LEARNWELL OY
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BUSINESS ENGLISH 2008

CHARTS, GRAPHS AND DIAGRAMS

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www.thelanguagemenu.com
Different types of charts, graphs and diagrams

- single line graph
- multiple line graph
- paired bar chart
- percentage bar chart
- pie chart
- stacked bar chart
- single bar chart
- diagram
- population chart
- flow chart
- bar graph
- bubble diagram

Pictures from Google images
Writing about Graphs

Before you Begin

Underline key words. Write related words - turn nouns into verbs, verbs into nouns, adjectives into adverbs, etc. Write opposite words, similar words, synonyms, etc.

Circle and highlight the graph. Use arrows. Make notes. Circle the biggest, the smallest, stable or unchanging parts, sudden increases, etc.

Identify trends. A trend is the overall idea of the graph

- what is happening/what happened
- the main change over time
- the most noticeable thing about the graph
- the pattern over time
- the pattern for different places or groups or people.

Most graphs will have two trends, or there will be two graphs with a trend in each. You could tell about the two trends in two separate paragraphs. Make sure you have identified the trends in the graph.

Introduction

- First sentence: Describe the graph. You can use some slightly different words or word forms from those on the question paper, but be careful to give the full information. Start "The graph shows"
- Second sentence: This gives the trend or trends. You can put two trends in this sentence or only one - you could keep the other one for the conclusion. Start "Overall, ..."

Paragraph 1: Trend 1

- Start with a sentence with no number. “City size increased sharply over the period.” “The most obvious trend in the graph is that women are having fewer babies.” “Oil production has increased slightly in all the countries in the graph”
- Follow this sentence with an example (sentence with number) and perhaps another example (another sentence with number). Keep alternating.

Paragraph 2: Trend 2

- Start with a sentence with no number. “City size increased sharply over the period.”
- Give an example (sentence with number) and perhaps another example

Conclusion
• Finish by repeating the main trends, or identify a second trend. Use different vocabulary.

• Don't have any numbers in the conclusion (you could use words like "most", "the majority" "a minority", "a small number").

• Don’t give an opinion.

While You Write: Some Don’ts

• Don’t describe the X and Y axis. Give the information.

• Don’t write about everything on the graph. Pick the biggest, the smallest, the main points, the main trends. Group similar things together

• Don’t write about the line or the bar: “The line went up,” “The bar went down.” Instead, write about the idea. “The number of people going to work by train increased gradually.” “Oil production shot up in 1965”

• Make sure you write about the idea. Don’t use shorthand: “Men went up.” “Women went down.” Instead, write about the real data: “The number of men at university fell dramatically,” “The percentage of female students getting a degree rose suddenly.”

• Don’t use “I feel”, “as I have written,” “as you can see,” etc. Keep it academic.

• Don’t start sentences with But, So, Also, And, For, Since, Because, Although

Word Length

Make sure you have 150 words. You should have some short sentences (about 6-10 words) and some long ones (12-18) words, but your average should be about 12 or 13 words per sentence.

A sentence without a number will usually be short. Use a mix - a sentence without a number followed by a sentence or two with a number.

http://www.admc.hct.ac.ae/hd1/english/graphs/writingaboutgraphs.htm
Place the words in the right column, then add a few more words of your own

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Verbs</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>be constant</td>
<td>climb</td>
<td>collapse</td>
</tr>
<tr>
<td>expansion</td>
<td>extension</td>
<td>fall</td>
</tr>
<tr>
<td>growth</td>
<td>improvement</td>
<td>level off</td>
</tr>
<tr>
<td>reduction</td>
<td>rise</td>
<td>shoot up</td>
</tr>
<tr>
<td>stability</td>
<td>stagnation</td>
<td>stand at</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cut</td>
</tr>
<tr>
<td></td>
<td></td>
<td>go down</td>
</tr>
<tr>
<td></td>
<td></td>
<td>push down</td>
</tr>
<tr>
<td></td>
<td></td>
<td>soar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>stay at</td>
</tr>
</tbody>
</table>

Nouns

Verbs

Nouns
Transitive and intransitive verbs

A transitive verb is an action verb. Second, it requires a direct object to complete its meaning in the sentence. In other words, the action of the verb is transferred to the object directly. To determine whether a verb is transitive, ask whether the action is done to someone or something.

An intransitive verb is an action verb, but it does not have a direct object. The action ends rather than being transferred to some person or object or is modified by an adverb or adverb phrase.

<table>
<thead>
<tr>
<th>Increase</th>
<th>Decrease</th>
<th>Maintain</th>
<th>Increase</th>
<th>Decrease</th>
<th>Stay at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise</td>
<td>Drop</td>
<td>Keep</td>
<td>Rise</td>
<td>Drop</td>
<td>Reach a peak</td>
</tr>
<tr>
<td>Step up</td>
<td>Cut</td>
<td>Grow</td>
<td>Decline</td>
<td>Remain stable</td>
<td></td>
</tr>
<tr>
<td>Expand</td>
<td>Go down</td>
<td>Expand</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write sentences using the transitive and intransitive verbs

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________
6. ___________________________
7. ___________________________
8. ___________________________
9. ___________________________
10. ___________________________
Introduction to Pie Charts

You are usually asked to compare 2 pie charts but sometimes you only have 1 chart to describe.

Single Pie Chart

Paragraph 1

Describe what sort of chart it is and what it is about.

Paragraph 2

Describe the sections of the graph starting with the biggest and working your way down.

Paragraph 3

A short conclusion giving an overall view of what the chart is about.

Two Pie Charts

If you have 2 pie charts they will be giving similar information so you can compare the two. This type of writing is similar to a compare and contrast essay.

Paragraph 1

Explain that they are pie charts and say what they are describing. This is the same as line graphs except there are 2.

Paragraph 2

Compare the data between the two charts. Start with the biggest sectors and work your way down.

Paragraph 3

Conclusion. Mention the important similarities and differences.
In January, gold sales declined to around 200 million dirhams per month. In February they doubled to Dhs 220 million, rising sharply to a peak of 350 million dirhams in March. Over the next four months, sales remained higher, reaching a drop of 120 million dirhams in July.

In August, there was a sudden increase. Sales almost recovered, rising to Dhs 210 million in August. This was followed by a drop in September to Dhs 120 million.

From September to October, sales declined from Dhs 120 million to Dhs 180 million. In October and November, sales remained steady, and there was a small increase in December to 190 million dirhams.
Place the correct letter in the box

- slump
- rise
- recover
- plunge
- pick up
- plummet
- drop
- soar
- climb
- fall
- rally
- bounce back
- take off
- crash
- escalate
- slide
- stabilize
- flatten out
- decline
- rocket
- dip
- fluctuate
- hold steady

Expressing approximation

We use words to express approximation when the point we are trying to describe is between milestones on the graph.

- just under
- just over
- well under
- well over
- roughly
- nearly
- approximately
- around
- about
Expressing the Movement of a Line

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>rise (to)</td>
<td>a rise</td>
<td>dramatic</td>
<td>dramatically</td>
</tr>
<tr>
<td>increase (to)</td>
<td>an increase</td>
<td>sharp</td>
<td>sharply</td>
</tr>
<tr>
<td>go up to</td>
<td>growth</td>
<td>huge</td>
<td>hugely</td>
</tr>
<tr>
<td>grow (to)</td>
<td>a climb</td>
<td>steep</td>
<td>steeply</td>
</tr>
<tr>
<td>climb (to)</td>
<td>a boom</td>
<td>substantial</td>
<td>substantially</td>
</tr>
<tr>
<td>boom</td>
<td>(reach) a peak (at)</td>
<td>considerable</td>
<td>considerably</td>
</tr>
<tr>
<td>peak (at)</td>
<td>a fall (of)</td>
<td>significant</td>
<td>significantly</td>
</tr>
<tr>
<td>fall (to)</td>
<td>a decline (of)</td>
<td>marked</td>
<td>markedly</td>
</tr>
<tr>
<td>decline (to)</td>
<td>a decrease (of)</td>
<td>moderate</td>
<td>moderately</td>
</tr>
<tr>
<td>decrease (to)</td>
<td>a dip (of)</td>
<td>slight</td>
<td>slightly</td>
</tr>
<tr>
<td>dip (to)</td>
<td>a drop (of)</td>
<td>small</td>
<td>minimally</td>
</tr>
<tr>
<td>drop (to)</td>
<td>a reduction (of)</td>
<td>minimal</td>
<td></td>
</tr>
<tr>
<td>go down (to)</td>
<td>a slump</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reduce (to)</td>
<td>level out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a slump</td>
<td>no change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>no change</td>
<td>remain stable (at)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>remain steady (at)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stay (at)</td>
<td>stay constant (at)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stay</td>
<td>maintain the same level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describing the Speed of a Change

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>rapid</td>
<td>rapidly</td>
</tr>
<tr>
<td>quick</td>
<td>quickly</td>
</tr>
<tr>
<td>swift</td>
<td>swiftly</td>
</tr>
<tr>
<td>sudden</td>
<td>suddenly</td>
</tr>
<tr>
<td>steady</td>
<td>steadily</td>
</tr>
<tr>
<td>gradual</td>
<td>gradually</td>
</tr>
<tr>
<td>slow</td>
<td>slowly</td>
</tr>
</tbody>
</table>
1. The market is showing some signs of growth.  
2. The market is extremely volatile.  
3. The pound slipped back against the dollar.  
4. The Swiss franc is staging a recovery.  
5. The yen lost ground slightly.  
6. There's been a dramatic downturn in the market.  
7. There's been an upsurge of interest in gold.  
8. The share price bottomed out at 11 cents.  
9. Gold peaked at €300 an ounce.  
10. Profits will level off at around €10,000.  
11. Sales hit an all-time low.  
12. There hasn't been much movement in the price of tin  

http://www.admc.hct.ac.ae/hd1/english/graphs/movement.htm
Comparing and contrasting

One syllable
Adjectives with one syllable form their comparatives and superlatives like this:

cheap cheaper cheapest
large larger largest
bright brighter brightest

Exceptions:
good better best
bad worse worst

Two syllables
Some adjectives with two syllables form their comparatives and superlatives like this:

pretty prettier prettiest
happy happier happiest

But many form their comparatives and superlatives like this:
striking more striking most striking
Although some can form their comparatives and superlatives like this:

common more common most common
clever more clever / cleverer most clever / cleverest

Three or more syllables
All adjectives with three or more syllables form their comparatives and superlatives like this:

attractive more attractive most attractive
profitable more profitable most profitable
expensive more expensive most expensive
What are the comparative and superlative forms of these adjectives

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>accurate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>certain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>convenient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dangerous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>likely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>modern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>new</td>
<td></td>
<td></td>
</tr>
<tr>
<td>possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>probable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>up-to-date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introducing visuals

- I'd like you to look at this graph...
- Let me show you this pie chart...
- Let's have a look at this model...
- Let's turn to this map...
- To illustrate my point let’s look at some diagrams...
- As you can see from these figures...
- If you look at these photographs you'll see...
- If you look at this bar chart you'll notice...
- If you look at this histogram you'll appreciate...
- If you look at this flow chart you'll understand ...
- If you look at this matrix...

Naming the parts of diagrams

The vertical axis represents total annual sales. The horizontal axis shows our market share. The curve, The solid line, The dotted line, The broken line, The shaded area, The unshaded section, The dotted column, The coloured segment, The red bar…
Explaining diagrams

- Sales rose slightly in the final quarter.
- Profits fell a little last year.
- Demand increased gently
- Turnover decreased steadily
- Turnover dropped suddenly
- Turnover decreased quickly.
- Demand increased rapidly.
- Profits fell dramatically.
- At the beginning of this year sales stagnated.
- In the middle of August profits slumped.
- At the end of last year demand peaked.
- In the first quarter of 2008 sales plummeted.
- In the second quarter of 2007 sales flattened out.
- In the third quarter of 2007 sales leveled off.
- In the last quarter of 2007 sales remained steady.
Useful phrases for presentations

Signalling a start:

- Right, ladies and gentlemen. Shall we begin?
- OK, I'd like to begin by ...
- Right then, everybody ...

Greetings:

- Good morning, ladies and gentlemen.
- I'd like to welcome you all on behalf of NKS.
- I'd like to say how happy I am to be here today.

Introducing yourself:

- My name is Richard Delmas.
- I'm the Marketing Manager here.
- I'd like to introduce myself. My name is ...
- Let me introduce myself. My name is ...

Introducing people:

- I'd like to introduce Mr Peters from Datacom.
- May I introduce ...
- Let me introduce ...

The objective of your presentation:

- My objective this afternoon is to inform you...
- I'm here today to give you...
- My purpose today is to introduce you to...
- My aim this morning is to...

The length of time your presentation will take:

- My presentation will last twenty-five minutes.
- I will talk for fifteen minutes.

Structuring:

- My presentation is split into three key areas.
- Firstly ... Secondly ... Thirdly ...
- To begin with ... After this ... Finally ...
Charts, graphs and diagrams

Saying when your audience may ask questions:

- There will be time for questions at the end...
- Please feel free to interrupt me as I go along.

Introducing topics:

- I want to look at ...
- I’d like to review ...
- I want to discuss ...
- I’m going to analyse ...
- I want to cover ...
- I’d like to talk about ...

Moving on:

- Let’s now move on to ...
- I’d like to go on to ...
- This brings me to ...
- I now want to ...

Looking back:

- Let’s look back for a moment ...
- To go back to ...
- As I said before ...

Adding:

- In addition ...
- I might add that ...
- Furthermore ...
- Moreover ...

Dealing with interruptions:

- Perhaps I could return to that point later on?
- If I might just finish?
- If you’d allow me to continue?

Summarising and concluding:

- To sum up then, ...
- To summarise my main points ...
- I’d like to conclude by reminding you that ...
- Let me end by ...
- I’d like to finish ...
- In conclusion, may I remind you ...
- Finally, ...
Asking for questions:
- You no doubt have many questions ...
- If there are any questions ...
- I'm sure you have many questions ...

Playing for time:
- That's an interesting question.
- I'm glad you asked that question.
- You've raised an important point there.
- That's a difficult question.

Closing question time:
- Perhaps on that note we could end?
- I'm afraid that's all we have time for.

Thanking:
- I'd like to thank you all on behalf of Company X.
- I'd like to thank you all for your participation.

Now choose a topic, draw a graph or a diagram and make your own presentation.
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