

Transcoding - Bar Diagram

Objective

- The learners will understand the effective use of visuals in different colours and shapes
- Understand to compare and contrast multiple data
- Will develop writing skills using various nuances of writing.

Some tips for describing data

- Coherence - use sequencing words
e.g. First, Secondly, Finally
- Cohesion - using anaphoric reference
e.g. "this", "it", "he", "and", "but" and synonyms
- Vocabulary - use a wide range, appropriate and academic
 - Sentence Structure - be concise but not simplistic
e.g. correct use of relative clauses**.
- Use of degrees comparison

Sequence/ Transition words

- To sum up, on the whole, in either case, obviously, ultimately, in conclusion, altogether, in short, as shown above.
- Contrast Transition: unlike, nevertheless, on the other hand, despite, in spite of, in contrast to, contrary to
- Order: first, firstly, above all, before, subsequently, finally.
- Emphasis: Undoubtedly, obviously, especially, in addition to, besides, further more.

Relative Clauses

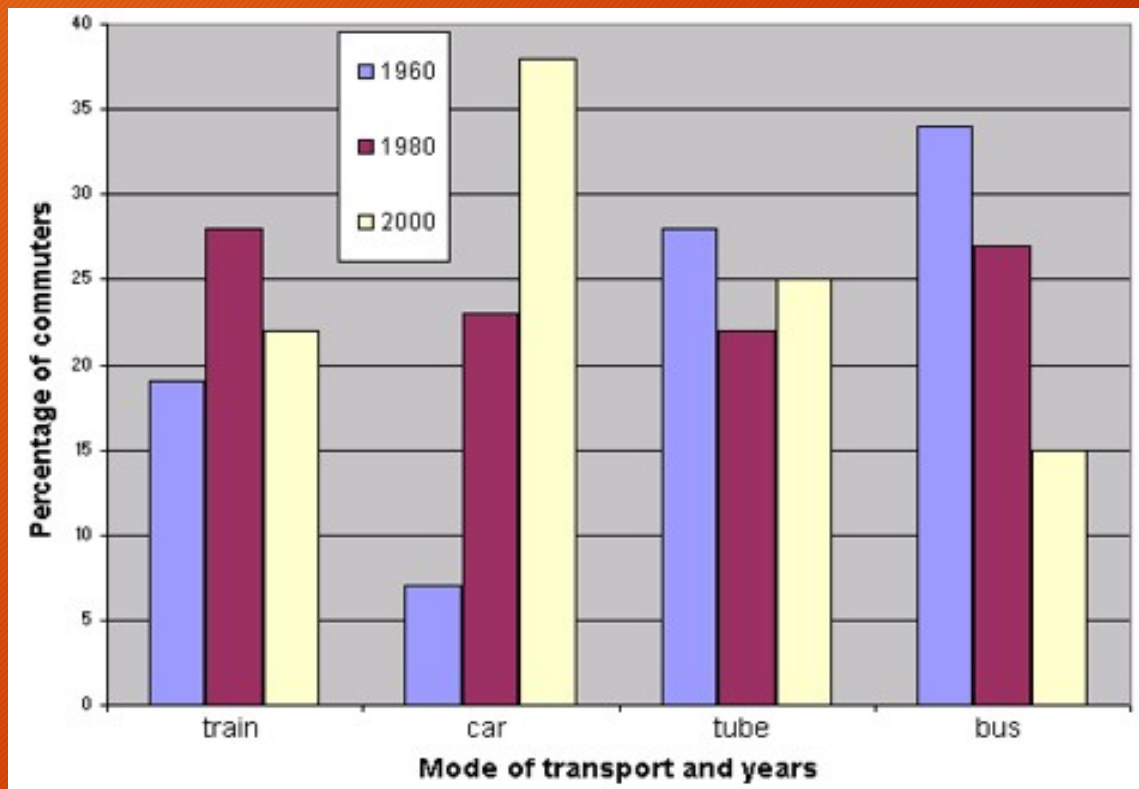
- Ex. The woman **who visited me in the hospital** was very kind.
- The umbrella **that I bought last week** is already broken.
- Both are **defining clauses** meaning may differ if remove the clauses. No comma or parentheses.
- Elephants, **which are the largest land mammals**, live in herds of 10 or more.
- The author, **who graduated from the same university I did**, gave a wonderful presentation.
- These are **Non defining or non essential classes** set off using commas or parentheses.

If removed the clause the meaning wont affect much.

The main writing skills include

- Describing numerical data (use of simple sentences)
- Identifying differences and similarities (relative clauses)
- Comparing and contrasting (degrees of comparison)
- Identifying and describing trends (Analyses of the trend)
- Eliciting inferences (conclusion)

Commuter Transport in London



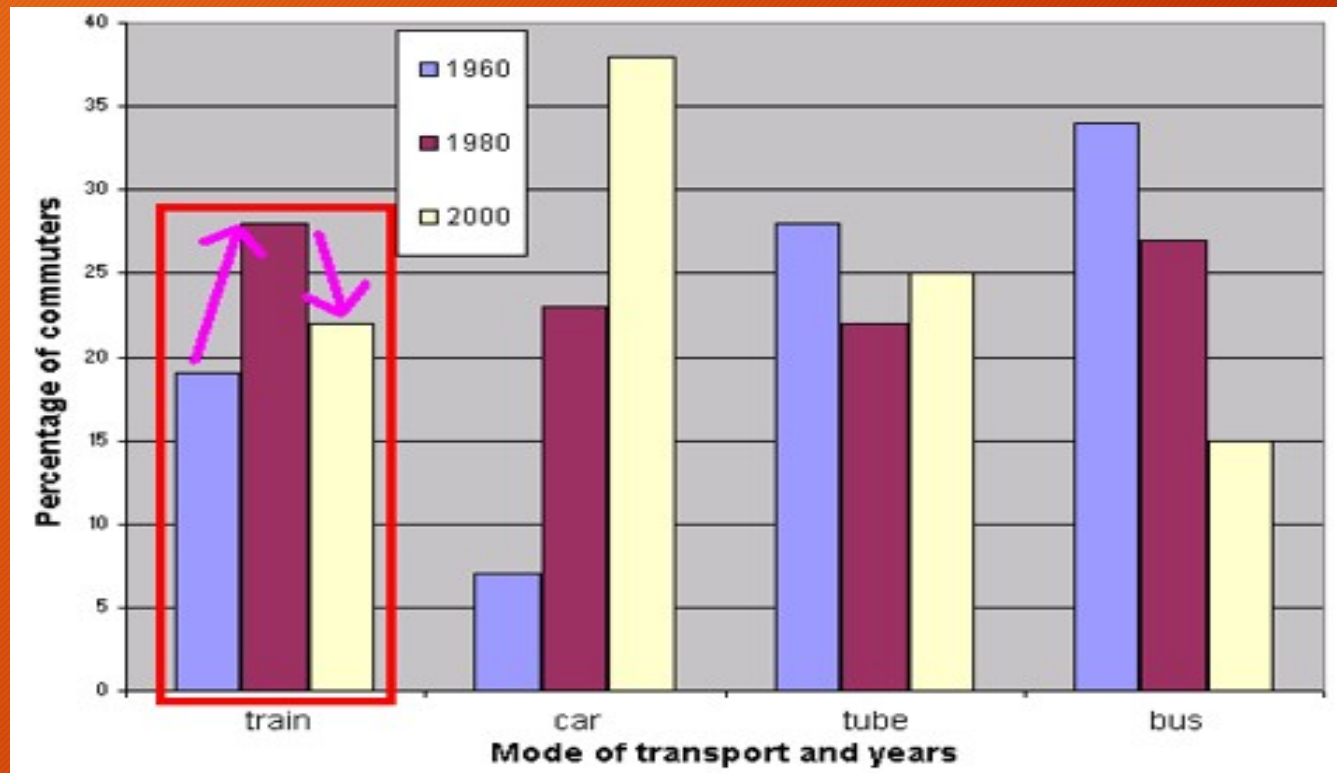
Preparation

- Identify the main trends for each mode.
- Identify any large increases or decreases.
- Are there any clear and consistent directions?
- Does anything seem particularly significant?
- Are there any clear relationships between modes or percentages?

Model answer

- Paragraph -1 Introduction
- The bar graph shows the changing patterns in commuting by train, car, tube and bus for commuters in London in the years 1960, 1980 and 2000. In the year 1960 almost about 18% commuters preferred train whereas only 7% traveled in car. On the other hand the most popular mode seems to be bus 34 with a less percentage of 28% preferred tube.
- **The introductory paragraph states the main purpose of the chart, written in paraphrase using the writer's own words.**

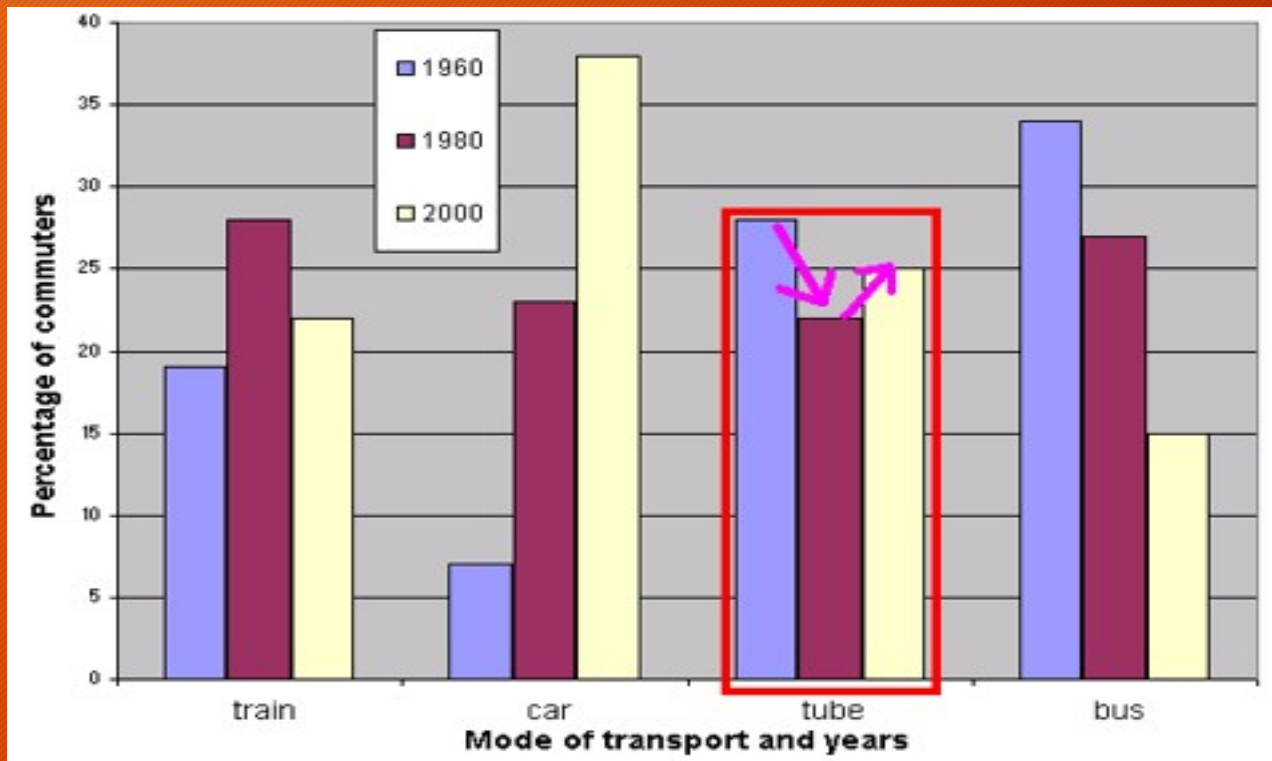
Use of trains



Paragraph 2- Trains

- The number of people using trains in 1960 was about 18% and steadily increased to 28% in 1980 and but then fell back to about 23% in 2000.

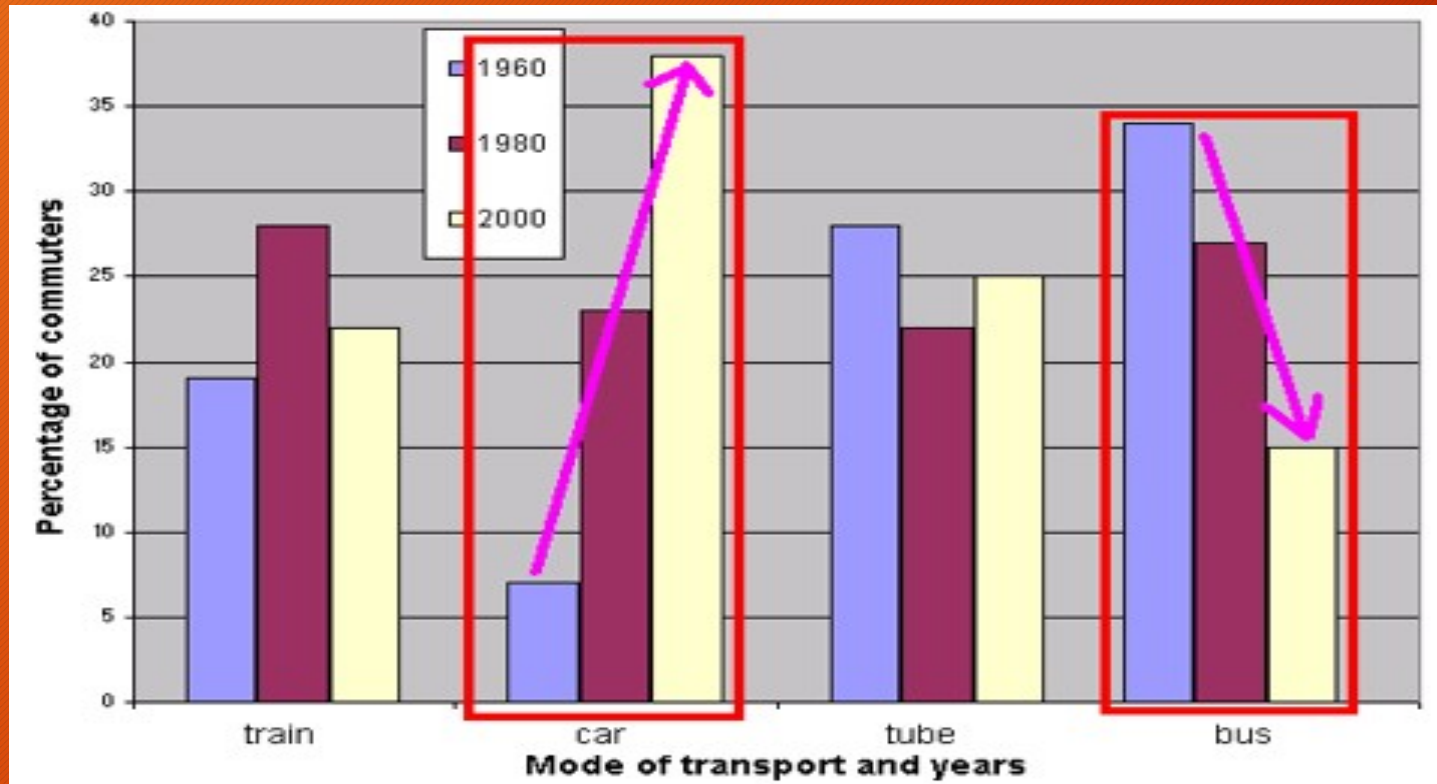
Use of Tubes



Paragraph -3 Tubes

- Use of the tube has been relatively stable, starting from around 27% of commuters in 1960 to 22% in 1980, but climbing back to reach 25% by 2000.

Use of Cars and Buses

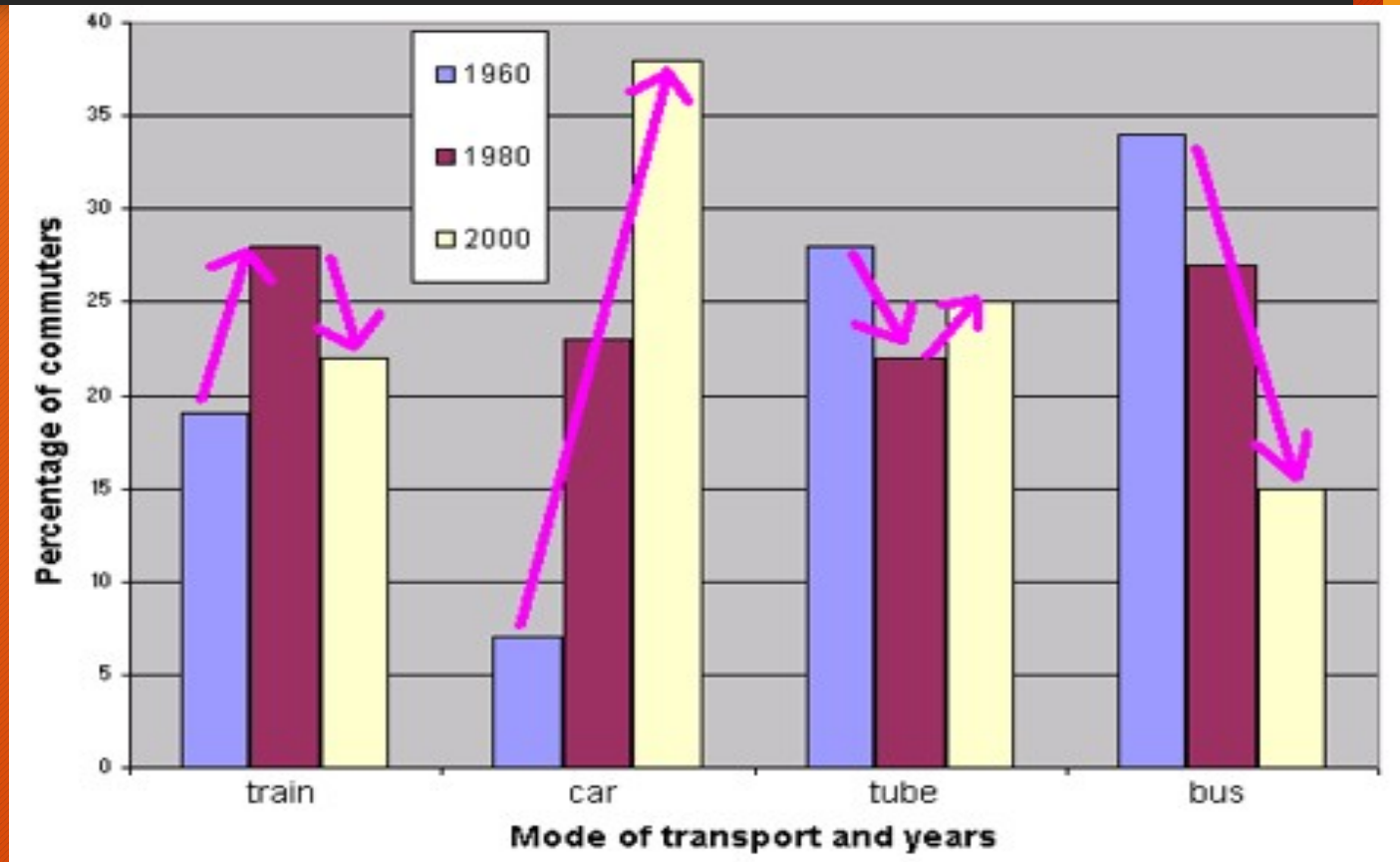


Paragraph 4 Use of Buses and Cars

Inference

- On the other hand, the use of cars increased steadily from just over 5% in 1960 to 23% in 1980, reaching almost 40% by 2000, whereas the popularity of buses has declined since 1960, falling from just under 35% in 1960 to 27% in 1980 and only 15% in 2000

Conclusion



Paragraph 5

- The concluding paragraph summarises the main findings of the chart

Comparison

- The graph indicates the growing use of cars for commuting to work between 1960 - 2000, and the corresponding decline in the popularity of buses from being the most popular mode of transport in 1960 to the least popular in 2000.

The main writing skills performed are

- Describing numerical data
- Identifying differences and similarities
- Comparing and contrasting
- Identifying and describing trends

Thanks