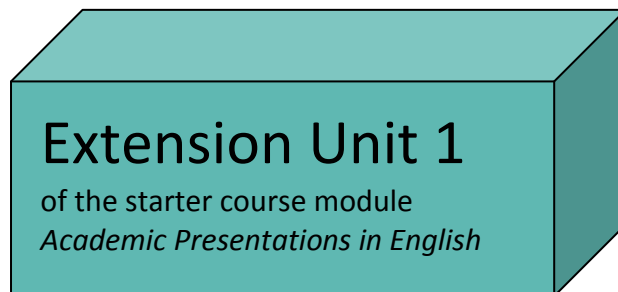


# Student Worksheets

## *Presenting Visualized Data*



The following exercises will help you to make fluent and appropriate use of English phrases that can be applied when presenting visualized data.

**Autorenteam:** Annelie Knapp  
Stefanie Heimann  
Silke Timmermann

### **Starter course**

devised by the MuMiS project – Multilingualism and Multiculturalism in University Studies

Developed at the University of Siegen, sponsored by VolkswagenStiftung

For more information about the research project, see our website: <http://www.mumis-projekt.de/>

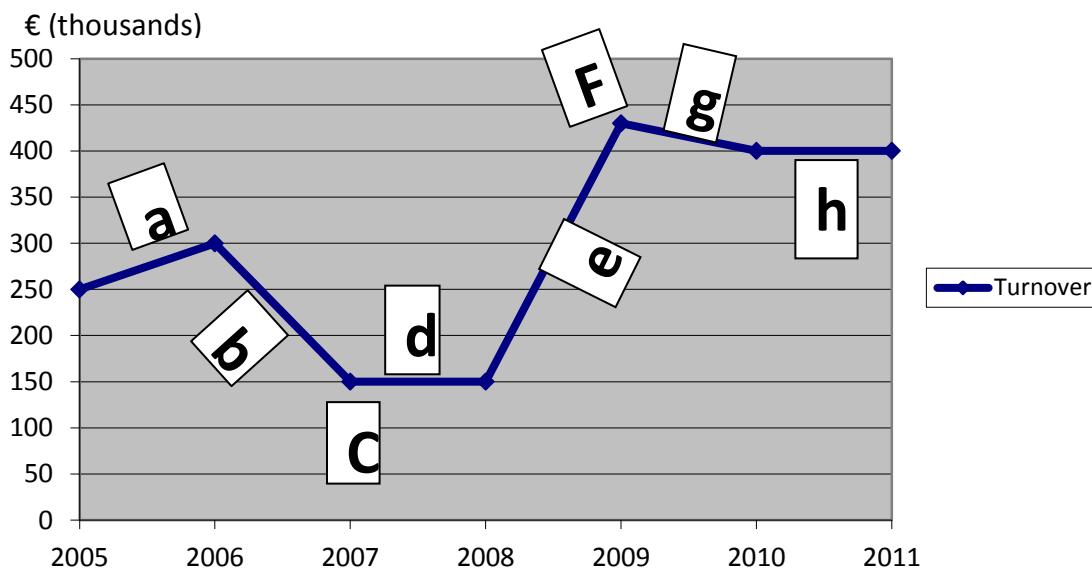
For questions and feedback please contact us at: [mumis-projekt@uni-siegen.de](mailto:mumis-projekt@uni-siegen.de)



## Activity 1: Describing Trends

🕒 5 min

Here is a graph representing a company's turnover. Lower case letters are attached to the individual sections of the graph. Two of the turning points are labeled with a capital letter.



The following verbs and adverbs can be used to describe the graph. Write the corresponding letter behind each line. There can be more than one verb (+adverb) referring to each section/turning point. The first one has been done for you.

The turnover...

section/turning point

... rises gradually

a

... decreases slightly

\_\_\_\_\_

... increases constantly

\_\_\_\_\_

... remains steady

\_\_\_\_\_

... peaks

\_\_\_\_\_

... levels off

\_\_\_\_\_

... takes off

\_\_\_\_\_

... hits a low

\_\_\_\_\_

... stagnates

\_\_\_\_\_

... rises sharply

\_\_\_\_\_

... reaches a peak

\_\_\_\_\_

... improves steadily

\_\_\_\_\_

... falls significantly

\_\_\_\_\_

... bottoms out

\_\_\_\_\_

... shoots up

\_\_\_\_\_

... declines a little

\_\_\_\_\_

... stabilizes

\_\_\_\_\_

... drops markedly

\_\_\_\_\_

... reaches a maximum

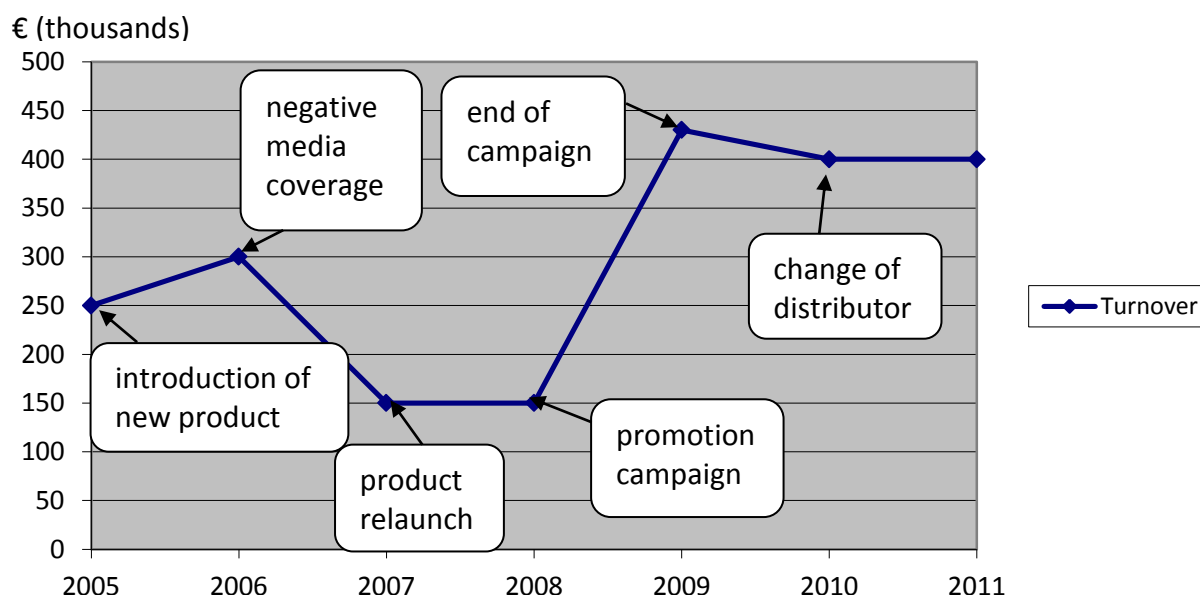
\_\_\_\_\_

## Activity 2: Cause and Contrast



⌚ 5 min

Here is the graph on a company's turnover from activity 1 again. This time each turning point is marked by an event.



In the following text the events and the movement of the graph have been linked using words and phrases that express either cause or contrast. Decide if a cause or a contrast is expressed in the sentence and circle the correct words or phrases.

Let's have a look at this line graph. In 2005, the company's turnover is<sup>1</sup> € 250,000. Due to/Despite the introduction of a new product, the graph rises steadily. As a result of /Despite the negative media coverage in 2006, the turnover goes down dramatically. In 2007, the graph levels off at € 150,000. Because of /In spite of a product relaunch, the company's turnover stagnates at this low level for a year. At that point, the company starts a new promotion campaign. Owing to this/Nevertheless, the turnover increases significantly. The campaign ends in 2009, therefore/however the turnover reaches a peak at 430,000 and decreases slightly in the following months. Since/Although we had expected the change of distributor 2010 to have a negative effect on the turnover, it stagnates at € 400,000. Now that we have seen the ups and downs of the company over the years, let's move on to...

<sup>1</sup> As we are describing the visualization of a line graph, the present tense is used although the events referred to are in the past.

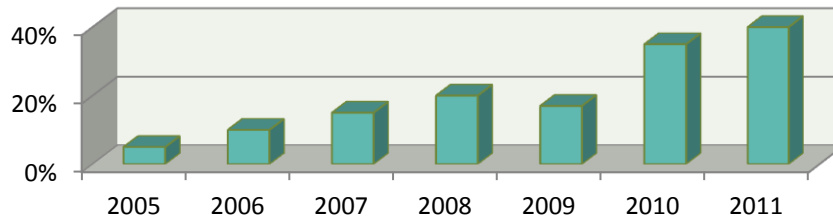


### Activity 3: Scrambled Sentences

⌚ 5 min

Unscramble the following chunks to form meaningful sentences.

**Courses taught in English  
at the University of Nowhere**



The following sentences refer to this bar chart

1. over the last seven years / Let me draw / in English at our university / how many courses have been taught / which illustrates / to the following bar chart / your attention /.

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2. less than 5% of the courses / at the column on the left, / you can see that in 2005 / were in English / If you look /.

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3. just over twelve percent of our courses / In 2007, / in English / were held /.

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4. staff shortages, / were taught / fewer courses / Due to / in English in 2009 /.

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5. so that nearly 32 percent / There was a / of the courses were / in English / sudden increase in 2010 /.

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6. percentage / to focus on / I'd like / this year's /.

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7. for our department / and talk about / the consequences of / Let's move on / this development /.

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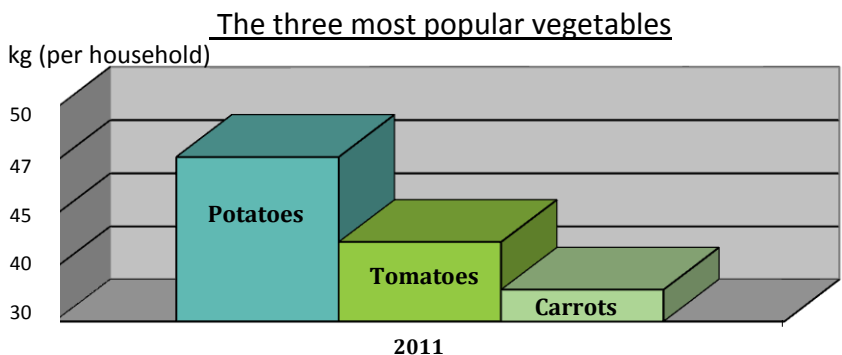
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Activity 4: Misleading Charts



5 min

What is misleading about the two charts below? Tick whether the statements are true or false. The first one has already been done for you.



"In this bar chart we can see..."

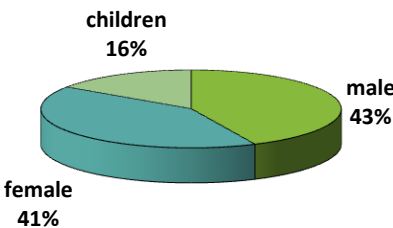
Bar chart

- 1. There are no labels on the vertical axis.
- 2. The choice of scale is deceptive.
- 3. It looks as if the difference between carrots and potatoes is bigger than it really is.
- 4. The potatoes bar looks twice as big as the tomatoes bar although the numbers really differ only insignificantly.
- 5. The intervals are consistent.
- 6. The vertical axis does not start at zero.
- 7. The vertical axis scale was chosen to overemphasize the differences in the heights of the bars.
- 8. The reader is misled into thinking that carrots are nearly as popular as potatoes.

true	false
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

"Now I would like to draw your attention to this pie chart in particular..."

Europe Population



Pie chart

- 1. The data represents a meaningful total.
- 2. The categories are overlapping.
- 3. The choice of categories is misleading, because one can be both, (fe)male and child.
- 4. The percentages do not add up to 100%.
- 5. The pie chart does not have a title.

true	false
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

"That's all I'd like to say about this pie chart, let's now turn to..."

"As we have seen from this pie chart..."

## Supplementary Activity 1: Graph Dictation

🕒 15 min



1. Draw a graph on the fictitious development of student numbers at the University of Nowhere within the last five years (A). On the right you can see an example. **Do not show the graph to your partner!**
2. Prepare an oral description of your graph using the verbs and adverbs from the reference material: 2. *Describing Visualized Data: Verbs and Adverb*. You can make notes on the lines below if you like. **Do not show your notes to your partner!**

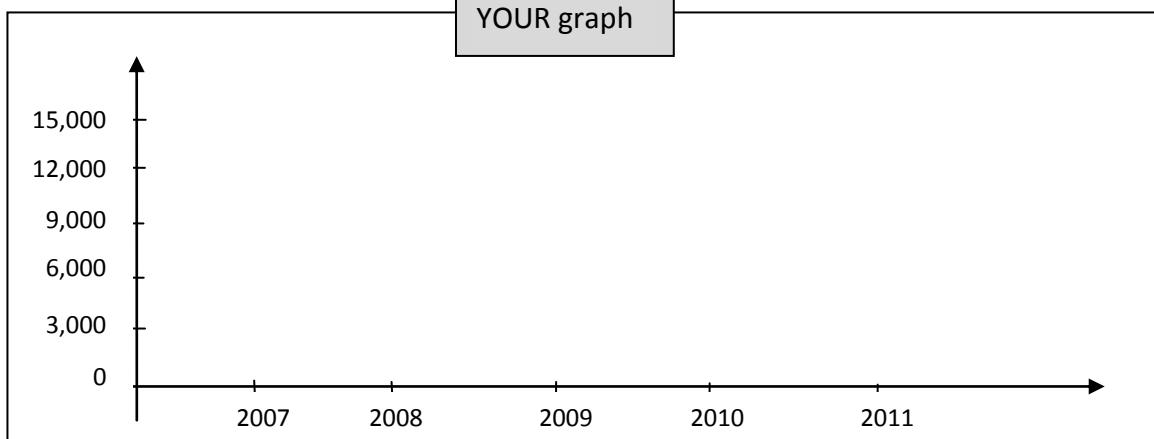
**Example:**



Now the interactive part starts:

3. One of you describes the graph while the other one draws the graph into coordinate system B at the bottom of his/her worksheet according to the description.
4. Switch roles and start again.

**YOUR graph**



A

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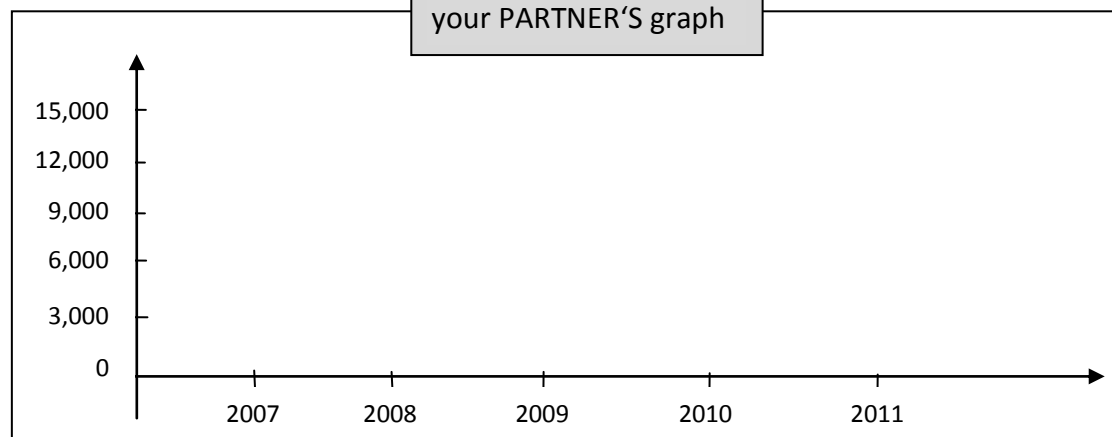
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Draw your partner's graph according to his/her description into this coordinate system!

**your PARTNER'S graph**



B

**5. Now: Compare your graph A to your partner's drawing B. Do they correspond? Was the description accurate enough? Have there been any misunderstandings? What could be improved?**