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Графическое представление информации

Data presentation through graphs



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
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ГРАФИЧЕСКОЕ ПРЕДСТАВЛЕНИЕ ИНФОРМАЦИИ

DATA PRESENTATION THROUGH GRAPHS

Учебно-методическое пособие
по дисциплинам
«Иностранные языки для специальных целей»

Севастополь
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Предназначено для формирования навыков и умений описания графической информации. Содержит рекомендации по структуре, объему, лексическим и грамматическим особенностям описания таблиц, графиков, диаграмм. Практические задания и ключи обеспечивают возможность самостоятельной работы с учебным пособием.

Учебное пособие может быть полезно студентам вузов, изучающим английский язык в сфере профессиональной коммуникации.

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INTRODUCTION

Graphs and charts are a crucial aspect to many industries especially economics. These plotting devices allow a person to show differences based on a dependent and an independent variable. Graphs and charts are often used to organize and display information gained through an experiment, research, a study or mathematical process; and often display correlations between both the independent and dependent variables. Reading and describing a chart is relatively easy, especially since most graphs and charts are labeled.

Note some useful tips for describing graphs.

DO'S AND DON'T'S while describing graphs/diagrams/tables/processes

- Study the graph attentively.
- Outline the plan including key points of the graph.
- Don't express personal opinion – **only facts**.
- Don't make long introduction or conclusion.
- Don't mention extra information (personal experience, estimation, etc.)
- Don't explain the reason of rise or fall. It's unnecessary.
- Pay attention to Grammar. Use *Past Simple* (если даны конкретные даты в прошлом), *Present Perfect* (если Вы используете since или recently), *Past Perfect* (с предлогом by) и т.д.
 - Don't describe each point of the graph separately (e.g. data per year), instead generalize, mark tendencies, rises/falls etc.
 - Use formal style and special vocabulary for graph description.
 - Check up your description: 1) main information, 2) grammar, lexis, spelling.

HOW TO START DESCRIBING GRAPHS

1. Identify what the graph will display. This can usually be discerned by the title of the graph, and will provide a basis for the information contained in the graph.

2. Identify the independent variable information located along the horizontal axis of the graph, also called the X axis. This is the controllable variable in the experiment, study or project. It can be a variety of selections related to the graph.

3. Identify the dependent variable along the vertical axis, often called the Y axis. This is the result of the various changes directly correlating to the

independent variable. The changes are usually expressed through a numbering scale.

4. Specify any special markings or notations on the graph within the graph's legend. Some graphs will be made up of two or more graphs or contain special information designated by a specific marking. These markings, and what they mean, are found in the legend of the graph.

DESCRIPTION FORMAT

Graphs supply us with information in the form of a diagram. It is your job to work out what the graph is about and then write about it. Understanding and interpreting the graph correctly is probably the most important part of the task. You should use 3 paragraphs:

Paragraph 1: the Introduction

You will tell what the graph is about, namely:

- a) what sort of graph it is (line graph, bar chart, pie chart or table)
- b) what the graph is about.

Paragraph 2: the Body

The body will contain interesting and relevant information from the graph. It will make comparisons where necessary.

Paragraph 3: the Conclusion

This will contain the overall picture of the graph. It should contain at least 2 sentences.

WORD LENGTH AND SENTENCE LENGTH

Make sure your essay is well-balanced. The first paragraph should be around 25 words, the body around 100 words and the conclusion about 25. You must make sure you reach a minimum of 136-150 words. You should have some short sentences (about 6-10 words) and some long ones (12-18) words, but your average should be about 12 or 13 words per sentence.

A sentence without a number will usually be short. Use a mix – a sentence without a number followed by a sentence or two with a number.

BEFORE YOU BEGIN

Underline key words. Write related words – turn nouns into verbs, verbs into nouns, adjectives into adverbs, etc. Write opposite words, similar words, synonyms, etc.

- Circle and **highlight** the graph.
- Use arrows.
- Make notes.

- Circle the biggest, the smallest stable or unchanging parts, sudden increases, etc.

Identify trends. A trend is the overall idea of the graph

- what is happening/what happened
- the main change over time
- the most noticeable thing about the graph
- the pattern over time
- the pattern for different places or groups or people.

Usually graphs will have **two** trends, or there will be two graphs with a trend in each. You could describe the two trends in two separate paragraphs. Make sure you have identified the trends in the graph.

Layout

- **First sentence:** Describe the graph. You can use some slightly different words or word forms from those on the question paper, but be careful to give the full information. Start “**The graph shows**“

- **Second sentence:** This gives the trend or trends. You can put two trends in this sentence or only one – you could keep the other one for the conclusion. Start “Overall, ...”

Paragraph 1: Trend 1

- Start with **a sentence with no number**. “City size increased sharply over the period.” “The most obvious trend in the graph is that women are having fewer babies.” “Oil production has increased slightly in all the countries in the graph”

- Follow this sentence with an example (**sentence with number**) and perhaps another example (another sentence with number). Keep alternating.

Paragraph 2: Trend 2

- Start with **a sentence with no number**. “City size increased sharply over the period.”

- Give an example (**sentence with number**) and perhaps another example (Sentence with number)

Conclusion

- Finish by repeating the main trends, or identify a second trend. Use different vocabulary.

- Don’t have any numbers in the conclusion (you could use words like “most”, “the majority” “a minority”, “a small number”).

- Don’t give an opinion.

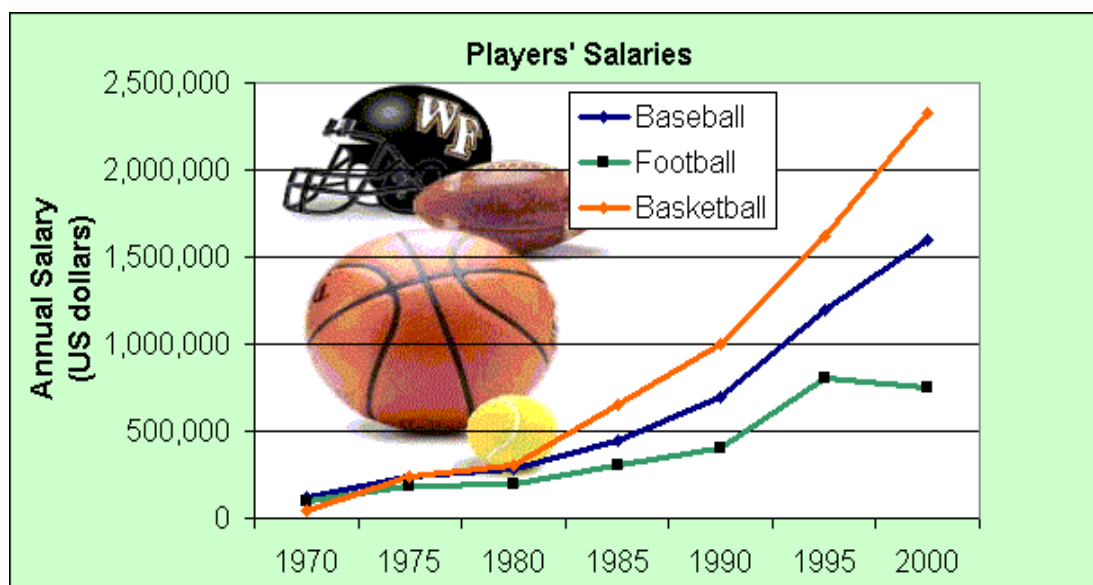
SOME DON'TS

- Don't describe the X and Y axis. Give the information.
- Don't describe **everything** on the graph. Pick the biggest, the smallest, the main points, the main trends. Group similar things together
 - Don't describe the line or the bar: "~~The line went up,~~" "~~The bar went down.~~" Instead, describe the idea. "The number of people going to work by train increased gradually." "Oil production shot up in 1965"
 - Make sure you describe the idea. Don't use shorthand: "~~Men went up.~~" "~~Women went down.~~" Instead, write about the real data: "The number of men at university fell dramatically," "The percentage of female students getting a degree rose suddenly."
 - Don't use "I feel", "as I have written," "as you can see," etc. Keep it academic.
 - Don't start sentences with *But, So, Also, And, For, Since, Because, Although*.

Ideally you need to find one main idea and, if possible, one or two more smaller ideas.

- Don't have too much information
- Don't analyze or explain everything in the graph
- Don't go from left to right, explaining everything. Instead pick the main ideas.
 - Use the biggest and next biggest – don't mention everything in between.
 - Don't mention the small or unimportant stuff
 - Pick an idea and find information that supports it

Study the graph below. Print it out. Write on it. Circle the important points – beginnings, endings, sudden changes, low points, high points, trends, averages, differences between lines, differences over time.



The graph shows US sports players' salaries in dollars. In 1970, baseballers earned \$125,000 a year, footballers' salaries averaged \$99,000 a year, and basketball players earned about \$43,000 annually.

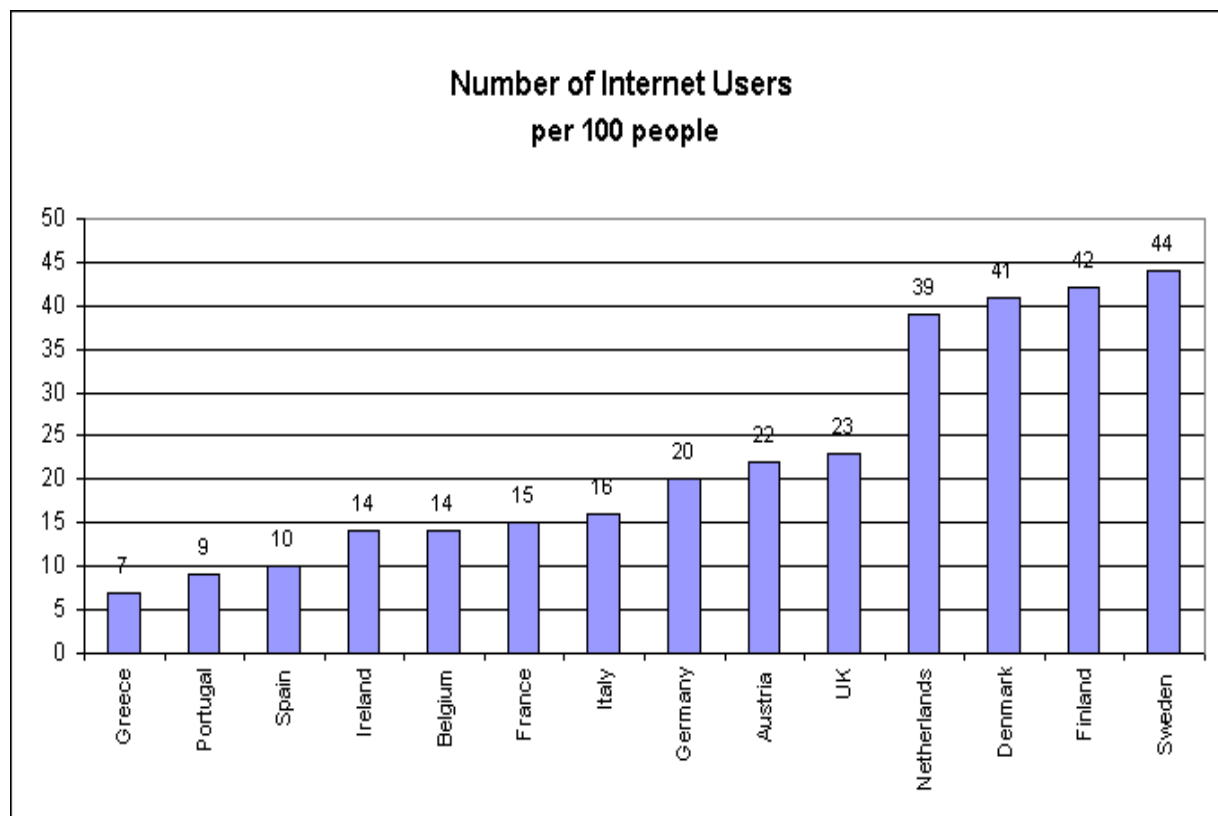
Main ideas

- All salaries increased
- Big differences between 1970 and 2000 for all sports
- Basketball was biggest in 2000, followed by baseball
- In 1970, basketball was the lowest, baseball was the highest
- There was a sudden rise beginning in 1980
- There was another sharp rise for all sports in 1990
- Salaries in football began to level off or even fall from 1995 onwards

Sometimes there is just too much information in a graph. You may need to group information. Grouping information means putting two or three similar or related things together. This makes it easier for the reader to understand. It is also less work for you, because you can put more than one piece of information in a sentence.

For example, you might be able to divide a list into three groups. Often there is one group at the top, one in the middle, and one at the bottom.

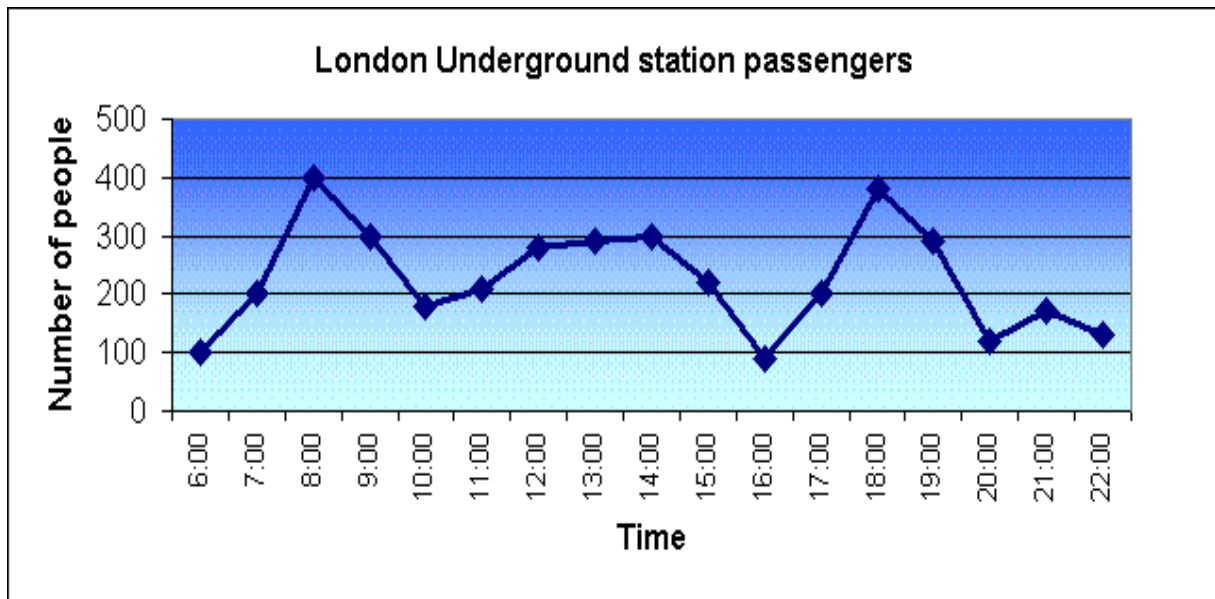
Look at the graph below, which shows the number of Internet users in European countries in 2000.



Possible groups could be

- **Top:** Finland, Sweden, Netherlands, and Denmark (**about 40 users per hundred**)
- **Group 2:** Germany, Austria, UK (**about 20 to 25 users per hundred**)
- **Group 3:** Ireland, Belgium, France and Italy (**14-16 users**)
- **Group 4:** Spain, Portugal, Greece (**less than 10% Internet user**)

Look at the graph above, from the IELTS preparation text "*Insight into IELTS*" by Vanessa Jakeman and Clare McDowell, Cambridge University Press. Pay attention to the words in bold.



Passengers at a London Underground Station.

The graph shows the **fluctuation** in the number of people at a London underground station over the course of a day.

The busiest time of the day is in the morning. There is a **sharp increase** between 06:00 and 08:00, with 400 people using the station at 8 o'clock. After this the numbers **drop quickly** to less than 200 at 10 o'clock. Between 11 am and 3 pm the number **rises**, with a **plateau** of just under 300 people using the station.

In the afternoon, numbers **decline**, with less than 100 using the station at 4 pm. There is then a **rapid rise** to a **peak** of 380 at 6pm. After 7 pm, numbers fall **significantly**, with only a **slight increase** again at 8pm, tailing off after 9 pm.

Overall, the graph shows that the station is most crowded in the early morning and early evening periods.

GRAPH DESCRIBING GLOSSARY

Movement (Verbs): Up

- rose
- went up
- increased
- grew
- shot up
- surged
- rocketed

Movement (Verbs): Down

- fell
- declined
- dropped
- decreased
- sank
- went down
- plunged
- plummeted

Prepositions

- between 1995 and 2000
- from 1995 to 2000
- sales rose from 200 to 250
- sales fell to 150 in March
- sales fell by 50 %

Adverbs and intensifiers

- slightly
- a little
- a lot
- sharply
- suddenly
- steeply
- gradually
- gently
- steadily
- dramatically

No Movement: (Verbs with Adjectives, Verbs)

- remained steady
- were unchanged
- did not change
- remained constant
- remained stable
- stabilized

Tops and Bottoms

- reached a peak
- peaked
- reached their highest level
- fell to a low
- sank to a trough
- reached a bottom

Recover

- slightly
- strongly

Trends

- downward trend
- upward trend

VOCABULARY TIPS

- Don't repeat verbs
- Before you start to write, make a list of synonyms (words with the same meaning)
 - See how many ways you can rephrase the title of the graph. Use one in the introduction and another in the conclusion with the same meaning
 - Be careful with prepositions. They can make a big difference in meaning. For example, "*rose by*" is very different from "*rose to*." Learn your verbs with the preposition that goes with them.

A. The Vocabulary of Numbers

There are some special words for numbers, fractions and percentages.

I. You could describe the above table using **numbers**, **fractions** or **percentages** Look at the following table which shows a number in different years (1990-1995):

1990	1995
1200	1800

- The number went up **by 600**, from 1200 to 1800. (*Number*)
- The number went up **by half**, from 1200 to 1800. (*Fraction*)
- The figure went up **by 50 %**, from 1200 to 1800. (*Percentage*)
- The figure went up 150 %, to 1800. (*Percentage*)

A. Use “trebled,” “-fold,” and “times:”

1992	1994	1996	1998
500	1000	3000	12000

- The number **doubled** between 1992 and 1994.
- The number **trebled** between 1994 and 1996.
- The figure **quadrupled** from 1996 to 1998
- There was a **twofold increase** between 1992 and 1994.
- The figure went up **sixfold** between 1992 and 1996.
- The figure in 1996 was **three times** the 1992 figure.
- The figure in 1998 was **four times** the 1996 figure.

B. Use Fractions:

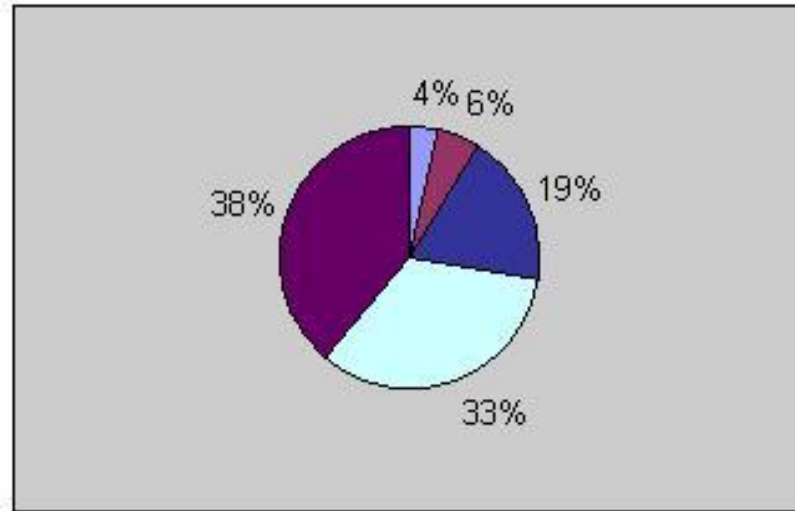
1992	1994	1996	1998
1000	800	400	100

- Between 1992 and 1994, the figure fell by **one-fifth**.
- Between 1994 and 1996, the number dropped by **a half**.
- The figure in 1998 was **one-tenth** the 1992 total.

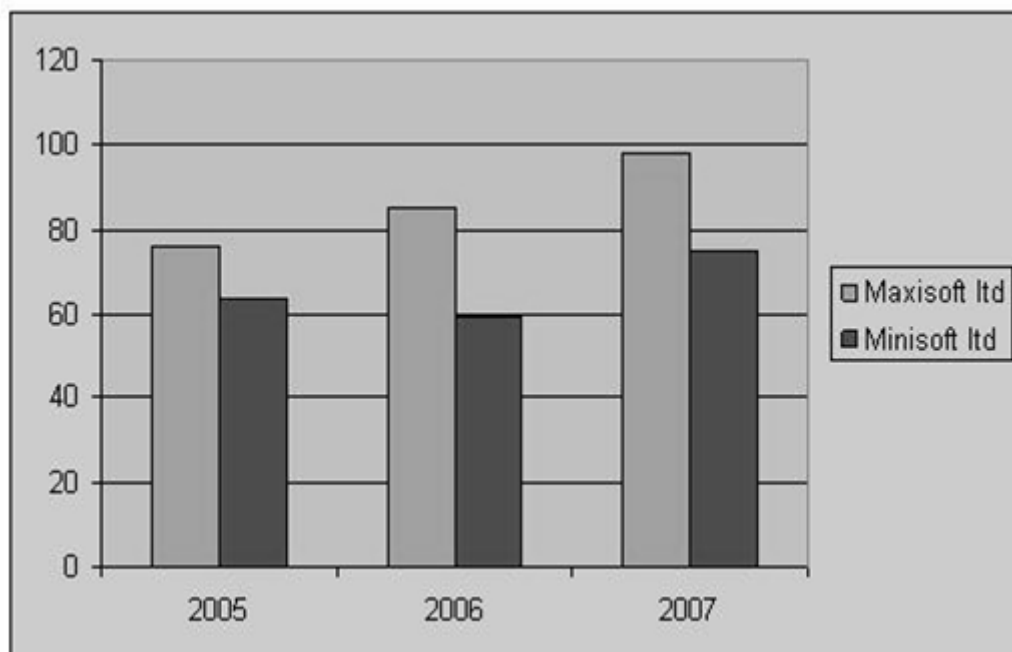
TYPES OF GRAPHS

Graphs or charts help people understand data quickly. You can use them to make a comparison or show a trend. There are some main types of graphs, namely a pie chart, a bar chart, line graph, and a table.

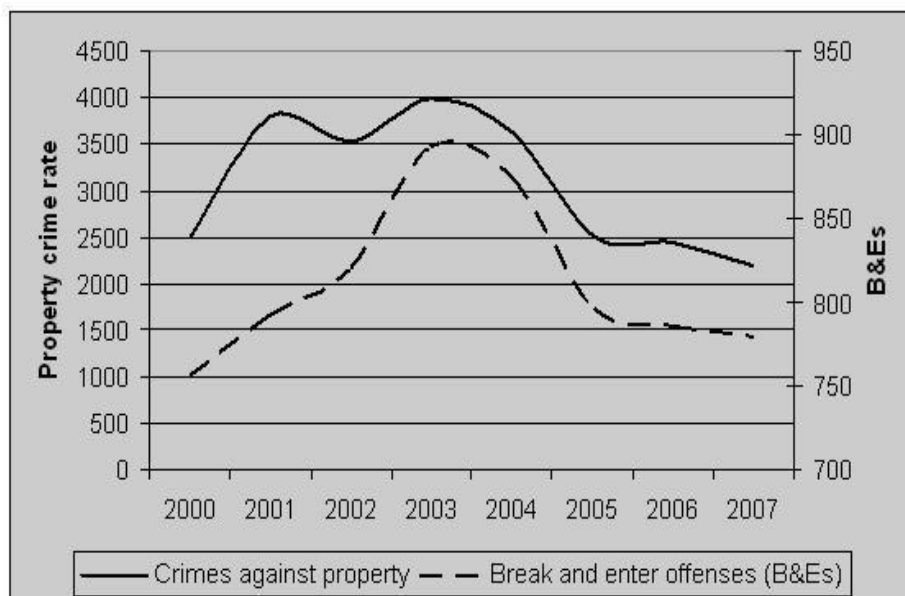
1. **Pie chart.** A pie chart is used to show percentages



2. **Bar chart.** A bar chart is used to compare different sets of information



3. **Line graph.** A line graph is most useful for showing trends (i.e. a general tendency or direction).



You are likely to meet two main types of graphs – **time** and **comparison** graphs.

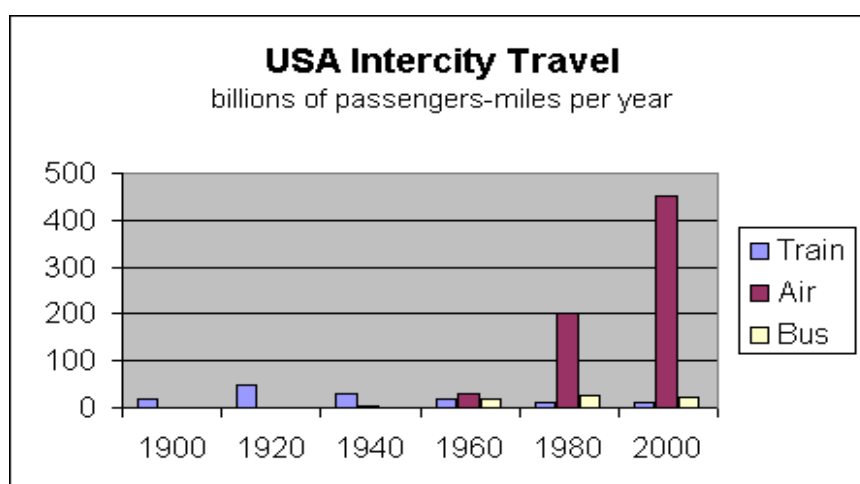
- In time graphs you have to describe changes over time.
- In comparison graphs you have to compare different items – countries, people, products, places, etc.

The vocabulary for each kind of graph is different:

- In time graphs you use time vocabulary to describe change: *rose, fell, declined, shot up, increased, remained steady, etc.*
- In comparison graphs you compare: *twice as much as, more than, less than, the same amount, both X and Y have the same figure, etc.*

▪ Time Graphs

Here is a **time** graph.



You have to compare different methods of transport used in the US over the last century – train, bus and air.

You could start with

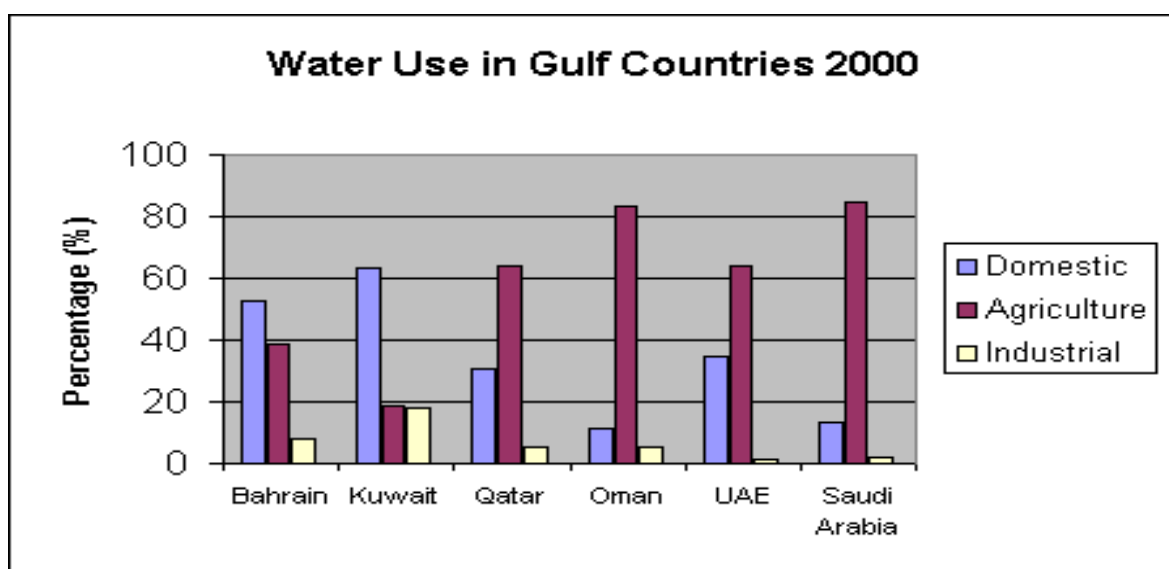
- **train** (because it is the oldest method)
- by **air** (because it is the biggest method of public transport today.)
- However, **don't** start with bus because it is very small and not the main idea

E.g. The main trend with rail transport is that it rose to a peak in the 1920s and 1930s and then declined.

The main trend with air is that it started late, in the 1960s, but it has shot up to become by far the biggest carrier of passengers.

▪ Comparison Graphs

Here is a **comparison** graph.



You have to compare the amount of water used for domestic, agricultural and industrial purposes.

There are **two** ways to write about this graph:

- by **country** (make groups, e.g. Saudi Arabia and Oman, which have mainly agricultural use, then Bahrain and Kuwait which have mainly domestic use, etc)
- by **use** (Agriculture, then Domestic, then Industrial.)

If you decide to write by describing **use**, you could start with Agriculture because it is the biggest user. **Group together** Saudi Arabia and Oman as the top users, and then group UAE and Qatar as the middle group of users, using 60% of water for agriculture. Finally mention Bahrain and Kuwait.

Your second paragraph should be about Domestic use, the use of water in the home, because it is the second biggest use. Start with Kuwait and Bahrain (**grouped together**) (more than 50 %) and then write about Qatar and the UAE.

▪ Tables

Tables are commonly used means of visually displaying data. When reading a table, there are several things that we need to pay attention to. These are the table title, row or column labels, information given in individual cells, and information given.

Price of Corn versus Quantity Demanded		
	Price per Bushel (dollars)	Quantity Demanded per Week (bushells)
	\$5	10
	4	20
	3	35
	2	55
	1	80

Percentage of children with different educational problems
in two primary schools

Problem Areas	2005		2015	
	School A	School B	School A	School B
Reading ability	22	8	23	9
Handwriting	28	7	28	7
Spelling	30	5	25	10
Listening skills	35	11	20	12
Verbal expression of ideas	35	14	21	15
Concentration in lessons	40	15	18	15
Following instructions	42	6	18	12

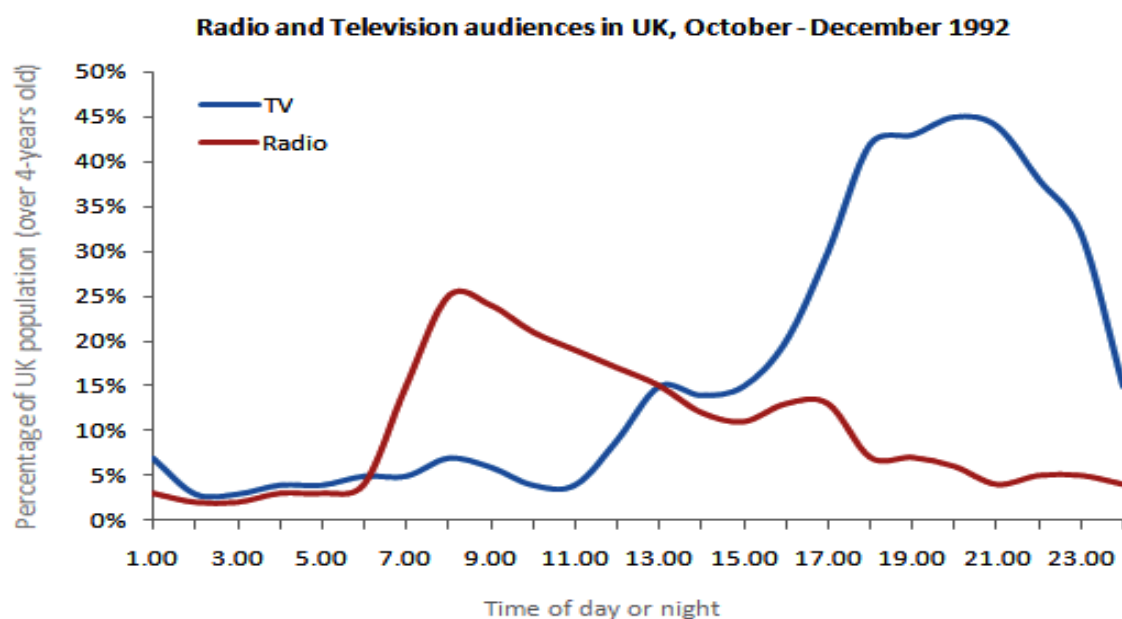
GRAPH BANK

Graph 1. The tables below give information about the amount of beer and fruit juice consumed per person per year in different countries. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

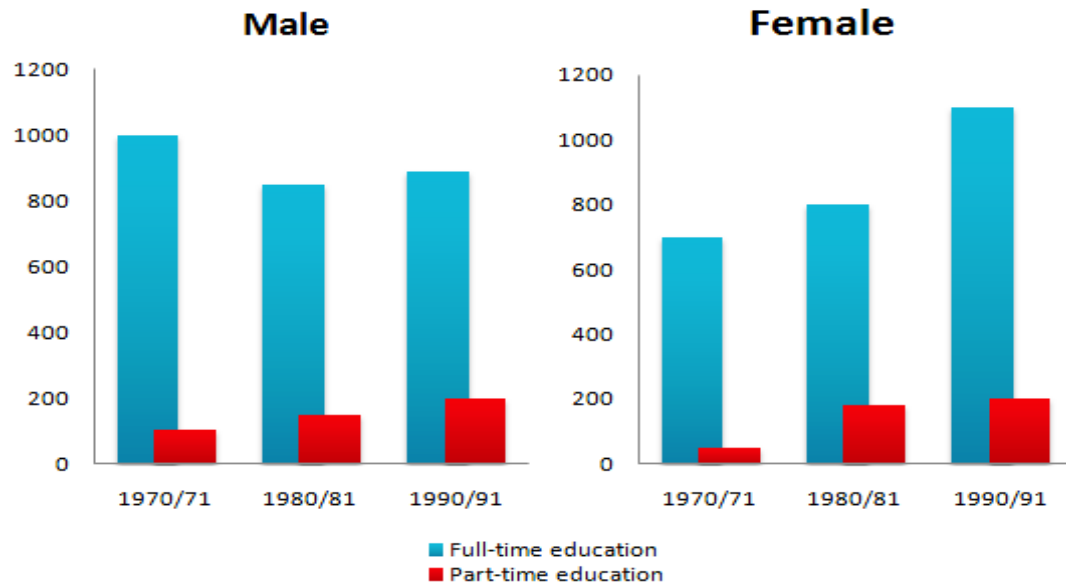
Beer	
Country	Amount*
1 Ireland	155 litres
2 Germany	119 litres
3 Austria	106 litres
4 Belgium	98 litres
5 Denmark	98 litres
6 United Kingdom	97 litres
7 Australia	89 litres
8 United States	85 litres
9 Netherlands	80 litres
10 Finland	79 litres

Fruit juice	
Country	Amount*
1 Canada	52.6 litres
2 United States	42.8 litres
3 Germany	38.6 litres
4 Austria	37.3 litres
5 Sweden	35.5 litres
6 Australia	34.4 litres
7 Finland	33 litres
8 United Kingdom	29.3 litres
9 Netherlands	28.1 litres
10 New Zealand	24.8 litres

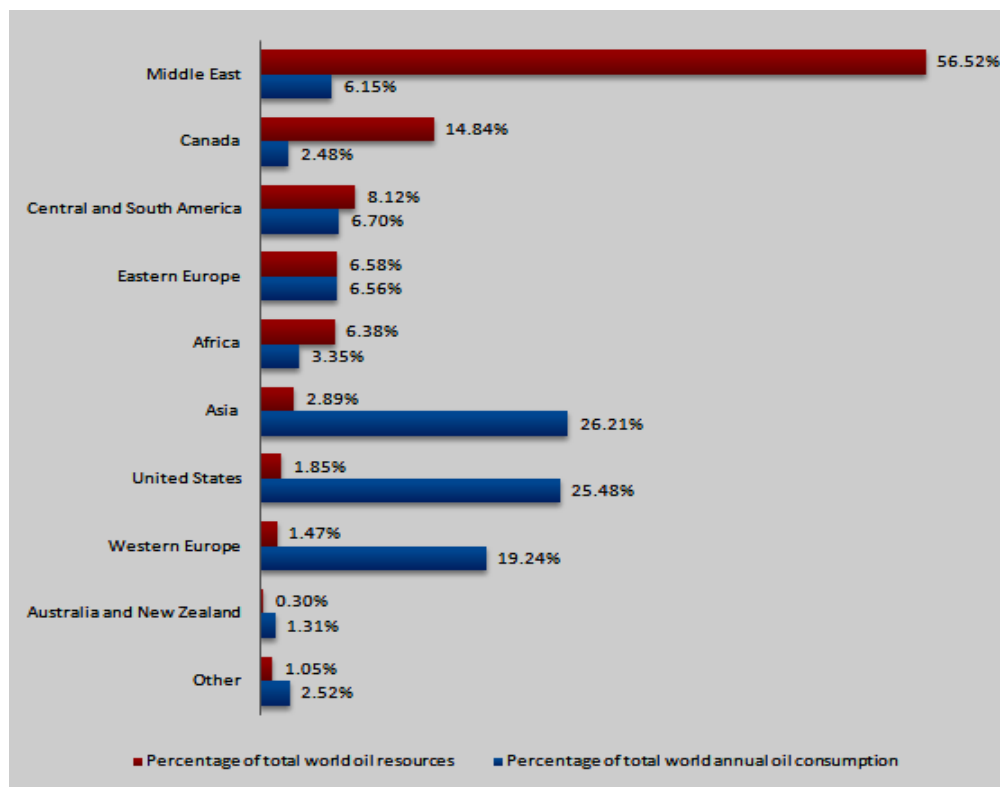
Graph 2. The graph below shows radio and television audiences throughout the day in 1992. Write a report for a university lecturer describing the information shown below.



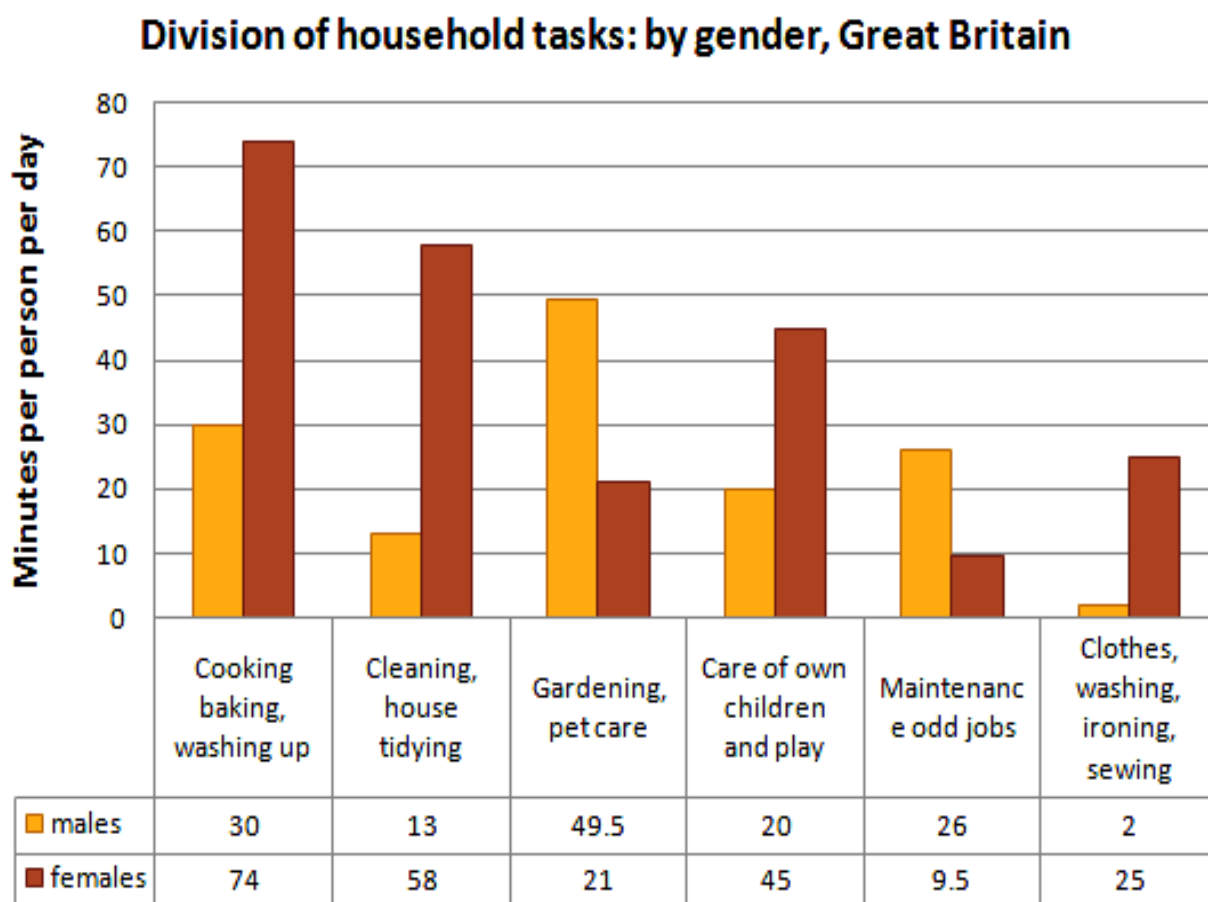
Graph 3. The chart shows the number of men and women in further education in Britain in three periods and whether they were studying fulltime or part-time. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



Graph 4. The chart below shows the proportions of the world's oil resources held in different areas, together with the proportions consumed annually in the same areas. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



Graph 5. The chart shows the division of household tasks by gender in Great Britain. Write a report for a university lecture describing the information shown below.



(Source: Office for National Statistics on behalf of the Controller of Her Majesty's Stationery Office).

Study these three sentences and then write three similar sentences about other parts of the chart.

1. Women spend *over twice as much time* doing kitchen tasks as men.
2. Men spend 30 minutes a day doing kitchen tasks *whereas / while* women spend 74 minutes a day.
3. Women are *more active* in the kitchen *than* men (74 minutes a day for women *as opposed to* 30 minutes for men).

Sample Report

Look at the following sample answer to the writing task. Write a word in each space. The chart shows the average number of minutes per day men and women in Great Britain spend on jobs around the house.

In total, men spend just two-and-a-half hours on household tasks whereas women spend slightly than four hours. Women spend more than as much time doing kitchen tasks such as cooking and washing

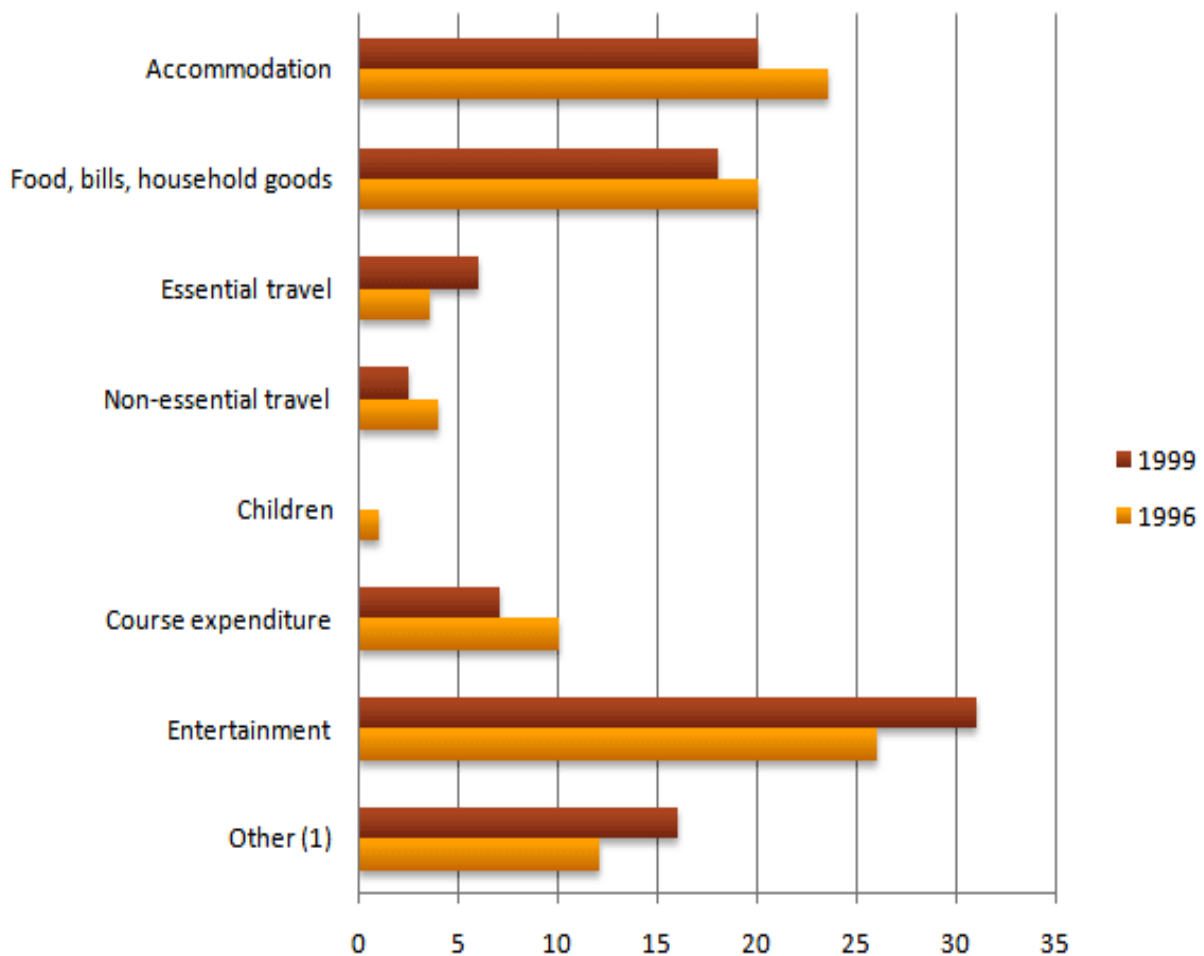
up men (74 minutes for women as opposed 30 minutes for men. Women are also more active in cleaning the house- it takes 58 minutes of their day compared 13 minutes for men - and childcare, where women put in more than twice as time as men.

On the other hand, men are active in gardening and pet care, where they spend twice as as women, and maintenance and DIY, on which they spend 15 minutes more women. Women account for almost all the time spent on washing and ironing clothes. This takes them 25 minutes, men spend just 2 minutes on this task.

Overall the figures show that women spend more time on routine domestic chores than men, men do more household maintenance, gardening and pet care.

Graph 6. The chart shows student expenditure over a three-year period in the United Kingdom. Write a report for a university lecture describing the information shown below. You should write at least 150 words.

Student expenditure (aged under 26 in higher education) United Kingdom*



Percentage of total expenditure

(1) includes non-essential consumer items and credit repayments

* Source: Student Income and Expenditure Survey. Department for Education and Employment.

Study these three sentences and then write three similar sentences about other parts of the chart.

1. During the period 1996 to 1999, student spent 3 % less on accommodation, which fell from 23 % to 20 % of total expenditure.
2. There was a 3 % decrease in spending on accommodation, which fell from 23 % to 20 %.
3. Spending on accommodation went down by 3 % from 23 % to 20 %.

USING PREPOSITIONS

Complete the following sample report by putting a preposition in each space.

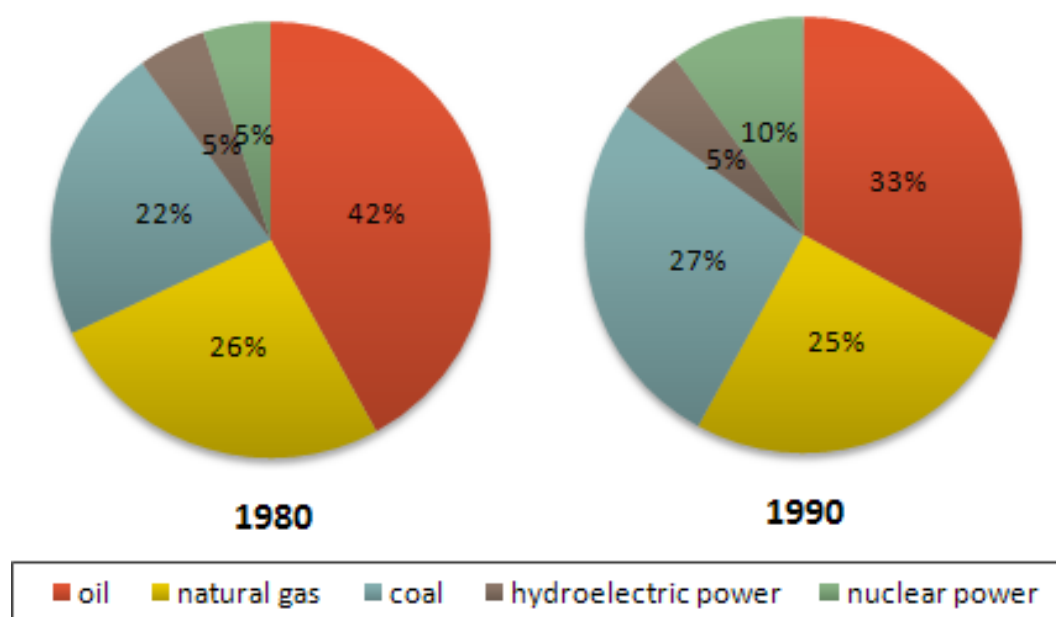
The chart shows the changes which took place student spending in the United Kingdom the three-year period from 1996 to 1999.

Students spent 3% less on accommodation, which fell 23 % 20% of total expenditure, and there was a 2 % decrease spending on food, bills and household goods, which fell from 20 % to 18 %. At the same time course expenditure went down 3 % from 10 % to 7 %. Children, who constituted 1 % students' expenditure in 1996, are not represented in 1999.

On the other hand, there was a 5 % growth spending on entertainment, which stood 26 % of total expenditure in 1996 but rose 31 % in 1999. Spending on other non-essential items and credit repayments grew 4 % to make 16 % of total expenditure. Spending on essential travel went up 3 % while non-essential travel underwent a 1 % fall.

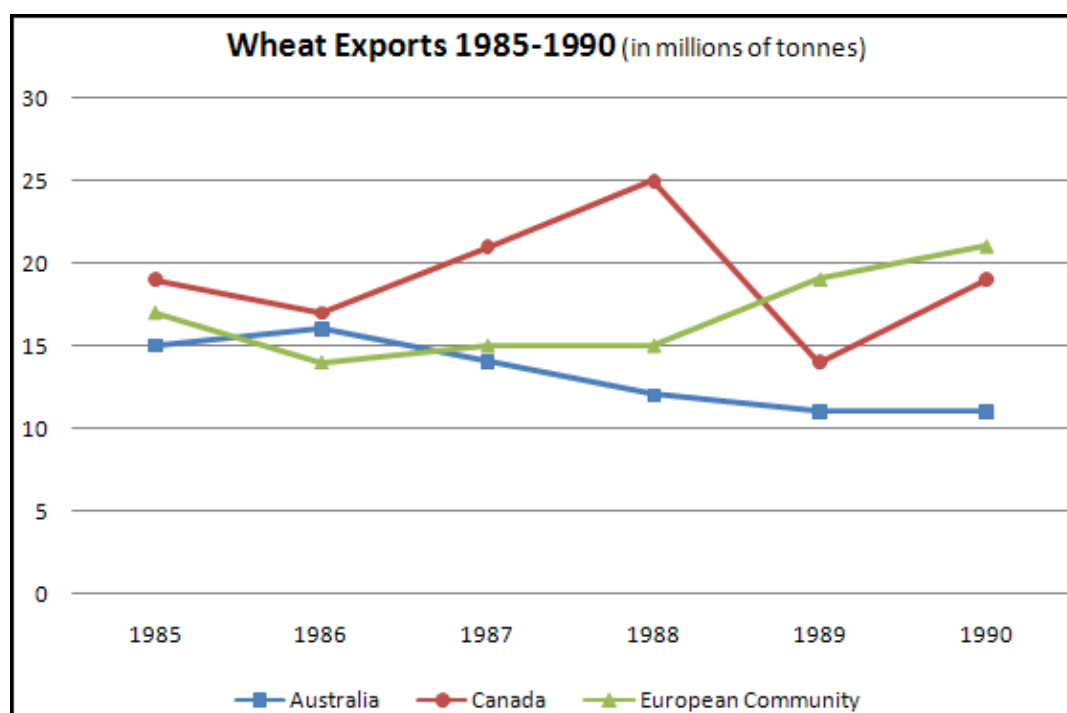
Overall, with the exception of expenditure travel, the most significant general change was a shift spending on essential items spending on non-essential items.

Graph 7. The two graphs show the main sources of energy in the USA in the 1980s and the 1990s. Write a report for a university lecturer describing the changes which occurred. Write at least 150 words.

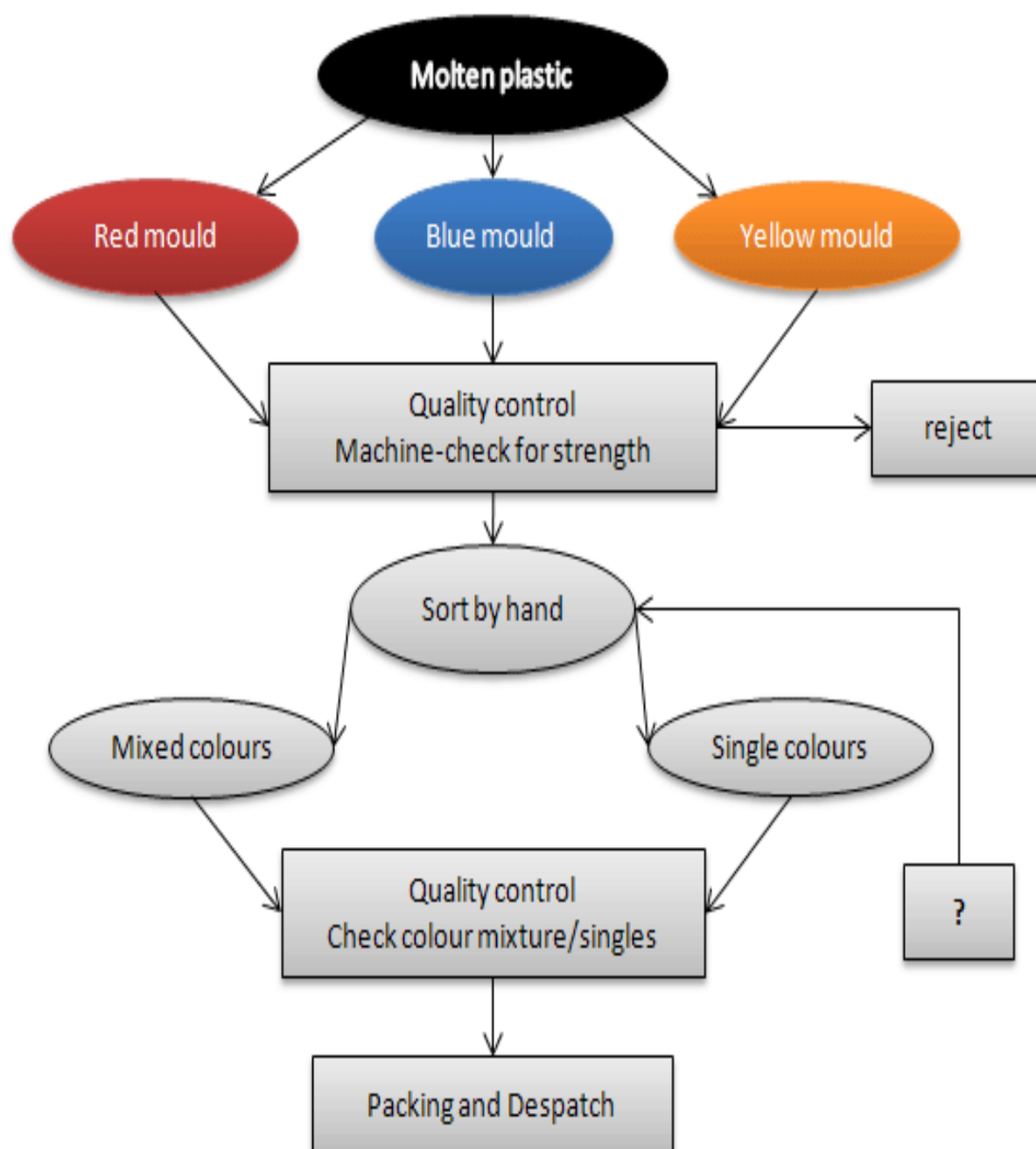


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Graph 8. The graph below shows the differences in wheat exports over three different areas. Write a report for a university lecturer describing the information shown below.



Graph 9. The flowchart illustrates the production of coloured plastic paper clips in a small factory. Write a report for a university tutor describing the production process. Write at least 150 words.

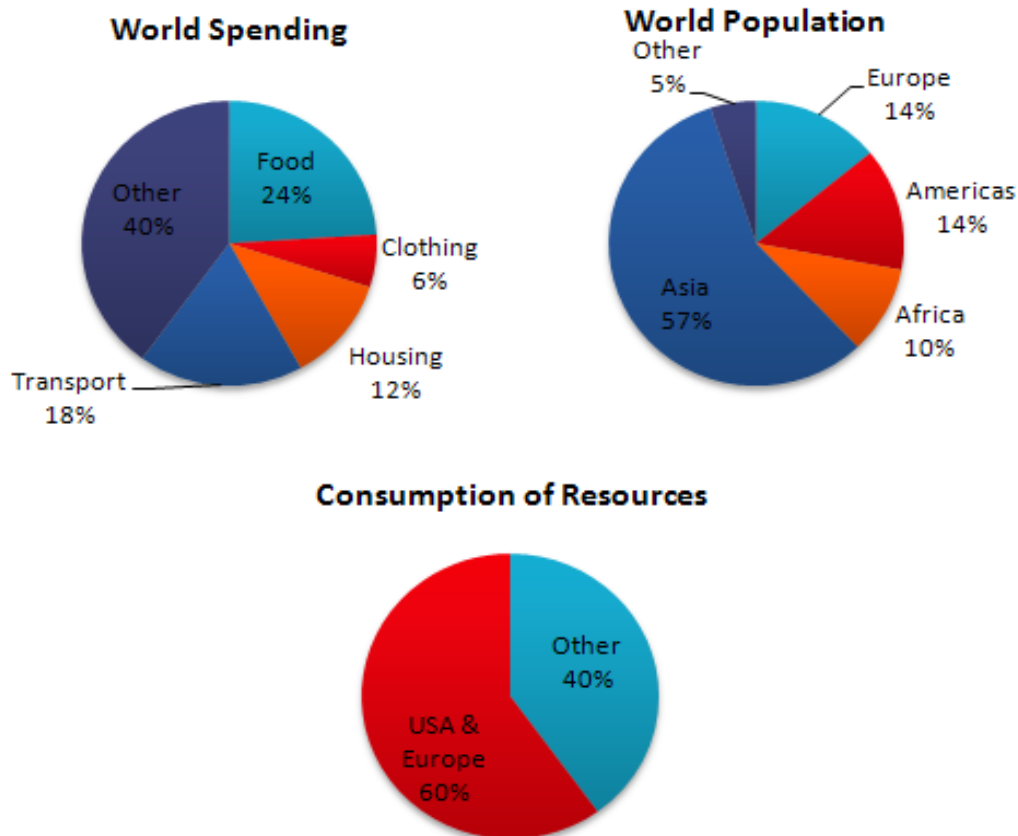


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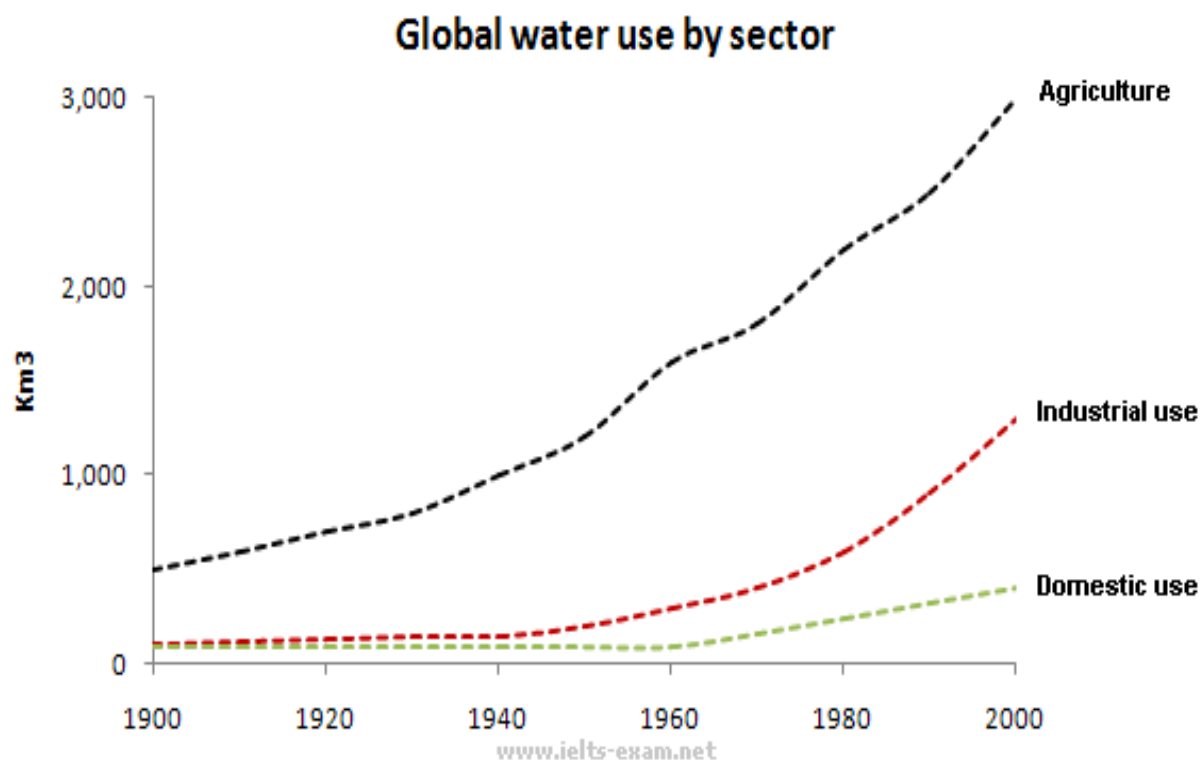
Graph 10. The table below gives information about Favorite Pastimes in different countries. Summarize the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.

	From 30 - 50 years old						
	TV	Sport	Reading	Hobbies	Music	Beach	Sleep
Canada	60	22	15	40	3	0	2
France	/	/	30	20	4	/	/
England	/	/	30	21	4	/	20
Australia	65	30	15	45	5	30	4
Korea	22	21	60	45	2	2	4
China	15	25	60	50	0	5	5
USA	60	23	15	42	23	30	2
Japan	/	/	62	/	/	/	/

Graph 11. Write a report for a university lecturer describing the information shown below. You should write at least 150 words.

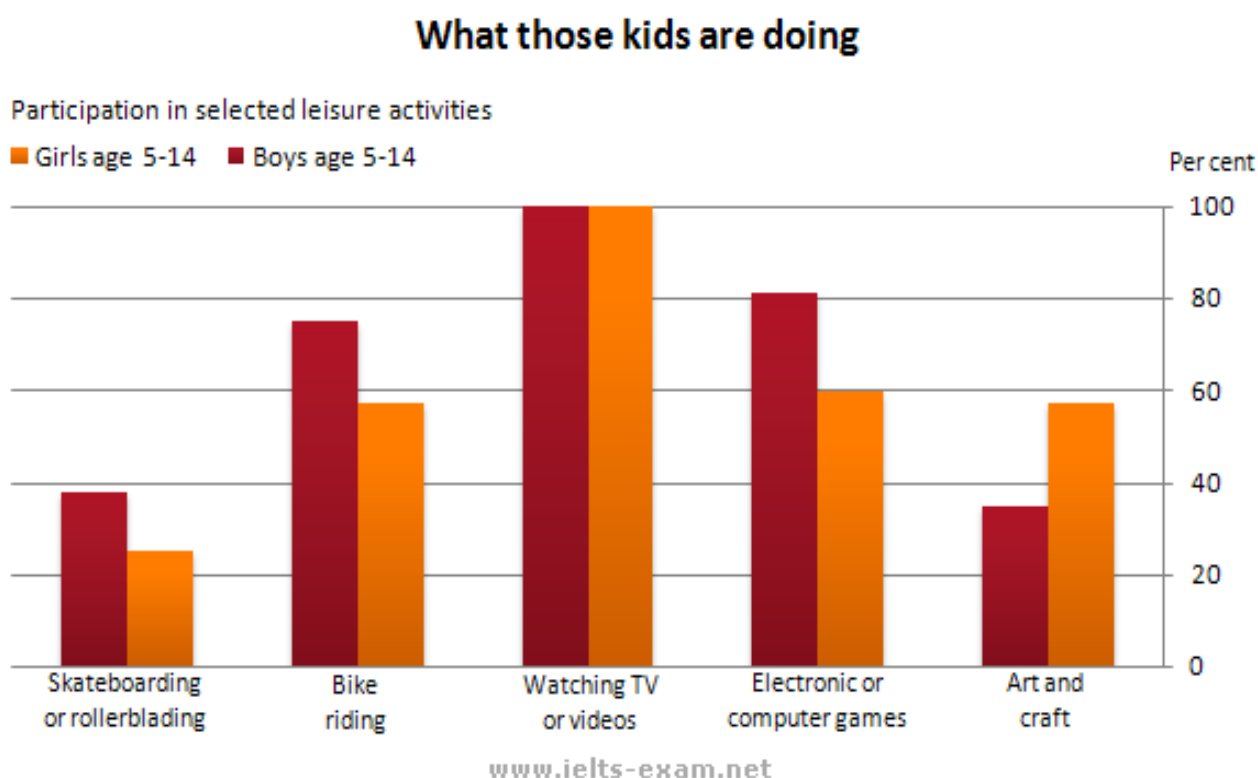


Graph 12. The graph and table below give information about water use worldwide and water consumption in two different countries. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



Country	Population	Irrigated land	Water consumption per person
Brazil	176 million	26,500 km ²	359 m ³
Democratic Republic of Congo	5.2 million	100 km ²	8 m ³

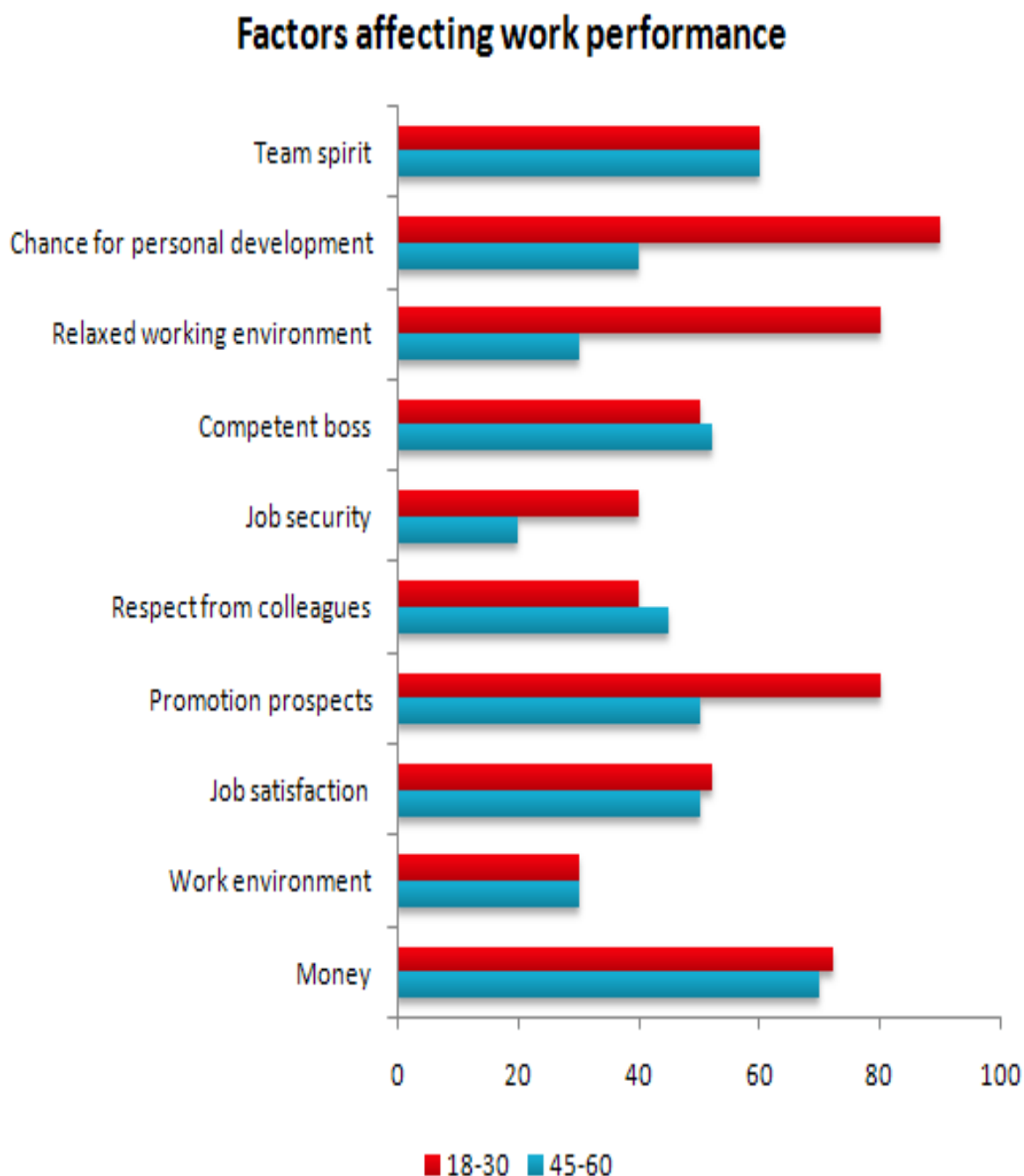
Graph 13. The graph below gives information about the preferred leisure activities of Australian children. Write a report for a university lecturer describing the information shown. You should write at least 150 words.



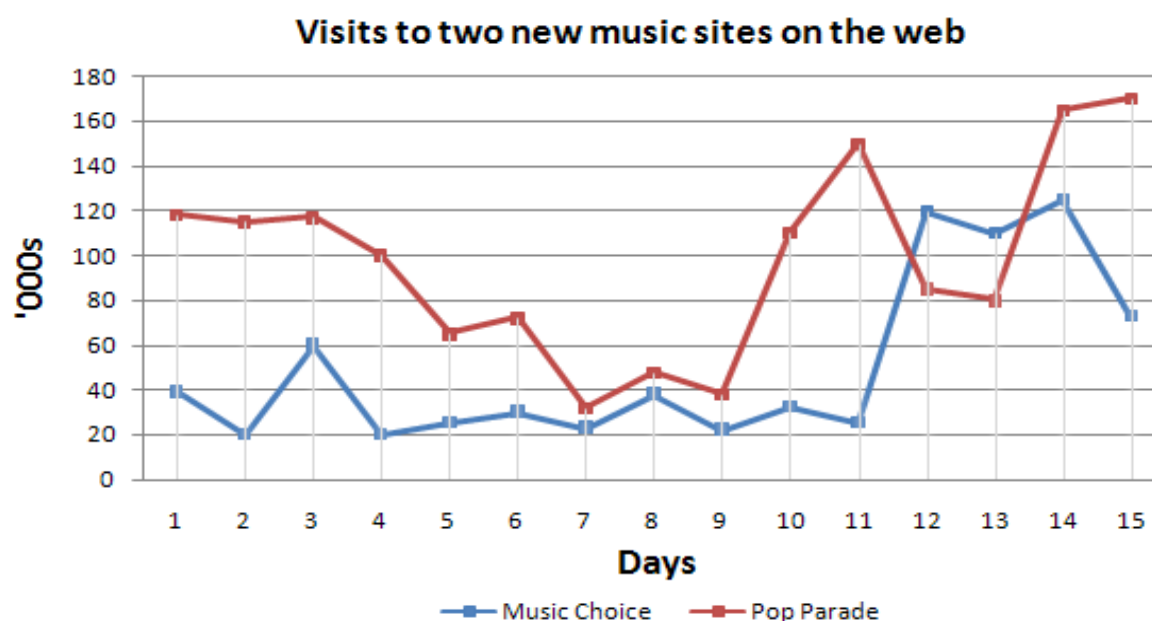
Graph 14. The table below provide information on rental charges and salaries in three areas of London. Write a report for a university lecturer describing the information shown below. You should write at least 150 words.

Area	Weekly rents per property (£/w)			Salaries needed (£/year)		
	1 bed	2 bed	3 bed	1 bed	2 bed	3 bed
Notting Hill	375	485	738	98,500	127,500	194,000
Regent's Park	325	450	650	85,500	118,000	170,500
Fulham	215	390	600	56,500	102,500	157,500

Graph 15. The bar chart below shows the results of a survey conducted by a personnel department at a major company. The survey was carried out on two groups of workers: those aged from 18-30 and those aged 45-60, and shows factors affecting their work performance. Write a report for a university lecturer describing the information shown below. You should write at least 150 words.



Graph 16. The graph below compares the number of visits to two new music sites on the web. Write a report for a university lecturer describing the information shown below. You should write at least 150 words.



Graph 17. The table below shows the proportion of different categories of families living in poverty in Australia in 1999. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

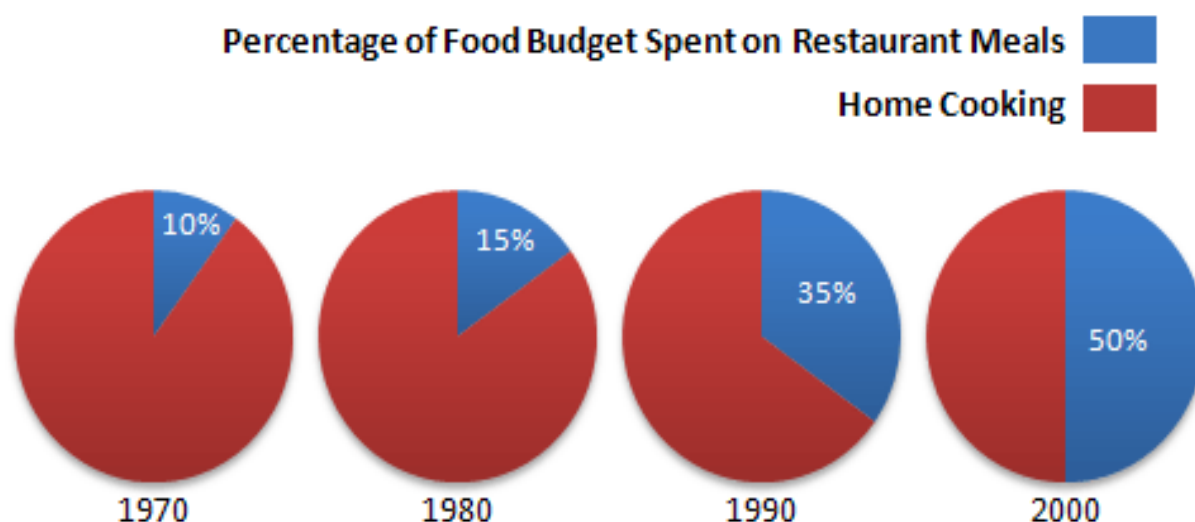
Family type	Proportion of people from each household type living in poverty
single aged person	6 % (54,000)
aged couple	4 % (48,000)
single, no children	19 % (359,000)
couple, no children	7 % (211,000)
sole parent	21 % (232,000)
couple with children	12 % (933,000)
all households	11 % (1,837,000)

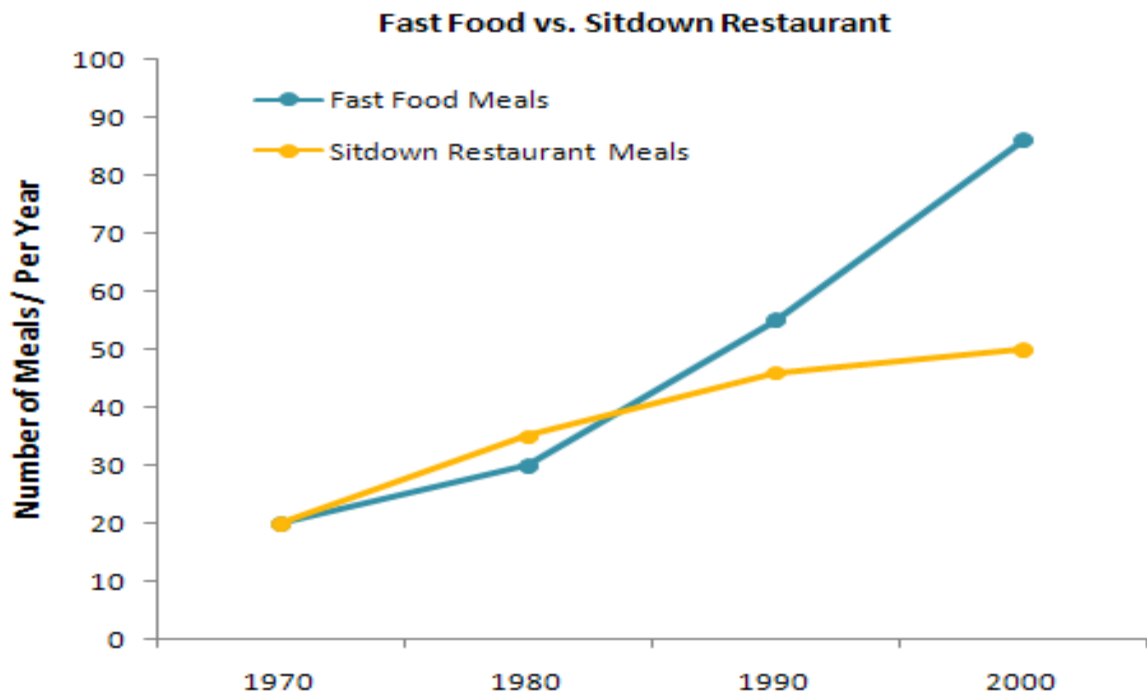
Graph 18. The table below gives information about the underground railway systems in six cities. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Underground Railways Systems

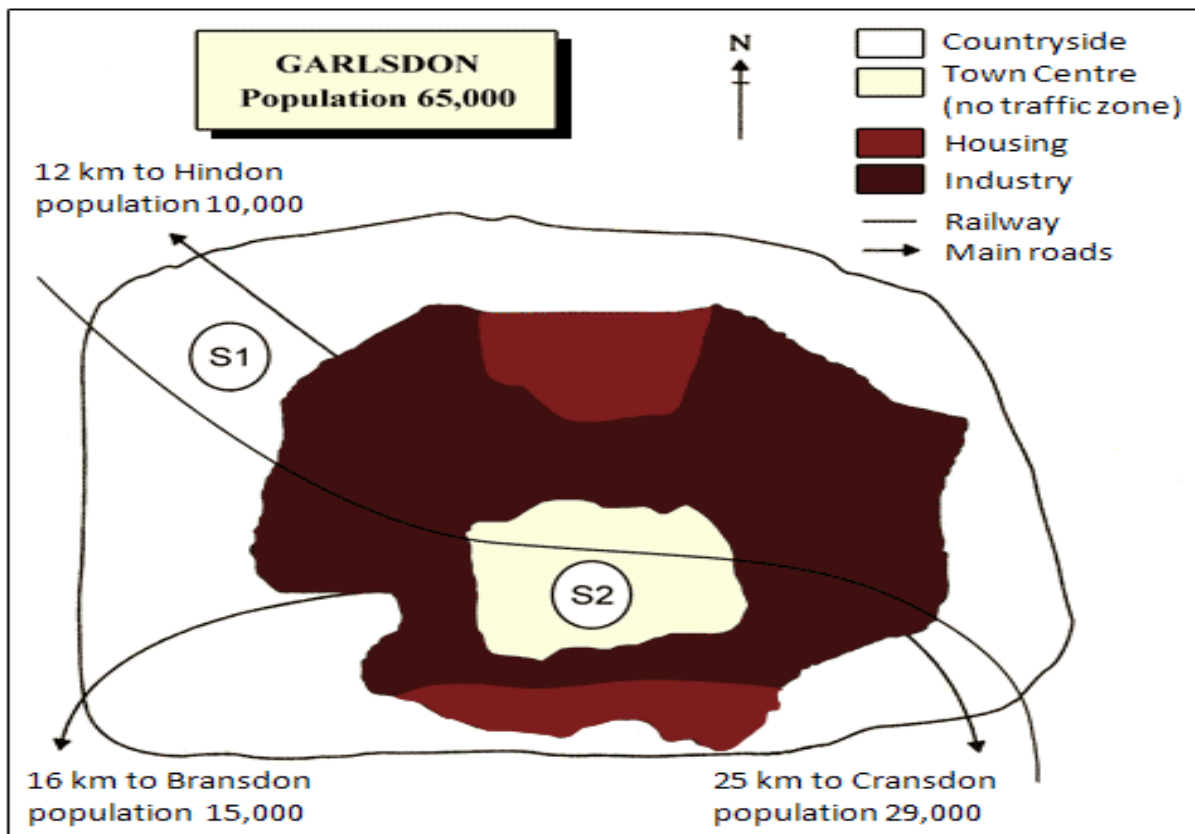
City	Date opened	Kilometres of route	Passengers per year (in millions)
London	1863	394	775
Paris	1900	199	1191
Tokyo	1927	155	1927
Washington DC	1976	126	144
Kyoto	1981	11	45
Los Angeles	2001	28	50

Graph 19. The charts below show the percentage of their food budget the average family spent on restaurant meals in different years. The graph shows the number of meals eaten in fast food restaurants and sit-down restaurants.

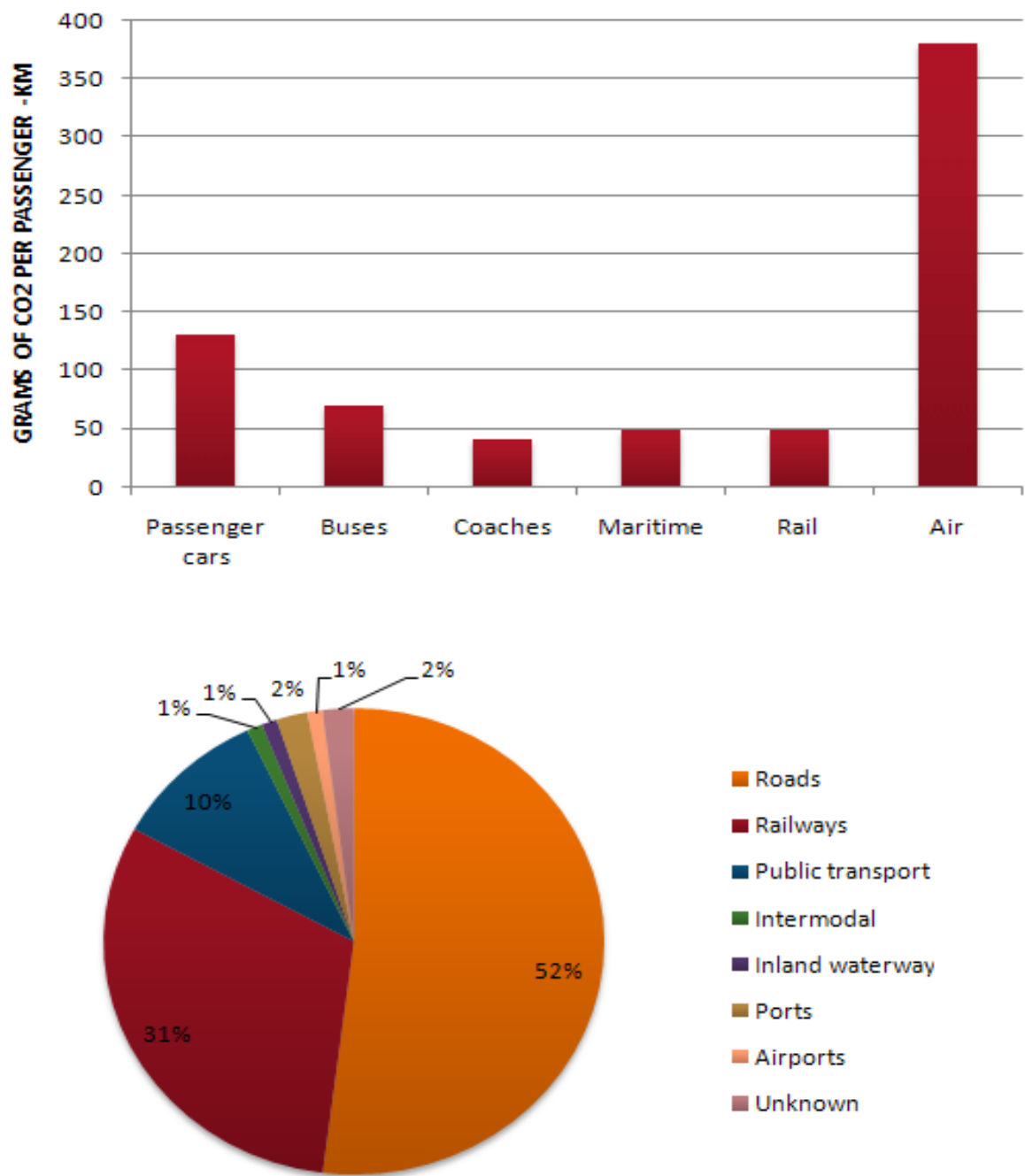




Graph 20. The map below is of the town of Garlsdon. A new supermarket (S) is planned for the town. The map shows two possible sites for the supermarket. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

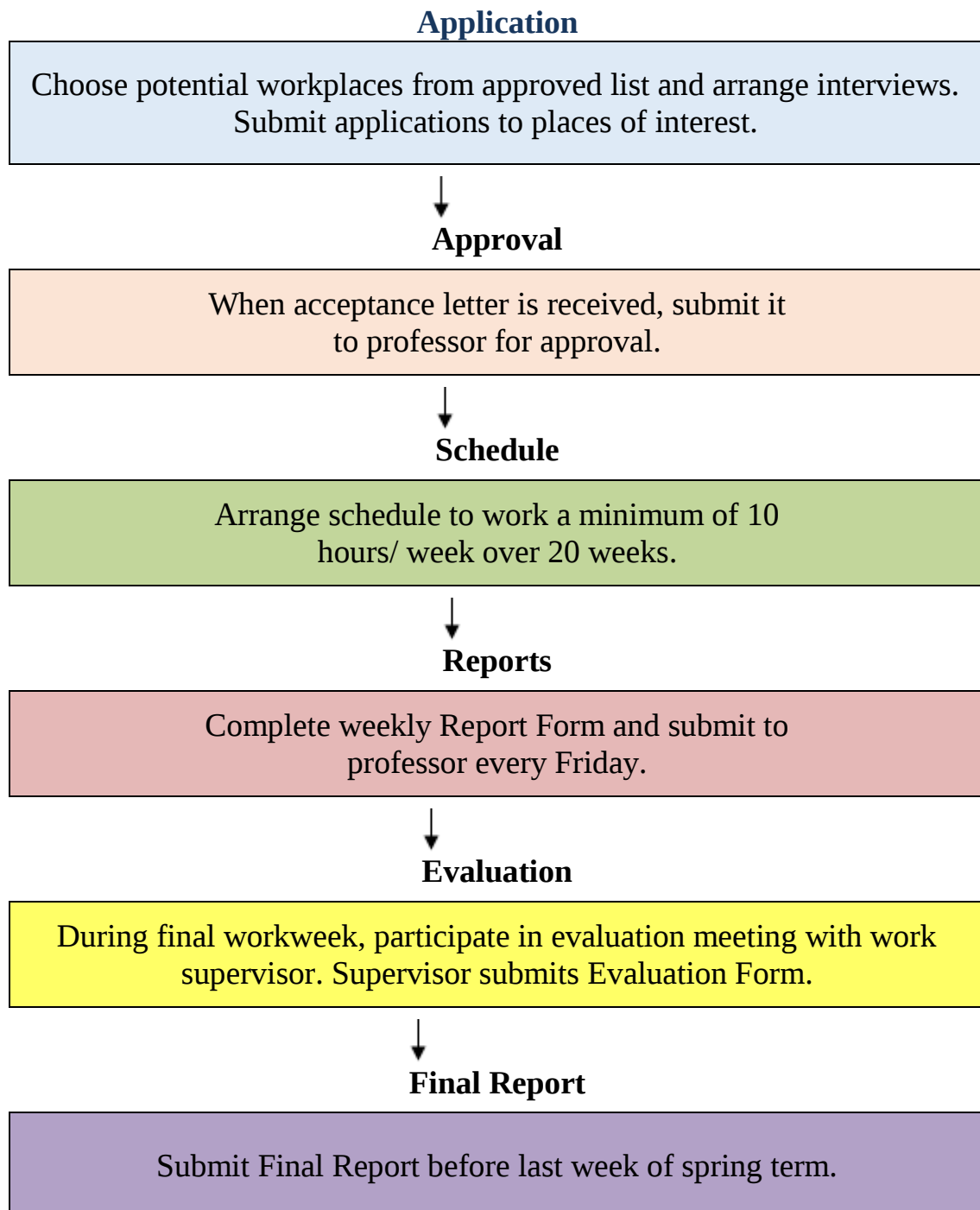


Graph 21. The table below shows CO2 emissions for different forms of transport in the European Union. The Pie Chart shows the percentage of European Union funds being spent on different forms of transport.



Graph 22. The table below shows the procedure of applying for internship. Summarize the information by selecting and reporting the main features.

Fulfilling the Work Experience Requirement
Credits will be awarded when the final report is submitted.

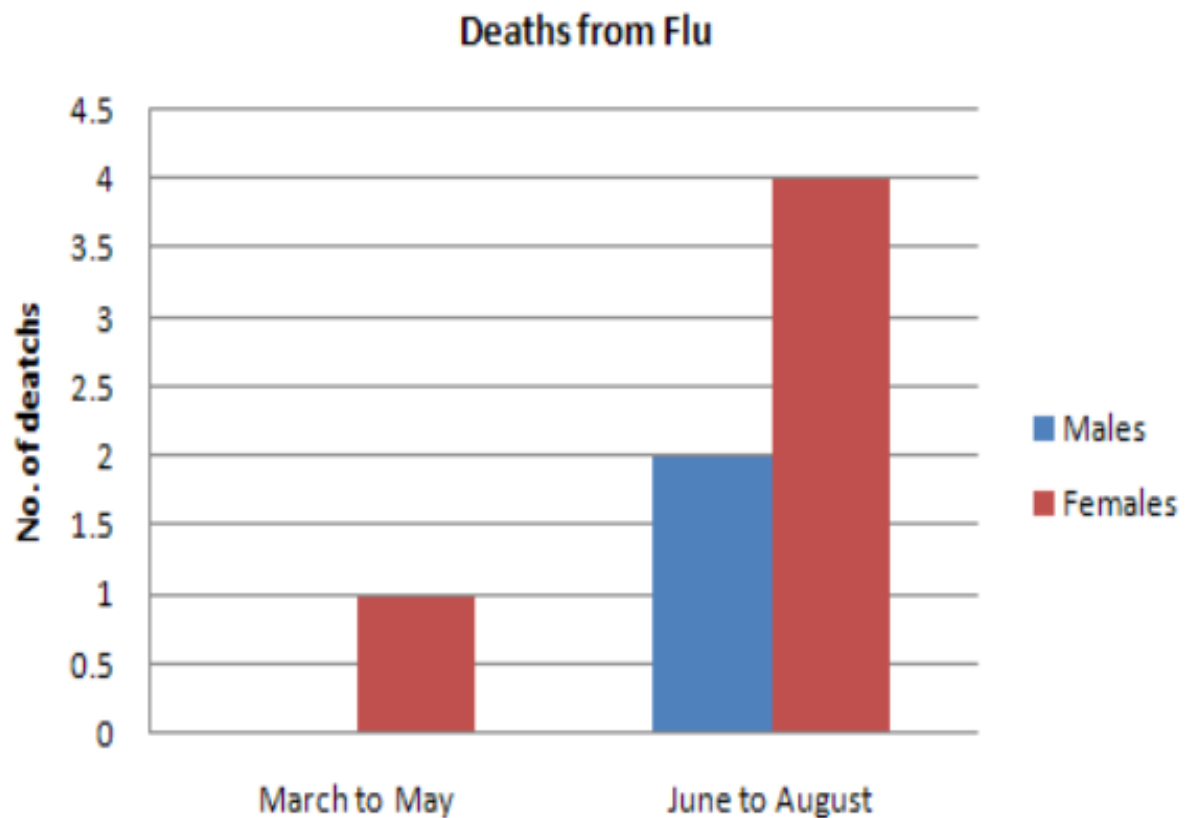


Graph 23. The table below shows the sales at a small restaurant in a downtown business district. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

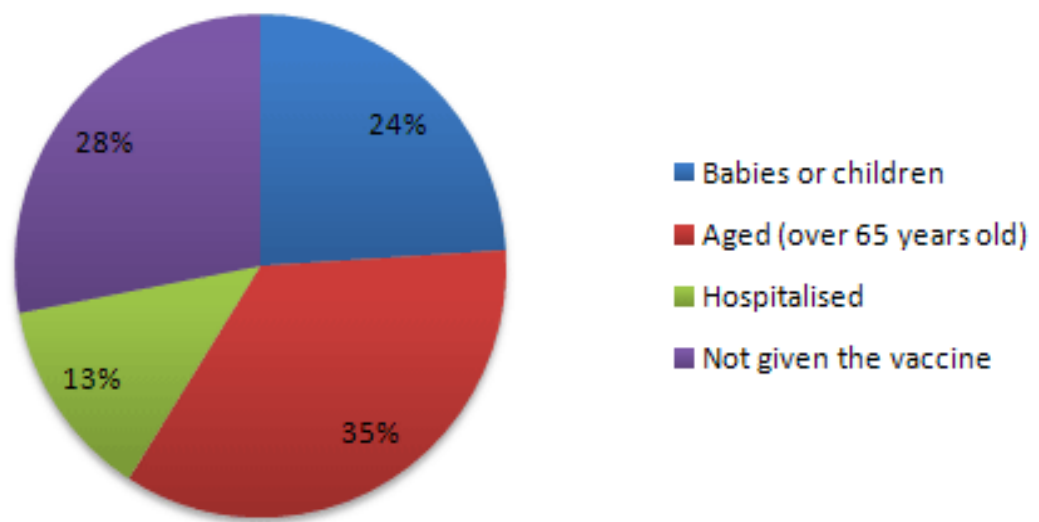
Sales: week of October 7-13

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Lunch	\$2,400	\$2,450	\$2,595	\$2,375	\$2,500	\$1,950	\$1,550
Dinner	\$3,623	\$3,850	\$3,445	\$3,800	\$4,350	\$2,900	\$2,450

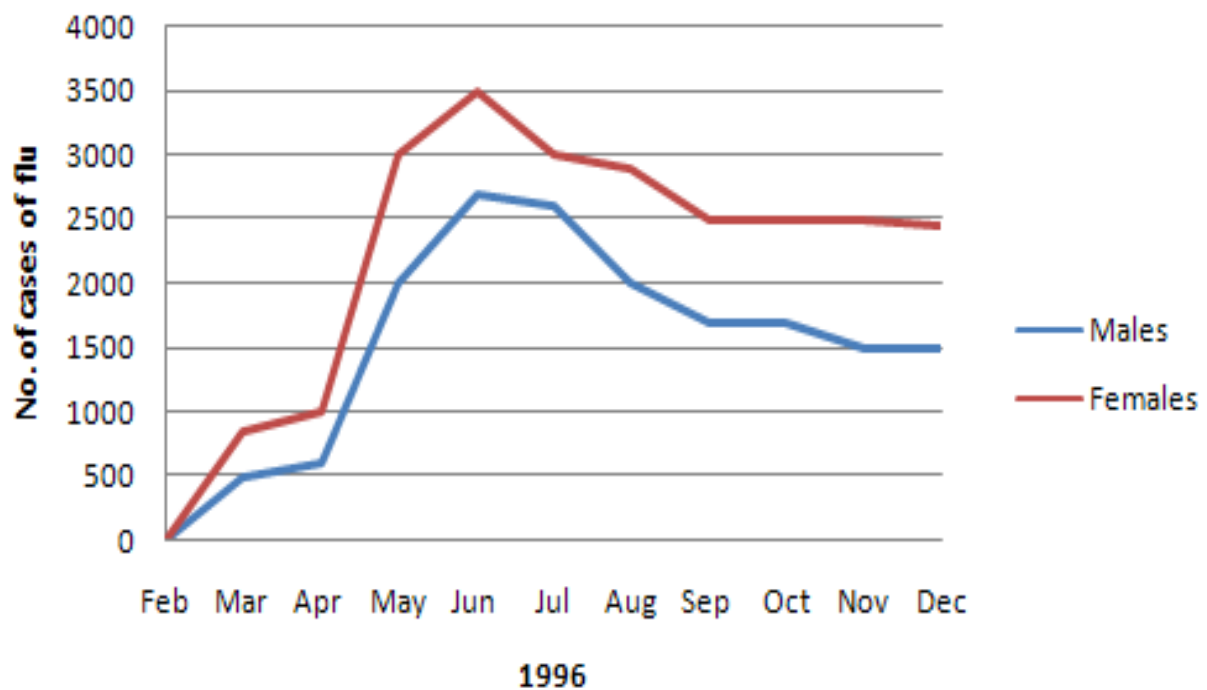
Graph 24. In June 1996, an experimental flu vaccine was trialled in a large country town on females only. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



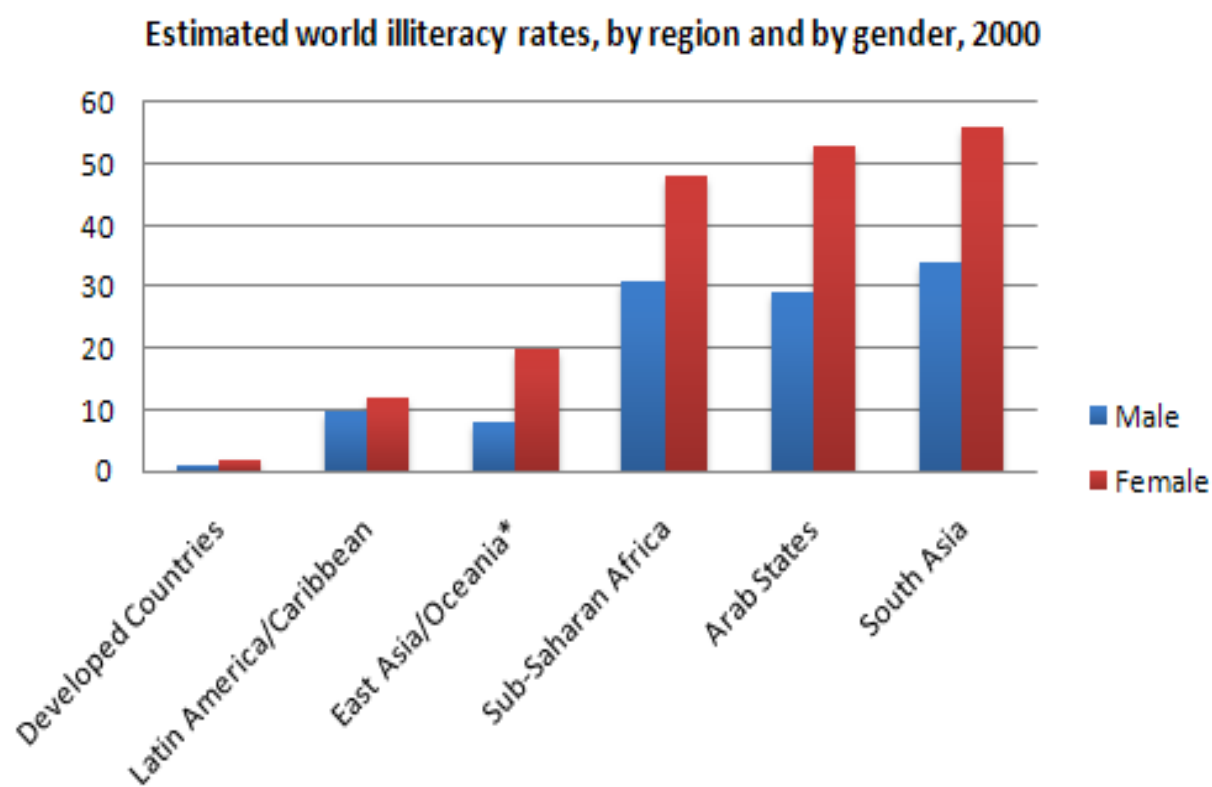
Female recipients of new vaccine groups most at risk



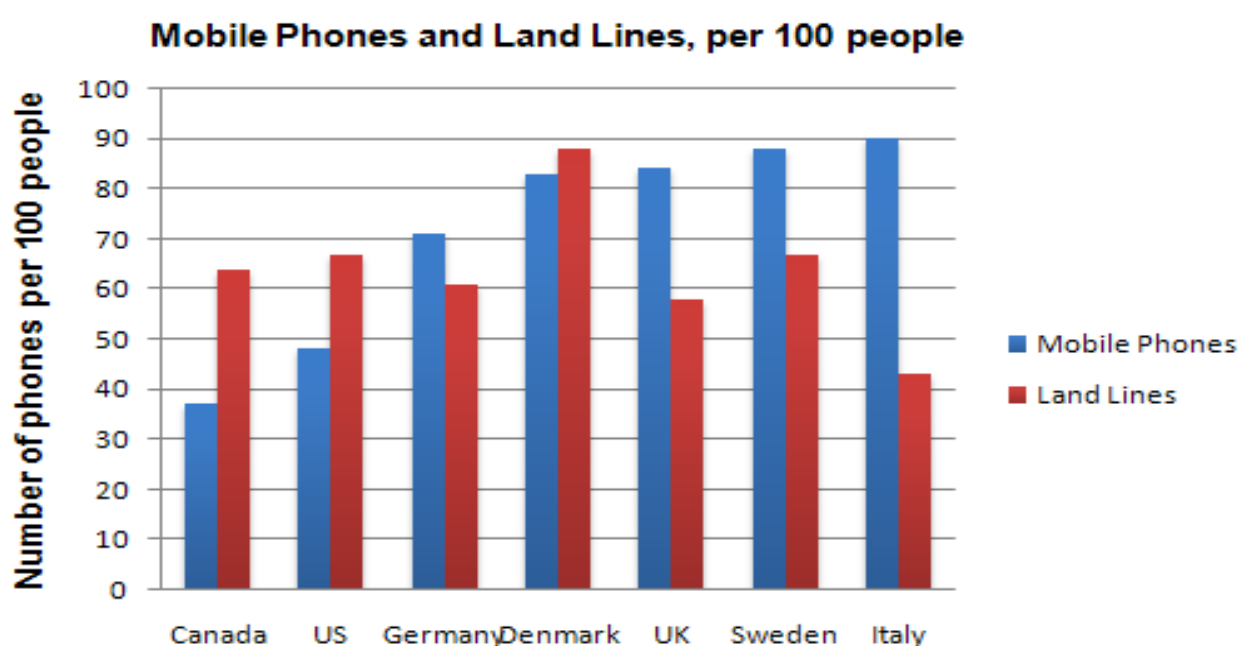
Flu Rates for Males and Females



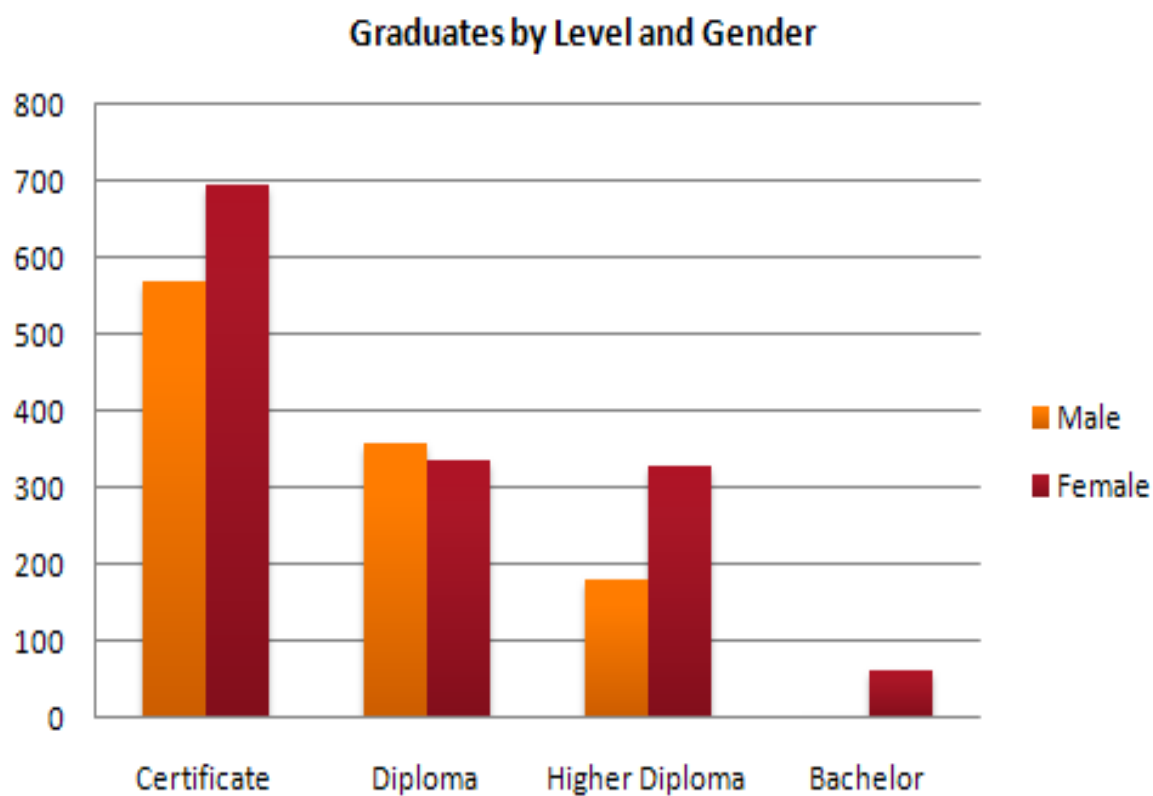
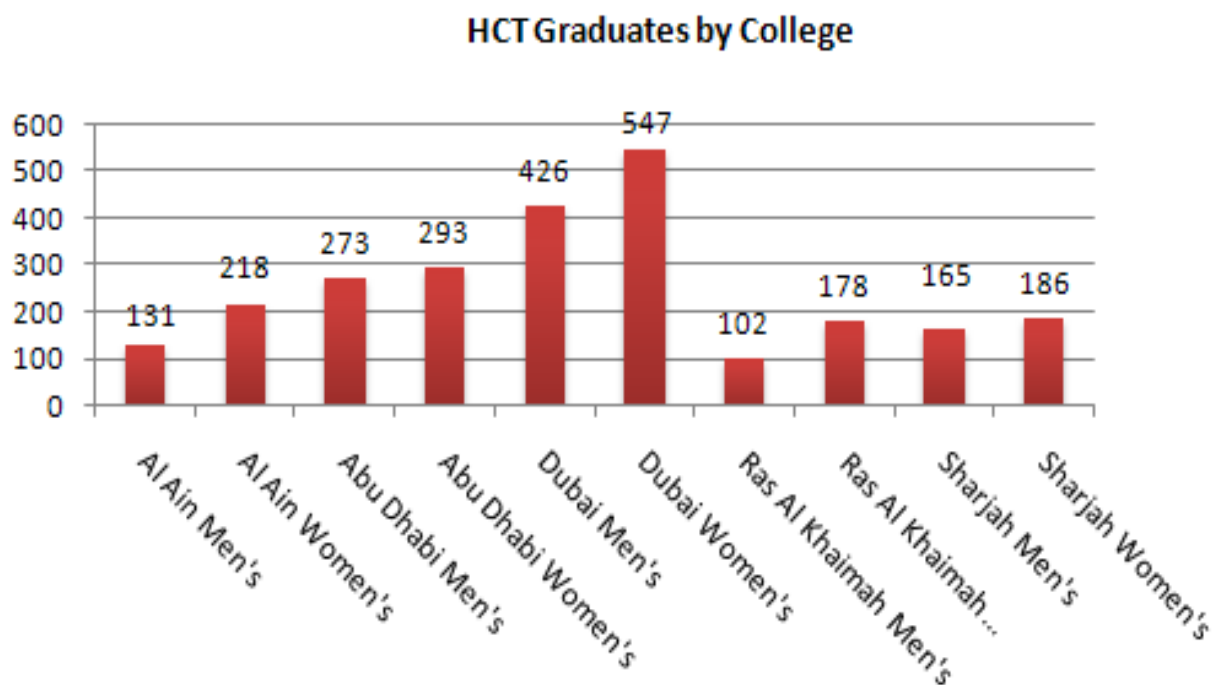
Graph 25. The chart below shows estimated world literacy rates by region and by gender for the year 2000. Write a report for a university lecturer describing the information below.



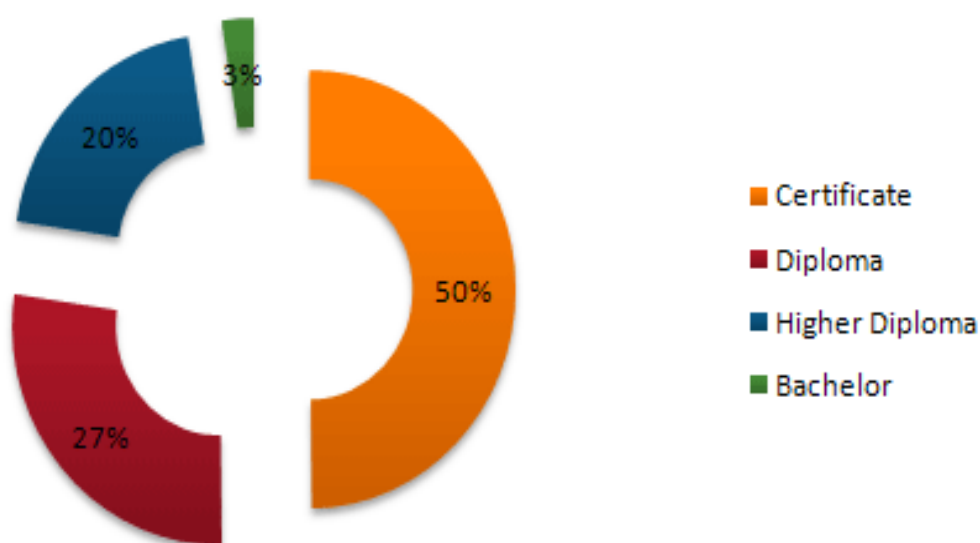
Graph 26. The chart shows the number of mobile phones and landlines per 100 people in selected countries. Write a report for a university lecturer describing the information given.



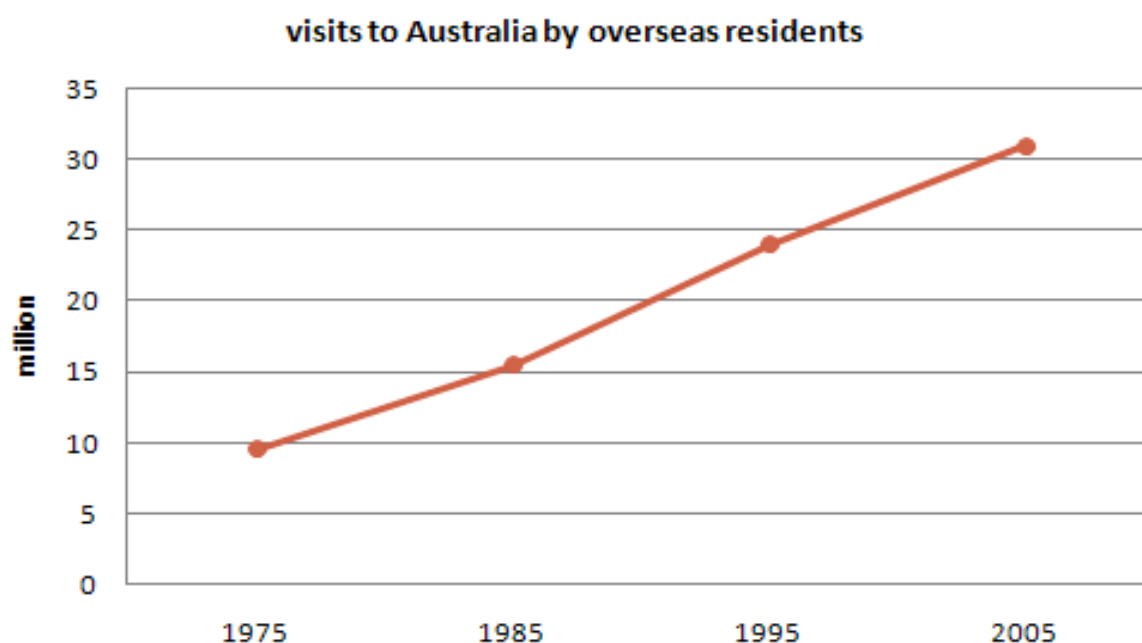
Graph 27. The graphs show enrolment in different colleges in the Higher Colleges of Technology in 1999. Write a report for a university lecturer describing the information given.



Total Graduates by Level



Graph 28. The line graph below shows the number of annual visits to Australia by overseas residents. The table below gives information on the country of origin where the visitors came from. Write a report for a university lecturer describing the information given. You should write at least 150 words.



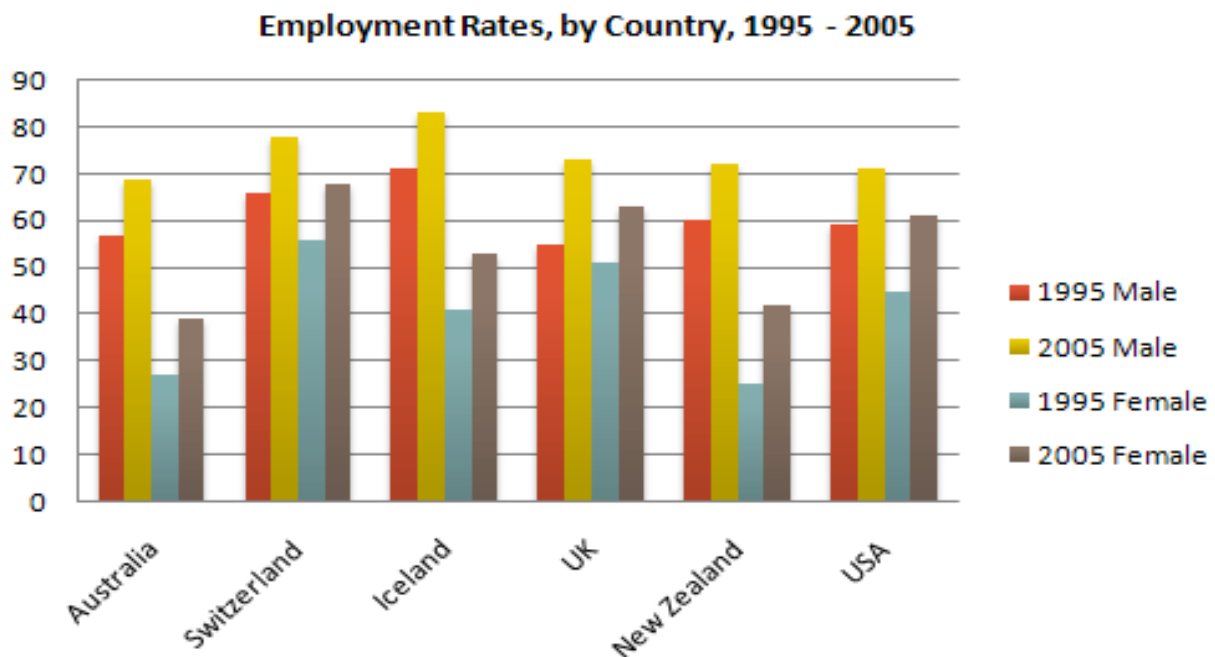
NUMBER OF VISITORS (million)

Country	1975	2005
SOUTH KOREA	2.9	9.1
JAPAN	3.2	12.0
CHINA	0.3	0.8
USA	0.4	1.1
BRITAIN	0.9	2.9
EUROPE	1.1	4.5
Total	8.8	30.4

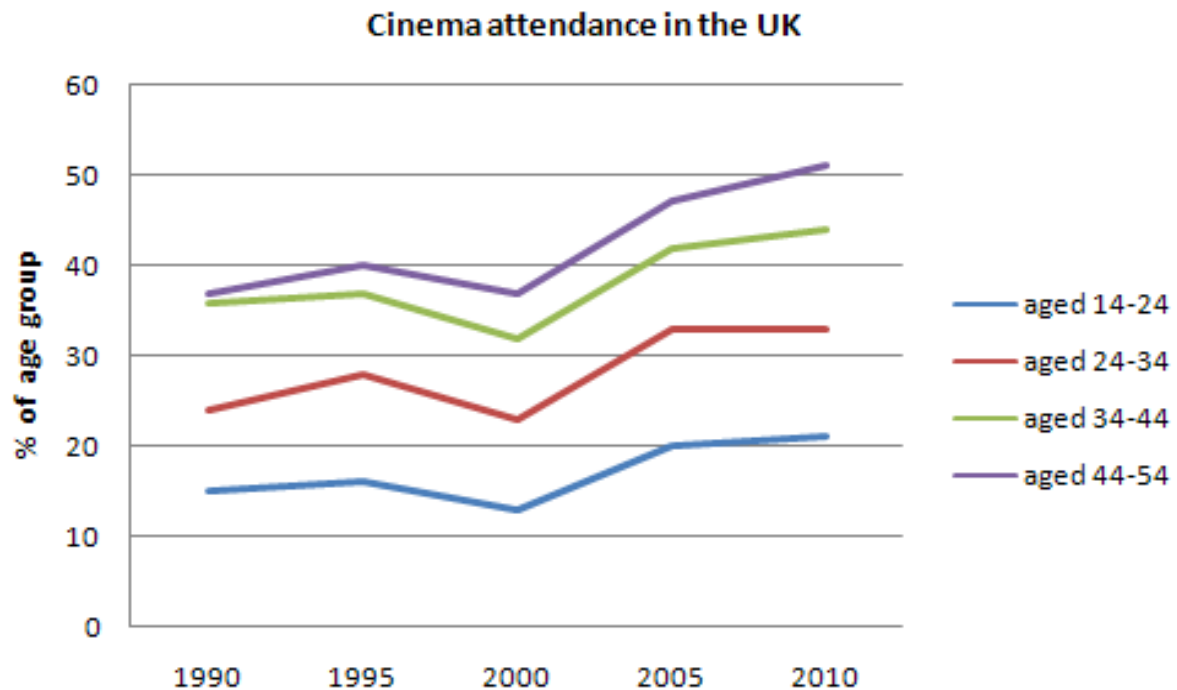
Graph 29. The table below shows the consumer durables (telephone, refrigerator, etc.) owned in Britain from 1972 to 1983 Write a report for a university lecturer describing the information shown below. You should write at least 150 words.

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

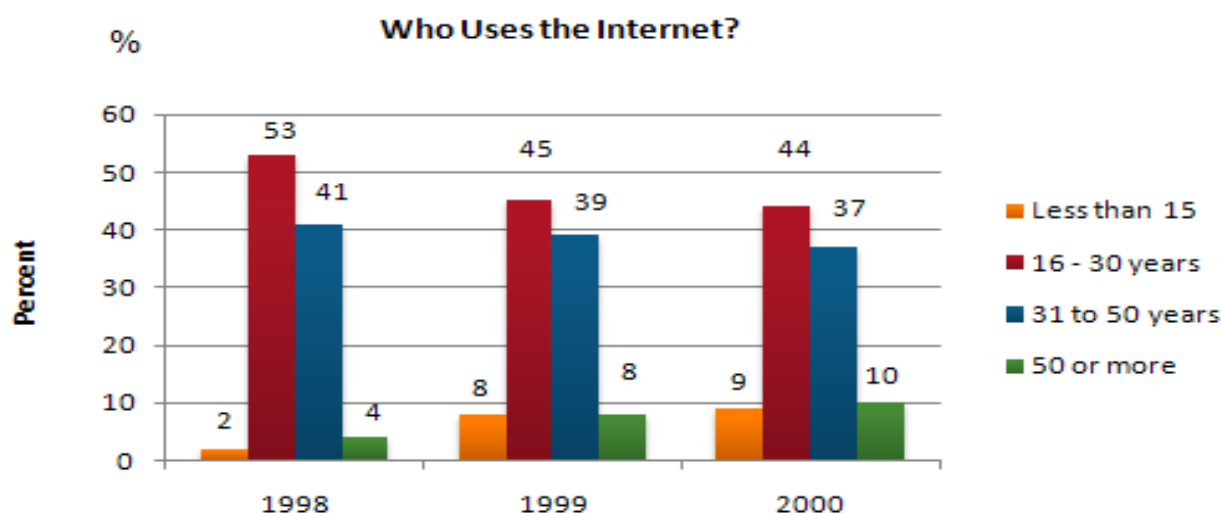
Graph 30. The graph above show information of employment rates across 6 countries in 1995 and 2005. Summarize the information by choosing and describe the main idea, and make comparisons where appropriate.



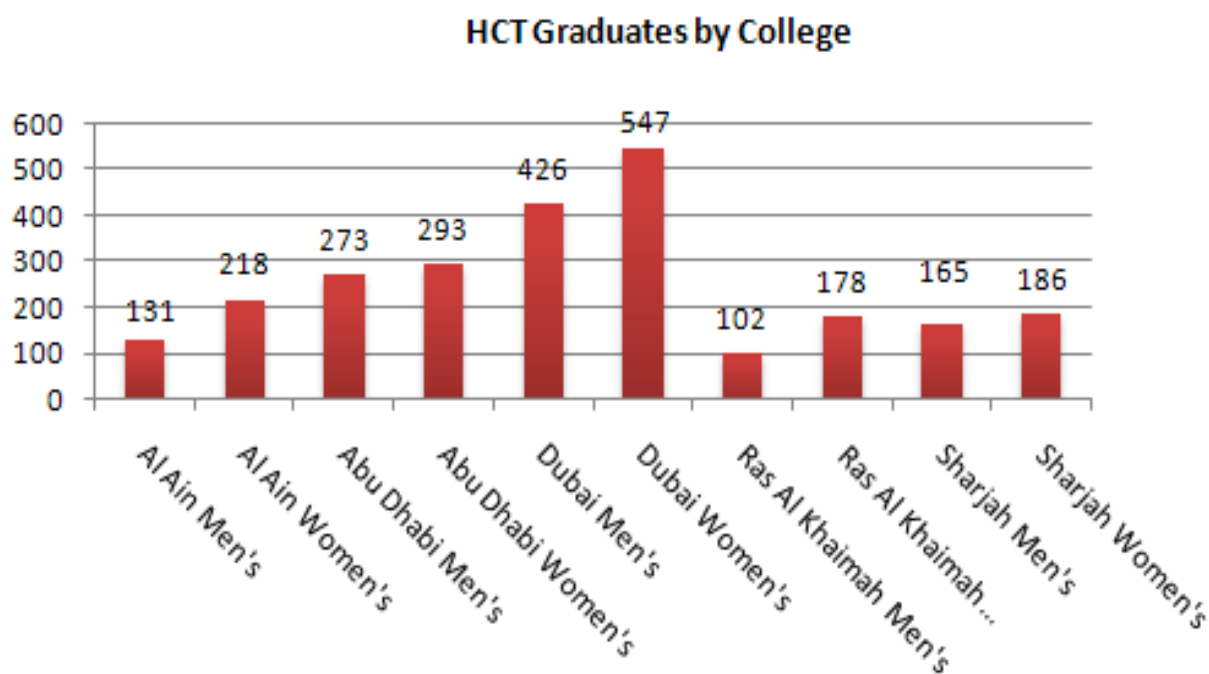
Graph 31. The line graph below gives information on cinema attendance in the UK. Write a report for a university lecturer describing the information given.



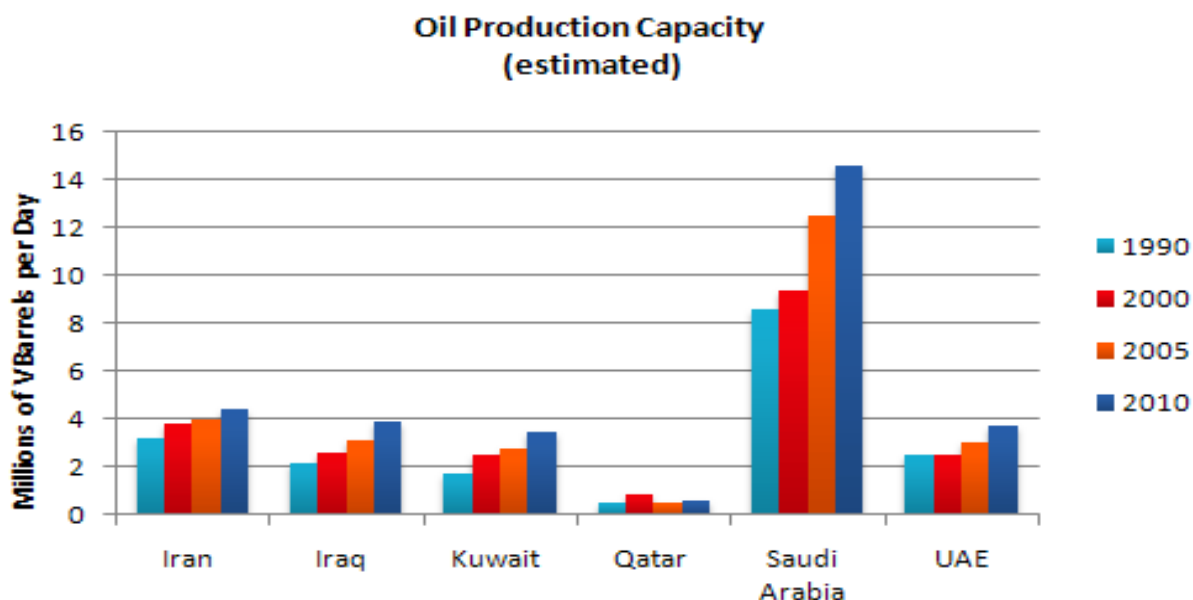
Graph 32. The graph shows Internet Usage in Taiwan by Age Group, 1998-2000. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



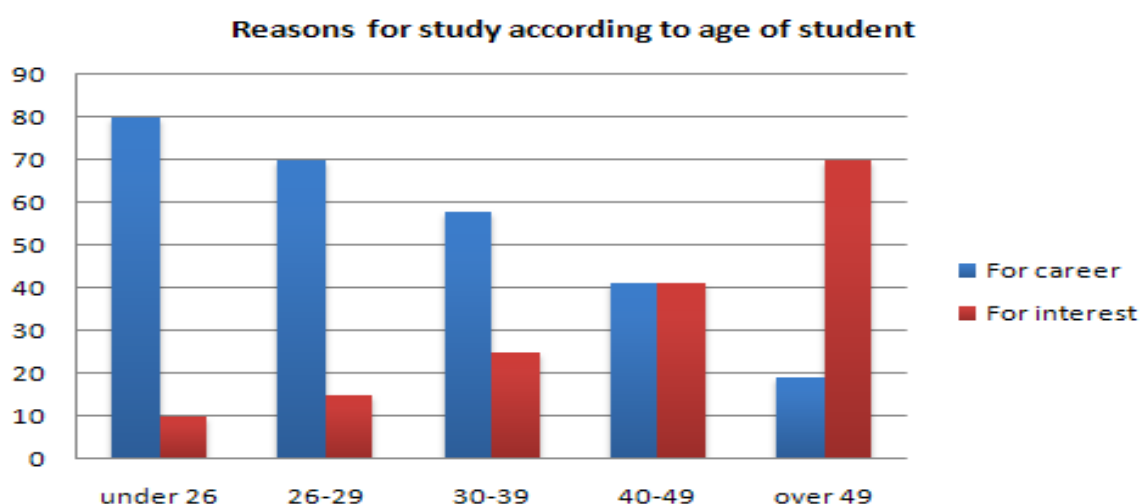
Graph 33. Write a report for a university lecturer describing the information below. You should write at least 150 words. You should spend about 20 minutes on this task.

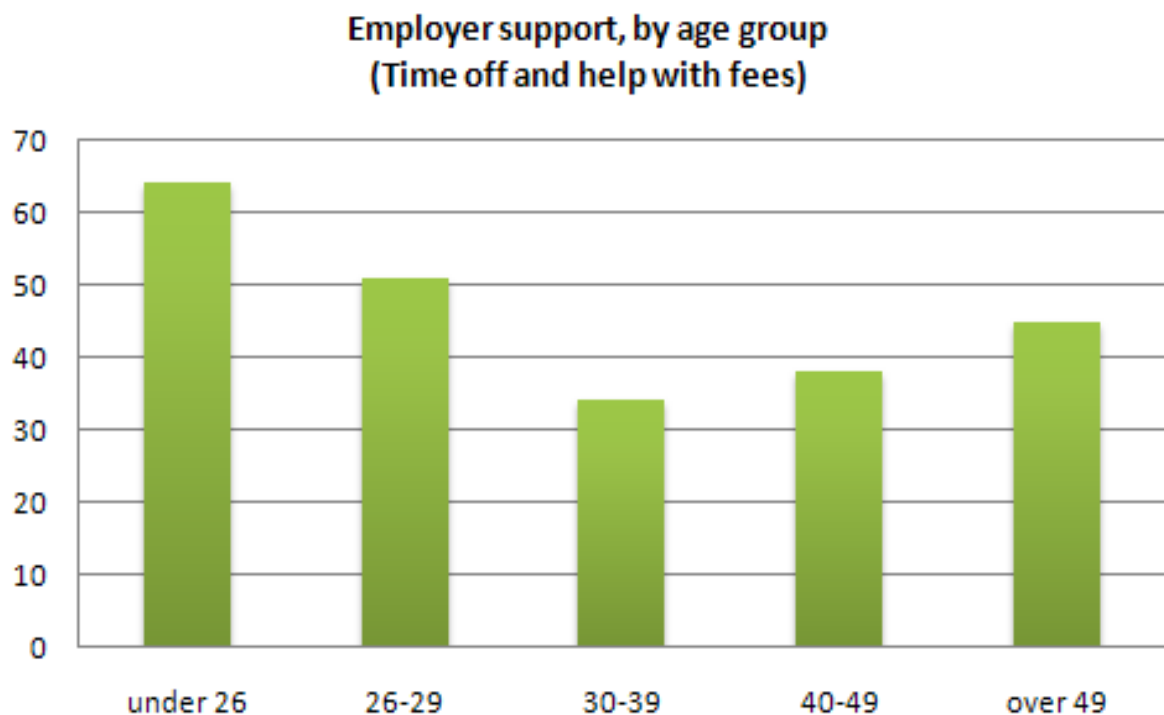


Graph 34. The graph shows estimated oil production capacity for several Gulf countries between 1990 and 2010. Summarize the information by selecting and reporting the main features, and make comparisons where relevant. You should write at least 150 words. You should spend about 20 minutes on this task.

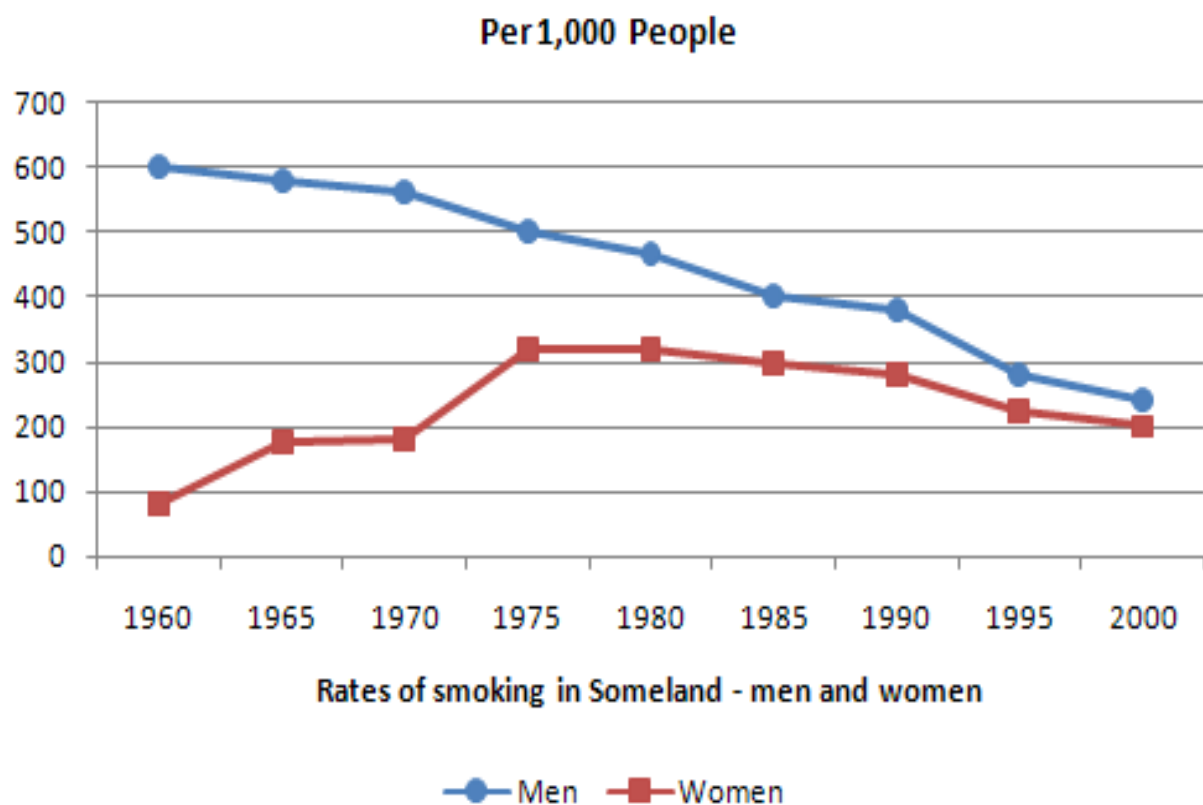


Graph 35. The charts below show the main reasons for study among students of different age groups and the amount of support they received from employers. Summarize the information by selecting and reporting the main features, and make comparisons where relevant. You should write at least 150 words. You should spend about 20 minutes on this task.





Graph 36. Write a report for a university lecturer describing the information in the graph below. You should write at least 150 words. Allow yourself 20 minutes for this task.

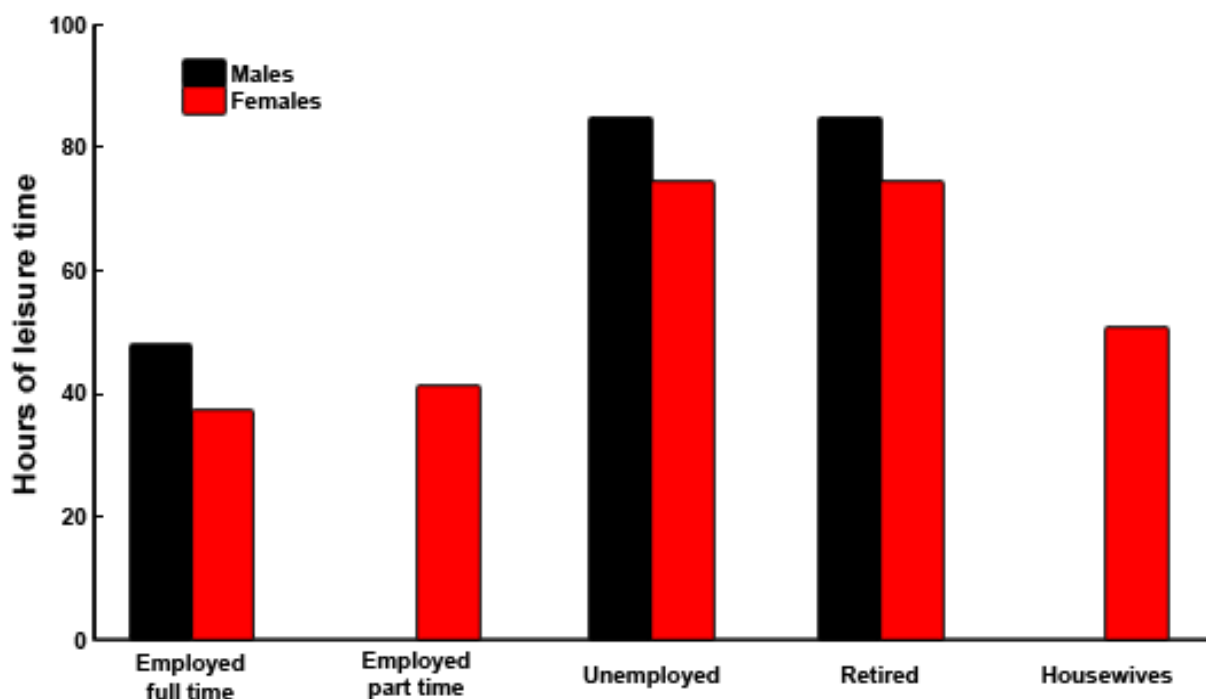


Graph 37. The table below shows social and economic indicators for four countries in 1994, according to United Nations statistics. Describe the information shown below in your own words. What implications do the indicators have for the countries? You should write at least 150 words. Allow yourself 20 minutes for this task.

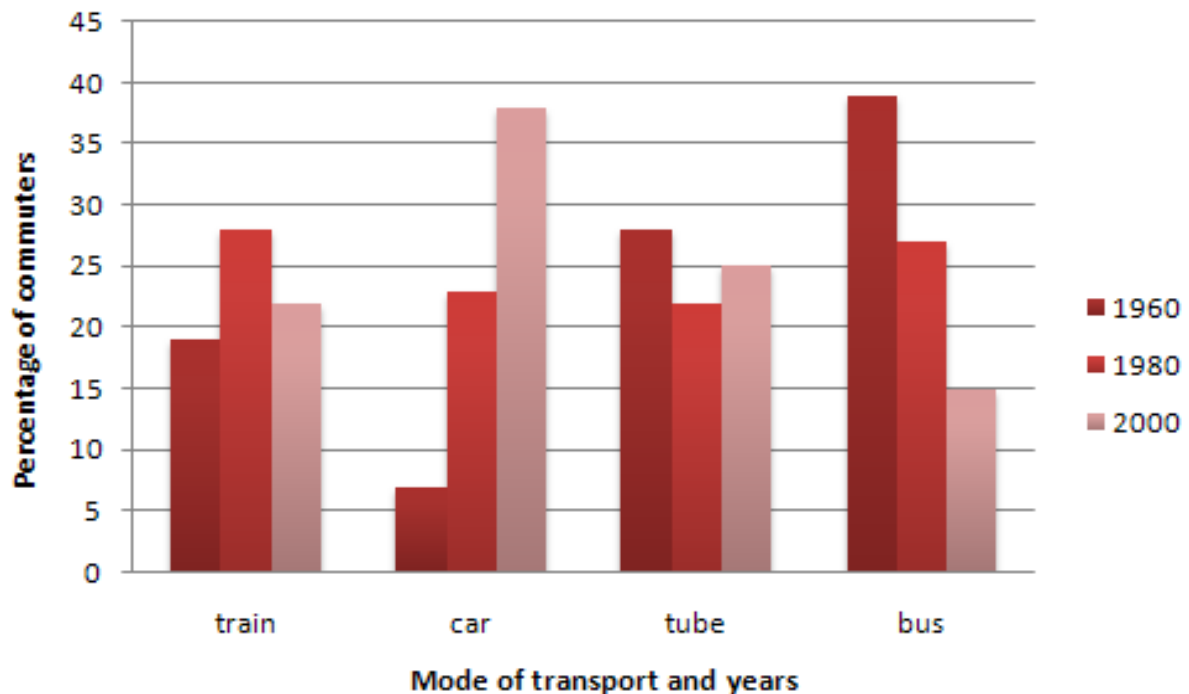
Indicators	Canada	Japan	Peru	Zaire
Annual income per person (in \$US)	11100	15760	160	130
Life expectancy at birth	76	78	51	47
Daily calorie supply per person	3326	2846	1927	1749
Adult literacy rate (%)	99	99	68	34

Graph 38. The chart below shows the amount of leisure time enjoyed by men and women of different employment status. Write a report for a university lecturer describing the information shown below. You should write at least 150 words. Allow yourself 20 minutes for this task.

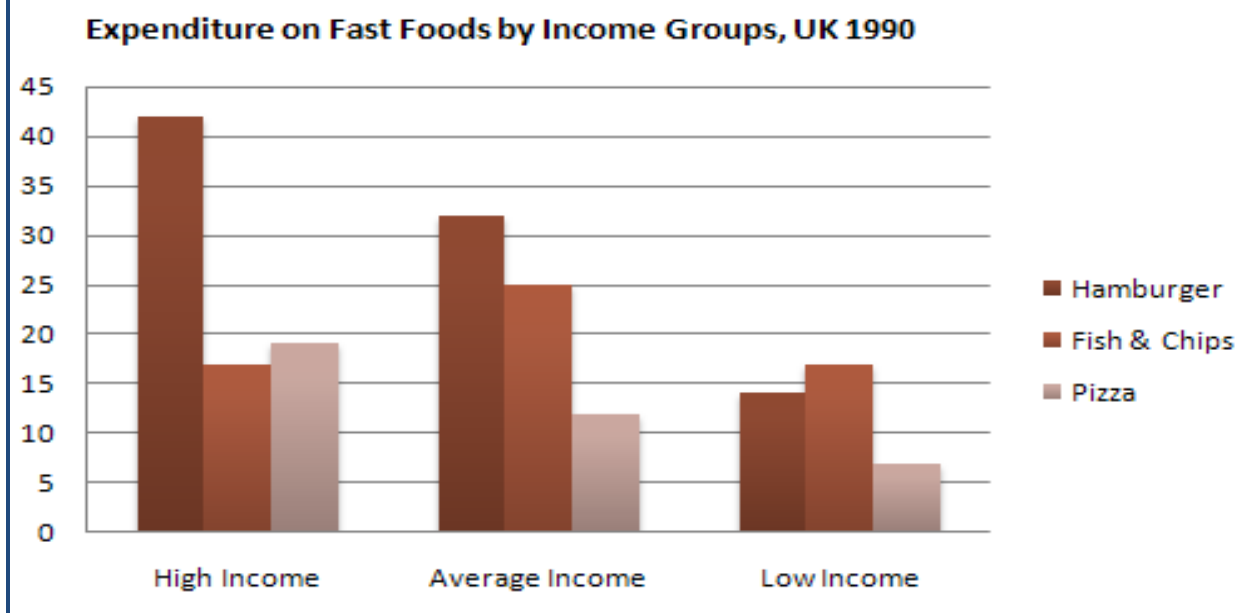
Leisure time in a typical week: by sex and employment status, 1998 - 99



Graph 39. The graph below shows the different modes of transport used to travel to and from work in one European city in 1960, 1980 and 2000. Write a report for a university lecturer describing the information below. You should write at least 150 words. You should spend about 20 minutes on this task.



Graph 40. Write a report for a university lecturer describing the information below. You should write at least 150 words. You should spend about 20 minutes on this task.



MODEL ANSWERS

Graph 1

The tables show the amount of beer and fruit juice consumed per person per year in countries around the world. Beer is most popular in Ireland, with the average Irish drinking 155 litres per year. Germany ranks second with 119 litres per person. In fact, the top six countries in terms of consumption of beer are all European. Australia and The United States come next in seventh and eighth positions, with Netherland and Finland consuming the least beer of the countries mentioned. Finnish people only drink an average of 79 litres of beer a year.

The country which consumes by the greatest quantity of fruit juice per capita is Canada. Canadians drink an average of 52.6 litres each a year, that's almost double the consumption of New Zealand, which is placed at the bottom of the table. Another North American country, The United States, come second in the table, while German drinkers are ranked at number three, consuming an average of 38.6 litres annually. Swedes drink approximately the same quantity of fruit juice as Australians, which is 35.5 litres per year. The Finnish and the British drink 33 and 29.3 litres per year respectively.

(194 words)

Graph 2

The graph shows the percentage of audiences over 4 years old of UK follows the radio and television throughout the day during the period October-December 1992. It has been observed from the graph that less than 10% audiences follows the radio at 6:00 am and the percentage raised to a peak around 30% at 8'AM and decline gradually to around 10 % during the period 2'00 to 4'00 Pm and again raised a bit to around 12 % between 4'00 to 6'00 PM. It then again dropped to below 10 % at around 10'PM.

The rate again raised to a bit between 10'00 PM to 12'00 PM and then dropped slowly by 4'00 AM. On the other hand, the rate of television audiences raises 0-10 % during the period 6'00 to 8'00 am and remain steady up to 1 0'AM and then gradually goes down by 12'00 noon. The percentage raised dramatically to around 15 % by 2'00 noon. The percentage raised dramatically goes down by 12'00 noon. The percentage

raised dramatically to around 15 % by 2'00 PM which again raised to a pick above 40% between 6'00-8'00 PM and then gradually dropped between the period 12'00 PM to 4'00 AM.

(197 words)

Graph 3

This is a bar chart of the number of men and women in further education in Britain in three periods. In 1970, Most of Men were studying part-time but from 1980, studying part-time as decreased and studying full-time was increased and in 1990, it was twice as many students as in 1970.

[On the other hand, Women studying Full-time were increased and not only Full-time, part-time also were increased. In 1990, studying full-time was three times as many students as in 1970. If compare Men and Women, as you see, in 1970, Men were studying more than women full-time or part-time but it changed from 1980 and then, in 1990, Women were studying part-time more than Men and studying full-time was same number.

It shows you women have a high education now.

(132 words)

Graph 4

The charts show the oil resources held, together with the proportions consumed within the same area each year, in different areas of the world.

It is obvious that the region holding the most oil resources is the Middle East, with 56.52 %, over a half of total world oil resources while in the United States and Asia, the level of oil consumed each year is far more away from the oil resources they hold. The percentage of total world oil consumption of United States and Asia are 25.48 % and 26.21 % respectively. They are the highest oil consumption region in the world.

Another place that is worth mentioned will be the Western Europe. With about twenty percent of total world oil consumption, the Western Europe merely holds less than 1.5% of the oil resources in the World.

Regions that are not mentioned above have the close percentage between oil holding and consuming whereas Canada has the highest level of oil holding than consuming, the respective figures are 14.84 % and 2.48 %.

Overall, the charts suggest that Middle East is the only majority at oil resources held, while Asia, United States and western have the highest level at oil resources imported.

(197 words)

Graph 5

The chart shows the average number of minutes per day men and women in Great Britain spend on jobs around the house.

In total, men spend just **over** two-and-a-half hours on household tasks whereas women spend slightly **less** than four hours. Women spend more than **twice** as much time doing kitchen tasks such as cooking and washing up **as** men (74 minutes for women as opposed **to** 30 minutes for men. Women are also more active in cleaning the house- it takes 58 minutes of their day compared **to / with** 13 minutes for men - and childcare, where women put in more than twice as **much** time as men.

On the other hand, men are **more** active in gardening and pet care, where they spend twice as **long** as women and maintenance and DIY, on which they spend 15 minutes more **than** women. Women account for almost all the time spent on washing and ironing clothes. This takes them 25 minutes, **while / whereas** men spend just 2 minutes on this task.

Overall the figures show that women spend more time on routine domestic chores than men, **while / whereas** men do more household maintenance, gardening and pet care.

(200 words)

Graph 6

The chart shows the changes which took place **in** student spending in the United Kingdom **during/over** the three-year period from 1996 to 1999.

Students spent 3% less on accommodation, which fell **from** 23 % **to** 20 % of total expenditure, and there was a 2 % decrease **in** spending on food, bills and household goods, which fell from 20 % to 18 %. At the same time course expenditure went down **by** 3 % from 10 % to 7 %. Children, who constituted 1 % **of** students' expenditure in 1996, are not represented in 1999.

On the other hand, there was a 5 % growth **in** spending on entertainment, which stood **at** 26 % of total expenditure in 1996 but rose **to** 31 % in 1999. Spending on other non-essential items and credit repayments grew **by** 4 % to

make **up** 16 % of total expenditure. Spending on essential travel went up **by** 3 % while non-essential travel underwent a 1 % fall.

Overall, with the exception of expenditure **on** travel, the most significant general change was a shift **from/in** spending on essential items **to** spending on non-essential items.

(173 words)

Graph 7

The two graphs show that oil was the major energy source in the USA in both 1980 and 1990 and that coal, natural gas and hydroelectric power remained in much the same proportions. On the other hand, there was a dramatic rise in nuclear power, which doubled its percentage over the ten years.

Oil supplied the largest percentage of energy, although the percentage decreased from 42 % in 1980 to 33 % in 1990. Coal in 1990 was the second largest source of energy, increasing its proportion to 27 % from 22 % in the previous decade. Natural gas, the second largest source in 1980 at 26 %, decreased its share very slightly to provide 25 % of America's energy ten years later. There was no change in the percentage supplied by hydroelectric power which remained at 5 % of the total energy used. Nuclear power the greatest change: in 1990 it was 10 %, twice that of the 1980s.

(152 words)

Graph 8

The three graphs of wheat exports each show a quite different pattern between 1985 and 1990. Exports from Australia declined over the five-year period, while the Canadian market fluctuated considerably, and the European Community showed an increase.

In 1985, Australia exported about 15 millions of tonnes of wheat and the following year the number increased by one million tonnes to 16 million. After that, however, there was a gradual decline until 1989 and 1990 when it stabilised at about 11 million tonnes. Over the same period, the amount of Canadian exports varied greatly. It started at 19 million tonnes in 1985, reached a peak in 1988 of 24 million, dropped dramatically in 1989 to 14 million tonnes and then climbed back to 19 million in 1990. Seventeen million tonnes were exported from the European Community in 1985, but this decreased to 14

million tonnes in 1986 and then rose to 15 million in 1987 and 1988 before increasing once more to 20 million in 1990.

(165 words)

Graph 9

There are four main stages in the production of plastic paper clips from this small factory. Two of these stages involve actual preparation of the clips, while the other two consist of quality control before the clips are sent out from the factory to the retailers to be sold to the public.

To begin with, molten plastic is poured into three different moulds depending on the colour required; the colours are red, blue and yellow. Once these clips emerge from the moulds a quality control machine checks them for strength. Unsatisfactory clips are rejected. In the third stage in the process the clips are stored by hand into two groups, mixed and single colours. When this stage is complete the groups are checked a second time to ensure that the colour mixtures are divided correctly into single colours and mixed colour batches. Finally, the clips are packed and dispatched to the markets.

(152 words)

Graph 10

This table clearly presents and compares favorable pastimes in eight different countries. The pastimes, across the top of the table, are analyzed in relation to each country.

As can be seen, about 60 % of Canadians, Australians and Americans like watching television. On the other hand, this figure is quite low for China where only 15 % of people watch television. Predictably, Americans like music at 23 %, whereas only 2 to 5% of people in the other countries feel the same way. 20 % of people in England enjoy sleeping as a pastime whereas in Canada and the USA, for example, the figure is only 2 %. Interestingly, the Chinese like hobbies the most at 50 %, as opposed to only 20 % in France. It isn't surprising that the highest percentage of beach-lovers is in Australia and the USA at 30 %.

It seems that pastimes of people of different nationalities may be influenced by a number of factors such as the socio-economic situation or the climate. These factors influence cultural differences between different nationalities and make cross-cultural experiences more interesting.

(175 words)

Graph 11

In this analysis we will examine three pie charts. The first one is headed 'World Spending.' The second is 'World Population' and the third is 'Consumption of Resources.'

In the first chart we can see that people spend most of their income (24 %) on food. In some countries this percentage would obviously be much higher. Transport and then housing are the next major expenses at 18 % and 12 % respectively. Only 6% of income is spent on clothing.

In the second chart entitled 'World Population', it is not surprising to find that 57 % of people live in Asia. In fact, China and India are two of the most populated countries in the world and they are both situated on this continent. Europe and the Americans account for nearly 30% of the total, whilst 10 % of people live in Africa.

Finally, the third chart reveals that the USA and Europe consume a huge 60% of the world's resource.

To sum up, the major expenditure is on food, the population figures are the highest for Asia and the major consumers are the USA and Europe.

(182 words)

Graph 12

The graph shows how the amount of water used worldwide changed between 1900 and 2000.

Throughout the century, the largest quantity of water was used for agricultural Purposes, and this increased dramatically from about 500 km³ to around 3,000 km³ in the year 2000. Water used in the industrial and domestic sectors also increased, but consumption was minimal until mid-century. From 1950 onwards, industrial use grew steadily to just over 1,000 km³, while domestic use rose more slowly to only 300 km³, both far below the levels of consumption by agriculture.

The table illustrates the differences in agriculture consumption in some areas of the world by contrasting the amount of irrigated land in Brazil (26,500 km³) with that in the D.R.C. (100 km²). This means that a huge amount of water is used in agriculture in Brazil, and this is reflected in the figures for water consumption per person: 359 m³ compared with only 8 m³ in the Congo. With a population of 176 million, the figures for Brazil indicate how high agriculture water consumption can be in some countries.

(180 words)

Graph 13

The graph shows the preferred leisure activities of Australian children aged 5-14. As might be expected, it is clear from the data that sedentary pursuits are far more popular nowadays than active ones.

Of the 10,000 children that were interviewed, all the boys and girls stated that they enjoyed watching TV or videos in their spare time. In addition, the second most popular activity, attracting 80 % of boys and 60 % of girls, was playing electronic or computer games. While girls rated activities such as art and craft highly – just under 60% stated that they enjoyed these in their spare time – only 35 % of boys opted for creative pastimes. Bike riding, on the other hand, was almost as popular as electronic games amongst boys and, perhaps surprisingly, almost 60% of girls said that they enjoyed this too. Skateboarding was relatively less popular amongst both boys and girls, although it still attracted 35 % of boys and 25 % of girls.

(157 words)

Graph 14

The table shows two sets of related information: the relative cost, in pounds, of renting a property with one, two or three bedrooms in three different suburbs of London and an indication of the kind of annual salary you would need to be earning to rent in these areas.

Of the three areas mentioned, Notting Hill is the most expensive with weekly rents starting at £375 (salary approximately £100,000) and rising to £738 per week for a 3-bedroom property. To afford this, you would require a salary in the region of £200,000 per annum. Alternatively, Fulham is the cheapest area shown with rents ranging from £215 per week for one bedroom property to £600 per week for a 3-bedroom property. To rent in this area, salaries need to be somewhere between £85,000 and £170,000 depending on the number of bedrooms required. For those able to pay in the middle price range for accommodation, Regent's Park might be a more suitable district.

(163 words)

Graph 15

The bar chart indicates a survey on two different age groups on the factors contributing to make their environment pleasant for working.

These factors are divided into external and internal factors. The internal factors are team spirit, competent boss, respect from colleagues and job satisfaction. The external factors are chance for personal development, job security, promotional prospects and money.

On the internal factors above 50 % in both age groups agreed that team spirit, competent boss and job satisfaction are essential to make their environment pleasant. Whereas on the external factors, there are contrasting results. On the chance for personal development and promotional aspects, 80% to 90% of the younger groups were in favor while only less than 50% of the older group thought so. A similar pattern is also noted on job security. With regards to money, 69% to 70% on both age group said it is essential.

In conclusion, the internal factors have similar responses from the two age groups while they had dissimilar responses on the external factors.

(170 words)

Graph 16

The graph shows people using new music places on the Internet in fifteen days period of time namely personal choice and trendy pop music.

The overall trend shows fluctuation with slight Increased towards the end of the period.

Starting with Music Choice websites; 40,000 people went on this new site on first-day. Half of them backed out the next day. In Contrast to this Pop Parade net sites were visited by 120,000 music lovers on day one which decreased slightly on the next day thereafter regaining the same fame on 3rd day.

After 3rd day the enthusiasm for both music lines on Internet dropped slowly-reaching maximum fall of 40,000 on 7th day. Whereas Music choice gained popularity, slightly improving to get the original strength of 30,000 viewers on screen, but was getting still less visitors than their opponent Pop group i.e. 40,000 on day 7.

In the beginning of the next week both gained remarkable recovery after a few fluctuations for 8th and 9th day having 40,000 and 50,000 visitors respectively, reaching to their peaks of one and a half thousand new viewers for Pop Parade on 11th day showing a contrast of very few people visiting Music choice for the same day. Thereafter Music choice gained popularity on 12th day for having more than 120,000 new visitors on web.

In the end of the period Pop sites were visited by maximum viewers of 180,000 whereas sites located to Music choice were not explored by more than 80,000 explorers on the last day of the report.

(257 words)

Graph 17

The table gives a breakdown of the different type of family who were living in poverty in Australia in 1999.

On average, 11 % of all households, comprising almost two million people, were in this position. However, those consisting of only one parent or a single adult had almost double this proportion of poor people, with 21 % and 19 % respectively.

Couples generally tended to be better off, with lower poverty levels for couples without children (7 %) than those with children (12 %). It is noticeable that for both types of household with children, a higher than average proportion were living in poverty at this time.

Older people were generally less likely to be poor, though once again the trend favored elderly couples (only 4%) rather than single elderly people (6 %). Overall the table suggests that households of single adults and those with children were more likely to be living in poverty than those consisting of couples.

(154 words)

Graph 18

The table shows the details regarding the underground railway systems in six cities.

London has the oldest underground railway systems among the six cities. It was opened in the year 1863, and it is already 140 years old. Paris is the second oldest, in which it was opened in the year 1900. This was then followed by the opening of the railway systems in Tokyo, Washington DC and Kyoto. Los Angeles has the newest underground railway system, and was only opened in the year 2001. In terms of the size of the railway systems, London, For certain, has the largest underground railway systems. It has 394 kilometers of route in total, which is nearly twice as large as the system in Paris. Kyoto, in contrast, has the smallest system. It only has 11 kilometers of route, which is more than 30 times less than that of London.

Interestingly, Tokyo, which only has 155 kilometres of route, serves the greatest number of passengers per year, at 1927 million passengers. The system in Paris has the second greatest number of passengers, at 1191 million passengers per year. The smallest underground railway system, Kyoto, serves the smallest number of passengers per year as predicted.

In conclusion, the underground railway systems in different cities vary a lot in the site of the system, the number of passengers served per year and in the age of the system.

(233 words)

Graph 19

Over the past 30 years, the average family has dramatically increased the number of meals that they eat at restaurants. The percentage of the family's food budget spent on restaurant meals steadily climbed. Just 10 percent of the food budget was spent on restaurant meals in 1970, and 15 percent in 1980. That percentage more than doubled in 1990, to 35 percent, and rose again in 2000 to 50 percent.

Where families eat their restaurant meals also changed during that 30-year period. In 1970, families ate the same number of meals at fast food and sit-down restaurants. In 1980, families ate slightly more frequently at sit-down restaurants. However, since 1990, fast food restaurants serve more meals to the families than do the sit-down restaurants. Most of the restaurant meals from 2000 were eaten at fast food restaurants. If this pattern continues, eventually the number of meals that families eat at fast food restaurants could double the number of meals they eat at sit-down restaurants.

(164 words)

Graph 20

The first potential location (S1) is outside the town itself, and is sited just off the main road to the town of Hindon, lying 12 km to the north-west. This site is in the countryside and so would be able to accommodate a lot of car parking. This would make it accessible to shoppers from both Hindon and Garlsdon who could travel by car. As it is also close to the railway line linking the towns to Cransdon (25 km to the south-east), a potentially large number of shoppers would also be able to travel by train.

In contrast, the suggested location, S2, is right in the town centre, which would be good for local residents. Theatrically the store could be accessed by road or rail from the surrounding towns, including Bransdon, but as the central area is a no-traffic zone, cars would be unable to park and access would be difficult.

Overall, neither site is appropriate for all the towns, but for customers in Cransdon, Hindon and Garlsdon, the out-of-town site (S1) would probably offer more advantages.

(178 words)

Graph 21

The chart shows CO₂ emissions per passenger kilometre for various methods of transport in the European Union while the pie chart shows European Union spending on transport. Flying by air produces by far the greatest CO₂ emissions, approximately three times as much as passenger cars which are the next largest producers. Very little is spent by the EU on air travel while roads make up more than half of the EU transport budget.

Trains produce about three times less CO₂ emissions per passenger kilometre than passenger cars and eight times less than air travel. Nearly a third of EU transport funds are spent on railways.

Ships are a clean form of transport and produce about the same amount of CO₂ per passenger kilometre as trains do. However, only 2 percent of EU funds are spent on ports. A further one percent is spent on inland waterways.

Coaches are the cleanest form of transport. Emissions of CO₂ per passenger kilometre from coaches are half those of buses. Buses emit less than half as much CO₂ per passenger kilometre as cars. The European Union spends 10 percent of its transport budget on public transport, such as buses and coaches.

(197 words)

Graph 22

Gaining work experience prior to graduation helps university students to succeed in getting their first job. For this reason, some universities insist that all students must complete a Work Experience Requirement. Completing the following six stages results in the requirements' fulfillment.

The process begins with the Application stage. A student reviews an approved list of workplaces and submits applications to places where he would like to work. Next is the Approval stage. When a student receives an acceptance letter, he gives it to the professor for approval. The third stage, Schedule, requires a student to arrange his work schedule. The student should work at least 10 hours/week over 20 weeks. Reports are next. The student must complete a Weekly Report Form and turn it in to the professor every Friday.

The fifth stage, Evaluation, takes place during the final work week. A student participates in an evaluation meeting with his work supervisor, who submits an Evaluation Form. The last stage requires that a student submit a Final Report before the last week of spring semester.

By following these stages and subsequently submitting the final report, the student receives credit from the university.

(192 words)

Graph 23

The sales at this small restaurant during the week of October 7 to 13th followed a fairly set pattern from Monday to Friday, and then showed notable shift on the weekend. The lunch and dinner sales during the week peaked on Friday and then dipper down as the weekend set in.

During the week of October 7-14th, the lunch sales averaged at approximately \$2,400. The highest lunch sales occurred on Friday, and the lowest occurred on Sunday. Sunday's lunch sales were approximately \$1,000 less than the average lunch sales during the rest of the week.

Dinner sales, which generated at least \$1,000 to \$1,500 more a day than lunch sales, also remained steady during the week. Just like the lunch sales, the dinner sales peak on Friday and dipped down for the weekend.

Excluding Wednesday and Thursday, the lunch and dinner sales from October 7-11 rose gradually until the end of the business week. Midweek, on Wednesday and Thursday, the sales were slightly lower than they were on Tuesday.

According to the sales report, this restaurant has a steady lunch and dinner crowd. The most profitable day during the second week of October was Friday. Sunday, was the least profitable day, with the full day's sales totaling/totaling less than the Friday dinner sales. These numbers are reflective of a restaurant that is located in a business/financial district where business hours are Monday through Friday.

(234 words)

Graph 24

The diagrams show data for a flu epidemic which hit a large country town in 1996. Figure 1 gives the number of persons who died; Figure 2 shows the percentage breakdown of females who received a new flu vaccine; and Figure 3 gives the number of cases of flu before and during the epidemic.

In Figure 1 it can be seen that the flu was responsible for the deaths of 2 females but no males in the period from March to May. However, from June to August, there were 4 female deaths and 1 male death.

According to the pie chart in Figure 2, only those females most at risk were given the new flu vaccine; 28 % did not take part in the trial. Of those females who took part, 35 % were aged (over 65 years old); 24 % were babies or children; and 13 % were either hospitalized or receiving other medical attention.

From Figure 3 it is clear that the new vaccine had a positive effect on the number of new cases of flu reported in females. There were just over 1000 cases reported in March, climbing rapidly to a peak of 3500 in June. Thereafter, the number of cases dropped slowly to about 2800 in August, before leveling off at 2500 for the rest of the year. For males, the figures were lower but showed a similar trend throughout the epidemic.

(232 words)

Graph 25

In this report I will describe a bar chart that shows the estimated world illiteracy rates by gender and region for the year 2000.

First I will look at male illiteracy for the 6 areas shown. The lowest rates were in Developed Countries, Latin America/Caribbean and East Asia/Oceania with rates of 1 % (approximately), 10 % and 8 % (approximately) respectively. The rates for the next three areas were much higher and quite similar to each other. Sub-Saharan Africa, the Arab States and South Asia had rates of approximately 31 %, 29 % and 34 %.

Female illiteracy was much higher relatively in each area except Latin America/Caribbean where it was only slightly higher. The lowest rates for female illiteracy were again Developed Countries, Latin America/Caribbean and East Asia/Oceania with rates of approximately 2 %, 12 % and 20 %. Again the rates for the next three areas were much higher and quite similar to each other. Sub-Saharan Africa, the Arab States and South Asia had rates of approximately 48 %, 52 % and 56 %.

(168 words)

Graph 26

The graph shows the number of mobile phones and landlines per 100 users, for selected countries. Overall, most of the countries included in the graph have more mobile phones subscribers than landlines.

Most European countries have high mobile phone use. The biggest users of mobile phones are the Italians, with 88 cell phones per 100 people. For example, Italy has twice as many mobile phones as landlines, with 88 mobiles per hundred people compared to 45 for landlines. Mobile phone use is low in Canada, with fewer than 40 phones per 100 people. Denmark is also unusual because it has slightly more landlines than mobile phones.

However, in some countries, the number of landlines is higher than the number of mobile phones. One example is the USA, where the number of mobiles, at 50 per 100 people, is much lower than the number of landlines, at almost 70 per hundred. A similar pattern can be seen in Canada. The highest number of landlines in the graph is in Denmark, with about 90 per 100 people. In contrast, the lowest figures for fixed lines are in Italy and the UK.

In conclusion, it seems that mobile phone use is higher in Europe than in North America.

(205 words)

Graph 27

The charts show student enrolment by gender and level in different colleges of the Higher Colleges of Technology colleges in the UAE.

There are clear differences in male and female enrolment. Females outnumber men in all the colleges, with almost 25 % more students in Dubai Women's college than in Dubai Men's. Ras Al-Khaimah Women's College has almost 180 students, compared to only 100 in the Men's college.

Females also outnumber males by level, with almost double the number of men at Higher Diploma level (330 compared to 181). Only at Diploma level does the number of men slightly exceed that of women.

Over half the students are in Certificate level, with less than a quarter at Higher Diploma or Bachelor level.

In conclusion, most students in the Higher Colleges are enrolled at Diploma level or below, and the majority of students are women.

(143 words)

Graph 28

The given line graph illustrates information on the number of overseas visitors traveling to Australia in millions of people. Overall, one notable trend seems to be that Australia has steadily become more popular as a destination spot. For example, there were 20 million more visitors to Australia in 2005 than in 1975. That's a jump from 10 million to 30 million in 20 years.

The second table gives statistics showing the countries whose residents went to Australia between 1975 and 2005. In both years, the largest number of visitors came from Japan, followed by South Korea and Europe. Britain, the United States and China also had many people traveling to Australia in these years. In fact, the number of people visiting Australia grew in every one of these countries. For example, in 2005, 12 million people went there from Japan compared with only 3.2 million in 1975.

(147 words)

Graph 29

The chart shows that the percentage of British households with a range of consumer durables steadily increased between 1972 and 1983. The greatest increase was in telephone ownership, rising from 42 % in 1972 to 77 % in 1983. Next came central heating ownership, rising from 37 % of households in 1972 to 64 % in 1983. The percentage of households with a refrigerator rose 21 % over the same period and of those with a washing machine by 14 %. Households with vacuum-cleaners, televisions and dishwashers increased by 8 %, 5 % and 2 % respectively. In 1983 the year of their introduction, 18 % of households had a video recorder.

The significant social changes reflected in the statistics are that over the period the proportion of British houses with central heating rose from one to two thirds, and of those with a phone from under a half to over three-quarters. Together with the big increases in the ownership of washing machines and refrigerators, they are evidence of both rising living standards and the trend to lifestyles based on comfort and convenience.

(174 words)

Graph 30

The graph shows changes in employment rates in six countries between 1995 and 2005, for men and women. Overall more and more people of working age are employed, and there have been significant improvements for women, although they lag behind men in entering the workforce.

The most obvious trend in the graph is that women have lower employment rates in most of the countries in the graph. For example, in Australia in 1995, 57 percent of men could find work or retain a job, but only 27 percent of women. The difference was even bigger in New Zealand, with 60 percent of men and 25 percent of women. Even in Switzerland and Iceland, slightly more men than women were in the job market.

The second biggest trend in the graph is the improvement in employment between 1995 and 2005. In all countries shown, figures for both men and women improved. The biggest change was in the United Kingdom, from 55 percent of men in 1995 to 73 percent over the ten year period.

Furthermore, the increases in employment rates for women were much higher in New Zealand. The percentage of working women jumped from 25 percent to 42 percent, and in the United States from 45 percent to 61 percent over the decade.

In conclusion, all the countries in the graph showed at least a 12 percent increase in employment rates of both men and women over the ten years. While men had relatively higher employment rate throughout the period, more and more women appear to be entering the labour market.

(168 words)

Graph 31

The given line graph illustrates information on the percentage of people who went to the movies in the United Kingdom between 1990 and 2010. The people's attendance is divided into four different age groups.

Overall, younger people seemed to, and are predicted to, be more active in movie going than their older counterparts. However, all four age groups showed a gradual increase in attendance numbers during the given period, except for a slight drop between 1995 and 2000.

To be specific, a larger percentage of people between the ages of 24 and 34 went to, and are expected to, go to the cinema than those in any other age group. Approximately 51 % of the respondents from this age group are expected

to attend movies in 2010 compared with only 38 % in 1990. Even in the group that had the smallest number of movie goers, those between the ages of 44 and 54, there was an increase of 6 % in their attendance.

(161 words)

Graph 32

The graph shows changes in the age profile of Internet users in Taiwan between 1998 and 2000.

The main users of the Internet in Taiwan are young adults between 16 and 30 years old. In 1998, they accounted for more than half of all users. In 1999 the number dropped slightly to 45 %, but even in 2000 they were the biggest group.

The second biggest group of users is aged between 31 and 50. They made up 41 % in 1998, falling slightly to 37% in 2000. When combined with the 16-30 age group, over 94 % of users in 1998 were between 16 and 50.

However, this number is dropping steadily as more children and older users log on. In 1999, the number of children online quadrupled from 2% to 8%, and it continued to increase in 2000. There were similar increases for older users, rising from 4 % in 1998 to 10 % in 2000.

In summary, while adults between 16 and 50 still represent the great majority of Internet users in Taiwan, their share is declining as more children and older users join the web.

(184 words)

Graph 33

The chart shows male and female graduates from the Higher Colleges of Technology colleges in the UAE.

The most outstanding feature of the graph is female graduates outnumber males in all the colleges. For example, in Dubai, there are 30% more women graduates than men. There are also large differences in Al Ain and in Ras Al Khaimah. However, the number of men and women is almost equal in the colleges in Abu Dhabi.

There are also big differences in the sizes of the colleges. Ras Al Khaimah has less than 300 students altogether, while Abu Dhabi has about 600 and Dubai has almost 1000.

In summary, women outnumber men in all the colleges, and there are significant differences in the sizes of the colleges.

(113 words)

Graph 34

The graph shows Oil Production Capacity in millions of barrels per day for selected Gulf countries. There are several features in this graph.

The most significant feature is that oil production will increase sharply in almost all the countries shown. Kuwait and Iraq are both expected to double their output between 1990 and 2010, with Kuwait's production rising from 1.8 million barrels per day (bpd) in 1990 to 3.8 in 2010. Iran will also increase its output by a slightly smaller amount. After remaining steady at 2.5 million bpd from 1990 to 2000, the UAE's output is expected to approach 4.0 million bpd in 2010. Only Qatar's production is predicted to fall, back to 0.8 million bpd after a slight rise in 2000.

However, the greatest increase will be from Saudi Arabia. In 1990, its output capacity at 8.5 million bpd exceeded the combined production of Iran, Iraq and Kuwait. This lead is expected to continue with a 75 % increase in production to 14.5 million bpd 2010.

In summary, while most of the countries are expected to show increases, Saudi Arabia will maintain and strengthen its position as the major producer.

(191 words)

Graph 35

The first graph shows that there is a gradual decrease in study for career reasons with age. Nearly 80% of students under 26 years, study for their career. This percentage gradually declines by 10-20 % every decade. Only 40 % of 40-49yr olds and 18 % of over 49yr olds studying for career reasons in late adulthood.

Conversely, the first graph also shows that study stemming from interest increases with age. There are only 10% of under 26yr olds studying out of interest. The percentage increases slowly till the beginning of the fourth decade, and increases dramatically in late adulthood. Nearly same number of 40-49yr olds study for career and interest. However, 70 % of over 49 year olds study for interest in comparison to 18 % studying for career reasons in that age group.

The second graph shows that employer support is maximum (approximately 60%) for the under 26yr students. It drops rapidly to 32 % up to the third decade of

life, and then increases in late adulthood up to about 44%. It is unclear whether employer support is only for career-focused study, but the highest level is for those students who mainly study for career purposes.

(193 words)

Graph 36

The graph compares the rate of smoking in men and women in Someland between the years 1960 and 2000. It can be clearly seen that the rate of smoking for both men and women is currently declining and that fewer women have smoked throughout the period.

In 1960, 600 men in every 1,000 were smoking. This number decreased gradually to 500 by 1974 and continued to decrease but more steeply to 250 in 2000. In contrast, the rate of smoking in women in 1960 was very low at only 80 in every 1,000. By 1968 this increased to 170, and increased again but more steeply to 320 in 1977. The rate of female smokers then remained stable at 320 until 1984 at which point the figures began to decline and had dropped to 200 by 2000.

In conclusion we can see that the rate of smoking in men dropped throughout the whole period but was always at a higher level than the female figures. The rate of smoking in women increased until 1977 but then decreased for the rest of the period.

(182 words)

Graph 37

A glance at four indicators of economic and social conditions in four countries, Canada, Japan, Peru and Zaire, in 1994 reflects the great differences that exist between wealthier and poorer nations.

The table shows that Japan and Canada had annual incomes of \$15 760 and \$11 100 per person, respectively. These figures were overwhelmingly greater than the corresponding figures of \$160 in Peru and \$130 in Zaire.

Health indicators, too, reflected overall levels of affluence in the four nations. Life expectancy at birth, for example, was higher among the more economically developed countries. Japan reported the highest life expectancy, 78. This was followed by Canada, 76; Peru, 51; and Zaire, 47. This suggests that richer societies are able to put more money into health care than poorer ones.

The amount of calories consumed daily per person roughly followed the same ranking. Canadians each consumed some 3 326 calories per day while the Japanese took 2846 calories. The corresponding figures for Peru and Zaire were 1927 and 1749, respectively.

Literacy rates among adults, too, were higher in wealthier countries, no doubt a reflection of ability to invest in education. Canada and Japan both reported literacy rates of 99 %, while Peru claimed 68 %. Zaire, the least economically developed of the four countries, had a literacy rate of 34 %.

The data appear to confirm the often cited link between national wealth and health and education standards.

(233 words)

Graph 38

The chart shows the number of hours of leisure enjoyed by men and women in a typical week in 1998-9, according to gender and employment status.

Among those employed full-time, men on average had fifty hours of leisure, whereas women had approximately thirty-seven hours. There were no figures given for male part-time workers, but female part-timers had forty hours of leisure time, only slightly more than women in full-time employment, perhaps reflecting their work in the home.

In the unemployed and retired categories, leisure time showed an increase for both sexes, as might have been expected. Here too, men enjoyed more leisure time over eighty hours, compared with seventy hours for women, perhaps once again reflecting the fact that women spend more time working in the home than men.

Lastly, housewives enjoyed approximately fifty-four hours of leisure, on average. There were no figures given for househusbands! Overall, the chart demonstrates that in the categories for which statistics on male leisure time were available, men enjoyed at least ten hours of extra leisure time.

(173 words)

Graph 39

The graph shows the changing patterns in commuting by train, car, tube or bus for commuters in London in the years 1960, 1980 and 2000. The number of people using trains at first rose from just under 20 % in 1960 to about 26 % in 1980, but then fell back to about 23 % in 2000. Use of the tube has been

relatively stable, falling from around 27 % of commuters in 1960 to 22 % in 1980, but climbing back to reach 25 % by 2000. On the other hand, the use of cars increased steadily from just over 5 % in 1960 to 23 % in 1980, reaching almost 40 % by 2000, whereas the popularity of buses has declined since 1960, falling from just under 35 % in 1960 to 27% in 1980 and only 15 % in 2000.

The graph indicates the growing use of cars for commuting to work between 1960 – 2000, and the corresponding decline in the popularity of buses from being the most popular mode of transport in 1960 to the least popular in 2000.

(173 words)

Graph 40

The graph shows weekly expenditure on fast food in Britain by food and income group. There are two main trends. First, the expenditure is directly related to income. Secondly, there are differences in the types of fast food eaten by each group.

The amount of money spent on fast food is related to income. People in the high-income group spent the most - over 85 pence per person per week. People in the low-income group spent the least - less than half of what the high-income earners spent.

The type of fast food eaten also depends on the group. High-income earners spent 3 times more on hamburgers than people in the low-income group. Pizza was generally the least favorite food. Fish and chips was the most popular food with the low-income group but consumption was fairly similar among all groups.

(140 words)

USEFUL VOCABULARY

Common Connectives

ADDITION	SEQUENCE	CONSEQUENCE	CONTRAST
in addition	first(ly)	as a result	however
and	initially	thus	on the other hand
similarly	in the first stage /	so	despite
likewise	phase	therefore	in spite of
as well as	one reason /	consequently	though
besides	advantage	it follows that	although
another	to begin with	thereby	but
furthermore	second(ly) etc	eventually	on the contrary
also	in the second stage /	then	otherwise
moreover	phase	in that case	yet
and then	another reason /	admittedly	instead of
too	advantage		rather
not only.....also	then		whereas
even	earlier / later		nonetheless
besides this/that	after this / that		even though
in the same way	at this point		compared with
	following this / that		in contrast
	following this / that		alternatively
	a further reason /		
	advantage		
	in the final stage /		
	phase		
	the final reason /		
	advantage		

CERTAINTY	CONDITION if	DEFINITION	SUMMARY
obviously certainly plainly of course undoubtedly	unless whether provided that for so that whether depending on.	refers to means that is consists of such as like	in conclusion in summary lastly finally to sum up to conclude to recapitulate in short
EXAMPLE	REASON/CAUSE & EFFECT	TIME	TIME:
for instance one example just as in particular such as namely to illustrate	since as so because (of) due to owing to the reason why in other words leads to cause .	before from since as until meanwhile at the moment when whenever	continued as soon as just as presently at the present currently

WHAT IS EVALUATED

- Task Response – how accurately to address the task.
- Coherence and Cohesion – how organized your description is.
- Lexical Resource – the range of your vocabulary.
- Grammatical Range and Accuracy – the correctness of your grammar.

TYPICAL STUDENT PROBLEMS

• **Not Understanding the Data (I) - Not Reading the Labels:** Students do not correctly understand the data in the charts: often they do not carefully read the labels (e.g. student writes '250 people were unemployed in London in 1982' , when they should write '250 thousand people were unemployed in London in 1982')

• **Not Understanding the Data (II) - Not Applying Common Sense to your Interpretations:** Students do not apply their common sense to the interpretation of data in the charts (e.g., in the example above, common sense should tell us that it was impossible that only 250 people were unemployed in London in 1982; we should then analyse the chart carefully to find a more satisfactory interpretation).

• **Just 'Listing' the Data:** Students simply 'list' data from charts or graphs without trying to indicate what is more or less significant . You should look for the more important or interesting data, and present it first (for example large differences or changes).

• **Not 'Translating' Note Form to Grammatical English:** Students often write the labels or titles directly as they appear in the chart. However, these are usually in 'note form', so need to be changed into grammatically correct English in your writing. For example, in a chart describing the life expectancy of smokers and non-smokers, one label may be 'Non-Smoking' - meaning 'non-smoking people '. It would therefore be ungrammatical to say 'the average life-expectancy of non-smoking in the UK was 72' ; we need to change the label to a form such as 'the average life-expectancy of non-smokers in the UK was 72' .

• **Incorrect Use of Noun Phrases:** When we describe data in charts we have to use noun phrases, such as 'the number of white unemployed people', or 'the percentage of male non-smokers in the UK '. Correct use of such forms often presents difficulty for students.

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RECOMMENDED RESOURCES

- examenglish.com – тест на время на знание вокабуляра для описания
- [Интерактивный тест на знание глаголов](#) (для описания графиков)
- dcielts.com – интерактивный тест на словосочетания с цифрами
- [LineGraphGlossary](#) – вокабуляр для описания линейных графиков, дается с примерами и примечаниями
- cstl.syr.edu – хорошая книга о всех видах диаграммах, графиках и таблицах на английском языке с иллюстрациями, упражнениями и ответами
- admc.hct.ac.ae – тоже про все виды графиков и диаграмм
- tapeitimes.com – примеры описания диаграмм из журнала
- ielts-exam.net – образец описания линейного графика
- docstoc.com – примеры описания диаграмм и графиков
- scribd.com – большой сборник описаний диаграмм и графиков
- eslflow.com — упражнения и описания графиков
- goodluckielts.com — ключевые слова при описании схем
- world-english.org — хорошие образцы описания графиков и диаграмм

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DATA PRESENTATION THROUGH GRAPHS

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