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SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH

NGUYỄN THỊ HỒNG HÀ - NGUYỄN THỊ THU HOÀI

ENGLISH WRITTEN PROFICIENCY
ADVANCED 2
PART 1 WRITING

GIÁO TRÌNH
BÚT NGỮ TIẾNG ANH CAO CẤP 2
PHẦN 1 KỸ NĂNG VIẾT
COURSEBOOK

Sách tặng

NGUYỄN
HỌC LIỆU

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NHÀ XUẤT BẢN ĐẠI HỌC THÁI NGUYÊN

NGUYỄN THỊ HỒNG HÀ, NGUYỄN THỊ THU HOÀI
(Đồng chủ biên)

GIÁO TRÌNH
BÚT NGỮ TIẾNG ANH
CAO CẤP 2
(Phần 1: Kỹ năng viết)

NHÀ XUẤT BẢN ĐẠI HỌC THÁI NGUYÊN
NĂM 2016

MÃ SỐ: 10 - 72
ĐHTN - 2016

PART 1:

DESCRIBING GRAPHS, CHARTS AND TABLES

UNIT 1: INTRODUCTION TO GRAPHS, CHARTS AND TABLES

LEAD-IN

Activity 1: Study the table below, and then answer the questions.

Immigrants to the United States, 1870*		↑ = 10,000 immigrants
Country of Origin	Number of Immigrants	
Canada	↑ ↑ ↑ ↑ ↑ ↓	
China	↑ ↓	
Germany	↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑	
Great Britain	↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↓	
Ireland	↑ ↑ ↑ ↑ ↑ ↓	
Italy	↓	
Scandinavia	↑ ↑ ↑	

*Selected Countries Source: Historical Statistics of the United States: Colonial Times to 1970

1. What does each symbol of a person represent?
.....
2. About how many immigrants from Great Britain came to the United States in 1870?
.....
3. From which country did the largest group of immigrants arrive in 1870?
.....
4. Using the blank table below, create a table based upon the information above.

1. Understanding the task

This task asks you to describe some information presented in a visual format (graph, chart, or table). The MAIN features given in the graph, chart or table must be reported in your description. You must:

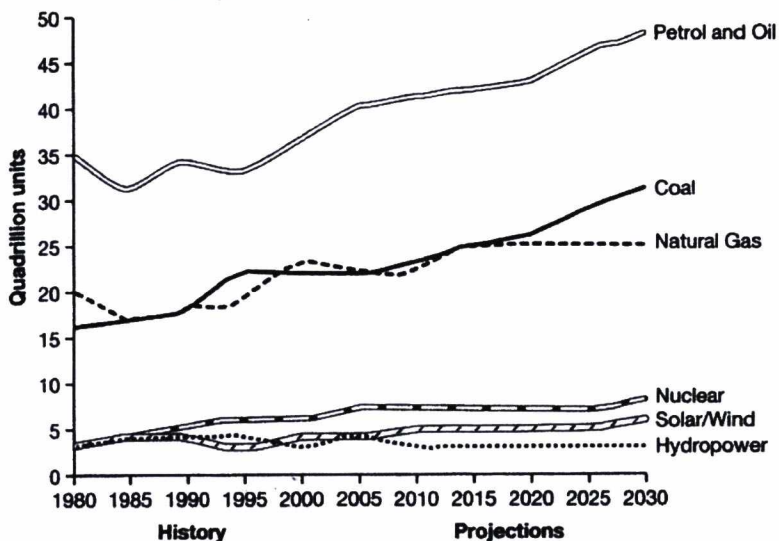
- objectively describe the information given to you
- avoid giving your opinion in the report
- write in the appropriate formal style for each situation
- organize your writing in a good standard manner
- use appropriate language and ideas

Sample task:

The graph below gives information from a 2008 report about consumption of energy in the USA since 1980 with projections until 2030.

Summarise the information by selecting and reporting the main features, and making comparisons where relevant.

U.S. Energy Consumption by Fuel (1980–2030)



Sample answer:

The line graph shows energy consumption by fuel type in the United States from 1980-2008, with projected use until 2030.

Overall, fossil fuels have been the dominant type and will continue this trend in to the future. Nuclear and renewable energy sources have represented a small but significant proportion of total energy use and despite small projected gains; it is projected that they will continue doing so.

Petrol and Oil command the biggest share with 35 quadrillion units (35q) in 1980, rising to approximately 40q in 2008 and this trend is set to continue with a projected value of nearly 50q in 2030. In 1980 natural gas and coal came in second and third, with around 16q and 20q respectively. However, coal overtook natural gas in 1990 and despite some fluctuation, is set to be the second most used fuel in 2030 with just over 30q. It is predicted that natural gas will level off and remain relatively constant at about 25q.

Nuclear and the renewable energies all represented around 4q in 1980 and fluctuated up until 2008. It is speculated that nuclear energy will reach 10q by 2030 and solar/wind around 5q, with hydropower dropping and then remaining constant at approximately 2q.

Activity 2: Read the sample report above and answer the following questions:

1. How many parts are there in the passage?
2. What is the main content of each part?
3. What tenses are mainly used in the sample report? Why?

2. Understanding charts or tables

The first things you should do when you get the task:

- read the question *twice* carefully
- look at the chart or table very carefully until you are sure what it shows – and what it doesn't show.

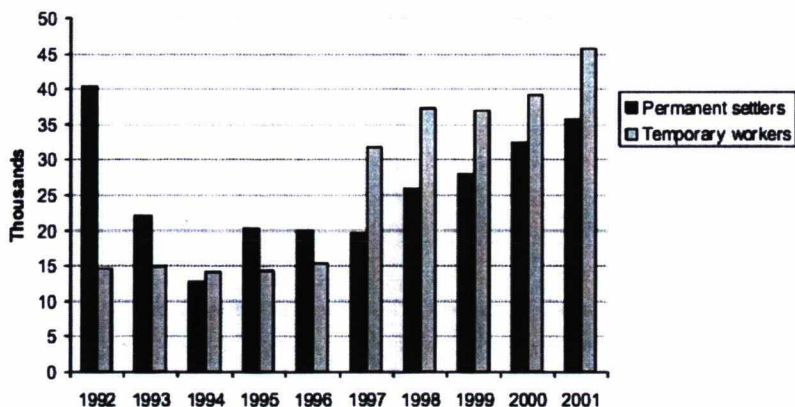
There are three important things to look at in a bar chart or a line graph before you write:

- The **title** of the chart – this will tell you what is being shown overall and it usually gives the time period that it represents (e.g. 1980 – 2000)
- The titles of the vertical or horizontal **axes** – these will tell you what the units of measurement are (e.g. centimeters, kilos, euros...) and what groups are being compared.
- The **key** or legend (if there is one) – this will tell you what groups or time periods are shown.

[Tip: The titles and labels on the chart/table also give you useful vocabulary to use in your description]

Activity 3: Look at this chart and decide if the statements below are true (T) or false (F) according to the information shown, or if it is impossible to tell (I).

Inflow of foreign workers into Australia 1992-2001



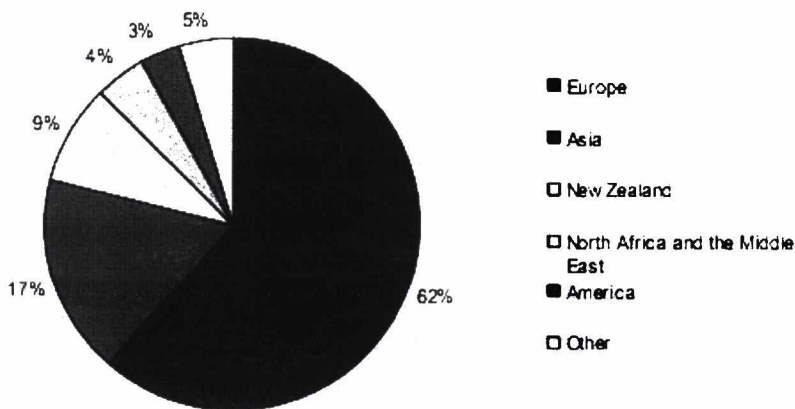
1. The chart shows how many Australians traveled abroad for work between 1992 and 2001.
2. The chart shows the numbers of workers immigrating into Australia between 1992 and 2001.
3. The total number of immigrants into Australia in 1992 was about 54 thousand.
4. The chart compares two types of foreign worker.
5. 40 percent of foreign workers who came to Australia in 1992 were permanent settlers.
6. The total number of permanent foreign workers in Australia in 1995 was about 34 thousand.
7. Just under 15 thousand temporary foreign workers entered Australia in 1992.
8. In 2001 fewer temporary workers arrived than workers who were permanent settlers.

Remember that you have to do the following when you first look at a table or a pie chart:

- Check dates to see what the time period is
- Check what the units of measurement are
- Decide what the most important information is
- Decide what details are not so important
- Make comparisons between important figures
- Round figures up or down when possible

Activity 4: Look at the pie chart below and look for all the things in the list above.

Immigrant labour force in Australia by region or country of birth, 1991



3. Using appropriate language

Activity 5: Now complete the text with phrases, words and numbers from the box.

1991 a fifth a tenth four major it second largest
smaller smallest the third largest three (x2) two third

The chart shows the different nationalities that made up the immigrant work force in Australia in 1..... It is clear from the chart that there were 2..... main groups of workers: Europeans, Asians and New Zealanders. Only a relatively small number of workers were from other regions.

The 3..... of foreign workers came from Europe. In fact, nearly 4..... of all immigrant workers were of European origin. The 5..... group of foreign workers in the labour force were Asians. They represented just under 6..... of the immigrant labour force. New Zealanders, who made up almost 7..... of the foreign work force in that year, were 8..... group.

The number of workers from other nationalities was much 9..... Workers from North Africa and the Middle East, for example, were only 10..... per cent on the whole foreign labour force. The 11..... nationality group, however, were Americans. These represented only 12..... per cent of all foreign workers in Australia in 1991.

4. Distinguishing static/dynamic charts and using suitable tenses

The pie chart in the previous part (3) showed the situation at one point in time. This kind of chart is called static chart. When you describe a static chart you only need to use simple tenses (present simple or past simple)

Activity 6: Look again at the description you completed in the previous part (3) and underline all the verbs in past simple.

The chart below compares the size of the immigrant workforce in Australia in 1991 with that of 2001. In other words, it shows change over time. This kind of chart is sometimes called a dynamic chart. To describe dynamic charts, you need to use a variety of tenses, such as:

- simple past – *Between 1991 and 2001, the population increased.*
- past perfect – *By 2001, the population had increased.*