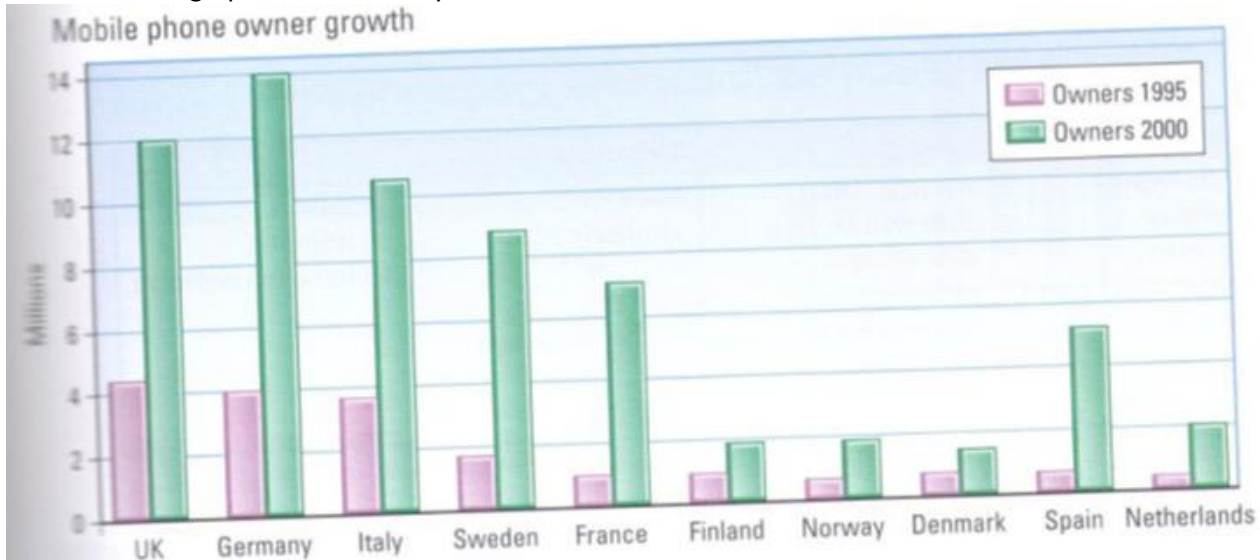


**GRAPH DESCRIPTION – WRITING AN INTRODUCTION**

Basic vocabulary	Graph description - introduction		
to draw a graph	The graph covers the period of		
to plot a graph	shows		
to plot a curve	illustrates		
to plot a against b	gives the data on/about		
to read a value off a graph	presents		
to tabulate	According to	chart	
	It can be seen from	the	statistics
	As can be seen from/in		table
	As (is) shown in		figures

**Remember**  
 ... between 1901 and 2025  
 ... from 1901 to 2025  
 ... starting in 1901 and ending in 2025  
 ... for a 5-year period beginning in 2000

1. Examine the graph below carefully.



a) Write one sentence which says what the graph shows.

b) Write two sentences which give overall information about the graph.

c) Write a fourth sentence about France.

d) Write a fifth sentence about the UK.

e) Write a final sentence about Germany.

2. Look at Figure 2 and answer the questions.

- a) What is the diagram about?
- b) What are the main features?
- c) What exceptions can you see to any trends?
- d) What comparisons are relevant?

### 3. Introduction - Topic

Read a possible introduction of the graph description. Try to reword the sentence.  
*The graph shows life expectancy for males and females in the UK from 1901 to 2025.*

### 4. Introduction – Overview

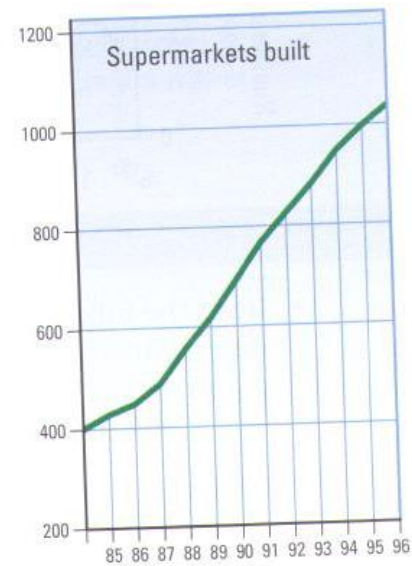
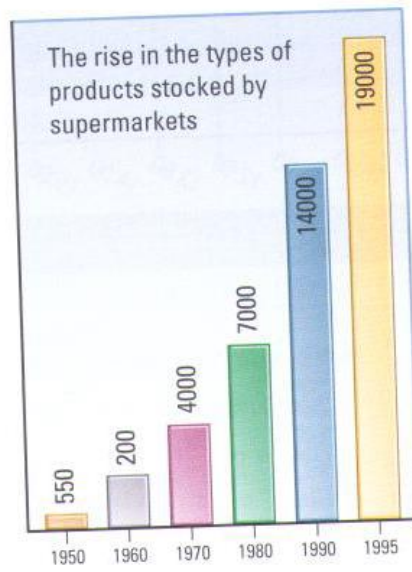
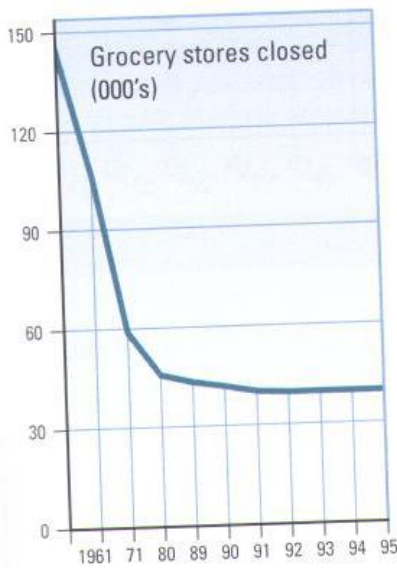
Look at Figure 2 and the notes you made about the main features of the data. What single, overall comment could you make about the information?

### 5. Introduction – Putting it together

An introductory paragraph for Figure 2:

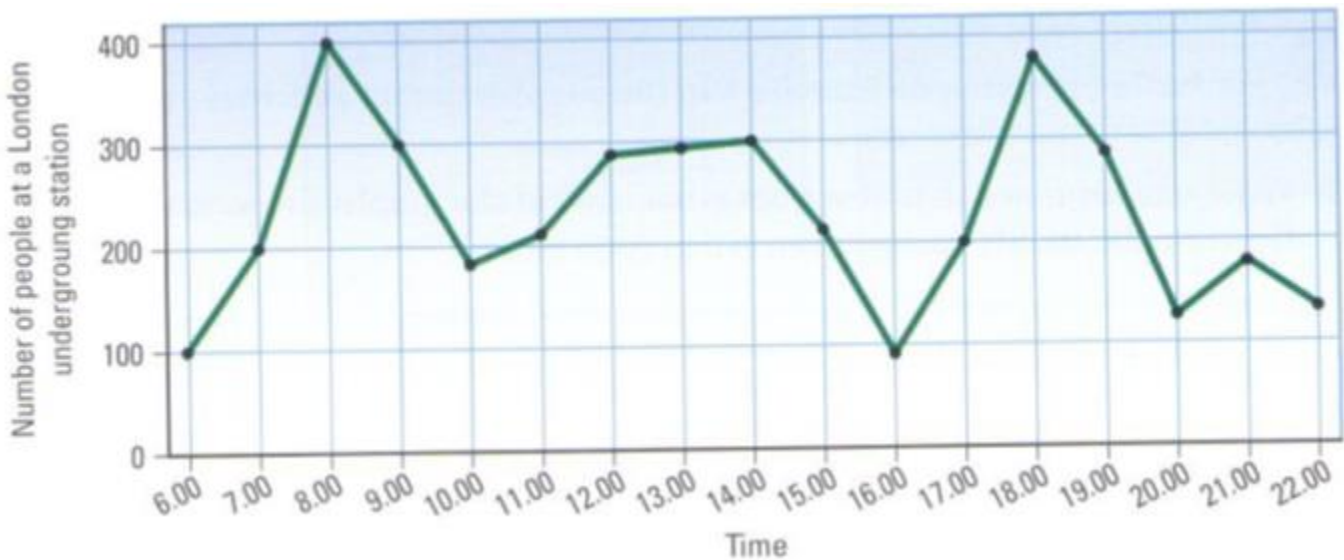
*The line graph gives average lengths of life for men and women in the UK between 1901 and 2025. The figures from about 2002 onwards are projections. They show a massive increase in life expectancy for both women and men – and that women tend to live longer.*

6. Write one sentence that describes what each of the graphs below is about. Then describe the trends that you can see in each graph.



7.

a) What is being shown in the graph below?



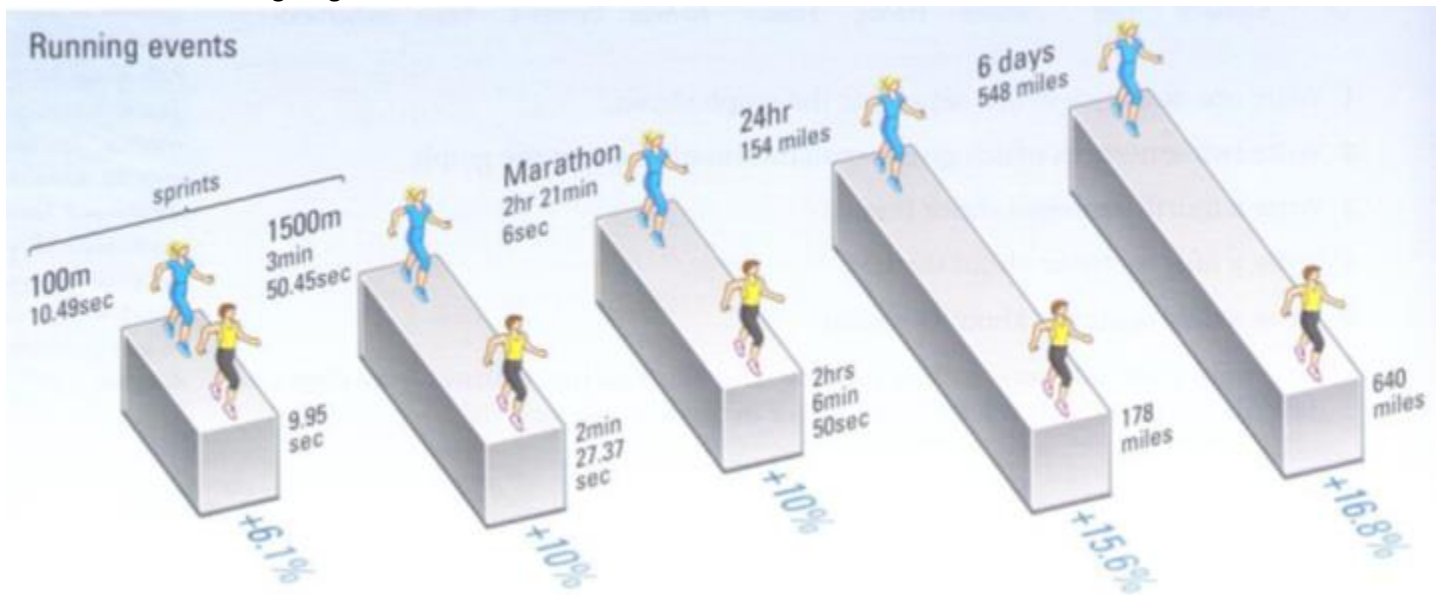
b) Read the following description of the graph above.

At 6 a.m. the station had 100 people. At 8 a.m. it had a big increase to 400 people. Not many people were there at 10 a.m. The same thing happened after 8 p.m. It declined a lot to 120 and 180 people at 9 p.m. and 10 p.m. respectively. Between 12 noon and 2 p.m. the number of people was stabilised at 300.

c) Discuss what is wrong with the above paragraph, then write your own paragraph, making improvements.

**COMPARING DATA**

1. Look at the following diagram.



a) Complete the gaps in the following paragraph that describes the diagram above.

Generally speaking men are (1) .....women in running events. The gap is greatest in the long-distance events and (2) ..... in the sprints. In the six-day running event, the best male runners can cover 640 miles, (3) ..... the fastest women cover only 548 miles. This represents a difference of 16.8 per cent. This difference becomes (e) ..... significant in the shorter events. In the 100m, for example, there is only a 6.1 per cent (5) ..... in performance between men and women.

b) Compare some other details on this diagram.

## Vocabulary

to contrast		to compare	
while/whilst	more ... than	likewise	to reflect
whereas	different from	similarly	to mirror
however	differ(ence)	as ... as	to have in common
on the other hand	although	just as	
even so	in contrast to	in the same way	
nevertheless	conversely	like	
less ... than	unlike	alike	

## Expressing contrast

### Note

*Although + noun + verb*  
Although prices rose, sales increased.

Sales increased, although prices rose.

*Despite + noun*  
Despite price reductions, sales fell.

Sales rose despite price increases.

*In spite of + noun*  
In spite of price reductions, sales fell.

Sales rose in spite of price increases.

*Statement + In contrast + noun + verb*

Rainfall decreased. In contrast, temperatures rose.

2. Use language for expressing contrast from the box on the left to write practice sentences about the data from the graphs 1-6.

1. ....

2. ....

3. ....

4. ....

### Comparisons and numbers

3. Complete the sentences with *as*, *more*, *less*, *that* or *than*.

- More people go fishing ..... play football.
- It's not ..... interesting ..... the other one.
- This is ..... interesting ..... that.
- You're right. It's ..... interesting than the other.
- But it's not ..... useful.
- China is bigger ..... India.
- London is ..... polluted than Oslo.

## Proportions

There are two main ways of talking about proportions by using percentage and fractions. Here are some ways to use them in sentences.

Well over More than Just over	a quarter a third two-thirds three-quarters	of	the income is from agriculture. the money was spent on books. the people questioned said ... farmers are losing money. the damage was caused by fire. marriages end in divorce. the coffee harvest is exported.
	half all		
	1% 25% 25.3%		
	The majority A minority Most Not much/many Very little/few	of	
About Roughly Approximately			
Almost Just under			
Less than			
Well under			

4. Look at the table and complete the sentences below. Use the words in the box. You can use the same phrase more than once.

Estimated population	
Canada	33 098 932
Russia	142 893 540
Oman	3 102 229
Germany	82 422 299
Belize	287 730
Japan	127 463 611
Liberia	3 042 004

- 1 Russia has ..... population.
- 2 ..... more people in Russia than Oman.
- 3 Germany has a ..... population than Canada.
- 4 Liberia has a ..... population than Oman.
- 5 Liberia's population is almost ..... Oman's.
- 6 Canada's population is about ten times ..... of Oman's.
- 7 Canada's population is about ten times ..... as Oman's.
- 8 Russia's population is about ..... as big as Germany's.
- 9 Russia's population is about ..... the size of Germany's.

the size	as big
(slightly) smaller	twice
there are	the biggest
(much) bigger	the same as



## Mindonia's shoe-making industry

Until 1977, all shoes in Mindonia were made by self-employed shoemakers, and were made of leather. But early in 1977, the government imported two plastic-injection moulding machines, and began to make plastic shoes. The following graphs show the major economic consequences of that decision.

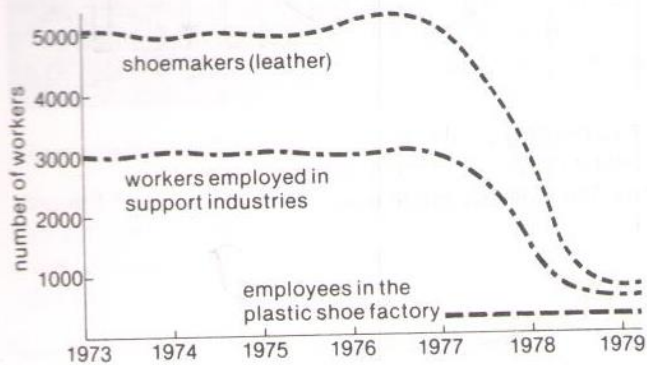


Fig. 4.1 Employment in the shoe-making industry in Mindonia 1973-79

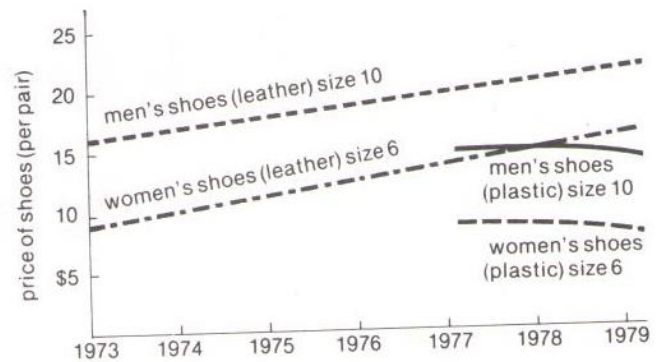


Fig. 4.2 Shoe prices in Mindonia 1973-79

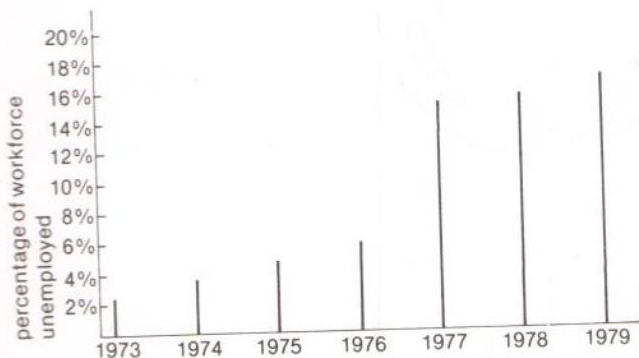


Fig. 4.3 National unemployment rates in Mindonia 1973-79

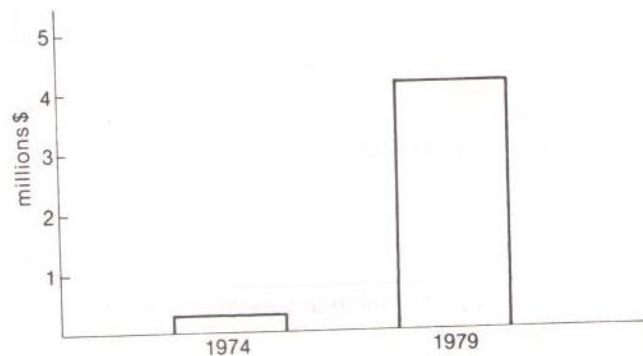


Fig. 4.4 Mindonian foreign exchange spent on importing materials for the production of shoes 1974 and 1979

Use data above to answer the following questions. Your answers will form a five-paragraph text.

Until 1977, what were shoes in Mindonia made of, and how was the shoe-making industry organised? (Until 1977, ...) What happened in 1977? (But in 1977, ...) What has been the general economic consequence since then? (... serious economic consequences.)

Contrast the number of shoemakers (leather) in 1979 with 1974. (For example, ... in contrast to ...) Contrast the number of workers employed in support industries – i.e. leather, handtools, cotton laces, wooden lasts, cartons, etc. – in 1979 with 1974. (Furthermore, ... compared with ...) How many workers were employed by the plastic shoe factory in 1979? (On the other hand, ...) Did these figures for the shoe-making industry contribute to the increase in Mindonia's unemployment rate? (These figures ...) Contrast the 1979 unemployment rate with the 1974 rate. (in consequence, ... whereas ...)

Contrast Mindonia's spending of foreign exchange on importing materials for the production of shoes in 1979, with 1974. (Mindonia spent . . . , as opposed to . . . in 1974.) What was the reason for this increase? (The reason . . . )

In general, were plastic shoes cheaper in 1979, than leather shoes in 1974? (In general, . . . ) Give an example for men's shoes. (Men's plastic shoes size 10, for example, . . . , whereas . . . ) Give an example for women's shoes. (And women's plastic shoes size 6 . . . , while . . . )

Summarise the major 1979: 1974 contrasts mentioned above. (In sum, . . . )