# Task 1

Which sentence is easier to understand? Why?

1. The characteristics of this condition are the inhibition of carbohydrate breakdown, an accumulation of residues, and the disruption of cell function.
2. This condition is characterized by inhibited carbohydrate breakdown, accumulated residues, and disrupted cell function.

# Task 2

Try to make these sentences more presentable:

1. We conducted an investigation of the effect of elevated estrogen on cell proliferation.
2. Intravenous injection of the drug appears to be the fastest method of administration; however, limited diffusion of the drug across the blood-brain barrier may act as a constraint on its effectiveness.

# Task 3

Below is a list of advantages of writing a script before creating your slides. Which are the three most important advantages for you? Can you think of some other advantages?

1. identify words that you may not be able to pronounce

2. check that the sentences are not too long or complex for you to say naturally and for the audience to understand easily

3. understand when an example would be useful for the audience

4. clarify where you need to make connections between slides

5. delete redundancy and unnecessary repetition

6. identify the moments in the presentation where audience interest might go down

7. check if there are any terms that the audience might not understand

8. think of how you could deliver your message in a more powerful or dynamic way

9. verify if you are spending too much time on one point and not enough on another

10. time how long the presentation will take

11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Task 4

Look at the following marked up text. Can you guess what the symbols, capitals and mark ups mean?

**First** of all / thank you **very** much / for **coming** here today. My name’s **Esther Kritz** / and I am currently doing **research** into **psycholinguistics** [sy/my] / at **Manchester** University.

/ / I’d like to show you / what **I** think / are some INCREDIBLE results / that I got while …

/ slash : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

// double slash: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Bold words: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CAPITALS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Underline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ brackets: sy, my ] :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Task 5

Match the following tenses with the examples.

|  |  |  |
| --- | --- | --- |
| 1. present simple |  | 1. I have been working |
| 1. present continuous |  | 1. I am working |
| 1. present perfect |  | 1. I will work |
| 1. present perfect continuous |  | 1. I work |
| 1. future simple |  | 1. I will be working |
| 1. future continuous |  | 1. I have worked |
| 1. going to |  | 1. I am going to work |

# Tenses usage

1. Identify the tenses used in this agenda/outline.

Let me just outline what I’ll be discussing today.

First, I’m going to tell you something about the background to this work.

Then I’ll take a brief look at the related literature and the methods we used.

Finally, and most importantly, I’ll show you our key results.

1. What tense should be used in the examples below:
   1. As we **have seen** in the next slide …
   2. As we **are seeing** in the next slide …

## Background and motivations

1. Explaining the background and motivations: Write in the missing words using the correct tense…
   1. As \_\_\_\_ (be) well known, smoking \_\_\_\_\_\_\_\_ (cause) cancer. But what we \_\_\_\_\_\_\_\_\_\_\_ (not know) is why people still \_\_\_\_\_\_\_\_\_(continue) to smoke
   2. Despite some progress, not much \_\_\_\_\_\_\_\_\_ (know) about …
   3. Current practice \_\_\_\_\_\_\_\_\_\_\_\_\_(involve) doing X but we \_\_\_\_\_\_\_\_\_\_\_\_\_(believe) that doing Y would be more effective
2. Situations that have ended
   1. We \_\_\_\_\_\_\_\_\_\_\_ (decide) to address this area because:
   2. We \_\_\_\_\_\_\_\_\_\_\_\_ (start) working on this in May last year.
3. Open issues, progress made in the field so far:
   1. Several authors \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (publish) their findings on Y.
   2. Other researchers \_\_\_\_\_\_\_\_\_\_\_\_\_ (try) to address this problem, but no one \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to solve it yet.

## Indicating what you did your research

1. make a distinction between what you did in your research (R) and the choices you made when preparing (P) your slides
   1. We **selected** patients on the basis of their pathology \_\_\_\_
   2. I **have included** this chart because … \_\_\_\_
   3. We **used** an XYZ simulator which we acquired from ABC. \_\_\_\_
   4. I **have removed** some of the results for the sake of clarity … \_\_\_\_

## Talking about presentation progress

1. When would you say a & b and when would you say c & d?
   1. So we **have seen** how X affects Y, now let’s see how it affects Z.
   2. **I have shown** you how this is done with Z, now I am going to show how it is done with Y.
   3. As we **saw** in the first/last slide …
   4. As I **mentioned** before/earlier/at the beginning

### Explaining and Interpreting Results

1. Identify the tenses of the words in bold
   1. We **found** that in most patients these values were very high.
   2. This **means**/This **may mean**/This **seems to suggest** that/This **would seem** to prove that patients with this pathology should …

### Giving Conclusions

1. Use the words in brackets and change the tense to suit a conclusion
   1. Okay. So we \_\_\_\_\_\_ (use) an innovative method to solve the classic problem of calculating the shortest route, and this \_\_\_\_\_\_\_ (give) some interesting results which we then \_\_\_\_\_\_\_\_\_\_\_\_\_\_(analyze) using some ad hoc software.
   2. During this presentation, I \_\_\_\_\_\_\_\_\_\_\_\_ (show) you three ways to do…

## Outlining Future research

1. Use the words in brackets and change the tense to suit a discussion about future research
   1. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (look) for partners in this project.
   2. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (plan) to extend this research into the following areas…
   3. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (hope) to find a new way to solve PQR.
   4. In the next phase we \_\_\_\_\_\_\_\_\_\_\_\_\_ (look) at XYZ.
   5. This \_\_\_\_\_\_\_\_\_\_\_\_ (involve) ABC.