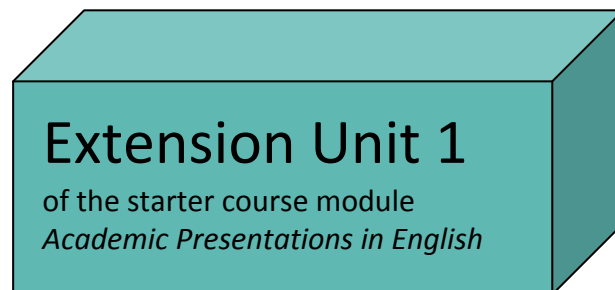


Reference Material

Presenting Visualized Data



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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

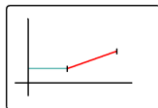
1. Describing and Explaining Diagrams and Figures

Language Functions	English Phrases
Starting the presentation of visualized data	<ul style="list-style-type: none"> ▪ Let's now turn to the following line graph. ▪ Let me illustrate this with a little example. ▪ Let's look at the student numbers for a minute. ▪ Have a look at this bar chart of the crime rate. ▪ A few figures will illustrate these results. ▪ I would like to show you some detailed statistics. ▪ As you can see from this next graph ... ▪ I'd like you to look at this chart which ... ▪ Let's look at this diagram to get a better picture of ... ▪ Here you can see a graph of the development of student numbers over the last five years. ▪ This diagram shows ... ▪ On this graph I have plotted both profitability and turnover.
Referring to different parts of graphs	<ul style="list-style-type: none"> ▪ I'll point out the key parts on the graph for you with this laser pointer. ▪ As you can see, the pie chart has three main sections. ▪ The solid line represents turnover and the dashed one represents profits over the last 5 years.
Highlighting important information	<ul style="list-style-type: none"> ▪ If you look here you can see that ... ▪ Let me draw your attention to one or two interesting details. ▪ What I'd like to point out is one interesting detail. ▪ I'd like us to look at this part of the graph in more detail... ▪ Let's focus our attention on the upper half of the chart... ▪ Let's think about the significance of this figure here... ▪ Looking now at the figures for the third quarter we can see that ... ▪ I'd like to draw your attention to some key figures.
Describing trends <small>more verbs and adverbs describing trends on page 4</small>	<ul style="list-style-type: none"> ▪ This year there has been an increase in sales of 10 per cent. ▪ This year sales have increased by 10 per cent. ▪ This year profits have risen to € 2m. ▪ In 2010 there was a rise in profits to € 2m. ▪ Over the following five years it rises steadily.

Comparing figures	<ul style="list-style-type: none"> ▪ This figure can be compared to ... ▪ If we compare the figures for 1998 and 2008, we can see that ... ▪ The figure is twice as high as ... ▪ The figure has tripled in the last two years.
Interpreting visualized data	<ul style="list-style-type: none"> ▪ These figures convey a clear message:... ▪ These statistics support... ▪ The chart shows a clear tendency... ▪ I'm sure the implications of this are clear to all of us. ▪ This graph showed us how student numbers continue to grow. ▪ As this chart shows ... ▪ As you can see ... ▪ The survey revealed that ... ▪ Latest figures show that ... ▪ As can be seen from the chart ... ▪ These figures convey a clear message. ▪ As can be seen from the chart ... ▪ The reasons for this development were manifold.
Moving on to the next part	<ul style="list-style-type: none"> ▪ The next slide shows you the opinions of men and women. ▪ Let's go on to looking at a graph showing what the future will bring. ▪ That's all I would like to say about ... ▪ Now I would like to ... ▪ Let's take this a step further. Here you can see a more detailed overview of the first stage of the process. ▪ OK, let's look at this in more detail now.
Commenting on misleading diagrams	<ul style="list-style-type: none"> ▪ At first glance you get the impression that ... ▪ If you have a closer look at the bar chart you will see that the scale doesn't start at zero. ▪ The numbers reveal that ... ▪ The choice of scale in this bar chart is deceptive. ▪ The vertical scale starts at 30 kg, which is misleading. ▪ This pie chart misrepresents the data. ▪ The percentages do not add up to 100%. ▪ This graph is misleading, because it is skewed in favour of the potatoes.

2. Describing Visualized Data: Verbs and Adverbs

Describing upward trends¹

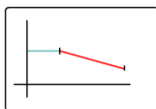


	slowly	gradually	quickly	fast	rapidly	slightly	a little	substantially	considerably	significantly	vastly	hugely	massively	enormously	dramatically	moderately	steadily	markedly	sharply	steeply	greatly	extra
(to) go up	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		
(to) increase	X	X	X		X	X		X	X	X				X	X	X	X	X	X	X	X	twofold/ threefold etc.
(to) rise	X	X	X	X	X	X	X	X		X					X	X	X	X	X	X		further, higher
(to) climb					X										X		X		X	X		
(to) grow	X		X	X	X												X					exponentially
(to) expand	X	X	X	X	X				X	X	X	X	X	X	X		X				X	further, suddenly
(to) soar															X							

Sometimes you can find the following verbs for describing upward trends:

(to) pick up, (to) rocket, (to) jump, (to) take off, (to) shoot up, (to) double,
(to) peak, (to) reach a peak, (to) reach a maximum

Describing downward trends²

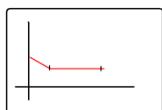


	gradually	fast	rapidly	slightly	substantially	considerably	significantly	dramatically	steadily	markedly	sharply	steeply	greatly	drastically	extra
(to) decrease	X		X	X		X	X	X	X	X				X	
(to) fall			X	X			X	X	X	X	X	X			
(to) drop		X	X	X		X	X	X	X		X			X	further
(to) slip back				X											
(to) reduce	X			X	X	X	X	X			X		X	X	further, progressively
(to) slump								X							disastrously, badly, heavily

Sometimes you can find the following verbs for describing downward trends:

(to) go down, (to) decline, (to) lower, (to) show a downward trend, (to) plummet, (to) collapse, (to) crash, (to) plunge
(to) bottom out, (to) hit a low, (to) hit bottom

Describing stagnation



(to) stay the same,
(to) be flat, (to) level off, (to) be unchanged, (to) stabilize, (to) remain steady

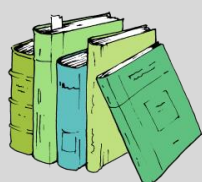
^{1/2} This grid depicts possible verb-adverb combinations that are rather common in English. If a specific combination is not marked by an 'X' this does not necessarily imply that the combination does not exist.

3. Explaining Visualized Data: Linking words and phrases

Language Functions	English Words and Phrases
Describing cause	<ul style="list-style-type: none"> ▪ Because of a promotion campaign, the turnover rose rapidly in 2008. ▪ Due to the introduction of a new product the graph rises steadily. ▪ Since the promotion campaign was very successful, the turnover climbed steeply in 2008. ▪ Thanks to the introduction of a new product, the graph rises steadily. ▪ Negative media coverage resulted in a substantial decrease in the turnover. ▪ The company starts a new promotion campaign. Owing to this the turnover increases significantly. ▪ The new promotion campaign accounted for the turnover climbing rapidly in 2008. ▪ As a result of the negative media coverage in 2006, the turnover goes down dramatically. ▪ The campaign ends in 2009. Therefore the turnover reaches a peak at 430,000 and decreases slightly in the following months.
Describing contrast	<ul style="list-style-type: none"> ▪ Although we had expected the change of distributor in 2010 to have a negative effect, it stagnates at € 400,000. ▪ Though there was negative media coverage, the turnover remains stable. ▪ In spite of a product relaunch the company's turnover stagnates at this low level. ▪ Despite the negative media coverage the turnover stabilizes in 2007.

Go to <http://www.mumis-unicomm.de/> for the online version of **UniComm English!**

This dictionary is constantly updated and contains many more phrases for the various communication situations at German universities.



Reading tips:

- ❑ Davis, Martha (2005): Scientific papers and presentations. Rev. Burlington, Mass: Academic Press.
- ❑ Klarer, Mario (2008): Präsentieren auf Englisch. München: Readline Wirtschaft.
- ❑ Powell, Mark (2002): Presenting in English. How to give successful presentations. Boston: Heinle.
- ❑ Storz, Carl, et al. (2002): Oral presentation skills. A practical guide.
http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf retrieved 3 december 2009.
- ❑ Watzka, Klaus (2007): Anfertigung und Präsentation von Seminar-, Bachelor-, Diplom- und Masterarbeiten. Klärungen, Tipps, Fehlervermeidung. Büren: Fachbibliothek Verlag.
- ❑ Weber, Anne; Wróbel, Verena (2008): Richtig gut! Referate halten ENGLISCH. Stuttgart: Klett.

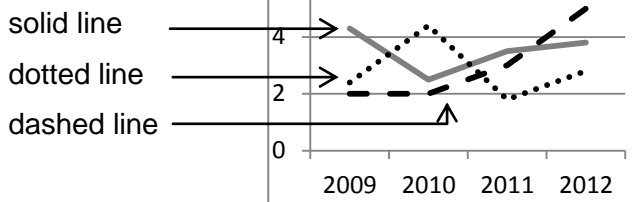
Appendix: Vocabulary

Table

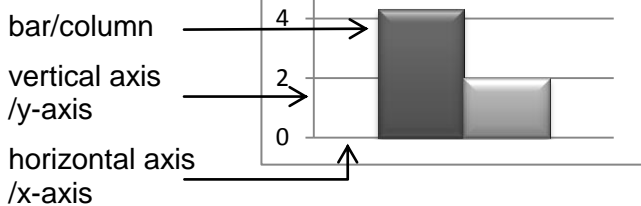
title row	→		2010	2011
row	→	Income	€ 88,200	€ 92,800
		Expenditure	€ 89,400	€ 65,300
		Turnover	€ - 1,200	€ 27,500

column →

Line graph

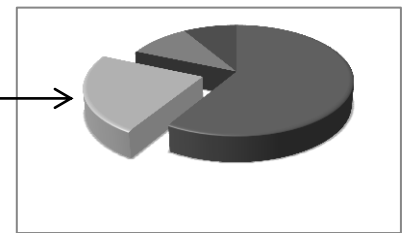


Bar chart



Pie chart

slice/sector →



Numbers

and is put in front of the number that is expressed by the last two figures:

310 = three hundred *and* ten

5,642 = five thousand, six hundred *and* forty-two

92,860 = ninety-two thousand, eight hundred *and* sixty

commas are used to divide large numbers into groups of three figures:

340,000 = three hundred and forty thousand

dots are used in **decimals** and you say the dot as **point**:

85.5 = eighty five point five

numbers after a decimal are usually stated **separately**:

24.44% = twenty four point *four four* per cent

fractions:

$\frac{1}{4}$ = a/one quarter; $\frac{3}{4}$ = three quarters; $\frac{1}{2}$ = a/one half; $\frac{5}{7}$ = five sevenths

0 is usually called *nought* in British English and *zero* in American English; when numbers are said one figure at a time, 0 is often called *oh*:

My phone number is three two one *oh* six

In decimals *nought/zero* is used before a decimal point and *oh* after it:

0.201 = *nought* point two *oh* one

① **a billion** is a thousand million = 1,000,000,000 (unlike "Billion" in German!)

Approximating Figures

a great deal more than
way over
well over
somewhat more than
slightly more than
just over

nearly
almost
something like
around
about
approximately
roughly

not quite
just under
just short of