

GRAPHS PART 1

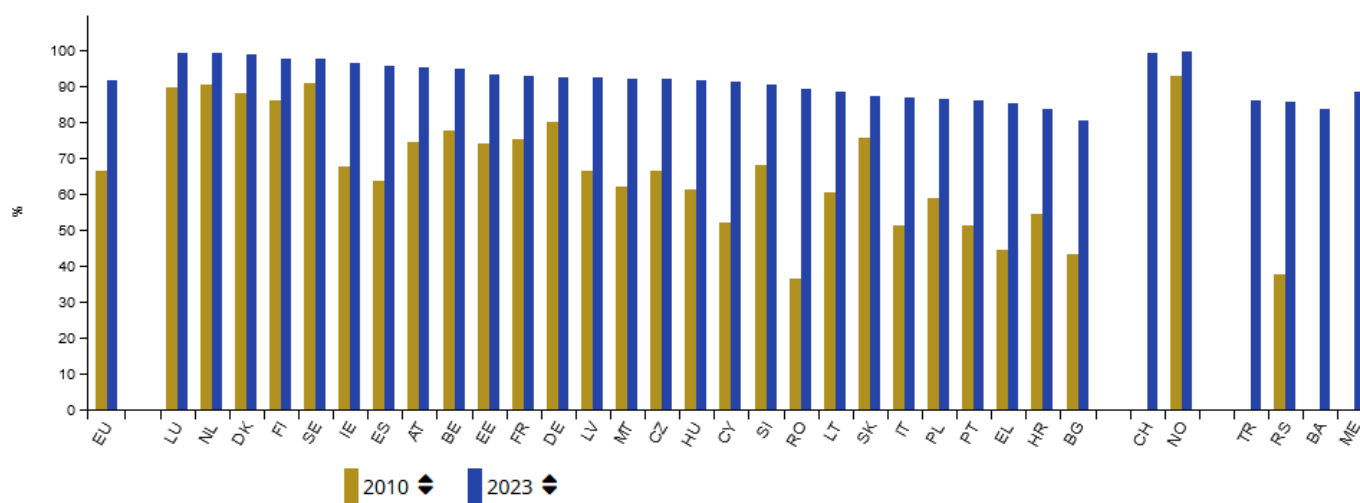
Basic vocabulary	Graph description - introduction
to draw a graph to plot a graph to plot a curve to plot a against b to read a value off a graph to tabulate	The graph covers the period of shows illustrates gives the data on/about presents According to It can be seen from As can be seen from/in As (is)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

Remember

- ... **between** 1901 and 2025
- ... **from** 1901 **to** 2025
- ... **starting in** 1901 and **ending in** 2025
- ... **for a 5-year period beginning in** 2019

1. Examine the graph below carefully.

Internet access of individuals, 2023 and 2010



2010 data not available: Switzerland, Bosnia and Herzegovina, Montenegro, Türkiye.

Source: isoc_ci_ifp_iu

eurostat

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 Romania.

d) Write a fifth sentence about Denmark.

e) Write a final sentence about the Czech Republic.

2. Look at Figure 2 and answer the questions.

- What is the diagram about?
- What are the main features?
- What exceptions can you see to any trends?
- 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?

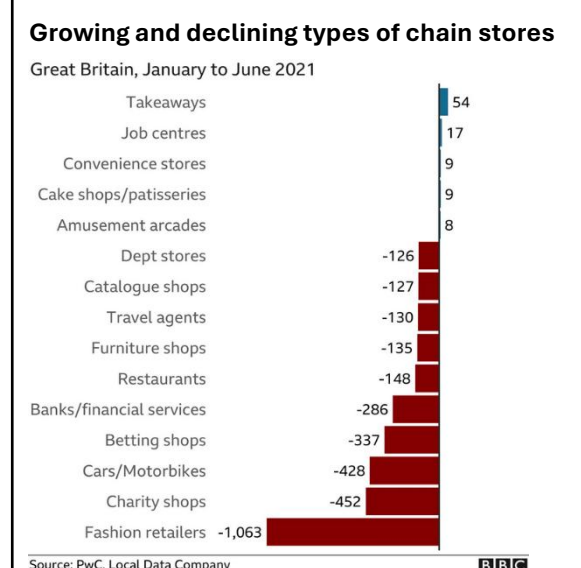
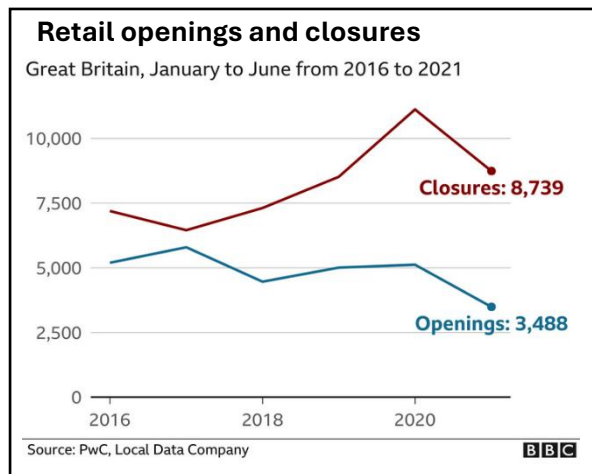
5. Introduction – Putting it together

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.

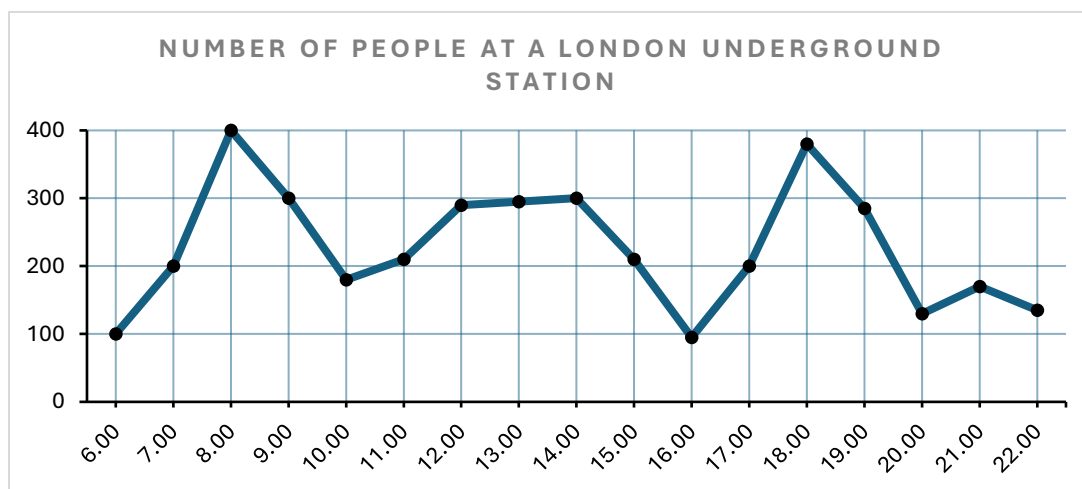
The figures from about 2002 onwards are projections. They show a massive increase in life expectancy for both women and men – and that women tend to live longer.

6. Write one sentence that describes what each of the graphs 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.


COMPARISONS, CONTRASTS, AND NUMBERS

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

Although + noun + verb	Although prices rose, sale 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.

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	a quarter	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 and in divorce. the coffee harvest is exported.	
More than	a third			
Just over	two-thirds			
About	three quarters			
Roughly	half			
Approximately	all	of		
Almost	1%			
Just under	35%			
Less than	35.3%			
Well under	The majority	of		
	A minority			
	Most			
	Not much/many			
	Very little/few			

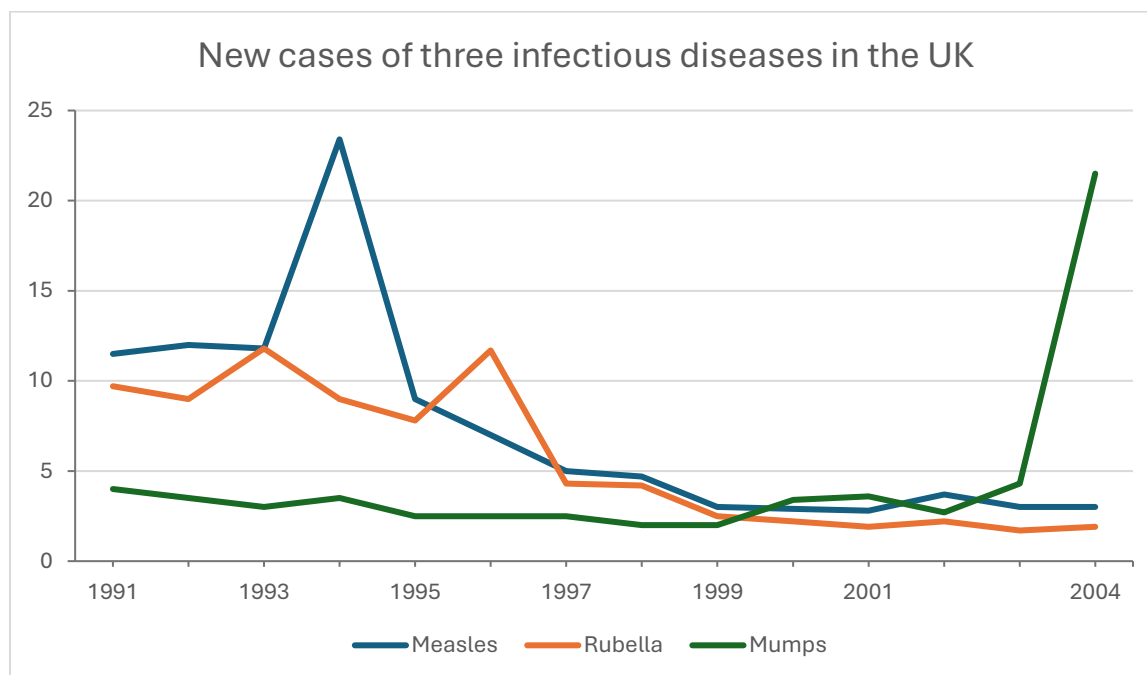
PLANNING YOUR WRITING, WRITING

STEP 1

a) Read the task carefully.

Summarize the information shown in the chart below by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.

b) Analyse the data – make notes on the chart itself, using circles, arrows, etc.



STEP 2

Organize your material

I. Look at the following three approaches. Which do you think is best?

Approach 1: Say what happened in each year from 1991 to 2004.

Approach 2: Talk about each disease separately.

Approach 3: Talk about the main features you identified.

II. Think about paragraphing. First, think about the following points.

Introduction

Say what the data is about.

Give a strong, effective overview.

Plan for paragraphs

Decide logical order of paragraphs.

Give each paragraph a clear point or set of points.

STEP 3

Write up your description

Read the following sample writing.

The graph gives approximate figures for UK measles, mumps and rubella infections between 1991 and 2004. Despite large variations, it shows a general fall until a sudden increase in mumps in the last year.

Cases of measles and rubella tended to fall, although there were sudden rises in both, causing peaks of 23,000 for measles in 1994 and 12,000 for rubella two years later. Both then showed remarkable falls and followed very similar trends from 1997 to 2004, with the rate of measles infections being generally a little higher.

In contrast, mumps cases fluctuated between 2,000 and 4,000 until 1999 and, although they began to rise a little, all three diseases had very low rates (below 400) until 2002.

At this point the figure for mumps began to rise, first rapidly and then more so, to reach

21,000 in 2004, with no indication of a slowdown – compared with a level of 4,000 in 1991. The corresponding figure for measles was a fall from 12,000 in 1991 to 3,000 in 1999 to 3,000 and 2004, and for rubella, from 10,000 to 2,000.

a) Mark it, following the checklist below.

Checklist for a good piece of writing

Introduction

Does it say what the data is about?

☐

Does it give a strong, effective overview?"

☐

Plan

Is there a logical order of paragraphs?

☐

Paragraphs

Does each paragraph have a clear point or set of points?

☐

Is the subject of the paragraph clear to the reader?

☐

Do sentences follow on logically from each other?

☐

Does the writer use language well to link sentences together?

☐

Length

Is it long enough?

☐

Remember

- Select the main features. Make sure you do not simply write a list of all the information. Make sure the main points stand out.
- This probably means not reporting all the figures (although in this case there are very few so you probably will report most or all).
- Remember what you have learnt about writing an introduction.

b) In particular look at the way the writer uses language to link paragraphs and sentences, to make clear the relationship between ideas and information. Underline any language of this kind.

SAMPLE WRITING II

I. Look at the table below. It shows attendance at various categories of cultural events in Britain from 1986-7 to 2001-2.

Attendance at Cultural Events in Britain from 1986-7 to 2001-2						
	1986/87	1991/92	1996/97	1999/00	2000/01	2001/02
Cinema	31	44	54	56	55	57
Plays	23	23	24	23	23	24
Art galleries/exhibitions	21	21	22	22	21	22
Classical music	12	12	12	12	12	12
Ballet	6	6	7	6	6	6
Opera	5	6	7	6	6	6
Contemporary dance	4	3	4	4	4	5

Note: Figures show percentages of people who said they attend at least once a month.

Source: UK National Statistics.

II. a) Read the sample answer below. Use the checklist above to help you decide if it is a good answer to the task.

b) Study carefully the structure of the writing. What is the purpose of the first paragraph? And of the first/second sentence? What does the second/third paragraph describe?

c) Study carefully the language used. Focus on topic specific vocabulary, and the use of prepositions and articles.

The table illustrates the percentage of British people who went at least once a month to seven types of cultural event in six 12-month periods, beginning in 1986-7 and ending in 2001-2. Over those 15 years, cinemas's position as the most popular type of event strengthened enormously, while there was little to no change in any other category.

Looking first at cinema attendance, this grew by 13% from 1986-7 to 1991-2 and another 10% in the following years. It continued to rise between 1996-7 and 2001-2, although more slowly and with fluctuations to finish at 57% in 2001-2. Overall then, British people's cinema attendance rose by 26% over the 15 years.

This makes a strange comparison with the figures for the other types of events, none of which varied by more than 1-2% over the whole period. The categories were: plays (24% in 2001-2), art galleries/exhibitions (22%), classical music (12%), ballet (6%), opera (6%) and contemporary dance (5%). Classical music was the only category showing no change at all in the years for which data is shown.

WRITING

Describe one of the following graphs. Summarize the information by selecting and reporting the main features, and make comparisons where relevant. Write about 100 words.

