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Методичні вказівки з англійської мови для студентів 1 курсу

INFORMATION SEARCHING AND PROCESSING

English learner guide for 1st year students

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Кафедра іноземних мов

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TO THE STUDENT

Information searching skills are very important both for your studies and your future professional life. It is equally important to process the information obtained so that it can be shared with your audience.

Studying Section 1, devoted to language varieties, you will be able to compile basic information about such phenomena as dialect, register, jargon, slang, pidgin, creole, and also national varieties of English – British and American English.

The focus of Section 2 is the process description, which is a very important skill four your research work and public presentation.

In Section 3, five top-rated London's attractions are presented, and you are given a chance to search for a piece of interesting information about the place you live to share it with others.

Section 4 is devoted to describing a line graph: at first, its types and characteristics are considered, after which a special attention to the vocabulary and grammatical structures commonly used for a line graph description is paid.

Having learned the materials proposed, you will significantly improve your information searching skills and develop the ability to process information, and consequently to logically describe the stages of the production process, select main features, and present the main trends in a summary.

1. SEARCHING FOR INFORMATION: LANGUAGE VARIETIES

1.1. Language varieties

Task **Read the text given below. Which language varieties (in your opinion) are commonly used? Give your reasons.**

Language variety is a general term for any distinctive form of a language or linguistic expression. There are different kinds of language varieties: dialect, register, jargon, slang, pidgin, creole, etc. To understand the meaning of language varieties, it's important to consider how they differ from **standard English** used in most public discourse and in the regular operation of social institutions (news media, government, legislative bodies, schools and universities).

A dialect is a regional variety of a language distinguished by pronunciation, grammar, and vocabulary. Certain dialects have gained negative connotations in the U.S. as well as in other countries; the term **dialect prejudice** refers to discrimination based on a person's dialect or way of speaking.

Register is defined as the way a speaker uses language differently in different circumstances. Think about the words you choose, your tone of voice, even your body language. You probably behave very differently chatting with a friend than you would at a formal dinner party or during a job interview. Registers are marked by a variety of specialized vocabulary and turns of phrases, colloquialisms, the use of jargon, and a difference in intonation; they are used in all forms of communication, including written, spoken, and signed. Depending on grammar, syntax, and tone, the register may be extremely rigid or very intimate.

Jargon refers to the specialized language of a professional or occupational group. Such language is often meaningless to outsiders. Jargon is a faux method of creating a sort of dialect that only those on this inside group can understand. Jargon has social implications similar to **dialect prejudice** but in reverse: it is a way of making those who understand this particular variety of language more erudite and learned; those who are members of the group that understands the particular jargon are considered smart, while those on the outside are simply not bright enough to comprehend this kind of language.

Similar to jargon, **slang** is the language that emerges within a subgroup to describe new ideas, or to assign new words to existing ideas to develop a sense of identity. However, while jargon typically refers to specialisms, slang is more typically associated with social groups; for example, the language of a younger generation. Extreme forms of slang may be used specifically to disguise conversation.

Pidgin and **creole**. Pidgin is a simplified form of language, typically with a reduced grammar and vocabulary, used for communication between groups speaking different languages who have no other language in common, usually in situations where there are strikingly different levels of power in a colonial setting. A pidgin is not spoken as a first or native language. As a pidgin becomes the first language of a generation of children, it acquires all the characteristics of a natural language, including a richer vocabulary and a functioning, relatively stable phonology and grammar, and in this way becomes a creole.

Pidgin and Creole Languages

Task **Read these sentences; correct them if necessary or write "correct".**

1. In an English-speaking country, standard English is associated with formal schooling and official print publications.

   _____

2. The term "dialect prejudice" refers to discrimination based on a person's race, gender or sexuality.

   _____

3. You normally behave the same when chatting with a friend in a pub or having a job interview.

   _____

4. Registers are used only in the spoken form of communication.

   _____

5. Jargon refers to words and phrases used by particular groups of people, especially in their work, that are not generally understood.

   _____

6. Slang is very informal, sometimes offensive language that is used especially by people who belong to a particular group, such as young people or criminals.

   _____

7. Slang is more typically associated with professional groups.

   _____

8. Pidgin is spoken as a first or native language.

   _____

9. Creole develops a wider range of words, grammatical structures, and styles than is found in a pidgin.

   _____

10. Pidgin is a language that has developed from a mixture of two or more languages and is used for communicating by people who do not speak each other's language.

   _____

Task **Match the slang words with correct definitions and write a–e next to the numbers 1–5.**

Slang word	Definition
1. ___ anti-masker	a. Christmas
	b. a person who pretends their life is a movie and they are the main character in it (a popular trend on the video application TikTok)
2. ___ kiss and cry	
3. ___ low-key	c. quiet, moderate
	d. a person who opposes wearing a face mask during the COVID-19 pandemic
4. ___ Xmas	
	e. a designated off-rink area where skaters await their scores from the judges
5. ___ main character	

1.2. National varieties of English

Task **Read the text given below. What are the differences between British and American English?**

English is a worldwide language. Between 1.5 billion and 2 billion people across the planet speak English. Between 375,000,000 and 400,000,000 people are native English speakers. In view of these statistics, many consider the English language to be a world language. Since the English language has become so widespread, it is no surprise that different varieties of English have arisen.

There are many varieties of English spoken in the world. The oldest variety of English is **British English** spoken in the United Kingdom. Approximately 60 million people are native British English speakers. The variety of English with the largest number of native speakers is **American English**, with 225 million native speakers.

Although British English and American English differ in certain aspects, both are correct and both have the status of **standard English**. Correctness is context-dependent meaning that if you type "grey" with your word processor with the

language setting set to English (US) the word will be underlined in red indicating that it is misspelled. If you switch the "set language" setting to English (UK) the red squiggly line disappears. Although the computer recognizes both as correct it doesn't do so at the same time.

British and American English differ in the following ways:

Use of the present perfect. In British English, the present perfect is used to describe an action that has occurred in the recent past and has an effect on the present moment. For example: *You've worked all morning. It's time for you to take a break.*

In American English, the following use of the past simple is also possible: *You worked all morning. It's time for you to take a break.*

Possession. There are two forms to express possession in English: *have or have got.*

In British English: *Have you got a family?*

In American English: *Do you have a family?*

Verb *to get*. The past participle of the verb *to get* is **gotten** in American English instead of **got** in British English.

In British English: *I've got tired of the long winters here.*

In American English: *I've gotten tired of the long winters here*.

Collective nouns. Singular verbs are used with singular collective nouns in American English, while the singular or plural form is used in British English:

In British English: *The British team **is / are** going to win this year.*

In American English: *The British team **is** going to win this year.*

Vocabulary. The greatest difference between British and American English is found in their respective vocabularies. Sometimes the same word can have a different meaning or entirely different words are used to express the same thing.

Same word – different meaning. In British English: *mean* – not generous. In American English: *mean* – angry.

Different word – same meaning. In British English: *biscuit*. In American English: *cookie*.

Spelling. The following are a few examples of the general differences between British and American spellings:

1. Words that end with **-our** in British English, end with **-or** in American English: *colour, color; humour, humor; flavour, flavor.*

2. Words that end with **-ise** in British English, end with **-ize** in American English: *recognise, recognize; patronise, patronize; organise, organize.*

3. Words ending in **-gue** in British English, end with **-g** in American English: *dialogue, dialog; analogue, analog; catalogue, catalog.*

4. Words ending in **-re** in British English, end with **-er** in American English: *centre, center; theatre, theater; fibre, fiber.*

Task **Match the words and write a–j next to the numbers 1–10.**

British English	American English
1. ___ elevator	a. lift
2. ___ garbage	b. lorry
3. ___ vacation	c. chips
4. ___ french fries	d. car park
5. ___ line	e. queue
6. ___ silverware	f. rubbish
7. ___ parking lot	g. jumper
8. ___ cookie	h. holiday
9. ___ truck	i. biscuit
10. ___ sweater	j. cutlery

Write on the topic (150 words) according to the plan given below. Use the beginning proposed for each paragraph.

Topic: Language varieties

1. Definition of a language variety.

Language variety is… It's important to consider how language varieties differ from standard English…

2. Dialect.

   A dialect is… Certain dialects have gained negative connotations in the U.S.… The term dialect prejudice refers to…

3. Register.

   Register is defined as… Registers are used in all forms of communication…

4. Jargon.

   Jargon refers to…

5. Slang.

   Slang is the language that… Slang is more typically associated with social groups…

6. Pidgin and creole.

   Pidgin is… As a pidgin becomes the first language of a generation of children and acquires all the characteristics of a natural language, it becomes…

7. National Varieties of English.

   The oldest variety of English is… The variety of English with the largest number of native speakers is… British and American English differ in the following ways…

2. DESCRIBING A PROCESS

2.1. Describing a process: what does it mean?

Task **Read the text given below and study the examples proposed. Is there enough information for starting the process description?**

Describing a process means writing about how something is made or how something happens (preparation of butter, how coffee is grown, how glass is made, etc.).

It provides the reader with a piece of background information on how a process is accomplished; the reader is not expected to complete the process and does not have to be an "expert" in the field but does need details to help understand the complexities of the process.

When describing a process, one should use **a traditional paragraph approach**; the process must be written in **chronological order** and **sequence words** (*first, then, after that, next, once you have done that then…, finally*, etc.) used.

Describing a process is generally written in **present simple**. For describing a process, the description should be impersonal, and this can be done better in the **passive voice**.

Before starting the process description, a student should begin with a piece of **introductory information** and **an opening sentence** like "the making / preparation of ... has to go through a series of steps before the product can be obtained."

Example: *Butter is a popular dairy product made from cow's milk. Butter is prepared through a number of steps. At first, fresh milk is obtained. Next, the cream is separated from the milk by churning. Then, the cream is soured and pasteurized. Thus, butter is obtained. Then this butter is forced into a roller to make it smooth and uniform in taste and colour. Finally, the butter is packed and sent off to the market.*

Example: *Soap is a very useful thing in our daily life. It is prepared through a number of steps. First, coconut oil and caustic soda are mixed with water. The solution is heated for thirty minutes. Then, the heated solution is allowed to cool. After that, the required amount of common salt is added to that solution. It is left in that condition for twelve hours. As a result, the mixture becomes solid. Thereafter, it is cut into cake-like pieces. Now, the soap cakes are ready for use. We can make soap ourselves at home or in a university laboratory.*

Task **Mark each statement *T* for true or *F* for false. Rewrite the false statements to make them true.**

1. ___ Describing a process means writing about how something is made and how you feel about it.

   _____

2. ___ Preparation of butter does not fit for describing a process.

   _____

3. ___ The reader is expected to be an "expert" in the field of the process described.

   _____

4. ___ The reader never needs any details to help understand the complexities of the process.

   _____

5. ___ A traditional paragraph approach is quite good for describing a process.

   _____

6. ___ When describing a process, one should use sequence words (first, then, after that, next, once you have done that then…, finally, etc.).

   _____

7. ___ When describing a process, you are looking at a process, not who is performing the process, so passive voice can be used to emphasize the process.

_____

8. ___ A student should finish the process description with a sentence like "the making / preparation of ... has to go through a series of steps before the product can be obtained."

_____

9. ___ A piece of introductory information is given before starting the process description.

_____

10.___ Describing a process provides the reader with a piece of background information on how a process is accomplished.

_____

2.2. Tips to describe a process

Task **Look at the tips for describing a process. Comment on every tip. Which tips look the same? Are there any tips you cannot comment on? There is a Section "Planning your answer" in Objective (Student's book), p. 19 to help you.**

SOME TIPS TO DESCRIBE A PROCESS
• Opening sentence
• Main points
• Sequence words
• Using pronouns
• Paragraphs
• Checking the volume*
*(150 words)

Task **Complete the sentences according to what you already know about describing a process.**

1. Process description needs a good beginning. Give a piece of general information about the production process that you describe and use an opening sentence like…

2. Main points should reflect the stages of...

3. Some sentence linkers (sequence words) like … need to be used to indicate the order of the steps taken in the process.

4. Join some of the sentences together using relative pronouns (which, that, where, when). For example: *The tree produces large pods. They contain white cocoa beans. → The tree produces large pods … contain white cocoa beans.* Another example: *The beans are taken to a chocolate factory. They are roasted in an oven. → The beans are taken to a chocolate factory … they are roasted in an oven.*

RELATIVE PRONOUNS
- which *The tree produces large pods…*
- that
- where *The beans are taken to a factory…*
- when

5. Put the sentences into paragraphs – two, three, or four. The paragraphs should convey information about the stages of…

6. Check that you have written enough (at least … words).

Task **Complete the sentences describing the preparation of apple juice with the help of the slides proposed.**

1. Apple juice is… . The preparation of ... has to go through a series of steps … .

2. … , the apples are carefully …; the rotten ones (if any) are … .

3. … , the apples … cut … .

4. After that, they … in a juicer.

5. Now, the apple … is … .

6. … , sugar is … to make … .

7. … , the apple juice … into … . Then they … .

8. … , the apples are ready to be … or … sold … .

Task **You are given 5 topics for describing a process. Choose one of them and write on this topic using the checklist proposed.**

1. Preparation of potato chips.
2. Process of making coffee.
3. Preparation of orange syrup.
4. Preparation of bread.
5. Brick manufacturing process.

CHECKLIST FOR DESCRIBING A PROCESS	
✅	1. Begin with a piece of introductory information and a good opening sentence.
✅	2. Use a traditional paragraph approach, where main points reflect the stages of a production process.
✅	3. Write in chronological order using the sequence words.
✅	4. Mind your grammar (present simple, passive voice, using pronouns).
✅	5. Check the volume (150 words).

3. LONDON'S ATTRACTIONS

Task **Read about 5 top-rated London's attractions. Which of them do you like best? Give your reasons.**

With so many impressive tourist attractions and captivating things to do, it's no wonder London is one of the most visited cities worldwide, receiving over 20 million tourists each year. Britain's bustling capital offers something for everyone, including shopaholics, foodies, adventurists, historians, and kids; but this can make it tough to choose what to do first.

1. Buckingham Palace. Buckingham Palace has served as the official London residence of the UK's sovereigns since 1837 and today is the administrative headquarters of the Monarch. Despite being the place where many official events are held, the State Rooms at Buckingham Palace are also open to visitors every summer.

One of Britain's most iconic buildings, Buckingham Palace is also the scene of London's most popular display, the Changing of the Guard. Drawing crowds at 11:30 a.m. regardless of the season, this colourful and free display of precision marching and music also takes place at St. James's Palace.

Buckingham Palace is a working building where official meetings, royal events and different ceremonies take place. Each year the Palace is visited by more than 50,000 people who come to the State banquets, lunches and dinners.

2. The Tower of London. From prison to palace, treasure vault to private zoo, the magnificent Tower of London has fulfilled many different roles over the centuries. One of Britain's most iconic structures, this spectacular World Heritage Site offers hours of fascination for visitors curious about the country's rich history – after all, so much of it happened here. Inside the massive White Tower, built in 1078 by William the Conqueror, is the 17th-century Line of Kings with its remarkable displays of royal armaments and armour.

Other highlights include the famous Crown Jewels exhibition, the Beefeaters, the Royal Mint, and gruesome exhibits about the executions that took place on the grounds. The Bloody Tower presents stories of ancient torture, and you can learn about the mystery of two princes who disappeared many years ago.

3. St. Paul's Cathedral. The largest and most famous of London's many churches – and undoubtedly one of the most spectacular cathedrals in the world – St. Paul's Cathedral sits atop the site of a Roman temple. The previous church structure was destroyed in the Great Fire of 1666, and Sir Christopher Wren designed the rebuild.

Today, the twin Baroque towers and magnificent 365-foot dome of St. Paul's are a masterpiece of English architecture. If you're up to it, be sure to walk

the stairs with their spectacular views of the dome's interior, including the Whispering Gallery – undoubtedly one of the top things to do in London.

4. Natural History Museum. Established in 1754, London's spectacular Natural History Museum remains one of the most-visited such attractions on the planet. It's easy to spot for its huge Romanesque facade, and a visit is something you'll not want to rush. Arrive early as it can get quite crowded.

Many of the museum's original exhibits are still on display centuries later, and together comprise a massive collection of more than 80 million items showcasing everything from botany to zoology, plus pretty much everything in between. A highlight of a visit is seeing the preserved specimens that Charles Darwin collected on his epic journeys.

5. The Shard. Since it opened in 2012, The Shard has taken its place as one of the most-recognizable and most-visited landmarks in London. Standing 1,016 feet tall and encompassing some 95 stories, this remarkable structure – so-named

for its resemblance to a shard of glass – dominates the skyline yet, thanks to its pleasing design, doesn't seem at all out of place when seen next to neighbours such as Tower Bridge.

In addition to its office space on the lower levels, The Shard is home to a stunning Shangri-La Hotel and three superb restaurants, all boasting some of the most incredible views over London. For those not staying here, the upper-most levels consist of a choice of viewing platforms: indoor and outdoor.

Task **Match the following statements with the appropriate paragraphs and write 1–5 next to the letters a–e.**

a. ____ This massive dome was designed by Christopher Wren.

b. ____ Palace, prison, treasure, and zoo – this spectacular place seriously has it all.

c. ____ It is the official London residence and principal workplace of the British monarch.

d. ____ You can enjoy spectacular, 360-degree panoramic views of London from there by day and night.

e. ____ Its original exhibits are still on display centuries later.

Task **Answer the questions.**

1. Which London's most popular display takes place at two palaces?
2. Part of this palace is open to visitors… What is this about?

3. Which of Britain's most iconic structures has fulfilled many different roles over the centuries?

4. What is the largest church in London?

5. Which structure is neighbouring Tower Bridge?

6. Where can you find the specimens that Charles Darwin collected on his epic journeys?

7. This structure looks like a piece of broken glass. What is it?

8. Why can early arriving at this museum be considered a good idea?

9. When was White Tower built?

10. Which masterpiece of English architecture has the twin Baroque towers and magnificent 365-foot dome?

Write on the topic (150 words) answering the questions given below.

Topic: The place where I live

1. Where do you live? Where is it? How big is it?

2. What's your home town like? What is there to see there?

3. What's it famous for?

4. What's the best thing about it?

5. What's the weather like?

6. Do you like living there?

4. DESCRIBING A LINE GRAPH

Task **You are given a piece of information about a line graph. What is a line graph used for?**

4.1. Line graph and its types

A line graph is a graph that uses lines to connect individual data points. A line graph displays quantitative values over a specified time interval. Line graphs consist of two axes: **x-axis** (horizontal) and **y-axis** (vertical). Each axis represents a different data type, and the points at which they intersect is (0,0). Each axis should be labeled according to the data measured along that axis. Then, each axis should be divided in appropriate increments (e.g., day one, day two, etc.). Line graphs are used to track changes over different periods of time.

A simple line graph is the most basic type of line graph. In this graph, only one dependent variable is tracked, so there is only a single line connecting all data points on the graph. All points on the graph relate to the same item, and the only purpose of the graph is to track the changes of that variable over time. This graph cannot be used to compare the variable to another variable because the only variable is charted.
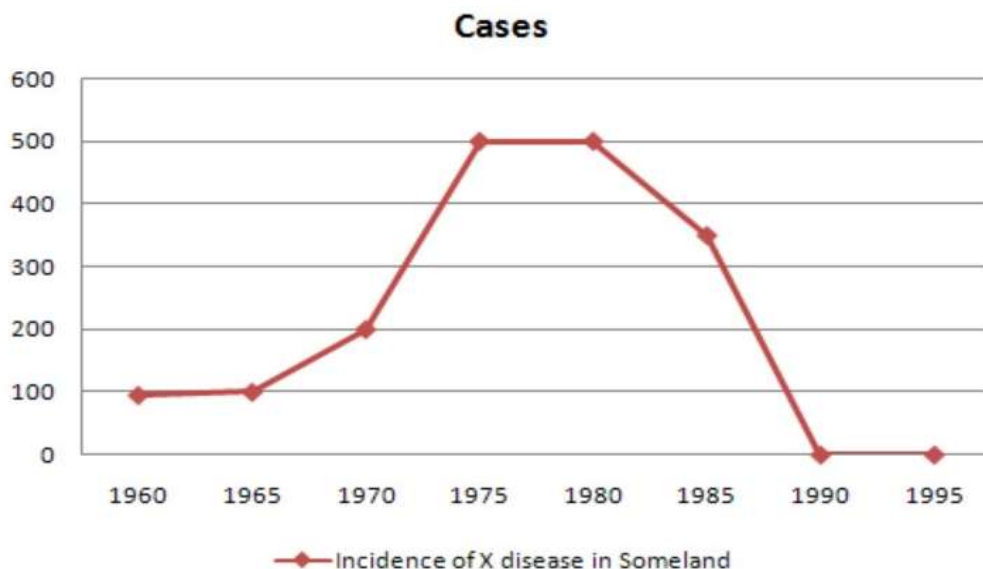
In **a multiple line graph**, more than one dependent variable is charted on the graph and compared over a single independent variable (often time). Different dependent variables are often given different coloured lines to distinguish between

each data set. This graph can be used as a tool for comparison: to compare changes over the same period of time for more than one group.

Growth of Lisa's Collection
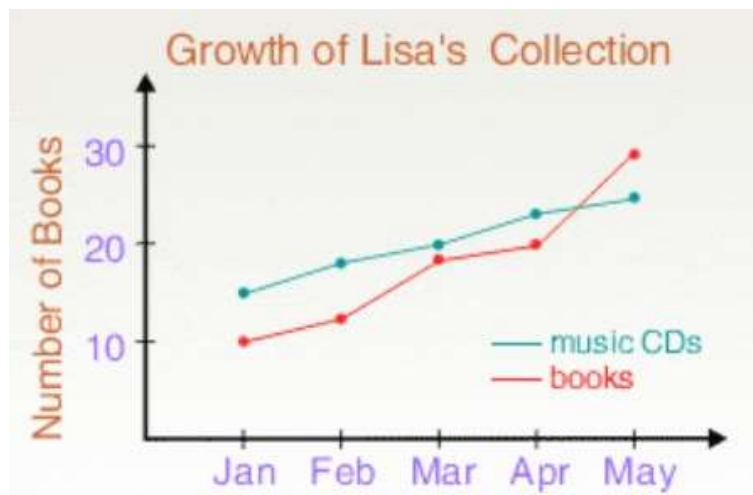
Task **Answer the questions.**

1. What is a line graph?

2. What does a line graph display?

3. How many axes are there?

4. What does each axis represent?

5. How should each axis be divided?

6. Which types of line graphs do you know?

7. How many lines connecting all data points are there in a simple line graph? Why?

8. How many lines connecting all data points are there in a multiple line graph? Why?

4.2. Characteristics of a line graph

Line graphs may vary depending optional features or formatting. The easiest to understand line graphs normally have the following characteristics:

Title. Line graphs may have a title above the graph to succinctly explain what the graph is depicting. Unless you provide a user with written context, the user will often rely on the title to better understand what data is being pulled in. The title may specifically call out a timeframe or limits to the data (for example, "Level of U.S. Dry Land, 2000–2015").

Legend. The legend explains what each dependent variable is and how to distinguish different sets of data. In the example above, each dependent variable is marked with its own colour. The box (or the line) that explains what each colour means is the legend: music CDs (green); books (red).

X-axis. The x-axis is the set of information that runs along the horizontal, flat portion at the bottom of the line graph. In most line graphs, the x-axis will be related to time, whether it is the different months in a year or the number of years for the specific period of time.

Y-axis. The y-axis is the set of information that runs along the vertical, left-side of the graph; these numbers count the items being measured. The graph may start at zero, though there are instances where it makes more sense to start at a higher number.

Line. The line connects all data points. This line's movement shows the increase and decrease of information across time. It can also easily be compared to other lines as long as all data sets are being measured over similar periods of time.

Tas**k** **Answer the questions.**

1. What are the main characteristics of a line graph?
2. What will a user rely on unless he is provided with written context?
3. What may a title specifically call out?
4. What does the legend explain?
5. To what will the x-axis be typically related? What about the y-axis?
6. Does the graph always start with zero?
7. What does the line's movement show?
8. What can it be compared to?

4.3. How to describe a line graph

You are given a line graph with multiple lines that illustrate a change over time, and you are asked to write a report. You must write **at least 150 words** (aim for around 160–190) in 20 minutes. The aim of this task is to produce **a formal report** that summarizes and compares the main features of the line graph. You are

tested on your ability to select the key features from the graph and present the main trends in a summary.

Task **Look at a line graph given below. What type of line graph is it? Does it have all the characteristics?**
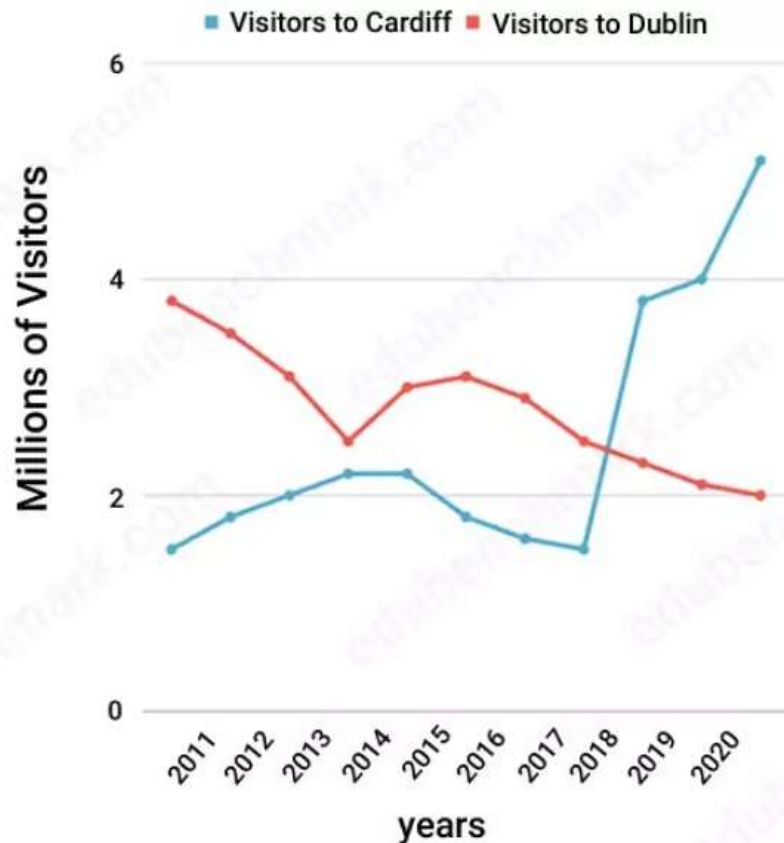
The task for describing the line graph above may be as follows:

The graph gives information about the visitors to Cardiff and Dublin from 2010 to 2020. Summarise the information by selecting and reporting the main features and make comparisons where relevant.

When producing you written report, you should always include **an introduction**, **an overview**, and **2 main body paragraphs**.

Your **introduction** should always **paraphrase** the given statement. In this way you show that you fully understand the statement and you are able to put it in your own words. To start your introduction, you can use the following beginnings:

This graph shows information about…

The graph shows…

The graph illustrates…

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Example of paraphrasing (changes are underlined):

Original statement: The graph gives information about the visitors to Cardiff and Dublin from 2010 to 2020.

Paraphrased statement: The graph <u>shows</u> information about <u>how many people visited</u> Cardiff and Dublin <u>over a ten-year period between 2010 and 2020</u>.

Your **overview** should summarise the key trends shown in the line graph (the most noticeable features: increase4s and decreases). The best way to start your overview is with "Overall, …"

Your **body paragraphs** should go into more detail about the key information in the line graph. **Main body paragraph 1** should describe changes in one category (travellers to Cardiff), and **Main body paragraph 2** should describe changes in the other category (travellers to Dublin) and make comparisons with the first category.

Example: ***The graph shows*** *information about how many people visited Cardiff and Dublin over a 10-year period between 2010 and 2020.*

Overall*, what stands out from the graph is that there was an upward trend in the number of visitors to Cardiff, but the number of visitors to Dublin saw a significant decrease over the period. A further additional point is that Dublin had more visitors in 2010, but in 2020, Cardiff was much more popular than Dublin.*

In detail, *the number of visitors to Cardiff started at around 1.5 million (m) in 2010 and then the figure rose steadily to about 2.3m in 2013. After that, the figure levelled off and stayed at 2.3m until 2014. Having fallen slightly to about 1.7m in 2017, the number of visitors then soared, rising sharply to just under 4m in 2018. Lastly, there was a gradual increase, with the final figure finishing at 5m in 2020.*

However, *if we look at the number of visitors to Dublin, the trend was very different. The number of visitors started at around 4.9 m in 2010, after which there was a considerable fall to approximately 2.3 m in 2013. After a slight increase to 2.5 m in 2015, the figure then declined steadily to just over 2m before finishing at 2 m.*

Task **Look at the vocabulary and grammatical structures commonly used for a line graph description. Can you find them in the example, which is given above?**

Language to describe trends or changes

Upward trend	Downward trend	Other
increase/an increase	decrease/a decrease	hold (remain) steady; be stable (constant)
go up	decline/a decline	reach a peak
grow/a growth	drop/a drop	fluctuate/a fluctuation
rise/a rise	fall/a fall	level off

Verb + adverb

Verb	Adverb	Example
decline	considerably	The number of visitors to Cardiff *declined considerably* from 2010 to 2020.
fall	sharply	The number of visitors to Cardiff *fell sharply* from 2015 to 2020.
increase	dramatically	The number of visitors to Cardiff *increased dramatically* from 2011 to 2014.
decrease	slightly	The number of visitors to Cardiff *decreased slightly* from 2010 to 2015.
grow	steadily	The number of visitors to Cardiff *grew steadily* from 2018 to 2020.
shoot up	significantly	The number of visitors to Cardiff *shot up significantly* from 2010 to 2012.
rise	gradually	The number of visitors to Cardiff *rose gradually* from 2010 to 2020.
go up	rapidly	The number of visitors to Cardiff *went up rapidly* from 2015 to 2020.

Adjective + noun

Adjective	Noun	Example
considerable	decrease	There was *a considerable decrease* in the number of visitors from 2010 to 2020.
dramatic	decline	There was *a dramatic decline* in the number of visitors from 2015 to 2020.
gradual	drop	There was *a gradual drop* in the number of visitors from 2011 to 2014.
rapid	fall	There was *a rapid fall* in the number of visitors from 2010 to 2015.
sharp	improvement	There was *a sharp improvement* in the number of visitors from 2018 to 2020.
significant	rise	There was *a significant rise* in the number of visitors from 2010 to 2012.
slight	fluctuation	There was *a slight fluctuation* in the number of visitors from 2010 to 2020.
steady	increase	There was *a steady increase* in the number of visitors from 2015 to 2020.

Time expressions

Time phrase	Example sentences
At the beginning of the given period...	*At the beginning of the given period,* Dublin had far more visitors than Dublin.
At the end of the period...	*At the end of the period,* the number of visitors to Cardiff exceeded that of Dublin.
In the first year...	*In the first year,* Cardiff had about 1.8 m visitors.
In the final year...	*In the final year,* Dublin had exactly 2 m visitors
from... to	Dublin had an increase of 2 m visitors *from* 2010 *to* 2020.
between... and	Cardiff saw 3 m visitors *between* 2010 *and* 2020.

Linking words

- To begin (start) with, …

- And then, …

- While, …

- In contrast, …

- At this point, …

- Subsequently, …

- After this, …

- Then, …

- Finally, …

Grammatical structures

After + -ing + adverb

After falling considerably to 2.5 million in 2015, the number of visitors then rose dramatically to 5 million in 2020.

Having + past participle + adverb

Having fallen slightly to about 1.7 m in 2017, the number of visitors then soared, rising sharply to just under 4 m in 2018.

After which / at which point

The number of visitors started at around 4.9 m in 2010, *after which* there was a considerable fall to approximately 2.3 m in 2013.

This graph gives information about the percent of children enrolled in secondary and tertiary schools from 2007 to 2014 in Ukraine. Summarise the information by selecting and reporting the main features and make comparisons where relevant. Write at least 150 words. Consult the checklist for describing a line graph proposed.
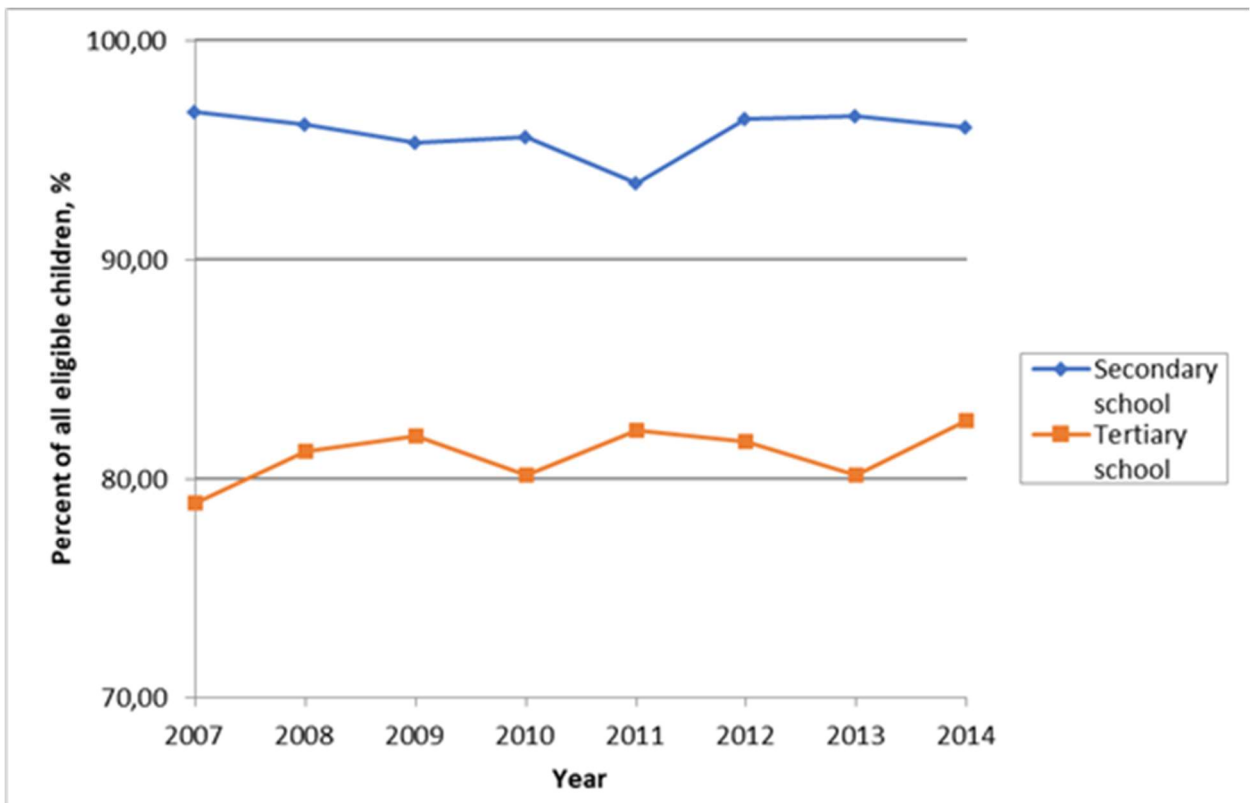
CHECKLIST FOR DESCRIBING A LINE GRAPH	
✅	1. Paraphrase the words in the task to introduce your answer.
✅	2. Give an overview of the main points the graph shows.
✅	3. Then describe the main patterns or trends of one category in more detail.
✅	4. Describe changes in the other category and make comparisons where relevant.
✅	5. Use precise vocabulary and grammatical structures.
✅	6. Don't give reasons why the trends you describe might have occurred, or your personal preferences on the topic.
✅	7. Check the volume (at least 150 words).

ANSWER KEYS

p. 7

1. correct
2. false: ~~race, gender or sexuality~~ → dialect or way of speaking
3. false: ~~the same~~ → very differently
4. false: ~~only in the spoken form~~ → in all forms
5. correct
6. correct
7. false: ~~professional~~ → social
8. false: ~~is~~ → is not
9. correct
10. correct

p. 8

1 – d   2 – e   3 – c   4 – a   5 – b

p. 10

1 – a   2 – f   3 – h   4 – c   5 – e

6 – j   7 – d   8 – i   9 – b   10 – g

p. 13–14

1. F: ~~and how you feel about it~~ → or how something happens
2. F: ~~does not fit~~ → fits
3. F: ~~is~~ → is not
4. F: ~~never needs any~~ → does need
5. T
6. T
7. T
8. F: ~~finish~~ → start
9. T
10. T

p. 15

1. "the making / preparation of ... has to go through a series of steps before the product can be obtained."
2. production process.
3. first, then, after that, next, once you have done that then…, finally, etc.
4. which; where
5. production process.
6. 150

p. 22

a – 3   b – 2   c – 1   d – 5   e – 4

p. 22–23

1. Changing of the Guard.

2. Buckingham Palace.

3. Tower of London.

4. St. Paul's Cathedral.

5. The Shard.

6. In the Natural History Museum.

7. The Shard.

8. Because Natural History Museum can get quite crowded.

9. In 1078.

10. St. Paul's Cathedral.

p. 31–32

The graph shows information what percentage of children…

Overall, what stands out from the graph is that there was …

In detail, the number of children enrolled in secondary schools started at around… in 2007 and then the figure… . After that, the figure… . Having fallen slightly to about…, the percent of children then… . Lastly, it … in 2014.

However, if we look at the percent of children enrolled in secondary schools, the trend was … . The percent of children started at around … in 2007, after which there was … . After a slight decrease to … in 2013, the figure then rose steadily to… .

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Навчальне видання

Пошук та обробка інформації:
Методичні вказівки з англійської мови для студентів 1 курсу

Укладач:
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В авторській редакції