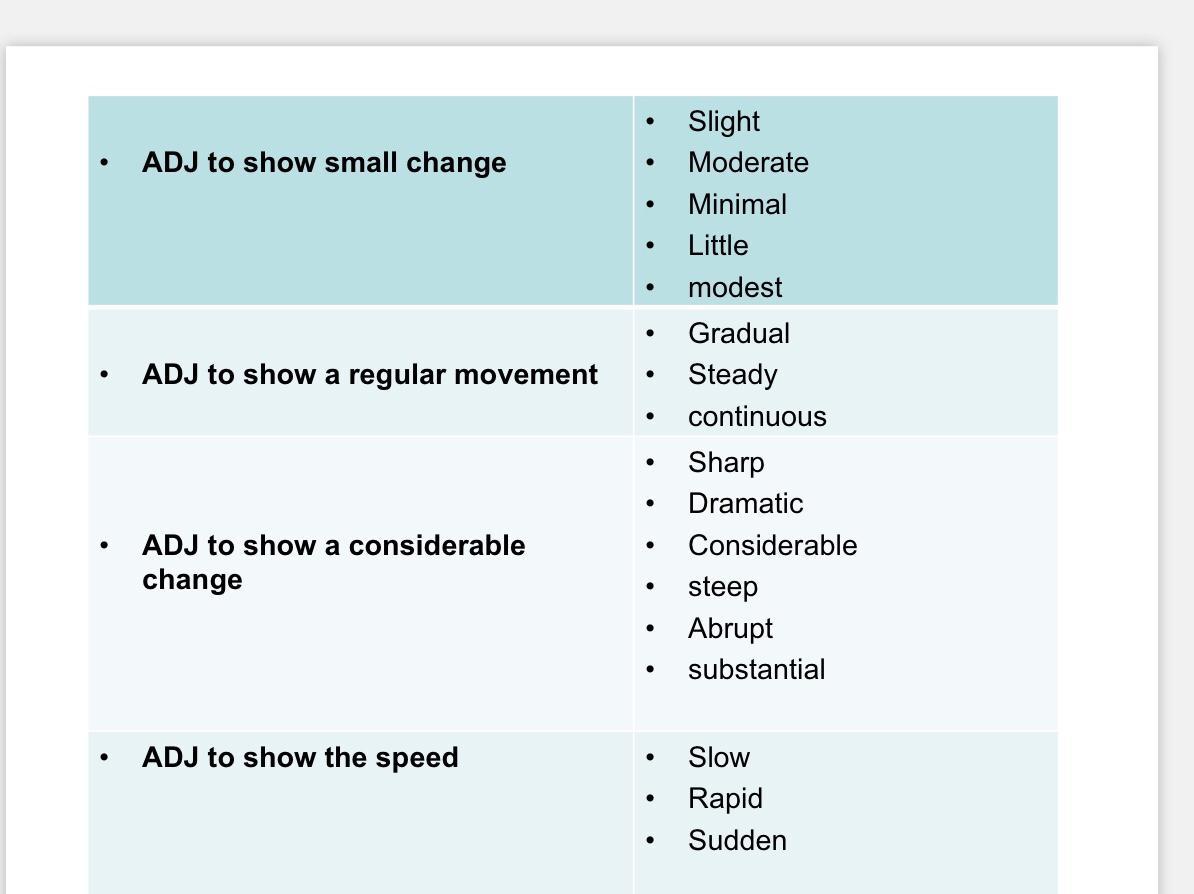
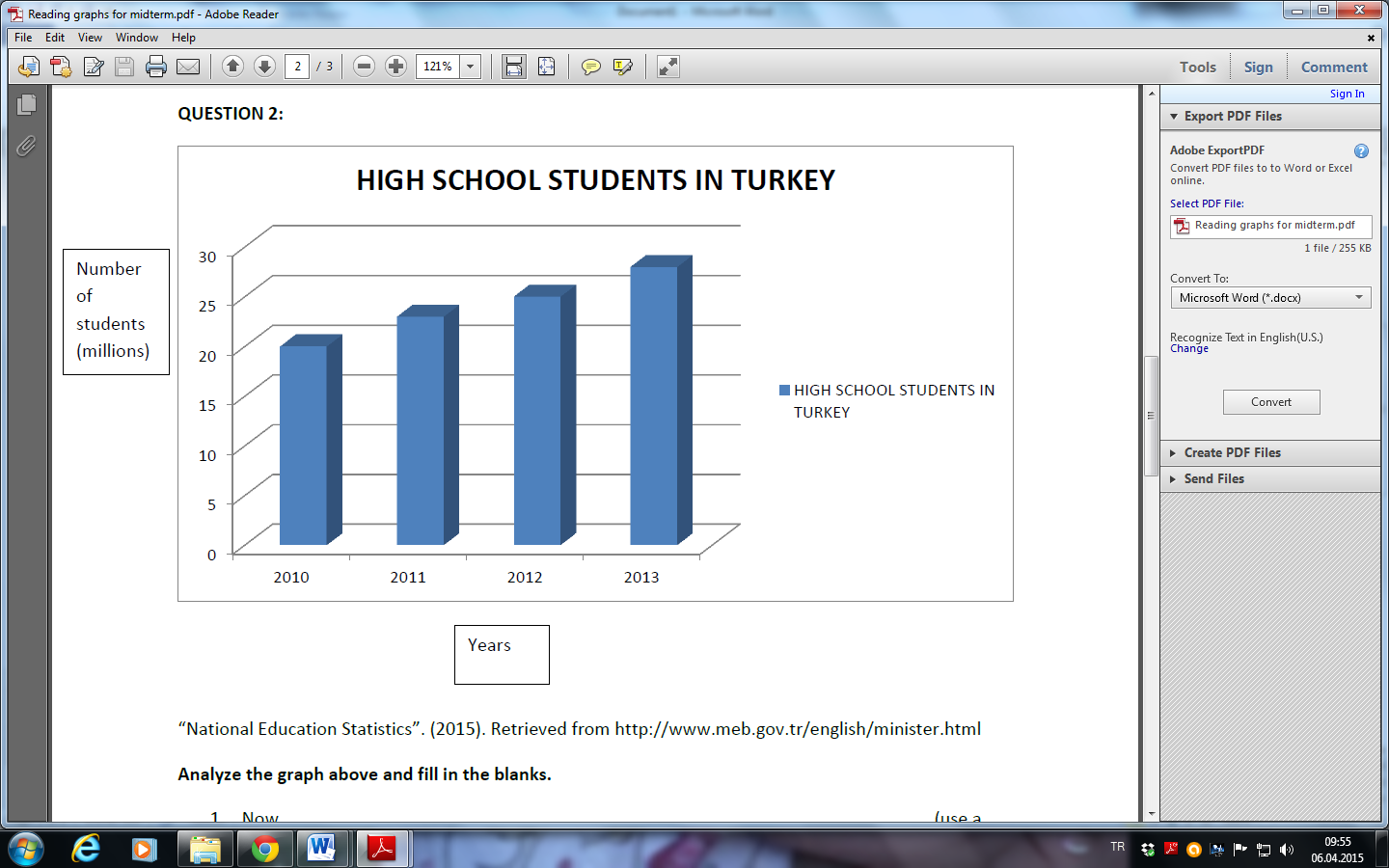
|  |  |
| --- | --- |
| Image result for graph icon | ENG211 Interpreting graphs |

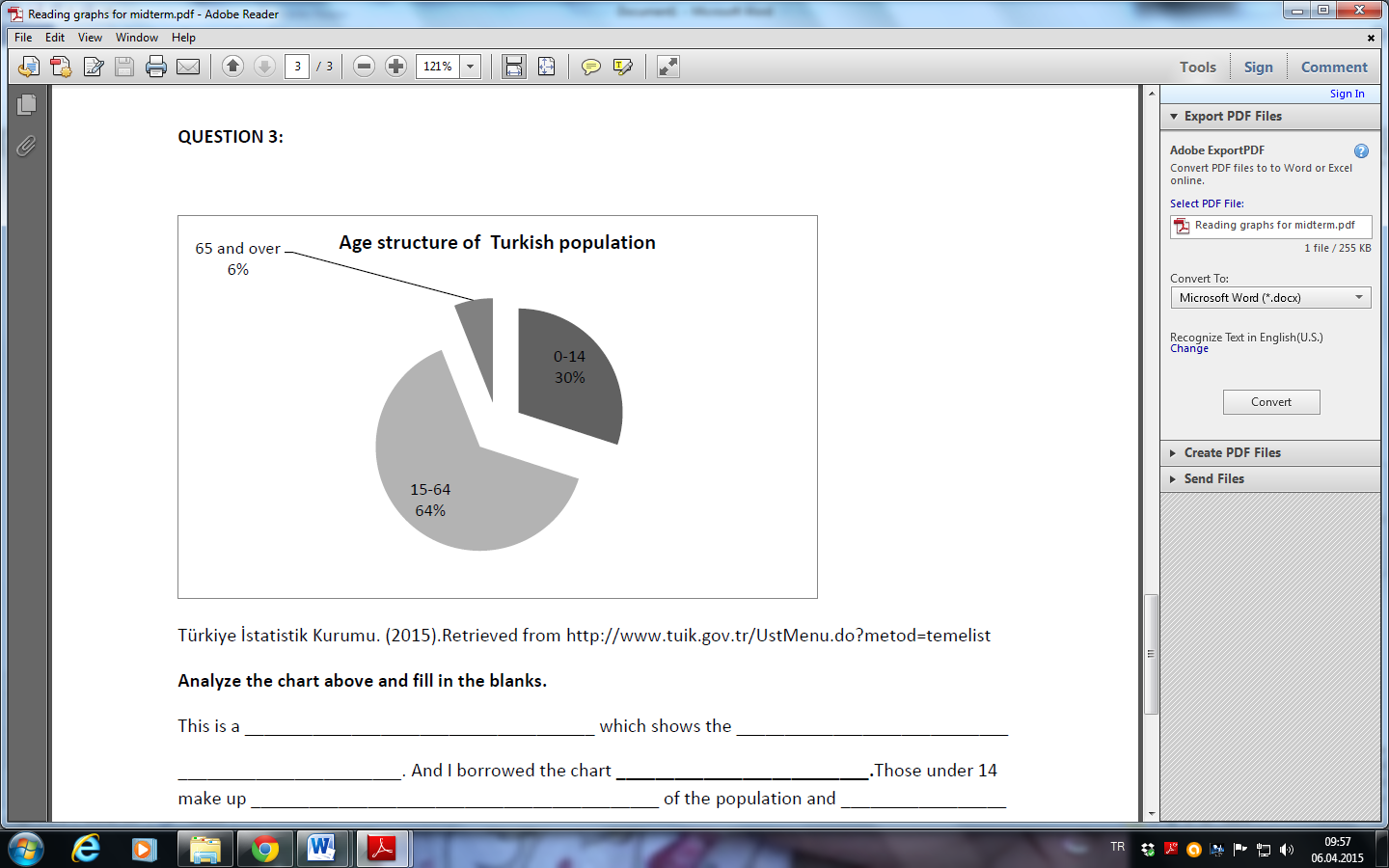
 Language on pp.51-53 + table below (different degrees of change)

**Analyze the graphs and fill in the blanks.**

Now (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_you a line graph which I took from an article titled Turkey GDP. The graph shows monthly exports of Turkey in 2014. (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shows the months while (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shows the exports in million dollars. When we look at the graph as a whole, we see that exports in Turkey (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between January and March, and they (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 30 million dollars in March. Monthly exports (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ until September, and then (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at 10 million dollars until the end of the year.



Now, let’s (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at a bar graph which I borrowed from National Education Statistics. It shows the number of high school students in Turkey (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and 2013. (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shows the number of students in millions while (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shows the years. Clearly, we can see that there is (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the number of students between 2010 and 2013 since the numbers increased from 17 million to (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_million.



Now, I would like to draw your attention to (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which shows the age structure of Turkish population. I (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the chart from the website of TUIK. As we can see in the pie chart, the largest segment of the population shows the people between the ages of (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . Those under 14 make up (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the population, and (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are only a small percentage of the population.

**ANSWER KEY**

Graph 1:

Now **(1)** **let me show** you a line graph which I took from an article titled Turkey GDP. The graph shows monthly exports of Turkey in 2014. **(2) the horizontal axis** shows the months while **(3)** **the vertical axis** shows the exports in million dollars. When we look at the graph as a whole, we see that exports in Turkey **(4)** **increased significantly/ increased considerably/ increased dramatically** between January and March, and the **(5)** **peaked at** 30 million dollars in March. Monthly exports **(6) fluctuated** until September, and then **(7) leveled out/ remained steady/ remained stable/ stayed constant/ maintained the same level/ held constant** at 10 million dollars until the end of the year.

Graph 2:

Now, let’s **(1)** **have a look** at a bar graph which I borrowed from National Education Statistics. It shows the number of high school students in Turkey **(2)** **between 2010** and 2013 . **(3)** **The vertical axis** shows the number of students in millions while **(4) the horizontal axis** shows the years. Clearly, we can see that there is **(5) a gradual increase** in the number of students between 2010 and 2013 since the numbers increased **(6)** from 17 million to **more than 25** million.

Graph 3:

Now, I would like to draw your attention to **(1) a pie chart** which shows the age structure of Turkish population. I **(2)** **borrowed** the chart from the website of TUIK. As we can see in the pie chart, the largest segment of the population shows the people between the ages of **(3)** **15 and 64.** Those under 14 make up **(4) 30 percent** of the population, and **(5) those over 65** are only a small percentage of the population.