

Part 01/Grammar rules

I/ Nouns

❖ Types of Nouns

- **Proper nouns**

The names of specific things, places, and people, like Maria or Detroit.

- **Common nouns**

General, colloquial names. Common nouns can either be concrete, or abstract.

- **Concrete noun**

When an object is concrete i.e. you can see it and touch it.

- **Abstract noun**

When it is a quality or idea, like freedom or justice.

❖ Count Nouns

Count nouns are anything that can be counted. They are singular or plural. Plurals usually end with "s."

➤ Irregular Examples

Singular	plural
Mouse	mice
Child	children

➤ Most nouns ending in s, sh, o, or ch need an -es suffix to be plural

Singular	plural
Progress	progresses
Dish	dishes
Tomato	tomatoes
Research	researches

- Nouns ending in a consonant followed by y become plural by changing the y to i and adding -es

Singular — discovery

Plural — discoveries

❖ **Mass Nouns**

Mass Nouns are nouns that cannot be counted and they usually do not have a plural form

Examples: Freedom, sand, money

❖ **Collective nouns**

Collective nouns refer to groups of people and/or things. Unlike mass nouns, they can usually be counted, so they usually have plural forms.

Examples:

Singular — Staff

Plural — Staffs

❖ **Possessive Nouns**

Nouns which express ownership, usually following the use of “of.”

Example: The book of Rima

Most singular possessives are formed by adding an apostrophe and “s.” If the noun is plural, the possessive form becomes “s” and apostrophe.

Singular Common: table, singular possessive: table’s

Plural Common: tables, singular possessive: tables’

Exception: if the plural noun does not end with an “s,” the possessive is formed by adding apostrophe and “s.”

Example:

Singular Common: Woman

Singular Possessive: Woman’s

Plural Common: Women

Plural Possessive: Women’s

II/ Pronouns

A pronoun takes the place of an unknown noun. This later is called the “antecedent.”

Example: Rima wondered if she had breakfast.

Rima is the antecedent of “she.”

The pronoun must always agree with antecedent, so if the antecedent is male, the pronoun must be male, if the antecedent is plural, the pronoun must be plural, etc.

❖ **Pronoun Cases**

- **Nominative Cases:** I, you, he, she, it, we, they, who

The nominative, or subjective, case pronoun is the subject of the sentence.

- **Objective Cases:** Me, you, him, her, it, us, them, whom

These function as direct or indirect objects.

- **Possessive Cases:** My, mine, his, her, hers, its, our, ours, their, theirs, your, yours, whose

- **Indefinite Pronouns**

These have no specific antecedents. These are usually identified with general words like: **all, any, some, or none.**

Examples:

Singular: another, both, nobody, everything, nothing, somebody, everyone, no one, something, etc.

Plural: all, many, most, much, some

Examples: Somebody has her bags.

Plural: Everyone knows about Maria's bags.

- **Interrogative Pronouns**

These are used to ask questions and can be **personal** or **non-personal**

Personal subject	Personal object	Personal possessive	Non personal subject	On personal subject
Who/whoever	Whom/whomever	Whose	which	what

- **Demonstrative Pronouns**

Singular: This/That

Plural: These/Those

III/ Verbs

A verb is an action part of speech. It can also express a state of being, or the relationship between two things.

- ❖ **kinds of verbs**

transitive verbs, intransitive verbs, and linking verbs.

➤ **Transitive verbs**

These take objects. Transitive verbs carry the action of subject and apply it to the object.

Example: She eat the apples.

➤ **Intransitive verbs**

These do not take an object, but express actions that do not require the agent doing something to something else.

Example: She went.

➤ **Linking verbs**

These link the agent with the rest of the sentence and explain the link between the subject and the rest of the sentence.

Examples: appear, grow, seem, smell, taste

Example: Rima seems tired from footing.

Partie 2/ Améliorer la compréhension écrite

Méthode des 7 tamis

Qu'est-ce que la méthode des 7 tamis ?

La méthode des 7 tamis permet d'analyser des textes dans une langue que l'on n'a pas apprise. Du coup, elle peut a fortiori servir pour une langue que l'on est justement en train d'apprendre !

Quels sont les 7 tamis ?

1. LE VOCABULAIRE INTERNATIONAL

Certains mots sont les mêmes dans (presque) toutes les langues ! Pas de problème pour les comprendre.

2. LE VOCABULAIRE RESSEMBLANT AUX AUTRES LANGUES ÉTRANGÈRES DÉJÀ CONNUES

Eh oui, en plus, vos apprenants parlent certainement déjà plusieurs langues. Il y a toujours des mots communs avec ces langues. Génial !

3. LES CORRESPONDANCES PHONÉTIQUES D'UNE LANGUE À L'AUTRE

Cela fonctionne particulièrement bien pour les langues de la même famille : par exemple la lettre "v" en français devient souvent "b" en espagnol (par exemple : savon/jabon). Si vos élèves connaissent ces règles, ils seront capables de faire des liens avec d'autres langues de la même famille qu'ils connaissent déjà.

4. L'ORTHOGRAPHE DES SONS

Il arrive parfois que le même son soit orthographié différemment dans différentes langues. Si vos apprenants savent quel son correspond à quelle orthographe, prononcer le mot à voix haute permet de le reconnaître (par exemple pour l'espagnol : fútbol/football). Reconnaissez le son, vous reconnaîtrez peut-être le mot.

5. LA MORPHOLOGIE

On peut reconnaître certains mots à leur morphologie, parfois identique entre différentes langues de la même famille. Par exemple dans les langues latines, il est possible de reconnaître les adverbes à leur terminaison en -ment/-mente. En français, la terminaison en -able signifie "qu'on peut ...".

6. LES SIMILITUDES AU NIVEAU DE LA SYNTAXE

Il est souvent possible de reconnaître les formes telles que le passé composé ou le plus-que-parfait par comparaison avec la langue maternelle.

7. LES PRÉFIXES ET LES SUFFIXES

Reconnaître la composition d'un mot permet parfois d'en déduire le sens (par exemple pour incontournable : in- indique la négation et -able "qu'on peut ..." d'où qu'on ne peut pas contourner).

Faire passer le texte au travers de ces 7 tamis permet (du moins pour des langues assez proches) de comprendre des textes dans une langue inconnue. Imaginez donc sa puissance s'il s'agit d'une langue apprise ! N'oubliez pas d'approfondir en faisant passer le vocabulaire passif à l'actif.

Partie 3/ Techniques de communication

Définition

La communication est à la fois un art et une science, et se trouve à la base de toutes performances et interactions humaines. Elle repose sur la transmission des pensées, d'informations ainsi que par l'usage des canaux sensoriels de l'être humain.

Les messages doivent dans une situation idéale être transmis sans modifications et sans déformations. Communiquer, c'est échanger ou transmettre des informations de manière à assurer la cohésion autour d'un projet commun. On peut communiquer avec les autres de différentes façons :

- Par le langage verbal
- Le langage du corps
- Les gestes et les expressions du visage
- Les mots écrits
- Les dessins
- La musique
- Les images et les autres formes créatives de l'expression humaine
- Le silence

Le succès dans la vie professionnelle et personnelle naît souvent de la capacité transmettre des informations claires et à exprimer ses idées aux autres d'une façon correcte, pertinente et cohérente

Techniques de communication

- **Poser des questions :** les questions adaptées à la situation d'échange peuvent donner à la communication son efficacité.
 - Les questions ciblées (quand, où, pourquoi, comment ?)
 - Les questions à choix multiples
 - Les questions ouvertes incitent à la réflexion et à la mobilisation des idées sur un thème.
- **L'écoute :** est la technique de communication la plus évidente et la plus efficace, c'est également celle qui est la plus mal utilisée. L'écoute active est un élément fondamental conditionnant la qualité de la communication. Elle vise à faciliter l'expression de l'autre. Les principales caractéristiques de l'écoute active sont les suivantes :
 - **L'acceptation inconditionnelle de l'autre**
 - Elle consiste à éviter/refuser tout jugement sur ce que l'autre exprime.
 - On parle d'une écoute compréhensive et non interprétative ou évaluative.

- **La neutralité bienveillante**

- Elle représente un engagement positif, sans jugement.

- **L'authenticité**

- Elle exprime l'intérêt réel de chacun des acteurs pour l'expression de l'autre. Elle permet d'instaurer un climat de confiance.

- **L'empathie**

- C'est une qualité, une aptitude, une volonté qui nécessite de contrôler ses propres réactions socio-affectives afin de se rendre disponible. C'est une manière de ressentir ce que l'autre ressent. L'empathie est active et transmissible.
- L'écoute active se manifeste notamment à travers la capacité à reformuler les propos de son interlocuteur. La reformulation consiste à redire en d'autres termes et d'une manière plus concise ou plus explicite ce que la personne vient d'exprimer afin d'obtenir son accord sur ce qui vient d'être dit.

La non écoute est souvent à la base malentendus et des conflits de la vie de l'entreprise.

- **Prise de parole** : la prise de parole a pour but d'exprimer son point de vue ou ses sentiments. l'expression libre favorise l'évolution de dynamique de groupe.
- **Re formulation** : Reformuler ce n'est pas répéter mais redire avec d'autres mots ce que l'interlocuteur a dit. La reformulation est un instrument de l'écoute. Elle sert à améliorer l'écoute, à encourager la parole de chacun, à la mettre en valeur, à vérifier, à rectifier avec nuance.

Les formes et les enjeux de la communication

On distingue généralement trois formes de communication, la communication interpersonnelle, la communication de groupe et la communication de masse.

❖ La communication interpersonnelle

La communication interpersonnelle se déroule entre deux individus. Elle peut se faire de manière immédiate (oralement, en présence de l'un et de l'autre) ou de manière médiée en direct (téléphone, visioconférence) ou en différé (lettre, courriel...).

❖ La communication de groupe

Dans un groupe, un émetteur s'adresse à un ensemble de récepteurs. Le groupe est constitué d'individus ayant un intérêt commun. Il ne faut pas confondre la communication de groupe avec la communication des groupes ou communication interne qui définit les relations de communication établies pas différents individus appartenant à un même

groupe au sein d'un groupe. La communication de groupe requiert de la part de l'émetteur une technique de communication fondée sur la rhétorique. Elle peut être oral ou verbal (mailing, e-mailing), médiate ou immédiate. La rétroaction est limitée par rapport à la communication interpersonnelle.

❖ La communication de masse

Les mass media (la presse, la radio, la télévision, les affiches publicitaires) sont les instruments de la communication de masse. La communication de masse est l'ensemble des communications faisant usage de ces outils qui permettent à un émetteur ou un ensemble d'émetteurs de s'adresser au plus grand nombre possible de récepteurs. On parle d'audience large, hétérogène (diversité des origines sociales, sexes, âges, professions...), anonyme et le plus souvent dispersée. Les individus composants cette audience ne sont pas organisés et ont des intérêts divers.

La communication écrite professionnelle

La communication par l'écrit impose des contraintes spécifiques.

Toute idée doit être décrite de façon précise, journalistique avec une rigueur quasi scientifique. La solution consiste à préciser pour chaque idée les points suivants : Qui, Quand, Où, Quoi, Comment, Pourquoi, Combien (Méthode dite du : **QQOQCP**).

Les écrits professionnels

L'écrit est astreignant car il rend le lecteur dépendant des mots, des phrases écrites par l'émetteur. Le récepteur est sous dépendance. Pour entendre et comprendre le message, il est obligé d'écouter ou de lire ce qui est dit ou montré.

Cette situation de « soumission » le rend souvent exigeant et critique à l'égard de l'émetteur. Il supporte mal, la perte de temps, l'approximation, l'erreur, l'ennui. Il est sensible aux fautes d'orthographe et de style, à l'imprécision... qui peuvent être vécus comme des atteintes à sa personne et un manque de respect... Il désire des messages clairs, efficaces et agréables.

La forme du message

Tout message écrit doit permettre d'identifier rapidement : **l'émetteur** (qui l'envoie) ; le **destinataire** (à qui il est destiné) ; la **date** de création ; le **lieu** de création et **l'objet** (la cause). Dès lors, ils doivent être mis en évidence dans le document.

La mise en forme doit être au service du message et le rendre facile à lire et à comprendre :

- ✓ l'écriture doit être claire, précise et directe et ne doit pas faire perdre de temps à son lecteur,
- ✓ Les fautes d'orthographe perturbent, distraient et détournent le lecteur du fond du message. Il faut corriger les courriers,

✓ La mise en page et les paragraphes doivent être aérés, pour aider le lecteur à lire et à respirer.

Le fond du message

Le contenu du message doit être organisé en trois temps,

1. une introduction qui prépare et met en place le message
2. le développement qui formule l'objectif du message
3. la conclusion qui met fin au message

L'introduction

Lorsque le message concerne une affaire technique, Il ne faut jamais entrer directement dans le vif du sujet sans quoi le lecteur risque de ne pas comprendre ce qui est écrit. Le message doit être amené de façon progressive de façon à le préparer au contenu principal du message. Il faut pour cela resituer l'écrit dans son contexte, rappeler les faits et préparer le récepteur à ce qui va lui être dit qui est la cause du message. L'introduction explique souvent les causes de l'écrit.

Le développement

Tout message a un objectif. Le développement explique l'objectif pour lequel il a été conçu. Les idées sont hiérarchisées de façon logique et chronologique afin que le destinataire du message ait toutes les réponses aux questions qu'il peut se poser.

La conclusion

Il faut mettre fin à la communication de façon progressive, sans brusquerie pour rester sur une bonne impression. Le message à faire passer est terminé. Une phrase de médiation plus générale prépare la fin, avant de placer la phrase qui met fin à la communication (Formules de politesse entre autre).

La lettre professionnelle

Fond

Le courrier reste le support écrit traditionnel par excellence qui peut être archivé et servir de preuve. Pour cette raison, il doit indiquer le lieu d'émission, la date et être signé.

La lettre doit être centrée sur son objectif. Elle est composée en générale d'un rappel des faits, qui sert d'introduction et de l'énoncé de son objectif, qui doit être rédigé de façon claire, directe et précise.

Le **contenu** de la lettre est le suivant :

1. **L'introduction** est souvent un accusé réception de documents ou de message ou un rappel des faits qui motivent la lettre

2. le **développement** explique ce qui motive le courrier. La rédaction doit être directe, claire, précise et motivée (QQOQCP)

3. La **conclusion** est souvent une formule de transition avant la formule de politesse

4. La **formule de politesse**. Elle doit **rester simple et sobre**. Les deux formules suivantes couvrent tous les cas possibles :

« Je vous prie d'agréer, Monsieur, mes salutations distinguées. » « Je vous prie d'agréer, Monsieur, mes salutations respectueuses. »

Les formules suivantes sont **à éviter** ou à utiliser de façon réfléchie :

« Je vous prie d'agréer, Monsieur, mes salutations affectueuses »,

« Veuillez recevoir, Monsieur mes meilleurs sentiments. »

Forme

Sa présentation doit être particulièrement soignée et claire car elle véhicule l'image de l'entreprise.

Entête : Emetteur, destinataire, l'objet, la date, lieu en haut et signature au bas

Mise en page :

- ✓ Le haut de la page est souvent utilisé par l'entête de page
- ✓ Prévoir des marges de 2 cm minimum sur les quatre côtés,
- ✓ Le bloc d'adresse doit être situé de 6 à 7 cm du haut de la feuille et de 11 à 13 à cm de la gauche de la feuille pour être imprimée en face de la fenêtre de l'enveloppe,
- ✓ **Nos réf.** indique la référence utilisé pour l'archivage du courrier.
- ✓ L'**objet** précise en quelques mots le contenu de la lettre
- ✓ **PJ** indiquent la présence éventuelle de pièces jointes au courrier
- ✓ Utiliser tout l'espace de la lettre afin et ne pas laisser de grands espaces vides en bas de la feuille,
- ✓ Placez la signature au bas de la page dans la moitié droite de la page.

Le Mel (Courriel)

Fond

Il convient à toutes les communications qui n'exigent pas de formalité particulière. C'est la raison de son large succès dans les entreprises entre les cadres et les salariés.

Forme

Entête : Emetteur, destinataire, l'objet, la date est indiquée par le logiciel

Pas de mise en forme particulière, C'est un support quasi instantané, pratique et relativement informel dans lequel les formules de politesse sont réduites au strict minimum (Bonjour, Cordialement)

Attention

- ✓ au style trop direct et familier et aux fautes d'orthographe qui font toujours mauvais effet.
- ✓ pour les Mels importants, il est possible de leur attribuer un niveau d'importance pour attirer l'attention du destinataire et l'inciter à le lire
- ✓ pour savoir si un message a été lu, il est possible de demander un accusé réception au message.

Les règles de base pour la rédaction de votre C.V.

Pourquoi certains C.V. sont-ils bons et d'autres mauvais ?

Pourquoi certains retiennent-ils immédiatement l'attention du recruteur et pourquoi d'autres sont-ils écartés ?

LE FOND

- Commencez par définir votre objectif professionnel et rédigez votre C.V. en fonction de celui-ci.
- Pensez à ne pas fatiguer le lecteur par des redites ou des longueurs.
- Supprimez tout ce qui vous dessert ou n'est pas utile dans l'emploi recherché.
- Mettez en valeur tout ce qui montre vos compétences pour cet emploi.

SUR LA FORME

- Faites une mise en page équilibrée et aérée.
- Utilisez des phrases courtes.
- Utilisez du papier de qualité (non quadrillé).
- Ne dépassez pas deux pages (évitez les recto-verso).
- Une seule page, claire et synthétique, vaut mieux que 2 pages confuses ou répétitives.
- Veillez à la bonne qualité des photocopies.

ET LA PHOTOGRAPHIE ?

Si l'annonce ne le précise pas, votre photographie est facultative. Si vous devez la joindre, collez-la sur votre C.V. et assurez-vous de sa bonne qualité.

Les RUBRIQUES d'un C.V.

ÉTAT CIVIL

Cette première partie comporte les renseignements personnels de base dont l'employeur a besoin pour vous joindre. La seule obligation est donc d'indiquer vos prénom, nom, adresse et surtout numéros de téléphone (et, éventuellement, fax et adresse-mail).

Tous les autres renseignements (âge, date de naissance, situation de famille) sont facultatifs

ÉTUDES-FORMATION

Il n'est pas toujours nécessaire de mentionner toutes vos études ; En revanche, l'accent peut être mis sur la formation continue. Vous pouvez noter aussi les formations extra-professionnelles que vous avez faites (par exemple dans le cadre d'une association).

ACTIVITÉS EXTRAPROFESSIONNELLES

Cette partie du C.V. peut vous sembler inutile. Toutefois, les aptitudes que vous mettez en oeuvre lorsque vous pratiquez un sport, un loisir, une activité bénévole, peuvent être transférables dans le domaine professionnel.

Notez surtout celles qui nécessitent des qualités appréciées dans l'emploi recherché.

INFORMATIONS PARTICULIÈRES

Vous pouvez faire apparaître dans cette partie des éléments que vous souhaitez mettre en valeur.

Exemple : anglais lu, écrit, parlé ; séjour d'un an à Londres.

Permis A et B, véhicule personnel.

Maîtrise des logiciels Word et Excel sur PC.

EXPÉRIENCE PROFESSIONNELLE

Parmi les différentes rubriques, la plus importante est celle relative à l'expérience professionnelle (ou de l'« expérience en entreprise » pour les débutants qui n'ont réalisé que des stages). Elle peut être présentée de plusieurs façons.

Oral presentation

Oral presentations are important means of communicating scientific information. Oral presentations are often used to present experimental findings at colleges and universities (where they are also known as "seminars"), and at scientific meetings.

The presentation should be organized in a manner similar to your scientific reports, with general categories such as: Introduction, Material and Methods, Results, and Discussion/Conclusion:

- 1) The Introduction can include things such as background information, the reasons for doing the experiment, and your hypothesis.
- 2) The Materials and Methods should include your experimental design, where you describe the samples you're testing and the controls you've incorporated into the experiment. In addition, you can do a very brief overview of the major procedures you performed. Be sure to present enough of your protocol so that everyone is clear as to exactly what you did.
- 3) The Results should be a clear and concise display and explanation of your data. Your data should be distilled down to the important facts, and not necessarily every piece of data you collected.
- 4) Finally, the Discussion will be your interpretation of your results, such things as if the data support your hypotheses. Do you have reason to believe your data were inaccurate or perhaps your assumptions about how the data "should" look? What would you do next time to investigate the problem further?

I-Preparation

Once you have a general idea of what you want to say, you'll have to decide how to say it. It is essential that your talk be well-organized and that your points be presented logically and unambiguously. To do so may require much preparation. Start early! Here are a few points:

1. Start preparing well in advance by thinking through what needs to be said.
2. Develop a clear statement of the topic and its importance.
3. Arrange material in a logical sequence. This process may be easier if you use index cards to organize your talk, with one idea per card.

4. Presentation software (such as PowerPoint) is, of course, widely used for oral presentations. PowerPoint is a good tool for organizing your presentation & is useful for creating slides for your presentation.

5. Proof-read your slides! Do so while there is plenty of time to re-print any visual aids with errors.

6. The most important preparation factor is to REHEARSE! You may want to videotape yourself and watch the results with a critical eye. It may be a painful and humbling experience, but the results will be worth it.

7. Try the presentation in front of a few colleagues. Ask for feedback, then act on that information. Depending on the audience expected for your presentation, you might want to select those who know a little about your topic, and not those who know a lot. This will focus your attention on attempting to explain why you did what you did in simple terms, rather than encouraging attention to details only specialists care about.

II-Making the presentation (The Moment of Truth)

Keeping these elements in mind as you prepare and practice the presentation will reduce the amount of re-working you'll have to do as it evolves, and will result in a streamlined, effective end product.

Opening: The opening should catch the interest and attention of the audience

1. Getting started

➤ The first two to three minutes of your talk are important. During this time, you'll make contact with the audience; you'll introduce yourself and say a few words about your company; you'll tell the audience the purpose of your talk; and you'll give them a map of your presentation.

1.1 Greeting the audience - Calling for attention

➤ Give the audience a signal that you're ready to start. Take advantage of these few words to find your position and adapt your voice to the size of the room.

* Good afternoon ladies and gentlemen.

* Good afternoon everyone. Shall we begin?

* Ladies and gentlemen. Good morning. It's a pleasure to be here with you today.

* Good afternoon. If everybody's ready, I think we can begin now.

1.2 Introducing yourself

- * Let me introduce myself first. I'm Robert Vincent.
- * I'd like to introduce myself. I'm Pierre Dupont from Dazzi Engineering.
- * Before I begin, let me tell you a little about myself. I'm ...
- * I work for Schneider Electric in the xxx department. Schneider is a world leader in the development and manufacture of ...
- * Dazzi Engineering is a small but fast-growing company in Grenoble, in the heart of the French Alps. Our main activities are in the field of waste management. You may be familiar with some of the techniques we've developed for plastics recycling.

1.3 Stating the purpose of a talk - giving a short introduction

➤Begin by telling the audience why you are there.

* My purpose today is to* What I want to do this afternoon is to* My objective today is to

* I'm here today to* My talk today will deal with* My presentation this morning will concern primarily* I've been asked to.....* I've been invited here this morning to

➤Or begin by giving a short introduction to your subject.

One of the main problems facing any company in the field of nuclear energy today is overcoming public opposition to nuclear installations. After the events at Chernobyl, the public needs to be reassured. This afternoon, I would like to describe some of the recent developments in nuclear safety technology

➤You may want to use a rhetorical question.

My talk today will concern primarily the ozone hole. We all know that an ozone hole has formed over Antarctica. What we don't know is: Why?

1.4 The overview - presenting the structure of the talk.

➤Give your audience a map. They'll be much more willing to follow you if they know where you intend to take them and how you intend to get there. In any talk, the speaker must do three things: "Tell them what you're going to tell them; tell them; then tell them what you told them." By giving them the overview, you're telling them what you're going to tell them.

To begin with, I'll be speaking about the components normally found in our atmosphere. Then, we'll examine some of the reasons for the growth in CO2 in recent years. After that, I'll explain what the greenhouse effect is and how it works. And finally, we'll take a look at some possible consequences of the increase in temperature caused by the greenhouse effect.

➤To make an overview, choose a sequencer:

* First of all, * Next, * Finally,

To begin with, Then, Last of all,

To start with, Later, In the final part,

First(ly), Subsequently, Second(ly), After that,

➤Select a verb that reflects the approach you intend to use: multipurpose detailed development present, discuss, analyze, examine talk about, consider, explain, describe speak about, look at special techniques rapid review review, compare, highlight, outline contrast, develop go over

➤Put the pieces together in a structure:

First of all, I'll be presenting a historical view of AIDS and how it spread. Then, we'll analyze the segments of the population most susceptible to the disease at its beginnings and compare them to the types of cases we are finding today. Finally, we'll try to forecast the evolution of AIDS in the coming years.

2The Body of the Presentation

2.1 Transitions: The link between successive elements of the talk should be planned carefully. You should make the relation between successive elements clear to the audience

* Now that we have seen ... let's look at ...

* Now that we have an idea of ... let's turn our attention to ...

* Before going on to the next part which deals with ... I'd like to stress once again ...

* To sum up then, we've examined ... We've also analyzed ...

* In addition to ..., what other factors contribute to ...?

* Before we go on to the next section, let me briefly restate ...

➤ Remember, for the transitions to do their job efficiently, you must do your job: articulate and stress the key words.

2.2 Road signs

➤ When you're giving a talk, some words act just like signs on the road. They tell your audience whether you're continuing in the same direction, changing direction, contrasting two possible directions, or arriving at your destination. Used effectively, 'road signs' make it easier for your audience to follow your development. Once again, you must use your voice to stress the road sign and make it stand out for your listeners.

Notice that for an oral presentation, it is easier to use links that allow you to make two short sentences rather than one long, complex sentence.

Continuation: Furthermore, Moreover, In addition

Change in direction: However, Nevertheless, Although, Despite, In spite of

Contrast: In contrast, on the other hand, While, Whereas

ARRIVAL: Consequently, Therefore, Thus

2.3 Restating the important ideas

➤ There are two main reasons why you should restate (or reformulate) important ideas. The ear is not as efficient as the eye. (The ear cannot go back to the top of the page and reread a piece of information.) And an audience is not always giving the speaker 100% of its attention.

* in other words ... *A major drawback of many cancer drugs is their lack of specificity. In other words, they don't just kill cancer cells; they kill healthy cells too.*

* in short ... *In short, CO₂ is the major cause of the greenhouse effect.*

* In simple terms, this means that ...* To put it in more concrete terms ...* The point I'm trying to make here is ...* What I mean by this is ...* Basically, what this means is ...

2.5 Using examples

➤ Examples help you make your point by taking your audience from the abstract to the concrete. Signal them by using key words: example, instance, illustrate, case, like, such as.

* Let's take the example of what happens when ...* The best example of ... is probably ...

* An interesting example of ... is ...* For instance ...* Let's now look at ... This will

illustrate some of the principles we've been talking about.* Let's take the case where...* Vegetables like carrots and squash are loaded with beta-carotene* Pollutants such as those found in automobile exhaust are responsible for most of the smog in Los Angeles.

2.6 Expressing opinion

➤ Avoid preceding everything you say with, "in my opinion," or "I think that." The audience understands that you, the speaker, are generally expressing what you think. However, it is important to signal your opinion in contrast to another person's opinion or an opinion that is commonly held.

➤ To signal another person's opinion

* According to Professor Grand ... (an authority on the subject) * Lauren Thompson has expressed the opinion that ...* In a recent article, D.J. Tehl stated that ...* In Mr. John Mugg's opinion ...

➤ To signal a widely-held opinion

* It is commonly thought that ...

* According to conventional wisdom ..

➤ To signal your opinion

* In my opinion * I think that ... * It is my view that ... * It seems to me that

2.7 Using numbers

➤ In a written paper, the reader's eye takes in numbers and their size and automatically makes approximations. (That's why numbers are written with commas: 36,254,967) Large or complicated numbers are much more difficult to assimilate orally (and long to pronounce.) Give your listener approximations instead. But signal that it's an approximation.

* The greatest number of discrepancies occurs at approximately 6 Pascals. (5.92)

* Nearly 9,000 cases were examined in this study. (8,679)

* Roughly half the cases were found in the past two years. (4,250/9000)

* Over a third of the respondents said they preferred instant coffee. (34.5%)

* More than 8 million people live in metropolitan New York. (8,246,456)

2.8 Using charts, graphs, tables

➤Used efficiently, charts, graphs and tables are wonderful aids to an oral presentation. They help the speaker make a point rapidly, and they help the listener retain the information. A few rules:

➤Introduce the chart or graph **before** you show it. If you don't, the audience will stop listening to you while they try to decipher it alone.

➤When you do turn on the slide with your graph, remember to explain what it shows. Again, if you don't, the audience will stop listening to you and find the information by themselves.

➤When describing a graph, you shouldn't simply state what the listener can easily see: the line goes up and the line goes down. It's your job to point out important changes and explain why they occurred or their impact.

3. The Conclusion

Conclusion: Summarize the main concepts you've discussed, and how your work relates to issues you've raised. Signal that the summary is beginning ("In summary, ..."), but don't begin the summary too soon or else the audience will start to leave before you finish!

3.1 Signaling the conclusion

➤Signal that you're arriving at the conclusion early on. Doing so leads to increased attention in the audience. Use key words like:

* To conclude ... * In conclusion ... * As a conclusion * This brings me to the end of my presentation this afternoon.

➤You may want to refer to something you said at the beginning of your talk

* You may remember I began my talk today with a question "...?"

As I end, I hope we are a little closer to an answer.

* In my introduction, I said we would be concentrating on solutions to the problem of acid rain. Now that we have reached the conclusion, I hope....

➤ Now that you have raised the level of attention, this is no time to make any digressions. To do so would lead to a frustrated audience. Nor is the conclusion the time to introduce any new ideas or develop any new examples.

3.2 The final summary

➤ Tell them what you've told them. Review the main points. Recall the most important examples.

3.3 Closing

➤ End with a strong statement and thank your audience. Pause before thanking the audience.

3.4 Calling for questions

➤ Invite your audience to ask questions.

* And now if you have any questions, I'll be happy to answer them for you.

* If you have any questions, I'll do my best to answer them in the time we have remaining.

* I hope that was clear. If you do have any questions, please don't hesitate to ask them.

* This a complex subject. There are probably many things that are still not clear. I welcome any questions you may have.

* Thank you for being so attentive. I'd like to give you the chance to express yourselves now. If you have any questions or would like to have some points clarified, please feel free.

➤ If no questions come, you cannot beg, but

- you can try humor

* If you're hesitant to ask a question for fear I'll start in again for another twenty minutes, let me reassure you on that point.

* It's always hard to ask the first question, so why don't you go ahead and ask the second.

- you can suggest one

* The last time I gave a talk on this subject, the most common question was on ...

* You might be interested in some examples where this method has already been used successfully.

➤ If you don't understand the question, you can ask the person to repeat, (but only

once) or you can restate the question.

* I'm sorry. I'm not sure I understand. Could you repeat your question please?

* If I understand you correctly, what you want to know is

➤ If the question is aggressive, you don't want to appear hostile and you don't want to start up a debate. You can put the question off.

* I'm afraid we don't have enough time to go into that now, but I'd be glad to send you some documents on that point.

* That's an interesting point, but I'm afraid it concerns few of us here. I'd be glad to talk to you during the break or at the end of the session.

* Your question leads to an area which could be the subject of another paper. Perhaps we could continue this discussion during the lunch break.

➤ If you don't know the answer.

* I wish I could answer that, but I can't. I'd have to go back to my lab for more data.

* I wish I knew the answer to your question. We're working on that aspect right now.

4. In general

4.1 Audience-friendly language

➤ Make your audience feel more involved in your presentation by using audience friendly language.

➤ Use polite forms

* What **I want** to do today isWhat **I would like** to do today is ...

* **I want** to explain the risks**Let me** try to

➤ Make yourself part of the group.

Instead of using "I" systematically, use "we," meaning you the speaker and your audience. You can also use the imperative "let's."

* In the next section, **I'll be describing**In the next section, **we'll be looking at** ...

* As **I have shown** here on this chartAs **we can see** here on this chart ...

- * As **I explained** earlier,As **we saw** earlier, ...
- * **I have been** confronted with the.....**Most of us have been** confronted with problem of
- * Now that **I have examined**...Now that **we have seen** ...
- * **Look at** the statistics for 1992.....**Let's look at** the statistics for 1992.
- * Now **I want to speak** aboutNow **let's turn our attention to**

➤ Call on the audience—its knowledge, its experience.

- * As you probably know ...
- * If you remember the accident at Chernobyl, ...
- * I'm sure you are familiar with ...
- * You may have noticed the growing demand for ...

➤ Use the rhetorical question.

A rhetorical question is one that the speaker will answer him/herself. It's a good way to introduce a section.

- * How accurately can we predict future energy needs?
- * Why did the dinosaurs become extinct?
- * How much progress has been made on the electric car?

➤ However, it is a dangerous technique to ask a real question and expect the audience to answer it. This technique usually leads to an embarrassing silence.

Your audience may feel they're being tested or may be afraid of giving the wrong answer. You could also lose control of the situation and waste valuable time.

4. Length

Don't run over! Ever! Shorten your talk by removing details, concepts, and information, not by eliminating words. If it becomes absolutely essential to supply details, supplement your presentation with a handout. Make about 10% more handouts than you think you'll need. Always leave time for a few questions at the end of the talk.

Important points

- Use your hands to emphasise points but don't indulge in too much hand waving.
- Look at the audience as much as possible, but don't fix on an individual - it can be intimidating.
- Take several deep breaths as you are being introduced.
- State your objectives at start of your talk, then restate them again at the end of the talk. In between, discuss how your material relates to these objectives.
- Monitor your behavior, and avoid habitual behaviors.
- If appropriate, converse with your audience. Involve them in the process of the presentation by posing questions and making eye contact.
- Keep an eye on your time, and don't run over your limit.
- Your presentation should last no more than 15 minutes.

Four Important Design Concepts

Pay attention to these four concepts as you create slides:

- 1) Make it BIG
- 2) Keep it Simple
- 3) Make it Clear
- 4) Be Consistent

Part 4/Writing a scientific research paper

A scientific or research article or paper is a technical document that describes a significant experimental, theoretical or observational extension of current knowledge, or advances in the practical application of known principles. It is important to emphasize that a research article should report on research findings that are not only previously unpublished (original), but also add some new understanding, observation,

proofs, i.e. potentially important information.

Research article structure

The particular format and style adopted for a given paper depend upon both the nature of the report and the journal or other publication in which the paper is to be published. All journals publish "Instructions to Authors" annually in one of the issues. In other words, there is often more than one "correct" way of doing something, depending on your intentions.

Unlike a novel, newspaper article or an essay, a research article has a required structure and style, which is by international consensus known as "Introduction Methods Results and Discussion" or IMRaD. However, a research article is not only a technically rigid document, but also a subjective intellectual product that unavoidably reflects personal opinions and beliefs. Therefore, it requires good skills in both structuring and phrasing the discoveries and thoughts. These skills are acquired through experience, but can also be taught.

A research article was first divided in number of article sections and elements. The main article sections that are inevitable in any modern journal are, in this order: Title, Authors, Abstract, Introduction (I), Methodology (M), Results (R), Conclusions and Discussion (D) and References. These are the core body of a research article. Additional listed article sections were: Authors, Keywords, Acknowledgements, Abbreviations and Appendices. The article elements listed were: tables, figures (graphs, maps, diagrams etc.), equations, citations and footnotes. The article elements can come in different places in the article, however tables and figures are more usual in Results section and equations and citations in Methodology and Introduction. All these sections and elements have their function and required style and should form a coherent unity. The functions of main research article sections and discussed rules of thumb are given in table 1.

Table1. Research Article Sections (RAS), main functions, preferred style and related rules of thumb.

RAS	Main functions	Preferred style	Rules of thumb
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Title	- indicates content and main discoveries; - attracts the reader's attention;	- short and simple (7-10 words); - purposive (aims at specific audience);	- avoid complex grammar; - make it catchy! - avoid redundancy ("An investigation of... ", "The analysis of... ", "Effect of... ", "Influence of...", "New method...");
Abstract	- reflects the main 'story' of the article; - calls attention but avoids extra explanations;	- past (perfect) tense and passive voice(!) - short and concise sentences; - no citations, tables, equations, graphs etc.	- avoid introducing the topic; - explain: what was done, what was found and what are the main conclusions; - bring summary 'numbers';
Introduction	- introduces the topic and defines the terminology; - relates to the existing research; - indicates the focus of the paper and research objectives;	- simple tense for referring to established knowledge or past tense for literature review;	- use the state-of-the-art references; - follow the logical moves; - define your terminology to avoid confusion;
Methodology	- provides enough detail for competent researchers to repeat the experiment; - who, what, when, where, how and why?	- past tense but active voice(!); - correct and internationally recognised style and format (units, variables, materials etc.);	- mention everything you did that can make importance to the results; - don't cover your traces ("some data was ignored"), establish an authors voice ("we decided to

			ignored this data"); - if a technique is familiar, only use its name (don't re-explain); - use simple example to explain complex methodology;
Results	- gives summary results in graphics and numbers; - compares different 'treatments'; - gives quantified proofs (statistical tests);	- past tense; - use tables and graphs and other illustrations;	- present summary data related to the article objectives and not all research results; - give more emphasise on what should be emphasised - call attention to the most significant findings; - make clear separation between yours and others work
Discussion	- explains discrepancies and unexpected findings;	- simple or present tense (past tense if it is related to results);	
Conclusions	- answers research questions/objectives; - states importance of discoveries and future implications;	- simple or present tense (past tense if it is related to results);	- do not recapitulate results but make statements; - make strong statements (avoid "It may be concluded... " style);

			- do not hide unexpected results - they can be the most important;
References	- gives list of related literature and information sources;	- depends on journal but authors/editors, year and title must be included;	- always cite the most accessible references; - cite primary source rather than re view papers.

