

The following sentences express similar meanings. Which is most formal? Which is least formal? Would all examples be appropriate in an academic presentation?

- Lots of people don't have enough money to get food.
- Many people don't have enough money to buy food.
- Poverty and hunger are widespread
- Many people do not have sufficient money to purchase food.

**Sentence A** is the most informal. It is conversational in style, with a short verb form and basic vocabulary. It is **NOT** appropriate for an academic presentation, but it might be acceptable in a following informal discussion.

**Sentence B** is more formal, but still in a simple speaking style, with the shortened verb form. The vocabulary is simple but precise. It would be appropriate for an academic presentation.

**Sentence C** is more formal than **B**. It is typical of academic speaking and writing, short and clear, with abstract nouns. It is appropriate for a presentation.

**Sentence D** is also more formal than **B**. The vocabulary is more elaborate, but not add precision. If the entire presentation were in the style of sentence **D**, it would sound pompous.

A presentation composed entirely of long heavy sentences would be monotonous. Therefore, in practice, most effective speakers mix styles **B**, **C**, and **D**. For example, a short plain sentence after longer sentences can sound dramatic and catch attention.

**Exercise 1: Write a formal sentence that has the same meaning as the informal one.**

- I'm really sorry I forgot your birthday. \_\_\_\_\_
- I'd really prefer to visit... \_\_\_\_\_
- Can you send me the train times? \_\_\_\_\_
- Thanks a lot for everything you did for us \_\_\_\_\_
- You really must go to a Spanish restaurant. \_\_\_\_\_
- Because the jobs are even more complex, programmes to train people will take longer.  
\_\_\_\_\_
- I handed my essay in late because my kids got sick.  
\_\_\_\_\_

**Exercise 3: Replace the phrasal verbs in the sentences with a verb from the box:**

postponed	cancelled	severely criticized	installed	reprimanded	confess
assaulted	exhaust				

- a) Unfortunately, the meeting will have to be **put off** until next week.
- b) Haven't you heard? The football match has been **called off** because of bad weather.
- c) She was really hurt and upset when the critics **pulled apart** her latest novel.
- d) We've had a second bathroom **put in** for our guests to use.
- e) In my school days, I was always being **told off** by the teachers for being naughty.
- f) You should **own up to** having broken the window before someone else gets into trouble.
- g) He was badly **beaten up** by the gang of youths on his way home from work.
- h) Although I like going to the gym it leaves me feeling **tired out**.

**Exercise 4: Formal grammatical patterns. Complete the second sentence so that it has the same meaning as the first.**

- 1. We'll tell you how you got on in the test in a couple of weeks.  
Candidates will ..... of their results in two weeks.
- 2. If you're not happy with the service in the restaurant you can talk to the manager.  
..... wish to complain about our service, please contact the manager.
- 3. The police will be looking into the matter.  
The matter is under police .....
- 4. You don't have to buy anything if you don't want to.  
You are under ..... to purchase any of our products.
- 5. Passengers are required to arrive at least 2 hours before departure.  
We're supposed to ..... 2 hours before we leave.
- 6. Regardless of the situation you should always wear protective glasses.  
You must wear protective glasses ..... the situation.
- 7. Members of the club can be accompanied by guests.  
Club members are welcome to ..... along a guest if they want.

**Exercise 5: Study the following paragraphs, one, identify examples of poor style and try to rewrite it in an academic style.**

These days a lot of kids are starting school early. Years ago, they began at 5, but now it's normal to start at 4 or younger. Why is this? One thing is that mums need to get back to work. Is it good for the kids? Jenkins has studied this and says that early schooling causes social problems like stealing, drug taking etc. I think he's right and we should pay mums to stay at home.

How to make people work harder is a topic that lots of people have written about in the last few years. There are lots of different theories etc and I think some of them are ok. When we think about this we should remember the old Chinese proverb, that you can lead a horse to water but can't make it drink. So how do we increase production? It's quite a complex subject but I'll just talk about a couple of ideas.

**Exercise 6: Identify the informal expressions in the following sentences and rewrite them by replacing the informal expressions with a more formal equivalent.**

1. Researchers looked at the way pressure builds up around a fault.
2. The reaction of the officials was sort of negative.
3. Exports figures won't improve until the economy is stronger.
4. She did not want to perform the experiment incorrectly.
5. The problem didn't have many viable solutions.
6. These semiconductors can be used in robots, CD players, etc.
7. What can be done to lower costs?
8. Then the solution can be discarded.
9. The future of Federal funding is up in the air.
10. The data confirm that there is an association between unemployment and poor health.



**SMOOTH STRUCTURE**

**VOICE POWER**

**RAPPORT BUILDING**

**July 2017, Eva Punčochářová**

**A presentation is very much like a journey. We need to explain ‘Where are we going?’ And then, along the journey, we need to explain how we are moving on. And finally, when we get to the end, we have to close our presentation in a way that is more engaging than ‘Any questions?’**

**Exercise 1: If a presentation is a journey, the ability to signpost is critical. Complete the signpost language box below.**

**Exercise 2: Listen to extracts from three different presentations and connect up the parts as they are delivered. Each presentation begins with an attention-getter and then progresses through three stages.**

Extract	Attention-getter	Stage 1	Stage 2	Stage 3
1	Audience task	Popular myth	Opportunity	Actual fact
2	Proverb	Threat	Customer benefits	Action
3	Surprising statistic	Product features	data	comparison

**Exercise 3: Listen to two versions of the same presentation. How are they different?**

Source: Powell, Mark: *Dynamic Presentations*, Cambridge University Press, 2012, p.10.

**Video: TED talk - Julian Treasure: How to speak so that people want to listen**

**7 deadly sins of speaking:**

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ |          |

**HAIL - To greet or acclaim enthusiastically**

- H - \_\_\_\_\_ (Be straight and clear)
- A - \_\_\_\_\_ (Be yourself)
- I - \_\_\_\_\_ (Be your word)
- L - \_\_\_\_\_ (wish them well)

**Amazing Toolbox:**

1. \_\_\_\_\_ - Locate your voice at your chest to gain some weight
2. \_\_\_\_\_ - Voices that are rich, smooth and warm
3. \_\_\_\_\_ - Avoid monotone, a statement sounds like a question and repeat a statement
4. \_\_\_\_\_ - Get excited by saying something really quickly; Slow down to emphasize; Silent
5. \_\_\_\_\_ - Ex: "Where did you leave my keys?" with different pitches, are different meaning
6. \_\_\_\_\_ - Excited - High Volume; Attention - Low Volume

**Warm up your voice:**

1. Arms up, deep breath in and sigh out
- 2, 3. Warm up the lips: Ba, ba, ba, ba, ba...; Brrrrr.....
- 4, 5. Tongue warm up: La, la, la, la, la....; Rrrrrr.....
6. WeeeeeeeeeAaaaawwww (From high pitch to low pitch)