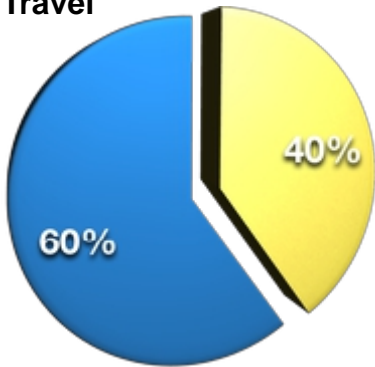


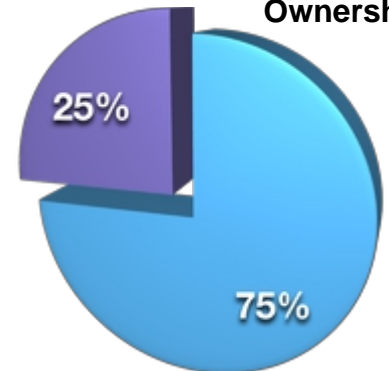
Explaining Statistics

Overseas Travel



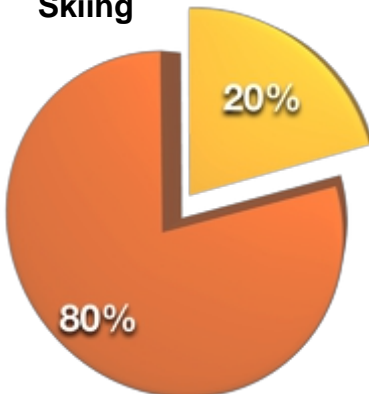
- Have travelled overseas
- Have never travelled overseas

DVD Player Ownership



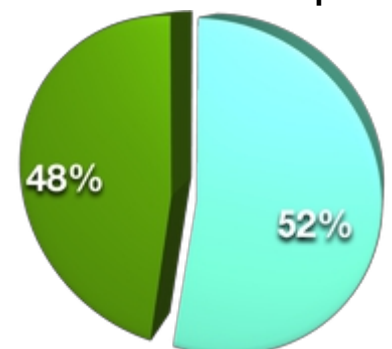
- Own a DVD player
- Don't own a DVD player

Skiing



- Can ski
- Cannot ski

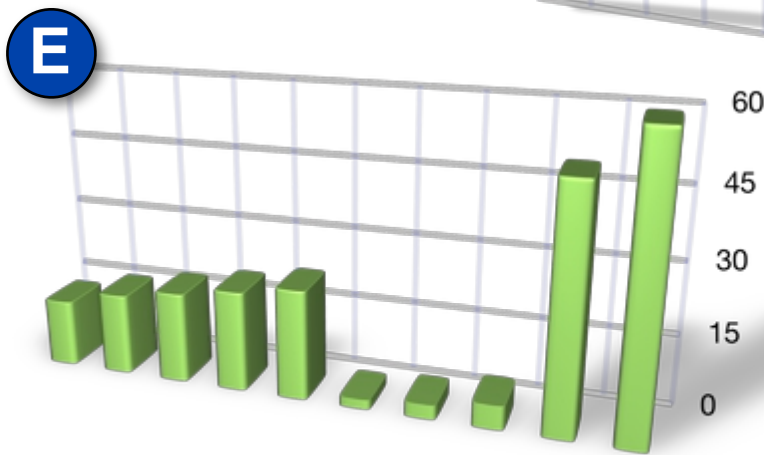
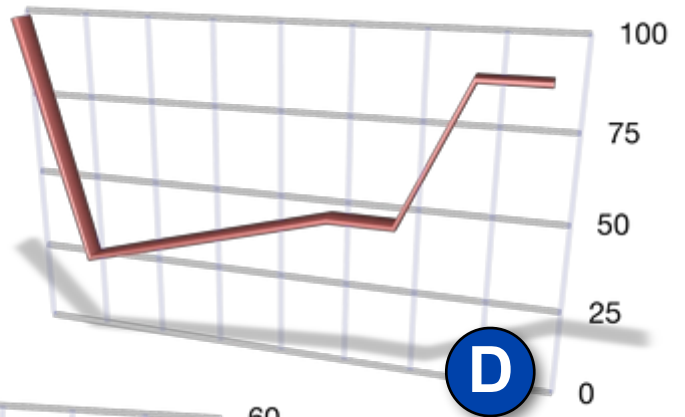
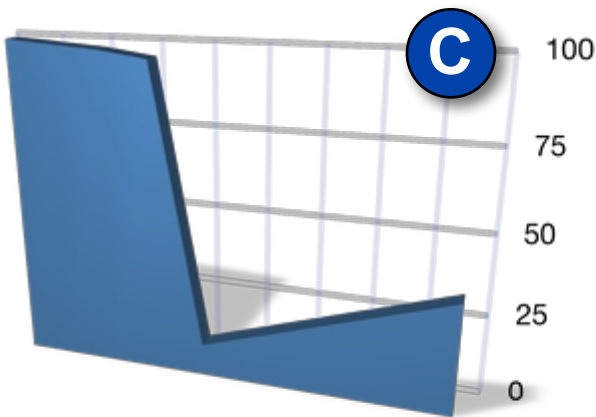
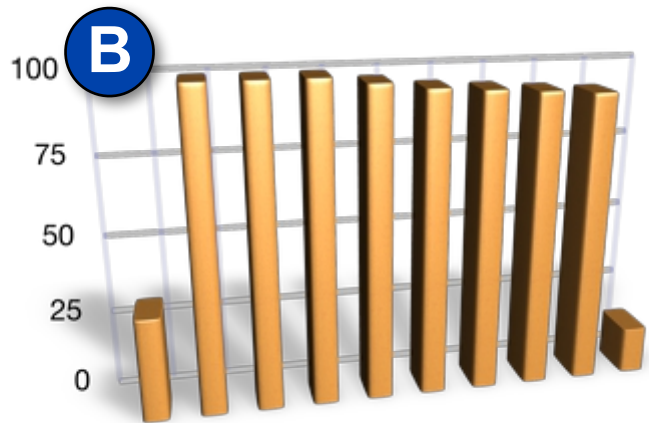
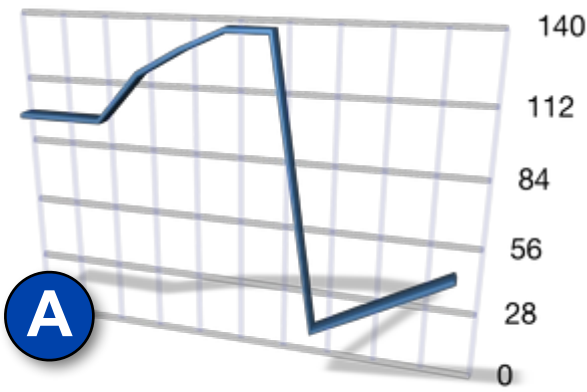
Chopsticks



- Can use chopsticks
- Can't use chopsticks

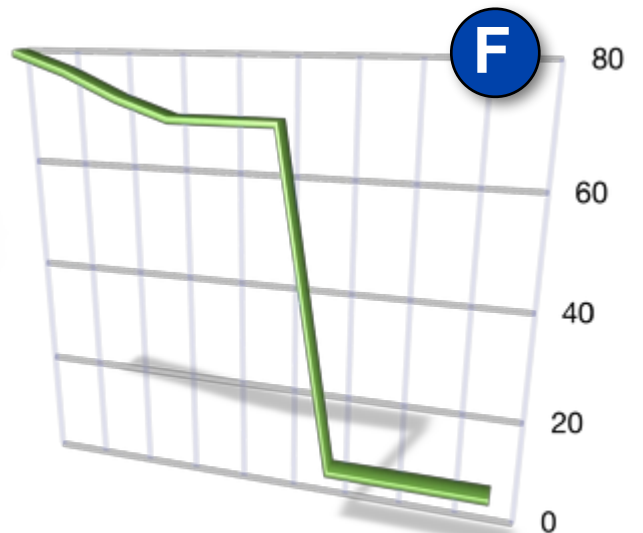
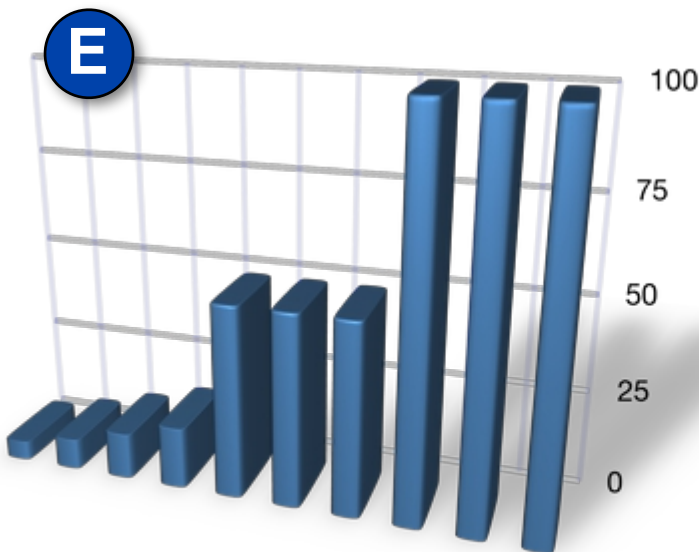
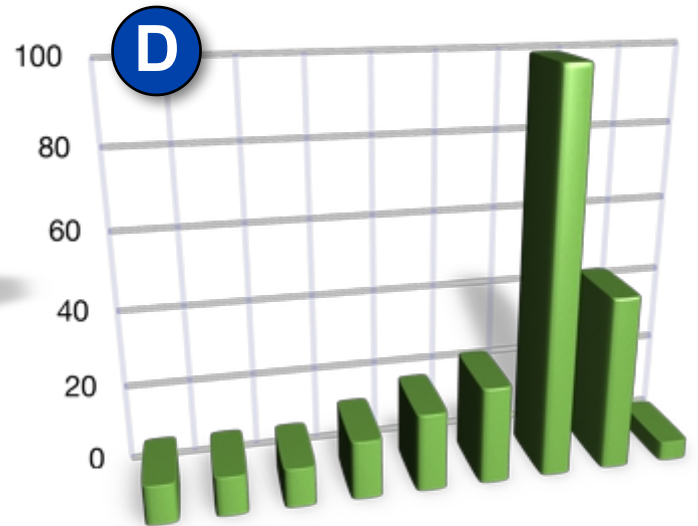
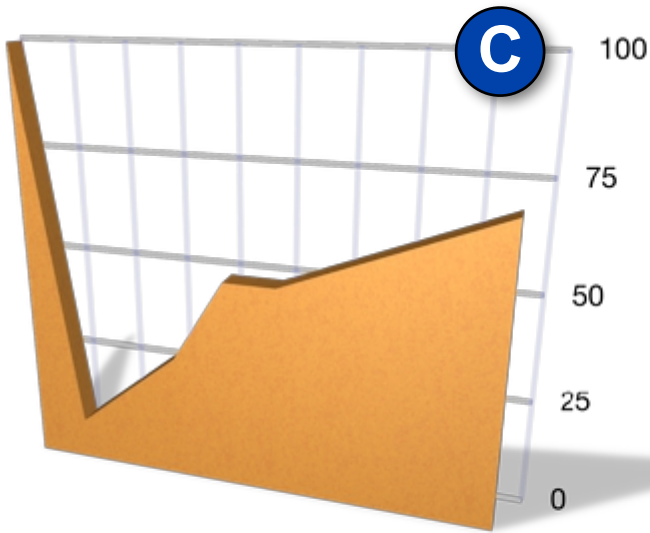
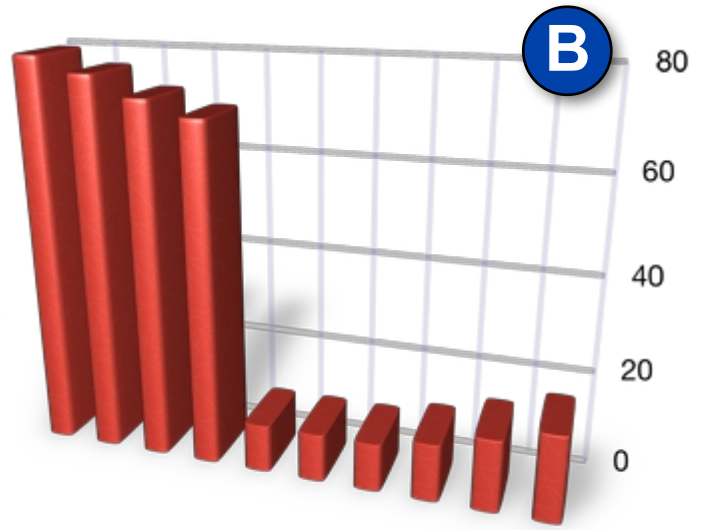
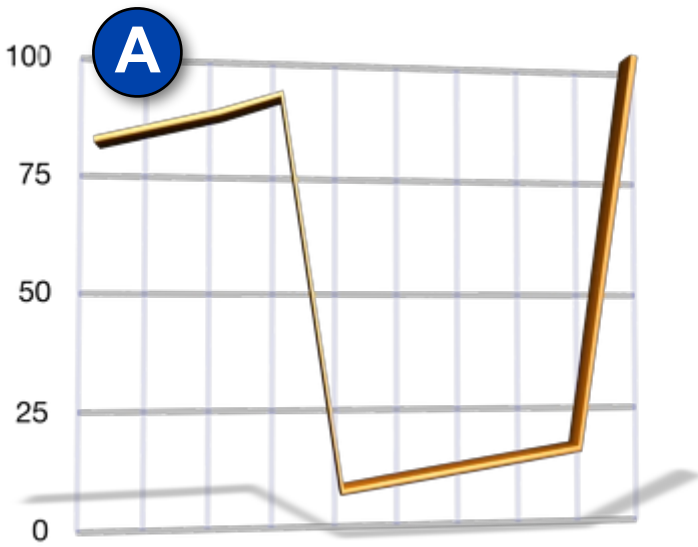
USEFUL EXPRESSIONS:

- ❖ a half / third / quarter etc.
- ❖ the (vast) majority
- ❖ 20 percent, 30 percent etc.
- ❖ just over / a little under



MATCH TO THESE DESCRIPTIONS:

1. Sales rose gradually and then fell suddenly. They recovered gradually and then increased dramatically. They rose again the next year. ()
2. Sales remained constant and then rose for several years. They levelled off and then collapsed suddenly. They recovered slightly over the next two years. ()
3. Sales fell sharply and then increased gradually for several years before rising sharply and then levelling off. ()
4. There was a sharp rise in sales before levelling off for several years. Sales then decreased slightly over the next five years before a dramatic collapse. ()
5. _____



Explaining Statistics: Teaching Notes

Target Structure:	Graph-related language
Vocabulary:	General / Business
Level:	Intermediate
Time:	30 minutes
Preparation:	None

Suggested Teaching Method

This worksheet gives extensive practice of common expressions used when explaining charts and graphs.

- Begin by presenting the target language. Draw a simple pie-chart on the board, and elicit 'pie-chart' from your students, if possible.

Elicit the language used when describing charts. As a guide, you could use the expressions listed at the bottom of the first page of the handout.

The first page can be done as a written or spoken exercise. Depending on the level of your students, you could have students explain / write a sentence using percentages, fractions or other expressions.
- For the graphs, pre-teach the expressions that you think the students need. Alternatively, students can go directly to the exercise, reading the four explanations, and matching them to the graph.

Before beginning, establish that the x-axis is time (years) and the y-axis represents sales.

One graph has no explanation. (Number three) Students can write, or explain to a partner, about the graph.
- There are many ways in which the final page of graphs can be used. Suggestions include:

 - Have students take turns explaining a graph to a partner. The partner needs to guess which graph.
 - Have students take turns explaining a graph to a partner. The partner should listen and draw.
 - Have students write descriptions as homework.

Answer Key

Matching Exercise

1. E
2. A
3. D
4. B
5. Sales rose steadily for four years, and then fell dramatically. They rose slightly for several years before increasing dramatically. They rose again the next year. (Example answer)

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