MIKC Daugavpils Dizaina un mākslas vidusskola
"Saules skola"

Mācību priekšmets:
Svešvaloda I (B2)

Specialitāte: **Angļu valoda**
3. kurss

Grafiki un diagrammas: kā pareizi lasīt un prezentēt vizuāli pasniegtu informāciju angļu valodā

Metodiskā izstrādne

Izstrādnes autors: **Jekaterīna Ņikiforova**

Daugavpils
2023

ANOTĀCIJA

VĀRDS UZVĀRDS Jekaterīna Ņikiforova

METODISKĀS IZSTRĀDNES NOSAUKUMS Grafiki un diagrammas: kā pareizi lasīt un pasniegt vizuāli pasniegtu informāciju

Sasniedzamais rezultāts: Sagatavot 3.kursa audzēkņus angļu valodas eksāmena rakstu un mutvārdu daļām, kur informācija var būt pasniegta, izmantojot grafikus un diagrammas.

Mērķauditorija (programmas nosaukums, kurss vai pedagogi): Svešvaloda I (B2) angļu valoda, 3.kursa audzēkņi, angļu valodas skolotāji

Metodiskās izstrādnes praktiskais pielietojums: Metodiskā izstrādne var būt pielietota kā atsevišķa tēma gatavošanos angļu valodas eksāmenam

Uzskates un citi mācību līdzekļi: Metodiskajā izstrādnē tika pielietoti un apkopoti teorētiskie un praktiskie materiāli no interneta vietnēm: British Council, Academic English UK, Learnwell OY.

Metodiskās izstrādnes aktualitāte/novitāte: Šodienas angļu valodas eksāmena gan rakstu daļa, gan mutvārdu daļa satur uzdevumi, kuros informācija ir pasniegta grafikos vai diagrammās. Lai pareizi izlasītu un prezentētu vizuāli pasniegtu informāciju, vajag būt zināšanām, attiecīgajam vārdu krājumam, izpratnei par dažādiem informācijas pasniegšanās veidiem. Lai audzēkni varētu to pareizi izdarīt, tika veidota šī izstrādne.

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IEVADS

Angļu valodas eksāmena rakstu daļas un mutvārdu daļas uzdevumi satur informāciju, kura tiek pasniegta vizuāli, izmantojot grafikus vai diagrammas. Audzēkņi baidās no tādiem uzdevumiem, jo mācību procesā nav iekļautas atsevišķās tēmas, kuras gaitā viņi tiktu apmācīti, kā pareizi lasīt grafikus un diagrammas un kā pielietot dotu informāciju, kam pievērst uzmanību, ko akcentēt savā darbā un kam pievērst uzmanību.

Lai rastu pārliecību, paplašinātu valodas zināšanās, dotu noderīgus padomus informācijas pielietošanai no grafikiem, tika veidota šī izstrādne.

Metodiskā izstrādne sastāv no divām daļām: teorētiskās un praktiskās.

Teorētiskajā daļā tiek prezentēti jaunu, saistītu ar tēmu, vārdu krājums, definīciju saraksts, informāciju apkopojums.

Praktiskā daļa sastāv no uzdevumiem, kuri tiek pielietoti teorētiskā materiāla apguves pastiprināšanai.

1.Teorētiskā daļa

Labi zināms sakāmvārds saka: "Attēls ir tūkstoš vārdu vērts." Attēli var piesaistīt uzmanību, ātri nodot informāciju un izskaidrot sarežģītus jēdzienus. Tika konstatēts, ka aptuveni divas trešdaļas cilvēku labāk saprot informāciju, kad tā tiek nodota vizuāli.
Diagramma apvieno tekstu, simbolus un/vai grafiku, lai parādītu attiecības starp vairākām datu kopām. Tā ir populāra metode informācijas apmaiņai dažādos iestatījumos.
Diagrammas ļauj vizuāli salīdzināt vairākas datu kopas. Tās var palīdzēt cilvēkiem labāk izprast un atcerēties informāciju. Pārliecinoša diagramma var palīdzēt izteikt viedokli pārliecinošāk un padarīt prezentāciju uzticamu.
Kāda ir atšķirība starp diagrammu un grafiku? Lai gan termini “diagramma” un “grafiks” var šķist savstarpēji aizstājami, pastāv nelielas atšķirības. Sākumā diagrammas ir grafiku veids, taču ne visas grafiki ir diagrammas. Diagrammas koncentrējas uz neapstrādātiem datiem un attēlo tendences laika gaitā, kas neattiecas uz visu veidu grafikiem.
Diagrammas ir visvērtīgākās, ja jums ātri jānorāda attiecības starp divām vai vairākām datu kopām un vēlaties, lai jūsu auditorija saglabātu šo informāciju. Tiem ir neskaitāmi pielietojumi.

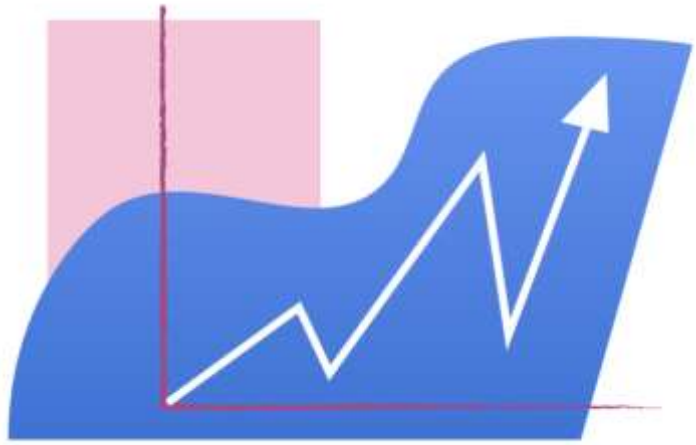
1.1. Četri biežāk izmantoti grafiku un diagrammu veidi ar definīcijām angļu valodā

Zemāk tiek prezentēti grafiku un diagrammu veidi, ar kuriem var iepazīt audzēkņi.
Ir vairāki grafiku un diagrammu veidi. Četras visizplatītākās, iespējams, ir līniju diagrammas (line diagrams), joslu diagrammas (bar graphs) un histogrammas (histograms) , sektoru diagrammas (pie charts). Tos parasti izmanto dažādām lietām.
Jūs izmantotu:
Joslu diagrammas (Bar graphs), lai parādītu skaitļus, kas ir neatkarīgi viens no otra.
Sektoru diagrammas (Pie charts), lai parādītu, kā veselums tiek sadalīts dažādās daļās.
Līniju diagrammas (Line graphs) parāda, kā skaitļi laika gaitā ir mainījušies. Tie tiek izmantoti, ja jums ir savienoti dati, un lai parādītu tendences.
Histogramma (histogram) ir cita veida joslu diagramma, kas ilustrē skaitlisko datu sadalījumu pa kategorijām.
Asis
Grafikiem ir divas asis — līnijas, kas iet pāri apakšai un augšpusei. Līniju gar apakšu sauc par horizontālo vai x asi, un līniju uz augšu uz sāniem sauc par vertikālo vai y asi.

X asī var būt kategorijas vai skaitļi. Jūs to lasāt diagrammas apakšējā kreisajā stūrī.
Y ass parasti satur skaitļus, atkal sākot no diagrammas apakšējās kreisās puses.
Cipari uz y ass parasti, bet ne vienmēr, sākas no 0 diagrammas apakšējā kreisajā stūrī un virzās uz augšu. Parasti diagrammas asis ir marķētas, lai norādītu parādīto datu veidu.
Uzmanieties no grafikiem, kur y ass nesākas ar 0, jo tās var mēģināt jūs maldināt par parādītajiem datiem.

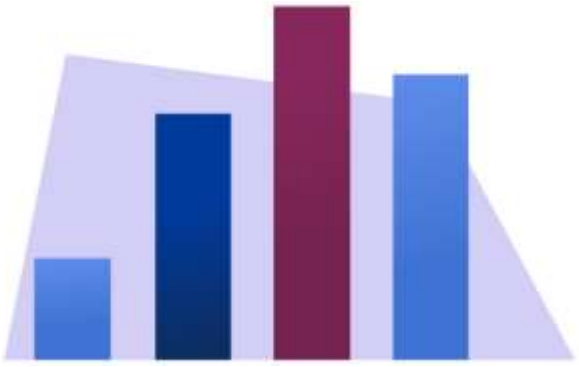
1. Line graph

Line graphs illustrate how related data changes over a specific period of time. One axis might display a value, while the other axis shows the timeline. Line graphs are useful for illustrating trends such as temperature changes during certain dates.



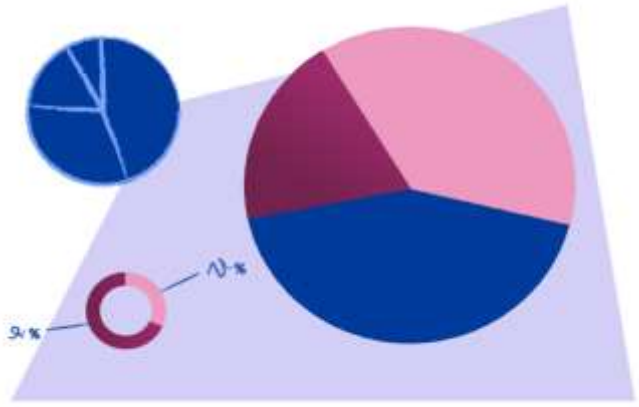
2. Bar graph

Bar graphs offer a simple way to compare numeric values of any kind, including inventories, group sizes and financial predictions. Bar graphs can be either horizontal or vertical. One axis represents the categories, while the other represents the value of each category. The height or length of each bar relates directly to its value.



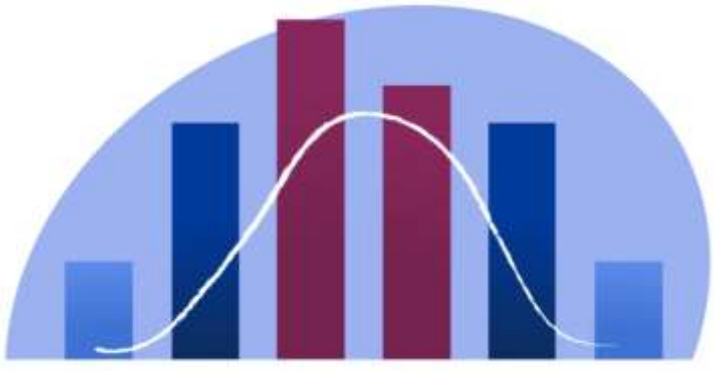
3. Pie chart

A pie chart presents the different parts of a whole. It looks like a circle divided into many pieces, much like a pie cut into slices. The pieces are different sizes based on how much of the whole they represent. Each piece usually has a label to represent its value compared to the whole.



4. Histogram

A histogram is another type of bar graph that illustrates the distribution of numeric data across categories. People often use histograms to illustrate statistics. For example, a histogram might display how many people belong to a certain age range within a population. The height or length of each bar in the histogram shows how many people are in each category.



1.2. Biežāk izmantojamā leksika grafiku un diagrammu raksturojumam.

Lai runātu par grafikiem angļu valodā skolēni var izmantot sekojošu leksiku:

Useful Graph Vocabulary

UP: increase / rise / grow / went up / soar / double / multiply / climb / exceed /

DOWN: decrease / drop / fall / decline / plummet / halve / depreciate / plunge

UP & DOWN: fluctuate / undulated / dip /

SAME: stable (stabilised) / levelled off / remained constant or steady / consistent

CHANGES: gently / gradually / slightly / steadily / a little /

CHANGES: suddenly / sharply / dramatically / steeply / sudden

TOP: reached a peak / peaked / reached its highest level /

BOTTOM: bottomed out / sank to a trough / the lowest level

Useful graph language: Description

The graph from (source) presents data on (title)…

The graph from (source) shows/ illustrates (title)…

If we look at this graph on (title) from (source) you can see…

The y axis (vertical) is… and the x axis (horizontal) is…

(Graph) These lines represent… (Bar) These Columns are… (Pie) These segments are… (Table) These rows are…

Overall summary: Overall, there is / has been… / Generally, there is…

What you can see is… / From the graph we can see…

I'd like to focus your attention on…

If you look at this…, you'll see / notice / understand

A key significant area is … / Two key significant areas are…

An important point is… / Two important points I'd like to illustrate are…

What is interesting here is…

An interesting observation is…

An analysis of the graph illustrates…

Looking at ….

Useful graph language: Evaluation

This seems to suggest that…

This is possibly because of…

This is (clearly) due to…

One reason for this could be…

An evaluation of this data suggests / provides evidence for / highlights…

To provide evidence to my previous point the graph highlights…

Overall, this highlights the significance of…

Therefore, this provides evidence that…

Naming the parts of diagrams

The vertical axis represents total annual sales.

The horizontal axis shows our market share.

The curve.., The solid line…, The dotted line…, The broken line… The shaded area…, The unshaded section…, The dotted column…, The coloured segment…, The red bar…

Explaining diagrams

Sales rose slightly in the final quarter.

Profits fell a little last year.

Demand increased gently

Turnover decreased steadily

Turnover dropped suddenly

Turnover decreased quickly.

Demand increased rapidly.

Profits fell dramatically.

At the beginning of this year sales stagnated.

In the middle of August profits slumped.

At the end of last year demand peaked.

In the first quarter of 2008 sales plummeted.

In the second quarter of 2007 sales flattened out.

In the third quarter of 2007 sales leveled off.

In the last quarter of 2007 sales remained steady.

Introducing topics:

I want to look at ...

I'd like to review ...

I want to discuss ...

I'm going to analyse ...

I want to cover ...

I'd like to talk about ...

Moving on:

Let's now move on to ...

I'd like to go on to ...

This brings me to ...

I now want to ...

Looking back:

Let's look back for a moment ...

To go back to ...

As I said before ...

Adding:

In addition, ...

I might add that ...

Furthermore ...

Moreover ...

Summarising and concluding

To sum up then, ...

To summarise my main points ...

I'd like to conclude by reminding you that ...

Let me end by ...

I'd like to finish ...

In conclusion, may I remind you ...

Finally, ...

2. Praktiskā daļa.

Praktiskā daļa sastāv no uzdevumiem, no darba lapām, ko skolēni var izmantot, gatavojoties eksāmenam. Darba lapas sastāv no uzdevumiem: vārdu krājuma paplašināšanai, lasīšanai, rakstīšanai, kā arī runāšanai. Tie ir uzdevumi, ko piedāvā British Council.org
(Pielikumi 1., 2., 3.)

Kā labu avotu teorijas apgūšanai, var izmantot grāmatu no LEARNWELL OY Supporting you in the world of languages! BUSINESS ENGLISH 2008 CHARTS, GRAPHS AND DIAGRAMS
https://www.ilc.cuhk.edu.hk/files/ChartsGraphs_Gilhooly.pdf

Mēģināt aprakstīt grafikus, izmantojot jaunu leksiku, var vietnē :
https://academic-englishuk.com/describing-graphs/

SECINĀJUMI

Metodiskā izstrādne var būt izmantota angļu valodas stundu laikā kā atsevišķa tēma. Esošas mācību grāmatas nesatur informāciju, kura ir piedāvāta un apkopota izstrādnē. Tā var palīdzēt sagatavot audzēkņus, gan eksāmena rakstu daļai, gan mutvārdu daļai.

Ar šīs izstrādnes palīdzību var rast audzēkņos pārliecību par uzdevumu izpildīšanu, paplašināt angļu valodas zināšanas, dod noderīgus padomus informācijas pielietošanai no grafikiem.

Teorētiskajā daļā tika piedāvāti četri visbiežāk izmantojami grafiku un diagrammu veidi ar aprakstiem gan latviešu, gan angļu valodās. Vārdu krājumu palielināšanai ir piedāvāts saraksts ar noderīgiem vārdiem vai frāzēm, ko audzēkni var izmantot savos darbos.

Lai pielietotu jaunas teorētiskās zināšanas, tika piedāvāti uzdevumi no interneta vietnes "britishcouncil.org". Tie uzdevumi sastāv no vairākām daļām: jaunas leksikas, grafika vai diagrammas apraksta un dažiem uzdevumiem (lasīšanas, rakstīšanas un runāšanas).

Kā gala pārbaudījums ir piedāvāti divi uzdevumi (pielikums 4 un pielikums 5). Tie ir 2022.gada angļu valodas eksāmena uzdevumi rakstu daļā un mutvārdu daļā. Abos uzdevumos ir grafiki. Un abu uzdevumu izpildei audzēkni var pielietot jaunas, iegūtas zināšanas.

Šīs izstrādes iegūtas zināšanas var būt pielietotas arī citās disciplīnās: piemēram – lietišķā angļu valodā, matemātikā, gan gatavojot prezentācijas, kurās vajadzēs apkopot dažādu datu daudzumu.

Literatūras saraksts

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2. https://www.cdc.gov/healthyyouth/evaluation/pdf/brief12.pdf
3. https://academic-englishuk.com/describing-graphs/
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8. https://learnenglish.britishcouncil.org/skills/writing/b2-writing/summary-line-graph
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10. https://learnenglish.britishcouncil.org/skills/writing/b1-writing/describing-bar-chart

Pielikums 1

BRITISH COUNCIL

LearnEnglish

Writing: B1

Describing a bar chart

Learn how to write about trends in a bar chart.

Before reading

Do the preparation task first. Then read the text and tips and do the exercises.

Preparation task

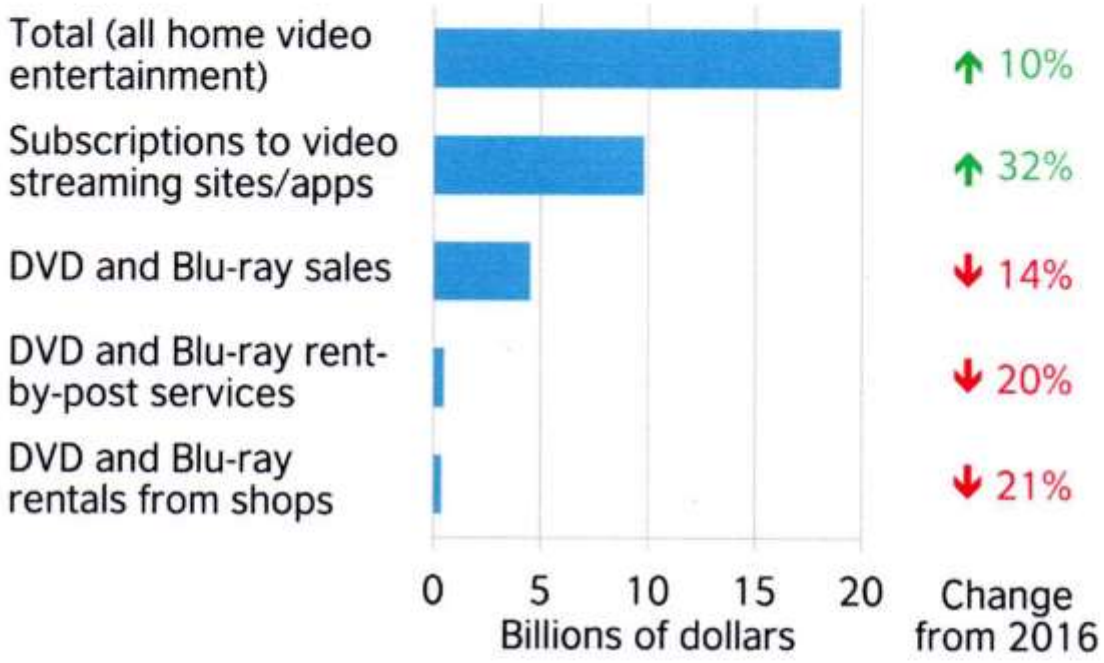
Put these words in the correct group.

to grow	to fall	to remain at (+ number)
to be steady	to increase	to jump up
to drop	to be unchanged	to decrease
to rise	to decline	to be constant

to go up	to go down	to stay the same

Reading text: Describing a bar chart

Consumer spending on home video entertainment (selected categories: USA, 2017)



The chart shows the sales revenue of a selection of home video entertainment formats in the USA in 2017. It also shows the percentage change from the previous year.

Online video streaming was the most popular format in 2017. US consumers spent $9.8 billion on services such as Netflix, which was a rise of 32 per cent from the previous year. For the average American, this accounted for nearly half of their spending on video entertainment at home.

At the same time, customers were moving away from the three physical formats in the chart. DVD and Blu-ray sales dropped by 14 per cent over the twelve-month period to $4.5 billion in 2017, and rent-by-post revenues went down by 20 per cent to $0.5 billion. DVD rental shops saw the largest decline, as spending fell by 21 per cent to just $0.4 billion.

Overall, there was a clear downward trend in spending on physical video formats, as they all showed relatively low sales and they were all in decline. However, there was an upward trend in paying for streaming.

Please note: This page was designed for writing practice only. Information in the charts may not be accurate.

Tips

1. In the first paragraph, give basic details about the chart including what it shows, where it refers to and when.
2. When you describe chart data, be specific. Mention the category and figure, e.g. *Online video streaming was the most popular format in 2017. US consumers spent $9.8 billion ...*
3. A trend is a change over time. To describe trends, focus on what is increasing or decreasing compared to some time in the past, e.g. ... *which was a rise of 32 per cent from the previous year.*
4. If several categories show the same trend, talk about them together, e.g. *customers were moving away from the three physical formats in the chart.*
5. State the units of measurement, e.g. *US consumers spent $9.8 billion.*
6. Many of the verbs for up and down trends can also be used as nouns, e.g. *Spending fell by 21 per cent = There was a 21 per cent fall in spending.* (You can write % or per cent, but be consistent.)
7. Write a conclusion. Say what we learn from the data overall.

Tasks

Task 1

Circle the best answer.

1. In 2017, what percentage of the average American's home entertainment expenses was spent on streaming services?
    a. 14 per cent
    b. 31 per cent
    c. about 50 per cent
    d. not stated

2. How much did American consumers spend on buying DVDs and Blu-rays in 2016?
    a. under $4.5 billion
    b. $4.5 billion
    c. over $4.5 billion
    d. not stated

3. Which of the following saw the biggest drop in spending in 2017?
    a. Streaming services
    b. DVD and Blu-ray sales
    c. DVD and Blu-ray subscriptions
    d. DVD and Blu-ray rental shops

4. Which of the following saw the only growth in 2017?
    a. Streaming services
    b. DVD and Blu-ray sales
    c. DVD and Blu-ray subscriptions
    d. DVD and Blu-ray rental shops

5. What does the writer conclude from the data?
    a. Physical video formats will eventually disappear.
    b. Video streams were becoming more popular, while physical formats were becoming less so.
    c. Digital distribution is cost-effective.
    d. American consumers will spend more on home entertainment in the future.

Task 2

Choose the correct answer.

1. Which is the best first sentence?
    a. The bar chart shows spending on entertainment.
    b. In 2017, US consumers spent $9.8 billion subscribing to streaming services, which was 32 per cent higher than the previous year.
    c. The bar chart shows American consumer spending on various home video entertainment formats in 2017.

2. Which of these sentences describes a trend?
    a. Spending at DVD rental shops fell by 21 per cent over the twelve-month period.
    b. Spending at DVD rental shops was $0.4 billion.
    c. Spending at DVD rental shops was the lowest of all the categories in the chart.

3. Which is the correct way to write this amount of money?
    a. In 2017, US consumers spent 9.8 billion.
    b. In 2017, US consumers spent $9.8 billion.
    c. In 2017, US consumers spent 9.8 billion $.

4. Which sentence gives a more complete description?
    a. Rent-by-post revenues were $0.5 billion.
    b. Rent-by-post revenues went down by 20 per cent.
    c. Rent-by-post revenues went down by 20 per cent to $0.5 billion.

5. Which is the best conclusion?
    a. Spending on video entertainment in the home was growing overall, thanks to streaming.
    b. For DVD rental shops, spending fell by 21 per cent to just $0.4 billion.
    c. In total, spending on home video entertainment reached $19 billion.

Task 3

Complete the second sentence so that it has the same meaning as the first. Write a noun or verb related to the verb or noun in the first sentence.

1. There was a 31 per cent rise in spending.
   Spending ..... by 31 per cent.

2. DVD sales dropped 14 per cent.
   There was a 14 per cent ..... in DVD sales.

3. There was a 60 per cent fall in prices.
   Prices ..... by 60 per cent.

4. The temperature increased by 15 degrees.
   There was a 15-degree temperature ..... .

5. There was no decline in sales revenue.
   The sales revenue did not ..... .

6. The population grew by 20 per cent.
   There was population ..... of 20 per cent.

Discussion

What trends do you notice in the way people spend their money in your country?

Answers

Preparation task

to go up	to go down	to stay the same
to grow	to fall	to remain at (+ number)
to increase	to drop	to be steady
to jump up	to decrease	to be unchanged
to rise	to decline	to be constant

Task 1

1. c
2. c
3. d
4. a
5. b

Task 2

1. c
2. a
3. b
4. c
5. a

Task 3

1. rose
2. drop
3. fell
4. increase
5. decline
6. growth

Pielikums 2

BRITISH COUNCIL

LearnEnglish

Writing: B2

Comparing two charts

Learn how to write about and compare two pie charts.

Before reading

Do the preparation task first. Then read the text and tips and do the exercises.

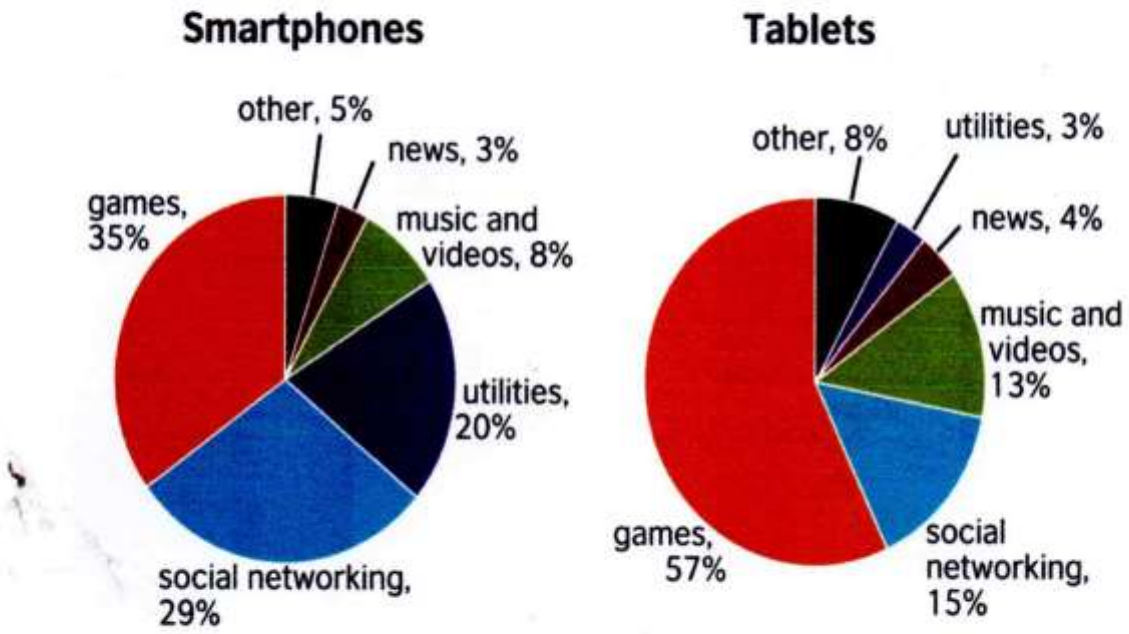
Preparation task

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary	Definition
1. ..... gaming	a. in the same way
2. ..... a purpose	b. to show
3. ..... to illustrate	c. playing video games
4. ..... a figure	d. however
5. ..... similarly	e. a number
6. ..... in contrast	f. a use

Reading text: Comparing two charts

Time spent on smartphones and tablets, by category



Overall, the two pie charts show that smartphones and tablets are used for the same purposes but to very different extents.

The first pie chart shows how people spend their time on smartphones while the second pie chart illustrates how time is spent on tablets. For both types of device, the top use is for games, but the figures differ greatly. 57% of the time spent on a tablet is given to playing games, while only 35% of the time spent on a smartphone is used for this. In contrast, smartphone users spend 29% of their time on their gadget accessing social networking sites compared with just 15% of tablet time spent on the same activity.

The third most popular use of the tablet is for consuming entertainment, with users spending 13% of their tablet time watching videos and listening to music. Smartphone users, however, dedicate only 8% of their smartphone time to such entertainment, preferring instead to spend 20% of their time on their phone accessing utilities. These can include maps, weather information and calculators.

There is a clear difference in the way people are using their smartphones and tablets. In general, while tablets are being used more for gaming and other forms of entertainment, smartphones seem to be the preferred option for tasks as well as communication with the world around us.

Please note: This page was designed for writing practice only. Information in the charts may not be accurate.

Tips

1. Before writing about the detailed figures, give an overview of what the graphs or charts represent.
2. Say precisely what the data refers to. There is a difference between, for example, a user spending 57% of *their time* on games and a user spending 57% of *their tablet time* on games. (You can write % or per cent, but be consistent.)
3. You don't need to describe all the information in the diagrams. Select the most important things.
4. Don't repeat vocabulary. Use different words and phrases with the same or similar meanings, e.g. *playing games = gaming*.
5. Use *similarly*, *in the same way* or *also* to show similarities.
6. Use *however*, *in contrast*, *but*, *while* or *instead* to show differences

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. When describing a chart or graph, start by immediately giving figures and numbers.	True	False
2. When you report data from the chart, there's no need to add too much detail about what it refers to.	True	False
3. You should describe every single figure in the charts.	True	False
4. It's a good idea to repeat useful phrases (e.g. *The first chart shows ...*) many times.	True	False
5. We should try to compare and contrast the charts, rather than talk about each one separately.	True	False
6. We can use *however*, *in contrast*, *but*, *while* or *instead* to show similarities.	True	False

Task 2

Put these words in the correct group.

in the same way	in contrast	instead	but	also
however	as well	in addition	similarly	while

Showing similarities	Showing differences

Task 3

Complete the sentences with words from the box.

Instead	Similarly	contrast
However	while	as well

1. Both tablet usage and smartphone usage are growing. ....., they are used in very different ways.
2. Fewer people watch television in the evenings now. ....., for entertainment, they use their tablets.
3. Over a quarter of time spent on smartphones is on social networking sites. In ....., only 15% of tablet time is used for social media.
4. Younger people like shopping on their tablets, but they often use their smartphones to buy things ..... .
5. Tablet users spend the majority of their time on the device playing games. ....., gaming is the top use for smartphones.
6. People use smartphones more for communication, ... tablets are preferred for entertainment.

Discussion

Do you own a smartphone and a tablet? What differences do you notice between the way you use them? Are there any similarities?

Answers

Preparation task

1. c
2. f
3. b
4. e
5. a
6. d

Task 1

1. False
2. False
3. False
4. False
5. True
6. False

Task 2

Showing similarities	Showing differences
in the same way	in contrast
also	instead
as well	but
in addition	however
similarly	while

Task 3

1. However
2. Instead
3. contrast
4. as well
5. Similarly
6. while

Pielikums 3

BRITISH COUNCIL

LearnEnglish

Writing: B2

A summary of a line graph

Learn how to describe a line graph.

Before reading

Do the preparation task first. Then read the text and tips and do the exercises.

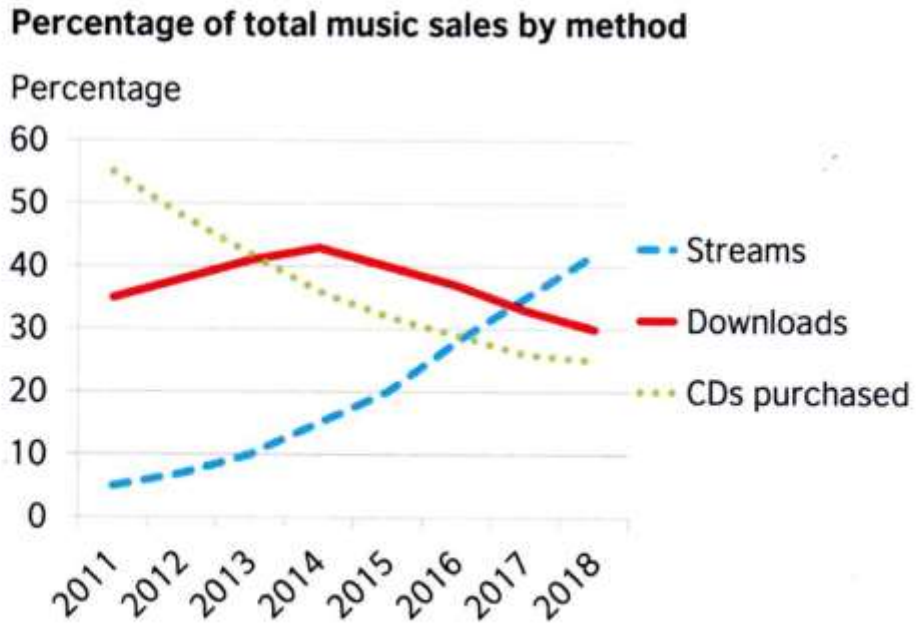
Preparation task

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary	Definition
1. ..... to account for	a. to show
2. ..... to shrink	b. to reach the highest point
3. ..... steady	c. to cause or explain
4. ..... to overtake	d. to get smaller
5. ..... to illustrate	e. regular and continuous, without sudden changes
6. ..... to peak	f. to go past something by being bigger or faster, etc.

Reading text: A summary of a line graph

The graph below shows how people buy music. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



The graph illustrates trends in music buying habits between 2011 and 2018. It presents three different methods: streaming, downloading and buying CDs.

Overall, both downloads and physical sales of music have steadily declined. The latter has slumped since 2011, while the downturn for the former began in 2014. However, there has been a sharp rise in people streaming music since 2013.

In 2011, the majority of music sales were of CDs, at 55% of all sales. In contrast, streaming was not common at all at only 5%. Also, although people had started to download music, it only represented 35% of sales. As sales of CDs began to fall, downloads started to rise. They rose steadily and downloads overtook physical sales in mid-2013. During the same period, streaming doubled to 10% but then it started to grow more dramatically.

Downloads peaked in 2014 at about 43% of sales but fell to 30% by 2018. This was slightly higher than physical sales, which shrank to 25%. Streaming, on the other hand, overtook both of them and accounted for just over 40% of sales in 2018.

Please note: This page was designed for writing practice only. Information in the graph may not be accurate.

.....

Tips

1. Change the words in the question to introduce your answer, e.g. *This graph shows = This graph illustrates.*
2. The second paragraph should give an overview of the main points the graph shows (imagine you're describing the results to someone who can't see the graph).
3. The following paragraphs should describe the main patterns or trends in more detail.
4. Use precise vocabulary like *steadily declined* and *a sharp increase* to describe trends. Use linking expressions like *while* and *in contrast* to make comparisons.
5. The question asks you only to 'Summarise the information'. Don't give reasons why these trends might have occurred, or your personal preferences on the topic.

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. Downloads and physical sales of music gradually fell after 2014.	True	False
2. There was a dramatic increase in people streaming music after 2013.	True	False
3. In 2011, the majority of music sales were downloads.	True	False
4. Physical sales overtook streaming in 2016.	True	False
5. Streaming grew steadily between 2011 and 2013.	True	False
6. Downloads reached an all-time low in 2014.	True	False
7. Physical sales reduced to 25% by 2018.	True	False
8. Streaming represented just over 40% of sales in 2018.	True	False

Task 2

Put the words and phrases in order to make sentences.

1. since 2012. have sales Overall, steadily declined
2. rose In downloads contrast, 5%. by
3. a rise 2000. saw in dramatic Sales
4. 2012. a in Downloads peak reached
5. both overtook downloads and physical sales. Streaming
6. of just over accounted for in 2012. 10% sales Downloads

Task 3

Complete the sentences with words from the box.

overtook	dramatically	steadily	peaked
shrank	sharp	doubled	contrast

1. Sales of PCs ..... increased from 1984 to 2010. (in a gradual and regular way)
2. Smartphone sales ..... PC sales in 2010. (went past)

3. There was a ..... rise in smartphone sales between 2009 and 2015. (sudden and dramatic)
4. PC sales ..... in 2010. (reached their highest point)
5. Smartphone sales continued to grow ..... from 2010 to 2013. (suddenly and obviously)
6. In ....., PC sales started a slow decline around the same time. (on the other hand)
7. PC sales ..... as the popularity of the smartphone grew. (got smaller)
8. Smartphone sales ..... in five years, then continued to increase dramatically. (became twice as many)

Discussion

- What are the trends in the way you have been buying and listening to music over the last five to ten years?

Answers

Preparation task

1. c
2. d
3. e
4. f
5. a
6. b

Task 1

1. True
2. True
3. False
4. False
5. True
6. False
7. True
8. True

Task 2

1. Overall, sales have steadily declined since 2012.
2. In contrast, downloads rose by 5%.
3. Sales saw a dramatic rise in 2000.
4. Downloads reached a peak in 2012.
5. Streaming overtook both downloads and physical sales.
6. Downloads accounted for just over 10% of sales in 2012.

Task 3

1. steadily
2. overtook
3. sharp
4. peaked
5. dramatically
6. contrast
7. shrank
8. doubled

Pielikums 4

Task 2
***Essay** (20 points)*
You should spend about 55 minutes on this task.
Write between 250 – 300 words.

You have decided to participate in an international youth newspaper's essay competition. Study the sources provided. In your essay:

- describe the issue raised in both sources;
- propose and support at least 2 solutions to the problem;
- come to a conclusion.

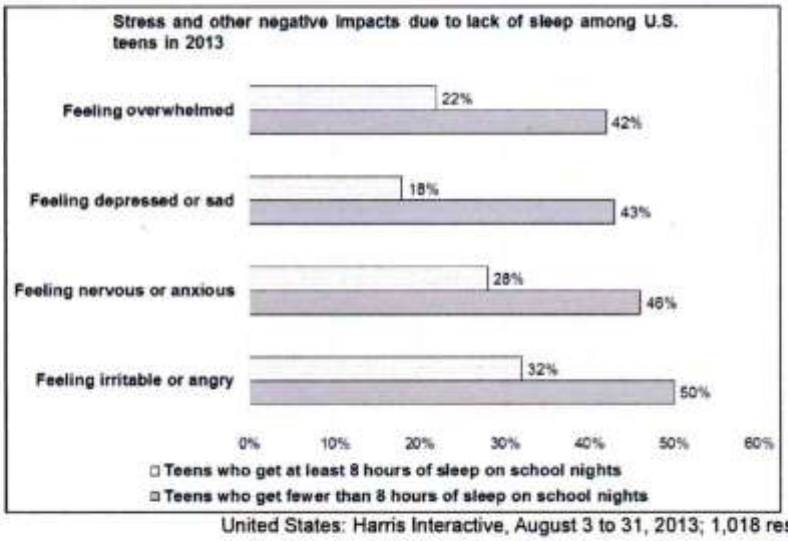
Do not forget to use "inverted commas" if you decide to quote a phrase from the input text.

Source 1:

Research on adolescent development stresses the need for sleep, playtime, downtime, and family time. However, many teenagers struggle to find enough time to fit these essential activities into busy schedules full of extracurricular and school activities, tutoring outside of school, demanding homework, chores, family responsibilities, paid work, and travelling to school. As a result, students report getting an average of only six and a half hours of sleep each night.

(adapted from www.ascd.org)

Source 2:



United States: Harris Interactive, August 3 to 31, 2013; 1,018 respondents 13-17 years

(adapted from www.statista.com)

Notes

Pielikums 5

Paper 4

Task instructions:
You are taking part in an English debate club discussion on communication problems. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.
Study the material provided below (the content and arguments) in order to plan your talk.
You have 5 minutes to plan your talk. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

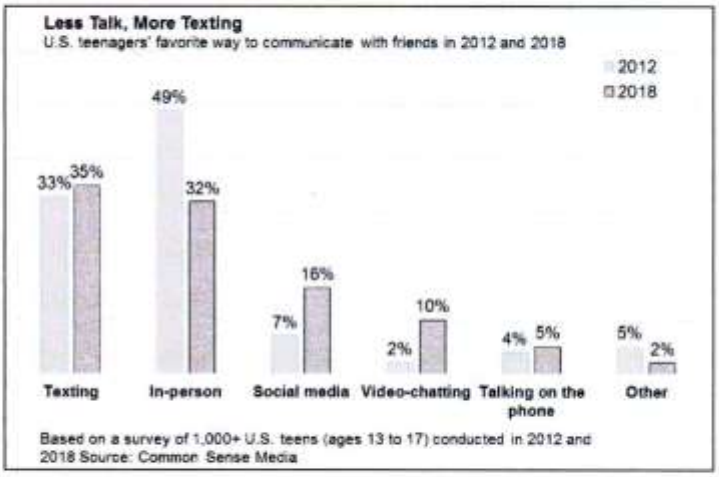
- formulate the issue raised in the material;
- compare the information provided in the material;
- state your opinion on the issue;
- support your opinion with at least two arguments, including reasons and examples;
- come to a conclusion.

Source 1:

In the previous generation, teens were either on the phone having conversations and learning a communication skill, or hanging out in person. Though it looked aimless, these interactions actually were necessary to learn how to communicate. Today's teens have communication problems due to social media because they aren't "experimenting, trying out skills, and succeeding and failing in tons of real-time experience." Without real-time interaction, social ties are weak, lacking the depth of face-to-face meetings and the benefit of instant feedback which people receive when they speak.

(adapted from https://tametheteen.com)

Source 2:



(adapted from www.statista.com)