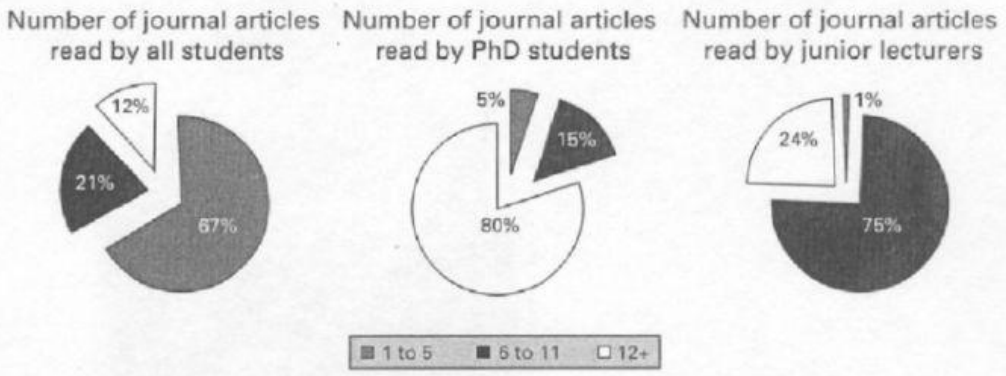
OVERVIEW OF TASK 1

HOW TO WRITE THE INTRODUCTION

A. Complete the sentences a-g using the phrases below

The pie charts below illustrate the number of journal articles read per week by all students, PhD students, and junior lecturers at an Australian university.



Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

that	**respectively**	**for example**	**how**	**but**
which	**meanwhile**	**whereas**	**and**	

a. The three pie charts illustrate ..... many articles from academic journals are read weekly by PhD students .....junior lectures compared to other students at an Autralian university.

b. .....the overwhelming majority of those studying doctorats read at least twelve articles per week in comparison with the average student.

c. The figures were 80 percent and twelve percent ..... .

d. Futhermore, only five percent of PhD level students read between one and five article, ... the average for all students in this category is a helty 67 percent.

e. ....., for junior lectures the parttenrn appears to be slightly different.

f. Most read six or more artilces per week (99 percent), ... out of this total 24 percent read twelve or more, ... is almost a third of the corresponding figure for PhD level students.

g. It is clear ..... those students who are researching for a PhD read more articles than either junior lectures or other students.

The above sentences form a model text. Group the sentences into four paragraphs.

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Paragraph 1: .....

Paragraph 2: .....

Paragraph 3: .....

Paragraph 4: .....

B.

The chart shows information about visitors to Australia, 2000–2008. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

1 Look at the extract from an essay question above. The topic is *visitors to Australia*. Complete these two possible ways of rewriting it.

1 The graph shows information about **how many** p..... v..... Australia, over an eight-year period between 2000 and 2008.

2 The graph illustrates data about **the number of** p..... w..... v..... Australia, over an eight-year period between 2000 and 2008.

2 Complete these two rewrites of the topic *Car sales in the USA, 2000–2010.*

1 The graph shows information about **how many** ...

2 The graph illustrates data about **the number of** ...

If the topic is about an uncountable noun, like *money*, you should use *how much* or *the amount of*. Here are two examples for the graph on page 79.

*The graph shows information about **how much money was earned** by three bakeries in London, over a decade between 2000 and 2010.*

*The graph highlights data about **the amount of money which was earned** by three bakeries in London, over a ten-year period between 2000 and 2010.*

3 Complete these two rewrites of the topic *Coffee production in Kenya, 1999–2006*.

1 The graph shows information about **how much** ...

2 The graph highlights data about **the amount of** ...

4. Complete this table.

Topic	How much/how many	The number of/ amount of
1. Unemployment rates, India and Brazil (1995-2000)	*The graph shows information about how many people were unemployed in ...*	*The graph shows data about the number of people who were unemployed in ...*
2. DVD sales, UK and USA (2005 – 2008)		

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3. Chocolate production, Colombia (1997 – 2007)		

5. Write an introduction for these two topics.

a. Gas production in Russia (2003 – 2008)

.....

.....

b. Employment rates in the public sector, UK (2006 – 2010)

.....

.....

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