PRESENTING IN ENGLISH

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Contents

Introduction

Welcome to the *Presenting in English* training course. This course deals with the most important techniques of oral presentation in English. The central aim is a high degree of oral proficiency: presenters need to be able to express themselves intelligibly, accurately and without too much hesitation.

In this course, we will be looking at how to prepare and deliver a presentation. Some of the points that will be discussed involve audience analysis, body movement and speaker-audience contact. The structure of a presentation will also be dealt with. We will examine the most important phrases which serve as signals for the structure of the presentation (so-called signposts) and words and expressions that help to connect and show the relationships between the various points made in a presentation (so-called transitional words and phrases).

Another major component of the course is the use of visual aids and the language used to present tables, graphs and charts. In addition, we will examine question-and-answer techniques and how to deal with complicated or awkward questions from the audience. Furthermore, we will pay attention to the notion of politeness, which is an important aspect of English culture. We will look at style and tone to see how you can get the message across in a culturally appropriate way. Finally, we will also devote quite some time to vocabulary development, practice in pronunciation (especially words and phrases typically used in your own disciplines) and to some areas in English grammar that learners of English often identify as being particularly difficult to master.

Throughout the course you will be given the opportunity to practise with situations you will have to deal with in your work. Many of the exercises involve working in pairs or groups, and talking to your partners. All of you will be giving an oral presentation to the rest of the group, which will be evaluated by the group and by the trainer.

This syllabus has been compiled exclusively for this course. It contains theoretical information and lists of vocabulary. As such, you can also use it as a reference guide after the course has finished.

We hope you will enjoy the course.

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1 Structure your presentation

An effective presentation is all about planning and organising. First, take your time to analyse your message, your objective and your audience carefully. The next step is organise your information logically because well-structured presentations are easier to understand.

1.1 Planning your presentation

Below is a list of points that need to be considered and steps that need to be taken when planning your presentation:

Preparation:

1. Set the objective of the presentation.
2. Establish what the most important idea is that you wish to communicate.
3. Analyse your audience: who are they? How familiar are they likely to be with your topic? What is their level of knowledge of the topic? What are their needs?
4. Consider what possible questions and objections your audience might bring up.
5. Think about your communication style: what style will work for your audience (e.g. personal, systematic, direct) ?
6. Check how much presentation time you have.
7. Provide time for audience questions.
8. Check whether the presentation room has everything you need (e.g. internet access) and, if possible, consider factors such as room size and lighting.

Content:

9. Select the right information (based on 1-4).
10. Formulate a clear purpose statement and introduction.
11. Present your information in a logical sequence.
12. Make sure that points flow well.
13. Make use of presentation language and language techniques to direct the attention of the audience.
14. Tie the conclusion to the introduction.
15. End with a bang.

Visual aids:

16. Make sure that your visual aids are easy to read/view.
17. Make sure your slides all look consistent.
18. Do not include too much wording (no complete sentences or paragraphs).

Practice:

19. Practise the entire presentation, paying close attention to timing, language use, fluency, body language and posture.
20. Ask others to give you feedback on your presentation.

1.2 The basic structure of a presentation

Structure plays an important role in presentations: a clear structure does not just make it easier for your listeners to follow the presentation, it also helps you, the presenter, to keep to the planned structure and thus to minimise the chance of skipping key concepts.

A typical presentation is divided into three parts: an introduction, a body and a conclusion. Or, put simply: *say what you are going to say, say it, then say what you have just said.*

1   INTRODUCTION
2   BODY
3   CONCLUSION
     QUESTIONS

Introduction

The introduction is an important part of the presentation. You should use your introduction to:

1. welcome the audience
2. introduce yourself (*optional*)
3. state your purpose
4. outline the structure of the presentation
5. give instructions about questions (*optional, only if necessary*)

Besides these standard ingredients, you may also want to make use of a so-called attention grabber, which is a way to hook the audience, to get their immediate attention. You could, for example, try to get your audience involved by giving them a problem to think about or by asking them a direct or a rhetorical question. You can also ask for a show of hands in response to a question. Another example of an attention grabber would be to start out with a joke, a personal anecdote or a surprising fact or statement.

It is essential to state the purpose of your presentation near the beginning. To do this clearly and effectively you can use simple presentation verbs such as *give an overview of*, *highlight*, *outline, present* and *make recommendations*.

Body

The body contains the true content of the presentation (i.e. the main points you want to make), accompanied by visual material and examples. Because the audience has to process quite some information in a relatively short period of time, it is useful to present the information in a clear and logical order. In preparing your presentation, make sure you think about the way in which you are going to present the information to your audience. Here are a few possibilities of organising your ideas:

-   in chronological order (i.e. background, present, future);
-   from general to specific;
-   from known to unknown;
-   from accepted to controversial;
-   cause/effect;
-   problem/solution.

Guide the audience through your presentation by using expressions that help them (1) to see how the presentation is organised, (2) to identify the key concepts and thus (3) to determine what they should remember. Examples of such expressions are *to move on*, *to expand on*, *to go back to, to digress*, *to recap* and *to summarise* (see Chapter 2).

It is wise to plan a few shortcuts for emergencies; that is, you should decide which bits of information you can leave out if you run out of time. Never leave out main points: you have already announced to your audience that you will deal with them, and having to leave them out makes you look ill prepared.

Conclusion

Do not surprise your listeners by suddenly announcing *"That's all"* or *"I guess I'm finished"*. That kind of ending shows that you have not organised your ideas very well. The ending of a spoken text is vitally important because the information given at the end is usually what your audience will remember most clearly. So, this is your last and best opportunity as a presenter to bring information across. You should be brief and to the point, and this is definitely not the time to introduce any new points. Instead, you want to remind your audience of what you have presented.

There are many different ways to end a presentation:
1.	Restate the aim.
2.	Give a brief summary of the main points you have presented / a restatement of the main theme and main ideas. This gives your audience a chance to order their thoughts and may prompt them to ask some questions.
3.	Draw a conclusion from the material you have presented.
4.	Remind your audience of the importance of what you have said.
5.	Use recap: "I began this presentation by questioning XYZ. In the discussion and the examples that followed we saw that there were good reasons for undertaking such further analysis, and postulated that ... . These postulations, in turn, were validated by experimental research conducted by McNay and Woods in 2008. In conclusion, then, and as a direct result of these experimental findings, I'd like to emphasise three things: ..." (don't attempt more than three, and make your last point your strongest).
6.	End on a personal note.
7.	Thank the audience for listening.
8.	Invite the audience to ask questions or open a discussion.
Notice that presenters often use a combination of these different endings.

As a final tip, when you are ready to finish your presentation, slow down, look at your audience and deliver your final words slowly and clearly. Also make sure that you signal the end clearly (see Chapter 2).

Questions

Make sure you understand the question. If not, ask for repetition. Paraphrase or repeat the question in your own words to check that you have understood. Repeating the question does not only ensure you understood it correctly, it also ensures that everyone hears the question, also the people sitting at the back of the room. Furthermore, repeating the question also gives you the extra time you may need to formulate your answer. See Chapter 5 for more information on handling questions.

2 Communicate your structure: signposts & transitional words and phrases

In some ways, preparing a presentation is like preparing a written text. However, whereas a written text uses typographical and layout clues such as headings, paragraph indentations, white spaces between sections or lists to show how ideas are related, oral texts rely more heavily on so-called signpost language to guide the listener through your presentation.

2.1 Signposting: useful phrases and sentences

This section contains phrases and sentences you can use to help clarify the structure of your presentation or, more specifically, to help your listeners understand the relationship between ideas and between the different sections of your presentation.

Introduction

Welcoming your audience / getting attention

– Right (then), shall we begin?
– Ok. Let's begin / let's start.
– Ok, let's start shall we?
– Shall we start?
– All right everybody, let's get started.
– Now then, …
– Can I have your attention please?
– Right (then), ladies and gentlemen / everyone / everybody, shall we begin?

Introducing yourself (first presentation or presentation)

– Good afternoon everybody. Let me introduce myself …
– Good afternoon. I'd like to start by introducing myself. My name is …

'Hooking' your audience

– Did you know that …. (*amazing fact technique*)
– Statistics show that … (*amazing fact technique*)
– According to the latest study, … (*amazing fact technique*)
– Have you ever wondered why it is that … (*problem technique*)
– Suppose … How would you … (*problem technique*)
– Have you ever been in a situation where … (*story / anecdote technique*)
– When I think about … (*story / anecdote technique*)

(Source: Powell, M. (2002) *Presenting in English*. USA: Thomson)

– Let me start with a question … ([*rhetorical*] *question technique*)
– Let me ask you a provocative question (*question technique*)
– Take a look at this graph / picture.

Expressing the purpose of your presentation

- Today, I'm going to concentrate on …
- The aim of this presentation is to consider …
- What I will / would like to discuss this afternoon is …
- My main aim this morning is to present …
- Today I would like to explain …
- Today we need to … / are going to look at …
- My purpose today is to introduce / outline / describe / review …
- What I want to do today is to analyse / discuss / present …
- I'd like to give you an overview of …
- I'm going to suggest that …

Outlining the structure of your presentation

- Today's presentation will be about …
- I'm going to talk about …
- I've divided the presentation into (three) parts / sections. First, … Second, … Third, …
- The first part of this presentation will concern / will deal with …
- Firstly, I'll review … Secondly, I'm going to present … I'll then discuss … Finally, I'll review / go over …
- In the first part …, Then in the second part … Finally …
- To start with I'll describe… Then I'll mention some of the problems of this approach… After that I'll consider …
- I will begin / start by …ing / with a … of …
- To start with, I want to go over …. Next, I will look at …. Finally, I will review …

Giving instructions about questions

- Do feel free to interrupt me if you have any questions.
- I plan to keep some time for questions after the presentation.
- I'd like to ask you to save your questions for the end.
- You may interrupt me at any moment to ask questions or make comments.
- If you have any questions, just raise your hand.

Body

A clear structure to the main part of the presentation (the body) will help your audience to process the information effectively and to determine what is important and what is less important. To help you listeners understand your message use several of the signposts below.

Beginning the main body

- First of all, I'd like to talk about / go over / look at / review / analyse / present / consider / discuss …
- Firstly, I'm going to review / discuss / etc.
- Let me start by asking you/showing you / drawing your attention to/presenting you with …
- To begin with, I'd like to …
- Let me start by presenting to you / asking you / showing you …

Listing

- There are three things to consider. First, … Second, … Third, …
- There are two kinds of … The first is … The second is …
- We can see four advantages and two disadvantages. First, let's look at the advantages. One advantage is … Another is … A third advantage is … Finally, …

- On the other hand, there are two disadvantages. First, … Second, …

Closing a point / changing the subject / indicating the end of one topic and beginning of the next

- Well, that's all I wanted to say about / on …
- That's all I would like to say about / on… and now let's turn to …
- I think that concludes what I have to say about …
- Now that we've seen… let us examine more closely …
- Having considered / discussed / reviewed / analyzed / gone over / examined / looked at… I'd now like to move on to …
- Let me now turn to …
- Now, turning to …
- Now, let's turn to the second point under discussion
- OK. So, I've explained … Let me now move on to …
- Moving on now to …
- Right, now I want to go to the next point …
- My next point concerns …
- The next point I'd like to raise is / concerns …
- The second relevant fact is …
- I have now come to the fourth and most important point …
- One other major consideration here is …
- Then a word on …
- The third point I have come to is …
- If we now can look at …

Linking items/subjects in your talk

- As I said / mentioned earlier …
- As we saw earlier, …
- … I'll be coming back to this later.
- I'll return to this point later.
- Later, I will be talking about …
- Later, I'll come on to …
- To repeat what I've said so far …

Emphasising points

- What is very important is …
- What is important to remember is …
- I'd like to emphasise / stress / highlight / underline that …
- What we need to focus on is …
- It is important to note that …
- I repeat that / Let me repeat once more that …
- What I'm getting at is this: …
- Let me stress once more …
- There are two major questions I'd like to focus on.

Digressing / referring to points of lesser importance

- Let me digress for a moment.
- If I could just digress for a moment, …
- I might note in passing
- By the way, …
- …, but that's an aside.
- …, but I'm digressing.

Giving examples

–   To give an example
–   Now let's take an example
–   An example of this can be found …
–   To illustrate this …
–   Let me give you some examples.
–   Here are some examples.
–   A classic example of X is the case of …
–   One of the most dramatic / significant examples of how …
–   A good example of this is …

Rephrasing

–   Let me rephrase that, …
–   In other words…
–   Another way of saying the same thing is …
–   Let me put it this way …
–   That is to say …
–   To be more specific, …
–   Put simply, …

Referring to common knowledge

–   As you may all well know …
–   It is generally accepted that …
–   As I'm sure you're all aware (of), …

Referring to what an expert says

–   According to …
–   Here I'd like to quote …
–   As X says in his book / article …
–   I quote the words of …
–   In the words of …

When handing out material

–   Can you take one and pass on the rest?

Referring to visuals

–   My next slide concerns the method by which …
–   Let's take / have a look at this graph
–   Have / Take a look at this. As you can see, here … … … and here … … …
–   Now if you look at this diagram ...
–   This graph presents data relating to ...
–   As you can see (from this diagram), ...
–   I'd like us to look at (this part of the graph in more detail).
–   I'd like to draw your attention to (the upper half of this chart)
–   The first row in this table is the most revealing …
–   Notice / observe how the increase has had an effect on …

Handling interruptions (questions)

- That's a very interesting question / comment / idea. Can I come back to that later? / We'll come to that in a minute / I'll be coming onto that later / I'll come back to it at the end.
- If I could just finish this point …
- Does that answer your question? (Can I continue?)

Conclusion

Signalling the end: summing up / concluding

- So, to concluded, I'd like to …
- Perhaps I can sum up by saying this …
- If I can just sum up
- To put it briefly, …
- To sum up (then), … / To summarise, …
- To put it simply / briefly, …
- So, to summarise / to conclude, I'd like to …
- I'd like to sum up / conclude by saying …
- Let me summarise by saying
- Let me recap (recapitulate)
- To put it in a nutshell, …
- It amounts to this: …
- In conclusion we can say that / it can be said that …
- In conclusion I'd like to say …
- We have seen how …
- So what it comes down to then is …
- Briefly said, …
- In short, …
- What I've tried to show in this part …
- To recap what we've seen so far …
- At this stage I would like to run through / over the main points …
- So, as we have seen today…
- As I have tried to explain this morning, X finds itself in …
- I would like to finish by reminding everyone that …

Introducing question time

- Thank you very much for your attention and if there are any questions, I'd be happy to answer them.
- I'd be happy to answer any questions.
- If there are any questions please feel free to ask.
- Are there any questions?
- Yes, the gentleman in the back / lady in the red suit …

Thanking the audience for their question

- I'm glad you ask / are asking this question.
- Thank you for your question. (That's a very good point.)

Responding and reacting to what audience asks or says

Positive:
- That's correct.
- Yes, that's a good point.
- That's an extremely valid point.

- That's exactly the point I was making.
- You have got a point there.
- That might not be a bad idea.
- That's not a bad idea.
- Exactly / definitely / absolutely /quite.
- I'd be very much in favour of that .

Negative:
- I have serious reservations about that.
- I really doubt whether that would work.
- I really don't think that's not right / correct.
- Not a bad idea / suggestion, but …
- Well, perhaps, but …

Correcting the wrong impression:
- Well actually, that's not quite what I meant.
- That's not quite what I meant.
- I'm sorry, perhaps I haven't made myself clear. What I meant is …
- I think you misunderstand what I'm saying. I actually meant ...
- You seem to have misunderstood me.
- We seem to be talking at cross purposes.
- Let me put it another way.
- I actually meant / said …
- Well, as a matter of fact …

Checking for understanding

- Does that answer your question?
- I hope that answers your question.

Thanking your audience

- Thank you very much for your attention
- I'd like to thank you for your interest and attention

2.2 Transitional words and phrases

Section 2.1 contains phrases and sentences you need to link the major sections of a presentation. This section provides you with so-called transitional words and phrases, which you can use to indicate how sentences are related. These words and phrases have been divided into groups, according to the function they fulfil.

Listing

- firstly, … secondly, … thirdly, …
- in the first place …, in the second place …
- to begin with
- then
- finally
- there are two kinds of …. the first is … the second is …

Signalling sequence or addition

- again

- also
- and
- besides
- furthermore
- in addition
- moreover
- on top of this
- last
- next
- Still
- not only ..., but also ...
- as well as
- what is more

Signalling time

- after
- afterwards
- as early as
- as soon as
- as far back as
- at first
- at length
- at the same time
- before
- by that time
- earlier
- eventually
- finally
- gradually
- immediately
- in the meantime
- meanwhile
- next
- now
- subsequently
- then
- until

Giving examples

- for example
- for instance
- such as
- to give you an example of this
- to illustrate this point
- to take one example
- yet another example is

Comparing

- also
- as ... as
- both X and Y
- by the same token

- by way of comparison
- compared to / with
- comparable to / with
- identical (to)
- if we compare X to Z, then …
- in the same way
- in comparison
- like
- likewise
- similarly
- similar (to)
- there is a similarity between …
- the same …
- the same holds for … / applies … / is true for …
- too

Contrasting

- although
- as opposed to
- but
- by way of contrast
- contrary to
- despite
- dissimilar
- even though
- however
- in contrast (to)
- instead (of)
- nevertheless
- nonetheless
- on the one hand, … on the other hand, …
- rather than
- still
- where(as)
- while …
- yet

Expressing cause and effect

- accordingly
- arise from
- as
- as a result (of)
- as a consequence (of)
- because (of)
- consequently
- due to
- for
- for this reason
- for the reason of X
- in view of
- on account of
- owing to

- ... resulting in ...
- since
- so ...
- ... was due to ...
- ... was caused by ...
- ... gave rise to / generated
- ... stems from ...
- ..., which is why ...
- ..., which caused / led to / gave rise to
- the cause of X is ...
- the reason of X is ...
- this is why ...
- this results from / in X
- to cause / to lead to / to result in / to result from
- to affect
- to have an effect on
- several factors cause X / account for X / contribute to X
- another major cause of X is Y
- many of the causes can be traced to X
- one of the major effects of X is Y
- this becomes apparent from...
- X can be ascribed to / attributed to Y
- it can be inferred from X that Y

Signalling alternatives

- alternatively
- an alternative (solution to the problem) would be ...
- the alternative is / would be ...
- or
- either ... or

Signalling condition

- as long as
- either .. or
- (even) if
- in case (of)
- in the event that ...
- in the event of ...
- ... or (else)
- otherwise
- provided (that)
- regardless of
- should
- unless
- whether ... or not

Signalling narrowing of focus

- after all
- indeed
- in fact
- in other words
- in particular

- or rather
- seen in terms of X
- (more) specifically
- to put it simply / differently
- that is
- that is to say

Signalling concessions

- admittedly
- certainly
- naturally
- of course
- admittedly
- we have to admit that…
- Yet

Concluding and summarising

- briefly, (then)
- in a word, (then)
- in conclusion
- in other words
- in short
- in summary
- to conclude
- overall
- therefore
- thus
- to conclude
- to summarise
- this may lead us to the conclusion that
- this may suggest / indicate / … that

3 Support your presentation: visual aids

Most formal presentations incorporate visual aids. Research has shown that visual aids dramatically increase the audience's ability to absorb and remember information; in fact, people remember 10 per cent of what they hear and 50 per cent of what they see. Thus, the message gains in impact when it is accompanied by clear, carefully designed visual aids which suit the aim of the presentation and the size and needs of the audience.

Visual aids are used for the following purposes:
– to focus the audience's attention on the most important points;
– to illustrate how things look, work or relate to one another;
– to illustrate (numerical) data that are complicated and/or difficult to visualise;
– to stimulate interest;
– to reinforce the verbal message.

The decision as to what particular visual aid should be chosen in a given situation depends mainly on the type of data to be presented; some information lends itself better to one pictorial form than another. However, presenting data clearly and concisely makes it easier for the audience to retain the information. As a general rule, for number charts no more than 30 numbers should be used and for word charts the maximum is 36 words. That is to say, try to use no more than 6 lines with a maximum of 6 words per line.

3.1   Presenting PowerPoint slides

When preparing a PowerPoint presentation, keep the following questions in mind:
– What is the purpose of the entire presentation?
– What is the purpose of each slide?
– What information should be included and left out?
– What design features will support the key message?

Addressing the do's and don'ts of PowerPoint presentations, this section gives you some tips on how to make an effective PowerPoint presentation.

Do's:

– Keep you slides clear and simple.
– Organise each slide in the same way.
– Emphasise key points: you should have a slide for each key point to help your audience see the structure of your presentation.
– Express one main idea per slide.
– Remove any unnecessary detail.
– Use images to support your words: a picture speaks a 1000 words.
– Use grammatically parallel structures when presenting lists: all verbs, all nouns, all gerunds (-*ing* words).
– Use key words and phrases only.
– Present no more than six lines per slide and six words per line (but ideally fewer).
– Carefully check for language errors (spelling, punctuation, choice of words, grammar).
– Be sure slides add value. Less is more.
– Use a colour of font that contrasts sharply with the background (e.g. a dark blue font on white background).
– Use colour to reinforce the logic of your structure (e.g. light blue title and dark blue text).
    Use colour associations to express your message (e.g. red: danger, aggression, excitement; green: safety, freshness).

- Highlight key words and phrases with colour, underlining or circling.
- Use a readable font (e.g. Arial and Tahoma) and font size (e.g. 36 points for headers, 24 points for the main text).
- Use bold for contrast.
- Withhold the slide until you are ready to talk about it.
- Show bullet points one at a time. This will prevent your listeners from reading and will help them concentrate on what you are saying.
- (*When presenting:*) Bridge effectively between the slides (to show how they work together and to emphasise the structure of the presentation).

Don'ts:

- Use too many slides.
- Use overloaded slides: slides should not contain more information than your audience can be expected to assimilate in a very short time.
- Use complete sentences.
- Include every detail.
- Use a wide variety of fonts (maximally two per single slide).
- Use italics (difficult to read when projected).
- Use a type size smaller than 18 or larger than 48.
- Use a great variety of colours.
- Use unclear or mismatched colours (e.g. red and green).
- Use colour for decoration (distracting).
- Highlight key words and phrases with capital letters.
- Display a visual before you are ready to talk about it (or the audience will look at it and not listen to you).
- Present all the slide text at once (show one point at a time rather than a complete list).
- Present slides in quick succession without a few words in between (or your audience will never get to know you).
- Read from your slides.
- Get in the way of the screen.
- Turn your back on your audience: always maintain eye contact with your audience
- Rely too much on your slides to communicate your message.

3.2   Types of visuals

Different types of visual aids emphasise different data relationships, so choosing the right type is important. There are two categories of visuals: tables and figures.

Tables
Tables typically present numbers in columns and rows. They are useful when you want to compare many data points or represent a large amount of information. An effective table supplements the text and other figures.

Figures
Figures are graphs, charts or illustrations that emphasise data trends or specific aspects of a process or an object. They should reveal information that might not be obvious in a table.

A **graph** is a diagram, usually a line or a curve, which shows trends and relationships. The names of the axes on a graph are the vertical axis, or the y axis, and the horizontal axis, or the x axis.

You can use a **line graph** to demonstrate a trend or a relationship. A trend shows the same data changing over time. The example below is a multiple line graph of the number of marriages and divorces in the UK at

different points in time. (The lines in this graph all have a different colour, but you can also use a solid, a dotted or a broken line.)
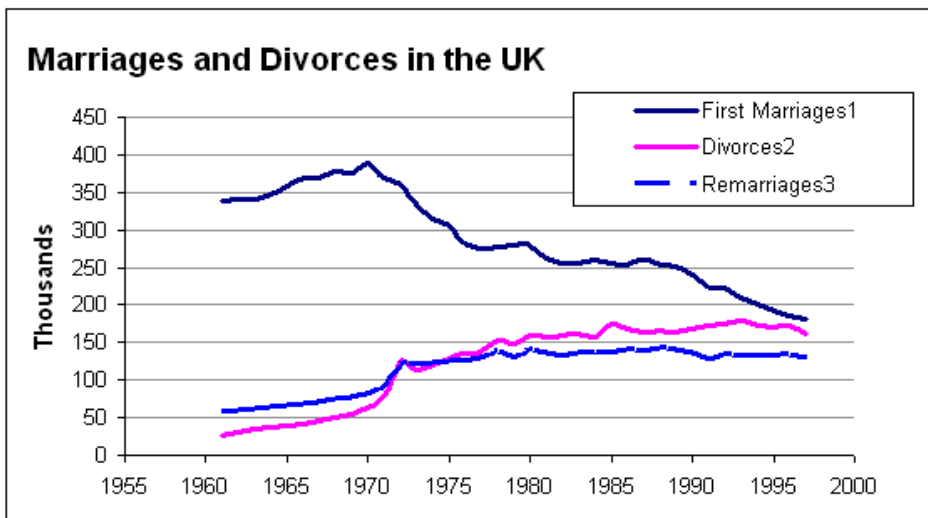
You can also use **a scatter graph** to show trends in data. Scatter graphs allows you to illustrate correlations between variables. They are especially useful when you have a large number of data points. Like line graphs, they can be used to plot data recorded from scientific experiments, such as how a chemical reacts to changing temperature or atmospheric pressure.
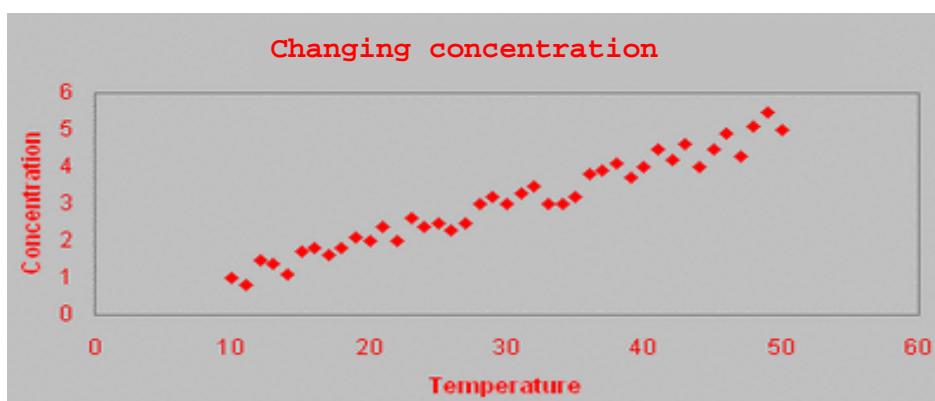

A **chart** is a diagram that makes information easier to understand by showing how two or more sets of data are related. There are two common types of charts, a bar chart and a pie chart.

Bar charts, also known as bar graphs, are often used to compare amounts, usually whole numbers. The bars in the chart below are vertically oriented, but they can also be horizontally oriented.
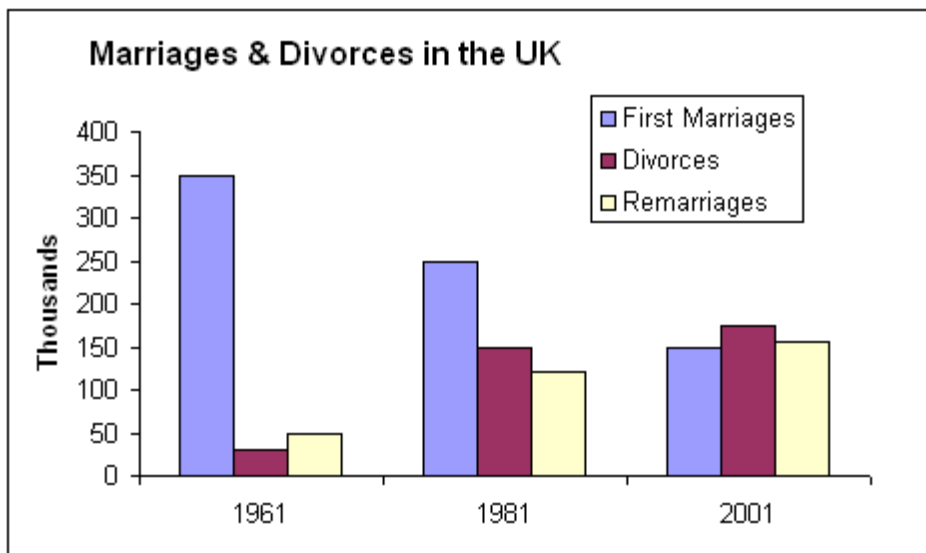
A *pie chart* is a circle divided into segments, and it allows you to compare parts (often percentages) of a whole, as the following example shows:

The proportion of world population from different regions in 2000
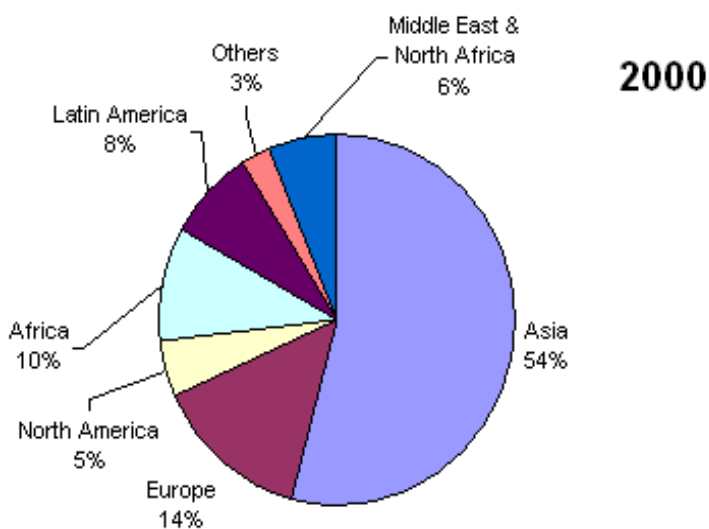
3.3   Referring to tables, graphs, charts and diagrams

Tables and figures help you to present a lot of information in a short space of time, and, if described effectively, they help your listeners to understand data quickly. In this section, we will look at the language used (1) to introduce and explain a table or figure, (2) to emphasise one or more key points and (3) to draw conclusions and present the main findings.

To present visual information logically and effectively, take the following steps in the order listed (Powell, 2002):
1.   Refer the audience to a visual (a table, graph, chart, diagram) and explain what it represents (*Introduction and Explanation*):
       –   I'd like you to look at this.
       –   This graph gives us information about …

– The … represents … And the … represents …
2. Guide the audience through the visual, explaining which parts of the visual are most important and why (*Highlights and Comments*):
    – I'd like us to look at … in more detail. As you can see, …
    – I'd also like to draw your attention to …
    – If you look at it more closely, you'll notice …
3. Draw conclusions and interpret the findings (*Interpretations*):
    – The conclusions to be drawn from this are …
    – The lesson to be learned from this is …
    – The implications of this are …

Read through the following sets of expressions, which you can use in your presentation when referring to charts and tables.

Introducing and explaining a visual

– Let me illustrate this last point more clearly by referring you to this chart.
– If you need evidence of this, look at this diagram.
– Have a look at this diagram. This is an index of …. The vertical axis shows …; the horizontal axis represents …The solid line, here, indicates … ; the broken line …; the dotted line…
– Let's take a look at this graph, which shows …
– Let's have a look at this. This graph shows …
– I'd like you to look at this. Here we can see …
– Now if you look at this diagram …
– This (graph) shows/represents …
– I'd like you to look at this chart. Here we can see…
– This (graph) shows/represents …
– This line graph gives information about …
– As is shown in the chart …
– As you can see from this table …
– As the graph clearly shows …
– This diagram illustrates what I was saying about …
– If you look at the chart, you can see that …
– Here we can see …

Highlighting important information in a visual:

– I'd like us to look at this part of the graph in more detail.
– I'd also like to draw your attention to these numbers.
– If you look at it more closely, you'll notice …
– I'd like to draw your attention to one particularly important feature.
– I'd like you to think about the significance of this figure here.
– Let's look at this more closely.
– I'd like to point out one interesting detail.
– The first row in this table is the most revealing …

Commenting on important information in a visual:

– As you can see, there are several surprising developments.
– This is good news.
– Whatever the reason for this, the underlying trend is obvious.
– If you look at it more closely, you'll notice a couple of anomalies.
– This figure here currently stands at 2.5 %, which, as you will notice, is 11 % below the average.
– … seems to have been the main cause of this situation.
– Notice / observe how the increase has had an effect on …

Interpreting important information in a visual

– So, with hindsight it now seems clear that …
– It would seem then …
– My findings show that …
– The most worrying thing is the absence of … here, in the top left quadrant. How can we account for this? To start with …
– I'm sure the significance of this is clear to us all: … … …
– The lesson to be learned from this is …
– The implications of this are …
– What are the reasons for this unexpected decline? First of all, … Second, … Finally, …
– In conclusion, there have been some major changes in …

3.4   Describing trends

This section presents expressions that you can use for describing trends, fluctuations and developments.

To indicate upward movement

– To go up / to climb / upward movement
– To increase / an increase
– To rise / a rise
– To climb / a climb
– To improve / an improvement
– To grow / a growth
– To double, triple, quadruple
– To recover / a recovery
– To peak / to reach a peak / a peak
– To rocket
– To soar
– To go sky-high

To indicate downward movement

– To go down / a downward movement
– To decrease/ a decrease
– To fall (off) / a fall (off)
– To decline / a decline
– To deteriorate / a deterioration
– To drop / a drop
– To go down / a downward movement
– To slump / a slump
– To plummet / a plummet
– To hit bottom
– To reach a trough / a trough

Note:
A trough is a low point in a pattern that has regular high and low points: "the trough of the slump in pupil numbers was in 2007."

To indicate stability and fluctuation

– To level off/out, a levelling off/out

- To flatten out/off, a flattening out/off
- To bottom out, a bottom out
- To remain stable / steady / constant
- To stabilise, a stabilisation
- To stay the same
- To hold steady, a steady hold
- To fluctuate, a fluctuation
- To reach a peak, a peak
- To reach a maximum
- To reach a low point

Note:
Level off/out and *flatten out* both mean to stop falling, but unlike *bottom out* they can also mean to stop rising:
- Sales are beginning to flatten out as we reach saturation point.
- If bad situations, markets or prices bottom out, they reach their lowest point and then stop getting worse.

Describing the speed of change

- A dramatic increase / fall
- A marked increase / fall
- A significant increase / fall
- A slight increase / fall
- To increase / fall dramatically
- To increase / fall markedly
- To increase / fall slightly
- To increase / fall significantly

Degrees of change

Small / slow:
- Scarcely/barely noticeable
- Noticeable / noticeably
- Marginal(ly)
- Fractional(ly)
- Slight(ly)
- Moderate(ly)
- Gradual(ly)
- Slow(ly)
- Steady (-ily)

Big / fast:
- Enormous(ly)
- Substantial(ly)
- Sharp(ly)
- Dramatic(ally)
- Marked(ly)
- Sudden(ly)
- Rapid(ly)
- Considerable/considerably

Also note the following:
- to rise / fall by 65,000 / by 10 per cent
- to increase / decrease three-fold / by one half / by two-tenths of 1 per cent / 8.6 times

4 Support your presentation: extra-verbal and non-verbal support

You can use a wide variety of *extra-verbal* devices to make your point, from emphasis and dramatic pauses to changes in tone or tempo. In addition, you can also use a broad range of *non-verbal* clues; that is, you can "talk" with your eyes and your body. For instance, you can use hand gestures and facial expressions to convey ideas. And as a speaker you can respond to similar cues from your listeners—the nods and grunts that say, in effect, "I hear you", or the quizzical looks that say "I don't understand, I'm afraid."

When giving a presentation, bear the following considerations in mind:

Nerves
You will probably be nervous at the beginning of your presentation. Don't worry - most people are nervous in this situation. Try not to speak too fast during the first couple of minutes - this is the time you establish your rapport with the audience and first impressions are very important. You may find it helpful to memorize your introduction.

Audience rapport
Building up a good relationship or rapport with your audience is important, especially in the early stages of your presentation. Try to be enthusiastic - your interest in the subject matter will carry your audience along. Look around your audience as you speak - *eye contact* is essential for maintaining a good rapport. You can also involve your audience by using particular words or sentence patterns:
(1)   Use the words *we (all), us (all), our* and *ours* as much as possible.
(2)   Use a few simple words and phrases which do not mean very much in themselves, but which will change the whole tone of your presentation and make it less formal and more friendly (*Well; You know; You see; actually; as a matter of fact; Ok, so*)
(3)   Use negative question forms to appeal to your audience ("*Haven't we all had similar experiences at one time or another?*")

Body language
Stand rather than sit when you are delivering your presentation and try to be aware of any repetitive hand gestures or awkward mannerisms that might irritate your audience.

Voice quality
Volume: You must be clearly audible at all times - don't let your voice drop at the end of sentences. Although you must speak loud enough for all to be heard, also try to vary your volume to avoid monotone.

Speed: Speak slowly for emphasis and speak faster for less important points. Vary your rate to avoid monotone delivery.

Intonation: If you vary your intonation – the rise and fall of your voice - your voice will be more interesting to listen to and you will be able to make your points more effectively. Monotonous speakers bore an audience.

"[A] dramatic rise in your voice creates anticipation and suspense, but a sharp fall gives weight and finality to what you have just said. Keeping your voice up tells the audience you are in the middle of saying something and mustn't be interrupted. Letting your voice drop lets them know you've completed what you wanted to say" (Powell, 2002).

Articulation: Effective presenters speak clearly.

Pronunciation: Consult a dictionary for correct pronunciation.

5 Work with your audience: questions and discussions

Many presenters become nervous at the prospect of people asking questions, but it may help to think of questions as a dialogue with your audience, not an interrogation. The great majority of your listeners will be genuinely interested and sympathetic, and simply want to know more about your topic. Your stress may also be reduced if you prepare yourself for questions: consider what questions may be asked and decide how you will answer these. Section 5.1 presents some strategies and stock phrases that may be useful for responding to questions effectively. Section 5.2 comprises a list of useful phrases for discussion.

5.1   Handling questions

When confronted with questions from the audience, you must deal with them effectively and not be put off, or at least not show the audience that you are. Maintain the same style as you did in the presentation. A change in style may suggest lack of confidence. Make sure you are aware of the following strategies when you are dealing with (difficult) questions:

- Listen very carefully and attentively to your questioner;
- Avoid the temptation to interrupt;
- Ask for repetition or clarification if necessary;
- Paraphrase the question to check you understand it;
- Repeat the question to make sure everyone knows / hears what the question is or, if it is a vague or complicated question, to clarify it, if only to confirm your own understanding of it;
- Give yourself time to think – perhaps by paraphrasing the question;
- If you do not know the answer to a question, simply say so. Suggest you'll answer the question later Or even ask suggestions from your audience;
- Focus your attention on the questioner, but in your answer involve the whole audience, using eye contact and appropriate body movement;
- Check that the questioner is happy with your answer: eye contact and a pause is often sufficient;
- Be polite and respond to all questions respectfully.

The following is a list of the most common phrases you can use when dealing with questions. Note that some expressions can be used for different purposes. Note also that when you disagree with the person asking the question, you often need to soften the impact of your words by using phrases such as 'yes, but', 'well', 'actually'.

Agreeing with a question / comment
- Yes, that's a good point
- I do agree with you there
- That's an extremely valid point
- My views precisely
- That's exactly the point I was making
- Oh, exactly / definitely / absolutely / quite
- I agree entirely
- I'm of exactly the same opinion

Disagreeing
- Yes, that's quite true, but …

- Well, perhaps, but ...
- I see your point, but I can't agree with what you are saying.
- I'm afraid I can't agree with you there.
- If what you are saying is ..., then I'm afraid I can't go along with you on that.
- I'm afraid / Sorry, I do not agree.

Supplying counter arguments

- I see what you mean, but on the other hand ...
- The latest / some new research does show, though, that ...
- Yes, I accept that, but ...
- Yet, but I'm sure you'll find ...
- It may seem a lot, but if you compare it ...

Clarifying a certain issue / Correcting a wrong impression

- I'm afraid I haven't made myself clear.
- Yes, I admit that I haven't expressed myself clearly on this point ...
- I think it might be more accurate / correct to say ...
- I'm afraid there seems to be some misunderstanding.
- Well, as a matter of fact, ...
- Well, actually, ...
- My point was in fact that ...
- Well actually, that's not quite what I meant.
- Let me put it another way.
- If I could just repeat what I actually said ...
- I'm sorry, perhaps I haven't made myself clear ... Let me ...
- Sorry, if my point wasn't clear.
- Perhaps I didn't make myself clear. What I was trying to say was …

Stalling / playing for time

- Yes, that's a very good / valid point.
- That's a very interesting question.
- I'm glad you asked that question.
- That's a difficult question to answer in a few words. It could be …
- You have raised an important point there.
- Yes that's a good point, but what do you mean by ... / what do you have in mind when you say ...
- It's difficult to say... I'd have to think about that (one).
- Let me think about that for a moment.
- How can I put it?
- Can I answer that question later?
- That's a good question. I haven't considered it that way before.
- That's a very good question. Does anyone have any ideas on this? (Give the question back to the audience and let someone else answer it.)

Rephrasing a question

- So what you're asking is …
- Do you mean …?

Changing the subject

- Good point, it reminds me of...
- It is interesting that you should say that, because it raises the question of …

- I think we can leave the problem of X aside for a moment. The real issue is…

Understood but irrelevant or impossible to answer in the time available

- I'm afraid that's outside the scope of this presentation.
- To be honest, I think that raises a different issue.
- Well, to be honest, I'm not really the right person to ask about that.
- I'm afraid I don't see the connection.
- I'll have to come to that later, perhaps during the break as we're short of time.
- Can I get back to you on that (in the next session)?

Not understood

- Sorry, I'm not quite sure I've understood. Could you repeat?
- Are you asking if…?
- Do you mean…?
- I didn't catch (the last part of) your question.
- If I've understood you correctly, you mean…? Is that right?
- Of course, it depends what you mean by …
- I'm afraid I don't quite follow…

Checking that your answer is sufficient

- Does that answer your question?
- Is that okay / clear now?
- I hope this answers your question satisfactorily.

Admitting you don't know / saying nothing

- I'm sorry, I don't have the information to hand, but I'll try and find out for you.
- I'm afraid I don't know, but I'll find out and get back to you later.
- That's something I haven't looked into, so I wouldn't know I'm afraid.
- I don't think we have enough time at our disposal to consider all the implications of this particular aspect of the problem.
- That's difficult to say. I'd have to think about that.

Getting more information

- I didn't quite follow what you said about …
- Could I ask you be to more specific about …?
- Could you perhaps expand on … a little?
- Could you perhaps explain again how …
- Sorry, that's not quite what I meant; what I really wanted to know was …
- I wonder if you could say how you feel about …?
- I'd like to ask what / how / if …

Winding up the question session

- Are there any more questions?
- Right, if there are no other questions, perhaps we should wrap it up here. Thank you.

5.2 Having a discussion with your audience

In a discussion, whether it is an informal or a formal one, it is important to be able to state your opinion, to ask for someone else's opinion and to let someone know you agree or disagree with him or her. You should also be able to ask for clarification if you don't understand something and to express importance and certainty. Below you will find an overview of a list of common words and phrases that might come in handy at different stages of a discussion.

Stating an opinion

- It seems to me …   *tentative*
- I tend to think …
- In my view …
- I think / feel / believe …
- I would say that …
- There's a chance that …

- I think that …   *neutral*
- In my opinion …
- As I see it …
- As far as I'm concerned …
- My feeling is that …
- I'd say …

- I have no doubt …   *forceful*
- I'm sure …
- It's certain that …
- It's obvious that …
- Clearly / obviously, …
- In my experience …
- There's no doubt (in my mind) that …
- Without doubt …
- I firmly believe that …
- I'm absolutely convinced that …
- I'm confident that …
- I will certainly …

Asking for an opinion

- I'd like to hear from …
- Could we hear from …?
- What's your view?
- What's your opinion of …?
- What's your position on …?
- I'd like to hear your views on …
- What do you think of …?

Agreeing with a question or comment

- Yes, that's a good point.
- I do agree with you there.
- That's an extremely valid point.
- My views precisely.
- That's exactly the point I was making.

- Oh, exactly / definitely / absolutely.
- I agree entirely.
- I'm of exactly the same opinion.
- I quite / totally agree.
- (Yes) I'd tend to agree with you on that.
- I'd go along with you on that.

Disagreeing

- I don't know (about) …   *tentative*
- I'm not at all sure, actually.
- Actually, I think …
- But isn't it more to do with …
- Mmm, I'm not so sure …
- Yes, that's quite true, but …
- Well, perhaps, but …

- I don't really think so.   *neutral*
- I can't see that, I'm afraid.
- I'm afraid I can't agree with you there.
- Well, I'm not sure I can agree with you there.
- I see your point but I can't agree with what you are saying.
- I'm afraid I can't agree with you there.
- If what you are saying is …, then I'm afraid I can't go along with
  you on that.

- I can't agree with …   *strong*
- I can't go along with that …
- I don't think that's right / correct.
- I wouldn't agree.

Providing counter arguments

- I see what you mean, but on the other hand …
- The latest / some new research does show, though, that …
- Yes, I accept that, but …
- Yes, but I'm sure you'll find …
- It may seem a lot, but if you compare it to …
- If you look at it from another angle, …
- Looking at it this way, …

Interrupting

- If I may interrupt, could you say…?
- If I may just interrupt you for a moment, I'd like to …
- May I interrupt you for a moment?
- Sorry to interrupt, but …
- Do you think so? My impression is …
- What? That's impossible. I think …

Interrupting: Taking the floor

- If I could just come in here …
- If I could say a word about …
- I have a point to make here.

- Could I say something about …?

Interrupting: Commenting

- I'd like to add something here, if I may?
- Excuse me, but I think it's relevant to add that …
- Before we go any further, may I point out …
- Let me comment on that last point / remark.
- May I just draw your attention to the fact that …

Handling interruptions

- Yes, go ahead.
- If I may finish this point …
- Can I come to that later?
- Can we leave that to another discussion?
- That's not really relevant at this stage.
- Perhaps I could return to that point later on …
- Just a minute/hold on. Could I just finish what I'm saying?
- If you would allow me to continue.

Some of these phrases can be impolite, but so can many interruptions. It very often depends on the intonation you use. Don't be sarcastic.

Asking for clarification

- You talked about …. Could you say a bit more about that?
- Could you be more specific?
- What do you mean by …?
- Can you explain that (in more detail)?
- There's one thing I still don't understand: … Could you go over that again, please?
- I'm not sure I fully understood … Can you run through that again, please?
- Going back to the question of … Can you be more specific?
- You spoke about … Could you explain that in more detail?

Expressing importance

- I particularly want to emphasise / highlight / stress the fact that ...
- It's essential to realise that …
- This issue is highly significant.
- I feel this is a vital /very important issue.
- I consider this point of the utmost / greatest importance.
- It is well worth noting that …
- I cannot stress too much the importance of …
- Let me say again how much importance I attach to …
- Allow me to emphasise at this point / stage that …
- I would like to remind you that …
- I wish to draw your attention to ...
- We cannot / mustn't overlook / ignore the fact that …
- I believe this warrants / calls for further discussion.

- These are minor issues when one considers ...   *Playing down a point*
- But this is only of secondary importance.
- But this is, after all, a relatively small point.
- I'm afraid I'm not totally convinced of the importance of …

Expressing certainty

- I'm certain / sure / convinced that …   *Certain*
- It's certain / obvious that … (*sure* can't be used in this position!)
- There's no doubt that …
- Without doubt / question …
- Undoubtedly …

- It's highly / very probable that …   *Probable*
- It's quite likely / probable that …
- I'm almost certain that … (*virtually*: more certain)

- This could / may / might well …   *Possible*
- It's possible that …
- It's not impossible that …
- I think there's every possibility that …

- It's highly impossible that …   *Unlikely*
- It's highly / very / most / extremely unlikely that …
- I'm not certain / sure that …

- I have doubts about …   *Uncertain*
- I doubt if / whether …
- There's some doubt as to whether this …
- I'm uncertain about …

6 Speak correctly: politeness forms, grammar and vocabulary

In addition to a clear structure, signposting language, extra-verbal and non-verbal support and rapport with the audience, a successful English presentation also hinges on good communication skills and proficiency in English. Chapter 6 therefore deals with politeness forms, grammar and vocabulary development.

6.1 Politeness forms in English

Effective communication in presentations is partly a matter of being appropriately polite. Native speakers of English tend to be much less direct than Dutch speakers, so it is worth learning some politeness forms in English.

Some Dutch learners of English feel uncomfortable using the phrases below, fearing it may sound unnatural to use them too much. Notice, however, that these phrases are common in English and that leaving them out often makes you sound too direct – if not outright rude – for native English ears.

1. Native speakers of English are generally much less direct than Dutch speakers. Preface your request or comment with a polite phrase.

   Do you happen to know how soon you can send it? (instead of "When will you send it?")
   Would you mind sending that to me right away?
   Would it be possible to send that by the end of the week?
   Could you let me know by the end of the week?
   Perhaps you could talk to lecturer about it.

2. Whenever you can't help, don't know an answer or have any kind of negative response, add *I'm afraid* to make clear that you recognise the unhelpfulness of your response.

   I'm afraid your request has been rejected.

   There are of course other words and phrases you can use to give someone bad news or to tell him/her that you're not able to accommodate his/her request, for example:

   Unfortunately, …
   I'm sorry …
   We regret to inform you … (especially in writing)

3. Use an introductory phrase to prepare the listener for you message (*Actually, Well, Frankly, With respect, To be honest, As a matter of fact, In fact, To put it bluntly,* etc.).

4. Use *would, could, may* or *might* to make what you say more tentative. Would takes away the dogmatic tone of many statements (*That is unacceptable* vs. *That would be unacceptable*).

5. Use *would like* rather than *want* when making requests. It's more indirect and, therefore, more polite and respectful.

   I *want* you to talk about that first point again*.*
   (This could sound too much like a demand)

I *would like* you to talk about that first point again*.*
(This is safer and more polite)

6. Use *should*, *could*, *may* or *might* to remind or inform people about what to do next. Without such words, you could sound too much like a teacher or a policeman.

7. Use *please* to soften imperatives.

    Please submit these documents by 1 January 2018.

    Rather than:

    Submit these documents by 1 January 2018.

    Depending on the situation and the degree of formality, there's a whole range of requests. For example:

    Could you please submit the documents by 1 January 2018?
    Would you mind submitting the documents by 1 January 2018, *please?*

8. Use phrases like "I think" and "maybe" and "perhaps" to introduce suggestions. These words do not indicate uncertainty; they do express respect for the other person.

    I think we should start the meeting now.

    Rather than:

    It's time to start the meeting now.
    (This COULD sound too authoritarian)

    Perhaps I could give you some background information about that.

    Rather than:

    I'll give you some background information about that.
    (This is okay if your VOICE sounds helpful)

9. Use questions to make suggestions. Keep in mind, however, that you are not asking for permission, but you are showing the other person respect by giving him or her a chance to disagree or interrupt before you go on.

    So, can we go on to the next point now?
    So, are we finished with that point? If so, let's go on to the next one.
    Have you considered ...?
    How about if we ...?

10. Use a grammatical negative (adding *n't*) to make a suggestion more open and therefore more negotiable (*Wouldn't* it be better if you first talked to your study advisor?).

11. Use words which qualify or restrict what you say to make your position more flexible (a *bit* difficult, a *slight* misunderstanding, *some* reservations, a *little* more time).

12. Use a comparative (*better, more convenient*) to soften your message (Wouldn't the 31st be *more convenient*? It might be *better* to adopt another approach).

13. Use a continuous form (*I was wondering, We were hoping you'd accept ...*) instead of a simple form (*I wondered, We hoped you'd accept ...*) to make a suggestion more flexible.

14. Use stress as an important way of making the message more effective (It **is** important ..., We're **very** interested *indeed*).

15. If you respond to a question, do not just say *yes* or *no*. There are many ways of saying *yes* which are more common and friendly than just using the single word *yes*.

Would you like me to send you these documents?	*Yes, please*
Is it okay if I submit these papers next week?	*Yes, that'll be fine*
Could you perhaps clarify this?	*Certainly*
Do you know if she in the office today?	*I think she is, yes*

Sometimes you need to say *no* when someone asks you to do something for them or when someone asks your permission. Saying just *no* can be rather rude, which is why *no* is not commonly used on its own in English. If you just say *no*, it is because you are annoyed or angry. *No* on its own often sounds aggressive and unhelpful. It's much more natural to say *no* using words or phrases like *I'm afraid, Unfortunately, I'm (very) sorry*:

Would it be okay if I submitted these documents next week?
I'm afraid not. The deadline is this week.

Could you finish the proposal this week?
Unfortunately, that won't be possible. [REASON]

NOTE: The better you get to know someone, the less important these strategies become. People who know each other well (and who respect each other) can be much more direct in saying what they want and what they think.

> "For Dutch speakers in an increasingly English-speaking world, the challenge is [...] to come across as more polite and indirect, while at the same time mastering the subtleties of grammar."
> *(From: Native English for Nederlanders, Ronald van de Krol, p. 11.)*

6.2 Tenses in English

6.2.1 The tenses and their uses

_____1980_____2018_____2040_____

(1)   Past tense (onvoltooid verleden tijd)

Past simple: used with events that belong to the past. Time phrases refer to a particular point in the past, e.g. *last week*, *last month*, *yesterday, a while ago*, *in 2012*, *when I was in my teens*.
–   Last year, we *organised* a conference.
–   Mary *studied* law in Oxford from 2009 to 2014.
–   When I was young, I *could* run much faster.

Past continuous: used to describe an action in progress in the past, sometimes interrupting or overlapping another.
–   I *was* still *sleeping* at six o'clock in the morning.
–   He *was driving* when the phone rang.
–   I *was reading* a book when he came in.

Note: pay particular attention to time adjuncts such as *last week*, *last month*, *yesterday, a while ago*, *some time ago*, *when I was in my teens*, and so on, which indicate that you should use the past tense.

(2)   Present tense (onvoltooid tegenwoordige tijd)

Present simple: for habits, (universal) facts, timetables/schedules:
–   The sun *rises* in the East.
–   Helsinki *is* the capital city of Finland.
–   I *work* at the university.
–   The bus *leaves* at 8:00 tomorrow morning.

Present continuous: tells us what is happening right now or expresses a temporary situation.
–   I *am studying* hard at the moment.
–   I *am teaching*. (at the moment of speech, I'm teaching)
–   I *am living* in England (at the moment, temporary situation. (e.g. for a couple of months)

Note: pay particular attention to time adjuncts such as *always*, *often*, *all the time*, *every day*, *sometimes*, *never*, *usually*, *frequently* and so on, which indicate that you should use the present simple.

Compare:
–   Normally I *start* work at nine, but this week I*'m starting* at eight. (Notice the contrast between what happens normally and what is happening temporarily.)
–   I *work* in Amsterdam, but this week I*'m working* at our Utrecht office.

(3)   Present perfect tense (voltooid tegenwoordige tijd)

We distinguish two main uses of the present perfect: (1) the continuative use and (2) the resultative use.

Present perfect simple - continuative use: the present perfect simple expresses a link between past and present, for an event still continuing (though it started in the past). So, use of the present perfect simple indicates that an event started in the past and extends up to the present (and possibly beyond it):
– He *has worked* here <u>since 1998</u>. ('He still works here')
– We *have been* very successful <u>these past few years</u>. ('We still are')
– He *has been* on the phone for over an hour. ('He still is on the phone')

Present perfect simple - resultative use: here a past event has a certain relevance to the present moment; that is, the past event has a result in the present.
– Mike *has sprained* his ankle. ('It still hurts')
– I*'ve walked* all the way from the station. (That's why I'm exhausted.)

Present Perfect continuous (continuative use): used to stress how long an action that is ongoing has continued.
– He *has been working* on the plan for six months/since January. ('The activity is still happening')
– How long *have* you *been learning* English? ('You're still learning English')

Note: pay particular attention to time adjuncts such as *since* and *for (two weeks/5 days)*, etc., which indicate that you should use the present perfect tense.

(4)   Past perfect tense (voltooid verleden tijd)

Past Perfect: used to indicate that something happened in the past before another past event:
– Before I started my classes, I *had prepared* well.
– I saw Tom yesterday. He *had broken* his arm.

Past Perfect continuous: used to express how long an act had been continuing up to another point in the past.
– I was very tired when I arrived home. I*'d been working* all day.
– Nelly gave up smoking two years ago. She*'d been smoking* for thirty years.

(5)   Future tense (toekomende tijd)

Future simple: for future facts , future predictions and future intentions
– Sue *will turn* 60 next month. (future fact)
– I think the crisis *won't be* over any time soon. (future prediction)
– I *will email* those documents to your tomorrow. (future intention)
– I expect we *will finish* that project in mid-October. (future prediction)

Future continuous: a statement of fact, emphasising that an action will take an extended time.
– I *will be working* late next week.

The **future continuous** is also used to express that you will be in the middle of doing something during a particular time.

Compare:
– Don't phone me between 7 and 8. We*'ll be having* dinner then. (So during 7 and 8, we will be in the middle of doing something.)
– Let's wait for Mike to arrive and then we*'ll have* dinner.

Note that apart from *will* (neutral use), the **present simple, the present continuous** and **'be going to'** can also be used to talk about the **future**:
– The guided tour *starts* in an hour. (timetable)

– The bus *leaves* at six o'clock. (timetable)
– Eric *is leaving* for London tomorrow. (future arrangement)
– I'*m meeting* with her tomorrow at 2 pm. (future arrangement)
– We *are going to* organise a conference. (definite plan/a plan that we have already decided on)
– We *are going to* the new office in the spring. (definite plan/a plan that we have already decided on)
– Look at all the clouds! It'*s going to* rain. (prediction that something is likely to happen)

6.2.2   Main differences between Dutch and English

Dutch present perfect tense and English past tense

There are many cases in which the Dutch *voltooid tegenwoordige tijd* (v.t.t.) and the English *present perfect tense* are used similarly, and the same goes for the Dutch *onvoltooid verleden tijd* (o.v.t.) and the English *past tense*. There are, however, two cases in which English uses the past tense where Dutch uses the present perfect tense. Firstly, when a sentence contains <u>an explicit time reference</u> to a situation in the past, English always uses the past tense:

NL: Ik *heb* <u>gisteren</u> een email *geschreven* naar een collega in Engeland.
Eng: I *wrote* an email to a colleague in England <u>yesterday</u>.

Secondly, when there is no explicit time reference to a situation in the past, such as *yesterday*, *last week*, or *a year ago*, but when the context does make clear that we are dealing with a situation in the past, English still uses the past tense:

NL: Hoe lang *heb* je op ze *gewacht*?
Eng: How long *did* you *wait* for them?

Note: there is an exception to this rule. If the words *recently*, *lately* and *just*, and in Dutch, words like *inmiddels* and *reeds* occur in an expression, it is possible to use a present perfect tense in English:

NL: Ik *heb* <u>net</u> een email *geschreven* naar een collega in Engeland.
Eng: I *have* <u>just</u> *written* an email to a colleague in England.

Dutch present tense and English present perfect tense

There are cases in which Dutch uses a present tense to describe an activity that started in the past and continues into the present:

NL: We wonen <u>al 5 jaar</u> in Utrecht.
NL: We *zijn* <u>al tijden</u> *bezig met het vertalen* van de gids naar het Engels.

In these cases English uses a present perfect tense:

Eng: We *have lived* in Utrecht <u>for five years</u>.
Eng: We *have been working* on the translation of the prospectus into English <u>for ages</u>.

Pay particular attention to time adverbs such as *since* or *for + two days/four nights/a year* and so on, because these indicate that an activity started in the past and extends up to the present.

Talking about the future in Dutch and English

Dutch often uses the present tense to describe an event that will take place in the (near) future:

NL: Het *wordt* morgen in heel Engeland zonnig weer.
NL: Sue *wordt* volgende maand 40.

In cases like these, English uses a future tense:

Eng: It *will be* sunny all over England tomorrow.
Eng: Sue *will be* 40 next month.

Pay particular attention to time adjuncts such as *tomorrow*, *next year*, *in 2018* and so on, which indicate that we are dealing with a future event. If these time adjuncts are not present, see if the context makes clear that we are dealing with a future event:

NL: Zoals het er nu uitziet, is het nog maar de vraag of deze student het *gaat* redden.
Eng: As things stand at the moment, it remains to be seen whether this student *will* make it.

Uses of the English continuous (-ing)

The fact that Dutch does not have a continuous might explain why Dutch learners of English often have difficulties with using this form in English. The basic use of the continuous is to indicate that some action or situation is going on during a particular moment that the speaker has in mind and that the action or situation described is temporary. Consider the following examples:

NL: Ik *woon* in Amsterdam.
Eng: I *live* in Amsterdam (this means that you are not planning to move any time soon).
Eng: I *am living* in Amsterdam (this means that you live in Amsterdam only temporarily and that you will probably move at some point in time).

6.3   Prepositions in English

Dutch learners of English often find it difficult to determine what preposition ('*voorzetsel*') accompanies a certain noun ('*zelfstandig naamwoord*') or verb ('*werkwoord*'). This is quite understandable, since there are a number of important differences between these two languages in this respect:

NL: Dit is misschien de oplossing *voor* je problemen.
Eng: Perhaps this is the solution *to* your problems.

In this example, the Dutch noun *oplossing* is accompanied by the preposition *voor*, while the English translation, *solution*, is accompanied by the preposition *to*. Words belonging to other word classes, such verbs or adjectives ('*bijvoeglijke naamwoorden*') can also be accompanied by certain prepositions. Because there are so many words that are accompanied by different prepositions in both English and Dutch, it is impossible to provide a list of the main differences between English and Dutch or to learn them all by heart.

The best way to go about learning what prepositions accompany what word is to consult a good **English-English learner's dictionary**, such as the *Collins Cobuild English Dictionary* or *Longman's Dictionary of Contemporary English*. A good dictionary provides useful and important information about the exact meaning of words and the particular uses of those words.

Consider the following sentence: "Deze student is alweer gezakt voor een tentamen." How would you phrase this in English? What preposition goes with the verb *zakken*, *fail* in English? You can consult a learner's dictionary, such as the example below, taken from the Collins Cobuild Dictionary. Pay particular attention to the 10th entry:

fail /feɪl/ **fails, failing, failed**   ◆◆◆◆◆

1 If you **fail** to do something that you were trying to do, you are unable to do it or do not succeed in doing it. *The Workers' Party failed to win a single governorship... He failed in his attempt to take control of the company... Many of us have tried to lose weight and failed miserably... The truth is, I'm a failed comedy writer really.*   VERB ≠succeed / V to-inf / V in n / V / V-ed

2 If an activity, attempt, or plan **fails**, it is not successful. *We tried to develop plans for them to get along, which all failed miserably... He was afraid the revolution they had started would fail... After a failed military offensive, all government troops and police were withdrawn from the island.*   VERB ≠succeed / V / V-ed

3 If someone or something **fails** to do a particular thing that they should have done, they do not do it; a formal use. *Some schools fail to set any homework... He failed to file tax returns for 1982... The bomb failed to explode.*   VERB V to-inf

4 If something **fails**, it stops working properly, or does not do what it is supposed to do. *The lights mysteriously failed, and we stumbled around in complete darkness... In fact many food crops failed because of the drought.*   VERB V

5 If a business, organization, or system **fails**, it becomes unable to continue in operation or in existence. *So far this year, 104 banks have failed. ...a failed hotel business... Who wants to buy a computer from a failing company?*   VERB V / V-ed / V-ing

6 If something such as your health or a physical quality **is failing**, it is becoming gradually weaker or less effective. *He was 58, and his health was failing rapidly... Here in the hills, the light failed more quickly... An apparently failing memory is damaging for a national leader.*   VERB V / V-ing

7 If someone **fails** you, they do not do what you had expected or trusted them to do. *We waited twenty-one years, don't fail us now. ...communities who feel that the political system has failed them.*   VERB V n

8 If someone **fails in** their duty or **fails in** their responsibilities, they do not do everything that they have a duty or a responsibility to do. *Lawyers are accused of failing in their duties to advise clients of their rights... If we did not report what was happening in the country, we would be failing in our duty.*   VERB V in n

9 If a quality or ability that you have **fails** you or if it **fails**, it is not great or good enough in a particular situation to enable you to do what you need or want to do. *For once, the artist's fertile imagination failed him... Their courage failed a few steps short and they came running back.*   VERB V n / V

10 If someone **fails** a test or examination, they perform badly in it and do not reach the standard that is required. *I lived in fear of failing my end-of-term exams.* ▶ Also a noun. *It's the difference between a pass and a fail.*   VERB ≠pass / V n / N-COUNT

11 You say **if all else fails** to suggest what could be done in a certain situation if all the other things you have tried are unsuccessful. *If all else fails, I could always drive a truck.*   PHRASES PHR with cl

12 You can use **I fail to see** or **I fail to understand** in order to introduce a statement which indicates that you do not agree with what someone has said or done; a formal expression. *That's how it was in my day and I fail to see why it should be different now.*   PHR wh [PRAGMATICS]

13 You use **without fail** to emphasize that something always happens. *He attended every meeting without fail.*   PHR with cl [PRAGMATICS] =without exception

14 You use **without fail** to emphasize an order or a promise. *On the 30th you must without fail hand in some money for Alex... Tomorrow without fail he would be at the old riverside warehouse.*   PHR with cl [PRAGMATICS]

The paragraph numbers indicate the different meanings or uses of *fail*. Number 10 describes the use of *fail* we are looking for. The examples given in this paragraph shows us that *fail* is not accompanied by a preposition, but that we can just say '*I failed the exam*'.

Consider one more example. The following phrase is often used to end a letter in English or to round off a telephone conversation:

Eng: I look forward to meeting you.

Dutch learners of English often make the following mistake:

* I look forward to meet you.

When in doubt or not sure about how to use a certain word or phrase, consult a good learner's dictionary:

look forward to   PHRASAL VERB

1 If you **look forward to** something that is going to happen, you want it to happen because you think you will enjoy it. *He was looking forward to working with the new Prime Minister.*   V P P -ing/n

2 If you say that someone **is looking forward** to something useful or positive, you mean they expect it to happen. *Motor traders are looking forward to a further increase in vehicle sales.*   V P P n

look in. If you **look in** on a person or place, you visit them for a short time, usually when you are on your way somewhere else. *I looked in on Louisa. She was sleeping.*   PHRASAL VERB V P on n / Also V P

look into. If a person or organization **is looking into** a possible course of action, a problem, or a situation, they are finding out about it and examining the facts relating to it. *He had once looked into buying his own island off Nova Scotia... It should also look into the possibilities of wind-generated*   PHRASAL VERB =investigate V P -ing/n

The example sentences that are quoted in the dictionary already show that the phrase *to look forward to* is always followed by a verb in the progressive tense.

Information about the use of this phrase can be obtained from the column on the right side of the word entry:

V P P –ing/n

Although this might come across as a difficult code to decipher, it is not quite as difficult as it seems: *V* stands for *Verb*, *P* for *Preposition* and *n* for *Noun*.
This is valuable information for learners, as it shows how the word is used:

I *look* (*V*) *forward* (*P*) *to* (*P*) meet*ing* you
or
I *look* (*V*) *forward* (*P*) *to* (*P*) your *letter* (*n*).

6.4   Vocabulary development

6.4.1 Collocations

The term collocation is a technical term in linguistics. It basically means that certain words often occur together. If you see one word, you expect the other:

NL: Hij hield een inspirerende speech.

In this example, the words *speech* and *hield* collocate; that is, they often occur together (een *speech houden*). The English equivalent of this expression, which is *to make a speech*, is also a collocation.

For Dutch learners of English it can be quite difficult to determine what words combine to form a collocation. One suggestion that will help you learn common collocations is to keep a vocabulary notebook and make a list of collocations that you come across while reading. Another suggestion is to consult a learner's dictionary to find out whether two words collocate or not.

Eng: The applicant *meets* the institution's *requirements*.

In this example, the words *meet* and *requirements* can be said to form a collocation, because they often occur together and because after hearing one word, you will expect the other.

The following dictionary entry of *requirement* also shows that it occurs with the verb *to meet*.

requirement /rɪˈkwaɪərmənt/ **requirements** ◆◆◆◇◇
1 A **requirement** is a quality or qualification that N-COUNT: you must have in order to be allowed to do some- usu with supp thing or to be suitable for something. *Its products met all legal requirements... Graduate status is the minimum requirement for entry to the teaching profession... I knew that concentration was the first requirement for learning.*
2 Your **requirements** are the things that you need; N-COUNT: a formal use. *Variations of this programme can be* usu pl, *arranged to suit your requirements. ...a packaged* usu with supp *food which provides 100 percent of your daily requirement of one vitamin.*

The advantage of a learner's dictionary is that it always provides a number of example sentences that explain and show how a word is used in different contexts. These sentences are taken from real conversations and all sorts of written texts (newspaper articles, academic journal articles, novels, etc.), and so they show how words are used in everyday, natural language.

Here are some more examples of frequent collocations:
- implement a policy
- conduct research into
- a vested interest
- a stop-gap solution
- a moot point
- a fruitful discussion
- a hasty decision
- reach a conclusion

6.4.2 Creating word webs and a vocabulary notebook

Word webs

In addition to thinking about fixed combinations of pairs of words, you can also try to picture a word as being embedded in a whole network of words – or a word web. Without us being aware of this, words in our native language tend to be organised in this way as well. If you take the word 'meeting' in mind, for example, you will probably come up with at least some of the words you will find in the word web presented below. You need this kind of information – in addition to just knowing the meaning of a word – to use a word fluently. If you start expanding your knowledge of English words by becoming aware of these word webs, you will notice that producing sentences with these words in English will become easier over time.

verbs

Decide there will be a meeting:
convene (a meeting) *(formal)*
call (a meeting) *(informal)*

attend / go to (a meeting)
be in/at (a meeting)
have / hold (a meeting)
open (a meeting)
adjourn/suspend (a meeting) ("schorsen")
close (a meeting)
chair (a meeting)

adjectives

annual (meeting)
plenary (meeting)
public (meeting)
general (meeting) (*esp. British; a meeting that anyone can come to*)

Prepositions

(a meeting) **about / on**
(a meeting) **with** (Ms X)
(a meeting) **of** (board members)
(a meeting) between staff members and the management

MEETING

(*an event at which people meet to discuss and decide things*)

Expressions

Meeting of minds: a situation in which two people have very similar ideas and understand each other very well. *There was a real meeting of minds between the two leaders.*

nouns

Meeting of a particular group of people:
committee (meeting)
staff (meeting)
board (meeting)

summit (summit meeting: a meeting between leaders of governments)
emergency (meeting)

(meeting) **place** (=*a building / place where people meet, e.g. pub*)

Creating a vocabulary notebook

To become more fluent in English, it is important that you work actively on expanding your vocabulary. One way of doing this is by keeping a vocabulary notebook. If you try to add at least 3 words to a vocabulary list every time you read an English text, be it a document or an email, you can gradually start putting together a vocabulary notebook of the words that *you* would like to add to your vocabulary.

You could provide the following type of information about each word in each entry:
– Give information about the pronunciation.
– Write a definition of the word – either your own or a dictionary definition.
– Include the full sentence where you found the word (put it in context).
– Provide a list of words which form fixed combinations with this word (collocations). You can think about adjectives, nouns, verbs, prepositions.
– Provide a list of words which are thematically associated with a particular word (and jot down words which collocate with these thematically related words).

The example of an entry in a vocabulary notebook below is a collection of words that are thematically related to the word *meeting* and of words that collocate with these thematically related words.

Meeting

- Welcome and Introductions ("opening")

- Apologies for Absence

- Matters Arising (from the Minutes) ("actiepunten uit de vorige vergadering")

- Attendees

- Attendance list

- Agenda

- Items on the Agenda

- Decision/resolution

- <u>Minutes</u>: an official written record of what is said and decided at a meeting.

- <u>Motion</u>: suggestion at a meeting / a proposal that is made formally at a meeting, and then is usually decided on by voting ("voorstel", "discussiepunt in vergadering").

- Resolution: a formal decision or statement agreed on by a group of people, especially after a vote ("*motion* die aangenomen is")

- Proposal (*informal*)

- <u>(to) vote</u>

- To table an issue: when Americans ask someone to "table" an issue, they want to put it aside until it is brought up later. The British mean that it is important, so lay it on the table for immediate and thorough discussion.

- AOB (Any Other Business) ("rondvraag")

- Closing ("sluiting")

Collocations 'minutes':
- To keep/take the minutes ("notuleren")
- To adopt/to accept/to approve the minutes ("goedkeuren"/"aannemen")
- To record in the minutes
- To circulate the minutes
- To distribute the minutes

Collocations 'motion':
- To move/propose/put forward/submit /table a motion ("indienen"; make a proposal)
- To support a motion
- To second a motion ("steunen"; formally support)
- To amend a motion ("wijzigen")
- To pass/carry/adopt/approve a motion/resolution ("aannemen"; accept it by voting)
- To reject a motion/proposal ("afwijzen")
- To defeat a motion ("the motion was defeated by 98 votes to 59.
- To file a motion (= make a proposal in court)

Collocations 'to vote':
- To vote on a motion
- To vote by show of hands
- To vote by ballot ("schriftelijk")
- To vote by proxy ("volmacht")
- To abstain from voting ("onthouden van")
- To adopt/carry/pass unanimously ("unaniem aannemen")
- To put something to the/a vote ("decide something by voting"; "inbrengen")
- To take/have a vote (on something)
- To cast your vote (=vote in a political election)

Here is another example of an entry in a vocabulary notebook:

Analysis
A detailed examination of the structure or nature of something.

"We carried out an in-depth analysis of the results."

Collocations:
- A *careful / close / comprehensive / in-depth / thorough / detailed / systematic / comparative / critical* analysis
- A *qualitative / quantitative / statistical / theoretical* analysis
- *To carry out / do / make / perform* an analysis
- Analysis of the results *show / indicate ...*
- *In* his analysis of the study, he discusses ...

Pronunciation:
Noun:
Singular: [ə 'næ l ə s i s] (uh'nalusis)
Plural: [ə 'næ l ə s i: z] (uh'naluseez)

Verb: ['æ n ə lai z] ('anuhlaiz)

7 Chairing a session

If you are chairing a session, keep in mind that people are not there to hear you. Your job is to introduce the speakers, to keep the time (i.e. to make sure that speakers do not exceed the time limit), to manage questions and to end the session.

7.1   How to chair a session

Introducing the session

As a chairperson, you first introduce the session before you introduce the first speaker. You tell the audience how the session relates to other sessions and, after that, what the session is about by telling the listeners what the session's theme is and by previewing the session's presentations (often without mentioning the speakers' names or the exact titles of the presentations). Here is an example:

> This morning, we heard about polymer rheology in general and about . . . In this first afternoon session, we are focusing on the rheology of one specific type of polymer processing, namely extrusion. This session on the rheology of polymer extrusion will bring together presentations on both measurements and numerical simulations. The first two presentations will report on extrusion experiments with novel screw designs: the first for simple extrusion and the second for coextrusion. Then, the remaining three presentations will show advanced finite-element simulations of the flow of material around the extrusion screw: the first of these three will . . .
> *(http://www.nature.com/scitable/topicpage/chairing-sessions-13908566)*

At some point, it will also be useful to tell you audience how long the session will take, whether there will be a break, how many speakers there will be and how you plan to take questions.

Introducing speakers

Audiences do not need a lot of formal information about a speaker, but they do need some clues about what that person has done that is interesting or noteworthy. Conference organisers usually give you the CVs of the people you are introducing; you need only announce two or three salient or interesting facts from a speaker's CV. Make sure that you emphasise those aspects that connect more directly with the theme of the conference or the subject of the panel or session.

If you are already familiar with a speaker's work, it will be easy to frame a sentence or two about why the person is worthy of the audience's attention. If you are not, or if you want to know more, look up one or two of the speaker's most important books or articles and read enough to inform yourself about some aspects that you can convey to the audience.

A good introduction is brief (preferably two minutes or less): the longer you talk, the less time there is for the speaker(s). This is what you could do (not necessarily in this order):

– Give information about the speaker
  Introduce the speaker (name, affiliation) and give the audience information which explains why the speaker is qualified to talk about a particular topic. Relevant background information might include information about the speaker's professional experience and any other related achievements. (NB: Make sure you pronounce the speaker's name right.)
– Announce the subject the speaker will discuss (topic) and tell your audience the title of the presentation. Make sure you have the current title of the speaker's paper, since titles often change.
– State the importance of the topic

Tell your audience why the speaker's topic is important to them and explain why this group of listeners will be particularly interested in the topic. You could also tell the audience how the speaker's talk fits into the scheme of the session or conference.

Here are two examples:

I first encountered Professor X's work when I was in graduate school; I remember his classic essay about Y which made the unusual argument about Z. That approach to problems has characterized other work he has done, especially in the prize-winning book "[TITLE]"that was published in 2003 and on which we all rely. For his work on daily life in Victorian England, he was awarded the British History Award in 2002. For the last few years, he has been a professor of history at the University of XYZ. Today he will speak about "[TITLE OF THE TALK]". I'm delighted to welcome Professor X.
(Adapted from: http://chronicle.com/jobs/news/2008/03/2008031401c/printable.html)

Our first speaker is Jane Isakson. Jane is originally from Canada. She graduated three years ago as a mechanical engineer from Delft University of Technology, and she is now conducting research on non-linear AVA inversion at MIT. Today, she will talk about …. Please welcome Jane Isakson.

Keeping time

Your hardest and most important job is to make sure that speakers do not exceed the time limit. To warn a speaker, you could show him/her a slip of paper with time remaining at 5 minutes before the end and 2 minutes before the end. If someone simply doesn't stop and keeps talking after his/her time is up, you could say something like "Time is up. Could you please wrap up now?" or "I'm afraid we're out of time, perhaps you could wrap this up."

It may feel awkward to show a speaker those warning notes, especially if the speaker is eloquent, older than you are or an authority. However, someone has to keep speakers within a certain time limit so they all get a chance to talk. Besides, you should also ensure that the audience has the opportunity for questions and comments.

Before they start their presentation, you should have described to your speakers the method you will use to notify them when they are nearing their presentation time limit and how you will interrupt them if they have reached the end of the allotted time.

Inviting questions (and comments)

You may invite questions and nominate questioners, or have the speaker take their own questions, depending on what the speaker prefers. If you are lucky, someone will ask an interesting question, but you may have to ask the first question to get things rolling. You then have to moderate the question and answer period. If people go on too long with their questions or comments you can ask them to get to the point in a polite way. When the end of the session nears, you could say "We have time for one last question."

Ending the session

End on time by thanking the speaker(s) and the audience for their questions and then lead a round of applause. Keep in mind that it's always better to end a little early than a little late.

7.2   Useful words and phrases

Welcoming

– Good morning, ladies and gentlemen.
– Welcome to …
– It's very nice to see you all here today.

Introducing a speaker

– I'd like to begin by introducing …
– It's a great pleasure to introduce …
– It is with great pleasure that I now introduce to you …
– I'm delighted to welcome Professor Chen.
– Professor Riggs is here to talk about …
– I'd like to extend a welcome to …
– Will you please welcome ….?

Timing

– Please be strict on the time.
– You're almost out of time.
– You have just got one more minute.
– We only have a little time left.
– You've got two minutes to finish off.
– I'm afraid we're out of time, perhaps you could wrap this up.
– Time is up. Could you please wrap up now?
– Can I encourage you to bring this to a close?
– Please bring this to a close
– We've got time for one or two questions
– We have time for one last question

Questions

– If you have any questions, please hold them until the end
– Would anyone like to ask a question?
– This paper is open for discussion.
– We've got time for one or two questions.
– We have time for one last question.

Closing a session (thanking a speaker, thanking the audience)

– I suggest we close the session.
– Well, if there are no more questions, I would like to conclude by thanking our presenters for providing us with … and I would like to thank all of you for coming.
– That seems to be a wonderful / wise / constructive note on which to bring this panel to an end. We thank you all for coming, and we thank our speakers.
– Thank you very much indeed Professor Hopkins. I'm sure I'm speaking for us all when I say how much we've appreciated your being here today.
– On behalf of everyone here, I'd like to thank Ms Roderiques for a most interesting / entertaining / enlightening / informative talk.