



DESCRIBING TRENDS
VOCABULARY AND WORD ORDER
PART III

DESCRIBING TRENDS

UP ↗

rise (v) *Production costs **rose** to their highest level of the year in July.*

rise (n) *There was a **rise** in production costs to the highest level of the year in July.*

go up (v) *Between 1900 and 2000, the population **went up** by over a million people.*

grow (grew, grown) (v) *The number of first-time users **grew** rapidly in 2015.*

growth (n) *There was a rapid **growth** in the number of first-time users in 2015.*

increase (v) *The numbers of cyclists **increased** between 2005 and 2010.*

increase (n) *There was an **increase** in the number of cyclists between 2005 and 2010.*

DOWN ↘

decline (v) *The construction of new homes **declined** for ten years in succession.*

decline (n) *There was a **decline** in the number of new homes for ten years in succession.*

go down (v) *After a brief rise, imports **went down** again.*

decrease (v) *Average test scores **decreased** at three of the schools.*

decrease (n) *There was a **decrease** in test scores at three of the schools.*

drop (v) *In 2008, foreign investment **dropped** by over 20%.*

drop (n) *In 2008, there was a **drop** in foreign investment of over 20%.*

fall (fell, fallen) (v) *The number of overseas students **fell** in 2013.*

fall (n) *There was a **fall** in the number of international students in 2013.*

SAME →

stay the same *The company's market share **stayed the same**.*

remain constant *For three months, the percentage **remained constant**.*

Plateau *There was a **plateau** of the oil price from 1985 to 1990.*

UP AND DOWN ↗ ↘

fluctuate (v) *The number of seasonal workers employed by the company **fluctuates** each year.*

fluctuation (n) *There have been **fluctuations** in the number of seasonal workers employed by the company.*

go up and down (v) *Fares **have gone up and down** over the last few months.*

ADVERBS AND ADJECTIVES

UP OR DOWN QUICKLY ↑↓

rapidly (adv) *The number of smartphones in use has risen **rapidly** over the last ten years.*

rapid (adj) *In this decade, there was a **rapid** increase in smartphone use.*

suddenly (adv) *Employment figures dropped **suddenly** during the following ten years.*

sudden (adj) *The next decade saw a **sudden** decrease in employment figures.*

sharply (adv) *The price of textbooks rose **sharply**.*

sharp (adj) *There was a **sharp** rise in the price of textbooks.*

dramatically (adv) *Exports fell **dramatically** last year.*

dramatic (adj) *There was a **dramatic** fall in exports last year.*

significantly (adv) *Property taxes rose **significantly** in 2014.*

significant (adj) *There was a **significant** rise in property taxes in 2014.*

steeply (adv) *The number of people attending the event increased **steeply** in 2013.*

steep (adj) *The year 2013 saw a **steep** increase in the number of people attending the event.*

major (adj) *A **major** expansion of the company's marketing department is expected in the next few years.*

UP OR DOWN MORE SLOWLY ↗↘

steadily (adv) *The number of tourists visiting the park rose **steadily**.*

steady (adj) *The park experienced a **steady** increase in the number of tourists.*

gradually (adv) *The population of the province **gradually** declined.*

gradual (adj) *There was a **gradual** decline in the population of the province.*

slightly (adv) *Bus fares may go up **slightly**.*

slight (adj) *A **slight** increase in bus fares is expected.*

minor (adj) *There were **minor** fluctuations in the value of raw materials.*

PREPOSITIONS OF TIME

at (+ time of day) *at noon; at 8 a.m.*

on (+ date/day of the week) *on 1st October; on Mondays*

in (+ month/season/year/decade/century) *in June; in the summer; in 2014; in the 1990s; in the 21st century*

for (a period of time) *for ten years; for the next several months*

by (before or at a specific point in time) *by 10th April; by the end of 2016*

until (up to a certain point) *until December 31; until 2020; until the beginning of 2014*

from ... to/between ... and (starting points and ending points) *from 2001 to 2015; between 1st January and 31st June*

before/after (+ point in time) *before 5:00 p.m.; after the 19th century*

around (+ period of time or point in time) *around 1997; for around six months*

during (for the duration of a period of time) *during the 1980s; during the winter; during April*

INTRODUCTORY VERBS

Indicate The graph *indicates* the growth in the service sector and the decline in the manufacturing sector.

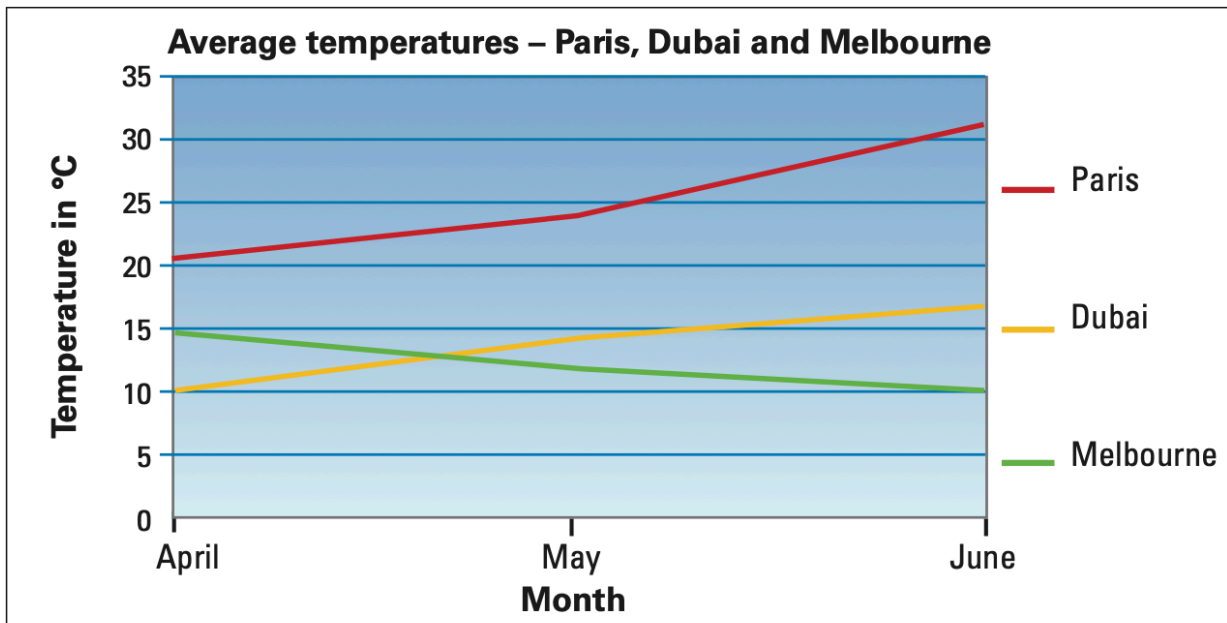
Show This graph *shows* how two programs performed over a ten-year period.

Compare The graph *compares* changes in the annual rainfall in four cities.

Provide/Give information .*Information* in this graph *is provided/is given* about the gradual growth of productivity for several firms.

Provide data This graph *provides data* about three trends: ... , ... , and

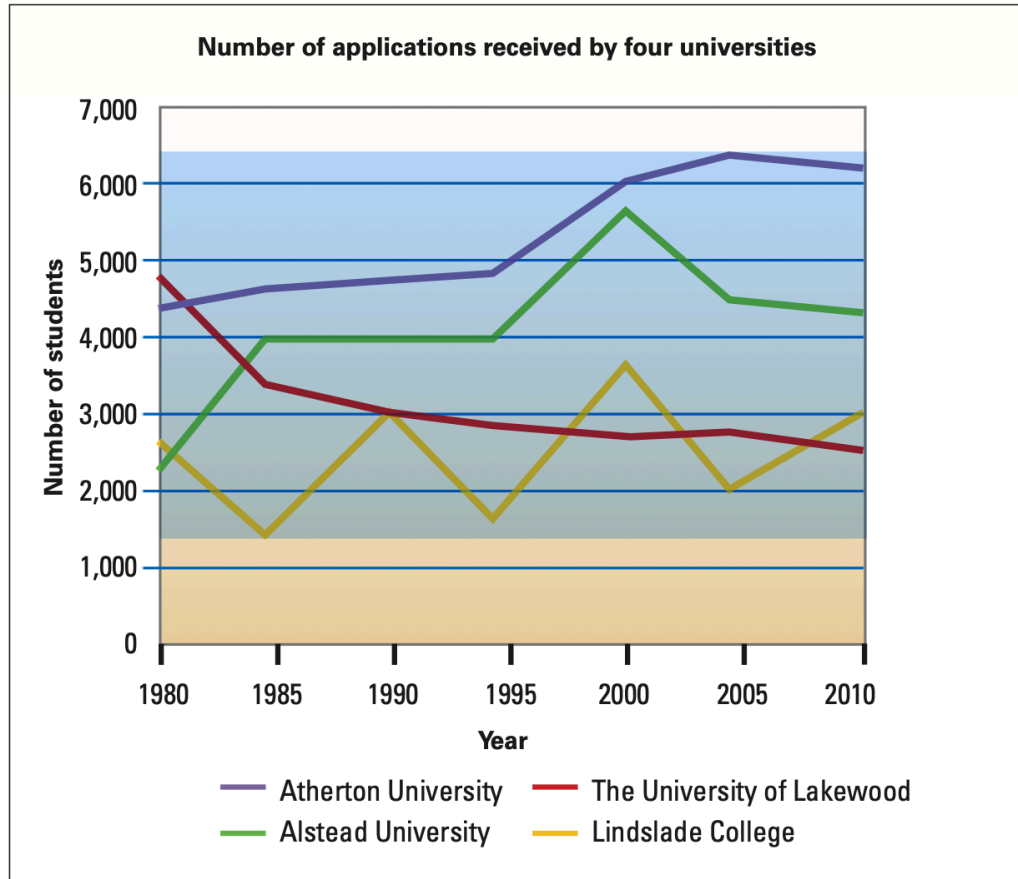
Look at the title and the graph about average temperatures in Paris, Dubai and Melbourne, write four introductory sentences about the graph.



Example answers

1. This graph **shows** the average temperatures in three cities over a two-month period.
2. This line graph **compares** the temperatures of three different cities over a period of two months.
3. Information in this graph **is provided** about temperatures in Paris, Dubai and Melbourne over a period of two months.
4. The graph **provides** data about temperatures in degrees Celsius in three cities over a period of two months.

Look at the graph about the number of university applications. Write sentences with the words in brackets. To write about main trends or important points.

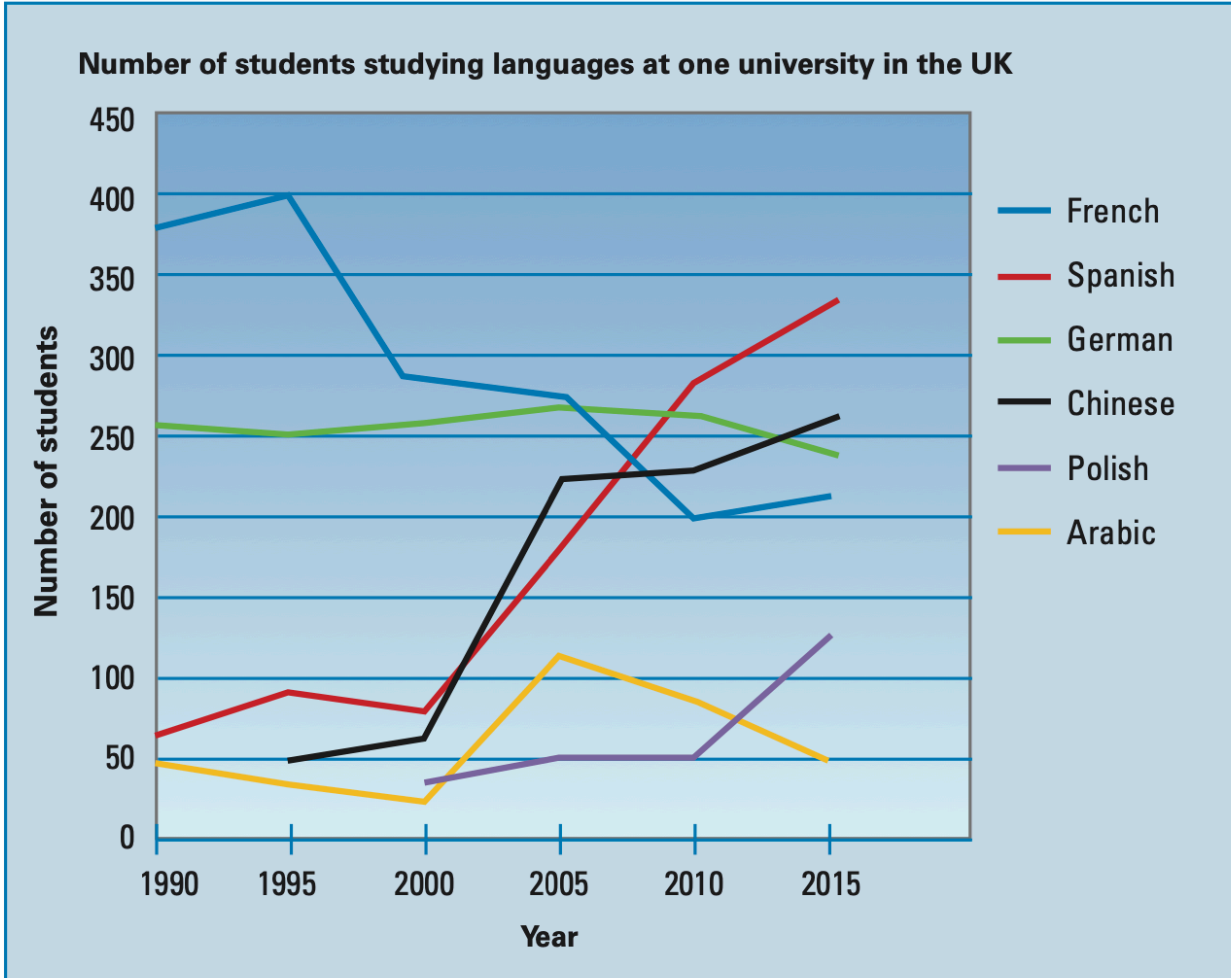


1. (rise / from ... to)
2. (climb to)
3. (fall to / in)
4. (a decline in / during)
5. (fluctuate / between ... and)
6. (level off (remain at a steady level after falling or rising)/ around)
7. (reach a peak / around)
8. (drop / after)
9. (stay the same / from ... to)

Example answers

1. The number of applications received by Atherton University **rose** from 1980 to 2005.
2. The number of applications received by Atherton University **climbed to** its highest figure (over 6,000) by about 2005.
3. Applications to The University of Lakewood **fell to** their lowest numbers in 2010.
4. There was **a decline in** applications during the 1980s at The University of Lakewood.
5. Applications to Linslade College **fluctuated** between 1980 and 2010.
6. Student applications to Alstead University started to **level off** around 1985.
7. Applications to Alstead University **reached a peak** around 2000.
8. Application numbers to Alstead University **dropped** after 2000.
9. The number of applications to Alstead University **stayed the same** for ten years from 1985 to 1995

Look at the graph about students studying languages at university. Write two sentences about each language



Example answers

French

- Interest in studying French reached a peak in 1995.
- There was a steady decline in the number of students studying French from 1995 to 2010.

Spanish

- During the early 1990s, interest in studying Spanish went up slightly, then declined gradually.
- A dramatic increase in the number of students taking Spanish classes took place from 2000 to 2015.

German

- During this entire period, the number of students learning German almost remained the same.
- There was a slight drop in the number of students learning German after 2010.

Chinese

- Between 2000 and 2005, the number of students enrolled in Chinese classes soared. While after 2005, it increased more gradually.
- After 2005, the number of students enrolled in Chinese classes increased more gradually .

Polish

- The number of students learning Polish went up slowly from 2000 to 2005.
- The numbers rose suddenly beginning from 2010.

Arabic

- Interest in taking Arabic classes reached its lowest point in 2000.
- The number of students that interest in learning Arabic grew sharply between 2000 and 2005.

DESCRIBING PROJECTIONS

Some line graphs make predictions about the future. When you are describing a projection, you should use language that indicates that these activities take place in the future and that the data is uncertain.

might + infinitive *The costs of doing business in Country B **might rise** next year.*

may + infinitive *Government revenues **may go down** again during the next quarter.*

will + probably + infinitive *According to the graph, the number of websites **will probably double** over the next few years.*

Is + probably + going to + infinitive *There **is probably going to be** an increase in the number of television dramas this autumn.*

noun + is predicted *A sudden **increase in tourism is predicted**.*

is predicted + to + infinitive *The number of tourists **is predicted to rise**.*

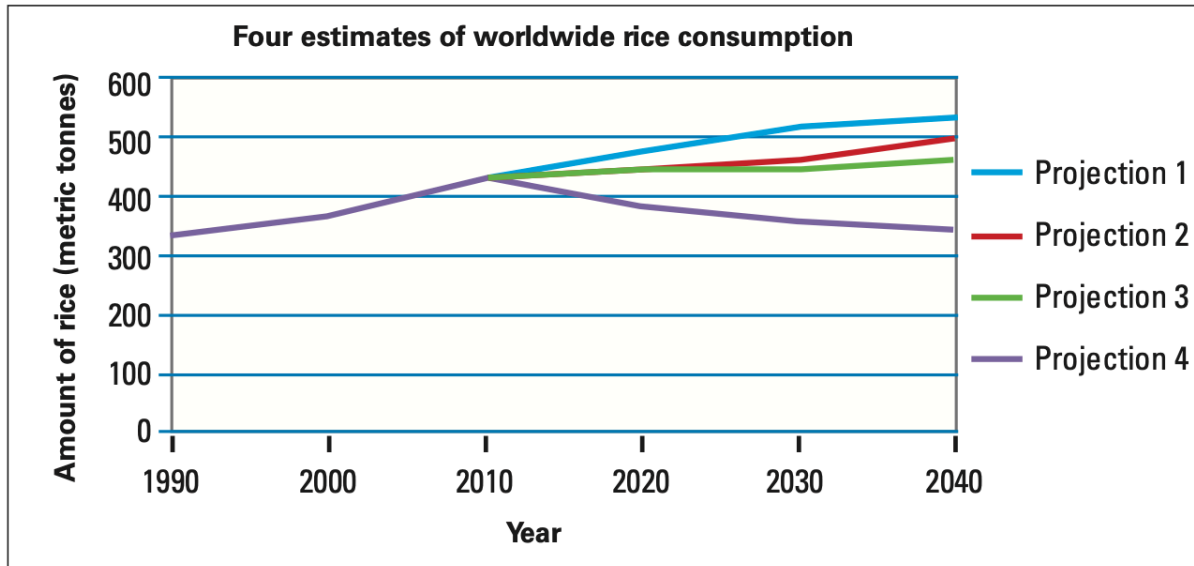
noun + is expected *A decline in the **average age is expected**.*

noun + is expected + to + infinitive *The **average age is expected to go down**.*

It is expected that + clause ***It is expected that** the average age will decrease.*

Look at the graph showing worldwide rice consumption. Write sentences about the four projections.

520 metric tonnes.



Example answers

- According to Projection 1, rice consumption around the world is expected to grow to over 520 metric tonnes.
- Projection 2 shows there is probably going to be a slow increase in rice consumption in the next 25 years.
- Projection 3 shows that there will probably be a very slight increase in rice consumption from 2020 to 2040.
- According to Projection 4, rice consumption is predicted to fall steadily over the next 30 years.

The graph starts with an overview that highlights the key information presented in the graph.

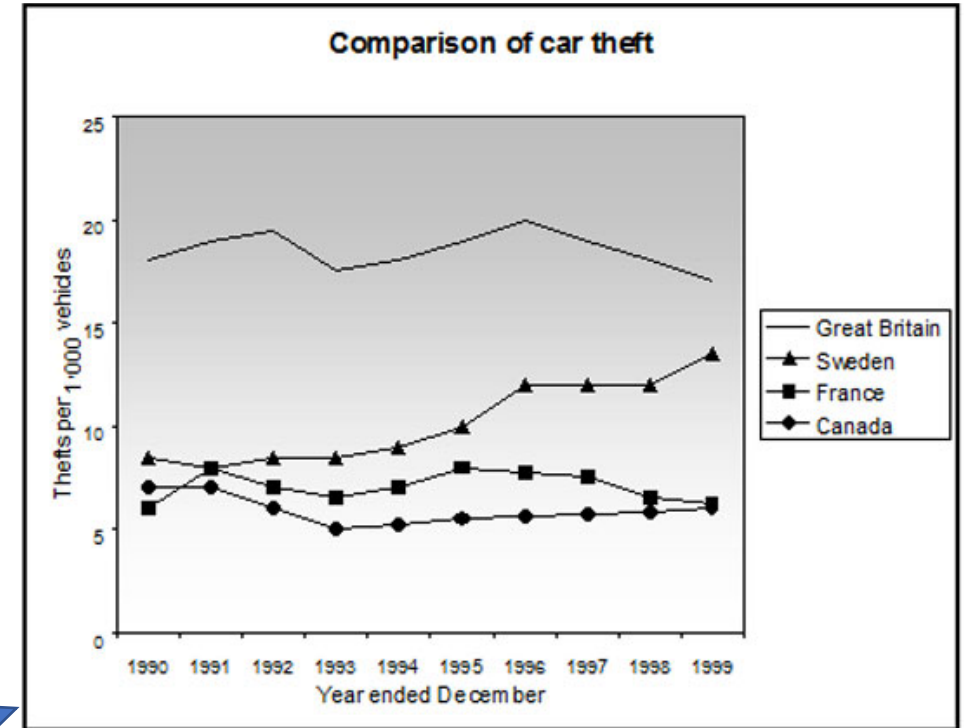
The line graph shows thefts per thousand vehicles in four countries between 1990 and 1999.

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

The line graph compares the number of cars stolen for every 1000 vehicles in four countries from 1990 to 1999. Overall, it can be seen that car thefts were far higher in Great Britain than in the other three countries throughout the whole time frame.

To begin, car thefts in Sweden, France and Canada followed a fairly similar pattern over the first five years, all remaining between 5 and 10 per thousand. The general trend though for France and Canada was a decline in the number of vehicles stolen over the period, with both at around 6 in 1999. In contrast, Sweden experienced an upward trend, starting the period at approximately 8, and finishing at just under 15.

Interestingly, car thefts in Great Britain started at 18 per thousand, which far exceeded that of the other countries. It then fluctuated over the next nine years, reaching a peak of 20 thefts per 1000 in 1996, and ending the period slightly lower than where it began, at approximately 17 per thousand.



It has been **organised** very clearly around the main trends.

The first body paragraph describes Sweden, France and Canada together as they follow a very similar pattern,

whereas Great Britain is discussed separately in the second body paragraph as this follows a very different pattern.

Pie Chart

Writing About Percentages

When you deal with pie charts you nearly always have to write about percentages. Here are some useful sentence structures/ phrases for describing percentages:

- *The largest proportion was for _____, accounting for ___% of the total.*
- *The smallest proportion was for _____, accounting for ___% of the total.*
- *The amounts of _____ and _____ were similar, making up ___% and _____% respectively.*
- *_____ had the lowest amount of sales at ___%.*
- *_____ had the highest amount of sales at ___%.*
- *Regarding _____, little change could be seen with a difference of just ___%.*
- *As regards _____, there has been a huge change over the years*

Percent or per cent

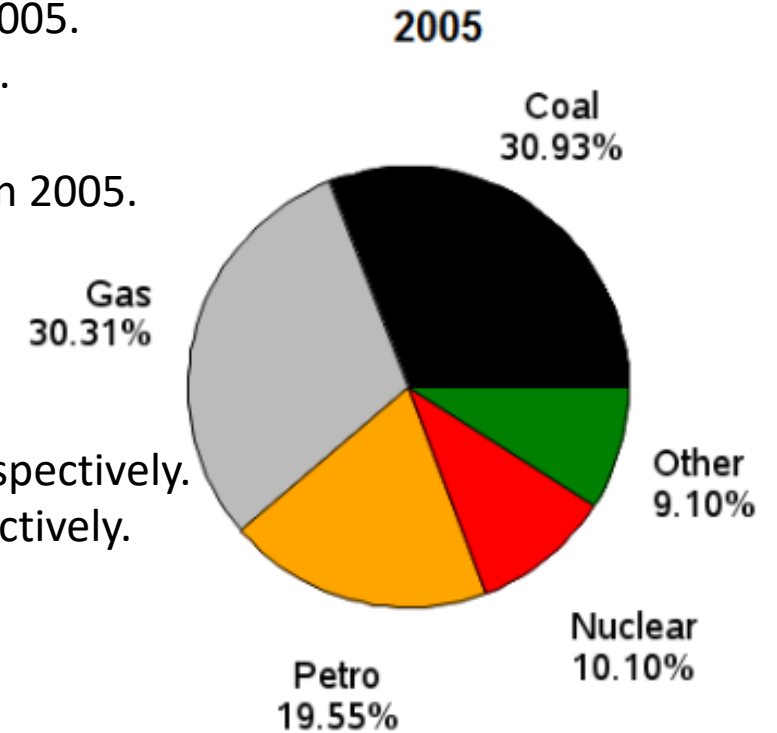
- Energy produced by petrol **accounted for** 19.55 percent of the total energy in 2005.
- Energy produced by nuclear **made up** 10.10 percent of the total energy in 2005.
- Energy produced by coal **constituted** 30.93 percent of the total energy in 2005.
- Energy produced by other sources **comprised** 9.10 percent of the total energy in 2005.
- Gas **accounted for** 30.31% of the energy production in 2005.

To Talk About Two Percentages

- In 2005 coal and gas accounted for 30.93% and 30.31% of energy production respectively.
- The amounts of coal and gas were similar, making up 30.93% and 30.31% respectively.
- In 2005 coal and gas accounted for 61.24% collectively.
- Coal had the highest amount of energy production at 30.93%.

Percentage

- The percentage of energy produced by gas was 30.31% in 2005.
- The chart illustrates the percentage of electricity generated by fuel type in 2005.



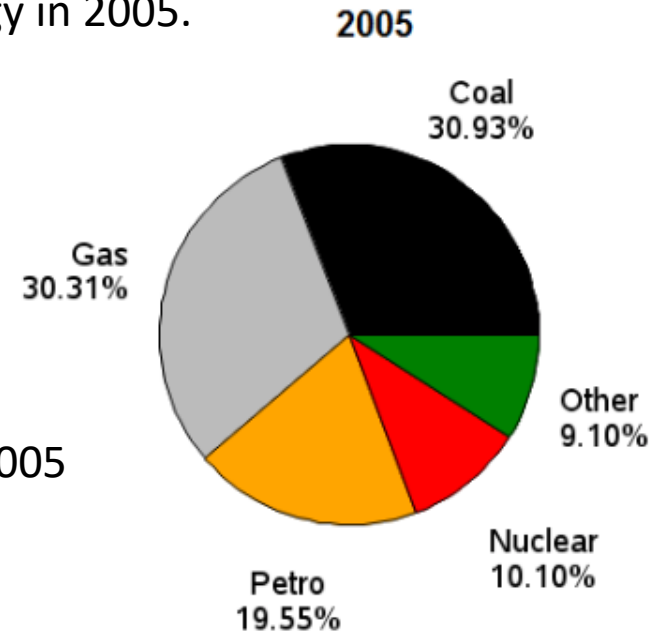
To Compare

Energy produced by **Nuclear** *accounted for small percentage* of the total energy in 2005.

Small percentage
Large fraction
segment

Energy produced by -----*accounted for* ----- of the total energy in 2005
Than -----.

Smaller percentage
Larger fraction
segment



This table presents some examples of how you can change percentages to fractions or ratios:

Percentage	Fraction
10%	one in ten
20%	a fifth
25%	a quarter
33%	A third
40%	two-fifths
50%	half
60%	three-fifths
75%	three-quarters
80%	four-fifths
Dropped by 50%	To be+ halved

Examples

1. According to the pie chart ----- of imports came from India. (75%)
2. Oli accounted for ----- of electricity production. (80%)
3. Production of TVs ----- in the period between 2012 and 2014. (dropped by 50%)
4. ----- people prefer to take the bus. (10%)

Change percentages to other phrases

Percentage	proportion / number / amount / majority / minority
75% - 85%	a very large majority
65% - 75%	a significant proportion
10% - 15%	a minority
5%	a very small number

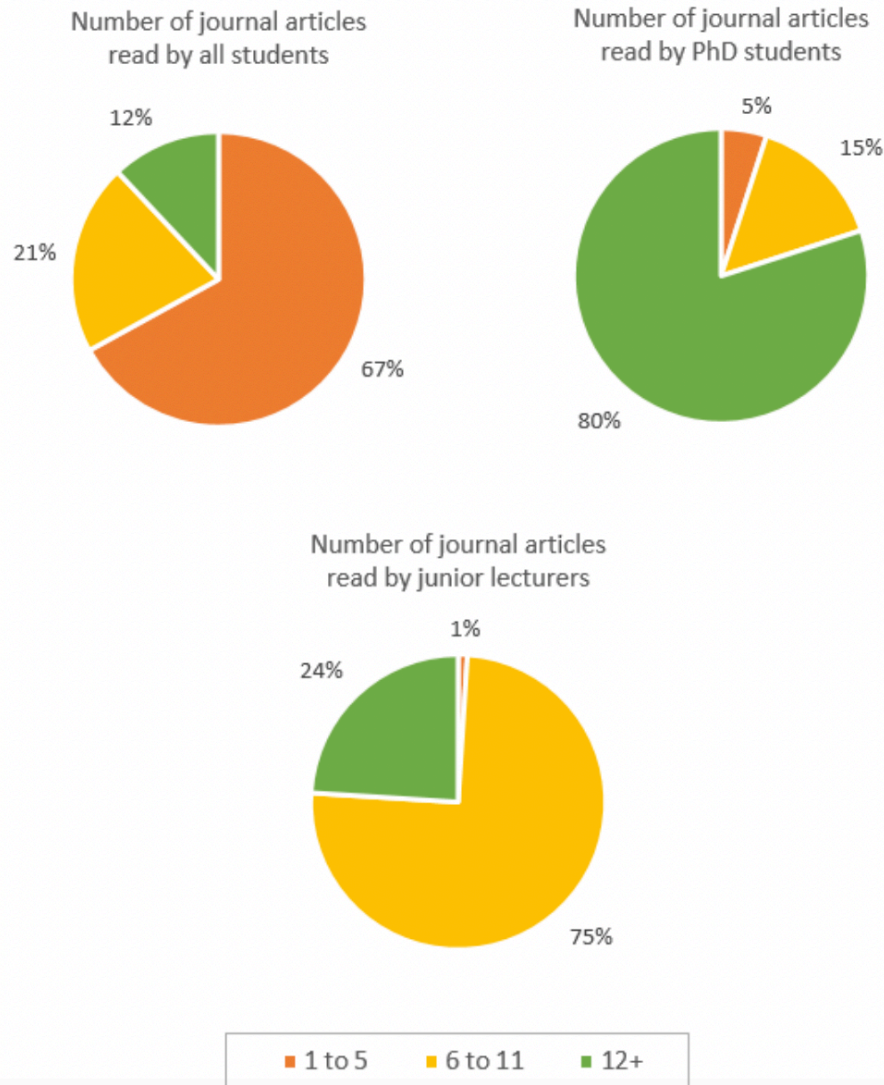
Qualifiers to make sure that description remains accurate

Percentage	Qualifier
12%	Slightly more than one in ten
15%	Less than a fifth
23%	Less than quarter
28%	Slightly more than a quarter
32%	almost /just under /below a third
35%	just over /above /approximately three quarters
49%	nearly a half
51%	just over/above half

1. -----People said that driving to work was safer than cycling. **(11%)**
2. ----- Of people stated that they cycled to work because they did not have to worry about parking. **(15%)**
3. The proportion of people stating that they cycled to work to reduce pollution stood at ----- . **(32%)**
4. Mobile calls showed a gradual rise of ----- from 2000 to 2001. **(23%)**

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.

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



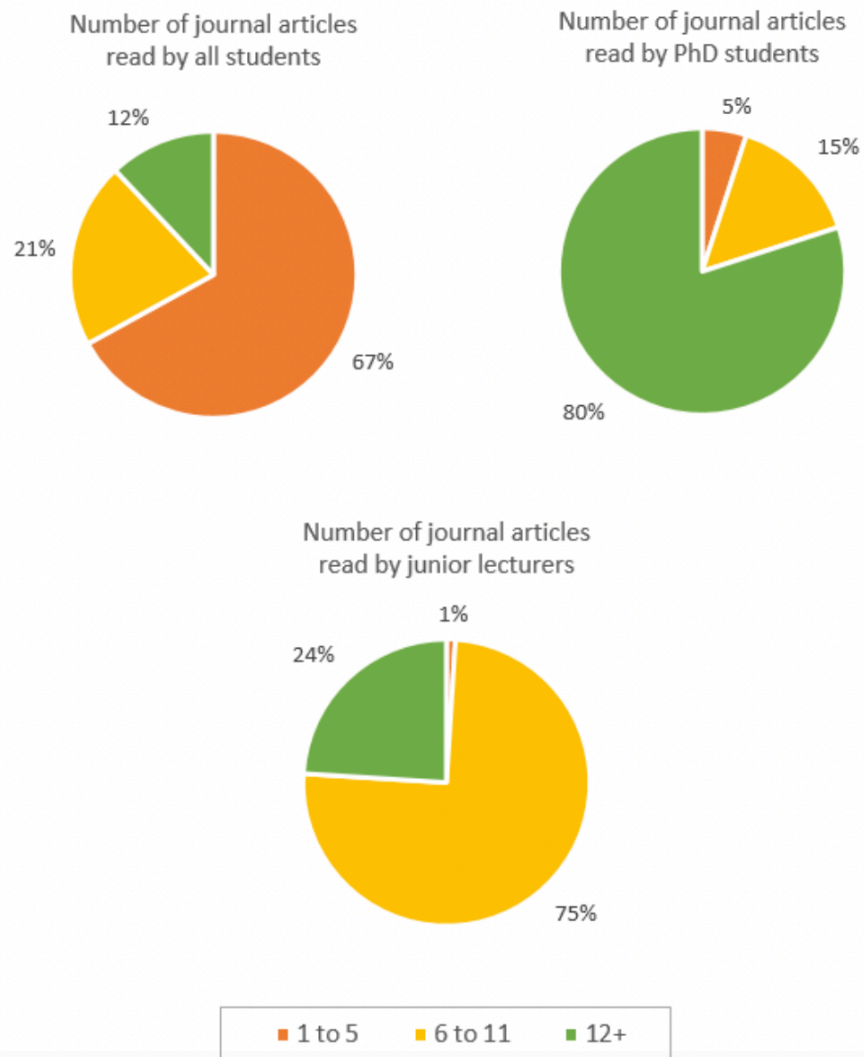
Guide

The pie charts describe the proportions of each group reading particular numbers of articles each week.

- The numbers on each pie chart represent percentages of people.
- The box at the bottom of the pie charts shows the number of articles read each week. There are three separate categories.
- For all students, the most noticeable feature is that the majority read 1-5 articles. For PhD students, the most noticeable feature is that the majority read twelve or more articles per week. For junior lecturers, the most noticeable feature is that the majority read 6-11 articles per week.
- In general, most students read between one and five articles a week. Most PhD students read more articles than other students and junior lecturers. A tiny minority of junior lecturers read only 1-5 articles per week.

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.

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



The three pie charts illustrate how many articles from academic journals are read weekly by PhD students and junior lecturers compared to other students at an Australian university.

For example, the overwhelming majority of those studying doctorates read at least twelve articles per week in comparison with the average student. The figures were 80 % and 12% respectively.

Furthermore, only five per cent of PhD level students read between one and five articles, whereas the average for all students in this category is 67 per cent.

Meanwhile, for junior lecturers the pattern appears to be slightly different. Most read six or more articles per week (99 per cent), but out of this total 24 per cent read twelve or more, which is almost a third of the corresponding figure for PhD level students.

It is obvious that those students who are researching for a PhD read more articles than either junior lecturers or other students.