

# **Aktuelle Lernförderung**

## **Englisch 21**

### **Vorbereitung 10. Klasse Überprüfung**

**Liebe Förderlehrer,**

**bitte arbeitet mit euren Schülerinnen und Schülern hauptsächlich an deren Unterlagen zum aktuellen Schulstoff – also Hausaufgaben erklären, Tests und Klassenarbeiten vorbereiten, sowie das aktuelle Themengebiet erläutern.**

**Diese Arbeitsblätter sind ausschließlich zu eurer Unterstützung gedacht, falls die SuS einmal nichts dabei haben sollten, keinen Unterricht in Mathe hatten oder noch weitere Übung in einem Themengebiet benötigen.**

**Danke und viel Erfolg!**

# GETTING BY IN ENGLISH

\_\_\_/30

7

## At the Galleries Shopping Centre

You are at the Galleries Shopping Centre. You meet Sophie and Ananda.

Du willst wissen,

... wie oft sie hier einkaufen gehen?

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... was sie hier normalerweise kaufen?

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... ob Kleidung hier sehr teuer ist?

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... ob sie dir ein Geschäft zeigen können, wo man Souvenirs (= souvenirs) kaufen kann?

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... wann ihre Sommerferien anfangen?

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... ob sie an der Schule Deutsch lernen?

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... ob du ein Foto von ihnen machen darfst?

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Du willst sagen, dass

... du ihnen die Fotos schicken kannst.

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... du Bristol aus vielen Gründen magst.

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... du vermutest, dass sie Bristol auch mögen.

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## David helps his brother Ben

At Bristol Summer Camp there are lots of boys and girls. Ben likes playing with Florian, a seven-year-old boy from Germany. Florian doesn't speak much English and Ben doesn't speak any German. So David helps them. Complete the dialogue.

**Ben** It's nice that you are here in our summer camp, Florian. Are you on holiday here in Bristol?

**David** Ben sagt, dass es schön ist, dass du \_\_\_\_\_

**Florian** Ja, ich bin für zwei Wochen hier. Ich wohne im Haus meiner Tante hier in Bristol.

**David** He says that he is here \_\_\_\_\_. He is \_\_\_\_\_

**Ben** And where does his aunt live?

**David** Und wo \_\_\_\_\_

**Florian** Sie wohnt hinter der Kirche in der Cumberland Street Nummer 7.

**David** She \_\_\_\_\_

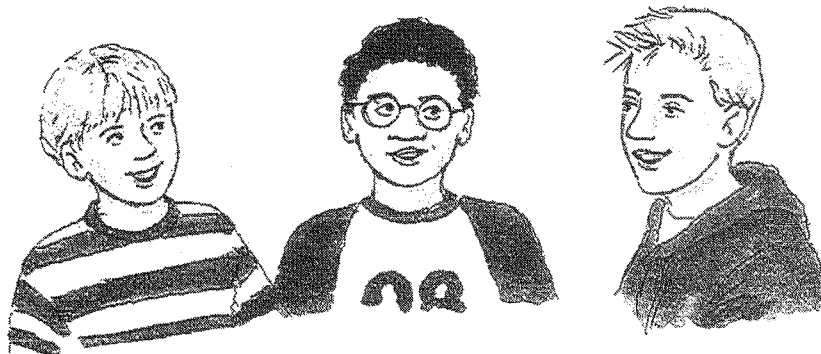
**Ben** Well, that's great. We only live a mile away. We can come here together in the mornings. We always go by bike.

**David** \_\_\_\_\_

**Florian** Ja, das ist eine gute Idee. Wir können auch heute gleich nach dem Summer Camp zusammen nach Hause gehen.

**David** He likes the idea. He says we can \_\_\_\_\_

**Ben** Yes, we can. But now we must help with the lunch. Let's go.



## MEDIATION At the juice bar

Florian is with his cousin Heike and his German uncle and aunt in a juice bar. They don't speak much English. What does Florian say?

Assistant Hello, how can I help you today? As always we've got our delicious smoothies in different flavours. Our special smoothie today is kiwi and banana. And of course we've got our fruit juices and our fruit salad, as always.

Uncle Was hat er gesagt? Ich habe nichts verstanden. Der Typ redet zu viel und zu schnell.

Florian (to uncle): Er hat tolle Smoothies heute und Säfte auch.

Aunt Was hat er? Sm... Sm... Was ist das? Frag ihn bitte.

Florian (to assistant): My aunt

Assistant Oh, well, you make it with fruit and milk or ice cream. Very healthy and delicious.

Florian (to aunt): Es wird aus

Uncle Heutzutage muss immer alles gesund sein. Nein, danke. Ich nehme eine Cola.

Florian (to assistant): \_\_\_\_\_

Aunt Und ich nehme so einen 'Schmusi'. Erdbeere, wenn sie es haben. Banane geht auch.

Florian \_\_\_\_\_

Heike Gute Idee. Für mich auch.

Florian OK. Dann nehme ich dasselbe.

(to assistant): \_\_\_\_\_

# MEDIATION

\_\_\_\_/10

10

## Preparing the show

The students of Cotham School are preparing the fashion show.

Jessica, a German girl, is an exchange student<sup>1</sup> at Cotham school at the moment.

Her English is not so good. She wants some information about the show and talks to Lucy in form 9 TG.

You are an English student at Cotham School and help Jessica.

Jessica Was geschieht hier?

You Jessica wants to know what is happening here.

Lucy We're preparing our fashion show.

You Lucy sagt, \_\_\_\_\_

Jessica Frag sie bitte, wer die Modenschau präsentiert.

You Jessica wants to know who \_\_\_\_\_

Lucy Every year the boys and girls of the forms 8, 9 and 10 present it.

You Sie sagt, \_\_\_\_\_

Jessica Ist eine Modenschau jedes Jahr nicht langweilig?

You She wants to know if (ob) a fashion show \_\_\_\_\_

Lucy Sometimes yes. But this year every form has a different topic, so it can't be boring.

You \_\_\_\_\_

Jessica Und wann ist die Modenschau? Ich möchte gerne kommen.

You \_\_\_\_\_

Lucy Great. It's on Saturday evening.

You \_\_\_\_\_

<sup>1</sup> exchange student [ɪks'tʃeɪndʒ, stju:dnt] Austauschschüler/in

## Get to know Bath – Come and enjoy our bus tours

Why not go sightseeing in Bath by bus?  
It's the easiest way to see our beautiful city.  
The tour takes about one hour.

### There is a lot you can see:

No visit in Bath without going to the Roman Baths!

You will also see the oldest house in Bath (from 1483), the Museum of Costume, the William Herschel House, our famous Royal Victoria Park and the Circus – a round road.

You can start the tour at all the stops.  
Just look at the map, you'll find every stop there.

If you want to visit one of our museums or have a look at the park, just get off and get on the next bus again. There is a guide on every bus who will explain everything to you and answer all your questions.

### Hours

First bus leaves at 9.30 am, last bus at 5 pm.

1st April to 30th November:  
sightseeing buses run every day.

1st December to 31st March:  
sightseeing buses run at the weekends only.

You can get off at every stop, visit the museum or the park and then get on the bus again.

### More information:

#### Prices:

Adults: £ 5.99

or: £ 11 (including ticket for Roman Baths)

Children 5–14: £ 2.99

or: £ 8 (including ticket for Roman Baths)

Children under 5: free

Family tickets: £ 15

or: £ 30 (including ticket for Roman Baths)

#### Tickets:

Get them online at our website or at the Tourist Information in Bath.

Deine Familie möchte Bath besuchen. Du liest diesen Werbetext. Beantworte die Fragen deines Vaters.

**Vater** Diese Tour sieht sehr interessant aus. Wie lange dauert sie?

**Du** \_\_\_\_\_

**Vater** Ist das so eine Besichtigungstour, auf der man alles von einem Tonband erklärt bekommt?  
Das finde ich nämlich nicht so gut.

**Du** \_\_\_\_\_

**Vater** Das ist gut. Steht da, was man alles besichtigen kann?

**Du** \_\_\_\_\_

**Vater** Kann man denn auch in den Zirkus gehen oder was soll das bedeuten?

**Du** \_\_\_\_\_

**Vater** Die englischen Parks gefallen mir gut. Kann man sich da auch aufhalten oder muss man immer bei der Gruppe bleiben?

11) 25)

Du

Vater Jetzt noch zu den Preisen: Wir sind ja 2 Erwachsene und zwei Kinder.  
Sara ist 6 und Peter, du bist 13. Was ist da am preiswertesten?

Du

Vater Dann nehmen wir das mit dem Eintritt für die Roman Baths, denn die wollen wir ja unbedingt  
besichtigen. Wo können wir die Tickets kaufen?

Du

## 1. Exercises on Textproduction

### Communication practice

Kimberly is waiting for her boyfriend Marvin in a cafe. *Write the following dialogue in English.*

1. Kimberly fragt Marvin, wo er gewesen ist. Er kommt eine halbe Stunde zu spät.
2. Marvin antwortet, dass er vergessen hat, um wie viel Uhr sie sich treffen wollten.
3. Kimberly erklärt, dass sie wirklich verärgert ist, weil er weiß, dass sie nicht gern wartet. Sie sagt es geht ihr (langsam) auf die Nerven.
4. Marvin meint, er wollte Kimberly nicht ärgern. Er hat nicht gemerkt wie spät es sei.
5. Kimberly sagt, dass er aber immer zu spät kommt und sie sich wirklich darüber ärgert.
6. Marvin antwortet, dass es ihm leid tut und er nie wieder zu spät kommen wird.
7. Kimberly sagt, dass es nichts macht. Sie sagt, dass sie hungrig ist und schlägt vor, jetzt Eis zu essen.

*In German, please*

Dear Mum and Dad,

I'm still enjoying school. My classmates are all very friendly and helpful, but there's a lot of competition here. Being good at something adds to your prestige. Take my best friend Joshua, for example. He's the captain of the football team so everybody thinks he's great.

At the moment all the kids at school are talking about the year book. It's about 200 pages long, with lots of photos and reports of the year's events. Four of the pages tell you who is best at what, who they think will succeed, who the most popular student is, etc...

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**Klassenarbeit Nr.**

Fach: Englisch

Klasse:

Name:

**I. Translate the following sentences into English.**

1. Jeden Freitag sehe ich mir die Dokumentation auf ITV an.
2. Wenn ich nach Hause komme, schalte ich immer den Fernseher ein.
3. Ich ziehe die Werbung für Coca-Cola der Persilwerbung vor.
4. Die Werbung, die in Zeitschriften erscheint, zielt häufig auf die Jugend ab.
5. Auf BBC1 und BBC2 kann man Unterhaltungssendungen sehen.

**II. Fill in the gaps.**

In Britain there is \_\_\_\_\_ press and \_\_\_\_\_ press. "The Mirror" for example is a \_\_\_\_\_. If you want to read a more demanding newspaper you can also buy a \_\_\_\_\_ newspaper like "The Times". Nevertheless, many readers like "The Mirror" best, because the \_\_\_\_\_ are very large and the \_\_\_\_\_ are short. Moreover, the language is quite \_\_\_\_\_ and the layout is very \_\_\_\_\_. In comparison to "The Mirror", "The Times" is only in black and white. Whereas "The Mirror" has a very \_\_\_\_\_ way of presenting the facts, "The Times" is very factual. Furthermore, the language used is very \_\_\_\_\_.

**III. Complete these sentences using either participle constructions or the infinitive. Use one of the following verbs:**

**run – jump – come – walk – cycle – play – stand – climb – publish – steal**

1. Who is the man \_\_\_\_\_ at the window?
2. I noticed a girl \_\_\_\_\_ to the bus and \_\_\_\_\_ in.
3. Van Gough had drawn the painting \_\_\_\_\_ in London last year.
4. I smelt smoke \_\_\_\_\_ in through the kitchen window and called the fire brigade.
5. I watched a man \_\_\_\_\_ across the garden and \_\_\_\_\_ through the kitchen window.
6. Susan looked out of the window and saw Peter \_\_\_\_\_ along the road.
7. The article \_\_\_\_\_ in "The Guardian" was very interesting.
8. Listen! Can you hear John \_\_\_\_\_ the violin?

**IV. Write an article on the following incident. Choose between "The Times" or "The Mirror". Create a headline as well! (Write at least 100 words)**

**Police report**

**Victim:** Susan, nineteen years old, Peter's girlfriend.

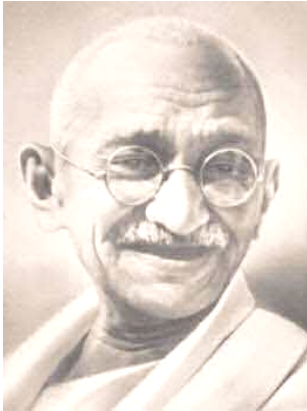
**Crime:** After she had won £ 1000,000 in the lottery, her boyfriend and the money suddenly disappeared.

**Date:** 29<sup>th</sup> of September

**Suspect:** Peter, boyfriend, eighteen years old.

**Witness:** A tourist saw Peter lying on the Hawaiian beach: "He looked very happy and relaxed and was having a drink."

You can also quote other persons who are able to report on the crime or think of more details.



**Mahatma Gandhi was India's greatest modern leader. He was born in 1869, when India was still part of the British Empire. In 1888, Gandhi went to London to study law. He later lived in South Africa and set up a farm community where people grew their own food.**

**He became a leader of the Indian people in 1915. Gandhi led the Indian people in their struggle for independence from British rule. He called for peaceful protest because he hated fighting.**

**He was sent to prison several times but never gave up his beliefs. In 1947, India became independent. Gandhi was called Mahatma, meaning „great soul.“**

**People everywhere mourned when he was murdered in 1948.**

leader: Führer  
still: immer noch  
part of: Teil von  
law: Gesetz, Recht  
set up: errichten, gründen  
community: Gemeinschaft  
grow: wachsen, anpflanzen  
own: eigen(es)  
food: Nahrungsmittel  
struggle: Kampf  
independence: Unabhängigkeit  
rule: Herrschaft

peaceful: friedlich  
fight: kämpfen  
prison: Gefängnis  
several times: mehrere Male  
belief: Glauben (to believe = glauben)  
mean: meinen, bedeuten  
great: großartig  
soul: Seele  
mourn: trauern

## RIGHT OR WRONG? Write YES or NO:

Gandhi was a soldier. **NO**  
Gandhi was a lawyer. ....  
Gandhi was against British rule in India. ....  
Gandhi didn't like fighting .....  
Gandhi murdered the British Prime Minister. ....

Gandhi was sent to prison. ....  
Gandhi lived in India, in England and in South Africa. ....  
Gandhi died in 1948. ....  
India is still a part of the British Empire. ....

## TRANSLATE:

1. Indien war Teil des Britischen Reiches. ....
2. Gandhi rief zum friedlichen Protest auf. ....
3. Er war mehrmals im Gefängnis. ....
4. Er ging nach London, um die Rechte zu studieren. ....
5. Indien wurde unabhängig. ....

# Hollywood

If you go to Hollywood and plan to take pictures of film stars, or if you hope to see a beautiful city with palm trees and lovely shops, you will be disappointed, because Hollywood isn't so much a place, it's a dream. It's a magic word that means a world of fantasy, a world of entertainment, and a world of big business. Of course you'll find Hollywood on a map. But it isn't really an official town. Since 1910 it has been part of the city of Los Angeles.

In the 1870's farmers and small businessmen and their families went there from colder parts of America. They liked the warm weather and they planted orange trees there. They lived simple lives and many of them were against smoking and drinking- These hard-working people were not very happy when the film industry found that Hollywood was an ideal place to make films.

In the early days of movies, most of the scenes were filmed outside, because they didn't have lights strong enough for inside. The California sun was just right to use for light. and with mountains, deserts, the ocean, flat land, and grassy hills all near the city of Los Angeles the film-makers could have any background scene they wanted without travelling too far.

Today the centre of Hollywood is not very beautiful. Most of the old trees are gone, the traffic is bad, the shops are old and not very attractive. If you want to see where the stars live, you can go on a bus tour through Beverly Hills. Or if you have a car, you can buy a map and look for the houses yourself. There are people who stand on the street corners and sell address lists which show the tourists the way to the houses of famous stars. But the superstars usually aren't at home. And there are big bushes and high fences around most houses. So don't plan to see very much.

1. Read the text aloud.
2. Answer the questions in English:

Why is Hollywood a magic word?

Why did farmers and small businessmen move to California?

Why was California the right place to make films?

Describe the centre of Hollywood today

How can you find out where the superstars live?

Could you imagine living in California? Why / Why not?

What are your favourite film stars or films?

Could you recommend any films?

## LOS ANGELES

**Los Angeles is a great place to live. The weather is terrific all year - even in winter.**

**The sun makes people happier.**

**It's an exciting city. Los Angeles has something for everybody. There are theatres and night clubs, museums and restaurants. You can go to rock, jazz or pop concerts,**

**I love Hollywood. Lots of movie stars live in L.A. and thousands of people work in the movie industry. Tourists love visiting the movie studios. You can visit Disneyland or Marineland, too - or just have fun.**

**Sure, the mountains are great for skiing. But they keep the terrible smog in the city.**

**We all know where the smog comes from - 5 million cars. The car is king of the city. People think you're crazy if you walk.**

**Los Angeles is so big. It's 75 miles from north to south and 70 miles from east to west.**

**It has 700 miles of freeways, but there are still terrible traffic jams. My Dad spends four hours a day in his car just to drive to his office and back home again. That's no fun.**

**OK, Hollywood is here. But it's just for the tourists. Its great days have gone. They make lots of TV programmes there now. Outside the studios some parts of Hollywood are terrible. In the discos people always try to sell you drugs. Lots of young people take drugs in this city.**

**There's a lot of crime in Los Angeles. The people who live here can't be proud of seven murders a day.**

- 1. Read the text aloud.**
- 2. Find out the main ideas.**
- 3. Let's talk about the text (L.A. and other towns in theUSA)**
- 4. Compare L.A. with your hometown.**

## LOS ANGELES – Reading comprehension

Los Angeles is a great place to live. The weather is **(1)** \_\_\_\_\_ all year - even in winter. The sun makes people happier.

It's an exciting city. Los Angeles has **(2)** \_\_\_\_\_ for everybody. There are theatres and nightclubs, museums and restaurants. You can **(3)** \_\_\_\_\_ to rock, jazz or pop concerts,

I love Hollywood. Lots of movie stars live in L.A. and thousands of people work **(4)** \_\_\_\_\_ the movie industry. Tourists love visiting the movie studios. You can **(5)** \_\_\_\_\_ Disneyland or Marineland, too – or just have fun.

Sure, the mountains are great for skiing. But they **(6)** \_\_\_\_\_ the terrible smog in the city. We all know where the smog comes from – five million cars. The car is king of the city. People think you're crazy if you **(7)** \_\_\_\_\_.

Los Angeles is so big. It's 75 miles from north to south and 70 miles from east to west. It has 700 miles **(8)** \_\_\_\_\_ freeways, but there are still terrible traffic **(9)** \_\_\_\_\_. My Dad spends four hours **(10)** \_\_\_\_\_ in his car just to drive to his office and back home again. That's no fun.

OK, Hollywood is here. But it's **(11)** \_\_\_\_\_ for the tourists. Its great days have gone. They make **(12)** \_\_\_\_\_ of TV programmes there now. Outside the studios some parts of Hollywood are terrible. In the discos people always try to **(13)** \_\_\_\_\_ you drugs. Lots of young people take drugs in this city.

There's a lot of crime in Los Angeles. The people **(14)** \_\_\_\_\_ live here can't be proud **(15)** \_\_\_\_\_ seven murders a day.

- |                  |                |              |                |
|------------------|----------------|--------------|----------------|
| 1. (a) terrible  | (b) terrifying | (c) terrific | (d) terribly   |
| 2. (a) something | (b) anything   | (c) nothing  | (d) everything |
| 3. (a) walk      | (b) drive      | (c) go       | (d) meet       |
| 4. (a) by        | (b) with       | (c) on       | (d) in         |
| 5. (a) see       | (b) go         | (c) visit    | (d) find       |
| 6. (a) get       | (b) keep       | (c) let      | (d) stay       |
| 7. (a) walk      | (b) go         | (c) drive    | (d) ride       |
| 8. (a) and       | (b) to         | (c) in       | (d) of         |
| 9. (a) crashes   | (b) jams       | (c) ways     | (d) queues     |
| 10. (a) always   | (b) sometimes  | (c) a day    | (d) pro day    |
| 11. (a) just     | (b) only       | (c) not      | (d) helpful    |
| 12. (a) a lot of | (b) many       | (c) lots     | (d) much       |
| 13. (a) get      | (b) buy        | (c) take     | (d) sell       |
| 14. (a) where    | (b) what       | (c) who      | (d) those      |
| 15. (a) after    | (b) over       | (c) about    | (d) of         |

## **Beginnings: War and peace**

For centuries, Europe was the scene of frequent and bloody wars. In the period 1870 to 1945, France and Germany fought each other three times, with terrible loss of life. A number of European leaders became convinced that the only way to secure a lasting peace between their countries was to unite them economically and politically.

So, in 1950, in a speech inspired by Jean Monnet, the French Foreign Minister Robert Schuman proposed integrating the coal and steel industries of Western Europe. As a result, in 1951, the European Coal and Steel Community (ECSC) was set up, with six members: Belgium, West Germany, Luxembourg, France, Italy and the Netherlands. The power to take decisions about the coal and steel industry in these countries was placed in the hands of an independent, supranational body called the "High Authority". Jean Monnet was its first President.

## **From three communities to the European Union**

The ECSC was such a success that, within a few years, these same six countries decided to go further and integrate other sectors of their economies. In 1957 they signed the Treaties of Rome, creating the European Atomic Energy Community (EURATOM) and the European Economic Community (EEC). The member states set about removing trade barriers between them and forming a "common market".

In 1967 the institutions of the three European communities were merged. From this point on, there was a single Commission and a single Council of Ministers as well as the European Parliament.

Originally, the members of the European Parliament were chosen by the national parliaments but in 1979 the first direct elections were held, allowing the citizens of the member states to vote for the candidate of their choice. Since then, direct elections have been held every five years.

The Treaty of Maastricht (1992) introduced new forms of co-operation between the member state governments - for example on defence, and in the area of "justice and home affairs". By adding this inter-governmental co-operation to the existing "Community" system, the Maastricht Treaty created the European Union (EU).

## **Integration means common policies**

Economic and political integration between the member states of the European Union means that these countries have to take joint decisions on many matters. So they have developed common policies in a very wide range of fields - from agriculture to culture, from consumer affairs to competition, from the environment and energy to transport and trade.

In the early days the focus was on a common commercial policy for coal and steel and a common agricultural policy. Other policies were added as time went by, and as the need arose. Some key policy aims have changed in the light of changing circumstances. For example, the aim of the agricultural policy is no longer to produce as much food as cheaply as possible but to support farming methods that produce healthy, high-quality food and protect the environment. The need for environmental protection is now taken into account across the whole range of EU policies.

The European Union's relations with the rest of the world have also become important. The EU negotiates major trade and aid agreements with other countries and is developing a Common Foreign and Security Policy.

## **The Single Market: Banning the barriers**

It took some time for the Member States to remove all the barriers to trade between them and to turn their "common market" into a genuine single market in which goods, services, people and capital could move around freely. The Single Market was formally completed at the end of 1992, though there is still work to be done

in some areas - for example, to create a genuinely single market in financial services.

During the 1990s it became increasingly easy for people to move around in Europe, as passport and customs checks were abolished at most of the EU's internal borders. One consequence is greater mobility for EU citizens. Since 1987, for example, more than a million young Europeans have taken study courses abroad, with support from the EU.

## **The Single Currency: The euro in your pocket**

In 1992 the EU decided to go for economic and monetary union (EMU), involving the introduction of a single European currency managed by a European Central Bank. The single currency - the euro - became a reality on 1 January 2002, when euro notes and coins replaced national currencies in twelve of the 15 countries of the European Union (Belgium, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, the Netherlands, Austria, Portugal and Finland).

## **The growing family**

The EU has grown in size with successive waves of accessions. Denmark, Ireland and the United Kingdom joined in 1973 followed by Greece in 1981, Spain and Portugal in 1986 and Austria, Finland and Sweden in 1995. The European Union welcomed ten new countries in 2004: Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia. Bulgaria and Romania expect to follow in 2007; Croatia and Turkey are beginning membership negotiations in 2005. To ensure that the enlarged EU can continue functioning efficiently, it needs a more streamlined system for taking decisions. That is why the Treaty of Nice lays down new rules governing the size of the EU institutions and the way they work. It came into force on 1 February 2003. It will be replaced, in 2006, by the new EU Constitution - if all EU countries approve this



# The History of the European Union

1. Why did a number of European leaders become convinced that they had to unite economically and politically?

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2. Who were the six countries that formed the European Coal and Steel Community (ECSC)?

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3. What was meant by forming a “Common Market”?

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4. a) How did membership in the European Parliament change after 1979?

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- b) For how many years are members of the European Parliament elected?

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5. a) What was the Treaty of Maastricht?

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- b) List two new areas of inter-governmental cooperation that were added by the Treaty?

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- c) What was created by the Maastricht Treaty?

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6 a) Explain how agricultural policy has changed over time in the European Union (EU)?

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b) Why would environmental policy now have to be taken into account across a whole range of European Union (EU) policies?

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7 When did the member “states” of the European Union (EU) finally remove all of the barriers to trade (i.e., no tariffs, a Single Market)?

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8 Why was it easier for Europeans to travel and study in other European countries during the 1990s?

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9 a) What is the Euro?

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b) When did it come into use?

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c) When the Euro was first introduced, how many of the 15 member nations used it?

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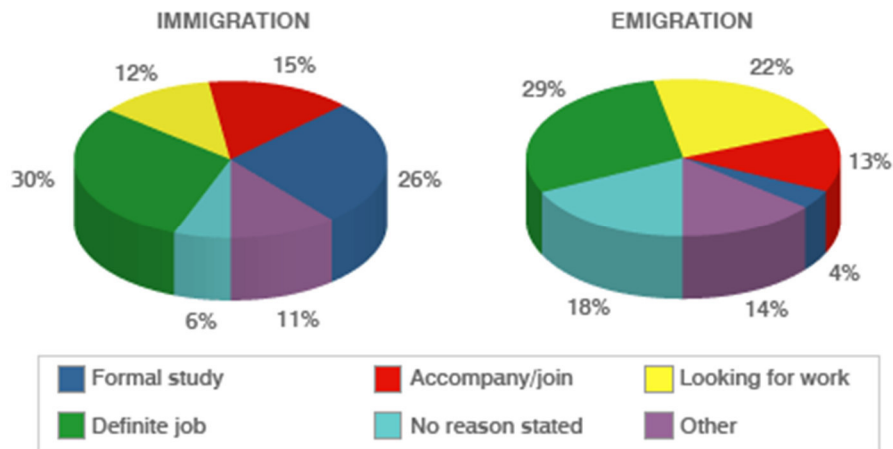
10 Explain why many people call the European Union (EU) the “United States of Europe”?

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## Describe the pie charts!

MAIN REASON FOR MIGRATION TO/FROM THE UK - 2007



SOURCE: ONS

The pie chart illustrates/depicts/shows/analyses/portrays...

The pie chart is (split into/ divided into/ broken up into) (five) different (parts);

Each segment/ proportion/ part /section  
represents/ is represented by

Each (part) shows...

Each (segment) explains...

Each (proportion) depicts...

It can be clearly seen that.... The minority/ majority....

One of the most striking/noticeable differences between...

Whereas/ while.... In contrast to...

You can start like this:

These pie charts illustrate the primary reasons that people came to and left the UK in 2007.