

# **INTERMEDIATE WRITING**

## **PIE CHARTS**

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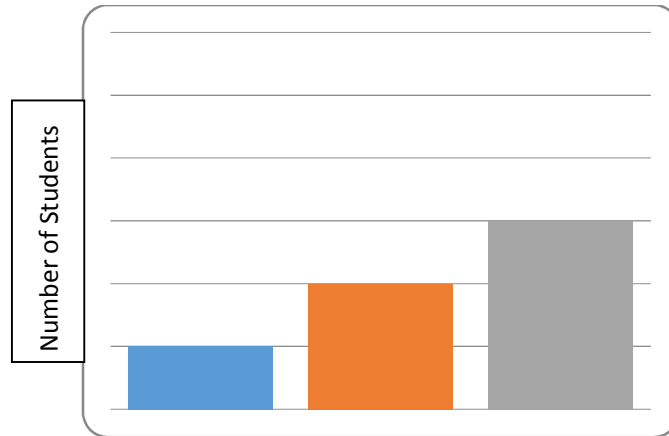
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# CHAPTER 13

## Bar Chart



- Charts, tables and graphs present facts, which are objective and often involve measurement. For example, the bar chart on the right shows what a group of student think about a film they have just seen. We can interpret the information by saying that half the student did not like the film or by saying that fifty per cent of the student did not like the film. We can be even more specific and state that fifteen out off thirty student did not like the film.

Activity	Total
Skiing	
Cooking	
Playing badminton	

Shopping	
Painting	
Listening to music	

1. Find out some factual information about your class members or your friends and family. How many of them enjoy taking part in the activities shown in the table below? Put a tick(✓) against each activity the people like doing and then write the total in the *total* column

2. Use the information in the table to make a bar chart

3. Make some factual statements about the data. Try to use following structures

NUMBER Five out of ten

PER CENT Fifty per cent of people enjoy...

FRACTION A third of the

4. Now make some general observation using the same data. For example:

*The most*

*The second most popular activity is....*

*The third most*

*The least*

*The majority of*

A large number of

Most

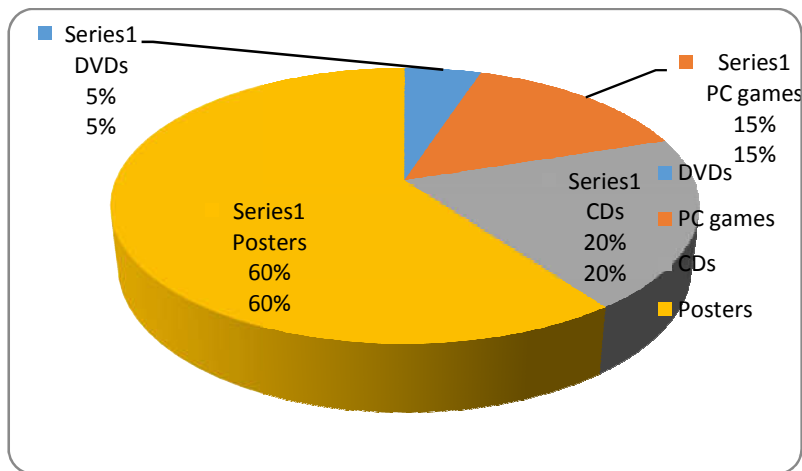
Very few

Hardly any

people enjoy....

## Pie Charts

A pie chart is another way of presenting information but the segments are always percentages of whole. Together they represent 100%.



5. Draw the bar chart on the previous page as a pie chart.

6. Read the *test tip* and the *improve your writing* box. Use the information in the pie chart of sales opposite to complete sentences 1-4 below.

### Improve your writing

Make sure you know how to use *per cent* and *percentage*.

- *Per cent* comes after a number
- *Percentage* comes after words like *the, a, this, that*, etc. And is often preceded by an adjective, e.g. A high *percentage of customers* ...
- Both go with the preposition *of*.

### Common error!

*Nearly 30 percentage of the books were a new.*

When writing number of percentage, use words up to the number ten, e.g. *eight per cent*, and then figures, e.g. 12 per cent. However, always write a number at the beginning of a sentence in words, e.g. Twelve per cent ...


1. According in the chart, ..... of the shops sales are DVDs
2. Cd's account for a much smaller .....of sales
3. While PC games account for ..... of the store's sales,
4. Posters represent the .....of goods sold.
  
7. Draw a pie chart to show roughly what percentage of time you spend on the following activities in an average week: *watching TV, working, studying, sleeping, using the internet, doing 'other' activities.*
8. Swap charts with a partner and look at what he or she does in an average week, write some sentences that describe your partner's chart.



### Tables

Tables present information about different categories. Some times tables can be turned into charts but sometimes the categories are too different to do this.

9. A number of secondary school in three countries conducted a survey about how their students travel to school. Here are the result.

Work with a partner. Together, discuss the similarities and differences in the table and then say whether you could turn this table into chart.

Method of Travel By		Britain	Australia	Singapore	Indonesia
Walking		95	15	25	5

Car		65	65	10	70
Public Transportation		16	20	65	25

10. The sentences below describe the facts in the table in exercise 9. Complete the sentences using the information in the table and the words in the box.
11. Guess what the figures might be for your own country and add them to the table in exercise 9. Write some sentences comparing the figures with another country.
12. Work with a partner Together, discuss the questions.
- Is the graph about people or vehicles?
  - What do the numbers along the horizontal axis represent?
  - What do the numbers on the vertical axis represent?

#### Improve your writing

Use the present perfect tense when you are describing a trend that began in the past and is still continuing

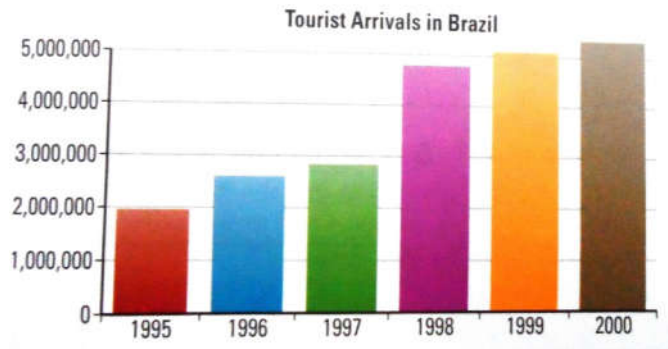
13. Write a short, overall statement about car ownership Britain.
14. Re-write your statement in two new sentences which include these words and phrases:
- Since
  - Over a ... period between 1960 and 2005
15. Now re-write your two sentences, a and b, to include the number of owners. You will have to re-organise your sentences to do this.
16. Work with a partner. Together, discuss the questions.
- What does the process diagram below show?
  - What do the arrows represent?
  - What does the scale at the side of the diagram describe?

17. Complete this short description of the diagram by first choosing the most suitable verb from the box for each gap and then putting it in the correct form.

1. Describing trends

Overview is an overall summary of the information and is different from an introduction, which simply states what the diagram or chart shows. The examiner will expect to find an overview as part of your answer to Task 1.

1. Look at the bar chart and say what information is being shown. Here are two descriptions of the overall trend shown in the bar chart.



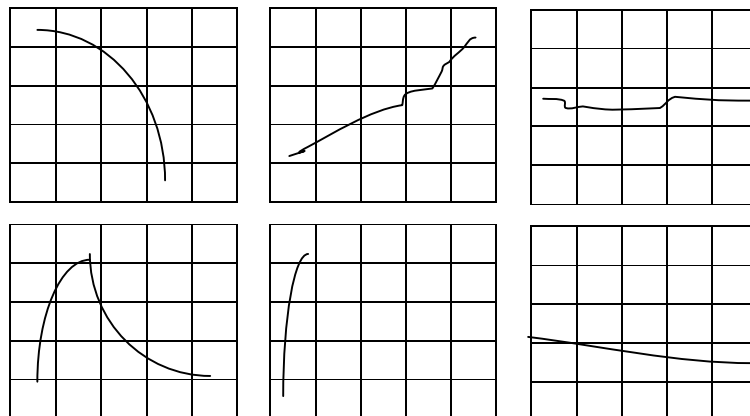
- Add considerably to the first sentence and considerable to the second sentence. What effect do these words have?
- Re-write the two sentences about tourism in Brazil to include a reference to time and to the number of tourists in figures.
- Look at the table below and say what information is being shown. Write two sentences which describe the information and provide an overview.

Total Number of Japanese Tourists Traveling Overseas						
2005	Jul	Aug	Sept	Oct	Nov	Dec
Number of tourist	1422200	1.634.000	1634400	1502700	1500700	1401800
2006	Jan	Feb	Mar	Apr	May	
Number of tourist	1343600	1398700	1577400	1280000	1385000	

5. Look at these words and phrases which will help you describe trends

	↗	↘	↗↘	↔	→	→
Noun	a rise	a fall	a peak	a fluctuation	a period	a plateau
	an increase	a drop		a variation	of stability	
	a surge	a decline				
	a growth	a dip				
Verbs	to rise	to fall	to peak	to fluctuate	to plateau	
	to increase	to drop		to vary		
	to surge	to decline				
	to grow	to dip				
Phrases	to show	to show a	to reach a	to show some	to reach	
	an upward	downward	peak	fluctuation/ variation	a plateau	
	trend	trend			to level off	
		to hit			to flatten	
	a trough			out		

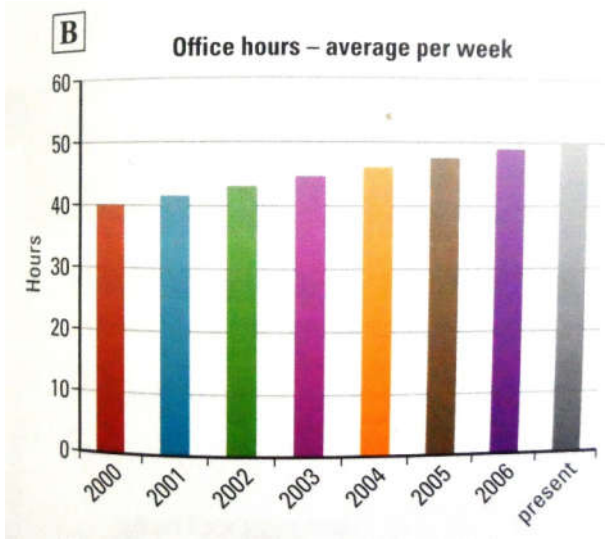
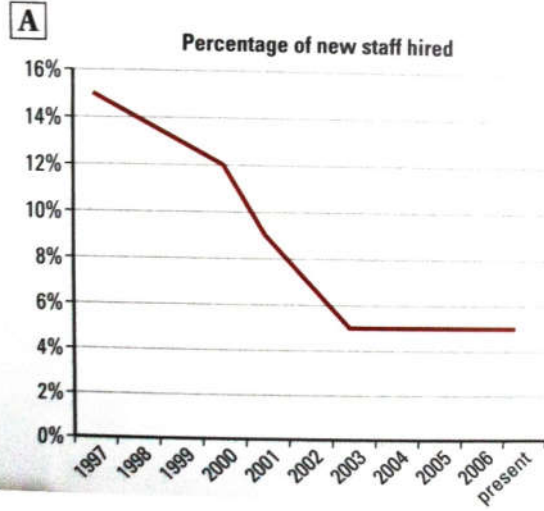
6. Using the nouns and adjectives from the table help you describe

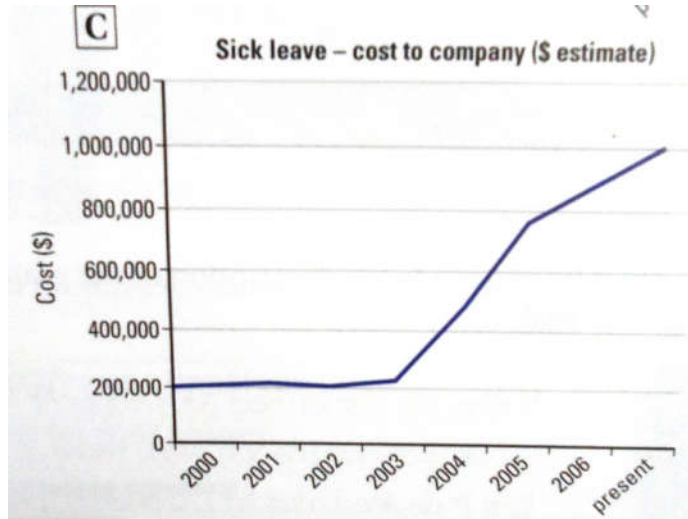


7. Describe each trend again, this time using the verbs and adverbs from exercise 5. e.g. *It falls sharply.*

8. Look at A-C which present different kinds of information about a large multinational company. Write three short paragraphs about the information. For each graph or chart, first write a sentence which describes what it shows. Then write another sentence which describes the trend you can see. Finally, write a sentence which includes some specific data.

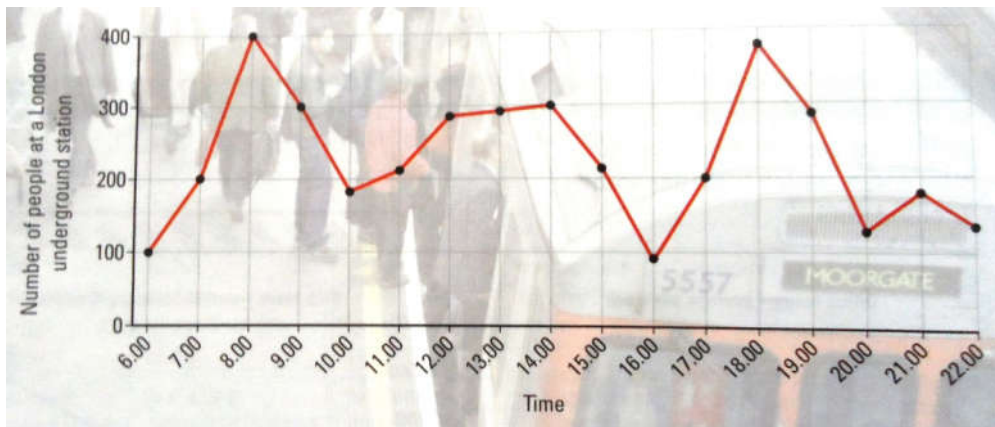






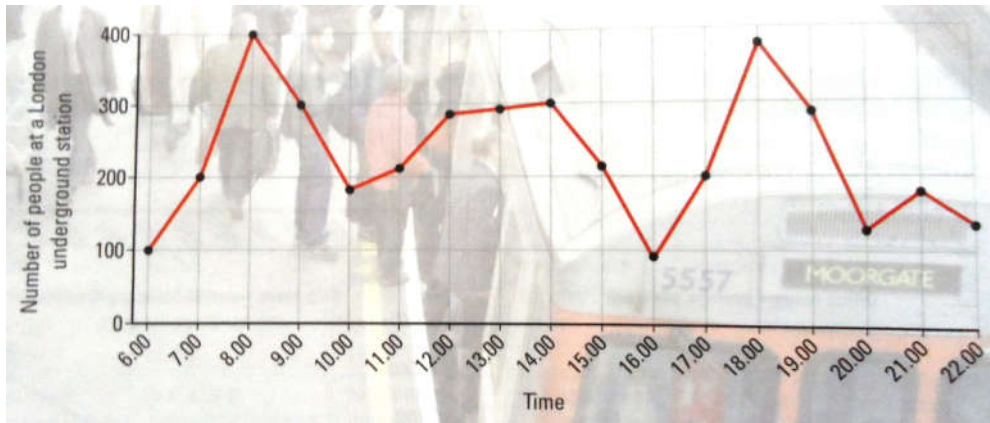
9. Look at the graph below and answer the questions.

- What does the graph show?
- How is the overall trend in this graph different from others you have looked at in this unit?
- What tense will you use to describe it?



- Write four or five sentences about the trends you can see in the graph of HARRY'S annual sales of hamburgers. Try to include the words *stable*, *fewer*, *rise*, *sales*, *peak* and *drop*.
- Write general observation about the popularity of hamburgers over the year.

12. State, what is being shown in the graph below in your own words. Circle the most important trends.



13. Read a student's description of the graph and the advice on how to approach Task 1

How to approach the task

- State the purpose of the graph or chart
- Provide an overview
- Select the key trends of features.
- Illustrate these with figures.
- Make a simple, relevant round-off point-if appropriate

14. Work with partner together discuss the description of the graph above. How successfully has the writer used the advice on how to approach Task 1

15. Take 20 minutes to write a better description of the graph in exercise 12 using the advice to help you. Then compare you answer with the model answer in the key.

16. Work with a partner and discuss which of the numbered and underlined parts of the model answer provide:

- a. an introduction to the chart
- b. the key trends
- c. an overview of the trends.

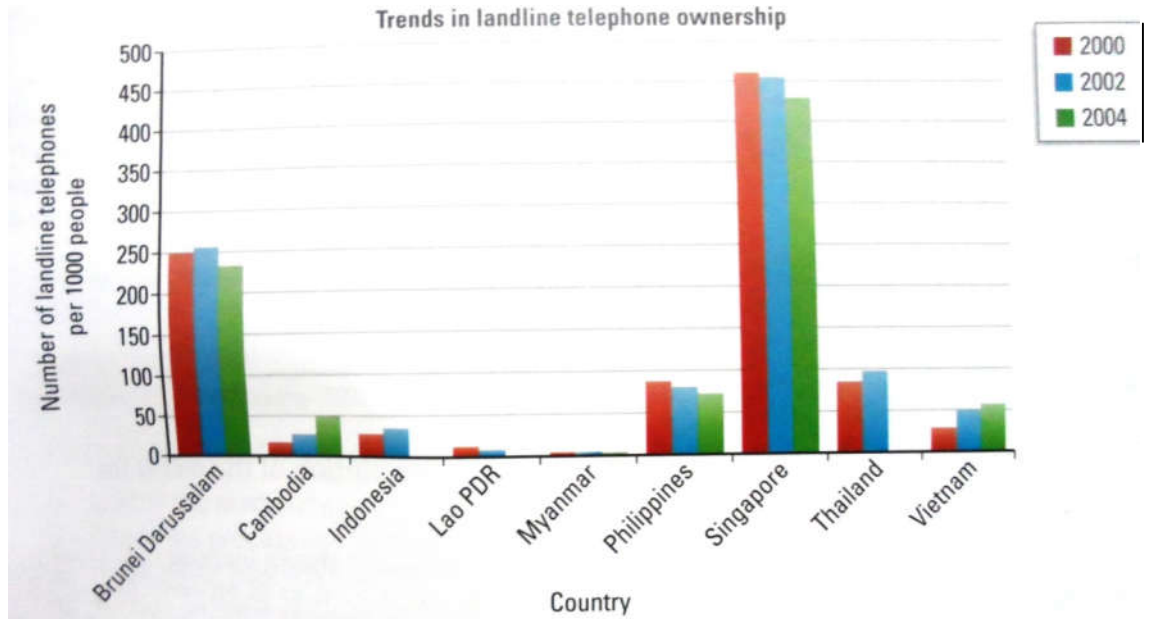
17. Look the model answer in the key again and circle the words and phrases the writer uses to link the different points.

# CHAPTER 3

## Summarizing information

Selecting the points.

1. Work with partner
2. Discuss what the chart shows and identify some important points.
3. Consider which tense you will use most for your answer.



4. Follow the instruction 1-6 to write a description of the chart

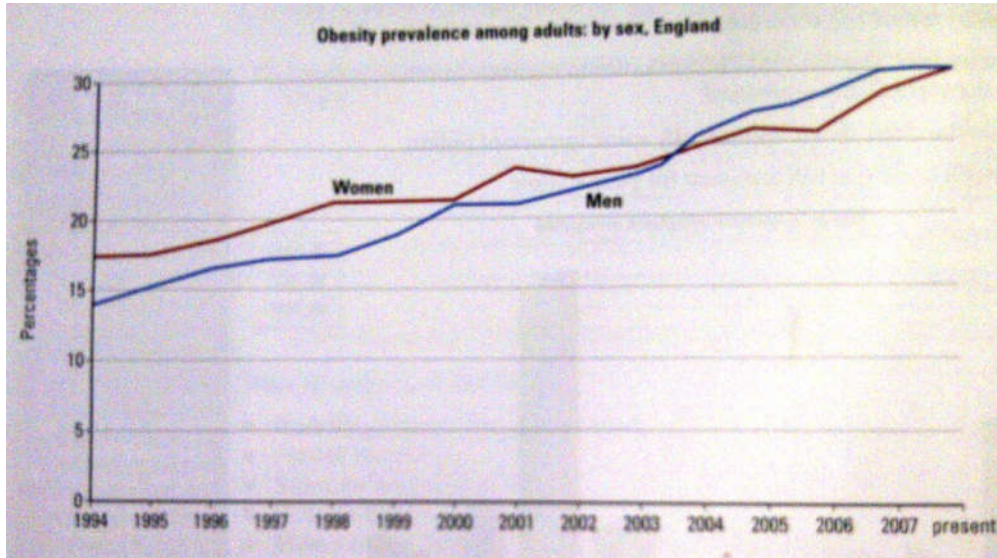
1. Write one sentence which states what the chart shows.
2. Write two sentence which give an overview of the chart
3. Write two sentences about Singapore.
4. Write one sentence about Brunei Darussalam.
5. Write one sentence about Cambodia and Vietnam.
6. Conclude with a final sentence about the remaining countries

5. Swap answer with a partner. Read you partner's description of the chart and compare it with the model answer in the key.

6. Now look at your partner's description and the model answer again and answer question 1-6 for both. Did your partner.

1. give you the overall time period in the first sentence?
2. use a suitable verb and adverb to describe the trend in the second and third sentences?
3. provide some figures for Singapore?
4. use fluctuate with an appropriate figure for Brunei Darussalam?
5. note a contrast in the trends?
6. get the figures correct overall?

7. Underline the data in the first paragraph of this summary, which introduces the graph and provides an overview.



The graph shows how obesity levels have increased in England since 1994 clearly, figures have doubled over this period reaching a current high of around 30 percent for both male and female adults (34 words)

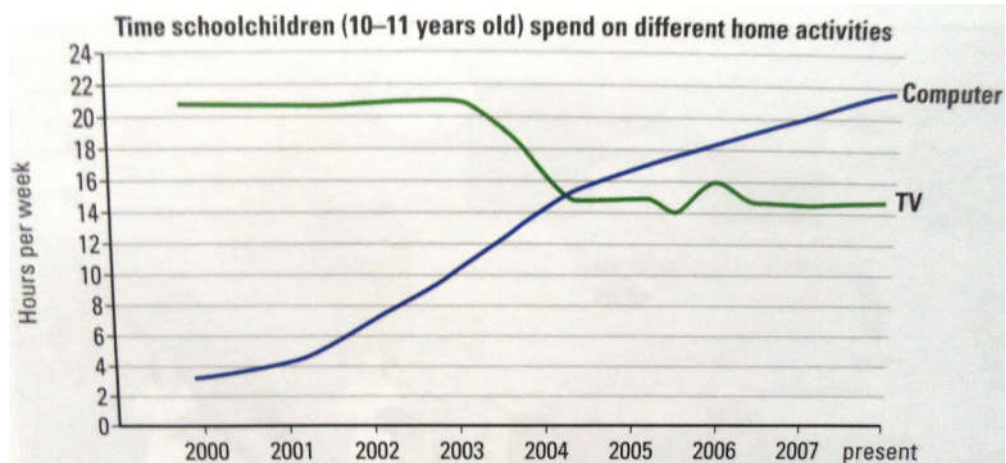
8. Use the information in the graph to complete this description of the trend for women.

Looking more closely at the trend for women it can be seen that a steady increase took place between 1994 and 1998, with obesity levels rising by 1 ..... to 21 per cent. This was followed by a 2 ..... period of stability. Then after the year 2000, levels rose again, reaching a peak of 3 ..... In 2001. Since then, apart from a slight fluctuation, the percentage of obese women in England has increased significantly. (77 words)

9. Draw two vertical line on the graph to show how the writer divided up the overall trend for women.

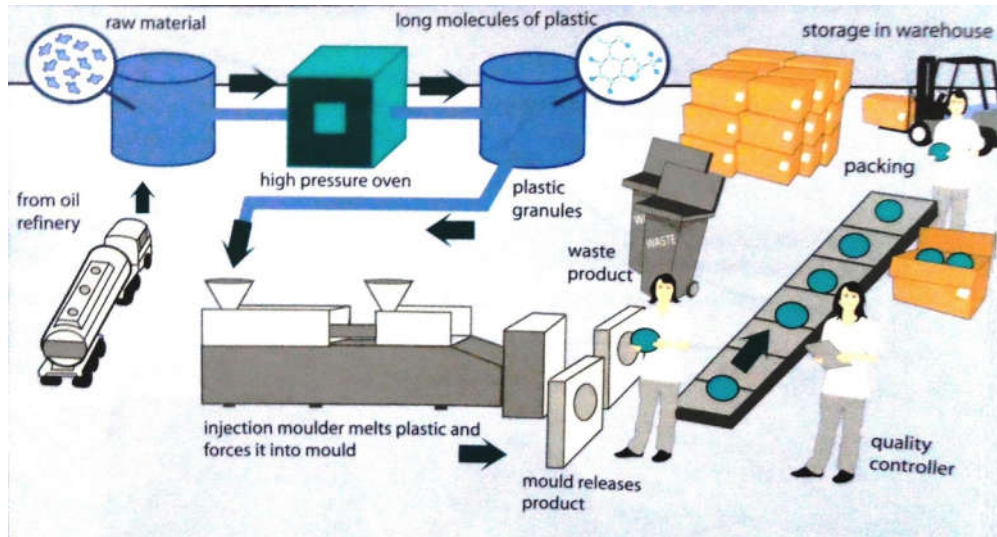
10. Divide the male trend into three parts by drawing two more vertical lines on the graph. Then write a paragraph about the male pattern and provide an overview summarising the trends. Count the number of words in your paragraph.

11. Look at the graph below and then write a summary of the main trends, using some of the structures from the answer to exercise 10. Remember to say that it shows and include an overview. Count your words at the end.



12. Work with a partner. Together, look at the task on the next page and then discuss these question

- Can you rephrase the task introduction in your own words?
- Which key words in the labels do you need to rephrase?
- Which words could you try to rephrase?
- What other vocabulary do you know that would be useful to describe the equipment or process?
- What linking words might you use?



13. Complete this plan and then write a summary of the diagram

Notes		
Para 1	Introduction and overview of diagram	
Para 2	How process begins up to production of long molecules	
Para 3	From molecules to mould	
Para 4	What happens to finished product	

14. Swap your plan and your summary of the process with a partner. Read your partner's answer and the compare them with the model answer in the key. Does the model answer include any of your vocabulary or linking word from your answer to exercise 12?

# CHAPTER 4



You need to make sure that you can form comparative and superlative adjective and use expressions such as *more/less ... than, the same as ... , ... as, the second/third most, twice, three times*, etc. You may need to use these expressions in some long noun phrases, for example:

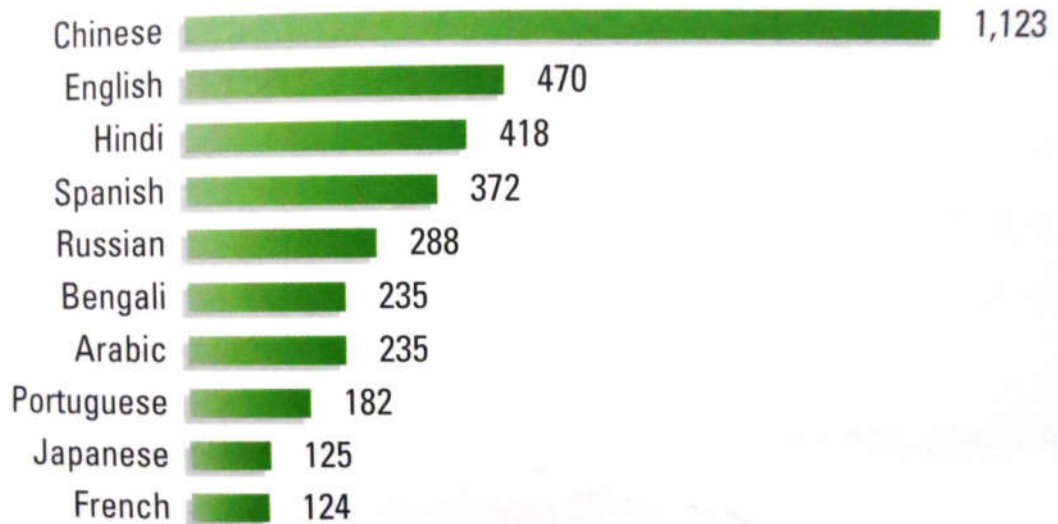
The most/

The second/third most popular tourist destination

The least

1. Fill in the gaps 1-9 in the summary of the chart below and on the next page. For some of the gaps, there is a word in brackets to help you.

**World language with the highest number of first-language speakers**  
(millions of speakers)



According to the chart, Chinese is by far the 1  
..... widely spoken

First language, with 1, 123 million speakers. This is more than 2 .....

The number of speakers of any other language: English has the 3  
.....

(high) number of speakers, with a total of 4  
 .....closely followed by

Hindi, which is spoken by the 5 ..... ( large number of people

Further down the list, it is interesting that Bengali has 6  
 .....

Number of speakers 7 ..... Arabic: 235 million.

Of the top ten languages in the chart, the 8  
 .....

French, with 124 million speakers, which is only slightly  
 9.....than Japanese, which has 125 million.

2. Change the noun phrases into comparative phrases, as in the example.

No	Fertility of land areas	The most fertile area	The second most fertile area	The least fertile area
1	Frequency of grammatical errors			
2	Height of smog levels			
3	Density of populated areas			
4	Significance of reasons for disease			
5	Length of study periods			

There are linkers that signal a comparison or contrast. The most useful ones are while, whereas, although, however, similar(ly), unlike equally, both/neither compared to, in contrast, different (from), the same (as).

3. Complete sentences 1-6, which area based on the table below, by using a comparative or superlative adjective, a comparative expression, or a linker in each gap.

	Rooms	Star rating	Distance from city centre	Value for money
Kendal Hotel	225	★★	1 km	✓
Premda Hotel	225	★★★★	2 km	✓✓
Cord Hotel	156	★★★★★	5 km	✓✓

1. Compared to the Kendal Hotel, the Premda is ..... Value for money.
2. Both the Premda and the Cord Hotel are ..... good value for money.
3. While the Cord Hotel has ..... star rating. It is ..... from the city centre.
4. .... the Cord Hotel, the Kendal is close to the city centre. However, it has a ..... star rating.
5. Although the Kendal Hotel and the Premda Hotel have .....

Number of rooms, their star ratings are .....

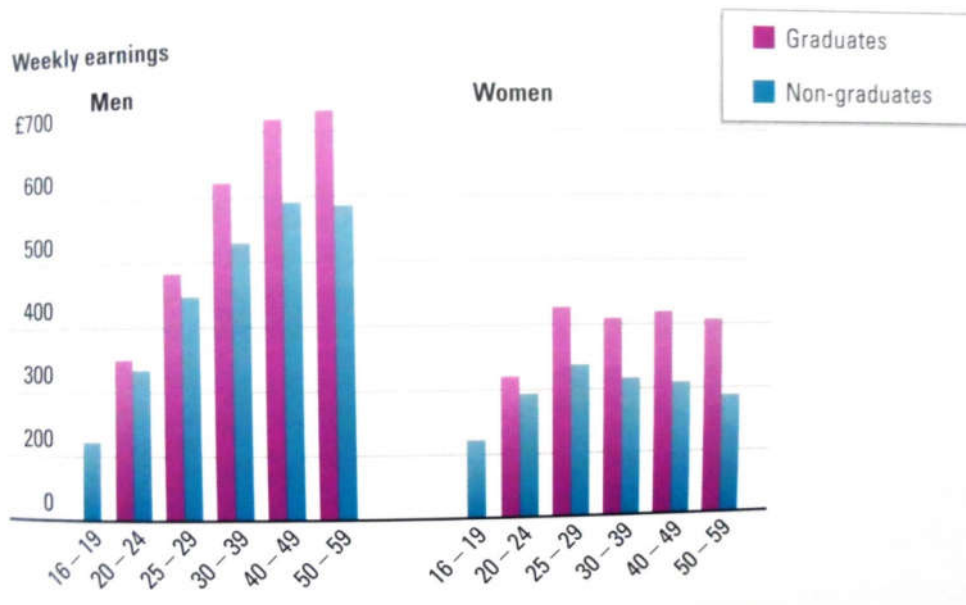
6. The Cord looks like ..... hotel, even though it has ..... rooms than the others.

When organizing your answer, it may be necessary to group some of the information, particularly when is a lot of data.

4. Work with partner, Together, discuss what difficulties you may have in answering this task.

- There are too many age groups for you to include all of the information from both charts in you answer. You will therefore have to group some of the information to make your answer easier to read and understand.

The graph below compare the average weekly earnings of male and female graduates and non-graduates



5. With Your partner, work through the advice on how to approach the task in exercise 4 and make some notes.

How to approach the task.

- Consider what the graphs show and think about the vocabulary and tenses you will use to summaries them.
- Decide on overview.
- Select three significant features of the graphs to write about.
- Note some points about the earning power of male graduates by grouping the ages; for example, grouping 40-49 with 50-59
- Note some points about the female graduates by grouping the ages.
- Think about a general observation summarizing the main comparasion(s)

6. Take about 15 minutes to write about the information above. When you have finished, count the number of words you have used (there must be at least 150) and allow three minutes to correct any mistakes. Check that you have use all data correctly.

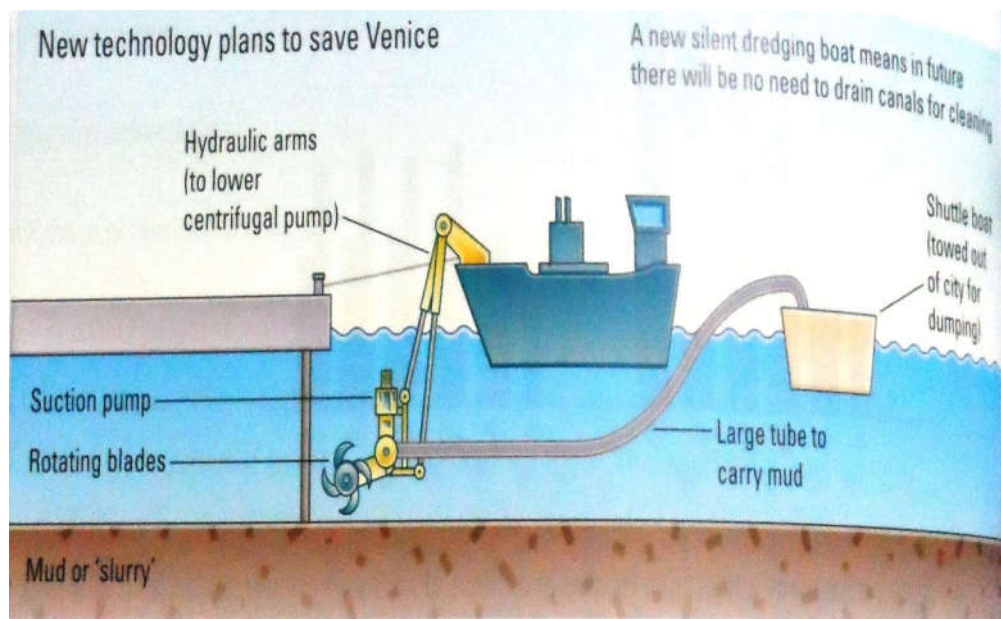
7. Look at the model answer in the key and underline:

- The comparisons
- Any linkers that signal a comparison or contrast

8. Work with a partner. Take turn to describe how the dredger works and discuss the table and how the information could be combined. What is the best way to begin writing this task? What information should your overview include?

The diagram below shows how a dredger can remove mud from the bottom canals. The table compares features of the canal dredger with those of a coastal dredger.

Summarise the information by selecting and reporting the main feature and make comparisons where relevant.



	Canal dredger	Coastal dredger
Hull length	22 m	85 m
Hull breadth	6.69 m	14 m
Depth	1.87 m	35 m
Area of operation	Canal/lagoon	North Sea

How to approach the task

- List some of the verbs that you can use in your answer.
- Suggest some suitable linkers.

9. Take about 15 minutes to write an answer to this task. When you have finished, count the number of words you have used and allow three minutes to correct any mistakes.

10. Work with a partner. Together, compare your descriptions. Look particularly at the comparatives and linkers used in each answer. Then look at the model answer in the key and discuss how it has been organized and what each paragraph contains.

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