **decreased**. The number of women studying full-time **fluctuated**.



HORSE

— Short ears

— Small round eyes

— Long face

Long ears—
(darkened
at the edges)

Wide eyes—

Short face—

— Long ears



DONKEY



MULE

Wide eyes —

Long face —

Large muzzle —

periods
epoch
zoo

Use subordinate clauses to connect the lines

after
although

as

because

before

even if

even though

if

in order that

once
provided that
rather than
since
so that
than
that
though
unless

The bar chart illustrates the number of males and females education in Britain. It shows **whether** they were studying and is divided into three periods.

Overall, the number of men and women studying part-time studying full-time by a significant margin. **While** both modes similar between the sexes, there was some variance, especially **when** the number of women studying part-time increased.

With regards to full-time education, the number of male students doubled from around 100,000 in 1970 to well over 200,000. For women, the trajectory was less consistent rising sharply and then tapering off to an almost identical level to that of men.

The number of males engaged in part-time study over the three periods fluctuated, dropping from approximately 1 million to 900,000. Meanwhile, the number of women studying part-time increased from nearly 800,000 in 1970-71 to well above 1 million in 1992-93.

POINTS TO REMEMBER

- **Spend 1 min. to understand the graph**
- **Describe key features**
- Plan your structure
- Use sub ordinate clauses
- Use different synonyms to avoid monotonous words
- Use complex sentences
- Make sure to write at least 150 to 180 words

