

# Describing Graphs

## EXAMPLE



## Speaking skills

This lesson begins labelling the key features of a graph and naming different graph / chart types. It then provides a practice to see if students can describe a range of different lines (peak, plummet, etc..). This is followed by a fun activity where in pairs students describe and plot the lines on four graphs.

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# Teacher's Notes **EXAMPLE**

**Aim:** to develop the students' ability to describe graphical data and become more aware of language related to line graphs.

**Level:** \*\*\*\*\* [B1/ B2/C1/C2] **Lesson Time:** 30 minutes

## Describing Graphs Lesson Plan

### Lead in (10 minutes)

- i. Hand out Language for describing graphs sheet.
- ii. Students do the first activity: 1. Label the basic parts on this graph.
- iii. Feedback using the answer sheet / or individually.
- iv. Students do second activity: 2. Name these different types of graph/charts.  
[These graph / chart names have been taken from Microsoft Word]
- v. Feedback as a whole group.

### Language for describing graphs. (15 minutes)

- i. Handout 3. Language for describing graphs.
- ii. Students label the different lines.
- iii. Encourage students to use adjectives (dramatic) & adverbs (exponentially).
- iv. There are a variety of answers here: use the answer sheet at the back as a guide.
- v. [Handout 4. Language review. A useful guide of irregular verbs and a collocation guide.](#)

### Language Exercises. (150minutes)

- i. Handout 5. Language Exercises.
- ii. Student work through exercises.
- iii. Feedback: Answers in the back.

### Production: Graphs sheet (20 minutes + feedback)

- i. Put the students into pairs.
- ii. Give student A – Student worksheet A and Student B – Student worksheet B
- iii. Explain the students are going to verbally explain their graphs to each other.
- iv. While one student explains their graph, the other student draws / plots the data.
- v. **DO NOT** allow the student to look at the other student's graph.
- vi. Feedback using the other student's sheet.
- vii. Handout 6. Writing. Write a description of the Ray-Ban graph (example answer given).

#### Teacher Information

**Pie charts** are best to use when you are trying to compare parts of a whole

**Bar / column graphs** are used to compare things between different groups or to track changes over time.

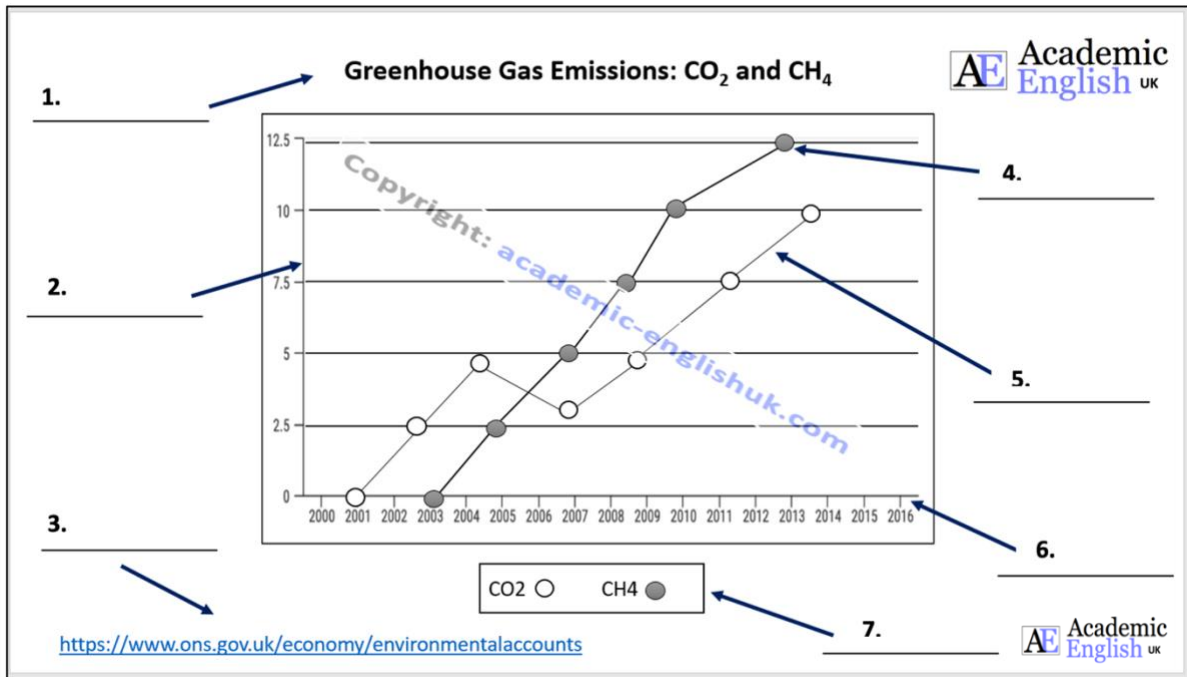
**Line graphs** can also be used to compare changes over the same period of time for more than one group.

**Scatter plots/graphs** show how much one variable is affected by another. The relationship between two variables is called their correlation.

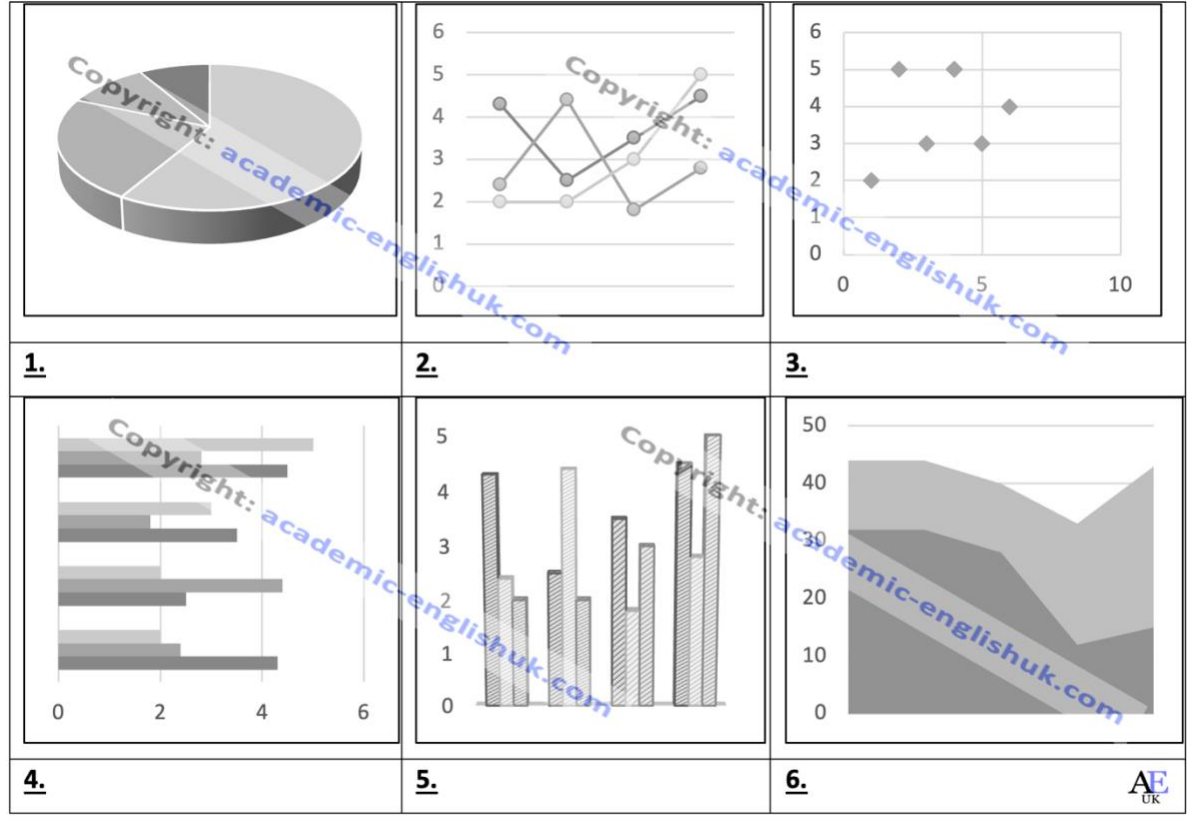
**Area charts** show multiple data series with part-to-whole relationships or for cumulative series of values.

## Language for describing graphs **EXAMPLE**

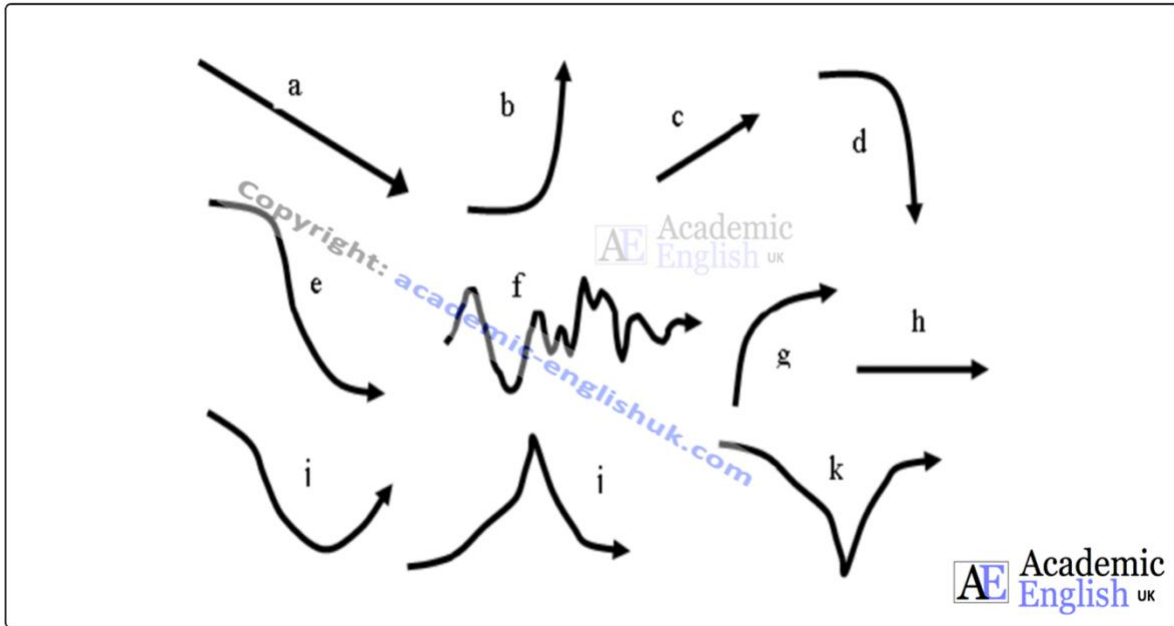
### 1. Label the basic parts on this graph



### 2. Name these different types of graph/charts



### 3. Language Review for describing graphs



#### 3. Name the different types of graphical lines

a	
b	
c	
d	
e	
f	
g	
h	
i	
k	

## 4. Language Review

### Past Tense Verb Forms

Present	Past simple	Past participle
Fall	Fell	Fallen
Grow	Grew	Grown

### Graphical Collocations

#### Verb + Adjective

	Adjective	Verb
A / an	<i>big / considerable / dramatic / gradual / rapid / sharp / significant / slight / small / steady / substantial / threefold / twofold</i>	<b>increase</b>
	<i>dramatic / gradual / / marked / / significant / slight / / steady</i>	
	<i>/ rapid / sharp / / substantial</i>	<b>fall</b>
	<i>/ sharp / / slight / steady / / sudden</i>	
	<i>/ gradual / / serious / / slight / slow /</i>	<b>decline</b>
	<i>/ rapid / / steep /</i>	
	<i>big / / dramatic / / rapid / / significant / / substantial /</i>	<b>drop</b>

#### Verb + Adverb

Verb	Adverb
<b>increase</b>	<i>considerably / exponentially / dramatically / gradually / rapidly / sharply / significantly / slightly / steadily / substantially</i>
	<i>dramatically / / sharply / / slightly /</i>
<b>fall</b>	<i>dramatically / rapidly / sharply / significantly / substantially</i>
	<i>dramatically / / significantly / / steadily /</i>
	<i>steadily / /</i>
<b>decline</b>	<i>/ gradually / / sharply / / slowly / steadily /</i>
	<i>/ rapidly / / steeply /</i>
<b>drop</b>	<i>/ dramatically / / significantly / slightly / /</i>

## 5. Language Exercises

### Definitions of language

Choose a suitable word from the language review – the number of letters of the word are given:

1. To reach the highest point of development: P e a k
2. To rise very quickly at a high level: S \_ \_ \_ \_
3. To be [redacted] or change: S \_ \_ \_ \_ \_
4. To have a [redacted] movement: F \_ \_ \_ \_ \_ \_
5. To [redacted] suddenly: P \_ \_ \_ \_ \_
6. To have [redacted] and to be about to improve: \_ \_ \_ \_ \_ \_ \_ \_
7. To be the [redacted] of highs and lows: \_ \_ \_ \_ \_
8. To [redacted] time: \_ \_ \_ \_ \_ \_ \_
9. To move [redacted] way down: \_ \_ \_ \_ \_
10. To stop [redacted] at the same level: \_ \_ \_ \_ \_ \_ \_

### Questions

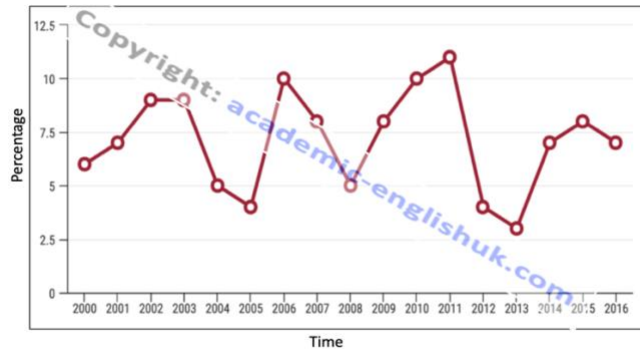
Choose the correct answer (1-5) and put a suitable word in the gap (6-10)

1. Energy price shares soared / dipped / stabilised in the first three months of the year at 0.56 but have since recovered to 0.58.
2. The podcast's audience has plunged / peaked / soared [redacted] in 1 week.
3. [redacted] fluctuated / plummeted / grew from 27% to 11% in two hours.
4. The pound (GBP) has depreciated / levelled off / gradually rose [redacted] [redacted] 37-year low.
5. The graph shows that [redacted] and undulated / plummeted / peaked in [redacted] steadily.
6. High growth within the economy [redacted] rate is remaining extremely [redacted].
7. Vegetable prices tend to [redacted] between [redacted] Nov and March.
8. House prices [redacted] in 2022 with [redacted] to be [redacted] at this [redacted] last few years.
9. Visitor numbers [redacted] from [redacted] 2023.
10. Gold prices [redacted] in [redacted] however, prices are now [redacted] again.

**Student Worksheet A**

**Title: Unemployment in the UK**

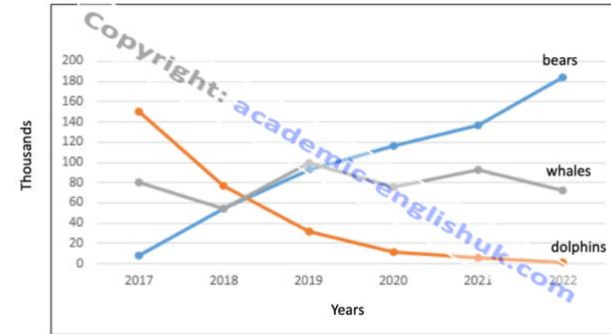
**Graph 1**



Source: UK Government (2017)

**Title: Wildlife population predictions in Canada**

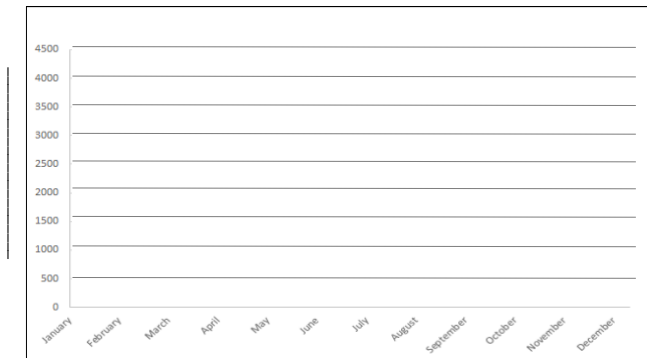
**Graph 2**



Source: Greenpeace Charity (2019)

**Title: \_\_\_\_\_**

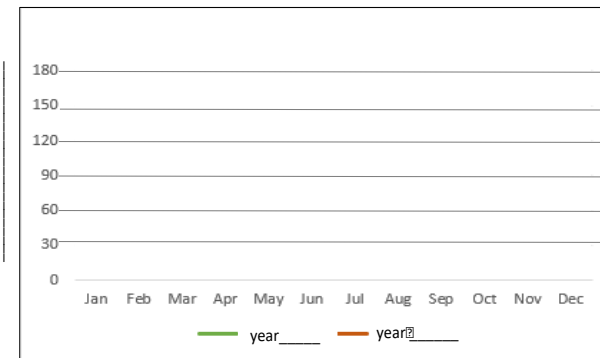
**Graph 3**



Source: \_\_\_\_\_

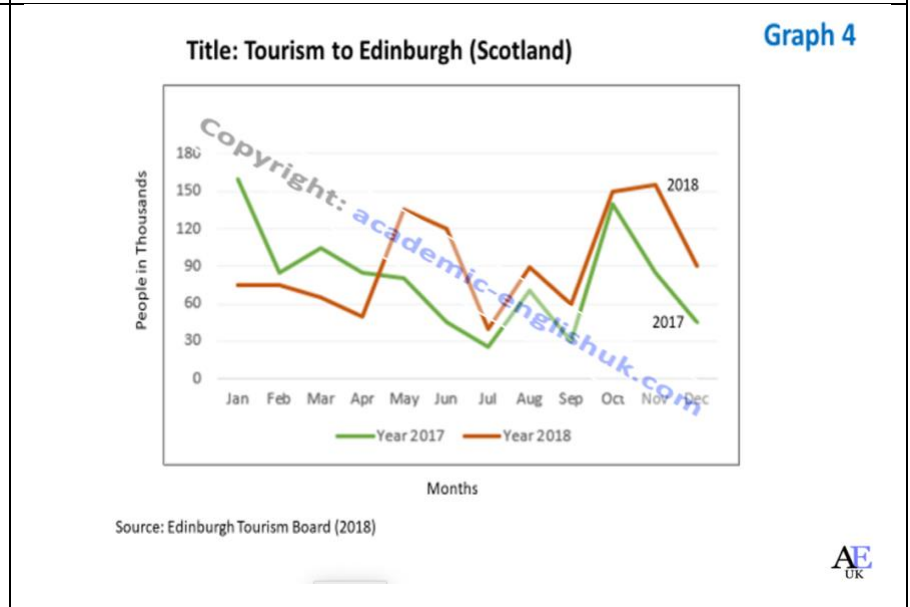
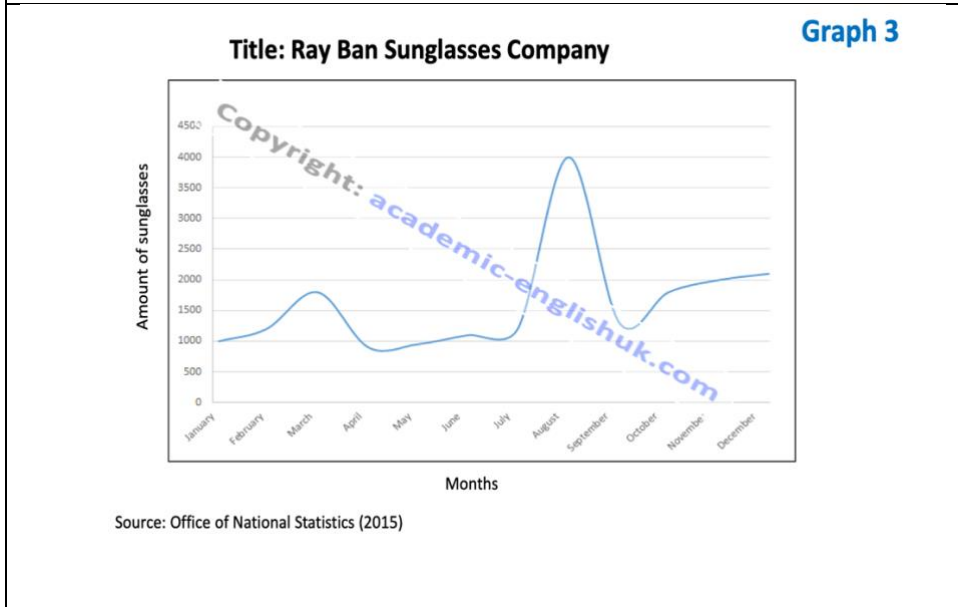
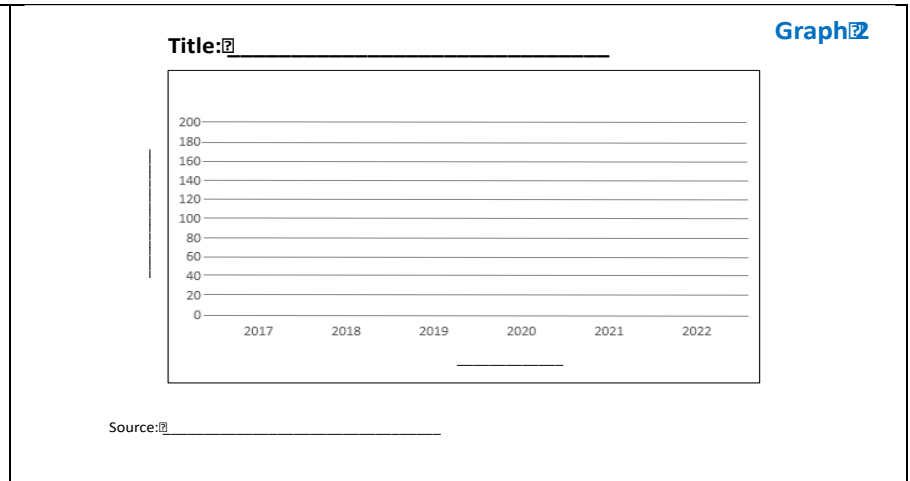
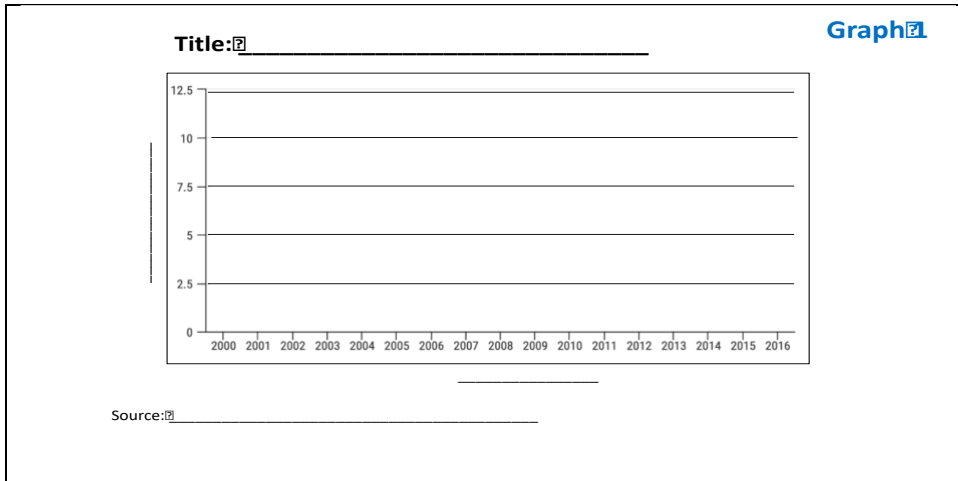
**Title: \_\_\_\_\_**

**Graph 4**



Source: \_\_\_\_\_

**Student Worksheet B**

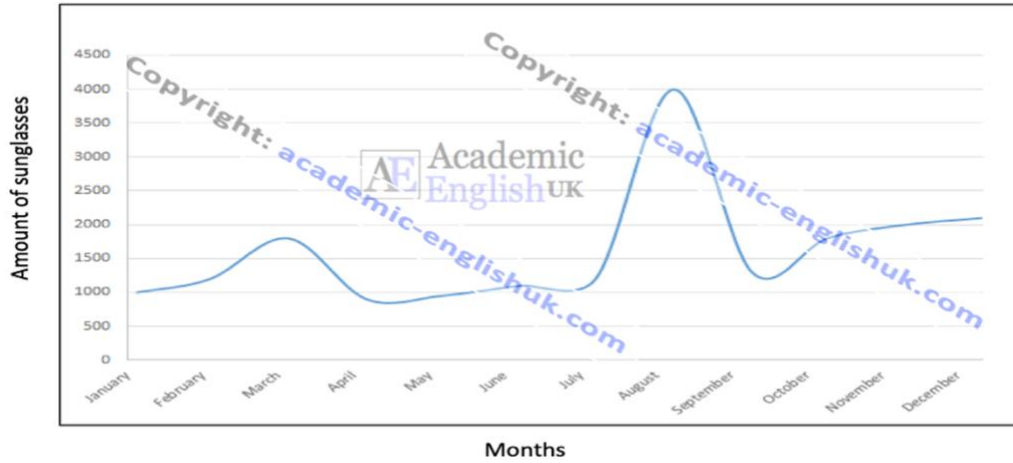




**6. Extra: Writing**

Write a short description of this graph. Try to use a variety of graphical verbs and collocations.

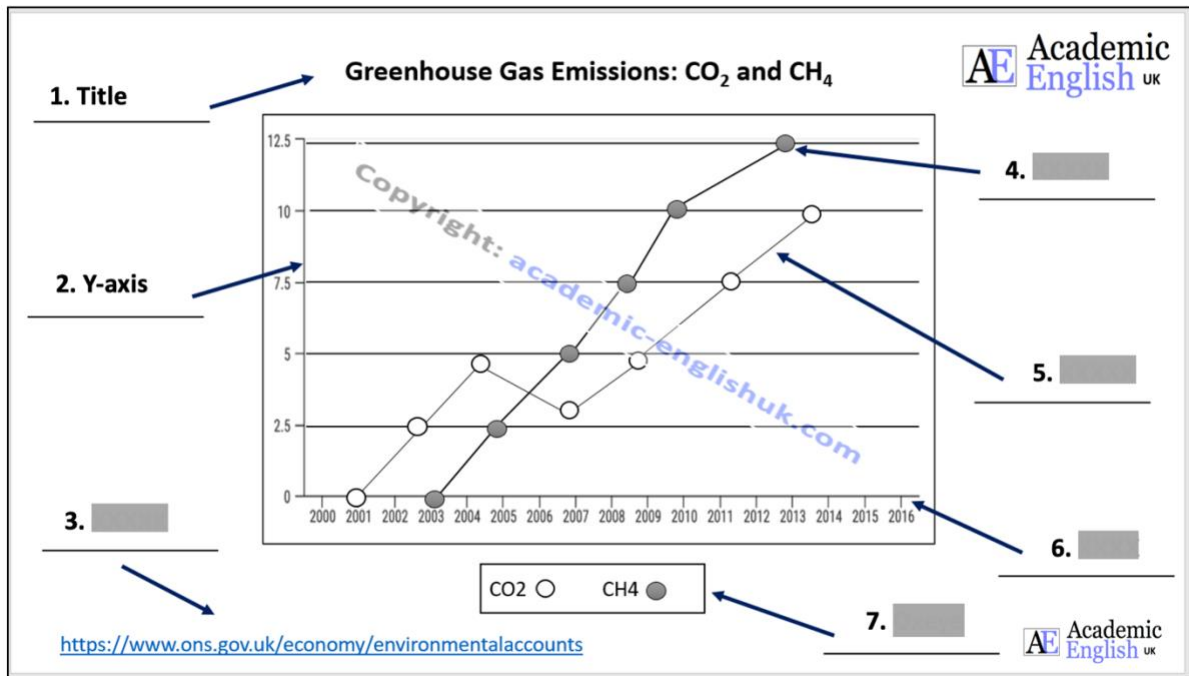
**Title: Ray-Ban Sunglasses Company**



**Figure 2: Corporate Sales (Ray-Ban, 2022)**

This graph shows....

**Language for describing graphs ANSWERS**



**2. Name these different types of graph/charts ANSWERS**

**ALL ANSWERS INCLUDED IN PAID VERSION...**