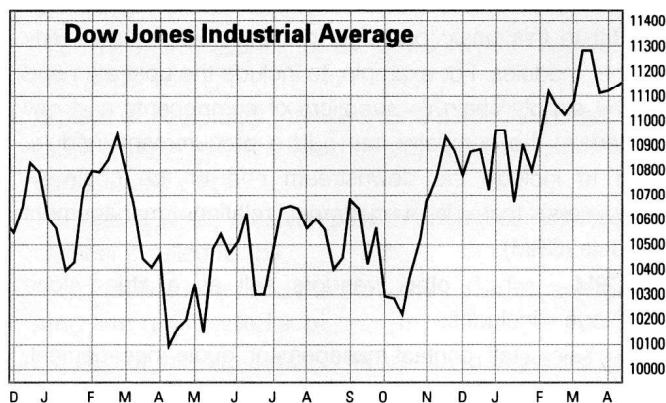


Trends

Read the text and then study the bullet points below.



The chart shows the US stock market (Dow Jones index) for last year and the first quarter of this year. **As can be seen from the chart**, last year started on a positive note. The market **rose** until late February when it almost **reached the 11,000 level**. But interest rates **were rising**, and investors decided to take profits. **There was a sharp fall** during the month of March and the Dow **bottomed out** at **just over 10,000**. At that point investors started buying again – strong economic numbers and global liquidity (central banks printing money) offered support to the market. Over the summer the Dow **was flat**, trading **in a range** from 10,300 to 10,700. The market was unable to **break out** of this range, **even though** company profits **were increasing**. What was the reason? It was almost entirely **due to** the price of oil, which **had climbed dramatically** from \$42 a barrel at the start of the year to \$68 in August. This price rise **was caused by** the hurricane season in the Gulf of Mexico and **increasing tension** in the Middle East.

In mid-October the markets started to **rally strongly**, and went **from 10,200 to 10,900** over just four weeks. This **sudden jump** was **as a result of** comments made by a member of the Federal Reserve, who indicated that interest rates would soon stop rising. This is positive for business **as** the cost of borrowing also stops going up. From November to January the market **remained more or less unchanged**, failing to break through the February **high**s.

Over the last few months the market **has advanced** again. The economic backdrop remains healthy: company profits are good, consumer spending **is up**, and interest rates are close to **reaching a peak**. The only dark cloud is the price of oil, which **has risen** back to the \$70 level and looks certain to **go up** further. The next hurricane season is approaching and production worldwide cannot be **significantly expanded**.

- In any text describing trends there will be verbs and nouns of movement. Examples in this text are *fall, bottom out, be flat, increase*, etc.
- The mind map opposite lists verbs of movement. Note that words describing the same type of movement are often used in different contexts. For example, share prices 'rally' whereas profits or economies 'grow'. Use a good dictionary to check on points of usage such as this.
- Note the use of verb tenses in the text: *reached, were rising, had climbed, has risen*, etc. There is a summary of verb forms and uses in the mind map opposite.
- A text describing trends will include many examples of linking words. (See units 20–22.) Examples here are *even though, due to, as a result of* and *as* (meaning 'because').

Transitive and intransitive verbs

When using verbs of movement it is important to know whether they are:

- Transitive – needing an object – shown in the dictionary with a 'T'.
- Intransitive – used without an object – shown in the dictionary with an 'I'.

So the following verbs are transitive and need an object (*the budget*):

We cut / lowered / raised / reduced the budget.

But these examples are wrong (no object):

The budget ~~cut / lowered / raised / reduced~~.

The following verbs are intransitive and are used without an object:

Costs went down / fell / declined / rose.

But these examples are wrong (there is an object):

We ~~went down / fell / declined / rose~~ costs.

Many verbs like *increase* and *decrease* can be used both with and without objects.

Adjectives and adverbs of movement

In the text, some nouns are qualified with adjectives (*sharp, sudden*) and some verbs with adverbs (*dramatically, significantly*).

Adjectives used to describe movement include: *slow, slight, gradual, steady, quick, rapid, significant, sharp, substantial, dramatic*.

Adverbs are formed by adding *-ly* to the adjective, and sometimes one or two other letters change as well.

Upward: go up, increase, rise, raise, put up (= raise), climb, pick up, grow, expand, double, show an upward trend

Rapid upward: jump, rocket, soar, take off

Downward: go down, decrease, fall, drop, slip back, reduce, lower, bring down (= lower), cut, shrink, halve, show a downward trend

Rapid downward: plummet, collapse, crash, slump

Highs and lows: peak, reach a peak; bottom out, hit a low

Volatility: fluctuate, be volatile

Stability: stay the same, be flat, be (relatively) unchanged; level off / out

Good and bad: improve (= get better), strengthen, recover, bounce back; deteriorate (= get worse), weaken

Single points: be above / below, stand at

States: be up / down

Graph, chart, bar chart, pie chart, table, diagram

Title, row / column (with headings), horizontal axis (labeled with months), vertical axis (showing the values for ...)

Curve, solid line, dotted line, dashed line, segment, shaded area, slope (steep or shallow)

As can be seen from the chart, The graph / My next slide shows ..., Looking now at the figures for the third quarter we can see ...

Verbs of movement

Referring to visuals:



TRENDS, GRAPHS AND FIGURES

Action in progress

Present: sales are rising strongly at the moment

Past: sales were rising more strongly last year

Verb forms and uses

Looking back

From the present to the past: sales have risen by 6% this year

From the past to earlier in the past: sales had risen to a high level, but in 2006 the market began to change

Approximate figures

A great deal more than, way over

Somewhat more than, well over

Just over, slightly more than

Around, about, roughly, somewhere in the region of, approximately

Almost, nearly, not quite, just short of

Far less than, nowhere near, nothing like as much as

Linking words

Looking back at an action in progress

Action in progress up to a point in the past: sales had been rising strongly, but then new competitors entered the market

Action in progress up to the present: sales have been rising in all our major markets

See units 20-22.

13

Trends, graphs and figures: Exercises

13.1 Match each phrase on the left with its closest synonym (same meaning) on the right.

- | | |
|----------------|----------------|
| 1 drop by 50% | a) deteriorate |
| 2 rise by 100% | b) recover |
| 3 get better | c) double |
| 4 get worse | d) raise |
| 5 bounce back | e) expand |
| 6 grow | f) lower |
| 7 put up | g) halve |
| 8 bring down | h) improve |

13.2 Match each verb on the left with its closest antonym (opposite meaning) on the right.

- | | |
|-------------|---------------|
| 1 rise | a) plummet |
| 2 raise | b) be flat |
| 3 take off | c) bottom out |
| 4 expand | d) fall |
| 5 fluctuate | e) lower |
| 6 peak | f) shrink |

13.3 Complete each sentence with a phrasal verb from the box.

bounce back bottom out bring down level off
pick up put up slip back take off

- If your prices are too high, you have to _____ them _____.
- If your prices are too low, you have to _____ them _____.
- If sales reach their lowest level, they _____.
- If sales recover after a period of downward movement, they _____.
- If sales go up a little after being flat for some time, they _____.
- If sales go up a lot after being flat for some time, they _____.
- If profits were going up – or down – and then become stable, they _____.
- If profits go down a little after a period of growth, they _____.

13.4 Underline the correct words in italics.

- The verbs 'rise' and 'grow' are similar. However, *rise* / *grow* is more common for longer periods of time, and where there is a total increase in size (eg describing the economy).
- The phrasal verb 'grow up' refers to the change from being a child to being an adult. It *can also* / *cannot* be used to refer to things like profits, the economy.
- The phrasal verb 'fall down' refers to movement towards the ground. It *can also* / *cannot* be used to refer to things like sales, profits.

- We can 'raise' / 'lower' prices or 'put up' / 'bring down' prices. However, the *first two examples* / *last two examples* are slightly more formal, and can refer to a change in the level or standard of something as well as prices.

13.5 Put a tick (✓) if the sentence is possible. Put a cross (X) if it is not. The answers depend on whether the verb is transitive, intransitive or both.

- | | |
|-----------------------------------|--------------------------|
| 1 We cut costs by 5%. | <input type="checkbox"/> |
| 2 We fell costs by 5%. | <input type="checkbox"/> |
| 3 Profits cut by 5%. | <input type="checkbox"/> |
| 4 Profits fell by 5%. | <input type="checkbox"/> |
| 5 We raised prices by 2%. | <input type="checkbox"/> |
| 6 We rose prices by 2%. | <input type="checkbox"/> |
| 7 Inflation raised by 2%. | <input type="checkbox"/> |
| 8 Inflation rose by 2%. | <input type="checkbox"/> |
| 9 We increased sales by 4%. | <input type="checkbox"/> |
| 10 Sales increased by 4%. | <input type="checkbox"/> |
| 11 We went up market share by 3%. | <input type="checkbox"/> |
| 12 Market share went up by 3%. | <input type="checkbox"/> |

13.6 The -ing form of many verbs can be used as an adjective, eg *an increasing demand for oil*. Make adjectives from the verbs in the box using the information in brackets.

expand grow rise ~~shrink~~ soar

- a shrinking budget (decreasing in size)
- an _____ business (increasing in size)
- a _____ problem (increasing over a long period)
- _____ inflation (increasing)
- _____ costs (reaching a very high level)

13.7 Fill in the missing letters in these adverbs using the information in brackets.

Sales increased ...

- ra pid ly (quickly)
- gr _____ lly (slowly and by small amounts)
- st _____ ily (in a constant, regular way)
- sli _____ ly (a little)
- mar _____ lly (fractionally)
- sig _____ ly (in a large and noticeable way)
- sh _____ ly (suddenly and by a large amount)
- dr _____ lly (suddenly and surprisingly)

Note that 'dramatically' can refer to both good and bad changes (unlike in many Latin languages).

13.8 Put a tick (✓) if the sentence makes sense. Put a cross (X) if it does not.

- 1 Profits have risen steadily over recent years. ☐
- 2 Sales plummeted marginally in July. ☐
- 3 The price of oil soared gradually last year. ☐
- 4 Share prices dropped back slightly last week. ☐
- 5 Unemployment numbers levelled out sharply. ☐

13.9 Write the nouns for these verbs. Sometimes the form is the same.

- | | |
|---------------------|------------------|
| 1 cut _____ | 6 improve _____ |
| 2 deteriorate _____ | 7 increase _____ |
| 3 fall _____ | 8 recover _____ |
| 4 grow _____ | 9 reduce _____ |
| 5 halve _____ | 10 rise _____ |

13.10 Rewrite the 'verb + adverb' sentences as 'adjective + noun' sentences.

- 1 Sales fell slightly.
There was a slight fall in sales.
- 2 Profits rose steadily.
We saw a _____ in profits.
- 3 The economy improved gradually.
There was a _____ in the economy.
- 4 We need to reduce costs sharply.
We need to see a _____ in costs.

13.11 Underline the correct words.

- 1 I'd like you to look at the blue segment on this next *bar chart / pie chart*.
- 2 I'd like to draw your attention to the *heading / title* at the top of each column of this table.
- 3 I'm sorry, the *heading / title* of this next slide is off the screen, but at least you can see the graph.
- 4 The horizontal axis is *marked with / labeled with* the months of the year.
- 5 Sales growth has been very rapid – as you can see from the *steep / shallow* slope of this graph.

13.12 It is very common to use approximate figures – particularly in speech. Match each approximate figure a)–p) to an exact figure 1–6 below.

- | | |
|----------------------|-----------------------------------|
| a) just over 150 | i) far less than 150 |
| b) around 150 | j) way, way over 150 |
| c) just short of 150 | k) nowhere near 150 |
| d) roughly 150 | l) slightly more than 150 |
| e) not quite 150 | m) somewhat more than 150 |
| f) almost 150 | n) 150 give or take a little |
| g) some 150 | o) somewhere in the region of 150 |
| h) 150 or so | p) nothing like as much as 150 |

- | | | | |
|--------------|-------------------------------------|--------------------------|--------------------------|
| 1 90 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 146 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 154 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 4 190 | <input type="checkbox"/> | | |
| 5 240 | <input type="checkbox"/> | | |
| 6 140 to 160 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13.13 Fill in the gaps with a preposition where necessary (in one case there is no preposition). Choose from: *at, between, down, from, in, into, of, on, to, with*.

- 1 Last year sales rose _____ €7m _____ €7.5m. So that's an increase _____ €0.5m.
- 2 Last year there was an increase _____ sales _____ 8%.
- 3 Our market share now stands _____ 28%.
- 4 One _____ five (= one out of every five) of our products never makes a profit.
- 5 Two million _____ euros were spent on television advertising.
- 6 Unemployment figures have been relatively stable for some time, fluctuating _____ 4.3% and 4.6%.
- 7 There hasn't been much movement _____ the unemployment figures for some time.
- 8 Sales rose _____ line _____ predictions.
- 9 From January 1st to now, sales have gone up by €0.5m. So that's a year- _____ -date increase of 8%.
- 10 Over the last twelve months, sales have gone up by €0.5m. So that's a year- _____ -year increase of 8%.
- 11 In this pie chart, sales are broken _____ by region.
- 12 In this pie chart, the whole country is divided _____ five regions.

Speaking / Writing practice

- Prepare two graphs. They could be about your company (sales, profits, costs, etc) or your country (inflation, unemployment, house prices, etc). You could take graphs from an article on the Internet or in print, in English or in your own language. Remember to label the two axes.
- Speaking practice 1. Tell a partner about the graphs. Your partner should ask for more information (eg 'I'm sorry, can you explain that again?' 'What were the reasons for that?').

- Speaking practice 2. Regroup and work with a new partner – you are going to repeat the exercise and explain the graphs again. This time speak slowly and focus on accuracy rather than fluency. Take a moment to review pages 56–57 before you begin.
- Writing practice. Write a short report based on the two graphs.