

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

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ПРОЕКТ НА АНГЛИЙСКОМ ЯЗЫКЕ. ПОДГОТОВКА К ПРЕЗЕНТАЦИИ

Учебно-методическое пособие

Рекомендовано методической комиссией Института филологии и журналистики
для студентов и аспирантов ННГУ им. Н.И. Лобачевского, изучающих
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В пособии даны рекомендации, необходимые для подготовки 10–15 минутных презентаций учебных проектов на английском языке. Рассмотрены основные этапы (практические шаги) конструирования презентации на английском языке, построенной по принципу «проблема – решение» (универсальный план, подходящий фактически для любой презентации). Предложен практический тренинг – интегрирующие упражнения, содержащие лексические единицы и грамматические структуры, которые помогут овладеть языковой основой, правилами и навыками создания и успешного представления проекта на английском языке.

Учебно-методическое пособие предназначено для студентов и аспирантов ННГУ, оно может быть использовано как для работы в аудитории, так и для самостоятельной работы.

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Introduction

A standard part of most every course is allowing students to be creative and inventive in integrating diverse knowledge and skills. This is especially important in assessing multiple intelligences and the ability to engage in complex procedures such as scientific investigation. A project is a set of interrelated tasks and activities planned by the teacher involving careful independent work on a subject done by the students and intended to achieve a particular purpose and produce something new. Research projects allow students to use multiple modes of learning. Project work is related to the linking of theoretical knowledge and practical actions. It helps to bridge the gap between language study and language use.

To create research projects the learning group is divided into small groups/teams that are allowed to define their projects themselves with respect to their major. The use of cooperative learning groups allows projects to be considerably more complex and elaborate than projects completed by any one student. Project work requires that the participants work actively and commit themselves to the project. To work jointly in a team means that students must learn to work together to take common decisions and figure out how to share and coordinate work among them.

The project duration is usually several weeks. Students give their English teacher a quick progress report after each work phase has ended. In quick reports, the students describe what they have done and learned as well as any problems and questions that may have arisen during their studying. Acting as a facilitator, the teacher is responsible for offering the group the necessary attention. The teacher's role is to support and guide the work. The end result of the group work is a presentation and a discussion.

The teacher evaluates the contribution of the students, that is, they assess individual students' learning and performance in addition to the team's output. Thus, the students get two grades (a group grade, equally shared grade, and an individual one). There is also peer assessment which might improve group and individual grades. The students assess the outputs of other students and groups by giving bonus points to those they like most of all.

This manual has been written to provide students who are working on their projects with training and methodological support for the process of making presentations in a foreign language. The way the manual is organized is quite clear and simple. The manual is divided into three big sections in accordance with structural elements of a presentation (introduction, main body, and conclusion). The target language is introduced in language notes and developed in practice exercises. There are also appendices offering a handy list of basic language for discussions, the presentation evaluation sheet, and some additional useful phrases that have a general acceptance in all disciplines that can be used in specific sections of a project and a presentation.

STEP I

Have you ever delivered a presentation? Who was the audience? What was the subject? How did you feel? How do you feel about presenting in a foreign language?

Read the article below and discuss the questions which follow.

Dealing with nervousness

The American author Mark Twain once put it like this: ‘There are two types of people: those that are nervous and those that are liars.’ So, once you accept that (almost) everybody who gives a presentation – whether formal or informal, long or short, to strangers or colleagues – is nervous, then you just need to find ways to deal with nervousness and even learn how to use it to your advantage.

Let’s first look at ways to deal with and reduce nervousness.

- 1 Prepare well.** ‘Failing to prepare is preparing to fail.’ Preparation is the key to a successful presentation. Nothing will relax you more than knowing exactly what you want to say and having practised saying it. Make sure you practise your talk until you feel at home with it – then you can concentrate on other things.
- 2 Learn to relax.** Doing stretching or breathing exercises before your talk can help you to reduce nervousness. One example: before your presentation, sit comfortably with your back straight. Breathe in slowly, hold your breath for about five seconds, then slowly exhale. You can relax your facial muscles by opening your eyes and mouth wide, then closing them tightly.
- 3 Check out the room.** Make yourself familiar with the place where you will be speaking. Arrive early, walk around the room, and make sure everything you need for your talk is there. Practise using any equipment (e.g. microphone, video projector, OHP) you plan to work with.
- 4 Know your audience.** If possible, greet your audience as they arrive and chat with them. It will be easier to speak to people who are not complete strangers.
- 5 Concentrate on the message.** Try to focus on the message and your audience – not on your own fears.
- 6 Visualize success.** Imagine yourself speaking to your audience in a loud and clear voice. Then visualize the audience applauding loudly at the end of your talk as you smile.



Use the steps above to reduce nervousness, but also remember that being nervous isn’t all bad. Many experienced presenters say that you can also use your nervousness to give you that extra energy that you need to give a good performance.

1. What other tips can you think of for dealing with nervousness?
2. How do you deal with nervousness before or during a presentation?
3. What do you think is generally assessed by tutors in a presentation? What makes a good presentation?
4. How do you prepare your presentations? What do you start with?

THE INTRODUCTION OF A PRESENTATION

OPENING A PRESENTATION

Welcoming the audience

Good morning/afternoon, ladies and gentlemen.
It's a pleasure to welcome you today.
Hello/Hi, everyone.
First of all, let me thank you all for coming here today/thank you (all) for coming/morning, everyone.
I'm happy/delighted that so many of you could make it today. If everyone's ready, let's start/OK, let's get started.

Introducing yourself

Let me introduce myself. I'm John Smith from...
For those of you who don't know me, my name's...
As you probably know, I'm the new HR manager.
I'm here in my function as the Head of ...
I'm the project manager in charge of the project in ...

Saying what your topic is

As you can see on the screen, our topic today is...
Today's topic is ...
What I'd like to present to you today is ...
The subject of my presentation is ...
My talk is concerned with ...

Explaining why your topic is relevant to your audience

My talk is particularly relevant to those of you/us who ...
Today's topic is of particular interest to those of you/us who ...
My/The topic is very important for you because ...
By the end of this talk you will be familiar with ...

! Remember to use words like *we*, *us*, and *our* to highlight common interest.

Task 1. Choose the correct equivalents from the box above to the phrases given:

Less formal

1. Hi, everyone.
- 2.
- 3.
4. Today I'm going to talk about ...
5. It's good to see you all here.

More formal

- 1.
2. I suggest that we begin now.
3. Let me just start by introducing myself.
My name is ...
- 4.
- 5.

STRUCTURING A PRESENTATION (1)

Most formal – and many informal – presentations have three main parts and follow this simple formula:

- | | |
|---|----------------|
| 1. Tell the audience what you are going to say! | = Introduction |
| 2. Say it! | = Main part |
| 3. Tell them what you said! | = Conclusion |

There are several ways you can tell the audience what you are going to say.

would like + infinitive

Today I'd like to tell you about our new plans.

I'd like to present the changes that have been made over the last two months.

be + infinitive

What I want to do this morning is to show how we can reorganize our working hours.

The objective of my presentation is to bring you up to date with the latest changes which will be introduced on January 1.

be going to + infinitive

I'm going to talk to you today about new developments in the R & D department.

This afternoon I'm going to be reporting on the new division.

will + infinitive

I'll begin by explaining the function.

I'll start off by reviewing our progress.

After that, I'll move on to my next point.

will be + verb-ing

I'll be talking about our guidelines for Internet use.

During the next hour we'll be looking at the advantages of this system.

Task 2. Write sentences which can be used to state the purpose of a presentation (Put in prepositions and other words where necessary).

Example: purpose of talk today / update you / new developments / R&D

The purpose of my talk today is to update you on new developments in R&D.

1. what I want to do / present alternatives / existing booking procedures
2. my aim / show / how cut costs / IT support
3. objective of presentation / give overview / British job market
4. our goal / determine / sales targets / next year
5. here today / report / company's investment plans

STRUCTURING A PRESENTATION (2)

The purpose of the introduction is not only to tell the audience who you are, what the talk is about, and why it is relevant to them; you also want to tell the audience how the talk is structured. Here are some useful phrases to talk about the structure.

I've divided my presentation *into* three (main) parts.

In my presentation *I'll focus on* three major issues.

So, *first* I'd like to give you a bit of background.

First of all, I'll be looking at... *second* ..., and *third* ...

Firstly/to begin with/to start with, I'd like to outline the main areas of ...

I'll begin/start off by explaining ...

Then/Next/After that, I'll go on to ...

Finally, I'll offer some solutions.

! The most common way to structure a presentation is to have three main parts, and then subdivide them into (three) smaller sections.

Task 3. Complete the sentences with the following prepositions: *about; at; for; into; of; on; to*.

1. Thank you _____ coming.
2. I've divided my presentation _____ three parts.
3. First of all, I'll give you an overview _____ our financial situation.
4. First, we'll be looking _____ the company's sales in the last two quarters.
5. In the first part of my presentation I'll focus _____ the current project status.
6. Secondly, I'll talk _____ our investment in office technology.
7. After that I'll move on _____ the next point.

ORGANIZATION

The final part of the introduction deals with the organization of the talk: how long it will last, whether there will be handouts, and how questions will be handled.

Timing

My presentation will take about 20 minutes.

It should take about 30 minutes to cover these issues.

Handouts

Does everybody have a handout/brochure/report? Please take one, and pass them on/round.

Help yourselves to a brochure.

Please take a leaflet.

Don't worry about taking notes. I've put all the important statistics on a handout for you.

I'll be handing out copies of the PowerPoint slides at the end of my talk.

I'll email the PowerPoint presentation to you.

Questions

There will be time for questions after my presentation.

If you have any questions, feel free to interrupt me at any time.

Feel free to ask questions at any time during my talk.

Task 4. Complete the sentences with the correct word. Use the words provided in brackets.

1. Did everyone a handout? (have / take / meet)
2. Don't about taking notes. (worry / forget / think)
3. Please yourselves. (meet / have / help)
4. Please feel to stop me. (open / free / expensive)
5. I'll out copies of my presentation later on. (serve / distribute / hand)

GETTING THE AUDIENCE'S ATTENTION

Experts say that the first few minutes of a presentation are the most important. If you are able to get the audience's attention quickly, they will be interested in what you have to say. Here are a few techniques you can use to start your talk.

Ask a rhetorical question

Is market research important for brand development?

Tell them a story

At a conference in Spain, I was once asked the following question: ...

Start with an interesting fact

Did you know that fast food consumption has increased by 600% in Europe since 2002?

According to an article I read ...

Give them a problem to think about

Imagine you had to reorganize the sales department. What would be your first step?

CHECKLIST FOR INTRODUCTIONS

- 1 Welcome the audience.
- 2 Introduce yourself (name, position/function).
- 3 State your topic.
- 4 Explain why your topic is important for the audience.
- 5 Outline the structure of your talk.
- 6 Say when you'll be dealing with each point.
- 7 Let the audience know how you're organizing the presentation (handouts, questions, etc.).

Task 5. Complete the following introduction with appropriate words.

Hello, everyone. First of all, let me (1) you all for coming here today. For those of you who don't (2) me, my name's Gordon Selfridge. I'm the Director of Marketing in (3) of the office in Beijing.

OK, today I'd (4) to talk about the developments in the Beijing office. We've had to develop quickly to meet the demands of the market and it's been hard work but very rewarding.

In my presentation this afternoon I'd like to (5) three main points. (6), I'll briefly outline our small beginnings two years ago; (7), I'll explain how we adapted the RB409 range to suit the local market and (8), I'll show our excellent results. If you have any questions, there'll be (9) at the end.

Don't worry about taking notes. I (10) a handout for you. It has the graphs and main notes on it.

STEP II

THE MAIN PART OF A PRESENTATION

In a good presentation, what you say – the content – is much more important than anything else. But a clear structure helps. ‘*Signposting*’ phrases are used to help guide the audience through a presentation. When you move on to your next point or change direction, tell the audience.

Task 1. Familiarize yourself with useful “signposting” phrases and suggest your variants:

Saying what is coming

1. In this part of my presentation, I’d like to tell you about ...

2.

Moving on to the next point

3. This leads directly to the next part of my talk.

4.

Indicating the end of a section

5. This brings me to the end of my second point.

6.

Referring back

7. As I mentioned before, ...

8.

Summarizing a point

9. I’d like to sum up the main points.

10.

Task 2. Make “signpost” sentences using elements from each column. Add some of these phrases into Task 1.

1. Before I move on to my next point,	✓ to come back to	✓ next question.
2. This brings	✓ the issue	✓ all I wanted to say about time management.
3. So,	✓ let me go	✓ this question later.
4. Let’s now turn to	✓ we were discussing	✓ our new sales strategies.
5. Let me	✓ that’s	✓ a brief overview of our activities.
6. I’d like	✓ give you	✓ earlier.
7. Let’s go back to what	✓ us directly to my	✓ through the main issues once more.
8. As I said earlier,	✓ I’ll be focusing on	✓ of customer service.

Task 3. Complete the sentences with the following words: *back; covered; inform; leads; main points; sum up.*

1. Let me summarize the _____.
2. In my talk I'll _____ you about new marketing techniques.
3. Before I move on, let me just _____ what I've said so far.
4. I think we have _____ everything for today.
5. This _____ directly to my second point.
6. Let's go _____ to what I said at the beginning of my presentation.

Task 4. Write the sentences using expressions with *as* and the information in the notes. Add missing words where necessary.

expressions with as

As you all know, ...

As I've already explained, ...

As I mentioned before / earlier, ...

Example: we / no budget for new software / this year (I mentioned this before)

As I mentioned before, we have no budget for new software this year.

1. Tony Dale / new marketing manager / print media (you all know this already)
2. can't operate from local airport / because no permission (I said this at the beginning of my talk)
3. choose between two options (I explained this ten minutes ago)
4. sales have increased / 10% since beginning of year (you can see this on the slide)

Task 5. What words and expressions do you know:

1. to express your opinion?
2. to clarify statements?
3. to make contrasts?
4. to describe results?
5. to generalize?
6. to conclude?

Put the following words and expressions into the correct category: *however; consequently; on the other hand; that is to say; on the whole; in other words; basically; as a result; nevertheless; such as; generally speaking; despite; in short; therefore; in conclusion; from my point of view; for instance; in contrast to; namely; thus; finally; for example; to be more specific; last but not least; it seems to me that.*

Make up your own sentences with them.

REFERRING TO OTHER POINTS

I'd like to mention some critical points *in connection with / concerning* payment.

There are a few problems *regarding* the quality.

With respect / regard to prices, we need more details.

According to the survey, our customers are unhappy with this product.

ADDING IDEAS

In addition to this, I'd like to say that our IT business is going very well.
Moreover / Furthermore, there are other interesting facts we should take a look at.
As well as that, we can offer excellent conditions.
Apart from being too expensive, this model is also too big.
To increase sales we need a new strategy *plus* more people.

Task 6. Complete the sentences with the following words: *according to; apart from; concerns; moreover; regarding; with regard.*

1. I'll give you an overview of some figures _____ to car exports.
2. _____, I'd like to tell you something about the new software.
3. Let's now turn to the next question which _____ customer service.
4. _____ a few spelling mistakes, the new brochure is very good.
5. Let me give you some details _____ our Chinese factory.
6. _____ the handbook, the scanner is user-friendly.

TALKING ABOUT DIFFICULT ISSUES

I think we first need to *identify* the problem.
Of course we'll have to *clarify* a few points before we start.
We will have to *deal with* the problem of increasing prices.
How shall we *cope with* unfair business practices?
The question is: why don't we *tackle* the distribution problems?
If we don't *solve* this problem now, we'll get into serious trouble soon.
We will have to *take care of* this problem now.

Task 7. Choose the correct verb to fit the sentence. Use the words in brackets.

1. How are we going to with delivery problems? (solve / deal / tackle)
2. I don't think we can with fewer people. (cope / tackle / take care)
3. We think it's important to the problems now. (identify / deal / cope)
4. Who will of our business clients? (take care / deal / tackle)
5. We have been trying to the software problem. (cope / solve / take care)
6. Before we go on, let's this question. (identify / clarify / solve)

SAYING NUMBERS

Numbers, especially long ones, are often difficult for the audience to understand. Try to say numbers slowly and clearly, and point at them while speaking.

2m	two million	235m ²	two hundred and thirty-five square metres
1.6bn	one point six billion	98%	ninety-eight per cent
1/3, 3/4	one-third, three-quarters	€150,000	one hundred and fifty thousand euro(s)

- NB** 1 we use a comma in English to show thousands and a point to show the decimal place.
2 we say "2 million" or "10 billion" (*not 2 millions / 10 billions*).
3 we say "2 million dollars", "170 pounds" (*not 2 million dollar / 170 pound*).

Task 8. How do you say these numbers in English? Write the numbers out in full.

- | | |
|-----------|-----------------------|
| 1. 251 | 5. 1,240,000 |
| 2. 7, 489 | 6. \$ 19.62 |
| 3. 3.8 bn | 7. 175 m ² |
| 4. €49 m | 8. ⅔ |

Task 9. It is often better to use approximate numbers in presentations as they are easier for the audience to understand and remember. Put the following words: *a little less than; about; almost; approximately; around; just over; just under; nearly; roughly; well over* in the correct column: less (-), about the same (+/-), more (+). Rewrite the sentences replacing the exact numbers with approximate ones using words from the table. Give at least two alternatives for each.

Example: Last year we sold 90,083 mobile phones in Italy.

Last year we sold a little more than / just over 90,000 mobile phones in Italy.

- 14.8% of the people asked said they were unhappy with the new design.
- We will be spending €1.98 m on this technology.
- Our laboratory says the ideal temperature is 18.1°C.
- It will cost \$ 3.97 to produce this item.

EMPHASIZING IMPORTANT POINTS

Using a verb (*stress, emphasize, etc.*)

I'd like to *stress* the following point.
 I'd like to *draw your attention* to the latest figures.
 I'd like to *emphasize* that our market position is excellent.

Using what

What is really important is how much we are prepared to invest.
 What we should do is talk about intercultural problems.

Rhetorical questions

So, just how good are the results?
 So, where do we go from here?
 Why do I say that? Because ...

Adverb + adjective construction

It would be *completely wrong* to change our strategy at this point.
 We compared the two offers and found the first one *totally unacceptable*.
 I think this fact is *extremely important*.

Task 10. Match the two parts to make sentences.

- | | |
|----------------------------------|--|
| 1. What I'd like to do | a. important advertising is for us. |
| 2. I'd like to highlight the | b. for our success? |
| 3. So, what are the reasons | c. this model is selling quite well in the US. |
| 4. I'd like to point out how | d. turnover last year was excellent. |
| 5. It's interesting to note that | e. is discuss the latest sales figures. |
| 6. I should repeat that our | f. is the quality of these programs? |
| 7. What we can't do is | g. main problems areas. |
| 8. So, just how good | h. increase our budget. |

Task 11. Complete the sentences with the correct adverb-adjective construction: *extremely dangerous; absolutely safe; incredibly cheap; highly interesting; absolutely necessary; surprisingly good; completely useless.*

1. What we should remember is that this chemical process is _____ .
2. It's _____ to improve the quality of our products if we want to win new customers.
3. This is a _____ point.
4. You will be pleased to hear that our turnover last month was _____ .
5. Unfortunately, we found that some of the test results are _____.
6. I'm pleased to say that the crash test shows that this system is _____ .
7. Right now this item only costs \$1.50 – I think that's _____ .

Visuals

Visuals are important in any professional presentation. But when you give a presentation in a foreign language, they are even more important. Visual information is highly memorable and reduces the amount of talking you have to do. Good visuals speak for you.

What is important when presenting visuals? Which opinion(s) do you agree with?

Speaker 1. I think to be effective a good visual must focus on only a few points. It's important not to have too much information on one slide. Slide overload is bad because people will then spend time reading the slide rather than listening to the presenter. I normally use bullet points to structure information – I never write complete sentences.



Speaker 2. In my opinion the presenter is the focus of the presentation – not the visuals. The key purpose for using a visual aid is to help the audience understand the topic better. So the visuals should only be used to support the presenter's message. If a visual distracts the audience's attention from what you're saying, it's useless.

Speaker 3. Above all, a slide must be readable. If the audience can't read the slide, they will soon give up. That's why font size is very important. It should be as large as possible, I'd say at least 24. And sometimes it's also a good idea to use different colors to highlight some points.

Speaker 4. What you say and what you show should always go together 100%. So when you're not talking about the slide, it shouldn't be visible. I always switch off the display when I'm talking about something that has nothing to do with the slide. If people are busy looking at the slide, they aren't listening to what you're saying. It's better to replace the slide with some form of "wallpaper" such as a company logo.

Speaker 5. For me it's very important that the presenter *speaks* to the audience and doesn't *read* to them! The speaker must make eye-contact and not watch the monitor

or screen while he or she is talking. I think it's extremely boring when someone just reads slides word for word as if it were an essay or something.

Speaker 6. It's called "Death by PowerPoint" when people use so many sound effects and animations that the audience's attention is completely taken away from the delivery of the message. I think PowerPoint is a fantastic tool, but just because it has so many effects you don't have to use them all. Overuse is overkill here.

1. What kinds of tools and visuals do you normally use in your presentations?
2. What tips can you think of for using visuals effectively?

Task 12. What are these visuals called in English? Match the numbers to the descriptions.

bar chart

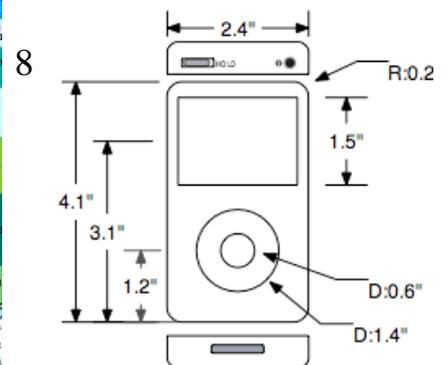
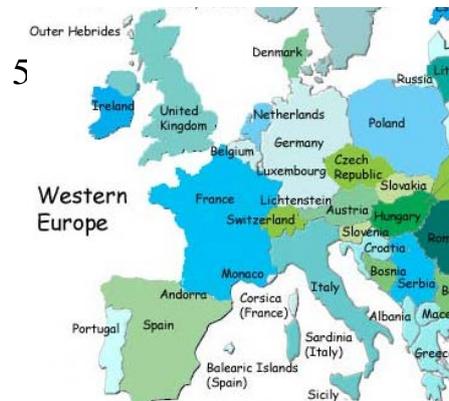
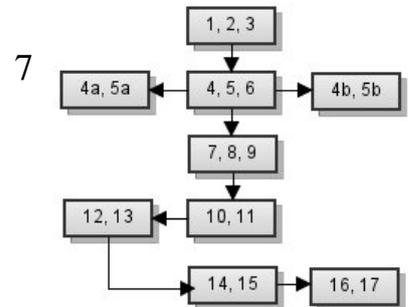
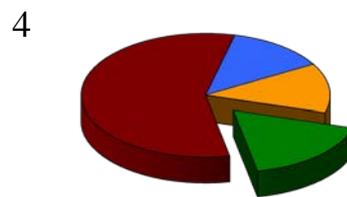
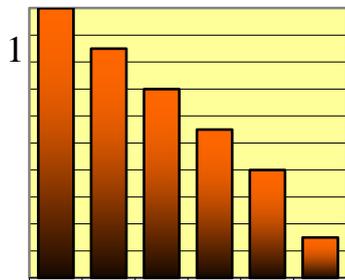
flow chart pie chart

table

map organizational chart / organigram

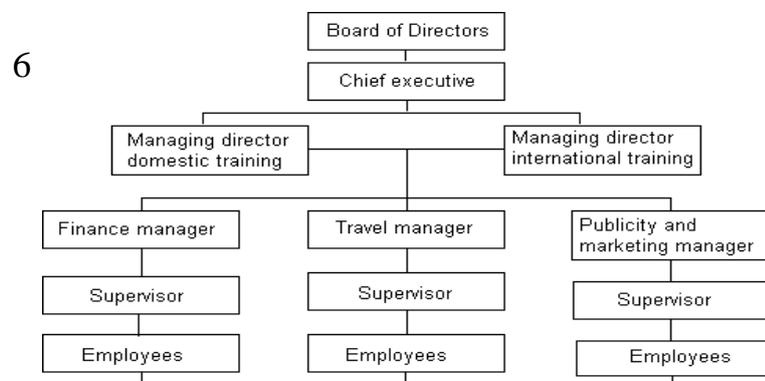
technical drawing

(line) graph



3

	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				



- Which of these visuals would you use to describe: 1. your company's market share?
2. the steps to be followed from order placement to delivery of a product?
3. your company's new organizational structure?

TALKING ABOUT VISUALS

The first rule of preparing effective visuals is that they should be clear and easy for the audience to follow. However, sometimes it is necessary to explain a more complicated visual and it is always necessary to point out the most important information.

Explaining a visual

Let's now look at the next slide which shows ...

First, let me quickly explain the graph.

You can see that different colors have been used to indicate ...

The key in the bottom left-hand corner shows you ...

Highlighting information

I'd like to start by drawing your attention to ..

What I'd like to point out here is ...

I think you'll be surprised to see ...

I'd like you to focus your attention on ...

...

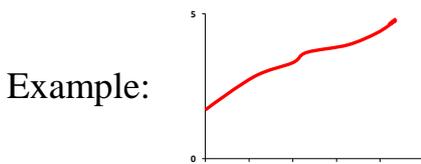
Let's look more closely at ...

Task 13. Fill in the gaps with the correct preposition.

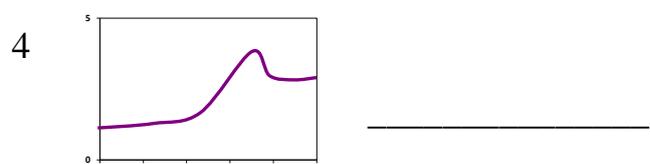
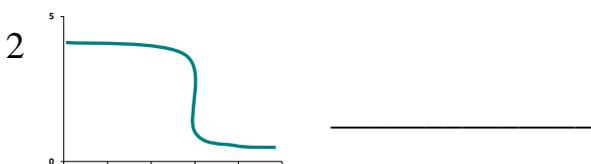
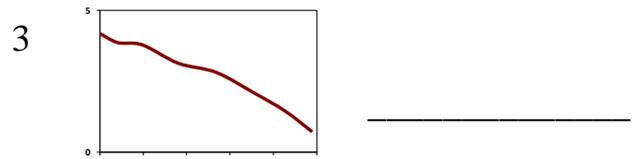
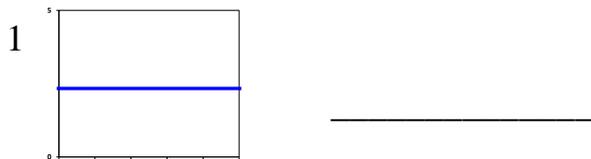
1. The models are listed ___ the top row.
2. I'd like to draw your attention ___ the figures ___ the left-hand column.
3. Let's now have a closer look ___ the test results in the table ___ the right.
4. I'd like you to focus your attention ___ the figures ___ my next slide.
5. There should be a menu bar ___ the bottom of your screen.
6. ___ the upper right-hand corner you can see the specifications for the model.
7. You can see the figures ___ the centre of the slide.

Task 14. Use the words in the columns to describe each graph:

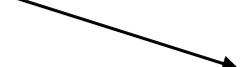
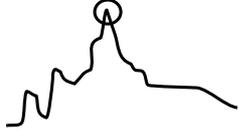
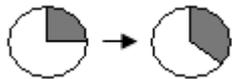
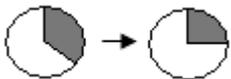
stay the same • **rise** • decline • drop • dramatically
 peak steadily
gradually



Sales rose gradually.



Task 15. Here are the most important verbs to talk about change and development. Complete them by adding the vowels a, e, i, o, u and y.

			
1. _n c r _ _ s _	3. d _ c r _ _ s _	5. s h _ _ t _ _ p	7. p l _ n g _
2. r _ s _	4. f _ l l	6. r _ c k _ t	8. s l _ m p
			
9. f l _ c t _ _ t _	10. r _ c _ v _ r	11. s t _ b _ l _ z _	13. r _ m _ _ n s t _ d _
		12. l _ v _ l _ f f	14. s t _ _ t h _ s _ m _
			
15. p _ _ k	17. h _ t _ _ l _ w	18. g r _ w	20. s h r _ n k
16. r _ _ c h _ _ h _ g h		19. _ x p _ n d	21. d _ c l _ n _

NB Some of the words in the exercise are strongly negative or positive. For example, you cannot say *inflation slumped* because *slump* is a negative word and a fall in inflation is a good thing. You would have to say *inflation fell dramatically*. In the same way, you cannot say *taxes recovered* because *recover* is a positive word and a rise in taxes is a bad thing. You would have to say *taxes increased again*.

Now answer the following questions:

1. Which of these verbs are irregular (e.g. rise – rose - risen)?
2. Which can be both a verb and a noun (e.g. to rise – a rise)?
3. Which can be changed into a noun (e.g. fluctuate – fluctuation)?

Make up your own sentences with the words (nouns and verbs) from Task 15 and the following expressions:

the curve / dotted line / larger sector / shaded area/ hatched area illustrates...;
 the table / pie chart / graph shows...; the vertical / horizontal axis represents...;
 each line on the graph indicates...;
 a slight/gradual/sharp increase/decrease in...

Examples:

1. *The graph shows the growth of the population in Canada from 1990 to 2009.*
2. *The curve illustrates that there has been a slight increase in production over the year, rising from 60 to 70.*

TALKING ABOUT TRENDS (PAST SIMPLE AND PRESENT PERFECT)

We use the *past simple* to talk about a movement or trend which happened in the past and is now finished. Signal words for the past simple are *last month / year, in January, from 2008–2011, during the oil crises*, etc.

In April the rate of unemployment *rose* to 5 million.

Between May and July our export business almost *doubled*.

In 2003 alone China's car production *increased* by 85%.

We use the *present perfect* to talk about a movement or trend which started in the past but is not yet finished. Signal words are *since* (since August), *for* (for two years), *this month / year* or expressions with *over* (over the past six months).

The number of German investors *has declined* since 2010. (It is still declining.)

The US economy *has grown* rapidly over the past 3 months. (It is still growing.)

Note the difference between *rise* and *raise*.

to rise (without an object)

to raise sth (with an object)

Petrol prices *rose* again in May.

The oil industry *raised* prices last year.

The number of tourists *has risen* to three million.

The Bank of England *has raised* interest rates.

Task 16. Make sentences in the past simple or present perfect.

Example: telephone costs / rise / since June

Telephone costs have risen since June.

1. sales / drop / at the beginning of the year
2. energy consumption / increase / over the past 20 years
3. gas prices / go up / last month
4. number of customers / grow / since 2010
5. surprisingly / interest rates / fall / yesterday

Rewrite sentences express the opposite.

Example: Telephone costs have fallen since June.

TALKING ABOUT TRENDS (ADJECTIVES AND ADVERBS)

adjectives + nouns

There was a *sudden* increase in prices.

In September, we notice a *moderate* fall.

This was followed by a *gradual* decline.

verbs + adverbs

Sales increased *slightly* in summer.

Over the past two years the number has dropped *significantly*.

Last month the rates rose *sharply*.

Task 17. Write the following adjectives in the correct space on the diagram below according to what kind of change they describe:

a(n) | significant • rapid • encouraging • slight • |
 | spectacular • disastrous • moderate • gradual • | increase
 | enormous • disappointing |

--	--	--

Which of the words above mean more or less the same as the following:

- a. massive _____
- b. steady _____
- c. substantial _____
- d. tremendous _____

Task 18. Cross out the word which does not fit in the following sentences:

1. Taxes increased *slightly* / *steadily* / *significantly* / *encouragingly* last year.
2. Interest rates rose *sharply* / *considerably* / *keenly* / *marginally* in August.
3. Profitability has slumped *moderately* / *disastrously* / *suddenly* / *rapidly* this month.
4. The price of oil has fluctuated *enormously* / *wildly* / *gradually* / *dramatically* over the past six months.

Rewrite the sentences above using a noun instead of a verb:

1. There was a(n) _____
2. There was a(n) _____
3. There has been a(n) _____
4. There has been a(n) _____

Task 19. Complete the presentation extract with the following prepositions: *around*; *at*; *between*; *by*; *from*; *in*; *of*; *to*; *until*.

The graph shows our online sales figures for the EU market _____ 2011. In the first quarter, online sales averaged _____ 50,000 and 52,000 euros. In April, sales increased _____ 61,000 euros and remained steady _____ the end of the second quarter. In the third quarter we notice a sharp rise _____ 61,000 to 87,000 euros, an increase _____ almost 50 per cent. In October and November, sales fluctuated _____ the 85,000 euro mark. This was followed by a slight decline in December, with online sales falling _____ 10 per cent, reaching 73,000 euros _____ the end of the year.

Task 20. Sometimes it is necessary to interpret the visual, for example by explaining the reason behind a fact (the cause) or its consequences (the effect). Use the words from each column to make sentences.

1. There are several	caused	for the decrease in productivity.
2. We chose this method	has led	a new overtime policy.
3. The	resulted	by the collapse of one of our partner firms.
4. Our new policy	reasons	of this move was a drastic increase in our costs.
5. The slump was	thanks to	to a significant rise in sales.
6. Downsizing	and	in a drastic fall in staff numbers.
7. We increased our prices	because	our sales went up!
8. Our output has doubled	result	we needed reliable figures.

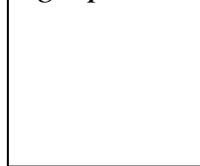
Which sentences above explain:

cause? _____

effect? _____

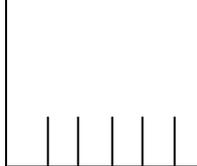
Task 21. Create your own visuals or complete the visuals below with information relevant to your work or interests. Make a few notes on each before you present them. Give approximate figures and point out the overall trends and developments.

line graph



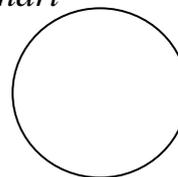
notes _____

bar chart



notes _____

pie chart



notes _____

What advice would you give someone who has to describe trends on graphs and charts? Work with a partner to make a list of tips.

Task 22. If you have problems during your presentation, don't panic. Pause. Sort out the problem and continue. Here are the most common problems, people face. Match *what you think* with *what you say*.

What you think

1. I've got my facts wrong!
2. I've forgotten to say something!
3. Too complicated! Make it simple.
4. I'm talking nonsense.
5. How do you say this in English?
6. I'm running out of time!

What you say

- a. Sorry, I should just mention one thing.
- b. So, just to give you the main points here.
- c. Sorry, perhaps I didn't make that quite clear.
- d. Sorry, what's the word for ...
- e. Sorry, let me rephrase that.
- f. So, basically, what I'm saying is ...

CHECKLIST FOR THE MAIN PART OF A PRESENTATION

- 1 Signal the beginning of each part.
- 2 Talk about your topic.
Explain visuals if necessary, make them as clear and easy to understand as possible.
- 3 Signal the end of each part.
- 4 Highlight the main ideas.

! When presenting text on overheads or PowerPoint slides, it is a good idea to use the *rule of six* which means:

- a maximum of six lines per slide
- a maximum of six words per line

If you stick to this rule, you won't risk overloading you bullet charts with too much information.

STEP III

THE CONCLUSION OF A PRESENTATION

Can you think of any strategies for making good conclusions?

Read the text below and discuss the questions which follow.

Last impressions are as important as first impressions. The end of your talk may be even more important than the beginning because people tend to remember most the last thing that they are told. When you move from the main part to the conclusion, use a sentence that signals to the audience that now they really have to sit up and listen.

Here are some strategies for conclusions:

- 1 Summarize the main points.** Sometimes you will find it is the best strategy. Just sum up the main points you have covered in the middle section.
- 2 Quote a famous person.** Quote something from a famous person that fits the content of your talk and use it as a final statement. You can find lots of quotations on the Internet.
- 3 Ask a provocative question or make a surprising statement.** Ask a question which surprises or provokes your audience – anything to make them think and to make a lasting impression. Or you can say something unusual, unexpected to help support your key points.
- 4 Use the ‘sandwich’ technique.** Think of your presentation as a sandwich with two slices of bread (introduction + conclusion) and the cheese in the middle (main part). The ‘sandwich’ strategy means that you have a connection between the beginning and the end of your talk. If, for example, you start telling a (funny) story in the introduction, stop at an exciting moment and move on to the main part. Then finish the story in the conclusion.
- 5 Thank the audience.** Forget standard phrases such as ‘Thank you very much for your attention’ or ‘Thank you for listening’. After a good presentation, it is the audience who should be thanking you!

1. Which strategies do you think are the most useful? Why?
2. Which are not useful at all? Why?

Task 1. Match the two parts to make final statements.

- | | |
|---|--|
| 1. To put it in the words of Albert Einstein, | a. ‘The important thing is not to stop questioning’. |
| 2. I’d like to finish my talk | b. about the new branch in Tokyo? |
| 3. Let me go back to | c. up to you. |
| 4. So, now it’s | d. what I said at the start of this talk. |
| 5. Remember that story I told you | e. with an important question. |

CONCLUDING A PRESENTATION

Indicating the end of your talk

I'm now approaching / nearing the end of my presentation.

Well, this brings me to the end of my presentation.

We're very close to the end now, but there are a couple of important things.

Finally, I'd like to highlight one key issue.

As a final point, I'd like to ...

Summarizing points

I'd like to run through my main points again.

To conclude / in conclusion, I'd like to ...

To sum up, we ...

So, just to recap ...

Just to summarize the main points of my talk ...

Making recommendations

We'd suggest + *noun* / *verb-ing* / *that* ...

We therefore recommend that ...

In my opinion, we should ...

Based on the figures we have, I'm quite certain that ...

Given these results, it seems to us that the best thing to do (now) is ...

Inviting questions

Are there any questions?

And now I'll be happy to answer any questions you may have.

If you would like me to elaborate on any point, please ask.

I'd be really interested in hearing your questions on this.

Task 2. Put the words in the right order to make sentences.

1. summarize me important let the results most
2. points again go I'd through like to the main
3. recommend market focus Asian I'd that we the on
4. now end presentation approaching I'm of the my
5. all now put let's practice into it

CHECKLIST FOR CONCLUSIONS

- 1 Signal the end of your talk.
- 2 Summarize the main points.
- 3 Highlight one important point.
- 4 Explain the significance.
- 5 Make your final statement.

Task 3. Complete the following concluding paragraph with the following words: *recommend; with; sum; decide; time; listening; to; then; just; thank; up; next; solutions; third.*

This brings me (1) *to* the end of my talk. So, to (2) _____ (3) _____, I explained the problem (4) _____ the existing system and (5) _____ presented three possible (6) _____. The first solution requires new equipment, the (7) _____ solution needs more staff and the (8) _____ solution needs a complete change of strategy. We now need to (9) _____ which solution we will select. I (10) _____ the third solution because it will benefit the company for longer.

Finally, I'd like to (11) _____ you for (12) _____ this afternoon. (13) _____ is nearly up, so we (14) _____ have a few minutes for questions.

SOME OF THE GOLDEN PRESENTATION RULES

What makes a good presentation?

Here are some of the **golden presentation rules**:

- ✓ Know exactly how to start. It is essential to have something interesting and thought-provoking in the introduction.
- ✓ Never hold notes in your hand – you will end up by reading and become incomprehensible. Talk to your audience.
- ✓ Shift your eye contact from one person to another.
- ✓ Be concise. Keep your sentences short and simple.
- ✓ Speak naturally. Make sure you pause in the right places.
- ✓ Charts and graphic elements are not just decorations. Make sure you use them dynamically.
- ✓ Prepare your final sentence – it is not easy to end elegantly.
- ✓ Respect the time limit for the talk scrupulously.
- ✓ You cannot make a good presentation if you neglect body language.
- ✓ Welcome questions from your audience. Treat questions as an opportunity to get your message across better.

Do you agree with these rules?

DEALING WITH QUESTIONS

When someone in the audience asks you a question, it's a good idea to comment on it before you actually answer it. This gives you time to think. There are four basic types of questions:

Good questions. Thank people for asking them. They help you to get your message across to the audience better.

Difficult questions. These are the ones you can't or prefer not to answer. Say you don't know, offer to find out or ask the questioner what they think.

Unnecessary questions. You have already given this information. Point this out, answer briefly again and move on.

Irrelevant questions. Try not to sound rude, but move on.

Asking for clarification

If *you do not understand* the question, politely ask the person to repeat or explain it.

I'm sorry. Could you repeat your question (more slowly), please?

I'm sorry. Could you rephrase your question, please?

Sorry, I didn't hear the first/last part of your question.

Sorry, could you speak up, please?

I'm afraid I didn't quite catch that.

I'm afraid I don't quite understand your question. If I'm not wrong, I think what you are asking is...

Avoiding giving an answer

Sometimes *you may not want to answer* a question, perhaps because it's the wrong time for it or the question is irrelevant. When avoiding giving an answer, make sure that your tone of voice is friendly and your reply is polite.

If you don't mind, I'd prefer not to discuss that today.

I'm afraid I can't give you a full answer right now.

Perhaps we could deal with this after the presentation / at some other time.

I'm afraid that's not really what we're here to discuss today.

Admitting you don't know the answer

If *you don't know the answer* to a question, be honest and say so. Offer to find out or name a person who can answer the question.

Sorry, that's not my field. But I'm sure Peter Smith from Sales could answer your question.

I'm afraid I don't know the answer to your question, but I'll try to find out for you.

I'm afraid I'm not in a position to answer that. Perhaps Maria could help.

Task 4. Put the following responses into 4 groups: *responses to good questions, difficult questions, unnecessary questions and irrelevant questions.*

1. I'm afraid I don't see the connection.
2. I don't know that off the top of my head.
3. I think I answered that earlier.
4. Interesting. What do you think?
5. Well, as I mentioned earlier, . . .
6. I'm glad you asked that.
7. To be honest, I think that raises a different issue.
8. Sorry, I don't follow you.
9. I'm afraid I don't have that information with me.
10. Good point.
11. Well, as I said . . .
12. I wish I knew.
13. That's a very good question.
14. I'm afraid I'm not in a position to comment on that.

Task 5. Make up your own presentation using the following checklist:

ORGANIZATION

Is my presentation the right length?

too long • too short • just right

COMMUNICATION

How is my body language?

good • bad *Why?*

How well do I deal with nervousness?

well • not well *Why?*

Does the audience understand me?

yes, all the time • yes, most of the time • yes, some of the time • no

Do I have trouble expressing myself in English

yes, all the time • yes, most of the time • yes, some of the time • no

What are some words or phrases I need but don't know?

PARTS OF THE PRESENTATION

Introduction	Is there the purpose of my talk?	<i>yes • no</i>
	Is there the description of the structure?	<i>yes • no</i>
	Is my topic relevant to the audience?	<i>yes • no</i>
	How can I improve the introduction?	
Main part	Are my main points clear?	<i>yes • no</i>
	Is there appropriate signposting?	<i>yes • no</i>
	Are the key points emphasized?	<i>yes • no</i>
	Are my visuals presented well?	<i>yes • no</i>
	How can I improve the main part?	
Conclusion	Are the key points stated?	<i>yes • no</i>
	Is there an effective final statement?	<i>yes • no</i>
	How can I improve the conclusion?	
Questions	What questions can I expect? How can I answer them?	

GOOD LUCK!



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Appendices

Appendix 1

Basic Language for Discussions

Giving opinions

In my opinion/view, ...	It seems (clear/obvious/evident) to me that ...
Personally, I think/suppose that ...	If you want my honest opinion ...
To my way of thinking, ...	I (really) think/feel/believe (that) ...
The way I see it, ...	As far as I'm concerned
As I see it, ...	I'm absolutely convinced that...
To/for me, ...	There is no doubt that ...
To my mind ...	It's a fact that ...
From my/our point of view, ...	I'm pretty sure that ...

Agreeing

Partially agreeing

Disagreeing

I (quite/strongly) agree.	Yes, OK, but ...	I (totally/strongly) disagree.
I (completely/absolutely/entirely) agree with you / that...	I partially agree with you / that...	I'm afraid I completely disagree (with you) ...
That's (exactly) what I think.	I agree to some extent, but ...	I don't agree (with you).
That's a good/important point.	You've got a point there, but...	I don't think so.
Yes, you're (absolutely) right.	I see what you mean, but ...	I'm not so sure about that.
That's true/right.	Yes, but on the other hand ...	I'm (still) not convinced.
I'm exactly of the same opinion.	Yes, possibly, although...	I don't think that's right/true.
I think so, too.	Well, it depends.	I'm sorry I can't agree.
I suppose/guess so.	Well, yes and no.	That's not how I see it.
Absolutely/Exactly/Definitely.	I agree up to a certain point, but	Absolutely not!

Interrupting

Clarifying

Could I (just) add something here?	Could you say a little bit more about ...?
Could I (just) expand on that a little?	Could you clarify what you said about ...?
Do you mind if I come in here?	Would you mind clarifying this point?
Excuse me for interrupting, but I should add ...	Could you explain what you mean by...?
If I might interrupt for a moment ...	Could you be more specific, please?
Could I interrupt you for a moment?	Would you elaborate on that, please?
Can/May I ask a question?	Could you give us an example?
Can I share an idea?	Could we go back to the point you made about ...
Sorry to interrupt, but ...	I was interested in the point you made about ...

Presentation Evaluation Sheet

A. General	What were the strengths of the presentation?
B. Preparation	<ol style="list-style-type: none"> 1. Was the objective clear? 2. Was the content relevant to the topic? 3. Had they considered the audience?
C. Organization	<ol style="list-style-type: none"> 1. Was the introduction suitable? 2. Did the presentation have a clear logical structure? 3. Did they conclude with a summary at the end?
D. Delivery	<ol style="list-style-type: none"> 1. Were their notes useful or redundant? 2. Were their visual aids presented well? 3. Was the timing of the presentation well controlled? 4. Was the speed of speaking appropriate? 5. Could everyone hear? 6. Was their speaking easy to understand? 7. Did they make eye contact with the listeners? 8. Was the body language (posture, position etc.) adequate?
E. Discussion	How well did they deal with questions?
F. Language	If you had any difficulties in understanding the talk, were they caused by: Grammar? Vocabulary? Pronunciation?
G. General	<ol style="list-style-type: none"> 1. What was the best thing about / aspect of this presentation? 2. What advice would you give for next time?

Commenting on a presentation (giving feedback)

What I enjoyed most about your presentation was ...
Your explanation of ... was very clear.
You made your points very clearly.
I really liked the way (you used your visuals).
I liked what you said about ...
Your description of ... was very interesting.
Perhaps you need to raise your voice a little / look at the audience more often.
Maybe you should have explained ... more fully.
You could perhaps have given more details of/about ...

Additional Useful Phrases

1. *Establishing why your topic (X) is important*

X is recognized as being / believed to be / widely considered to be the most important...

It is well known / generally accepted / common knowledge that X is...

Xs are attracting considerable / increasing / widespread interest due to...

X has many uses / roles / applications in the field of...

2. *Outlining the past-present history of the study of X (no direct references to the literature)*

X has received much attention in the last two years / in the past decade / over the last two decades...

For the past five years / Since 2011 there has been a rapid rise in the use of X.

X has become a central / an important / a critical issue in...

3. *Indicating the gap in knowledge and possible limitations*

Few researchers have addressed the problem / issue / question of...

Current solutions to X are inconsistent / inadequate / incorrect / ineffective / inefficient / over-simplistic / unsatisfactory.

The characteristics of X are not well understood / are misunderstood / have not been dealt with in depth.

A major defect / difficulty / drawback / disadvantage / flaw of X is...

Although this approach is interesting, it suffers from / fails to take into account / does not allow for...

In spite of / Despite its shortcomings, this method has been widely applied to...

Most studies have only focused / tended to focus on...

There is little / no general agreement on...

4. *Stating the aim of your study and its contribution*

In this report / project / review / study we...

This project outlines / proposes / describes / presents a new approach to...

This paper examines / seeks to address / focuses on / discusses / investigates how to solve...

This research is an overview of / a review of / a report on / a preliminary attempt to...

The aim of our work / research / study / analysis was to further / extend / widen / broaden current knowledge of...

The aim of this research is to study / evaluate / validate / determine / examine / analyze / calculate / estimate / formulate...

5. *Explaining the key terminology in your field*

The term 'X' is generally understood to mean / has come to be used to refer to / has been applied to...

In the literature, X usually refers / often refers / tends to be used to refer to...

In the field of X, several / various / many definitions of Y can be found.
X is defined / identified / described as...

In broad / general terms, X is / can be defined as a way to...

6. Explaining how you will use terminology and acronyms

The acronym PC stands for / denotes...

Throughout the / In the presentation we use / will use the term X to refer to...

7. Giving the structure of paper – what is and is not included

The paper is organized as follows / divided into five sections.

The first section / Section 1 gives a brief overview of...

The second section examines / analyses...

A new methodology is described / outlined in the fourth section...

Some / Our conclusions are drawn in the final section.

8. Giving general panorama of past-to-present literature

This is a considerable / vast amount of literature on...

In the literature there are many / several / a surprising number of / few examples of...

Much / Not much / Very little is known about...

In recent years there has been considerable / growing interest in...

9. Reviewing past literature

The first systematic study / report on X was carried out / conducted / performed in 1995 by...

10. Reviewing subsequent and more recent literature

Experiments on X were conducted / carried out / performed on X in 2009 by a group of researchers from...

Many attempts have been made [Kim 2009, Li 2010, Hai 2011] / in order to / with the purpose of / aimed at...

11. Highlighting limitations of previous studies

The main limitation / downside / disadvantage / pitfall / shortfall of X is...

One question / issue that needs to be asked / raised is...

Their explanations are superficial / impenetrable / doubtful / confusing / misleading / irrelevant...

Another / An additional weakness is...

12. Outlining similarities with other authors' models, systems etc.

The set-up we used can be found / is reported / is detailed in...

Our technique was loosely / partially / partly / to some extent based on...

13. Explaining why you chose your specific method, model, equipment, sample etc.

This method / model / system was chosen because it is one of the most practical / feasible / economic / rapid ways to...

It was decided that the best procedure / method / equipment for this investigation / study was to...

An X approach was chosen / selected in order to...
Through the use of X, we were able to...

14. Explaining the preparation of samples, solutions etc.

We used reliable / innovative / classic / traditional techniques based on the recommendations of...

All samples were carefully / thoroughly checked for...

X was gradually / slowly / rapidly / gently heated.

The final / resulting solutions contained ...

This was done by means of / using / with ...

15. Outlining selection procedure for samples, surveys etc.

The criteria / reasons for selecting Xs were: ...

The initial sample consisted of / was made up / was composed of ...

The interviewees were divided / split / broken down into two groups based on / on the basis of ...

16. Indicating the time frame (past tenses)

Before doing X, we did Y.

The experiment was then repeated / replicated under conditions in which ...

17. Indicating that care must be taken

A great deal of / Considerable attention must be paid when ...

Extreme caution must be taken / used when ...

18. Describing benefits of your method, equipment etc.

This method represents a viable / valuable / useful / groundbreaking / innovative alternative to...

Our method has many interesting / attractive / beneficial / useful / practical / effective / valuable applications

The key / basic / chief / crucial / decisive / essential / fundamental / important / main / major / principal advantages are: ...

19. Outlining alternative approaches

A less lengthy / time-consuming / cumbersome / costly approach is...

A neater / more elegant / simplified / more practical solution for this problem ...

One / One possible / A good way to avoid the use of X is to use Y instead.

20. Reporting results from questionnaires and interviews

The majority of respondents / those who responded felt that ...

Over half / Sixty per cent of those surveys / questioned reported that ...

Almost / Just under / Approximately two-thirds of the participants (64%) said / felt / commented that ...

Only / Just a small number / Fifteen per cent of those interviewed reported / suggested / indicated that ...

Very few participants (4%) indicated ...

The overall response to the question was surprisingly / unexpectedly / very/ quite negative.

21. Stating what you found

These tests revealed / showed / highlighted that...

Strong / Some / No evidence of X was found ...

Further analysis / analyses / tests / examinations / replications showed that ...

22. Stating what you did not find

The analysis did not show / reveal / identify / confirm any significant differences between ...

23. Highlighting significant results and achievements

It is interesting / critical / crucial / important / fundamental to note that ...

This underlines / highlights / stresses / proves / demonstrates just how important X is.

This finding confirms / points to / highlights / reinforces / validates the usefulness of X as a ...

These results extend / further / widen our knowledge of X.

24. Stating that your results confirm previous evidence

Our experiments confirm / are in line with previous results.

This value is typical of X.

25. Stating that your results are in contrast with previous evidence

We found much higher values for X that / with respect to those reported by Pandey.

Although / Despite the fact that Li and Mithran found that $X = 2$ we found that $X = 3$.

In contrast to / contradiction with earlier findings, we ...

These findings refute / disprove / are in contradiction with / contrast with / significantly differ from previous results reported in the literature.

26. Expressing caution regarding the interpretation of results

Initially we thought that x was equal to y. However, a more careful analysis / closer inspection revealed that...

These results / data / findings thus need to be interpreted with caution / care / attention.

Given that our findings are based on a limited number of Xs, the results from such analyses should thus / consequently / therefore be treated with considerable / the utmost caution.

27. Outlining undesired or unexpected results

Contrary to expectations / Unlike other research carried out in this area, we did not find a significant difference between ...

Our results were disappointing / poor / inadequate / unsatisfactory / below expectations. However, ...

This number is slightly lower than the value we expected / anticipated / predicted and there is certainly room for improvement.

28. Admitting limitations

We are aware that our research may have two limitations. The first is ... The second is ... These limitations highlight / reveal / underline / are evidence of the difficulty of collecting data on ...

One downside / disadvantage / negative factor regarding our methodology is that... Further data collection is required / would be needed to determine exactly how X affects Y.

29. Explaining and justifying undesired or unexpected results

There are several possible explanations for this result / finding / outcome.

A possible / reasonable / satisfactory explanation for X may be that...

Another possible explanation / rationalization / reason for this is that ...

Clearly / Evidently / Naturally there may be other possible explanations.

The observed increase in X could be attributed to / might be explained by it / could be interpreted as being a result of ...

30. Expressing opinions and probabilities

This factor may be responsible / is probably responsible / could well be responsible for this result

We believe / feel strongly that ...

There is a strong / definite / clear / good probability that ...

31. Restating the results (Conclusion section)

The results / findings of this study indicate / support the idea / suggest that ...

32. Highlighting achievements (Conclusion section)

Our research has highlighted / stressed / underlined the importance of...

We have managed to do / succeeded in doing / been able to do / found a way to do X.

We have obtained accurate / satisfactory / comprehensive results proving / demonstrating / showing that ...

Our study provides the framework / a springboard / the backbone / the basis / a blueprint / a stimulus / encouragement for a new way to do X.

The strength / strong point / value / impact / benefit / usefulness / significance / importance of our work / study / contribution lies in ...

Our investigations into this area are still ongoing / in progress and seem likely to confirm our hypothesis.

33. Highlighting limitations (Conclusion section)

Our work clearly has some limitations. Nevertheless / Despite this we believe our work could be the basis / a framework / a starting point / a springboard for...

The current study was limited by / unable to / not specifically designed to ...

The project / analysis / testing / sampling was limited in several ways. First, ...

The picture / situation is thus still incomplete.

34. Outlining possible applications and implications of your work

This work has revealed / shown / highlighted / demonstrated / proved that ...

Our method / technique / approach / procedure could be applied to...
In our view these results are / constitute / represent an excellent initial step toward ...
We believe / are confident that our results may improve knowledge about ...
We think that our findings could / might be useful for...
We hope that our research will be helpful / useful / beneficial / constructive / valuable
in solving the difficulty of... At the same time / In addition / Further / Furthermore
we believe that ...

35. Future work proposed for third parties to carry out

Further work needs to be done / carried out / performed to establish whether...
More / Additional / Further work on X, would help us to do Y.
We hope / believe / are confident that our research will serve as a base for future
studies on ...
These findings suggest the following directions / opportunities for future research: ...
The prospect of being able to do X, serves as a continuous incentive for / stimulus for
/ impulse for / spur to future research.

36. Acknowledgments

We gratefully acknowledge the help provided by Dr. X / constructive comments of
our ...
We thank / are grateful to / gratefully acknowledge Dr. Y for her help / valuable
suggestions.

37. Referring to tables and figures, and to their implications

Table 1 compares / lists / details / summarizes the data on X.
Table 2 proves / shows / demonstrates / illustrates / highlights that X is ...
Figure 1 presents / reports / shows / details the data on X.
The results on X can be seen / are compared / are presented in Fig. 1.
From the graph / photo / chart we can see / note that ...
The table is revealing / interesting in several ways. First, ...

38. Referring back to your research aim

As stated in the Introduction, our main aim / objective / target / purpose / goal was
to...
As stated in the Introduction, the research was conducted / undertaken / carried out in
order to...
Before interpreting our results, we would just like to restate our main aims
Returning to the hypothesis / question posed at the beginning of this study, it is now
possible to state that ...

39. Referring outside the paper

More details on this topic can be found in [Ref].
For a detailed review on this topic see [Ref].

Елена Владимировна **Куликова**

ПРОЕКТ НА АНГЛИЙСКОМ ЯЗЫКЕ. ПОДГОТОВКА К ПРЕЗЕНТАЦИИ

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