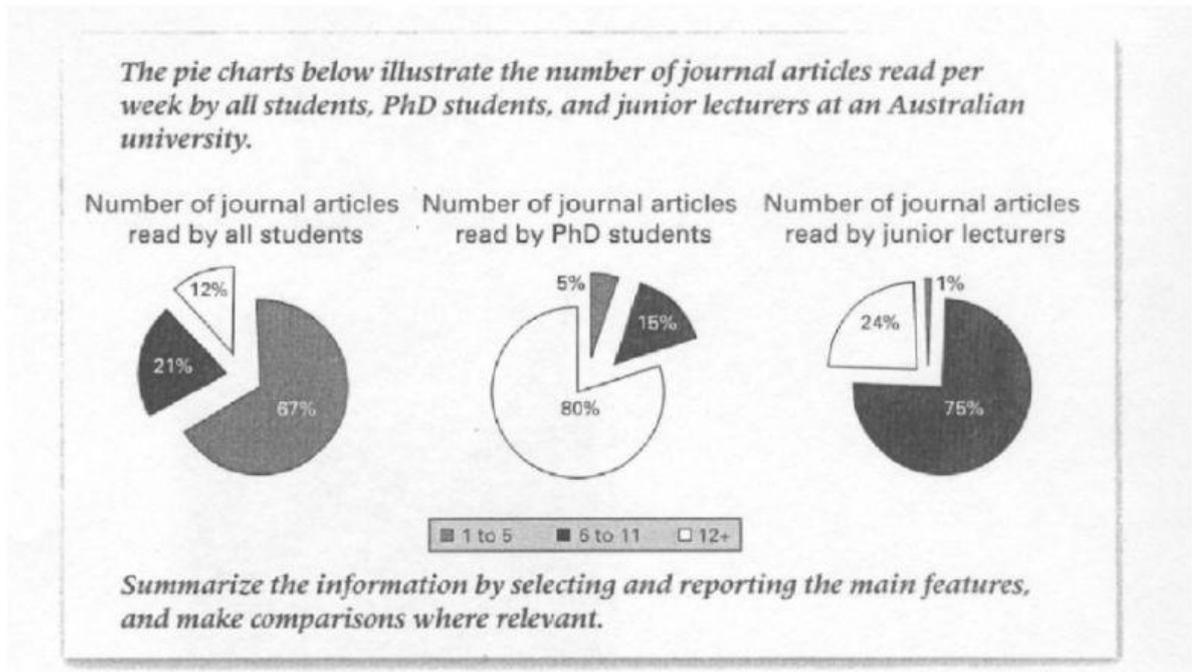


OVERVIEW OF TASK 1

HOW TO WRITE THE INTRODUCTION

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



that respectively for example how but
which meanwhile whereas and

- The three pie charts illustrate many articles from academic journals are read weekly by PhD students junior lectures compared to other students at an Australian university.
-the overwhelming majority of those studying doctorats read at least twelve articles per week in comparison with the average student.
- The figures were 80 percent and twelve percent
- Furthermore, only five percent of PhD level students read between one and five article, the average for all students in this category is a hefty 67 percent.
-, for junior lectures the pattern appears to be slightly different.
- Most read six or more articles 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.
- 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.

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)	<i>The graph shows information about how many people were unemployed in ...</i>	<i>The graph shows data about the number of people who were unemployed in ...</i>
2. DVD sales, UK and USA (2005 – 2008)		

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)

.....
.....