



7 Same but different

BACKGROUND

1 You are going to watch an edited version of a TED Talk by Chimamanda Ngozi Adichie called *The danger of a single story*. Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

- 1 What are Adichie's main interests?
- 2 What is meant by 'the scars of colonialism'?

3 In English we have an expression: 'There are two sides to every story.' Is there a similar expression in your language? Can you think of an example of this?

TED TALKS

CHIMAMANDA NGOZI ADICHIE is a Nigerian novelist who studied political science and then creative writing at university in the USA. Her second novel, *Half of a Yellow Sun*, set against the backdrop of the Nigerian civil war, received two prizes for fiction and the praise of one of her literary idols, Chinua Achebe. In her work she seeks to expose the scars of colonialism on the African landscape. Of the struggles of people, particularly women, against adversity, she says she 'believes deeply in the ability of human beings to make and remake themselves for the better.'

Chimamanda Adichie's idea worth spreading is that we need to reject single stories about another country or people, or else we risk misunderstanding them.





New traditions: a wedding party walks through a park, China

KEY WORDS

2 Read the sentences (1–6). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–f).

- 1 Young children are particularly **impressionable** and so we have to be very careful what we expose them to.
- 2 South Africa is **synonymous** with the struggle for racial justice.
- 3 It is an area where thousands live in **abject** poverty.
- 4 Nelson Mandela's autobiography *Long Walk to Freedom* is the **definitive** story of the great man's life.
- 5 The people of West Africa showed enormous **resilience** to rebuild their countries after the Ebola virus crisis of 2014–15.
- 6 She was only trying to look at the story from everyone's point of view. It was unfair of them to **malign** her efforts.

- a authoritative and complete
- b toughness, the capacity to recover quickly after a setback
- c accuse falsely or criticize in a spiteful way
- d so closely connected that it appears the same as
- e easily influenced or led
- f humiliating, left without any pride or dignity

AUTHENTIC LISTENING SKILLS **Weak forms**

There are certain grammatical (not information) words – articles, prepositions, linking words, auxiliary verbs – that are said quickly and are not stressed. They often contain the schwa sound /ə/, e.g. *It was **a** /ə/ matter **of** /əv/ great importance.*

Two problems arise with weak forms.

- You don't always recognize the word. For example when *to* is pronounced /tə/ instead of /tu:/.
- You hear a sound that you think, incorrectly, belongs to the word before or after it, for example 'man of action' sounds like 'manner vaction'.

3a **26** Look at the Authentic listening skills box. Complete the opening lines of the TED Talk with grammatical words. Then listen and check your answers.

'I'm ¹ _____ storyteller. ² _____ I would like ³ _____ tell you ⁴ _____ few personal stories about what I like ⁵ _____ call "the danger ⁶ _____ ⁷ _____ single story". I grew up on ⁸ _____ university campus in eastern Nigeria. My mother says ⁹ _____ I started reading ¹⁰ _____ ¹¹ _____ age ¹² _____ two ...'

3b **27** Listen to the next two sentences from the talk. Write what you hear. Then compare answers. Which words were the weak forms?



7.1 The danger of a single story

TEDTALKS Watch at home

- 1** ▶ **7.1** Watch the first part (0.00–2.59) of the edited TED Talk. How does Chimamanda Adichie describe the stories she read as a child? Complete the table and answer the questions (1–2).

British stories	African stories

- How does Chimamanda Adichie feel now about British (and American) books?
- What did the African books save her from?

- 2** ▶ **7.1** Read the questions. Then watch the second part (2.59–7.24) of the talk and answer the questions. Compare your answers with a partner and discuss what the three examples together illustrate.

- Who is Fide?
- What skill did Fide's brother possess and why did this surprise Chimamanda Adichie?
- What music did Chimamanda Adichie's roommate want to hear and what did Adichie play her?

- What word or words sum up Chimamanda Adichie's roommate's attitude to her?
- What assumptions do foreigners make about Africa?
- Why was Chimamanda Adichie's professor critical of the characters in her novel?

- 3** ▶ **7.1** Watch the third part (7.24–10.29) of the talk. Choose the correct options to complete the sentences.

- According to Chimamanda Adichie, immigration in the US had become synonymous with *Mexicans / people sneaking across the border*.
- When she saw people in Guadalajara, Chimamanda Adichie realized she had absorbed this single story and she felt *overwhelmed / ashamed*.
- We create a single story by showing people as *one thing / the wrong thing* again and again.
- Power over other people is the ability to create a *story that dispossesses them / their definitive story*.
- The balance of power in the US would be different if we started that country's story with *the arrival of the British / the arrows of the native Americans*.
- According to Chimamanda Adichie, we also need to tell African stories *that are not about catastrophes / that are about depressing events*.

- 4 ▶ 7.1 Look at the ideas from the fourth part of the talk. Then watch the fourth part (10.29 to the end) of the talk and complete the sentences.

- The single story 'emphasizes how we are _____ rather than how we are _____'.
- 'What if my mother had told me that Fide's family was _____ and _____?'
- Nigerians often 'thrive _____ the government, rather than _____ of it'.
- 'Stories can _____ the dignity of a people', but they 'can also _____ that broken dignity'.
- 'When we _____ the single story, ... we _____ a kind of paradise.'

VOCABULARY IN CONTEXT

- ▶ 7.2 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.
- ▶ 7.3 Watch the clips from the TED Talk. Complete the collocations. Then discuss your answers.
- Complete the sentences in your own words. Then compare your sentences with a partner.
 - Unusual facts about foreign countries? I was pretty startled when I learned that ...
 - It's the norm when you travel abroad to ...
 - You can avoid being fleeced by dishonest taxi drivers if you ...
 - I'm not normally an irritable person, except when ...

CRITICAL THINKING Objectivity and subjectivity

- An opinion can be backed up by objective facts or by more subjective experience. Which method does Chimamanda Adichie use to support her argument? Do you think this was effective?
- Read these comments* about the TED Talk. Discuss the questions.
 - What do the viewers say about objective facts vs subjective experience in the talk?
 - Do you agree with the hope expressed by the second viewer?

Viewers' comments

- O Orlagh – Our teacher showed us this talk in a geography lesson and it had an amazing effect on the class. Apart from being a welcome break from learning dry facts, the message was one which I think we all took to heart: Don't make assumptions about other cultures and places and always follow the media critically.

S Alicia – A powerful message from a powerful storyteller. I am from Mexico and I was very moved when she talked about the stereotyping of Mexican people. It is very true that the media drives these stereotypes. But perhaps the Internet will now give us the opportunity to get away from this single vision and to see the world through many different pairs of eyes.

S Sergei – I sympathize with her point of view, but there is no evidence from other sources to support it. Her talk 'The danger of a single story' is actually a single story itself!

*The comments were created for this activity.

PRESENTATION SKILLS Using stories and anecdotes

- What do you think are the benefits of including stories and personal anecdotes in a presentation?
- Look at the Presentation tips box. Compare your answers from Exercise 10 with the ideas in the box.

TIPS

The key reasons for using stories in your presentation are:

- to make the talk more interesting than it might be if it were a straight presentation of facts
- to help the audience relate to concepts or ideas that might otherwise appear too abstract
- to develop a closer relationship with your audience through shared experiences
- to help the audience relate to you more easily and be sympathetic to your ideas

So when you think about including stories or personal anecdotes in your presentation, think first about how effectively the story will illustrate your point and secondly about how easily the audience will be able to relate to this story.

- ▶ 7.4 Watch the clip from the TED Talk. How relevant do you think the stories were to Chimamanda Adichie's argument? Do you think the audience could relate to the stories easily?
- Think about assumptions that different generations make about each other, with examples from your own experience. Make some notes on why this happens and why these assumptions can be wrong and prepare to talk about it.
 - what young people say about old people
 - what old people say about young people
- Work in pairs. Take turns to present your ideas from Exercise 13 as if they were part of a presentation on 'The risks of making assumptions'.

7.2 No better, no worse

DIFFERENT WAYS OF DOING THE SAME THING

SLEEPING



on your
back

on your
side

in a foetal
position

EATING YOUR MAIN MEAL



big breakfast

big lunch

big dinner

PROTECTING YOURSELF FROM SUN AND HEAT



white clothing

dark / black
clothing

DOING EXERCISE



walking

running



DRIVING

on the
left

on the
right



PEELING A BANANA

from
the top
(the stalk)

from the bottom

ACKNOWLEDGING A STRANGER



smile



nod



ignore

GRAMMAR Comparative forms

- 1 Work in pairs. Look at the infographic. For each action, choose the option that you most commonly do. Discuss the benefits and drawbacks of each option.
- 2 28 Listen to someone talking about the different habits in the infographic. Answer the questions.

- 1 Which activities in the infographic does the speaker refer to?
- 2 What does she say about the benefits or drawbacks of each habit?
- 3 Read the sentences (1–8) in the Grammar box. Answer the questions (a–e).

COMPARATIVE FORMS

- 1 One way isn't necessarily **better** or **worse** than another.
- 2 You see a way of doing something that seems **much more sensible** than the way you've been used to.
- 3 You're **far less likely** to bruise the banana as you peel it from the non-stalk end.
- 4 They don't suffer **nearly as much** from back problems as we seem to in America.
- 5 It's **by far the cheapest** bed I've ever bought.
- 6 It takes up **a little more** room than my old bed, but I sleep **a whole lot better**.
- 7 **The more** you travel, **the more** you become aware of the different ways that people do the same things.
- 8 **The simpler** the solution, **the better** it seems to work.

- a In sentences 1–6, what things are being compared? In which sentences is one of the things being compared implied, rather than being stated explicitly?
- b What words are used to emphasize comparisons, i.e. to say that the difference is a big one?
- c In which sentence is the comparison being toned down (made less strong) rather than being emphasized?
- d In sentence 7, what two things are being measured in relation to each other?
- e What verb is missing in sentence 8?

Check your answers on page 155 and do Exercises 1–4.

- 4 Read the sentences. Cross out the options which are NOT possible. Sometimes more than one option is possible.

- In countries where people drive on the left there is *the lowest / a lower* collision rate, because the majority of people see *clearer / more clearly* with their right eye, so they can monitor oncoming traffic *better / the best*.
- Health experts agree that *by far the most important / the far most important* meal in the day is breakfast. Your main meal could be lunch or dinner, but you should never eat a big meal as *little as / less than* four hours before you go to bed.
- It makes *much more / far more* sense to pay for a bus ticket when you get off. That way if you travel *further / farther* than intended, you will still pay the right amount.
- We tend to think that dark colours are *less effective / not as effective* at keeping us cool in sunny weather. But actually, the darker *are the clothes / the clothes are*, the better they are at keeping out the sun's rays.
- More / The more* exercise you do, the healthier you will be. But studies have shown that if you want to lose weight, walking is *not nearly as / not as much* effective as running. That's because walkers consume more calories after walking *as / than* runners after running.

- 5 Rewrite the sentences so that they express the same ideas. Use the words in brackets.

- Eating a good breakfast is much more important than eating a good dinner. (not nearly)
Eating a good dinner _____.
- The sun penetrates light fabrics more than dark fabrics. (lighter)
The _____, the _____.
- In some cultures, smiling often at strangers can seem insincere. (more)
In some cultures, the _____, the _____.
- Sleeping on your side is less good for you than sleeping on your back. (far)
Sleeping on your back _____.
- Around the world, driving on the right is more common. (drive)
Around the world, people _____.

- 6 Work in pairs. Complete the common phrases and sayings using these words. You will have to use some words twice. Then discuss the meaning of each phrase.

less like more so such the too

- I'm afraid it's _____ little _____ late.
- More haste, _____ speed.
- The _____, the merrier.
- _____ father, like son.
- There's no _____ thing as a free lunch.
- _____ sooner, _____ better.
- _____ far, _____ good.

LANGUAGE FOCUS Expressing preferences

- 7 Look at the sentences (1–6). Underline the phrases used to describe a preference. Then answer the questions (a–b).

- What grammatical form is used after each phrase?
- What tense is used after *would rather / would sooner* to say what we prefer someone else to do?

- In some countries you have to pay tax on your salary at the end of the year. I'd sooner they just deducted it before I'm paid each month.
- We have to go to the post office to pick up our mail. I'd rather a postman delivered it to the house, but that's not the way they do it here.
- We still prefer eating things like rice or curry with our hands, even though we've lived in the UK for over thirty years.
- Having milk in tea is weird. I'd just as soon not drink it as have milk in it.
- I'd much rather a pump attendant filled the car up for me at the petrol station than have to do it myself.
- There's no ticket office at the station: you have to get your ticket from an automatic machine. It'd be better to have a ticket salesperson so that you could ask them about the various options.

See page 155 for more information about expressing preferences, and do Exercises 5–6.

- 8 Work in pairs. What would your preference be in each situation in Exercise 7?

SPEAKING Different approaches

9 21st CENTURY OUTCOMES

Work in pairs. Talk about your preferences in the following areas and give reasons for them. Try to use the different expressions for expressing preferences from Exercise 7.

- How do you prefer to be addressed by someone you don't know?
- How do you prefer to relax in the evening – going out or staying in?
- If you have a lot of work, do you prefer to work late into the night or get up early the following day?
- Do you prefer to get to appointments very early or at the last moment?
- When do you find is the best time to a) exercise b) shower or have a bath?
- What is your preferred method of getting around in a big city?

- 10 Make three more questions about preferences to ask your partner. Begin 'Would you rather ...?'

7.3 Why more is less

READING The paradox of choice

- 1 Work in pairs. Look at the sentence below. What does *less is more* mean? Think of a situation when you would use it.

'Don't try to visit all the big museums in London if you're only there for a week. Less is more.'

- 2 Read the book review. Answer the questions.

- What does the author of the book *The Paradox of Choice* mean when he says 'more is less'?
- Find two examples of instances when 'more is less'.
- How can we deal with having so much choice?

- 3 Read the review again. Choose the best answer (a–c).

- How did the writer feel after leaving the jeans shop?
a depressed b out of touch c confused
- Why was choice NOT a problem in the past?
a People in the past were less greedy.
b The number of choices was more limited.
c The choices were mostly pleasant ones.
- According to Schwartz, what do people tend to do when making a choice?
a They try to make a rational evaluation.
b They evaluate only the options that suit them.
c They pay attention to more subjective judgements.
- Who would most likely spend a long time considering what insurance policy to get?
a a maximizer b a satisficer c neither of these
- What kind of choices does Schwartz imply we should devote time to?
a choices which affect our mood
b life-changing choices
c no choices

- 4 Work in pairs. Find the words in bold in the review and discuss what they mean. Then answer the questions.

- How many **permutations** are there for throwing a total of seven with two dice? (para 1)
- When does an army or group of people addressing some problem have to **regroup**? (para 1)
- Which is more **debilitating**, a cold or the flu? (para 2)
- How much would a **subsistence** wage be? (para 3)
- Do you believe in the **efficacy** of alternative medicines like acupuncture and homeopathy? (para 4)
- Are you **plagued** by unsolicited calls from companies trying to sell you things? (para 5)

- 5 Read the review again and answer the questions.

- What does *it* refer to in line 15?
- Why does the author use the phrase *it is debilitating*, not 'it makes your life more difficult' in line 21?
- What does *this* refer to in line 33?
- Why does the author say Schwartz's advice is 'unsurprising' in paragraph 5?

- 6 When making a decision, do you often find yourself wishing you had made a different choice? Do you think, on balance, you are a *maximizer* or a *satisficer*?

VOCABULARY Idioms related to choice

- 7 Look at these expressions from the review: a) *take the line of least resistance* and b) *be spoilt for choice*. What does each expression mean? Then complete the other idioms with these words.

bets	brainer	cherry	devil
evils	fence	judgement	plunge

- I voted for him because the other candidate was new and I thought '**Better the _____ you know.**'
 - It's typical of her to **sit on the _____**. She always waits to see what's most advantageous to her.
 - I did employ him in the end – **against my better _____** – but I think everyone deserves a chance.
 - There's no difference between them – just buy the cheapest one. It's a **no-_____**.
 - I've applied to four different law schools. I thought I should **hedge my _____** in case one of them doesn't accept me.
 - She loves him, but I don't think she's ready to **take the _____** and marry him.
 - The energy company has _____ **picked** all the most profitable customers and ignored the others.
 - Cutting wages is **the lesser of two _____**. It's either that or laying people off.
- 8 Work in pairs. Each choose four of the idioms in Exercise 7. Use the idioms to talk about occasions when you had to make a (difficult or easy) choice.

SPEAKING Criteria for choosing

9 21st CENTURY OUTCOMES

You are going to create a website that helps people to choose things more easily.

- Look at the product categories below and choose one category.
- Make a list of 8–10 criteria to help people filter their options.

Look at the example of filters from a 'Which film to watch' website on page 176 to help you.

PRODUCT CATEGORIES

- Which book to read
- Which car to buy
- Where to go on holiday
- Which birthday gift to buy
- Which fitness plan to follow
- Which pet to own

- 10 Work with another pair. Compare your list of criteria. Discuss if you think the criteria work. Do they cover all the important points?



THE PARADOX OF CHOICE

It's a familiar scenario. You go into a well-known clothes shop to buy a pair of blue jeans – similar to the ones you've had for a while and know you feel comfortable in – and ask the sales assistant for some help. Expecting to be asked the waist size and leg length, instead you are met with a dizzying array of options: 'Would that be faded or dark, stretch fabric or non-stretch, regular fit or skinny, low-rise or mid-rise, boot-cut or straight-leg ...?' The permutations are so endless that you retreat, reeling, from the shop to regroup and consider how better to approach this seemingly simple task.

In his recent book *The Paradox of Choice – Why more is less* Barry Schwartz attempts to explain how we have reached this plethora of options in everything we buy, from jeans to salad dressing, what effect it is having on us psychologically, and how we can deal with it. Schwartz is not against choice per se. In fact, he admits that in many ways it has given us more control and autonomy. His point is that when the number of choices reaches a critical point, the negatives start to outweigh the positives: choice is no longer liberating, it is debilitating.

The explosion in choice, he says, is linked to economic progress. When people relied on subsistence agriculture, the question did not arise – you ate what you were able to grow. But through the development of trade and crafts, we became materially richer, so that now we have the luxury of choosing from 285 varieties of biscuit in our local supermarket or from 120 courses in the local college prospectus.

We come to a given choice through a process of goal-setting (What do I want?) and decision-making (How can

I get it?), evaluating the importance of each goal and the likelihood that each option will fulfil it. This, as Daniel Kahneman and other psychologists have pointed out, is by no means an exact science. Often we ignore empirical evidence about the merits of a particular solution (e.g. the scientific facts behind the efficacy of a particular weight-loss plan) in favour of anecdotal evidence (e.g. a friend who has told us that the diet worked wonders for her). Using this process as a guide, Schwartz divides people into two categories, *maximizers* and *satisficers*. A *maximizer* is a person who wants to get every choice, from a small purchase to a life-changing decision, absolutely right. The only way they can do this is to make sure they have all possible options arrayed before them, which can be a daunting task. A *satisficer* is a person who takes the line of least resistance and more readily accepts a good option or solution without worrying too much that there might somewhere be a better alternative.

The problem is the psychological damage that we inflict on ourselves if we are a *maximizer* in today's consumer society, where we are spoilt for choice. Our expectations are raised to the maximum and, consequently, so are our regrets, which plague us constantly: even if the hotel we choose for our holiday is perfectly adequate, there is always a better one that is booked up. Schwartz's advice is, unsurprisingly, to be a *satisficer*, but he also advises us to be more judicious in what we attach importance to (e.g. choice of career is far more important than choice of car) and to learn to embrace constraints, i.e. you can't always get what you want.

All in all, this is a useful book with some funny and interesting illustrations of the problem.

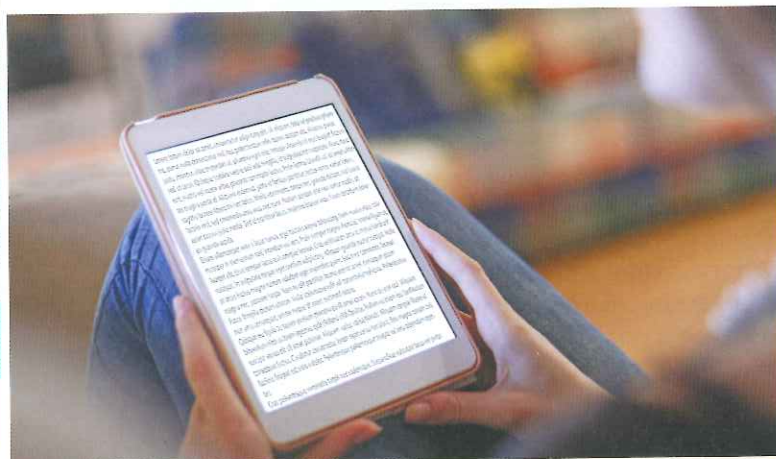
7.4 Having said that ...

READING Reading habits

- 1 Work in pairs. What kind of things do you read in a typical week (newspapers, magazines, text books, novels, business reports)? Where do you read these things?
- 2 Read the article. Answer the questions.
 - 1 What predictions were originally made for eBooks?
 - 2 What actual trends in reading habits does the article identify?
- 3 Work in pairs. Look at the two trends (1–2) and discuss the possible reasons for these trends. Then compare your ideas with the information on page 176.

Trends

- 1 People are going back to printed books.
- 2 Young people prefer printed books to eBooks.



Reading habits

What have the eBook and digital print – on a digital device – done for reading? Have they increased or decreased the amount we read? More importantly, have they improved the way we read? When the e-reader (Kindle, etc.) and tablet appeared, most analysts were quick to announce the demise of the printed book and that sales of eBooks would soon overtake those of printed books.

But that has not happened. After some years of flat sales performance, sales of printed books rose in the US by 2.4 per cent last year, while sales of eBooks faded. (Encouragingly, overall combined sales of books, both digital and print, rose.) Moreover, the market for printed books was particularly strong among teenage and young adult readers, the very group you might expect to have been seduced by a digital option. The precise reasons for these trends are not known, but research suggests that ...

LISTENING Different viewpoints

- 4 29 You are going to listen to the views of an analyst and a member of the public about eBooks and digital print. What view does each speaker express? What concession do they make to their argument?
- 5 29 Listen to the speakers again. Tick (✓) the expressions in the Useful language box that each speaker uses to express the following.
 - a give a general view
 - b make a comparison or contrast
 - c make a concession

USING DISCOURSE MARKERS

Giving a general view

Broadly speaking, By and large, Generally, On the whole

Explaining consequences

As a consequence, As a result, Because of that, For that reason

Limiting the scope

anyway, as far as ... is concerned, at least, at any rate

Making concessions

Admittedly, But a word of caution, Having said that, I'll grant you, That said

Making distinctions

That's not to say ..., That's very different from ...

Making comparisons / contrasts

at the same time, in spite of that, notwithstanding, on the other hand, whereas, while

Adding points

And also, On top of that, What's more

Pronunciation Linking in discourse markers

- 6 30 Listen to the sentences. Notice how the words in each phrase in **bold** are linked. Then practise saying the phrases with your partner.
 - 1 **As a consequence**, a good half of their reading is now done on screens.
 - 2 **What's more**, the vast majority of teenagers agree.
 - 3 Or **at any rate**, a majority of those who aren't regular readers already.
 - 4 But **that's not to say** you'd replace your stove with it.
 - 5 **By and large**, I read faster with an e-reader.

SPEAKING Constructing arguments

- 7 Choose one of the discussion topics below (a–c). Construct an argument describing the following.

- 1 what people generally do and the consequences of this
- 2 your opinion and points that support this
- 3 any concessions to this argument

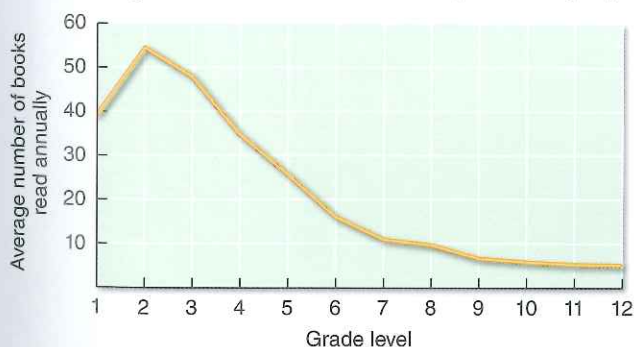
Discussion topic

- a 'People too often depend on one source – their favourite newspaper, TV channel or online news website – to get their news and this distorts their view of the world.'
 - b 'People spend a lot of time these days recording their experiences on digital and social media rather than just enjoying the experiences in the moment.'
 - c 'People like to voice their opinions in Internet forums and on comment pages. The problem is that too often they express these views in an angry, negative and even rude way.'
- 8 Work in pairs. Present your argument to your partner and then discuss your views together. Use the expressions in the Useful language box on page 82 to help you.

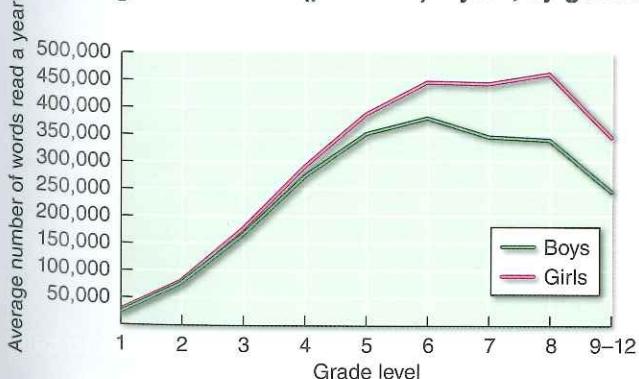
WRITING Describing and interpreting data

- 9 Look at the two graphs illustrating how much school children read in the USA. Then discuss the questions with your partner.
- 1 What are the main trends shown in the two graphs?
 - 2 What reasons can you give for these trends and what conclusions can you draw?

Average number of books read (per child) a year



Average words read (per child) a year, by gender



- 10 Read the description, interpreting the data in the two graphs, and compare the answers you gave in Exercise 9. Did you make the same points?

The two graphs illustrate the average number of books and words read each year by school children from grade 1 (age 5) to grade 12 (age 17) in the USA. The first graph shows the number of books read by all students, while the second graph, which describes the number of words read, makes a comparison between male and female students.

What we observe overall is that the number of books read declines steadily from 55 books a year in 2nd grade to around ten a year in 8th grade, while the average number of words read rises from around 70,000 a year in 2nd grade to around 400,000 in 8th grade. These two trends are not surprising, as, compared to the shorter picture books read by younger children, older pupils tend to read longer texts.

What is perhaps more significant is that the number of words read reaches a peak at 8th grade and then falls away sharply to only 300,000 a year by 12th grade. It is also worth noting that, relative to girls, boys' reading volume is consistently lower from 5th grade onwards, with the biggest difference (about 100,000 words fewer) being recorded at 8th grade. The reasons for this are not clear, but such a large discrepancy ought to be of concern to educators.

- 11 The description is divided into three paragraphs (or sections). What heading would you give each section?

Writing skill Describing graphs

- 12 Find the following words and phrases in the description.
- 1 three verbs in the first paragraph that describe what the graphs show
 - 2 three phrases (paragraphs 2 and 3) that draw our attention to what we see
 - 3 three phrases that signal a comparison
 - 4 three verbs that describe either an increase or decrease
 - 5 two adverbs that describe the rate of increase or decrease

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Look at the graph on page 176. Make notes on the information it shows and any conclusions that you can make. Then write a description of the graph. Write 120–180 words.

- 14 Work in pairs. Exchange your descriptions. Use these questions to check your partner's description.
- Is the description divided into an introduction, main points and a conclusion?
 - Does it describe the main trends shown in the graph?
 - Does it use appropriate language to point out what is noteworthy and to make comparisons?