

Language focus Asking and answering questions

Direct questions

*Do you have any plans for a new production plant?
Where do you plan to locate it?*

Polite questions and answers

QUESTIONS

Do	you mind	if I ask you	if/whether... what/where/etc... about...
Would		telling me	
		Could/Can you tell me... I'm interested to know... I'd like to know...	

ANSWERS

*Go ahead/Please do/Certainly.
That's a good question.
That's interesting.*

Statement questions and answers

QUESTIONS

*All the space was booked for an October launch...?
(question intonation)
It worries me that we don't have any replacements in the
pipeline. Doesn't it worry you too?*

ANSWERS

A positive statement question is looking for the answer 'yes':
*It's going to be late, isn't it? I'm afraid so.
You've got problems with the assembly? Yes, a few.
The suppliers have done their job. Is that right? Yes, as far
as I know.*

A negative statement question is looking for the answer 'no':

We haven't won the contract, have we? No, it doesn't look like it.

I wasn't a success? Not much of one.

We aren't going to make it on time, are we? I'm afraid not.

If the answer contradicts the statement, the word *actually* is often used:

The plant's going to close, isn't it? Well, actually, I've just heard the company is employing more staff.

Clarifying a question

If I understand you correctly, you are saying/asking...

I didn't quite catch that.

Could you go over that again?

I'm not sure what you're getting at.

Avoiding giving an answer

Perhaps we could deal with that later.

Can we talk about that on another occasion?

I'm afraid that's not my field.

I don't have the figures with me.

I'm sure Mr (...) could answer that question.


That's interesting, but I'd prefer not to answer that today.

Checking the questioner is satisfied

Does that answer your question?

Is that clear?

May we go on?

 2 You are going to hear six questions. Listen and choose the best response to each question. Check your answers in the key on page 65.

a

- 1 No, of course not.
- 2 Please do.
- 3 No, that's a problem.

b

- 1 Well, actually, it's confidential.
- 2 Yes, I do.
- 3 Certainly.

c

- 1 You could say so.
- 2 That's right.
- 3 I'd prefer not to.

d

- 1 I need a break.
- 2 I don't need a break.
- 3 That's a good idea.

e

- 1 No, they aren't.
- 2 You're wrong.
- 3 Actually, some are at headquarters.

f

- 1 Any moment.
- 2 That's a difficult question.
- 3 That's interesting.

B Write *Sig* (Signal), *Sum* (Summary), *Conc* (Conclusion) or *CR* (Closing Remarks) next to the phrases below.

- 1 So, that brings me to the end of my presentation.
- 2 Let me summarise what we've looked at.
- 3 Thank you for your attention.
- 4 I'll briefly summarise the main issues.
- 5 I'll now hand out
- 6 I suggest Johannes ... and Michel
- 7 I'd like to summarise.
- 8 I'd like to conclude by strongly recommending
- 9 So, that completes our presentation.
- 10 Let me just go over the key points again.
- 11 To sum up
- 12 I trust you gained an insight into
- 13 To conclude, I'd like to leave you with the following thought
- 14 Well, that covers everything I want to say.
- 15 If you have any questions, I'd be happy to answer them.
- 16 At this stage, I'd like to go over
- 17 In my opinion, the only way forward is to
- 18 Thank you for listening.
- 19 To summarise, I'll run through my three topics.
- 20 In conclusion, I'd like to leave you with the following idea.

Find Your Voice

Highlight the phrases above that you really like or think are useful for you, keeping in mind the kinds of conclusion that you often have to make in your presentations. Do you ...

- make recommendations?
- give information?
- motivate?
- inspire?
- give a call to action?
- persuade?

9f – Make a collocation

Start by reading through the sentences below. Then take one word from the box on the left and combine this with one from the box on the right to make a collocation. (Note that more than one pairing may be possible and also that some words appear more than once.) Then try to match your combinations with the spaces in the sentences below:

full	●	high	●	umbilical
frontiers	●	gained	●	low
drastic	●	voluntary	●	wide
rural	●	federal		

of science	●	complement	●	work
areas	●	velocity	●	cord
government	●	momentum	●	action
morale	●	vocabulary		

- In the United States, the _____ has overall responsibility for foreign affairs and defence.
- The company was losing so much money that only _____ by the management – including the dismissal of 15% of the employees – enabled it to survive.
- Until very recently, most people lived and worked in _____, whereas today most of us live in cities.
- Young children need a stimulating environment so that they can develop the _____ of intellectual and social skills.
- Researchers work at the _____ in order to increase our knowledge.
- While walking in space, the astronauts are connected to the spacecraft by a long life-line, often referred to as the '_____'.
- After retiring, many people choose to do some type of _____ even though they receive no pay for this.
- Political change in Central Europe _____ when President Gorbachev came to power in the Soviet Union.
- All students will need a _____ in order to understand the sources of information they have to use.
- Policemen carrying _____ rifles surrounded the building.
- If soldiers are not paid on time, _____ can set in, sometimes resulting in a revolution against the government.

Don't forget to keep a record of the words and expressions that you have learnt, review your notes from time to time and try to use new vocabulary items whenever possible.

7. Books are usually electronically protected so that they cannot be _____ from the library unless they have been issued in the proper way.
a. removed b. withdrawn c. extracted
8. Studying is important, but playing sports and joining clubs will help to _____ a student's time at university.
a. boost b. enrich c. bolster
9. No doubt every country has _____ in its history which its people now regret.
a. episodes b. stages c. sections
10. Students who are _____ on the campus make more use of the university sports facilities than those living outside.
a. domiciled b. resident c. settled
11. One of the biggest problems with malaria is that the disease can _____ and give the patient serious medical complications again and again throughout his or her life.
a. repeat b. recur c. arise

10f – Make a collocation

Start by reading through the sentences below. Then take one word from the box on the left and combine this with one from the box on the right to make a collocation. (Note that more than one pairing may be possible and also that some words appear more than once.) Then try to match your combinations with the spaces in the sentences below:

maternal	●	political	●	null and
television	●	health	●	tangible
high	●	leading	●	under
have	●	fossil		

interviews	●	clinic	●	exponents
instinct	●	ambitions	●	fuels
void	●	benefits	●	access to
inflation	●	the auspices of		

1. In many universities, there is a/an _____ provided especially for students and staff.
2. _____ is usually an economic disaster, causing prices to rise and the value of money to fall.
3. In _____, politicians often ignore what they are asked, preferring instead to discuss their own interests.
4. Because they increase the availability of information, _____ of computer technology argue that computers help protect our freedom.
5. Many feminists now argue that women do not have a _____ towards children.
6. Many successful business figures want to enter government in order to satisfy their _____.
7. Because the original information was incorrect, the court decided that the contract was _____.
8. The building of a new airport will bring _____, such as improved communications and more jobs in the local area.
9. Through the Internet, students now _____ information from academic libraries all over the world.
10. One of the problems with _____ such as coal and oil is that they will not last for ever.
11. An international rescue operation was organised _____ the United Nations.

C Read through these phrases. Write 'who', 'why', 'what' or 'how' next to each phrase.

Check any vocabulary you don't know.

- 1 On behalf of Mr Keane, may I welcome you to Jackson Inc. My name's Jo Black and I'm responsible for
- 2 My purpose today is to
- 3 I'm going to develop three main points. First, ... Second, ... Third,
- 4 Let me introduce myself. I am ... I am a
- 5 I'll pass round copies of my slides so you can make notes as I go through the presentation.
- 6 Before I continue, let me tell you something about myself.
- 7 Today I would like to give you a general overview of
- 8 I've divided my presentation into three main points. I would like to begin with
- 9 So, I'll be addressing three main points and the first one is going to be ... The second point will be ... And finally the last point is
- 10 I'm going to outline three proposals. Firstly, I'll ... Then, I'd like to ... and finally
- 11 Today, I'm going to bring you up to date with
- 12 The presentation should last about five minutes.
- 13 We'll take a short coffee break at about 10.30.
- 14 My objective today is to
- 15 Morning everyone. Thanks for coming. My name is Luca and I'm in charge of
- 16 If you have any questions, I'd be grateful if you could leave them until the end.
- 17 I'm happy to take any questions after that.
- 18 For those who don't know me, my name is Carlos López and I'm the managing director.
- 19 We can take two or three questions at the end of each point.
- 20 You don't need to take notes as we'll be handing out presentation booklets.
- 21 I would like to start with ... And then ... Lastly
- 22 Today, I'm going to tell you
- 23 What I am going to do today is review
- 24 Please feel free to interrupt me at any time if you have a question.
- 25 The reason we are here today is to
- 26 Morning everyone. I'm ... I'm a ... at

D 1.01, 1.02 Watch César and Zhan's 'starts' to their Step 1 presentations and tick the phrases they used.

Find Your Voice

Don't learn all these phrases now. Highlight one or two from each category that you really like or think are useful for you. Learn them by using them in your presentation practice – prepare the 'start' of a presentation that is typical of your work situation, using the phrases you wish to learn. When you're ready, stand up and present your 'start'.

Procedure

D 3.02 Zhan's presentation was a research report to statisticians who are experts on their subject, but have limited knowledge of biology. Watch Zhan's presentation of the three correlation matrices in his third point again. Do you like the way he presented these slides? Why / Why not?

E Zhan used a procedure to present each matrix. Identify the sequence by putting the following stages in the correct order 1–4.

He gives the message or conclusion.

He says what the most important part is.

He draws the audience's attention to the diagram.

He explains the matrix in general terms so that the audience can become familiar with it.

Now watch his presentation of the three matrices again and check your answers.

F What stages are these phrases from? Write the stage number from E next to the phrases.

- 1 I'd like us to focus our attention on
- 2 What is interesting / important here is
- 3 I'm sure the implications are clear to all of us
- 4 The figures in this table show
- 5 It is important to notice that
- 6 The take-home message here is
- 7 We can conclude that
- 8 This chart compares
- 9 I'd like you to think about
- 10 If you look at the top right-hand corner
- 11 The lesson we can learn from this is
- 12 The blue dotted line represents
- 13 The top half shows
- 14 Now, I'll show you
- 15 Let's move on now and look at the figures for
- 16 The significance of this is
- 17 I would like you to concentrate on this green column
- 18 The next overhead shows
- 19 As we can see
- 20 The vertical axis represents

Find Your Voice

Highlight the expressions that you would like to learn first and prepare three visual aids from a presentation that you could give in your work or study situation. Use the procedure above, making a clear transition from one slide to the next. When you are ready, present your visual information.

3 Structuring

Signposting

A 1.06 Watch an extract from an interview with Dan after his Step 1 presentation.

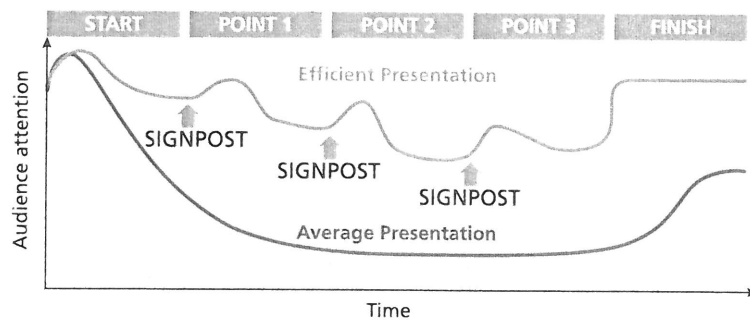
- 1 How does structuring a presentation help Dan?
- 2 Do you agree with his comments?

B 1.07, 1.08 Phrases 1–22 below are examples of signposts. Read them and check any vocabulary you don't know. Now, watch the main content of Svitlana and Zhan's Step 1 presentations and tick the signposts they use.

- | | |
|---|--|
| 1 Moving on now to | 12 So, we've looked at |
| 2 I would like to begin by | 13 That completes my overview of |
| 3 Let's now turn to | 14 Let's just recap |
| 4 Let's start with my presentation. | 15 So, that's pretty much |
| 5 So, first of all | 16 and this is |
| 6 Now, turning to | 17 Next we come to |
| 7 Now, what about ...? | 18 So, that was |
| 8 Let me move on to | 19 My next point is |
| 9 So, that's the general picture for | 20 That's all I want to say about |
| 10 I'd like to conclude this point by saying | 21 So, that covers this point. |
| 11 This leads me to a point | 22 And finally |

C Look at the graph and read the text below. Why are signposts important?

How do signposts work?



Signposting helps you structure and shape the main content of your presentation. Signposts create 'verbal paragraphs' or 'verbal signals' and raise the attention curve at the beginning and end of each point of your presentation. The technique allows you to guide the audience through the structure of your presentation linking one point to the next. The audience can't see your notes and can't look forward to see what is coming. You know where you're going on your journey and you need to guide your audience by telling them exactly where you are on the roadmap of your presentation. This is a simple but highly effective technique that adds clarity to your presentations.

