

Vocabulary 1: The Language of Graphs

You need to know some special **vocabulary** for graphs. In the IELTS exam, you have to write at least 150 words, so show how much vocabulary you know. You don't need to repeat the same word!

Prepositions

Between 1995 and 2000

From 1995 to 2000

Movement: Down

fell

declined

dropped

decreased

sank

went down

there was a decrease in ...

Movement: Up

rose

went up

increased

grew

climbed

there was an increase in...

Adverbs

slightly

a little

a lot

sharply

suddenly

steeply

gradually

gently

steadily

dramatically

significantly

Strong Words (Use carefully!)

shot up

soared up

rocketed

surged

fell

plummeted

plunged

No Movement

remained steady

were unchanged

did not change

remained constant

remained stable

stabilized

stands at about ...

Tops and Bottoms

reached a peak

peaked

reached their highest level

fell to a low

sank to a trough

reached a bottom

hits its lowest point

More Verbs:

flattened out

fluctuated

underwent considerable fluctuation

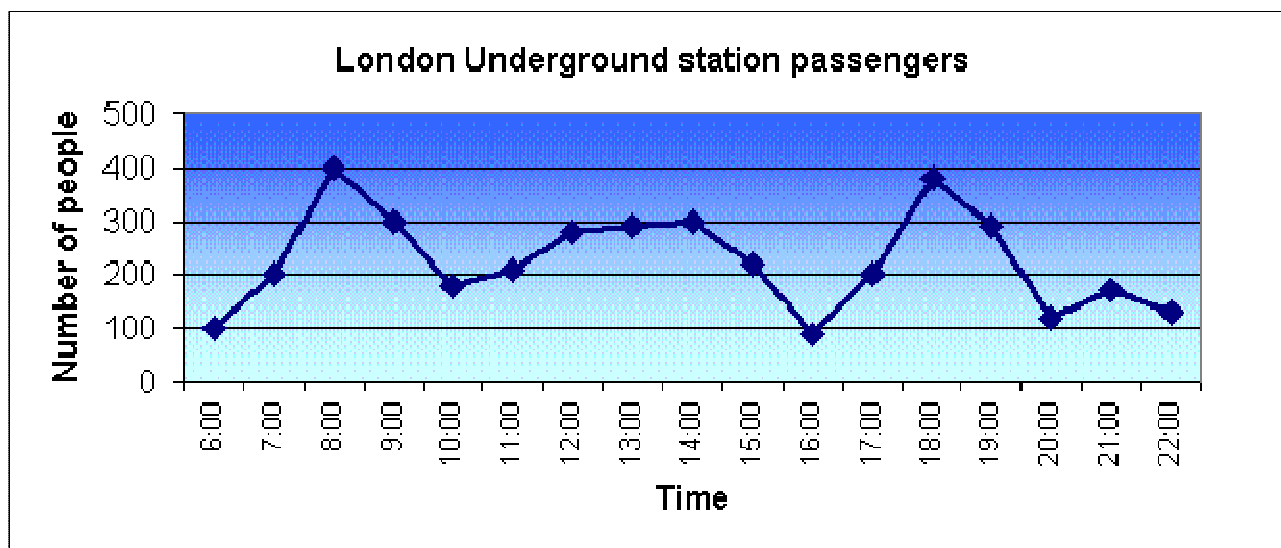
leveled off

recovered

stabilized

held steady

bounced back to



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

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.

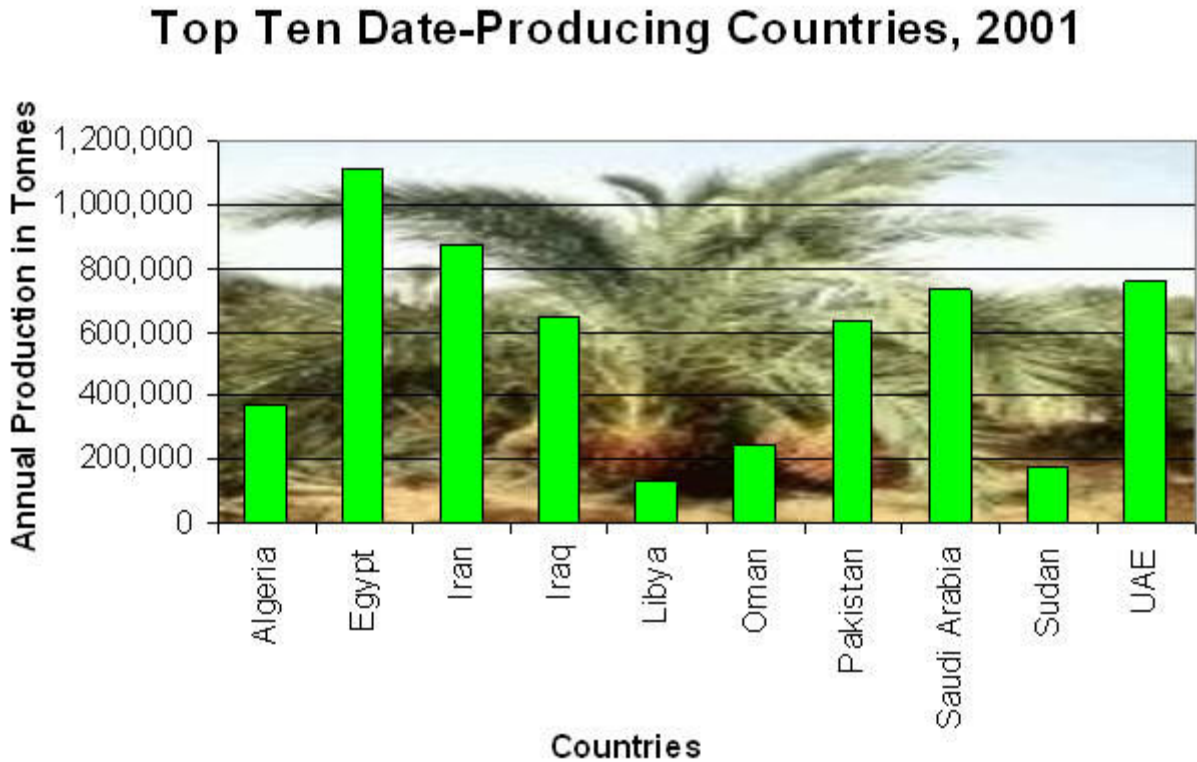
Vocabulary Tips

- 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 (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.

More practice for writing about graphs:

Bar Chart: Date Production

The chart shows the top ten date-producing countries and their annual production in tonnes, 2001.



Questions:

1. What does the bar graph show?
2. Overall, what were the top three or four producers?
3. Which country produced the most dates?
4. How much more did Egypt produce than Iran? (*in tonnes*)
5. What country was the second-highest producer in 2001?
6. How many tonnes of dates did Iraq, Pakistan, Saudi Arabia and the UAE produce?
7. How does Algeria's production compare to the UAE's output?
8. Libya and Sudan each accounted for less than _____ tonnes.
9. Oman's production is _____ Egypt's figure. (*Insert a fraction*)
10. In summary, how many countries produce over half a million tonnes a year, and which country is the leading producer?



Use full answers to the sentences above to form the basis of your three-paragraph essay. Then write a short description of the information in the chart.

Exercise

Before you write, try this exercise.

Find ONE error in each sentence below, then put the corrected sentences in order to make a model essay.

- a. Finaly, Sudan's and Libya's crops yielded under 0.2 million each.
- b. In summary, date production is the most abundant in Egypt and Iraq.
- c. Pakistan and Iraq, with outputs of approximately 630,000, were not far ahead.
- d. First, Egypt took the lion's share of production with over a million tonnes but Iran is a close second with almost .9 million.
- e. The bar graph shows date production in tonnes for the world's top producer in 2001.
- f. The rest nations, however, were far less productive.
- g. Algeria supplied the world with nearly 400,000 tonnes and Oman around a half million.
- h. Following them came the UAE and Saudi Arabia, rival each other with about 740,000 tonnes each.
- i. Overall, Egypt and Iran account to the majority of goods whilst Sudan and Libya are in the minority.
- j. In contrast, harvests in Oman and countries in northern Africa are far more plentiful.
- k. Ten countrys in the Gulf region and northern Africa are featured.

Resources

All about dates, from [Wikipedia](#)

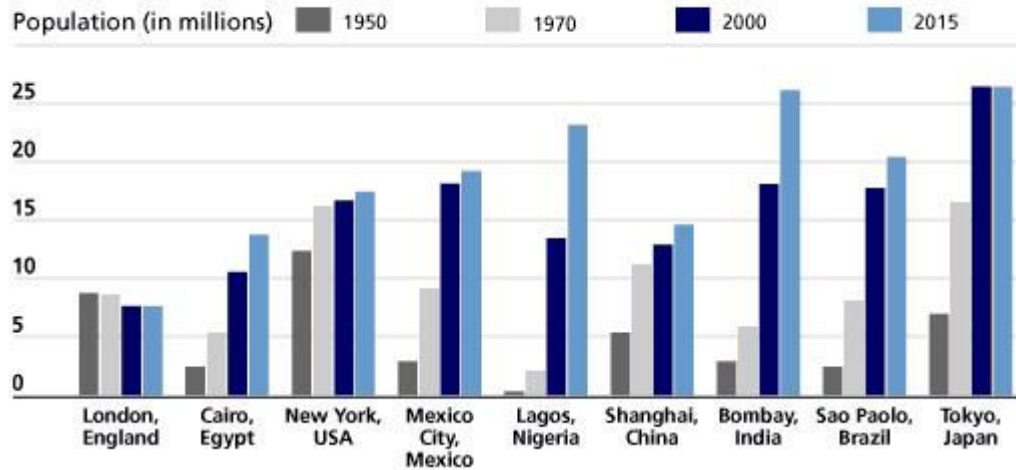
[Dates in the UAE](#): from UAEinteract

[A book in the ADMC library](#)

Bar Graph: City growth

Which are the fastest growing cities in the world?

Growth of Urban Agglomerations, 1950–2015



Questions

- What was the population of New York in 1950?
- What was the population of New York in 2000?
- By what percentage did it increase between 1950 and 2000?
- Do questions 1-3 above for Tokyo and Lagos. Which city grew faster?
- Which is the largest city today?

Write a short description of the chart. You can find a good explanation on the website below.

From: The Population Reference Bureau, at

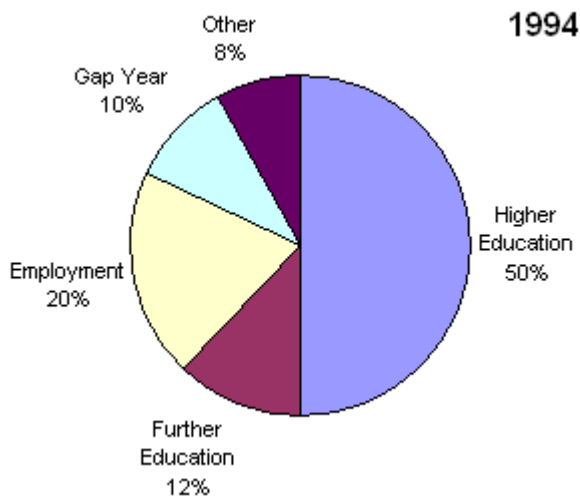
http://www.prb.org/Content/NavigationMenu/PRB/Educators/Human_Population/Urbanization2/Patterns_of_World_Urbanization1.htm

UK College Leavers, 1994 and 2003

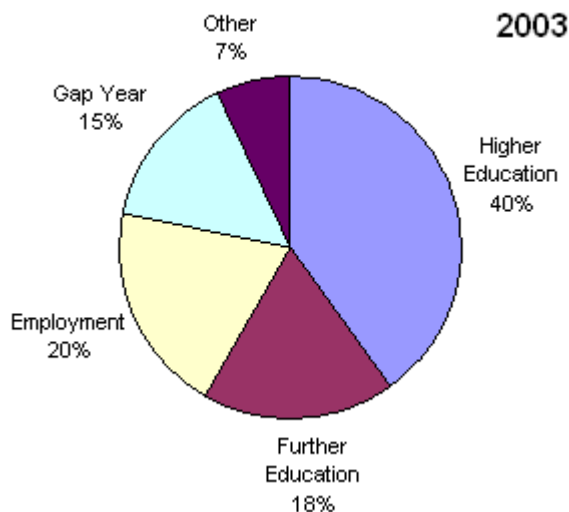
This exercise is from the UK government's Teacher Training Agency website, at <http://www.tta.gov.uk/php/read.php?sectionid=128&articleid=275>.

The charts analyse what students at one sixth-form college (last year of secondary school) in the UK did after finishing school in 1994 and 2003

1994: 520 pupils



2003: 680 pupils



True or False?

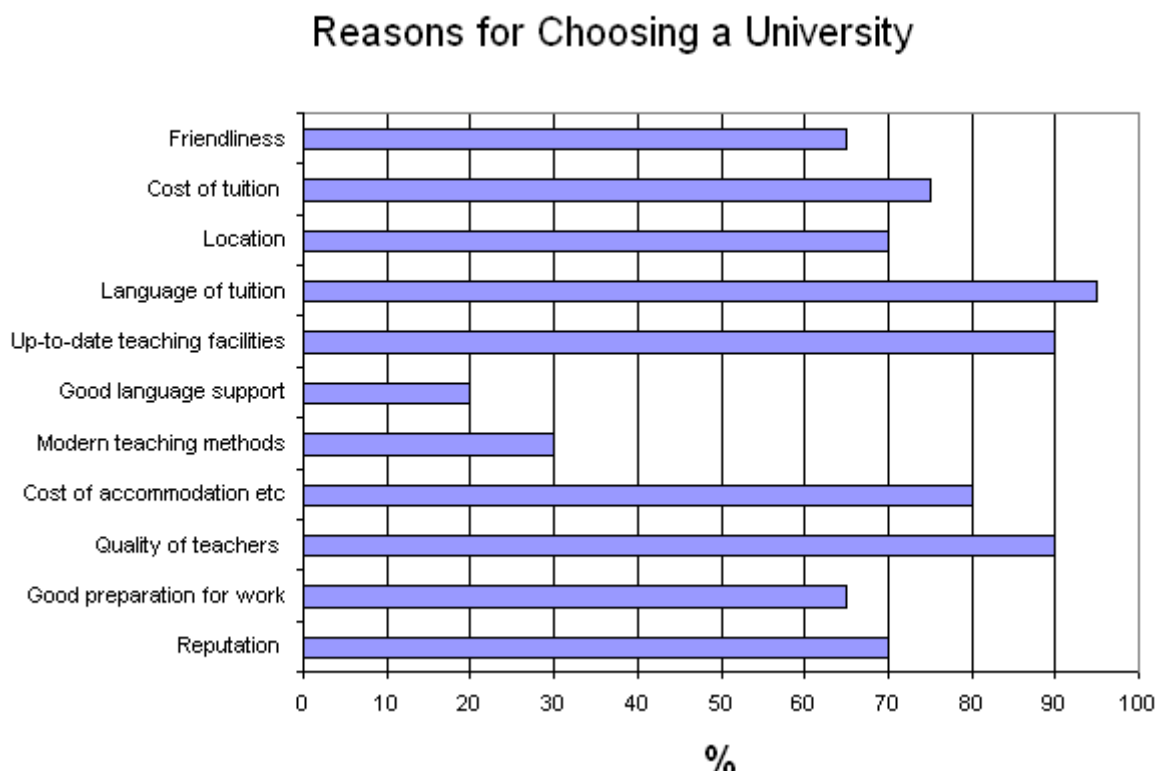
1. More pupils went into higher education in 1994
2. 136 pupils went into employment in 2003
3. More pupils decided on a gap year in 2003

See Solutions!!!

Reasons for Choosing a University

How do foreign students choose which university to go to in the UK?

The graph below, from an excellent set of exercises from OneStopEnglish.com gives some of the reasons for choosing a university. Bar charts giving reasons why foreign students choose to study in the UK. ([Click for the Acrobat download from OneStopEnglish](#)).



Unscramble the sentences

Here are the fifteen sentences, ready for you to paste into word and unscramble. You will have to delete some, put them into paragraphs and add some extra or linking information.

1. The chart shows 11 _____ first year students from overseas chose a particular university.
2. Good language support comes _____ at 20 percent.
3. Language of tuition is top of the survey _____ 95%.
4. At 95 percent of the sample, Language of tuition is the main _____ a university.
5. The survey of 1,000 first year overseas students _____ at universities in the UK.
6. Good language support at 20% is the factor _____ least when making a choice about which university to attend.
7. Language of tuition _____ a reason by nearly five times as many students as Good language support, at 95% and 20% respectively.
8. The top three reasons are Language of tuition, Quality of teachers, Up-to-date teaching facilities, _____.

9. According to the graph, the main reason _____ the language of tuition.
10. The various factors _____ into two groups, namely those related to teaching and non-teaching related.
11. While around 95 percent of the students gave the language of tuition as the main reason for choosing a university, _____ modern teaching methods.
12. The cost of accommodation at 80 percent _____ the cost of tuition at around 75 percent.
13. Eighty percent of the sample mentioned the cost of accommodation as a reason for choosing a university _____ for the cost of tuition.
14. _____ the cost of accommodation and the cost of tuition than Location at 80% and 75% respectively.
15. Good language support was stated by only 20 percent of the sample as a reason for choosing a university _____ at 30 percent.