



TASK 1

IMPORTANT POINTS



STRUCTURE

1 INTRODUCTION

(Including 1 or 2 sentences)

2 OVERVIEW

(including at least two important general points in 2 or 3 sentences)

3 BODY PARA 1

(including the details and the factual information presented in the

4 BODY PARA 2

figure as well as relevant comparisons in 6 or 7 sentences)

USE THE RIGHT TENSE! please



Yesterday I will buy a car!

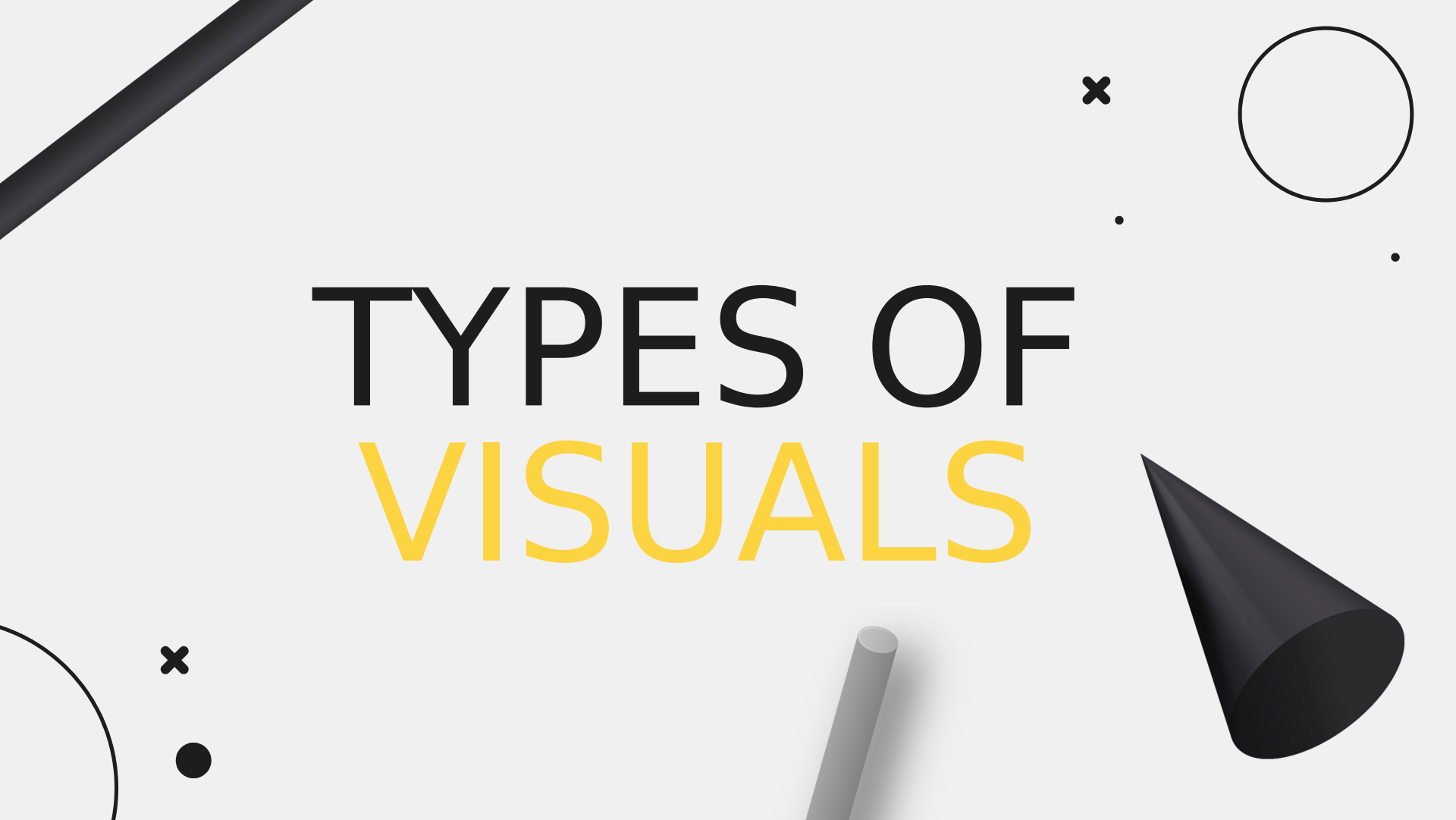
Using the right tense is important

The figures you need to write a report about always have a time stamp on them. The time stamp tells you whether the graph or the figure describes something that happened in the past or happens in the present or will happen in the future.

Examples

- *The rate of unemployment increased significantly between 2010 and 2012. (It happened in the past)*
- *The figures for the electricity consumption show a rapid growth during the day time. (It happens in the present, generally)*
- *It is predicted that the amount of air pollution will decrease by 5% within the next two years. (It will happen in the future)*

Note: When there is no time stamp that is a date or a time period as in some graphs or in processes, the present tense must be used.



TYPES OF VISUALS

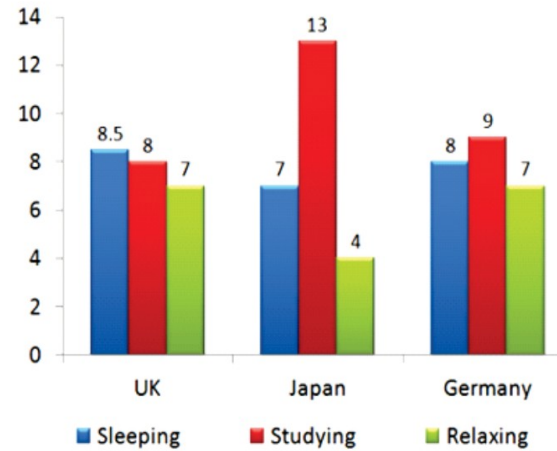
Table

1

Age (years)	Male	Female
11–15	8	6
16–20	19	18
21–25	7	5
26–30	4	4
31–50	3	4
51+	2	3

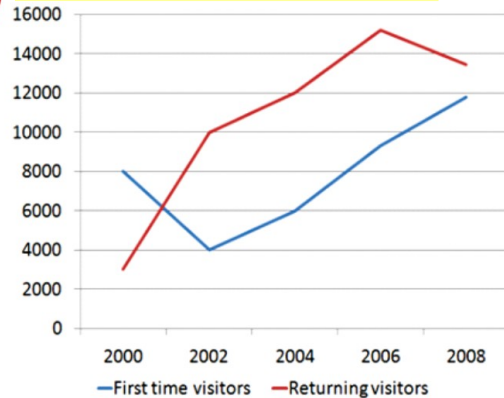
Bar chart

2



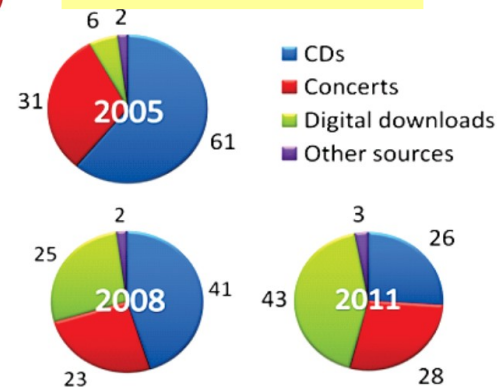
Line graph

3



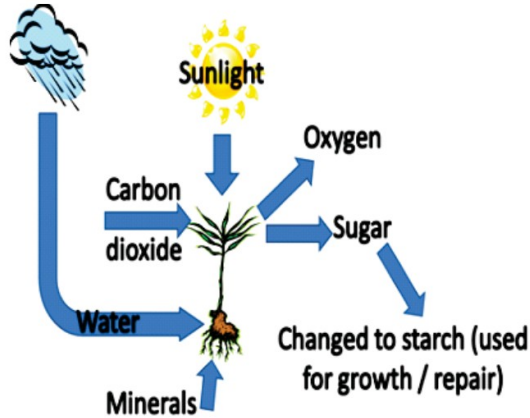
Pie chart

4



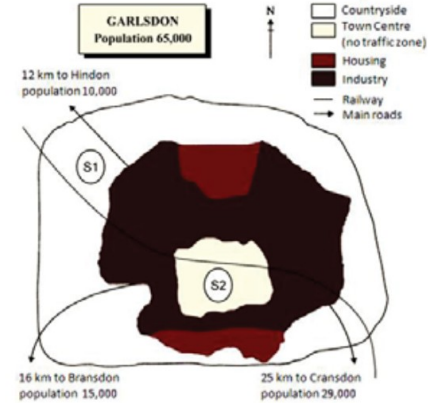
Process

5



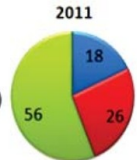
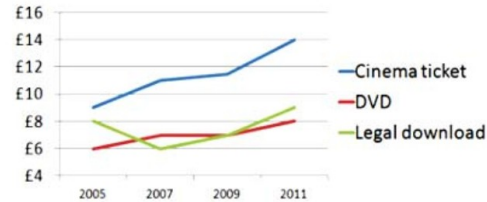
Map

6



Mixed

7



Describing trends, Language of change

Below you can see a list of the most popular vocabulary used to describe trends. We use combinations of verb/adverbs and adjective/nouns to refer to changes in graphs.



Trends	
Verb	Noun
rise	a rise
increase	an increase
grow	a growth
climb	a climb
boom	a boom
peak	a peak
go up	N/A



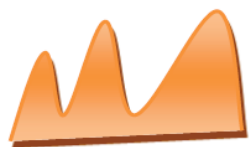
fall	a fall
decrease	a decrease
reduce	a reduction
decline	a decline
dip	a dip
go down	N/A

Degree and speed	
Adverb	Adjective
dramatically	dramatic
sharply	sharp
enormously	enormous
steeply	steep
substantially	substantial
considerably	considerable
significantly	significant
rapidly	rapid
moderately	moderate
gradually	gradual
slightly	slight
minimally	minimal

Strong

Weak





level out	a leveling out
not change	no change
remain stable	(a period of) stability
remain steady	N/A
stay constant	N/A
maintain the same level	N/A
stand steady	N/A

fluctuate	a fluctuation
oscillate	an oscillation
be volatile	a period of volatility

Figure 1:

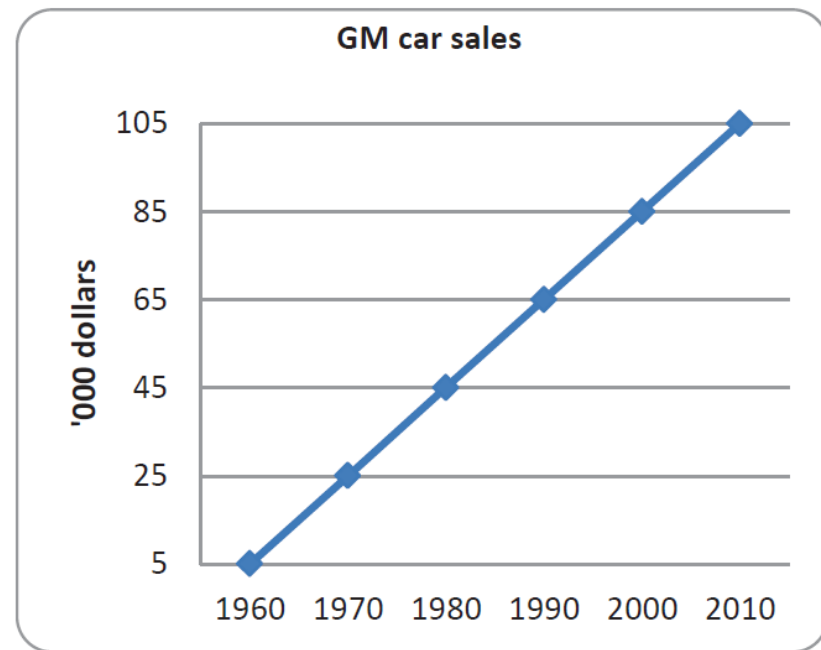


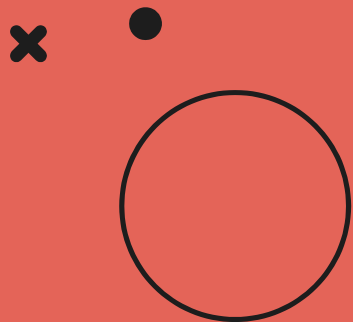
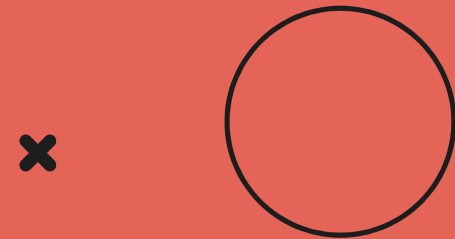
Figure 1 example sentences:

- ✓ GM car sales **increased significantly** from \$5,000 to \$105,000 between 1960 and 2010.
- ✓ There was **a significant increase** of \$100,000 in GM car sales, from \$5,000 to \$105,000, between 1960 and 2010.
- ✓ GM car sales **saw a significant growth** in GM car sales, from \$5,000 to \$105,000, between 1960 and 2010.
- ✓ GM car sales **registered a significant rise** between 1960 and 2010.
- ✓ GM car sales **reached a peak** at \$105,000 in 2010.
- ✓ GM car sales **had an enormous climb** of \$100,000 between 1960 and 2010.

Note: Why is a **'past tense'** used in the examples above?

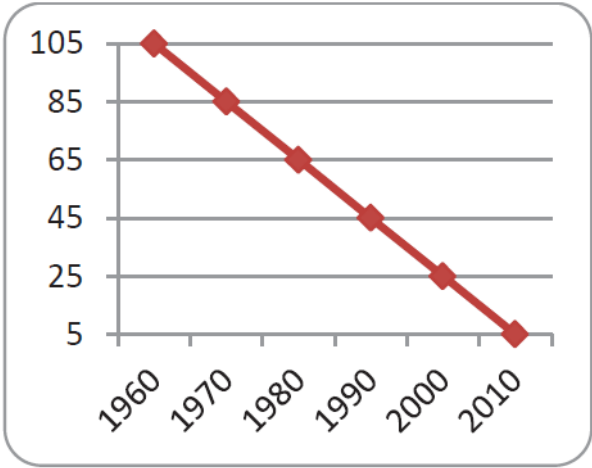


PRACTICE



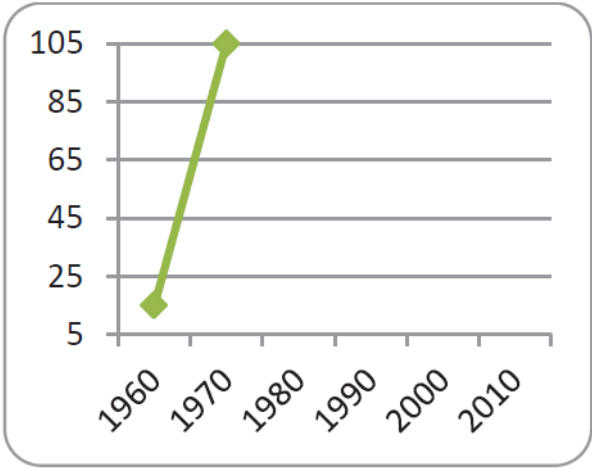
Exercise 1: Look at the graphs below. Then describe the changes.

A (Car sales in '000)



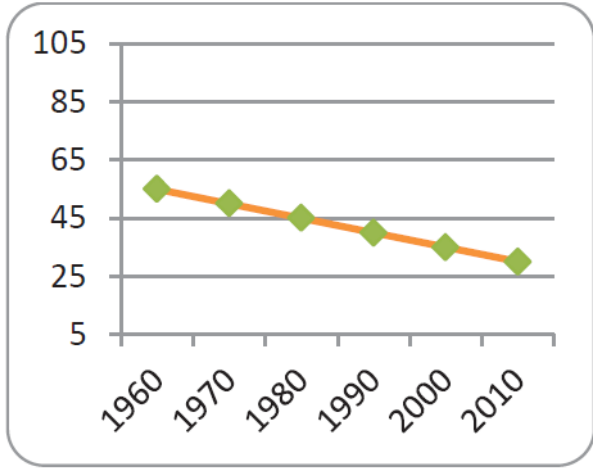
decline rapidly

B (Car sales)



grow sharply

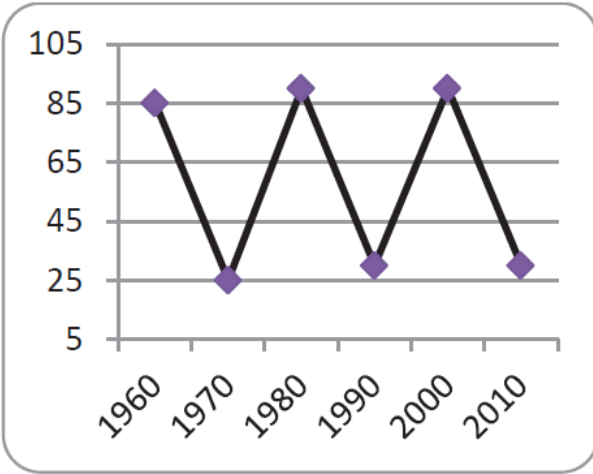
C (Car sales)



go down gradually

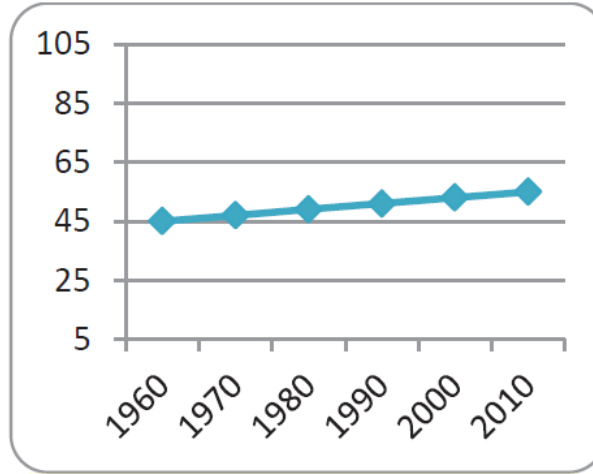


D (Net users in '000)



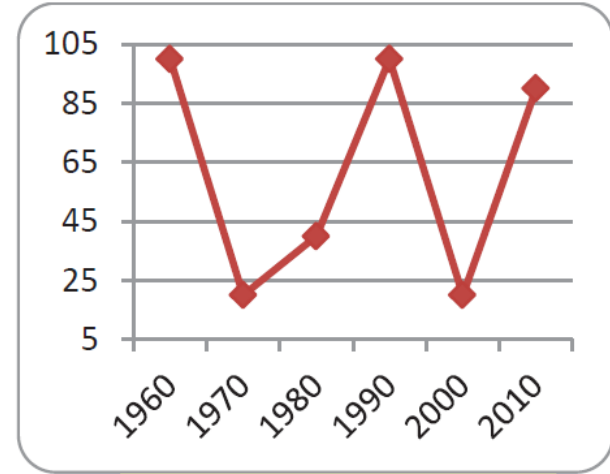
fluctuate

E (Net users)



increase steadily

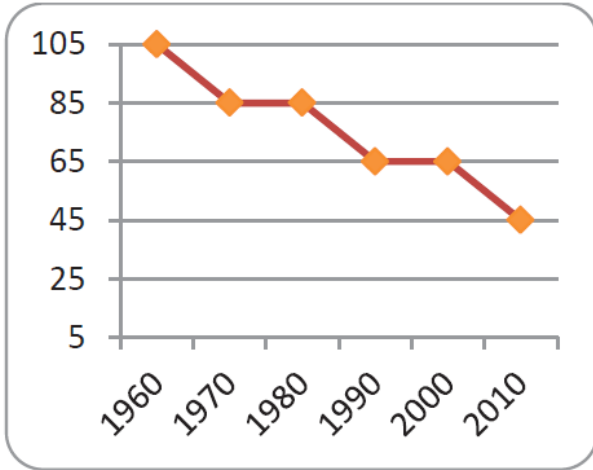
F (Net users)



to be volatile

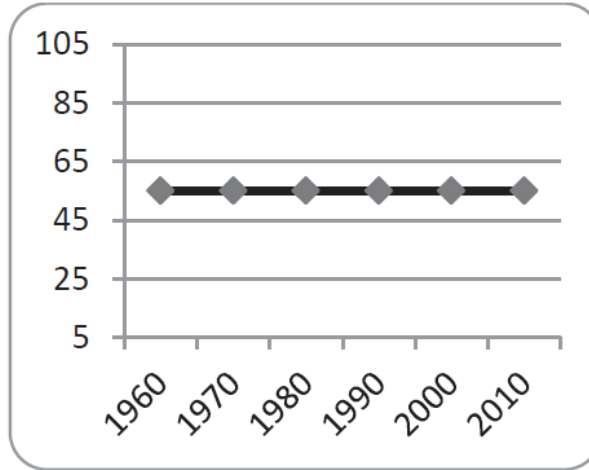
×

G (Cases of polio in '000)



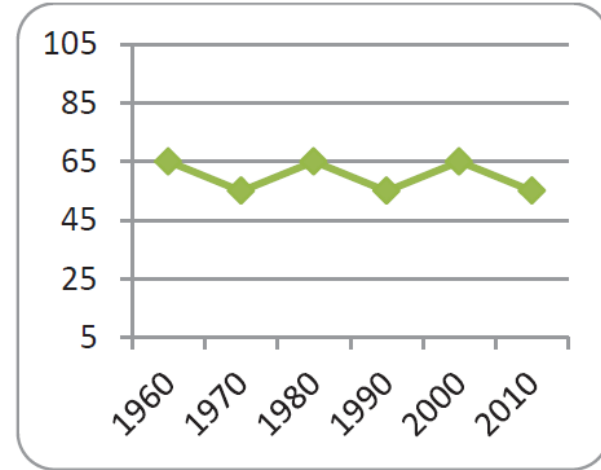
reduce gradually

H (Cases of polio)



remain stable

I (Cases of polio)

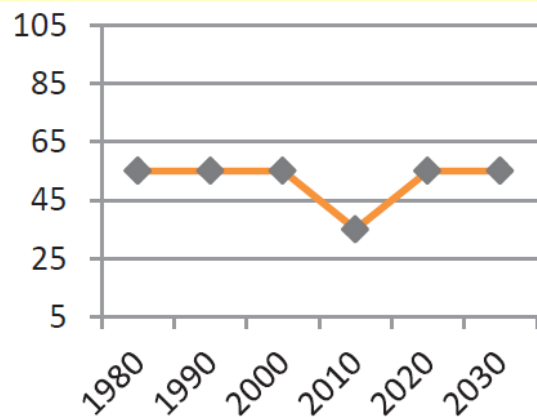


fluctuate moderately



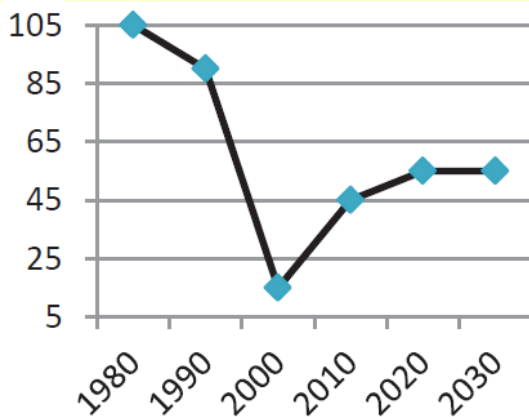
I (Radio listeners in '000)

stay relatively constant



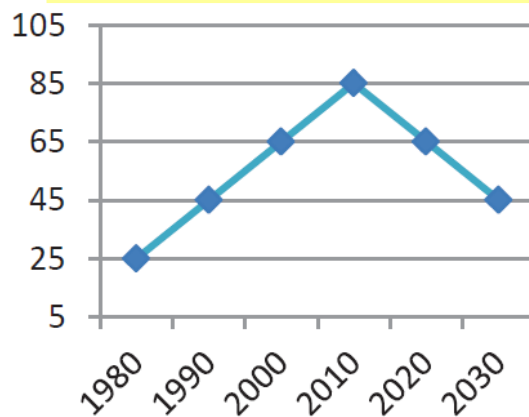
K (Radio listeners)

dip dramatically



L (Radio listeners)

climb significantly



Note: Use a **'future tense'** to describe changes in items J, K and L above.

Example: It **is predicted** that the number of radio listeners **will fall** to 45,000 people in 2030.



Connecting trends

Similar or different trends

Figure 1 (Addition)

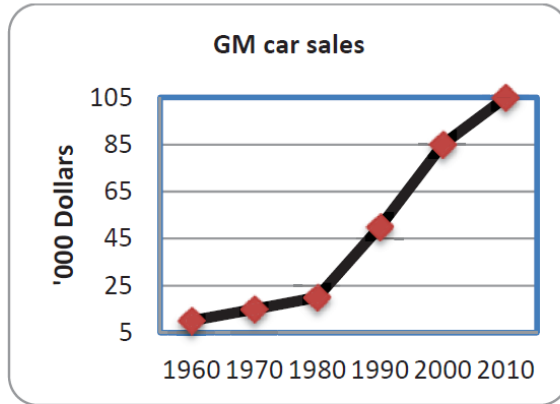


Figure 2 (Contrast)

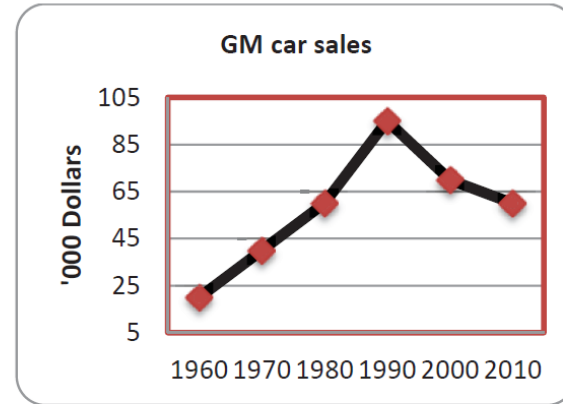


Figure 1 example:

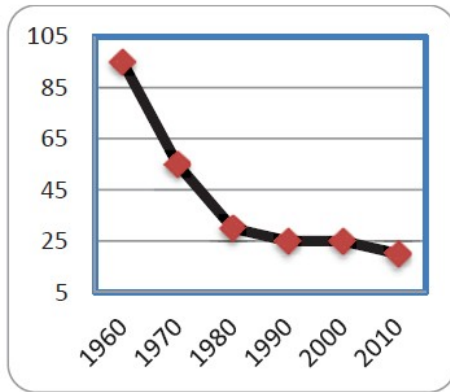
- ✓ GM car sales increased gradually to \$24,000 in 1980, and then it continued its upward trend in the next four years to reach a peak at \$105,000 in 2010.

Figure 2 example:

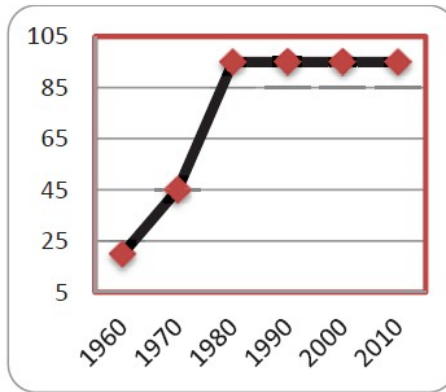
- ✓ There was a sharp increase in GM car sales between 1960 and 1990 until it reached a high of almost \$95,000; however, sales began to decrease swiftly to under \$65,000 in 2010.

Exercise 2: Look at the graphs below. Then describe the changes trying to connect trends.

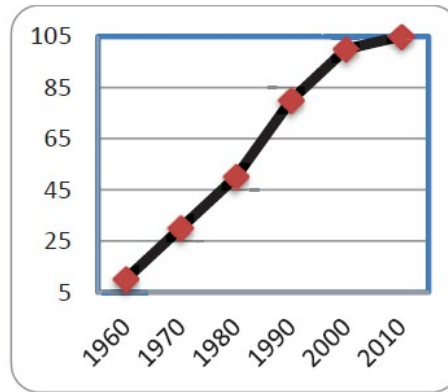
A (Net users in '000)



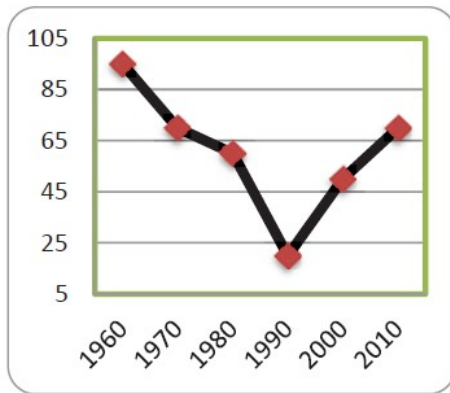
B (Net users)



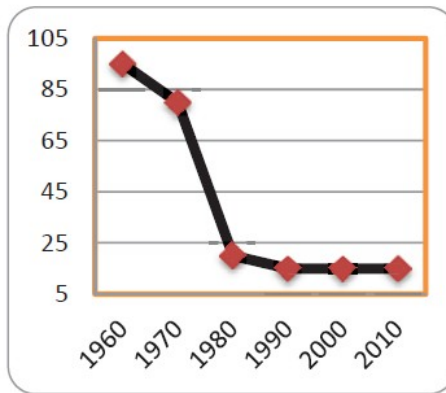
C (Net users)



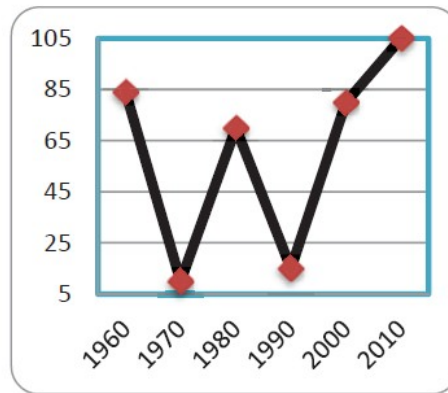
D (Birds population in '000)



E (Birds population)

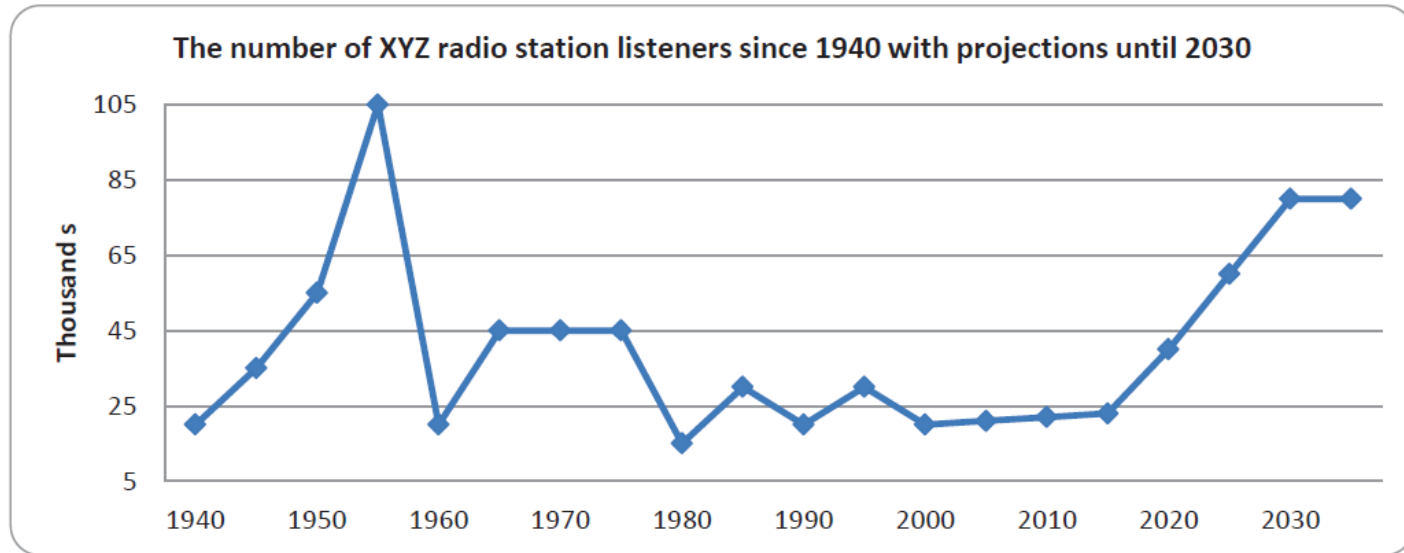


F (Birds population)



Exercise 3: First, label the graph using the words and phrases below. Then describe the changes and connect the trends where relevant.

1. mild fluctuations
2. a peak
3. a period of instability
4. a significant increase
5. a partial growth
6. a record high
7. figures climbing back
8. a marked rise
9. a dramatic decrease
10. a period of slight volatility
11. a leveling out
12. a sharp decline
13. a plateau
14. figures remaining constant



Using the right prepositions

It is important to use the right preposition when you are reporting the features and describing the numbers, prepositions like to, by, with and at when describing numbers and figures. Here are some examples to give you a basic idea of the differences:

1. Use **to** when describing what happened to the number:

In 2008, the rate of unemployment rose to 10%.

2. Use **by** when describing the amount of change between two numbers:

In 2009, the rate of unemployment fell by 2% (from 10% to 8%).

3. Use **with** to give the idea of 'having' the number:

He won the election with 52% of the vote.

4. Use **at** to add the number on the end of a sentence:

Unemployment reached its highest level in 2008, at 10%.

Exercise: Complete the sentences choosing the right preposition from the list below.

for at on to in by from between
of up down with and during

1. **From** 1990 **to** 2000, there was a drop **of** 15%.
2. GM car sales peaked **at** 2,000 in 1999.
3. The chart shows a decline **of** 35% **in** the bird population.
4. There has been a significant increase **in** the number of people aged over eighty.
5. There have been dramatic cuts the level of spending on the elderly, reaching a low **of** 11%.
6. Profits rose **from** a low of 4.5 million to a high of 8 million in 2008.
7. Canada and Australia's wheat exports fluctuated 5 million and 6 million respectively. **between**
8. There were significant improvements **in** healthcare **in** 1980.
9. The statistics show a reduction **of** 20% **in** energy costs as a result **of** the measures.
10. Profits fell **by** 10%, from 2,000 to 1,800 in 1970s.
11. The radio station experienced a fall **of** 36,000 listeners to a total audience **of** 2.1 million.

12. The number of students fell a low of 1,500 in the second half of the year.
13. Cases of AIDS shot **up**..... from 2,400 in 1996 to 4,000 in 2004.
14. Demand reached a peak **of**.... 45,000 in early March.
15. The number of cars sold remained unchanged in 1999 **..at..** three million.
16. Students do between three **and** four hours homework a night.
17. The number of accidents **..in....** 1999 was slightly higher than that of 2000.
18. The figure rose steadily **..in....** the four years between 1997 **and** 2001.
19. Oil production rose dramatically at first but then leveled out **..at...** \$70 a barrel.
20. There was an increase **..of....** 50,000 between 1990 and 1992.
- 21..... 1994 **and** 1997, sales rose steadily **..to....** over 20,000.
22. DVD sales peaked **..at...** 60,000 **..in....** 1992 but then decreased **..to....** about 10,000 over the next two years.
23. In the year 2000, sales started **..at...** 10,000. In the first month, there was a rise **..of....** around 2,000.
24. After some fluctuations, sales in 2000 reached their peak **..of....** just over 15,000, a rise **..of....** 5,000 since the beginning of the year. Sales increased **....to....** over 10,000 between 1994 and 1997, but then dropped **..to....** more than 10,000 1997 **between** and 1999.
25. In 2008, the rate of unemployment rose **..to...** 10%.
26. In 2008, the rate of unemployment rose **..by...** 10%, from 2,000 to 2,200 cases.
27. There was a slight rise **..in....** the number of men employed.

Describing numbers, percentages & fractions

In some graphs, esp. tables, there are some especial numbers, fractions e.g. $\frac{1}{3}$ (one third) and percentages e.g. 50%. Look at the following table which shows a number in different years, 1990-1995:

A. You could describe the table using **numbers**, **fractions** or **percentages**:

1990	1995
1,200	1,800

1. The number went up by **600** from 1,200 to 1,800. **(Number)**
2. The number went up by **one third** from 1,200 to 1,800. **(Fraction)**
3. The number went up by **50%** from 1,200 to 1,800. **(Percentage)**

Note:

Look how we write
fractions in task 1

$\frac{1}{2}$ = a half

$\frac{1}{4}$ = a quarter

BUT:

$\frac{1}{3}$ = one third

$\frac{2}{5}$ = two fifth

B. You could describe the table using the words **double**, **treble**, **quadruple**, **-fold** and **times**:

1992	1994	1996	1998
500	1,000	3,000	12,000

1. The number **doubled** between 1992 and 1994.
2. The number **trebled** between 1994 and 1996.
3. The number **quadrupled** from 1996 to 1998.
4. There was a **two-fold increase** between 1992 and 1994.
5. The number went up **six times** between 1992 and 1996.
6. The figure in 1996 was **six fold** the 1992 figure.
7. The figure for 1996 was **six times higher than** that of 1992.
8. The figure for 1998 was **four times greater than** that of 1996.

Note:

See how **-fold** & **times** are used in examples below:

*"In the last 50 years, there has been a **35-fold** increase in the amount of pesticide in farming."*

*"She earns five **times** more than I do."*



C. You could describe the table using **fractions**:

1992	1994	1996	1998
1,000	800	400	100

1. Between 1992 and 1994, the figure fell **by one fifth**.
2. Between 1994 and 1996, the figure dropped **by half**.
3. The figure in 1998 was **one tenth** the 1992 total.

D. You could put the **percentage** either at the beginning of the sentence or at the end of the sentence:

Family Type	Proportion of people living in poverty
Single aged person	6%
Aged couple	4%

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

E. You could also add a **comparison**:

1. 6% of single aged people were living in poverty, compared to only 4% of aged couples.

Further explanation and examples

1. 'double' (verb)

- *The number of unemployed people doubled between 2005 and 2009.*

2. 'twice as...as/compared to', 'three times as...as/compared to'

- *There were twice as many unemployed people in 2009 as in 2005.*
- *Twice as many people were unemployed in 2009 compared to 2005.*

3. 'twofold', 'threefold' (adjective or adverb)

- *There was a twofold increase in the number of unemployed people between 2005 and 2009. (adjective with the noun 'increase')*
- *The number of unemployed people increased twofold between 2005 and 2009. (adverb with the verb 'increase')*

Describing Quantities

Look at the patterns below and the examples carefully so that you can describe different numbers and amounts in your report correctly.

The number of + Plural Countable Noun + Singular Verb Form

- ***The number of people out of work fell by 99,000 to 2.39 million in the three months to October.***

The amount of + Singular Uncountable Noun + Singular Verb Form

- ***The amount of rainfall doubles between May and June.***

The proportion of + Countable or Uncountable Nouns + Singular Verb Form

- ***The proportion of spending on furniture and equipment reached its peak in 2001, at 23%.***

The percentage of + Countable or Uncountable Nouns + Singular Verb Form

- ***The percentage of people using their phones to access the Internet jumped to 41% in 2008.***

The figures for Countable or Uncountable Nouns + Plural Verb Form

- ***The figures for imprisonment fluctuated sharply over the period shown.***



• x THANKS!

Does anyone have any questions?

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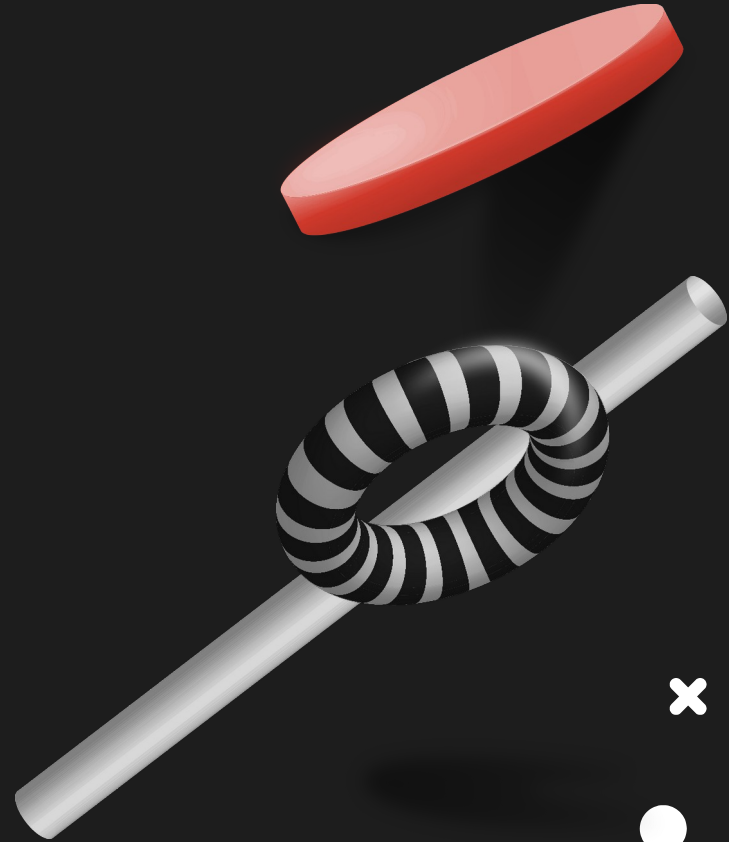
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Mercury is the
closest planet

NEPTUNE

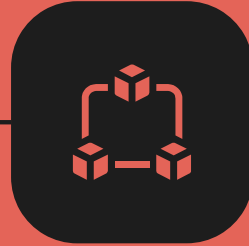
Neptune is the
farthest planet

MARS

Mars is a cold
and red planet

JUPITER

Jupiter is the
biggest planet



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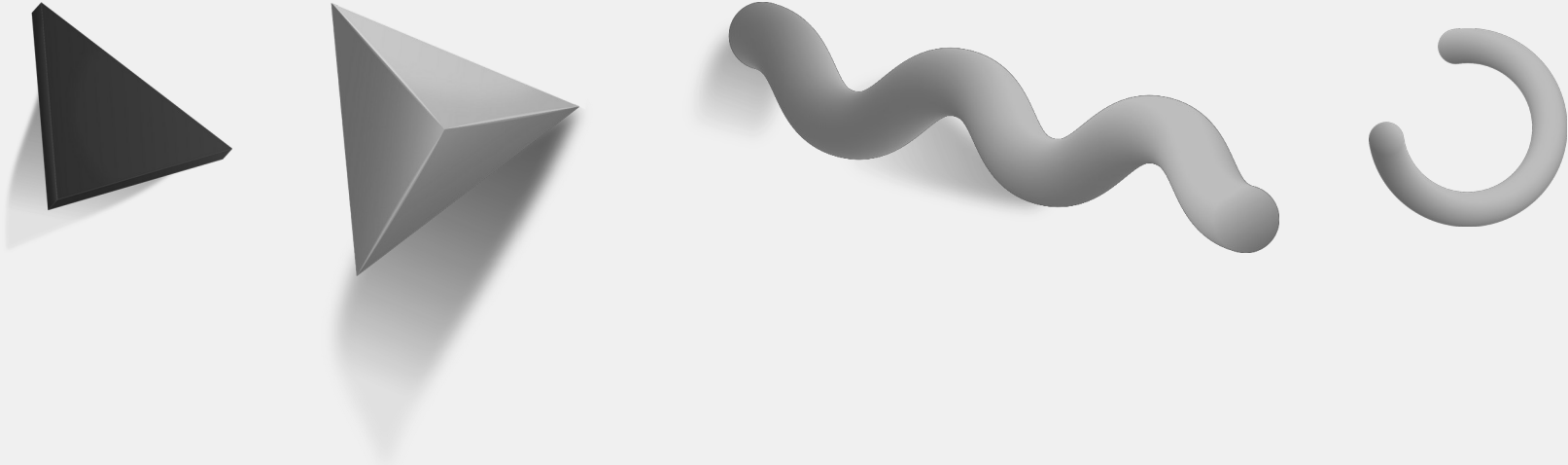
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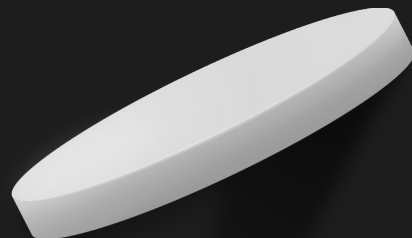
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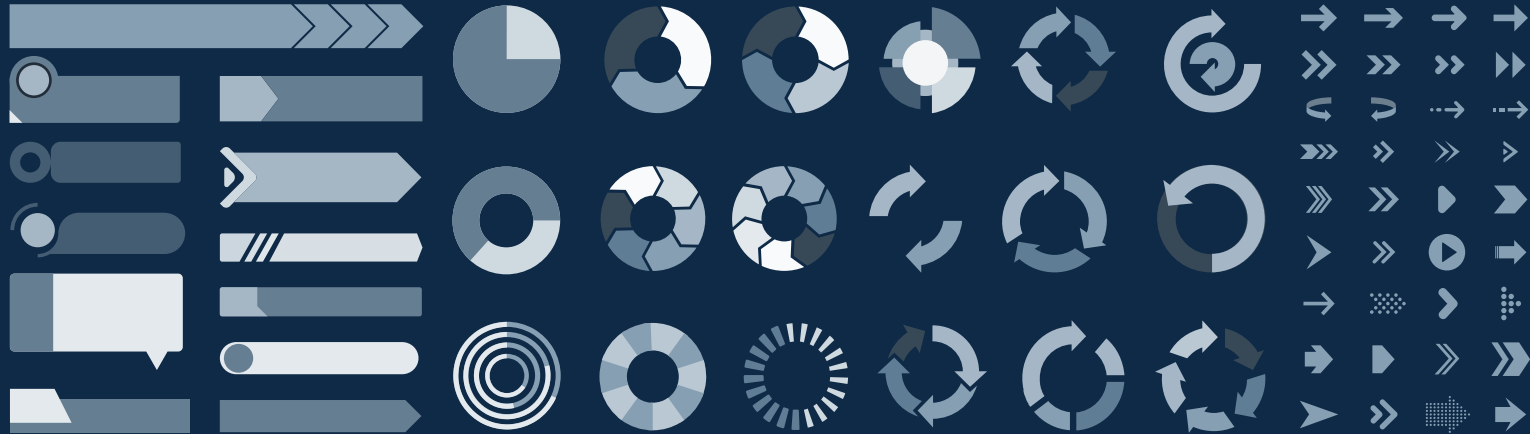
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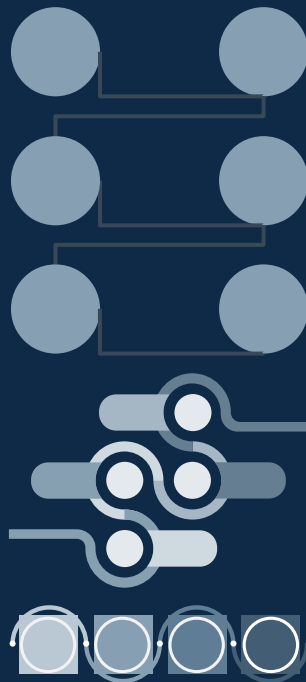
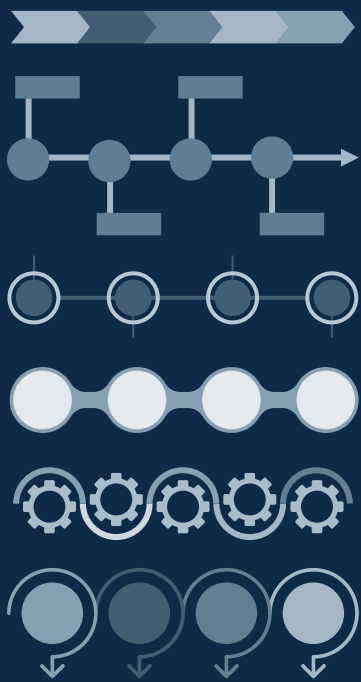
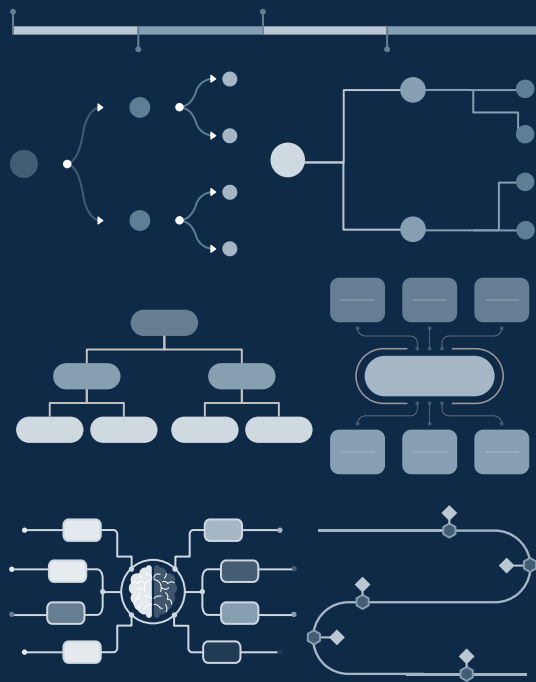
Cuate

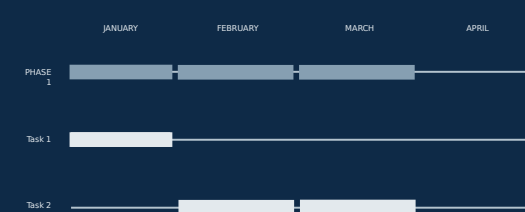
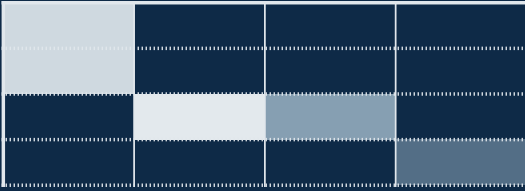
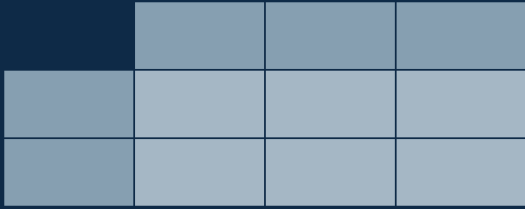
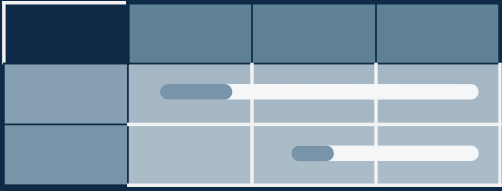
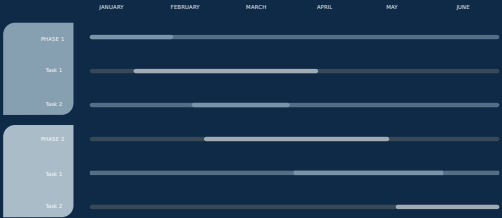
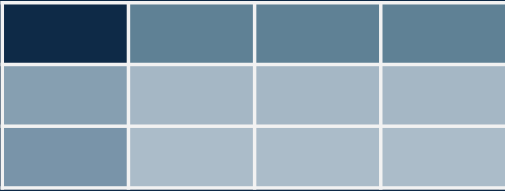
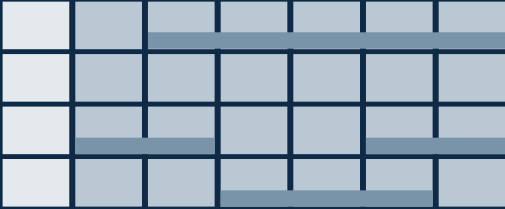
Use our editable graphic resources...

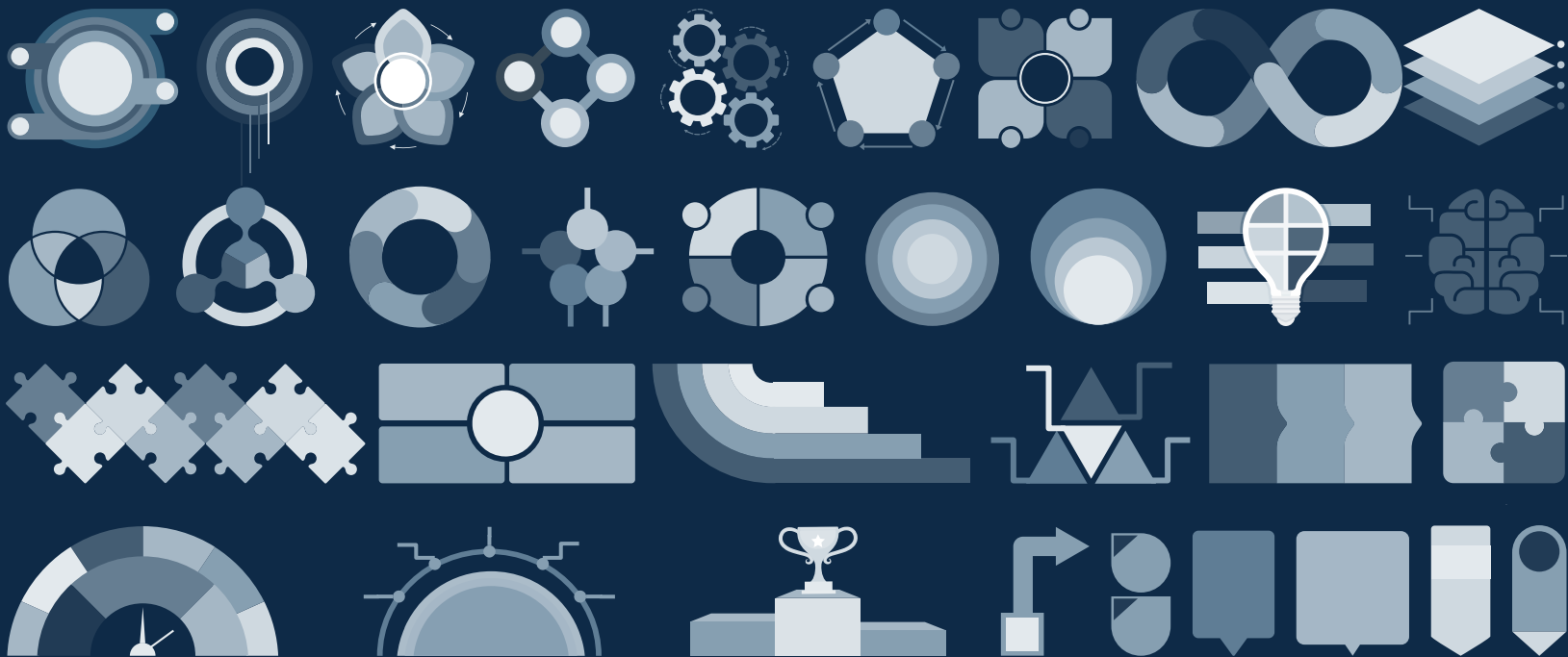
You can easily *resize* these resources without losing quality. To *change the color*, just ungroup the resource and click on the object you want to change. Then, click on the paint bucket and select the color you want. Group the resource again when you're done. You can also look for more [infographics](#) on Slidesgo.

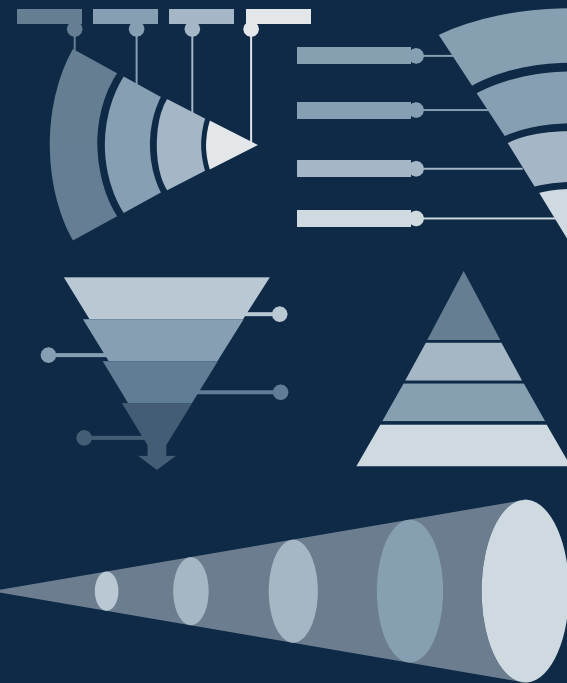
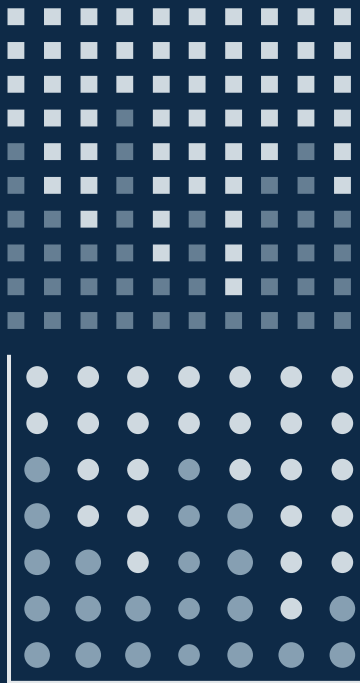












...and our sets of editable icons

You can resize these icons without losing quality.

You can change the stroke and fill color; just select the icon and click on the paint bucket/pen.

In Google Slides, you can also use [Flaticon's extension](#), allowing you to customize and add even more icons.



Educational Icons



Medical Icons



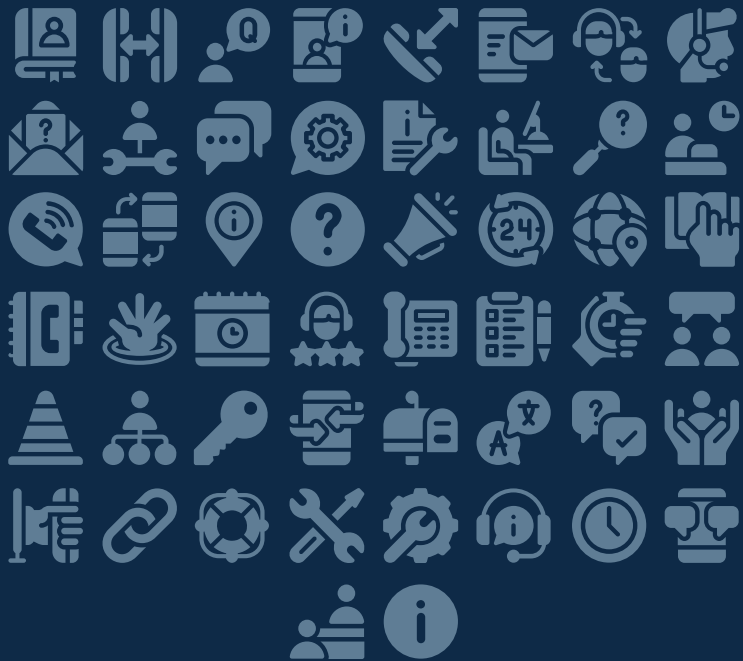
Business Icons



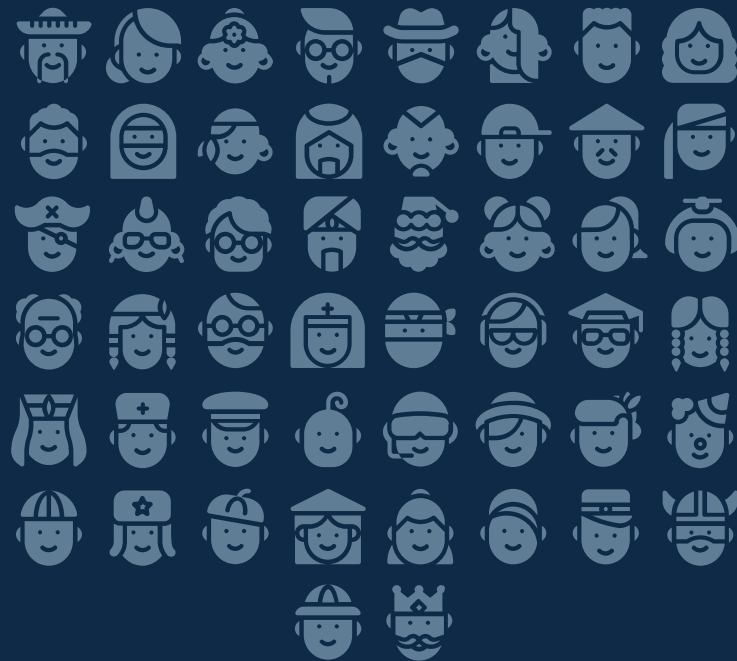
Teamwork Icons



Help & Support Icons



Avatar Icons



Creative Process

Icons



Performing Arts Icons



Nature Icons



SEO & Marketing Icons



