**ET.PM3 – EFFECTIVE PRESENTATIONS (SW13)**

**1 Language for presenting**

**1. Starting off**

Take advantage of these few words to “find your feet“ and adapt your voice to the size of the room.

* „*Good afternoon ladies and gentlemen.“ (very formal)*
* *„Good morning everyone. Shall we begin?“ (rather informal)*
* *„Good morning.“ It’s a pleasure to be able to speak here at the Xth conference on...“ (rather formal)*

**2. Stating the purpose of your talk**

* *„My purpose/objective today is to...“*
* *„What I’d like to do this afternoon is to...“*
* *„My talk today will deal with...“*
* *„My presentation this morning will concern primarily...“*
* *„This afternoon, I’d like to look into two topics of interest to...“*
* *„I’ve been invited here this morning to...“*

🡪 You might combine the purpose statement with an introduction to your subject.

*„The design of electric vehicles has improved enormously in the past ten years. However, they still do not have enough autonomy.* ***I’m here today to present*** *some possible approaches to the problem.“*

🡪 Or use a rhetorical question.

*„Who in the field of waste management has never been confronted with the NIMBY syndrome?* ***My talk today will concern primarily*** *the ozone hole. We all know that an ozone hole has formed over Antarctica. What we don’t know is: Why?*

**3. The overview: presenting the structure of your talk**

Give your audience a map and tools for listening. Typical forms used in this section are „will“, „going to“ and „would like to“.

**Map:** „I’ve divided my presentation into three parts.“

„I’m going to divide this talk into four parts.“

„In my presentation I’ll focus on three major issues.“

**Tools:** „**To begin with,** I’ll be speaking about the components found in

our atmosphere. **Then,** we’ll examine some of the reasons for

the growth in CO2 in recent years. **After that,** I’ll explain what

the greenhouse effect is and how it works. **And finally,** we’ll

take a look at some possible consequences of the increase in

temperature

🡪 Other forms of sequencing are:

*First of all,... Next,...Finally,...*

*To begin with,...Then,...And finally,*

*First,...Second,...Third,...*

**4. Functions when speaking: Signposting**

1. When you want to make your next point. Let’s **move on** to...
2. When you want to change direction. Now let’s **turn to**...
3. When you want to deepen your analysis I’d like to **elaborate** on this point.
4. When you want to give a wider perspective. To **expand on** this point,...
5. When you want to depart from your plan. To **digress** for a moment,...
6. When you want to repeat the main points. To **recap**,...
7. When you want to give the key points. To **summarise**,...
8. When you want to finish your talk. To **conclude**,...

Other forms include:

*„Now, what about....?“ (rhetorical question)*

*„Let’s just recap...“ (repetition of key points)*

*„This leads me to the question of...“*

**2 Pronunciation (sounds and stress)**

1. They need to conduct a detailed an\_\_\_\_\_\_\_\_ of the water.

2. Such a phenomenon does not oc\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ very often.

3. The var\_\_\_\_\_\_\_\_\_\_\_\_\_ in the equation are x, y and z.

4. What are the cons\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a change in air temperature?

5. The f\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of this lecture is on the theoretical background.

6. As traditional energy sources become used up, we need to find alt\_\_\_\_\_\_\_\_\_\_\_ sources of energy.

7. We do not have suf\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ information to solve the problem.

8. First, we need to formulate a hyp\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and then we need to see if we can prove it to be true.

9. The ra\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of men to women in the department is ten to one.

10. The book was a compr\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ study of the dynamics of heat.

11. It is wise to give pri\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to those subjects where you are weakest.

12. His work was cruc\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the project’s success.

13. There is a lot of contr\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ over the issue of creationism.

**Famous quotations**

* Ask not what your country can do for you. Ask what \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**John F. Kennedy**

* If you owe your bank a hundred pounds, you have a problem. But if you owe it a million, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**J.M. Keynes**

* Wise men talk because they have something to say; fools because they have to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Plato**

* Everything has been thought of before. The problem is to think\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Goethe**

**Pronunciation (intonation)**

*Add the inserts in brackets to the following sentences in an appropriate position.*

1. A number of grain crops need huge amounts of water to grow. (- rice, for example -)
2. Managers need to be motivated to carry out their activities, and so compensation has to be linked to performance. (- and this is key -)
3. In a number of European countries over 80% of the population now lives in urban areas. (- Sweden, for instance -)
4. The results showed a considerable amount of disagreement between participants in the study. (- and this was unexpected -)

**Language for increasing the impact of what you say**

*Rewrite the following sentences, filling the gap by using a* ***rhetorical question****.*

1. These days, we hear about climate change and global warming almost every single news broadcast, so it’s easy to become complacent about it; to think that the issue is somebody else’s problem and not ours. One hundred people were interviewed recently on Channel 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

They said that in their opinion, nothing they could do would make any difference.

1. British children are eating more junk food than ever before.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Well, one effect is that teenage obesity is becoming a major problem.

1. **T**he WHO has reported that around six million children under the age of five die from malnutrition every year. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Well. It basically means 11 deaths every minute.