**Task3 Graph**

So, the graph I will introduce is a (column, bar, pie, line/curves chart, or infographic)

So, the graph I will introduce is about the population rate.

**1.** **Introduce the visual by giving its title, name, or purpose:**

1. The (title) of this graph is
2. This (model) is called a
3. This (chart) shows the relationship between . . .
4. I think this (diagram) will help you understand . . .
5. The data of this graph comes from ….
6. It’s from a website called…(Statista)

**2. Discuss the overall organization, layout, or structure of the visual:**

1. Let’s take a look at the symbol of this graph.
2. In this (graph), the (x-axis) represents . . . and the (y-axis) represents . . .
3. This (mechanism) has (four) main parts: . . .

**3.** **Explain any symbols, terms, or other information that may be new for your audience:**

1. Let’s look at the (key). As you can see, . . .
2. Specifically, the red bars/curves represents…, the blue bars/curves represents…, and the green bars/curves represents…
3. Notice that (A) denotes . . . and (B) denotes . . .

**4. Give at least one specific example that demonstrates the type of information the visual contains:**

1. Let’s look at these three curves/groups one by one.
2. Let’s look at one point on the (graph) . . .
3. If you look at the (first) item in the (left) column . . .
4. I noticed that in 2018, there was a sharp decline.

**5. Discuss overall trends or patterns or make predictions based on the information conveyed by the visual:**

1. Note the (peaks) at . . .
2. In general, you can see that . . .
3. If this trend continues, we will find that . . .
4. This information suggests that . . .

**6. Close by summarizing the points you wish to emphasize regarding the visual:**

1. In summary,
2. To conclude,
3. So that’s all I want to tell you about this graph. Thank you for listening.

① Title, purpose

② Axes, parts

③ Symbols, terms

④ Specific characteristic

⑤ Patterns, predictions

⑥ Summary

**Type of graph:**

1. Column, bar, pie, line/curves, infographic
2. Graph, chart, diagram, table
3. X-axis, y-axis, parts

**The Presenter - Handling Questions**

**Welcome the question**

* Go ahead.
* Shoot.

**Buy Time**

* That’s a good question.
* That’s interesting.

**Repeat the question and/or clarify it**

* Did everyone hear the question?
* The question was . . . .
* If I understood you correctly, you’re saying/asking . . . .
* I’m not sure what you’re getting at.

**Check that the questioner is satisfied**

* Does that answer your question?
* Is that clear?

**You are out of time**

* I’m sorry but our time is up. I’d be happy to talk with you more outside after the session.

**Language for Describing Graphs**

**Increase**

go up (verb)

upward (adj)

rise (verb/noun)

increase (verb/noun)

grow (verb)

growth (noun)

climb (verb/noun)

**Big Increase**

rocket (verb)

surge (verb/noun)

**Decrease**

downward (adj)

fall (verb/noun)

go down (verb)

decline (verb/noun)

drop (verb/noun)

decrease (verb/noun)

dip (verb/noun)

**Big Decrease**

plunge (verb)

collapse (verb/noun)

nosedive (verb/noun)

plummet (verb)

**Change**

fluctuate (verb)

fluctuation (noun)

undulate (verb)

undulation (noun)

**Small Change**

gradual (adj)

gradually (adv)

slight (adj)

slightly (adv)

**Big Change**

considerable (adj)

considerably (adv)

dramatic (adj)

dramatically (adv)

steep (adj)

sharp (adj)

sharply (adv)

significant (adj)

significantly (adv)

**Lots of Changes in Many Directions**

wild (adj)

wildly (adv)

erratic (adj)

erratically (adv)

**At the Same Rate**

steady (adj)

steadily (adv)

**No Change**

stable (adj)

remain (verb)

plateau (verb/noun)

level off (verb)

maintain (verb)

stay (verb)

**Prepositions**

*Between* 1995 *and* 2000

*From* 1995 *to* 2000

*In* (month)

*In* (year)

The population fell *by* 50%

**No Movement:**

remained steady

were unchanged

did not change

remained constant

remained stable

**Tops and Bottoms:**

reached a peak

peaked

reached their highest level

fell to a low

sank to a trough

bottomed out