

Material Imprimible

Presentaciones formales

## Módulo 3

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## Dealing with slides

Visual aids offer visual stimulus and help the audience remember information. One phrase speakers can say to introduce a slide is:

“You can see from this slide that we have employed three groups to conduct research”.

To change slides, speakers can say:

“On the following slide you can see the number of initiatives we have developed this year”.

To make comments on the content of the slide, speakers can say:

“Let me quickly explain this organigram”.

To make listeners focus on a particular detail, speakers can say:

“I’d like to draw your attention to the drawing on the left”.

If a speaker cannot find a certain slide, they can say:

“Give me a second while I search for the slide”.

However, if the slide is missing, a speaker can say:

“The slide doesn’t seem to be here, so I’ll sum up the key points for you”.

If there is a problem with the equipment, a speaker can let the audience know by saying:

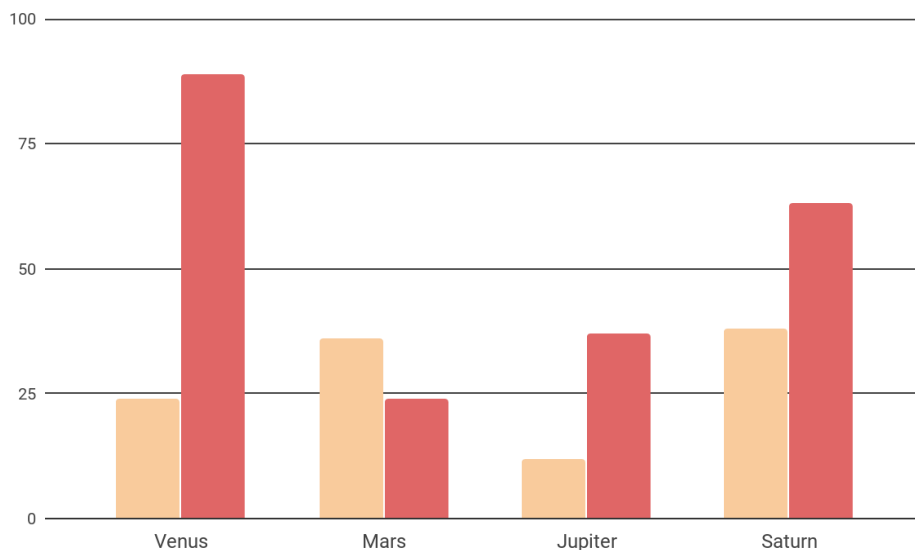
“The projector isn’t working. Can anyone help me with this?”

## Graphs

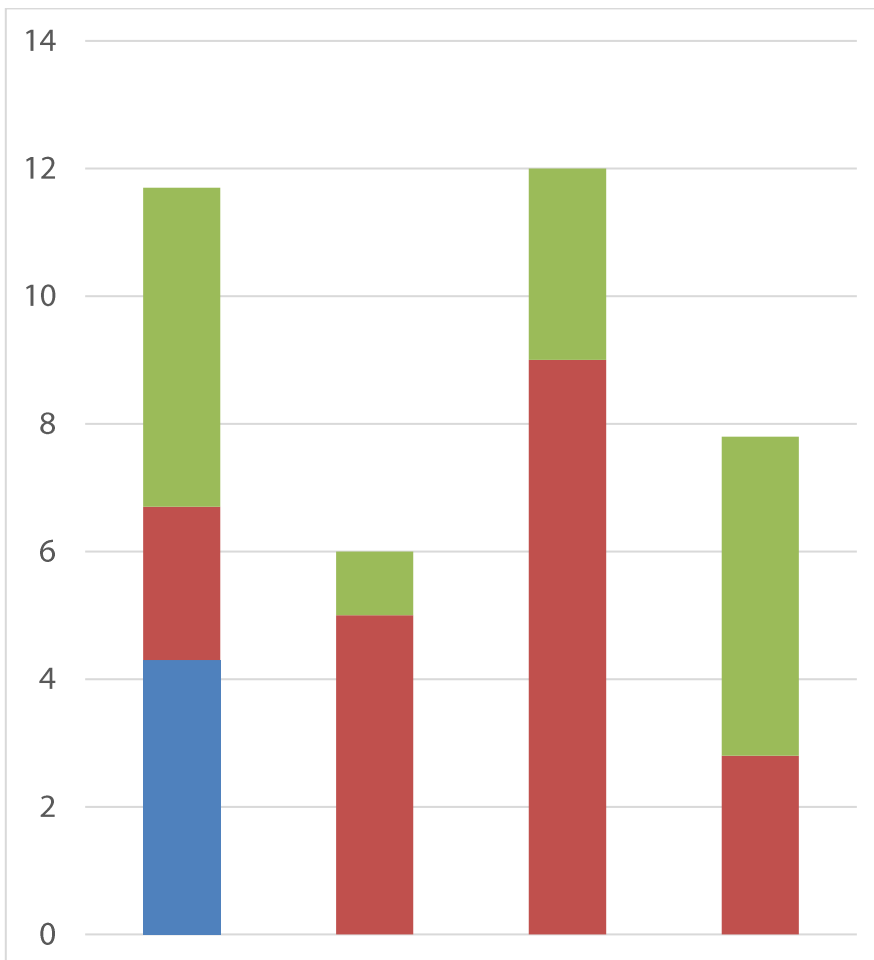
### Bar charts

Bar charts are graphs that display data using a number of parallel bars to show changes in something or to make comparisons. Bars can be horizontal or vertical and to differentiate them, they are given different colours.

Bar charts have a title that explain what the chart shows. It is necessary to indicate the source if the chart was not made by the speaker. Bar charts have an X-axis and a Y-axis. The legend or key shows what each bar represents.



A stacked bar chart is a variation of a bar chart. In this kind each bar chart is divided into sub-bars stacked end to end to divide a larger category into smaller ones.



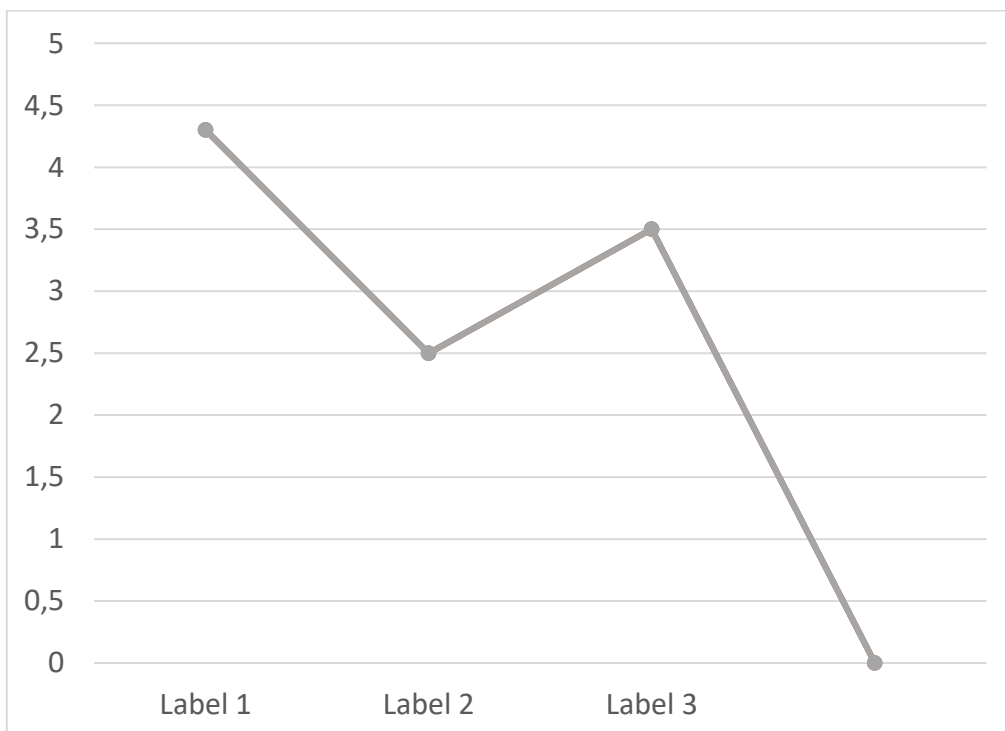
### Line graph

It is a type of chart which shows information as a series of data points called 'markers' connected by a straight line on two axes: an X-axis or horizontal axis and a Y-axis or vertical axis. The first one displays category names and the second one displays values.

Each axis has a name or title describing the information shown on that axis. Also, each axis has labels, whether words or numbers, which indicate the divisions. Category axis labels show category names and value axis labels show values. Some line graphs include markers to identify data

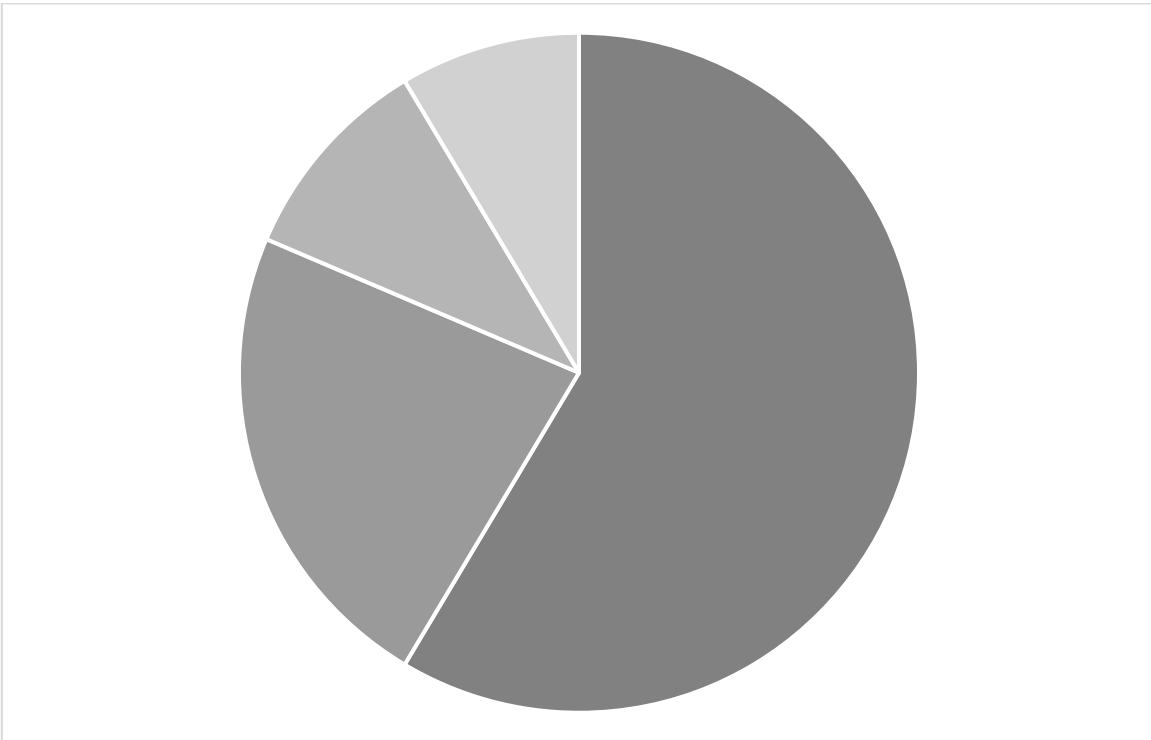
points and ticks which are small lines that show reference for points on a scale.

If a line graph has more than one variable that changed over time, then it is a multiple line graph.

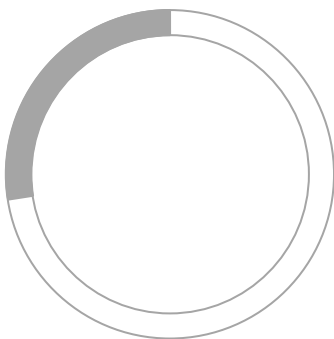


### **Pie charts**

They are circular graphs that show the proportions of the slices, sectors or section of the whole unit. When explaining what each slice represents, a speaker indicates what each slice accounts for, makes up or comprises. The largest slices are represented first.



A pie chart with a hole in the centre is called donut or doughnut chart. It is used to make the sizes of the slices stand out.



Another variant is the exploded pie chart, where the sectors are separated from one another or one slice is separated from the rest of the disk to give it more significance.



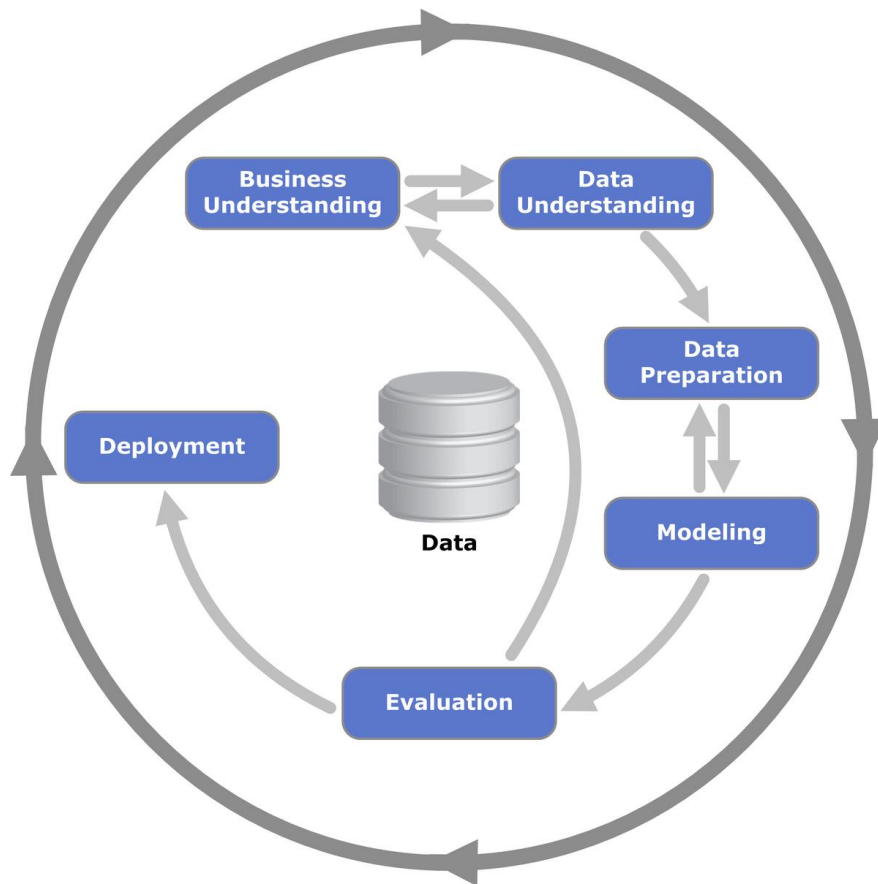
## Tables

Tables are divided into columns (a vertical series of cells) and rows (a horizontal series of cells), with a header on top of each to identify them. Tables are used to show exact figures and values.

Header 1	Header 2	Header 3
0.6	0.38	0.38
0.11	0.53	0.38
95.2	9.4	1.6

## Process diagrams

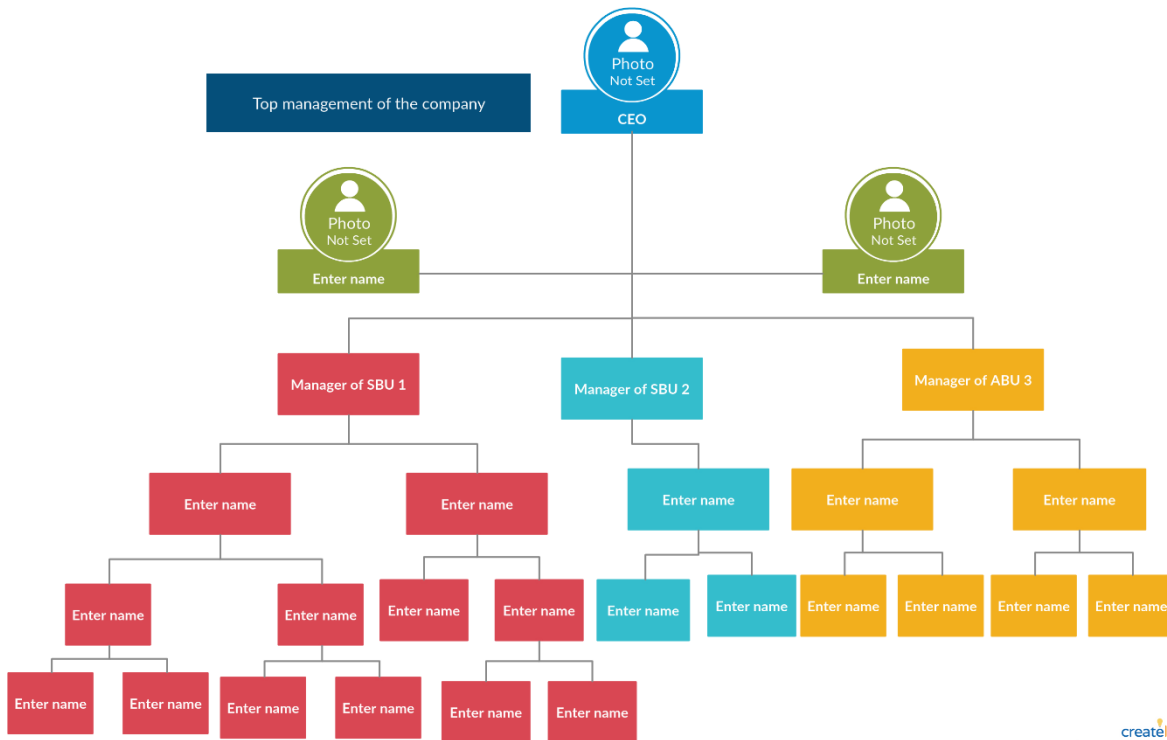
Process diagrams depict practices or sequence of activities and the manners in which they should take place.





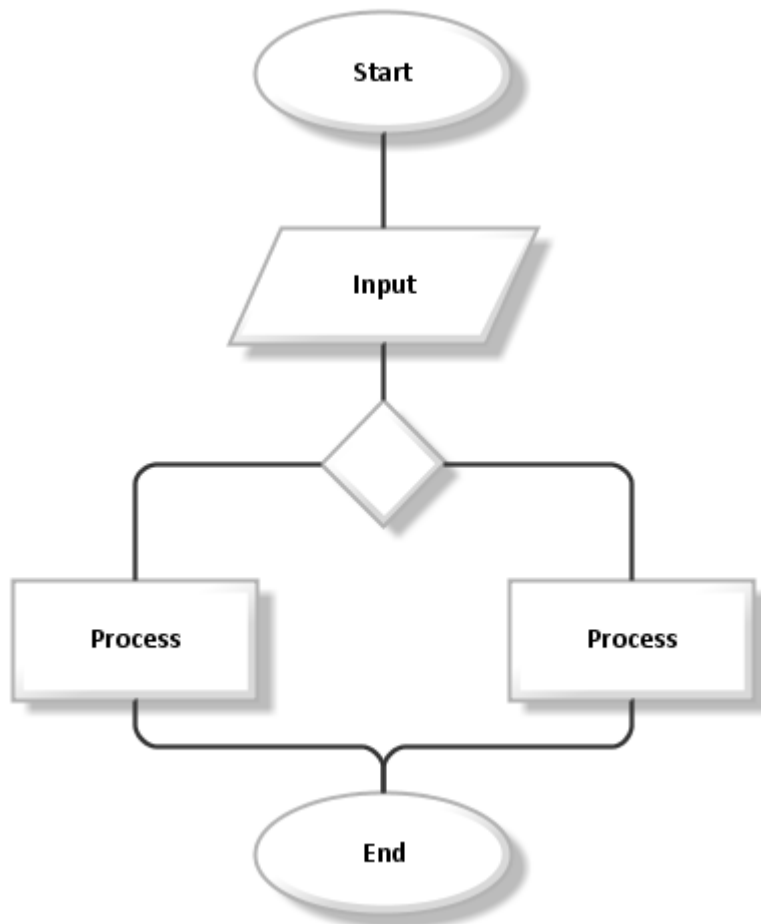
## Organigrams

An organigram, also called organogram or organizational chart, shows the relationships and ranks of the different parts of an organization.



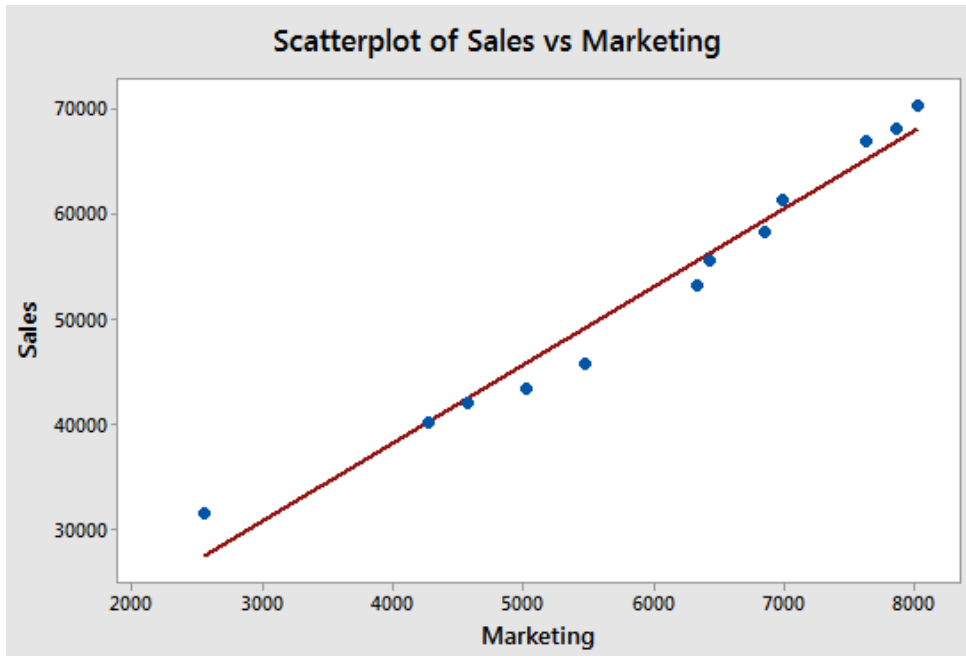
## Flowcharts

A flowchart shows the steps of a process, system or workflow in a sequential order.



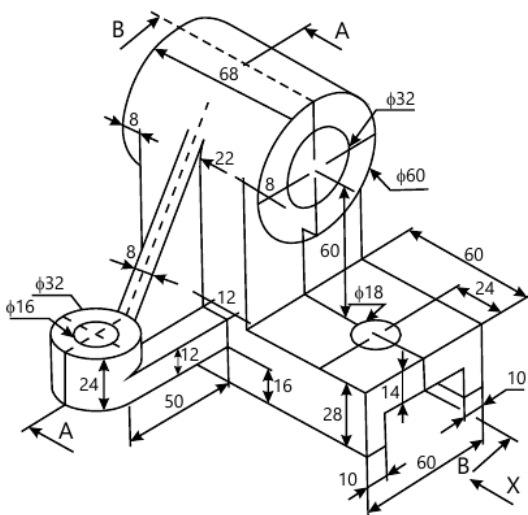
### Scatter charts

A scatter chart, also called scatter plot, scatter diagram or scattergram, indicate relationships between two numerical variables.



### Technical drawings

A technical drawing illustrates how something works or is constructed.



## Verbs of movement

### Upward trends

To indicate an upward trend, the following verbs can be used: “increase”, “rise”, “raise”, “go up”, “grow”, “be up”, “climb”.

To indicate a large upward trend, the following verbs can be used: “skyrocket”, “rocket”, “jump”, “leap”, “soar”, “spurt”, “surge”, “shoot up”. Except for “shoot up”, all the other verbs are regular.

### Rise and raise

Both verbs are used to indicate an upward change, but “rise” is irregular (rise-rose-risen) and “raise” is regular (raise-raised-raised).

The difference between them is that “rise” is intransitive, in other words, it takes a direct object. For example:

“Subscribers to our channel has risen over the last 6 months”.

There is no direct object in that example.

“Raise” is transitive, which means, it takes a direct object. For example:

“The company raised salaries by 10% last year”.

In that example, “salaries” is the direct object.

### Downward trends

To indicate a downward trend, the following verbs can be used: “go down”, “decrease”, “decline”, “drop”, “fall”, “be down”.

To mention a downward trend, the following verbs can be used: “collapse”, “plunge”, “plummet”, “slump”, “nosedive”, “crash”. All these verbs are regular.

### **Stable trends**

The following phrases can be used to depict a stable trend: “stay the same”, “plateau”, “stabilize”, “remain or stay constant”, “steady”, “stable” or “the same”.

### **Ups and downs**

If numbers or values experience ups and downs over a period of time, the following verbs can be used to describe that movement: “fluctuate”, “seesaw”, “zigzag”. All these verbs are regular.

### **Lowest point**

To indicate the lowest point reached by a value over a certain period of time, the following phrases can be used: “reach a low”, “reach or hit (their/its) lowest point”, “bottom out” or “hit rock bottom”.

### **Highest point**

To indicate the highest point reached by a value over a certain period of time, the following phrases can be used: “reach a peak”, “peak”, “reach (their/its) highest point or level”, “reach or hit a high”.

## Miscellaneous verbs

### Halve

The verb "halve" means that a value or number is reduced by half. For example: "The number of commuters halved because of the lockdown in 2020".

### Double

The verb "double" means to become twice as big or twice as much. For example: "Our shareholders were very happy because our shares doubled in just five weeks".

### Triple

The verb "triple" means to increase three times. For example: "Our staff tripled in just 5 years".

### Fold

The suffix "fold" can be added to a number to indicate how many times something has increased. For example: "Our incoming calls has increased twofold over the last week".

### Edge up & inch up

They indicate slight upward trends.

### Bounce back, recover & rally

They indicate a recovery.

### **Dip**

It shows a slight downward change.

### **Level off**

If after a significant rise or drop, a value stays the same, it levels off.

### **Fall back**

It means to go down after going up for a while.

### **Adverbs**

Adverbs indicate how something happens and they are the only words that can modify verbs. Most of them end in "ly".

- If the change is little, we can use “slightly”, “marginally”.
- If the change is significant, we can use “significantly”, “considerably”, “markedly”.
- For very significant changes, use “dramatically”.
- If the change happens slowly, we can use “slowly”, “gradually”.
- For sudden changes, use “sharply”, “suddenly”, “dramatically” or “drastically”.
- If it's a step-by-step change, we can use “steadily”.
- If the change happens fast, we can use “fast”, “rapidly”, “quickly”, “steeply” or “sharply”.

For example, if a primary school students' marks improved by 3% in comparison to the previous year, we can say that students' marks improved slightly.

If the number of cell phone users increased by 70% in three years, we can say that the number of cell phone users increased considerably in three years.

### Structures

There are two possible structures to describe trends:

- Noun + Verb

“Consumer purchase rates for personal computers and mobile phones increased in 2020”.

- There + be + noun

“There was an increase in consumer purchase rates for personal computers and mobile phones in 2020”.

### Verbs and nouns

The following verbs indicate an upward trend: “rise”, “increase” and “surge”. Their corresponding nouns have the same form: “a rise”, “an increase” and “a surge”.

However, the verbs “grow” and “improve”, which also show an upward trend, have a different corresponding nouns, namely, “growth” and “improvement”.

“Growth” is an uncountable noun that cannot be preceded by the word “a”, but only by the word “some”.

The following verbs describe downward changes: “fall”, “drop”, “decline”, “decrease”, “dip”, “slump”, “collapse” and “nosedive”. Their corresponding



nouns have the same form as the verbs, namely: “a fall”, “a drop”, “a decline”, “a decrease”, “a dip”, “a slump”, “a collapse” and “a nosedive”.

### **Adjectives & nouns**

Adjectives are the only words we can use to modify nouns. For example: "There was a moderate rise in expectations after the measure taken by the minister".

### **Adjectives and adverbs**

Most adjectives can be turned into adverbs adding "ly" at the end of the adjective. For instance, the adjective "slight" becomes an adverb "slightly" by adding "ly" at the end of "slight".

There are some adjectives that do not follow this rule. One of them is "fast", which is both an adjective and an adverb. For example:

- “There was a fast loss of resources two years ago”.

In that example "fast" is used as an adjective that is modifying the noun "loss". Adjectives go before nouns.

To modify a verb, use an adverb. For instance:

- “Our hopes of recovery fell dramatically after we heard the CFO”.

"Dramatically" is an adverb and it goes after the verb it modifies.

## **Prepositions**

### **In**

It is used to indicate what has changed. For instance:

- “There was an increase in the company's net income from 2005 to 2017”.
- “The Y-axis shows sales in Euros”. (currency)
- “The Y-axis shows sales in millions”. (units of measure)

### Of

It is used to mention the specific value that something has. For example:

- “There was a surge of \$100m in stock market prices last year”.  
(number)
- “There was a rise in the cost of living of 25% two years ago”.  
(percentage)
- “A small percentage of our sales representatives are bilingual”.  
(value)

### At

It is used to refer to a static point. For example:

- “Our advertising budget will remain high at \$5m next year”.

"At" is also used with the verbs "begin" or "start" and "end" or "finish".

- “Income from investors began at \$12m two years ago”.

The verb "peak" can also be followed by "at". For instance:

- “The price of wheat peaked at around \$24 a bushel in February 2008”.

### From ...to & between... and

These words are used to indicate the beginning and the end of a period.

For instance:

- “Our television market share went up from 2013 to 2016”.

"From... to" can also be used to describe changes between two figures or amounts. For example:

- "The number of times her name was mentioned in newspapers rose from 100 to 2,000 as her popularity increased".

### **By**

It is used to mention percentages and difference between to amounts.

- "Our sales rose from 1,500 units per month in 2018 to 2,000 units per month in 2019. That is, they rose by 500 units".
- "The number of spectators dropped by 20% in a quarter".

### **Describing a diagram process**

The description starts with the introduction of the diagram. The following phrase can be used to indicate the number of stages the process has: "There are five stages in the process beginning with..."

Then, different words can be used to describe the process: "to begin", "then", "later", "in the following stage", "in the initial stages of the process", "first", "first of all", "next", "second", "in the next stage", "following that", "after that", "afterwards", "subsequently", "the last stage involves", "finally".

### **Passive voice**

It is used when the focus is on the activities performed not on the people who perform those activities.

### **Active voice**

Example:

- "Our employees process a hundred orders daily".

The subject is "our employees", the verb is "process" and "a hundred orders" is the direct object.

### **Passive voice**

Example:

- "A hundred orders are processed daily by our employees".

The direct object of the active voice becomes the subject of the passive voice and the subject of the active voice becomes the agent of the passive voice introduced by the word "by". The agent can be omitted when that information is not known or is not important.

The word "with" is used to introduce an instrument used by an agent to do an action.

### **Tenses**

The typical tenses used to explain process diagrams are present simple, past simple and present perfect.

### **Present Simple**

Example:

- "Our spare parts are imported from China".

The passive of the present simple is made with one of the present forms of the verb "to be" (am/is/are) followed by a past participle.

This tense is used to explain routines, policies, procedures, processes, methods.

### **Past simple**

Example:

- “Our accounts were audited last month”.

The passive of the past simple is made with one of the present forms of the verb "to be" (was/were) followed by a past participle.

Use this tense to describe a finished past action.

### **Present perfect**

Example:

- “Once payment has been confirmed, the shipment is dispatched”.

"Once" means "after" or "as soon as" and it emphasizes the completion of a step or activity. In general, it is used with present perfect.

A passive voice sentence in present perfect is made with "have" or "has", followed by "been" and then a past participle.

### **Describing tables**

To explain information shown in a table, we can use comparative and superlative adjectives.

### **Comparatives**

When an adjective is short, "er" is added to the adjective to form the comparative. If the adjective is long, the words "more" or "less" are placed before the adjective. For example:

- “Customers' expectations were higher than we thought”.
  - “Our core customers are more conservative than our rivals”.
-

The word "than" is usually placed after comparative adjectives.

Comparative adjectives can be made weaker by adding the following phrases before the comparative: "a bit", "a little" and "slightly".

Comparative adjectives can be made stronger by adding the following phrases before the comparative: "a lot", "far", "much", "significantly".

### **Superlatives**

If the adjective is low, we add "the" before the adjective and "est" at the end of the adjective to make the superlative form. If the adjective is long, we place "the most" or "the least" before the adjective. For example:

- "Our resorts are the cheapest in the área".
- "Our restaurants are the most crowded ones of the four".

After superlatives, we use the preposition "in" before a singular noun and the preposition "of" before a plural noun.

To make superlatives weaker, use "one of the" if the subject is singular and "some of the" if the subject is plural. You can also use "among". For example:

- "Their products are some of the most popular ones".

To make superlatives stronger add the word "by far" or "easily", which means that there's a big difference. For example:

- "The country's tariffs are by far the highest in the región".

## Numbers

### Whole numbers

A comma is used to separate thousands. They don't have a plural form and can only be used in the plural form when an approximate number is mentioned. For example:

- “Thousands sent emails enquiring about our online courses in 3 months”.

### Negative numbers

When read, add the word "minus" before them.

### Percentage and per cent

“Percentage” is used to refer to a general amount. “Per cent” is used to refer to a specific number.

“Per cent” is more common in British English while “percent” is more common in American English.

### Approximate numbers

The following phrases can be used to indicate an approximate number: “around”, “about”, “nearly”, “approximately”, “roughly”. For example:

- “Around 2,000 applications have been sent”.

The number of applications can be higher or lower than 2,000.

Numbers can also be rounded, and if the number is lower than the round number, the following phrases can be used: “just under”, “well under”.

If the number is higher than the round number, the following phrases can be used: “more than”, “well over”.

### Percentages and fractions

Most English speakers still use fractions.

- 10% is a tenth
- 20% is a fifth
- 25% is a quarter
- 33.33% is a third
- 40% is two-fifths
- 50% is a half
- 60% is three-fifths
- 65 is two-thirds
- 75% is three-quarters
- 80% is four-fifths

Fractions in sentences are written in full.

After “one and a half” the noun should be in the plural form. For example:

- “Orders are processed in one and a half weeks”.

### Tenses

#### Present simple

Present simple is used to indicate what a graph shows, to describe processes and to refer to permanent situations, habits and routines.



### **Past simple**

It is used for actions that started and finished at a specific time in the past. It is the most common tense used to describe line graphs.

### **Present perfect**

It is used to indicate actions that started in the past and have continued up to the present. "For" is used to indicate how long a period has lasted and "since" is used to state when a period started.

Present perfect often indicates periods of time that are not over, such as "this year", "this week", "to date", "up to now", "over the last two weeks".

If we talk about a completed action we can use present perfect and "since", especially if we indicate how much or how many.

### **Present perfect continuous**

It is used to stress the length of time of an incomplete action and that has been in progress up to the present.

### **Future simple**

It is used to say what we think will happen in the future. Degrees of probability can be shown by adding "definitely" and "probably" between "will" and the verb.

### **Going to**

It is used to make predictions about the future when there is evidence in the present situation.

### **Future perfect**

It is used to state that an activity will be over by a particular time in the future.

### **Forecast**

A forecast indicates our expectations about the future. It can be used as a noun or as a verb.

The difference between a forecast and a prediction is that a prediction has a more personal view.

### **Expect**

You can use a noun followed by "is expected", plus "to" and then a verb in the infinitive form to state an expectation.

A sentence can also start with "it is expected that" followed by a clause.