

1

Introducing and Meeting People. Levels of Formality. Present Simple Forms

Overview

- ▶ Greetings and farewells
 - ▶ Introducing oneself
 - ▶ To be
 - ▶ To have
 - ▶ Present Simple: form and use
- 

First name	Middle name	Last name Surname
Ioana	Maria	Popescu
Petru	Vasile	Ionescu

The Alphabet

https://www.youtube.com/watch?v=J0nUaCyj1G8		https://www.youtube.com/watch?v=zAIX1V3IK5s
A [ei]	J [dʒei]	S [es]
B [bi:]	K [kei]	T [ti:]
C [si:]	L [el]	U [ju:]
D [di:]	M [em]	V [vi:]
E [i:]	N [en]	W [dʌblju:]
F [ef]	O [əu]	X [eks]
G [dʒi:]	P [pi:]	Y [wai]
H [eitʃ]	Q [kju:]	Z [zed]
I [ai]	R [ɑ:]	

[ei]	[ai]	[ju:]	[i:]	[əu]	[e]	[ɑ:]
A	I	U	E	O	F	R
H	Y	Q	B		L	
J		W	C		M	
K			D		N	
			G		S	
			P		X	
			T		Z	
			V			

Formal Greetings and Good-Byes

<https://www.youtube.com/watch?v=gVIFEVLzP4o>

Hello, Mr. Jones

Hello.

Hello, teacher.

Hello.

Good morning.

Good morning.

Good afternoon.

Good afternoon.

Good evening.

Good evening.

How are you?

Fine, thank you.

Have a good day.

Thank you. You too.

Good night / Goodbye.

Good night / Goodbye.

Formal Introductions

I would like to introduce you to...	It's a pleasure to meet you. / Pleased to meet you.
It was nice meeting you.	It was nice meeting you too.
It was nice to see you.	Same to you.

Informal Greetings

Hey. Hi.	Hey. Hi.
How are ya?	I'm good. All right.
How are things?	Pretty good.
How's it goin'?	OK. Not bad.
How ya doin'?	I'm doin' good.
What's up?	
What's new?	
What's happenin'?	Nothin' much. Not a whole lot.
What are you up to?	Nothin'. Nothin' special. Not much.
What's goin' on?	

Informal Introductions

Jane, this is John. He's in my class.	Hi John. Nice to meet you.
Hi. My name's Bob.	I'm Jack. Nice to meet you.

Informal Good-Byes

Nice meeting you.	
Take it easy.	You too.
Take care.	
I'm off.	
I gotta go.	OK, bye.
So long.	
See ya.	See ya. See ya later. Bye.
See ya later.	
Bye.	

To Be

Present Simple Affirmative

	Singular	Plural
I	I am (I'm) Elena	We are (we're) Ann and Bob.
II	You are (you're) Paul	You are (you're Alina and Radu)
III	He is (he's) Mike She is (she's) Lucy It is (it's) Lucky Spot	They are (they're Silvia and Andy)

To Be

Present Simple Interrogative

	Singular	Plural
I	Am I in Cluj?	Are we in London?
II	Are you Bob?	Are you Lucy and Ion?
III	Is he Alex? Is she Mirela? Is it Rex?	Are they Nina and Daniel?

To Be

Present Simple Negative

	Singular	Plural
I	I am not (I'm not) in Paris.	We are not (we aren't) in London.
II	You are not (you aren't) at home.	You are not (you aren't) in class.
III	He is not (he isn't) Paul. She is not (she isn't) Mary.	They are not (they aren't) Sophia and Peter.

Have Got

Present Simple Affirmative

	Singular	Plural
I	I have (I've) got	We have (we've) got
II	You have (you've) got	You have (you've) got
III	He has (he's) got She has (she's) got It has (it's) got	They have (they've) got

Have Got

Present Simple Interrogative

	Singular	Plural
I	Have I got?	Have we got?
II	Have you got?	Have you got?
III	Has he got? Has she got? Has it got?	Have they got?

Have Got

Present Simple Negative

	Singular	Plural
I	I have not (haven't) got	We have not (haven't) got
II	You have not (haven't) got	You have not (haven't) got
III	He has not (hasn't) got She has not (hasn't) got It has not (hasn't) got	They have not (haven't) got

To Have: Present Simple

Affirmative

S+ have

has (3rd person sg.)

I We You They	have
He She It	has

To Have: Present Simple

Questions

Do + have + V

Does

Do	I We You They	have?
Does	He She It	

To Have: Present Simple

Negative

S+ do + not + have
does

do + not = don't

does + not = doesn't

I We You They	do not (don't)	have
He She It	does not (doesn't)	

Present Simple: Form

Affirmative

S+ V

V(e)s – (3rd person
sg.)

I We You They	ask
He She It	ask s

Present Simple: Form

Questions

Do + S+V

Does

Do	I We You They	ask?
Does	He She It	

Present Simple: Form

Negative

S+ do + not + V
does

do+not=don't

does+not=doesn't

I		
We	do not	
You	(don't)	
They		
He		ask
She	does not	
It	(doesn't)	

Present Simple is used for:

1. Habitual, repeated actions – actions that you always or never do

e.g. a) He **goes** to school **every day**.

b) They **go** to the club **once a week**.

c) She **often visits** her friends in London.

Present Simple : Indicators

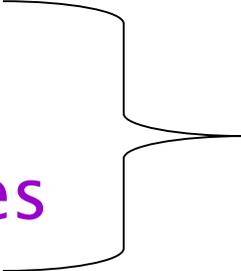
- a) every – morning/afternoon/evening/night
 - Monday/Tuesday....
 - day/week/month/ year

every other day/week....

b) once

twice

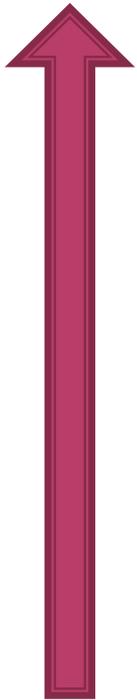
three, four, ...n times



a week/a month

Present Simple : Indicators

c) adverbs of frequency



always

usually

often

sometimes

seldom (rarely)

never

Present Simple is used for:

2. General truths or simple facts

e.g. The sun **rises** in the east.

She **lives** in Iasi.

Indicators: none

Present Simple is used for:

3. A future action officially planned (timetables, schedules)

e.g. I **go** to Bucharest **tomorrow**. (I'm sent there)

The museum **opens** tomorrow morning.

Indicators:

a) tomorrow (morning/afternoon/evening)

b) next (Sunday/week)

2

Jobs, occupations and hobbies. Present Continuous. Non-Progressive Verbs.

Overview

- ▶ Jobs, occupations and hobbies
- ▶ Present Continuous
- ▶ Non-Progressive verbs

What Do You Do?

A: What do you do?

What's your job/occupation?

B: I'm a student/a teacher.

I'm an engineer/ an actor/an actress/
an artist/an architect.

We're students/teachers/engineers/actors...

Jobs



Clerk Clerk Clerk Manager Secretary Pilot Flight Attendant Soldier Doctor Artist Seaman Waiter Musician Presenter



Builder Architect Priest Student Student Teacher Policeman Security Officer Miner Postman Cleaner Gardener Cook Reporter

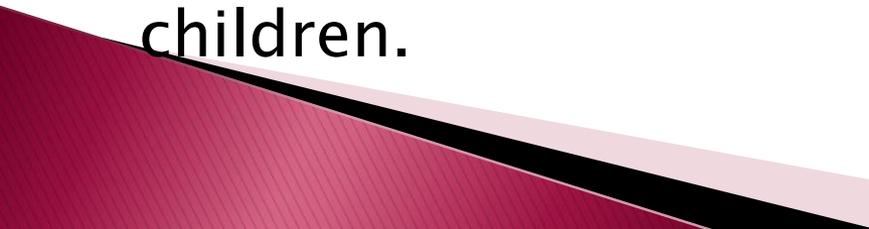


Jurist Judge System Administrator Biologist Chemist Student Dispatcher Dispatcher Director Announcer Photographer



Lawyer Driver Programmer Dentist Cashier Consultant Accountant Athlete Builder Carpenter Engineer Worker of Conveyor Tailor Hairdresser Shop Assistant Florist Spaceman Fireman

Where Do You Work?

1. I work at/for (a company)
e.g. I **work at** “Gheorghe Asachi” Technical University.
 2. I work for (a person)
e.g. I **work for** Robert Smith.
 3. I work in
 - a) a place: I **work in** a university/an office.
 - b) a city/a country: I **work in** Iasi/**in** Romania.
 - c) a department: I **work in** sales.
 4. I work with (things/people)
e.g. I work with computers /with special needs children.
- 

Present Continuous: Form

Be (present)+V-ing

Affirmative

am

S + is + V-ing

are

I	am	asking
He She It	is	
We You They	are	

Present Continuous: Form

Questions

Am

Is + S + V-ing?

Are

Am	I	asking?
Is	He She It	
Are	We You They	

Present Continuous: Form

Negative

am

S + is + not + V-ing

are

I	am		
He She It	is	not	asking
We You They	are		

Affirmative

I We You They	ask
He She It	asks

Present Simple

I	am	asking
He She It	is	
We You They	are	

Present Continuous

Interrogative

Do	I We You They	ask?
Does	He She It	

Present Simple

Am	I	asking?
Is	He She It	
Are	We You They	

Present Continuous

Negative

I We You They	do not (don't)	ask
He She It	does not (doesn't)	

Present Simple

I	am	not	asking
He She It	is		
We You They	are		

Present Continuous

Present Continuous is used for:

1. An action in progress at the moment of speaking

e.g. I **am writing** an e-mail.

Indicators

(right) now, at this moment, at present, as we speak, still

Present Continuous is used for:

2. A temporary action

e.g. They **are staying** with us **this month**.

Indicators

a) today

b) this – Sunday...

– morning/afternoon...

– spring/summer...

– week/month/year

Present Continuous is used for:

3. A future action planned by the doer

e.g. I **am going** to Bucharest **tomorrow**.
(because I want to)

Indicators

a) tomorrow (morning/afternoon...)

b) next week

Present Continuous is used for:

4. A repeated action that annoys the speaker:
e.g. They **are fighting** all the time.

Indicators

- a) always (=mereu, tot timpul)
- b) all the time
- c) continually
- d) forever

Use

1. Habitual, repeated actions
– actions that you always or never do

Indicators:

- a) every morning/afternoon/
evening/night
 every Monday/Tuesday....
 every day/week/month/ year
 every other day/week....
- b) once
 twice
 three, four, ...n times

Present Simple

1. An action in progress
at the moment of
speaking

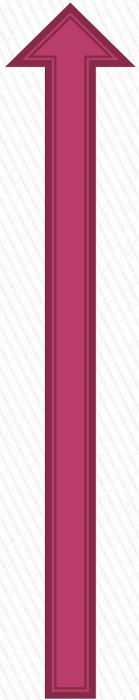
Indicators

(right) now, at this
moment, at present,
as we speak, still

Present Continuous

Use

c) adverbs of frequency



always

usually

often

sometimes

seldom

never

Present Simple

Present Continuous

Use

2. General truths or permanent states, facts

Indicators: none

2. A temporary action

Indicators

a) today

b) this Sunday...

 this morning/

 afternoon...

 this spring/ summer...

 this week/month/year

Present Simple

Present Continuous

Use

3. A future action
officially planned
(timetables,
schedules)

Indicators:

- a) tomorrow
(morning/afternoon/
evening)
- b) next (Sunday/week)

Present Simple

3. A future action
planned by the doer

Indicators

- a) tomorrow
(morning/afternoon...)
- b) next week

Present Continuous

Non-Progressive Verbs

1. Verbs of the Mind

think*	believe	doubt	mean
know	suppose	remember	prefer
understand	recognize	forget	
realize	imagine	want	

Think

Non-Progressive (state)	Progressive (activity in progress)
I think he is a kind man.	I am thinking about her.

2. Verbs of Feeling

love	dislike	envy
hate	appreciate	mind
like	fear	care

3. Verbs of the Five Senses

taste*	feel*	hear
smell*	see*	

Verbs of the Five Senses

Non-Progressive (state)	Progressive (activity in progress)
The food tastes good.	The chef is tasting the sauce.
These flowers smell good.	She is smelling the roses.
The cat's fur feels soft.	She is feeling the cat's fur.
I see a butterfly.	The doctor is seeing a patient.

4. Verbs of Possession

have*	own
possess	

Have

Non-Progressive (state)	Progressive (activity in progress)
He has a car.	He is having a good time.

5. Verbs of Being

be*

exist

6. Verbs of seeming

seem

*look

*appear

Verbs of Being and Seeming

Non-Progressive (state)	Progressive (activity in progress)
I am in the classroom.	Tom is being foolish.
He appears to be asleep.	The actor is appearing on the stage.
She looks cold.	She is looking out of the window.

7. Verbs of Inclusion

belong	consist of
include	contain

8. Other Verbs

cost

need

owe

*weigh

Weigh

Non-Progressive (state)	Progressive (activity in progress)
The piano is heavy. It weighs a lot.	The grocer is weighing the apples.

3

Numbers, shapes, distances and dimensions

Overview

- ▶ – numbers
 - ▶ – shapes
 - ▶ – distances
 - ▶ – dimensions
- 

Cardinal Numbers

1 – one	11 – eleven	21 – twenty-one	10 – ten	200 – two hundred
2 – two	12 - twelve	22 – twenty-two	20 –twenty	500 – five hundred
3 – three	13 – thirteen	23 – twenty-three	30 – thirty	1,000 – a/one thousand
4 – four	14 – fourteen	24 – twenty-four	40 – forty	5,000 – five thousand
5 – five	15 – fifteen	25 – twenty-five	50 – fifty	100,000 a/one hundred thousand
6 – six	16 – sixteen	26 – twenty-six	60 – sixty	500,000 – five hundred thousand
7 – seven	17 – seventeen	27 – twenty-seven	70 – seventy	1,000,000 – a/one million
8 – eight	18 – eighteen	28 – twenty-eight	80 – eighty	5,000,000 – five million
9 – nine	19 - nineteen	29 – twenty-nine	90 – ninety	1,000,000,000 – a/one billion
10 – ten	20 – twenty	30 - thirty	100 – a/one hundred	

Cardinal Numbers

▶ numerals 3-9 +teen → numerals 13-19

e.g. 6 six+teen=16 sixteen

Exceptions:

3 - three 13 - thirteen

5 - five 15 - fifteen

▶ numerals 3-9 +ty → numerals 30-90

e.g. 6 six+ty=60 sixty

Exceptions:

3 - three 30 - thirty

4 - four 40 - forty

5 - five 50 - fifty

Numbers

- ▶ **Decimal Numbers**

e.g. 0.13 zero point one three

- ▶ **Telephone numbers** – read each number in turn

e.g. 0743 977 431 zero seven four three nine
double seven four three one

- ▶ **Years** – read them in groups of two

e.g. 1066 ten sixty-six

2000–2010 – read these years like numbers

e.g. 2001 – two thousand and one

from 2010 onwards – two possibilities

e.g. 2018 – two thousand and eighteen

– twenty eighteen

Ordinal Numbers

▶ **General rule:**

the+cardinal number+th=ordinal number

e.g. 6 (six) → 6th (the sixth)

-ty → tieth

e.g. 20 (twenty) → 20th (the twentieth)

-ve → fth

e.g. 5 (five) → 5th (the fifth)

12 (twelve) → 12th the twelfth (the twelfth)

Exceptions:

1 (one) → 1st (the first)

2 (two) → 2nd (the second)

3 (three) → 3rd (the third)

Cardinal and Ordinal Numbers

	Cardinal		Ordinal	
1	One		1st	First
2	Two		2nd	Second
3	Three		3rd	Third
4	Four		4th	Fourth
5	Five		5th	Fifth
6	Six		6th	Sixth
7	Seven		7th	Seventh
8	Eight		8th	Eighth
9	Nine		9th	Ninth
10	Ten		10th	Tenth

Cardinal and Ordinal Numbers

11	Eleven	11th	Eleventh
12	Twelve	12th	Twelfth
13	Thirteen	13th	Thirteenth
14	Fourteen	14th	Fourteenth
15	Fifteen	15th	Fifteenth
16	Sixteen	16th	Sixteenth
17	Seventeen	17th	Seventeenth
18	Eighteen	18th	Eighteenth
19	Nineteen	19th	Nineteenth
20	Twenty	20th	Twentieth

Cardinal and Ordinal Numbers

21	Twenty one	21 st	Twenty-first
22	Twenty two	22 nd	Twenty-second
23	Twenty three	23 rd	Twenty-third
24	Twenty four	24 th	Twenty-fourth
25	Twenty five	25 th	Twenty-fifth
...
30	Thirty	30 th	Thirtieth

Cardinal and Ordinal Numbers

31	Thirty one	31 st	Thirty-first
32	Thirty two	32 nd	Thirty-second
33	Thirty three	33 rd	Thirty-third
34	Thirty four	34 th	Thirty-fourth
...
40	Forty	40 th	Fortieth

Cardinal and Ordinal Numbers

50	Fifty	50th	Fiftieth
60	Sixty	60th	Sixtieth
70	Seventy	70th	Seventieth
80	Eighty	80th	Eightieth
90	Ninety	90th	Ninetieth
100	One hundred	100th	Hundredth
...
1000	One thousand	1000th	Thousandth

- ▶ Ordinal numbers are used to express the date:

write	read
17 October/October 17	the seventeenth of October

Fractions and Percentages

- ▶ Cardinal and ordinal numbers are used in fractions.
- ▶ Fractions are read like this: for the *numerator* we use the cardinal numeral, while for the *denominator* we normally use the ordinal numeral:
 - e.g. $2/3 =$ two thirds; $5/7 =$ five sevenths
 - But: $1/2 =$ a (one) half; $3/4 =$ three quarters
- ▶ Percentages are read as follows: 33% (*thirty-three percent*)

Days of the Week

- ▶ Saturday
 - ▶ Sunday
- } the weekend
-
- ▶ Monday
 - ▶ Tuesday
 - ▶ Wednesday
 - ▶ Thursday
 - ▶ Friday
- } the weekdays

Months of the Year

January	July
February	August
March	September
April	October
May	November
June	December

Mathematical Operations

- ▶ Addition:

$3+4=7$ three plus /and four is /makes seven

- ▶ Subtraction:

$7-3=4$ seven minus three is /makes four

- ▶ Multiplication

$3 \times 4 = 12$ three multiplied by four is twelve
three times four is twelve

- ▶ Division

$12:3=4$ twelve divided by three is four

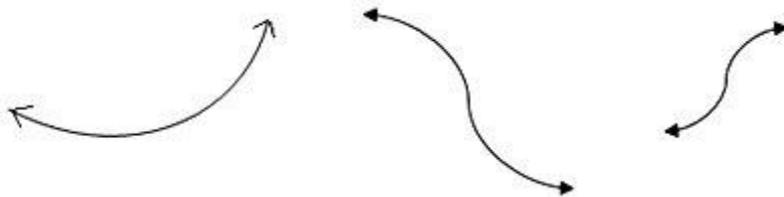
Lines

► There are 2 types of lines:

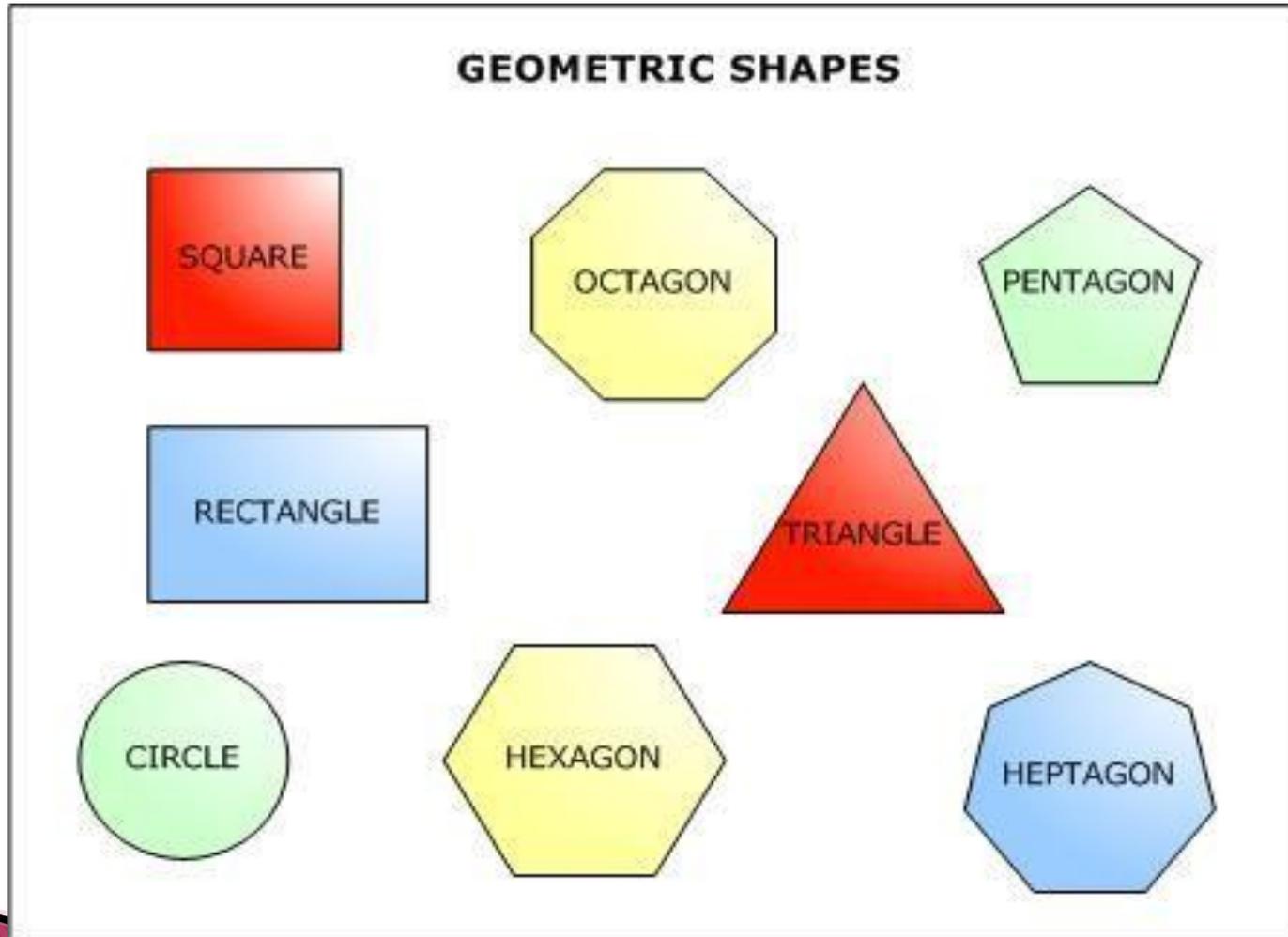
1. Straight lines:



2. Curved lines:



Two-Dimensional Shapes



Three-Dimensional Shapes

3D Shapes

Sphere



Cube



Cylinder



Pyramid



Cone



Distances and Dimensions

Adjective	Noun	Verb
broad	breadth	broaden
deep	depth	deepen
high	height	heighten
long	length	lengthen
short	shorts	shorten
tall		
wide	width	widen

Conversion

- ▶ 1 inch = 2.54 cm
- ▶ 1 foot = 12 inches \approx 30 cm
- ▶ 1 yard = 3 feet \approx 0.9144 m
- ▶ 1 mile = 1609 m
- ▶ 1 ounce (oz) = 28.35 g
- ▶ 1 pound (lb) = 16 ounces \approx 0.454 kg
- ▶ 1 pint \approx 0.56 l (UK)
- ▶ 1 gallon = 4.5435 l
- ▶ 1 tonne = 1000 kg
- ▶ 1 ton = 1016 kg (UK)

4

Prepositions of place. Describing objects and their position. Giving directions

Overview

- ▶ Prepositions of place.
 - ▶ Describing objects and their position.
 - ▶ Giving directions.
- 

Prepositions of Place

Preposition of place	Explanation	Example
in	<ul style="list-style-type: none">•inside	<ul style="list-style-type: none">•I watch TV in the living-room.•Look at the picture in the book.•She looks at herself in the mirror.
at	<ul style="list-style-type: none">•used to show an exact position or particular place•place where you are to do something typical (watch a film, study, work)	<ul style="list-style-type: none">•I met her at the entrance, at the bus stop•at the movies, at university, at work

Prepositions of Place

on	<ul style="list-style-type: none">•something is above something else and touching it.•attached to•left, right•a floor in a house	<ul style="list-style-type: none">•The book is on the desk.•Look at the picture on the wall.•The shop is on the left•My apartment is on the first floor
by, next to, beside, near	<ul style="list-style-type: none">•not far away in distance	<ul style="list-style-type: none">•The girl who is by / next to / beside the house.
between	<ul style="list-style-type: none">•in or into the space which separates two places, people or objects	<ul style="list-style-type: none">•The town lies halfway between Rome and Florence.

Prepositions of Place

behind	•at the back (of)	•I hung my coat behind the door.
in front of	•further forward than someone or something else	•She started talking to the man in front of her
under	•lower than (or covered by) something else	•the cat is under the chair.

Prepositions of Place

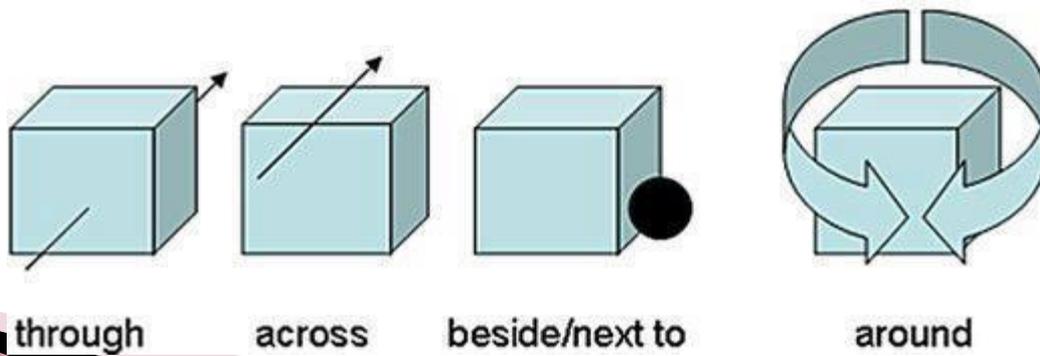
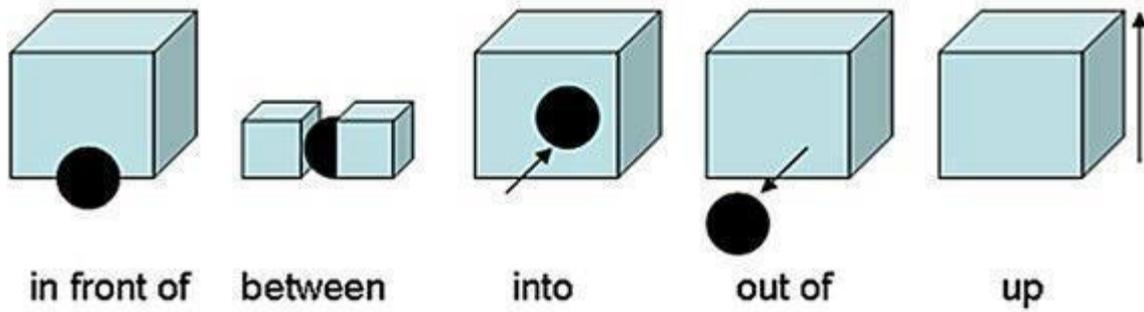
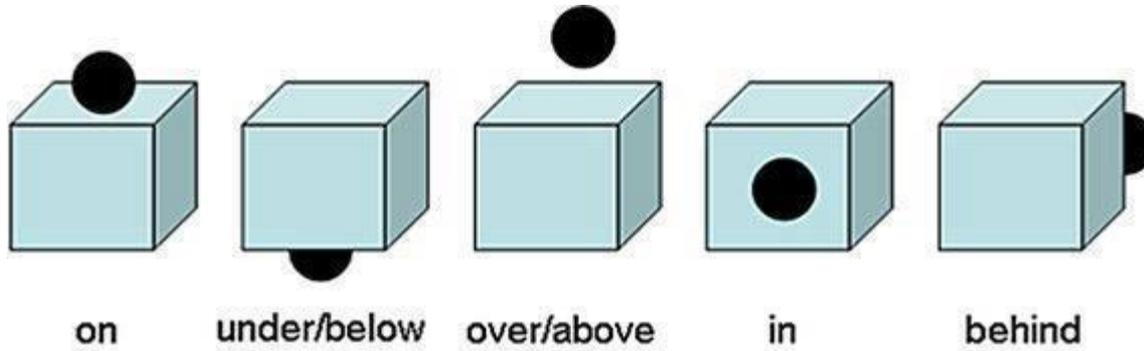
over	<ul style="list-style-type: none">•above or higher than something else, so that one thing covers the other.•more than•across from one side to the other•overcoming an obstacle	<ul style="list-style-type: none">•She held the umbrella over both of us.•Most of the carpets are over \$100.•I walked over the bridge.•She jumped over the fence.
above	<ul style="list-style-type: none">•higher than something else, but not directly over it	<ul style="list-style-type: none">•a path above the lake

Prepositions of Place

across	<ul style="list-style-type: none">•from one side to the other of something with clear limits / getting to the other side	<ul style="list-style-type: none">•She walked across the field/road.•He sailed across the Atlantic
through	<ul style="list-style-type: none">•from one end or side of something to the other	<ul style="list-style-type: none">•They walked slowly through the woods.
to	<ul style="list-style-type: none">•in the direction of•bed	<ul style="list-style-type: none">•We went to Prague last year.•I go to bed at ten.

Prepositions of Place

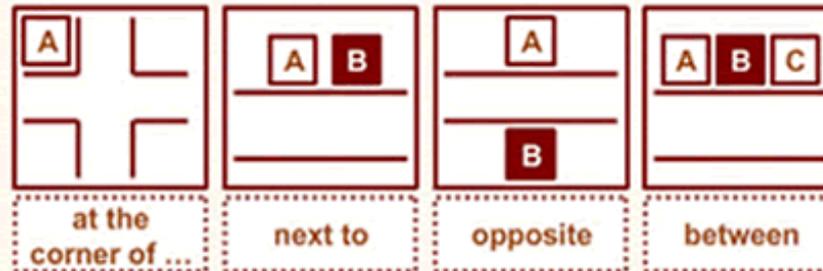
into	•towards the inside of something	•Shall we go into the garden?
towards	•in the direction of, or closer to someone or something	•She stood up and walked towards him.
from	•used to show the place where someone or something starts:	•What time does the flight from Amsterdam arrive?

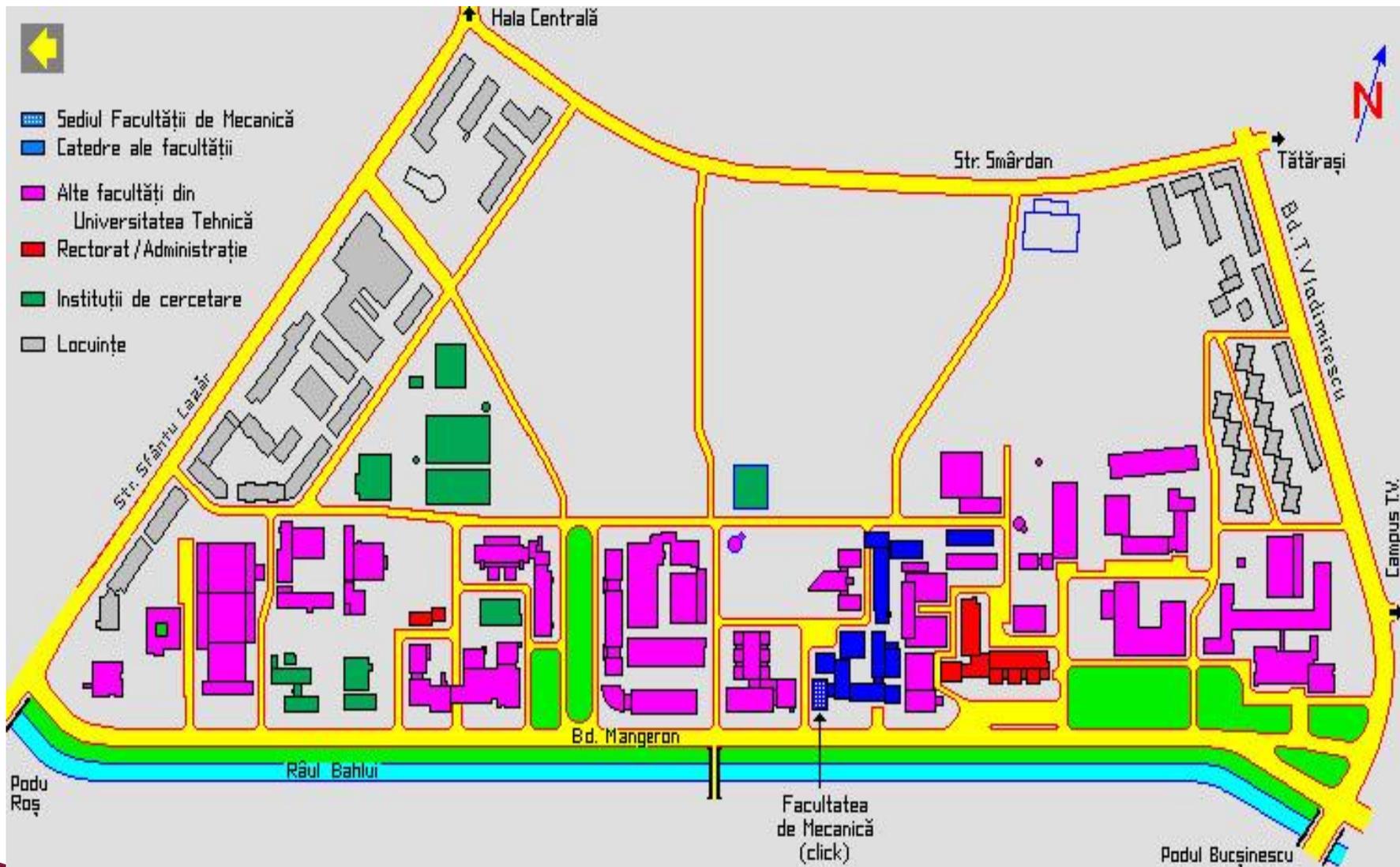


Giving Directions



PREPOSITIONS OF PLACE





5

Describing past actions. Past Simple and Continuous.

Overview

- ▶ Past Tense Simple
- ▶ Past Tense Continuous

Past Tense Simple

Past Simple: Form

Affirmative

S + V (2nd form)

+V+ed (regular
verbs)

I	
You	
He/She/It	
We	asked
You	sang
They	

Past Simple: Form

Questions

Did+S+V (1st form)

Did	I You He/She/It We You They	ask? sing?
-----	--	---------------

Past Simple: Form

Negative

S + did + not + V (1st form)

did + not = didn't

I		
You		
He/She/It	did not	ask
We	(didn't)	sing
You		
They		

Spelling

1. Verbs that end in **-e** add only **-d**:

e.g. like-liked

2. Verbs that end in **consonant+y** **-ied**:

e.g. carry-carried

try - tried

but play - played

3. **Short verbs** that end in **short vowel + consonant**, double the **consonant** before receiving **-ed**

e.g. stop - stopped

4. Verbs that end in **-l** or **-r** double the final consonant before receiving **-ed**:

e.g. travel-travelled

prefer - preferred

Past Simple is used for:

1. An action that took place at a specific time in the past.

Tom **met** his friend last week.

Indicators:

- a) yesterday (morning/afternoon/evening/night)
- b) last (evening/night/week/month/year)
- c) ...ago (e.g. 3 minutes/hours/days/weeks/years ago)
- d) in + past month (e.g. in July)
past season (e.g. in summer)
past year (e.g. in 2010)

Past Simple is used for:

2. A completed action in the past

Bob **wrote** his science report **yesterday**. (implication: he finished writing it).

Indicators: the same as above.

3. A sequence of actions in the past (in narratives)

Jack **climbed** and he **climbed** and he **climbed** till at last he **reached** the sky and there he found a broad long road and he **walked** and he **walked** and he **walked** until he **came** to a big house and on the doorstep he saw a big tall woman....

Indicators: the same as for the first situation or none.

Past Simple is used for:

4. Habitual, repeated actions in the past

She **often visited** her friends in London.

For this meaning of repeated action in the past you can also use *“used to + infinitive”* or *“would+infinitive”*:

This **used to** enrage my instructor. He **would** wander around the laboratory...

Indicators: the same as for Present Simple showing habitual, repeated actions

Past Tense Continuous (Progressive)

Past Continuous (Progressive): Form

Affirmative

S + was + V-ing
were

I He/she/it	was	asking
We You They	were	

Past Continuous (Progressive): Form

Interrogative
(Questions)

Was + S + V-ing?

Were

Was	I he/she/ it	asking
Were	we you they	

Past Continuous (Progressive): Form

Negative

S + was + not + V-ing
were

was + not = wasn't
were + not = weren't

I He/she/ it	was	not	asking
We You They	were		

Spelling of verbs ending in -ing

1. Short verbs that end in short vowel + consonant, double the consonant before receiving -ing:

e.g. stop – stopping

2. Final -y is kept, irrespective of whether it is preceded by a vowel or by a consonant:

e. g. play – playing

try – trying

3. Final -ie becomes -y before receiving the ending -ing:

e.g. lie – lying

die – dying

4. Final -e is dropped before the ending -ing:

e.g. have – having

Exc. agree–agreeing; be–being; see–seeing; dye–dyeing (a vopsi)

Past Continuous is used for:

1. An action in progress at a particular moment in the past:

At 2:00 p.m. yesterday Helen **was attending** a physics seminar.

2. An incomplete action in the past:

Bob **was writing** his science report yesterday (implication: he didn't finish writing it yesterday).

Past Continuous is used for:

3. An action in progress in the past (Past Continuous) interrupted by another, shorter action (Past Simple).

In this situation we can express the same thing in 4 ways with similar meaning:

- a) **While** I **was walking** in the park, I **met** Joan.
(PC) (PS)
- b) I **met** Joan **while** I **was walking** in the park.
(PS) (PC)
- c) **When** I **met** Joan, I **was walking** in the park.
(PS) (PC)
- d) I **was walking** in the park **when** I **met** Joan.
(PC) (PS)

Past Continuous is used for:

4. **Two actions in progress at the same time in the past. In this case, both verbs are in the past continuous.**

In this situation we can also express the same thing in 4 ways with similar meaning:

- a) **While** I **was studying** for the exam, my roommate **was sleeping**.
(PC) (PC)
- b) My roommate **was sleeping** **while** I **was studying** for the exam.
(PC) (PC)
- c) **While** my roommate **was sleeping**, I **was studying** for the exam.
(PC) (PC)
- d) I **was studying** for the exam **while** my roommate **was sleeping**.
(PC) (PC)

6

The future of technology. Means of expressing future.

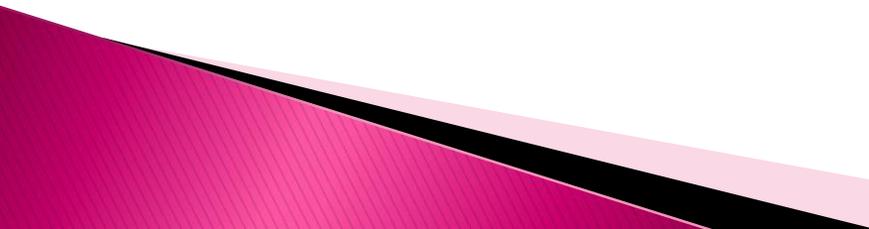
Overview

- ▶ Means of expressing future

Means of Expressing Future

- ▶ *Time* refers to **chronology, duration** (“What’s the time?”), while *tense* is **a grammar**, more precisely, **a verb category**. Verb tenses are a means of encoding the category of time in language, together with others, for example adverbs, such as *today, yesterday, tomorrow*.
- ▶ Future *time* can be expressed in English through a variety of *tenses* and verb forms. This is the best example showing that *time* and *tense* are different concepts.

Means of Expressing Future

1. Future Simple ('will' future)
 2. Future Continuous
 3. 'Going to' Future
 4. Present Simple
 5. Present Continuous
 6. 'Be to' Future
 7. 'Be about to' Future
 8. Future-in-the-Past
 9. Future Perfect Simple
 10. Future Perfect Continuous
- 

Future Simple ('will' future) Form

Form: Future Simple is formed by means of *will* and the **short infinitive (base form) of the main verb.**

Future Simple ('will' future) Form

I You He/she/it We You They	will	ask	I'll You'll He'll She'll It'll We'll You'll They'll	ask
--	-------------	------------	--	------------

Future Simple ('will' future) Form

Interrogative

Will	I you he/she/it we you they	ask?
-------------	--	-------------

Negative

I you he/she/ it we you they	will not (won't)	ask
--	---------------------------------	------------

Future Simple: Uses

Future Simple is used to express:

1. a 'neutral' future (future as a matter of course)

He **will be** (he'll be) 21 next month.

2. a future prediction (without evidence)

I think it **will** rain tomorrow.

3. a decision about the future taken at the moment of speaking

I'll see you next Monday then.

Future Simple ('will' future) Indicators

Indicators:

a) tomorrow

tomorrow morning/ afternoon/ evening/ night

b) next – morning/ afternoon/ evening

– Sunday

– week/ month/ year

c) in + a future month/ a future season/ a future year (in 2025)

d) on + a future day/ a future date (on December 21st 2025)

Future Continuous (Progressive) Form

Form: Future Continuous is formed by means of the **Future Simple** of the verb *to be* and the *-ing* form of the main verb.

Future Continuous (Progressive)

Affirmative

I You He/she /it We You They	will be	asking
--	--------------------	---------------

Interrogative

Will	I you he/she/it we you they	be	asking?
-------------	--	-----------	----------------

Future Continuous (Progressive) Negative

I You He/she/it We You They	will not (won't)	be	asking
--	-----------------------------	-----------	---------------

Future Continuous (Progressive): Use

Future Continuous (Progressive) is used for:

1. An action in progress at a certain time in the future

This time tomorrow **he'll be driving** to Bucharest.

Indicators:

- a) this time – tomorrow/next week
- b) at 5 o'clock tomorrow/next week

2. A temporary action in the future

Our grandparents **will be staying** with us next month.

Indicators: similar to those used for future simple that refer to closer moments in the future (it is not used with 'next year', for example)

3. An action in progress in the future interrupted by another action:

Tom **will be studying** when his sister comes home.

4. Two actions in progress at the same time in the future

Tom **will be studying** while his sister is writing her homework.

(NB! Future Continuous is used only in the main clause!)

'Going to' Future

Form: 'of the verb *to be* in the Present Tense and *going to + V (short infinitive)*

“Going to” Future

Affirmative

am

S + is + going to + V

are

Interrogative

Am

Is + S + going to + V?

Are

“Going to” Future

- ▶ Negative

am

S + { is + not + going to + V

are

“Going to” Future

‘Going to’ Future is used to express:

1. A future event for which there is some evidence
Look at the clouds. **It’s going to rain.**

2. A future intention or plan thought about before the moment of speaking

They’re **going to** spend their summer vacation in Thailand.
(steps have already been taken to fulfil this intention, i.e., they have already bought plane tickets and have booked hotel rooms)

3. In spoken English, especially in American English, ‘going to’ future is used instead of ‘will’ future.
I’m going to finish my assignment next week.

Present Simple and Present Continuous

Present Simple expresses:

A future action officially planned (timetables, schedules)

I **go** to Bucharest tomorrow. (I'm sent there)

The museum **opens** tomorrow morning.

Indicators:

a) tomorrow (morning/afternoon/evening)

b) next (Sunday/week)

Present Continuous expresses

A future action planned by the doer

I **am going** to Bucharest tomorrow. (because I want to)

Indicators:

a) tomorrow –morning/afternoon...

b) next week

'Be to' Future

'Be to' Future

Form: 'Be to' Future is made up of the verb **to be in the Present Tense**, followed by **to + V (short infinitive)**

Affirmative

am

S + is + to + V

are

Interrogative (Questions)

Am

Is + S + to + V?

Are

Negative

am

S + is + not + to + V

are

Be to' Future

'Be to' Future expresses:

1. An arrangement

They **are to** get married soon.

2. An order pointing to a future moment

You **are to** be back home by midnight.

Indicators: similar to those used for future simple

'Be about to' Future

Form: 'Be about to' Future is made up of the verb *to be* in the Present Tense, followed by *about to + V (short infinitive)*

'Be about to' Future

Affirmative

am

S + is + about to + V
are

Interrogative (Questions)

Am

Is + S + about to + V?
Are

Negative

am

S + is + not + about to + V
are

Use: 'Be about to' expresses an immediate future

They are about to leave.

Future-in-the-past Form

Form: Future-in-the-Past is made up of *would* and **the short infinitive** of the main verb.

Future-in-the-past Form

Affirmative

I	would	ask
You		
He/she/ it		
We		
You		
They		

Interrogative

Would	I	ask?
	you	
	he/she/it	
	we	
	you	
	they	

Future-in-the-past Form

Negative

I You He/she/it We You They	would not (wouldn't)	ask
--	---------------------------------	------------

Future-in-the-past: Use

Future-in-the-Past expresses a future action seen from a past perspective (*then*)

He knew that she **would visit** him in a few days.

Indicators:

a) the following day

b) the following – morning/ afternoon/ evening
– Sunday
– week/ month/ year

Future Perfect Simple Form

Future Perfect Simple is made up of the verb *have* in the **Future Simple** and the **Past Participle (3rd form)** of the main verb.

Future Perfect Simple Form

Affirmative:

S + will + have + V (3rd form)
(regular verbs:
V+ed)

I			
You			
He/she/it	will	have	sung
We			asked
You			
They			

Future Perfect Simple Form

Interrogative (Questions)

Will + S + have + V (3rd form)?
(regular verbs:
V+ed)

Will	I you he/she/it we you they	have	sung? asked?
-------------	--	-------------	-------------------------------

Future Perfect Simple Form

Negative:

S+ will + not + have + V (3rd form)
(won't) (regular verbs:
V+ed)

I	will not (won't)	have	sung asked
You			
He/she			
/it			
We			
You			
They			

Future Perfect Simple: Use

Future Perfect Simple expresses

1. A future action that will be completed before a future moment

Tom **will have finished** the book by 2 p.m.

2. A future action that will be completed before another future action

Tom **will have finished** the book by the time Mary comes home.

Indicators:

by + units of time (e.g. by 5p.m.; by tomorrow; by next week, etc.)

Future Perfect Continuous Form

Future Perfect Continuous is made up of the verb *have* in the **Future Simple**, the verb *be* in the **Past Participle (3rd form)** and the ***-ing form*** of the main verb.

Future Perfect Continuous Form

Affirmative

**S + will + have + been +
V-ing**

I	will	been	singing
You			
He/she/it	have		asking
We			
You			
They			

Future Perfect Continuous Form

Interrogative

Will + S + have + been + V-ing?

Will	I you he/she/ it we you they	have	been	singing? asking?
-------------	--	-------------	-------------	---------------------

Future Perfect Continuous Form

Negative

**S + will + not + have +
been + V-ing**

will + not = won't

I You He/she/ it We You They	will not have (won't)	been	singing asking
--	--------------------------------------	-------------	---------------------------

Future Perfect Continuous: Use

Future Perfect Continuous expresses

1. A future action in progress before and maybe during and after a future moment:

By 2 p.m. Tom will have been reading for 5 hours.

2. A future action in progress before and maybe during and after another future action:

By the time his sister comes home, Tom will have been reading for 5 hours.

Indicators:

for 5 minutes / hours / days / weeks / months / years

NB! Future Simple, Future Continuous, 'Going to' Future, Future-in-the-Past, Future Perfect Simple and Future Perfect Continuous are not used in

a) time clauses (clauses that are introduced by *when, while, before, after, as soon as, till until, by*)

I'll tell my friend the news / when I see him tomorrow.
(Future Simple) (Present Simple)

b) conditional ('if') clauses (clauses that are introduced by *if, unless (if not), in case, provided, on condition*)

I'll tell my friend the news / if I see him tomorrow.
(Future Simple) (Present Simple)

The table below shows which verb forms replace future tenses in time or conditional clauses:

Future tense form	Replaced by
Future Simple	Present Simple
Future Continuous	Present Continuous
Future-in-the-Past	Past Simple
Future Perfect Simple	Present Perfect Simple
Future Perfect Continuous	Present Perfect Continuous

Future Perfect Continuous: Use

Future Perfect Continuous expresses

1. A future action in progress before and maybe during and after a future moment:

By 2 p.m. Tom **will have been reading** for 5 hours.

2. A future action in progress before and maybe during and after another future action:

By the time his sister comes home, Tom **will have been reading** for 5 hours.

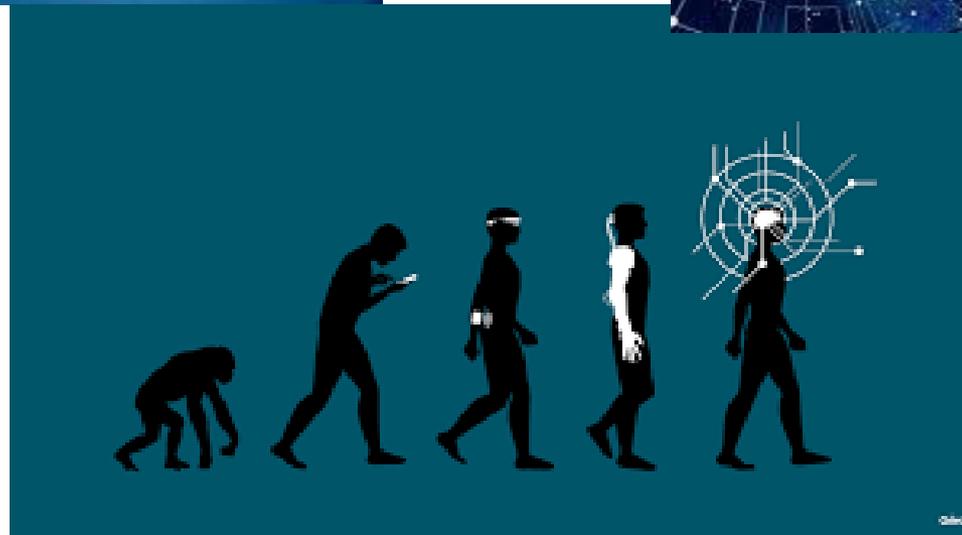
Indicators:

for 5 minutes / hours / days / weeks / months / years

7

Technology, materials and tools. Countable and uncountable nouns. Expressions of quantity.

- ▶ Technology, materials and tools
 - ▶ Countable and uncountable nouns
 - ▶ Expressions of quantity
- 



The objects around you are made of many different materials.



 metal	 glass	 plastic	 fabric
 concrete	 wood	 ceramic	 rubber

- ▶ Iron: heavy, stiff, hard, rigid, rough, non-combustible, brittle, not very corrosion-resistant
 - ▶ Steel: light, stiff, tough, malleable
 - ▶ Aluminium: light, soft, ductile, conductive, highly corrosion resistant
 - ▶ Rubber: flexible, soft
 - ▶ Concrete: rough, hard, non-combustible
 - ▶ Oil: oily, thick, combustible, viscous
 - ▶ Wood: soft, combustible, rigid
 - ▶ Glass: brittle, breakable, transparent, clear
 - ▶ Plastics: tough, good insulator, durable, wear-resistant
- 

Tools

<http://www.eflnet.com/vocab/dictionary/tools-list>

<http://www.eflnet.com/vocab/dictionary/tools-video>

<https://www.youtube.com/watch?v=rR3maw4RGMo>

<https://www.youtube.com/watch?v=DGST2NvATKI>

household tools



mallet



handsaw



sandpaper



bit

chuck

drill



claw

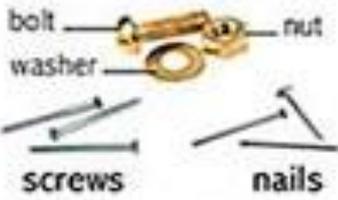
hammer



coping saw



plane



bolt

nut

washer

screws

nails



hacksaw



plunger



screwdriver



spirit level



tape measure



vise



bradawl



ladder



stepladder



blade

pocketknife (also penknife)



toolbox



file



chisel



wrench



a pair of scissors



pliers



monkey wrench

Countable Nouns

Countable nouns have two forms: **singular** and **plural**.

Singular count nouns refer to one person or thing:

- ▶ *a book; a teacher; an egg; a tomato*

Plural count nouns refer to more than one person or thing:

- ▶ *books; teachers; eggs; tomatoes*

Singular count nouns

Singular count nouns cannot be used alone. They must have a **determiner** (articles, possessives, demonstratives):

- ▶ ***the** book; **a** boiled egg; **your** red tomato; **that** English teacher*

Plural Nouns

1. Add *-s* to make a plural noun:

▶ book > books; school > schools; friend > friends

2. Add *-es* to nouns ending in *-ss*; *-ch*; *-s*; *-sh*; *-x*

▶ class > classes; watch > watches; gas > gases;
wish > wishes; box > boxes

3. When a noun ends in a consonant and *-y*, make the plural in *-ies*

▶ lady > ladies; country > countries; party > parties

4. but if a noun ends in a vowel and *-y*, simply add *-s*:

▶ boy > boys; day > days; play > plays

Irregular Plurals

1. man > men;
2. woman > women;
3. child > children;
4. ox > oxen;
5. foot > feet;
6. goose > geese;
7. tooth > teeth;
8. mouse > mice
9. louse > lice;
10. person > people

Plural Nouns

Plural count nouns do not have a determiner when they refer to people or things as a group:

- ▶ Computers are very expensive.
- ▶ Do you sell old books?

Uncountable Nouns

Some nouns in English are uncountable nouns.

Do not use singular uncountable nouns in the plural and do not use them with the indefinite article, a/an.

~~We ate a lot of foods~~ > We ate a lot of food

~~We bought some new furnitures~~ > We bought some new furniture

~~That's a useful information~~ > That's useful information

Uncountable Nouns

Uncountable nouns often refer to:

- ▶ Substances: food; water; wine; salt; bread; iron
- ▶ Human feelings or qualities: anger; cruelty; happiness; honesty; pride;
- ▶ Activities: help; sleep; travel; work
- ▶ Abstract ideas: beauty; death; fun; life
- ▶ Other uncountable nouns: advice, information, money, news, luggage, baggage, furniture, equipment.

Quantifiers: definition

A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity:

'Some', 'many', 'a lot of' and 'a few' are examples of quantifiers.

Quantifiers

With Uncountable Nouns

- ▶ much
- ▶ a little / little / very little*
- ▶ a bit (of)
- ▶ a great deal of
- ▶ a large amount of
- ▶ a large quantity of

* *little, very little* mean that there is not enough of something.
a little means that there is not a lot of something, but there is enough.

Quantifiers

With Countable Nouns

- ▶ many
- ▶ a few / few / very few*
- ▶ a number (of)
- ▶ several
- ▶ a large number of
- ▶ a great number of
- ▶ a majority of

* *few, very few* mean that there is not enough of something.
a few means that there is not a lot of something, but there is enough.

Quantifiers

With both

- ▶ all
- ▶ enough
- ▶ more/most
- ▶ less/least
- ▶ no/none
- ▶ not any
- ▶ some
- ▶ any
- ▶ a lot of
- ▶ plenty of

Some

Some and its compounds – *somebody*, *someone*, *something*, *somewhere* etc. are normally used in affirmative sentences:

- ▶ There is **some** wine in the cellar.
- ▶ We have **some** chocolate cake left from last night.
- ▶ There is **someone** at the door.

Some

Some and its compounds are also used in interrogatives (questions)

1. which are used to make an offer or a request:

- ▶ Would you like **some** tea?
- ▶ Do you want **something** to eat?

Can you ask **someone** to come and repair the TV?

2. when we expect and encourage an affirmative answer:

- ▶ Can you buy **some** bread when you go to the shop?

Any

Any and its compounds – *anybody, anyone, anything, anywhere* etc. are used in interrogative sentences:

- ▶ Has **anyone** seen my mobile?
- ▶ Do we have **anything** in the fridge?

Any and its compounds are also used in negative sentences

- ▶ I have never met **anyone** as rude as you.
- ▶ I did not have **any** time to speak to Marc.

Any

When *any* and its compounds are used in affirmative sentences there is a different meaning (no matter which, when or where)

- ▶ We can go **anywhere** you like. = It doesn't matter where we go.
- ▶ **Anyone** could have told you that. = I'm surprised you don't know this.

No

No and its compounds can be used instead of *not any* in negative sentences:

- ▶ He didn't do **anything**. He did **nothing**.

How much + uncountable noun

- ▶ **How much** ham?

How many + countable noun

- ▶ **How many** rashers and sausages?

8

Present Perfect and Past Tense

- ▶ Present Perfect Simple
 - ▶ Present Perfect Simple and Past Tense
 - ▶ Present Perfect Continuous
 - ▶ Present Perfect Simple and Continuous
- 

Present Perfect Simple Affirmative

S + { have
has } + V (3rd form)

I We You They	have	asked spoken
He/she /it	has	

Present Perfect Simple Interrogative

Have
Has } +S+V(3rdform)

Have	I we you they	asked spoken
Has	He/s he/it	

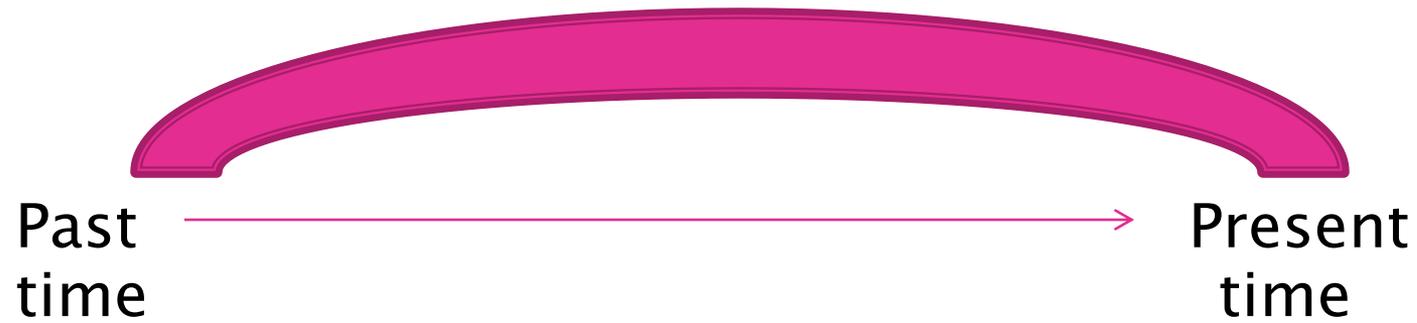
Present Perfect Simple Negative

S+ { have
has } +not+V (3rd form)

I We You They	have not (haven't)	
He/she/it	has not (hasn't)	asked spoken

Present Perfect

Present Perfect



Past Simple: Form

Affirmative

S + V (2nd form)

+V+ed (regular
verbs)

I	
You	
He/She/It	
We	asked
You	sang
They	

Past Simple: Form

Questions

Did+S+V (1st form)

Did	I You He/She/It We You They	ask? sing?
-----	--	---------------

Past Simple: Form

Negative

S+did+not+V (1st form)

did + not = didn't

I		
You		
He/She/It	did not	ask
We	(didn't)	sing
You		
They		

Present Perfect and Past Tense

Present Perfect Simple

1. unfinished past

an action that started in the past and continues to the present (and possibly in the future)

He **has lived** (locuiește) in Iași for five years (he's still living in Iași)

He **has lived** in Iași since since 2013.

He **has lived** in Iași since he became a student. NB! In the clause introduced by *since*, use Past Tense (see example above)

Main clause+Present Perfect
Clause introduced by *since*+Past Tense

Past Tense Simple

1. finished past

an action that started and was finished in the past

He **lived** (a locuit) in Iași for five years (he doesn't live in Iași any more)

He **lived** in Iași in 2013.

Present Perfect and Past Tense

Present Perfect

Indicators:

- a) for = duration, unfinished period of time
 - ▶ for 5 minutes/ hours/ days/ months/ years
 - ▶ for a long time
 - ▶ for ages

- b) since = starting point of an action
 - ▶ since 8 am
 - ▶ since last week/month/year
 - ▶ since yesterday

NB! In the clause introduced by *since*, use Past Tense

Past Tense

Indicators:

- a) for = a finished period of time
- b) yesterday(morning/ afternoon/ evening/ night)
- c) last (evening/ night/ week/ month/ year)
- d) ...ago (5 minutes/ hours/ days/ weeks/ years ago)
- e) in + past
 - ▶ month (e.g. in July)
 - ▶ season (e.g. in summer)
 - ▶ year (e.g. in 2010)

Present Perfect and Past Tense

Present Perfect

2. unfinished period of time

an action that took place in a period of time that is not finished

He **has eaten** toast and butter for breakfast this morning. (now it's 10 a.m., i.e., it's still morning)

Indicators:

- a) this morning/afternoon/evening/week/month/year
- b) today

Past Tense

2. finished period of time

an action that took place in a period of time that is finished

He **ate** bread and butter for breakfast this morning. (now it's 2 p.m., so it's no longer morning)

Indicators:

this morning/afternoon

Present Perfect and Past Tense

Present Perfect

3. present result

an action that happened in the past (usually the recent past) whose results are seen at present

Tom **has broken** his leg.
(Tom's leg is in plaster now)

Indicators (if any):

- a) already
- b) just
- c) recently, lately
- c) still
- d) yet

Past Tense

3. no present result

an action that happened in the past and has no present results

Tom **broke** his leg. (it's a thing of the past; Tom's leg is OK now)

Indicators (if any):

similar to 1st use

Present Perfect and Past Tense

Present Perfect

4. indefinite past

a) an action that happened at an unspecified time in the past (? when); the time is not specified; what is important is the experience

A: **Have** you ever **visited** The British Museum?

B: Yes, I **have**. I **have visited** The British Museum many times.

b) a finished action in someone's life (when the person is still alive: life experience):

My brother **has been** to Mexico three times.

Past Tense

4. definite past

a) an action that happened in the past, usually at a definite moment

When **did** you last **visit** The British Museum?

b) a finished action in someone's life (when the person is dead):

My great-grandmother **went** to Mexico three times.

Present Perfect and Past Tense

Present Perfect

Indicators:

1. adverbs of frequency

always
usually
often
frequently
sometimes
occasionally

seldom
rarely
hardly ever
never

2. once
twice
three, four, ...n times
(how) many times

Past Tense

Indicators:

once
twice
three, four, ...n times

Present Perfect Continuous Affirmative

S + {have
has} + been + V-ing

I We You They	have	been	asking
He/she /it	has		

Present Perfect Continuous Interrogative

Have
Has } +S+been + V-ing

Have	I we you they	been	asking speaking
Has	He/she /it		

Present Perfect Continuous Negative

S + {have
has} + not + been + V-ing

I We You They	have not (haven't)		
He/she /it	has not (hasn't)	been	asking speaking

Present Perfect Simple and Continuous

Present Perfect Simple

1. unfinished past

a) an action that started in the past and continues to the present

He **has lived** (locuiește) in Iași for four years.

With verbs such as *live, stay, study, work* you can use either the simple or the continuous form of Present Perfect with the same meaning

Present Perfect Continuous

1. unfinished past

a) an action that started in the past and continues to the present and possibly in the future

He **has been living** (locuiește) in Iași for four years.

Present Perfect Simple and Continuous

Present Perfect Simple

b) a permanent state/action

The castle in Sighișoara **has stood** there for hundreds of years.

c) with expressions of quantity

Paul **has read** 150 pages.

Present Perfect Continuous

b) a temporary action

Tom **has been living** with a host family for 3 months.

c) with expressions of time

Paul **has been reading** for 3 hours/since 6 am.

Present Perfect Simple and Continuous

Indicators

for = period of time

for 5 minutes / hours / days / months / years

for a long time

for ages

since = moment when the action started



Present Perfect Simple and Continuous

Present Perfect Simple

2. unfinished period of time

a complete action

He **has written** a research report this week. (he has finished it)

Indicators:

- a) this morning/afternoon/week/month/year
- b) today

Present Perfect Continuous

2. unfinished period of time

an incomplete action

He **has been writing** a research report this week. (he hasn't finished it)

Indicators:

- a) this morning/afternoon/week/month/year
- b) today

Present Perfect Simple and Continuous

Present Perfect Simple

3. present result

a) an action that happened in the past (usually the recent past) whose results are seen at present

Focus on result

A: You've changed.
What have you done to yourself?

B: I've **lost** some weight.

Present Perfect Continuous

3. present result

a) an action that happened in the past (usually the recent past) whose results are seen at present

Focus on action

A: You've changed. What have you done to yourself?

B: I've **been doing** some exercise.

Present Perfect Simple and Continuous

b) with verbs that suggest a short action, such as *break, cut, hit, knock, lose, start, stop* the Present Perfect Simple refers to an activity that took place once

Focus on result
He **has cut** his finger.
(his finger is hurt)

b) with verbs that suggest a short action, such as *break, cut, hit, knock, lose, start, stop* the Present Perfect Continuous refers to a repeated activity

Focus on action
He **has been cutting** the grass

Present Perfect Simple and Continuous

Present Perfect Simple

c) a complete action in the past whose result is seen at present

Someone **has eaten** my chocolates. (there are none left)

Present Perfect Continuous

c) an incomplete action in the past whose result is seen at present

Someone **has been eating** my chocolates. (there are some left)

d) the cause that led to a present result

A: Why are you wet?

B: I've **been swimming**.

Present Perfect Simple and Continuous

Present Perfect Simple

Indicators (if any):

- a) already
- b) just
- c) recently, lately
- d) still
- e) yet

Present Perfect Simple and Continuous

Present Perfect Simple

4. indefinite past

an action that happened at an unspecified time in the past (? when); the time is not specified; what is important is the experience

Robert **has** never **been** abroad.

Present Perfect Continuous

4. indefinite past

an action that happened at an unspecified time in the past (? when); the time is not specified; what is important is the experience

Have you **been flying** in a plane when it has hit an air pocket?

Present Perfect Simple and Continuous

Present Perfect Simple

Indicators:

a) adverbs of frequency



always
usually
often
frequently
sometimes
occasionally

seldom
rarely
hardly ever
never

b) once

twice

three, four, ...n times

(how) many times

Present Perfect Simple and Continuous

Present Perfect Continuous

5. a repeated action that irritates the speaker or expresses his amazement and reproach

She **has** always **been using** my telephone this year.

Indicators:

- ▶ always (mereu), continually, all the time, forever

9

Characteristics of technical and scientific English

- ▶ Technical style
 - ▶ SPA
 - ▶ noun compounds
 - ▶ abbreviations and acronyms
- 

Definition

Style is a distinctive manner of expression, in writing or speech. It is the way in which something is said or done, as distinguished from its substance.

Technical/Scientific Style

- ▶ **simple and exact** – it uses direct language. Technical terms and jargon are used only when they are necessary for accuracy;
- ▶ **clear**– it avoids unnecessary detail
- ▶ **concise** –it avoids vague or complicated sentences
- ▶ **structured logically** – ideas and processes are expressed in a logical order. The text is divided into sections with clear headings
- ▶ **compact and smooth** (stick to the same verb tense)

Technical/Scientific Style

- ▶ **objective and impersonal**

Limit your use of:

- personal pronouns (I, you, we)
- emotionally loaded words (wonderful, useless, lovely)
- casual or ambiguous expressions (the reaction carried on for 10 minutes)
- use both active and passive voice
- ▶ **does not make use of contractions** (isn't, there's → is not, there is)
- ▶ **formal** (avoid colloquial expressions, contractions)

Punctuation

Avoid using the apostrophe!! Write out the expression in full.

- ▶ the iron's resistivity → the resistivity of the iron
- ▶ the cube's diameter → the diameter of the cube

Write: it is, who is, there is and would not
rather than: it's, who's, there's and wouldn't.

Vocabulary

- ▶ Choose formal vocabulary instead of informal vocabulary. For example, "somewhat" is more formal than "a bit", "offspring" is more formal than "babies", "insufficient" is more formal than "not enough", etc.
- ▶ In general, especially in writing, you should avoid:
 - ▶ a. colloquial words and expressions; "stuff", "a lot of", "thing", "sort of",
 - ▶ b. abbreviated forms: "can't", "doesn't", "shouldn't"
 - ▶ c. two word verbs: "put off", "bring up"

Vocabulary

1. Use technical terms correctly.
2. Check your spelling.

Pairs of words or expressions that are often confused are:

absorb / adsorb; affect / effect; it is composed of / it comprises; its / it's; lead / led; practice / practise; principal / principle; where / were.

Vocabulary

- ▶ Use formal, scientifically precise language in technical reports. Avoid imprecise informal language.

examine	look into
increased	got bigger
decreased	got smaller
obtained	got
improved	got better
many	a lot of
conduct, carry out	do

Using Tenses

- ▶ Scientific writing frequently uses the past tense, particularly when the main focus of the writing is to describe experiments or observations that took place prior to the time of writing, for example:
 - ▶ The data were analysed.
 - ▶ The solution was decanted.
 - ▶ The temperature was recorded.

Using Tenses

- ▶ However, the past tense may not be appropriate for everything that you write and sometimes you will need to combine different tenses in the same piece of writing.
- ▶ For example, the use of different tenses can help to clarify what happened or what you did in the past (past tense), what you conclude (present tense) and what will be an issue for the future (future tense).

Using Tenses

- ▶ The experiment was carried out in a sterile environment (past tense for a statement of what happened).
 - ▶ It is particularly important to avoid contamination (present tense for a statement that is a general 'truth').
 - ▶ It will be necessary to ensure that the same conditions are replicated in future experiments (future tense for a recommendation for the future).
- 

Sentence length

- ▶ Sentences that are too short and poorly connected can be irritating to read.
- ▶ Conversely, sentences that are too long and rambling are difficult to follow and are likely to be confusing.
- ▶ Use a sentence length that allows your thoughts to flow clearly. As a general rule there should be no more than 20–25 words in any one sentence. You may be able to reduce your sentence length by:
 - ▶ cutting out unnecessary words
 - ▶ dividing complex sentences into separate phrases or sentences

SPA

Each spoken or written text has a certain *subject*, is meant to achieve a certain *purpose* and addresses a certain *audience*.

- ▶ select and limit your subject
- ▶ identify your purpose
- ▶ analyze your audience

S=Subject (What?)

P= Purpose (Why?)

– to inform

– to persuade

– to entertain

A= Audience (Who for?)

Noun Compounds

- ▶ Technical language is characterized by the use of noun compounds.
- ▶ They consist of a group of words (nouns, adjectives, –ing forms of the verb) that determine a *head noun*, the last element) and express a single idea.
- ▶ Noun compounds help authors of technical and scientific texts express their ideas in a concise manner. This can be seen easily if we try to paraphrase noun compounds without using any compounds.
- ▶ The *head noun*, which in the case of compounds is the *last* word, becomes the *first* word in the paraphrase, so that the word order in the compound is in broad lines the reverse of the word order in the paraphrase.

Abbreviations and Acronyms

- ▶ Technical English also makes use of many abbreviations and acronyms, which help us say what we want or need to say in a *concise manner*.

Abbreviations

e.g.

etc.

pp

Acronyms

laser

radar

LCD

10

The Passive Voice

The Passive Voice

In English there are two main voices: active voice and passive voice.

The active voice shows that the subject performs the action.

The passive voice, on the other hand, shows that the subject suffers the action denoted by the verb.

The passive voice is used a lot in technical and scientific English because

- It highlights the action, not the subject;
- It is impersonal, objective.

As in Romanian, the Passive Voice in English is formed by means of the verb “*a fi*” (“to be”) and the Past Participle of the main verb.

Active Voice

Aspect Tense	Simple	Continuous	Perfect	Perfect Continuous
Present	I ask he asks	I am asking you are asking he is asking	I have asked he has asked	I have been asking he has been asking
Past	I asked	I was asking you were asking	I had asked	I had been asking
Future	I will ask	I will be asking	I will have asked	I will have been asking

Active Voice

Aspect Tense	Simple	Continuous	Perfect	Perfect Continuous
Present	v S+ V(e)s	am S+ is + V-ing are	have S+ +V (3 rd form) has	have S+ + been+ V-ing has
Past	S + V (2 nd form)	was S+ + V-ing were	S+ had+ V (3 rd form)	S+ had been + V-ing
Future	S+ will + V	S+ will + V-ing	S+ will + have+V(3 rd form)	S+ will + have been+ V-ing

Passive Voice

Aspect Tense	Simple	Continuous	Perfect
Present	I am asked you are asked he is asked	I am being asked you are being asked he is being asked	I have been asked he has been asked
Past	I was asked you were asked	I was asking you were asking	I had been asked
Future	I will be asked	I will be asking	I will have been asked

Passive Voice

Aspect Tense	Simple	Continuous	Perfect
Present	am S+ is + V (3 rd form) are	am S+ is + being +V(3 rd form) are	have S+ + been +V (3 rd form) has
Past	was S+ + V (3 rd form) were	was S+ + being +V(3 rd form) were	S+ had+ been + V (3 rd form)
Future	S+will +be+ V (3 rd form)		S + will + have + been +V (3 rd form)

Active Voice → Passive Voice

Active Voice	Passive Voice
The scientist made an experiment.	An experiment was made by the scientist.
The scientist has made an experiment	An experiment has been made by the scientist.
The scientist makes an experiment.	An experiment is made by the scientist.
The scientist will make an experiment.	An experiment will be made by the scientist.

Let us take a simple sentence in the active voice and change it to the passive:

S V_{act} DO IO

Active Voice: The teacher explains the lesson to the students.

S V_{pass} IO Ag

Passive Voice 1: The lesson is explained to the students by the teacher.

S V_{pass} DO Ag

Passive Voice 2: The students are explained the lesson by the teacher.

- ▶ S = subject
- ▶ V_{act} = verb in the active voice
- ▶ V_{pass} = verb in the passive voice
- ▶ DO = direct object
- ▶ IO = indirect object
- ▶ Ag = agent (*by phrase*)

Active Voice	Passive Voice
Subject	Agent (<i>by</i> phrase)
Verb (Active voice)	Verb (Passive voice)
Direct/Indirect Object	Subject

By Phrase

The agent (*by phrase*) is only rarely mentioned in the passive voice (when it is very important) e.g. This poem was written by Eminescu.

It is omitted when:

1. The agent is not known

A doctor has been sent for.

2. The agent is not important or the speaker/writer does not want to mention him/her

This issue will be fully dealt with in the rest of the paper.

3. The agent can be inferred from the context

He was elected President.

4. When the active subject is expressed by:

- a) a generic pronoun: *we, you, they (generic meaning), one;*
- b) an indefinite pronoun: *all, everybody, everyone, somebody, someone, anybody, anyone, nobody, no one;*
- c) *people.*

Active: Somebody has already answered this question.

Passive: This question has already been answered.

11

Formal writing. Applications forms and letters. Writing a CV

- ▶ Formal writing
 - ▶ Application letters
 - ▶ Writing a CV
- 

Informal and Formal Letters

The characteristics of informal style in letters are:

- The greeting (Dear Alex, Dear Dad, Hi Sis)
- Informal language and style (idioms, colloquial English)
- Abbreviated forms, pronouns omitted
- The ending (Yours/Love)

Informal Letters

The characteristics of formal style in letters are:

- The greeting (Dear Ms Lee, Dear Professor Hill, Dear Sir/Madam)
- Frequent use of the passive
- Formal language (complex sentences, non-colloquial English)
- No abbreviated forms
- The ending (Yours sincerely, /Yours faithfully)

Formal Letters

Writing a Formal Letter

Formal letters are generally addressed to various institutions or companies, not to specific people. They are written with a specific purpose in mind.

Format (Layout)

1. sender's address

address
locality + code
country

2. the date

3. receiver's name and address

receiver's name (if known)
receiver's position (if known)
company/institution address

4. salutation

Dear Sir/Madam (receiver's name is not known)

Dear Mr. Smith

Dear Ms. Smith (receiver's name is known)

5. letter text

6. ending

Yours faithfully
Yours sincerely

7. sender's signature

8. sender's name in clear

the receiver's name is *not known*

- ▶ Dear Sir/ Madam
 - ▶ Dear Sir or Madam
- 
- Yours faithfully

▶ the receiver's name is *known*

- ▶ Dear Mr. Jones
 - ▶ Dear Ms. Brown
 - ▶ Dear Prof. Hill
 - ▶ Dear Dr. Smith
- 
- Yours sincerely

Letter of application/ Cover letter

	Function	Language pattern samples
Introduction	Reference to the vacancy (what position, where it was advertised and when)	<i>I am writing/I would like to apply for the position/ post/job of mechanical engineer advertised in The Guardian on 8 November 2018.</i>
Body	highlighting main skills, training and experience	<i>I have been a mechanical engineer since my graduation...</i>
Conclusion	wish to meet the advertiser in person	<i>If you think that my experience and qualifications are suitable, I will be available for an interview from 10 November to 10 December.</i>

15 Elm Lane
Sometown, IN 55555
rmatthews@somedomain.com

January 9, 2018

Mr. Andrew Smith
Director of Operations
123 Company
15 Lafayette Way
Sometown, IN 55555

Re: Mechanical Engineer Position (Ref. Code: 12345), advertised on Monster.com

Dear Mr. Smith

Your job description for a mechanical engineer matches my qualifications, and I am very interested in the opportunity.

I have enjoyed a progressively responsible engineering career with ABC Manufacturing Co., and participated in the engineering of three major car model changes. I am experienced in all phases of new vehicle model development and implementation, from conception to production stages. Most recently, I have:



Contributed to major model changes for the 2018 Carname, 2017 Carname and 2016 Carname;
Developed process plans and layouts for seven additional car models;
Reduced ergonomic impact on production team members by designing new assist lift systems;
Helped create estimation and calculation tool for project budgets, greatly improving negotiating power with installation contractors;
Built rapport with overseas colleagues, often traveling to Japan for production consultations.
In addition, I have served as lead engineer in establishing standards that have reduced costs, enhanced efficiency, improved production methods and simplified equipment and part needs.

I have received repeated commendations from ABC Manufacturing Co. for my work quality, revenue contributions, and commitment to achieving company goals, and I think I would be a valuable asset to your North American Division. Please feel free to call me at 555-555-5555 or send an email to rmatthews@somedomain.com to arrange a meeting.

I look forward to speaking with you.

Yours sincerely,

Robyn A. Matthews

Enclosure: Resume

Writing a CV

Writing a good CV is essential if you are applying for a (new) job, for a promotion in your institution/company or for a course of study.

But what information should be included in a CV?
Which are the characteristics of an effective CV?

Writing a CV

Here are some tips on what you should / shouldn't do when writing your CV. In each pair, one assumption is correct, the other one is false. Underline the form of the verb which corresponds to the real tip and cross the other one out. One has been done for you.

1. Your CV should/shouldn't be handwritten.
2. A CV should / shouldn't be short.
3. A CV should/shouldn't have a clear layout.
4. Abbreviations should/shouldn't be used.
5. Work experience should/shouldn't be listed in reverse chronology.

Writing a CV

6. Your CV should / shouldn't be adapted to the job you are applying for.
 7. You can / cannot lie about your qualifications.
 8. You should / shouldn't include information that may show you in a negative light.
 9. You should / shouldn't include all your hobbies.
 10. You should / shouldn't use the pronoun I a lot.
 11. You should / shouldn't use brightly coloured paper.
- 

The Perfect Graduate CV

Your CV is the one thing you must get right. A badly laid-out CV, or one that gives a prospective employer the wrong impression, could jeopardise your chances of reaching the interview stage, let alone getting the job.

A handwritten CV is unacceptable, typed is better and one composed on a word processor is best. Remember, keep it short! Busy employers do not have the time to read a rambling narrative, and won't be impressed by one. They want facts: qualifications, skills and experience - and should be able to see at a glance exactly what you have to offer them.

A good CV should run to no more than two pages of A4. This applies right the way up to senior management level - so those with far less experience (that means you, graduates!) should limit themselves to a single page.

The layout should be clear and easy on the eye. Leave wide margins on either side of the page. Use bold type for headings and bullet points for noteworthy achievements.

Unless you have some truly amazing and relevant experience, perhaps from a placement, it's generally best to lead with your education. Place it in chronological order, and don't use abbreviations. Writing down "Eng. Lit" instead of "English Literature", for example, will look sloppy.

You should always list any work experience in reverse chronology, i.e. putting the most recent position first. If you have achieved anything noteworthy at work, or had some responsibility, say so.

Think your CV as something organic which evolves and changes; is isn't a tablet of stone. Tailor it to the needs of the job. For instance, the fact that you once had a summer job at The Body Shop may be of minor interest if you're applying for a position with the local authority. But if you go for a vacancy at Marks & Spencer's head office, make sure your retailing experience is given prominence as it might tip the balance in your favour.

However, be warned: adaptability is not a byword for dishonesty. Rewriting your CV when applying for different jobs is a good thing. Lying about your qualifications and experience is not.

Avoid including information that shows you in a negative light. If your A-level grades were lacklustre, don't put them in. Just list the subjects you *passed*. Employers can find out any negative things about at the interview; but by then you'll be able to defend yourself, or at least show the issues in a more positive light. Think of your CV as a tool to get you an interview, and the interview as the tool to get you a job.

Exclude information about your marital status, career objectives, salary requirements and references. All of these, with the exception (one hopes) of the first, are topics to be discussed at the interview.

Do not send a photograph of yourself, or write down every hobby or interest you've ever had. It's better to list a small selection – remembering that the employer will form a mental picture of you largely on the basis of that selection – and give prominence to skills such as fluency in a foreign language or proficiency with computer packages. Your writing style will tell the recipient a lot about you. Avoid using the pronoun "I" – it's your CV so it's taken for granted that you are referring to yourself. Instead, begin sentences with positive, active words like "achieved", "directed" and "supervised".

Check the accuracy of everything in your CV, then ask someone to check it again. Use good quality notepaper, not brightly coloured paper.

Robert Gray



Several characteristics derive from here:

- there is no standard/all purpose CV, although there are patterns of organisation that you can follow;
 - adapt your CV to the needs of the job. Have some variants each adapted to the job opportunities that are being offered;
 - your CV should evolve with time: the CV you write as an undergraduate student will be different from a CV you write after 10 years of work experience;
 - a CV is both a summing up of the stages you have already covered in your professional development and a prelude to the next stage: the interview.
- 

12

Means of transport. Classifying

- ▶ Means of transport
 - ▶ Classifying
- 

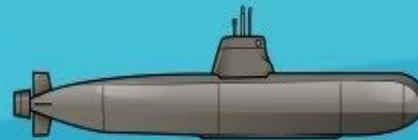
Modes of transport

Modes of transport are designed to either carry passengers or freight, but most modes can carry a combination of both. For instance, an automobile has a capacity to carry some freight, while a passenger plane has a bellyhold that is used for luggage and cargo. Each mode has a set of characteristic features.

The main modes of transport:

1. Road transportation
 2. Rail transportation
 3. Maritime transportation
 4. Air transportation
 5. Intermodal transportation
- 



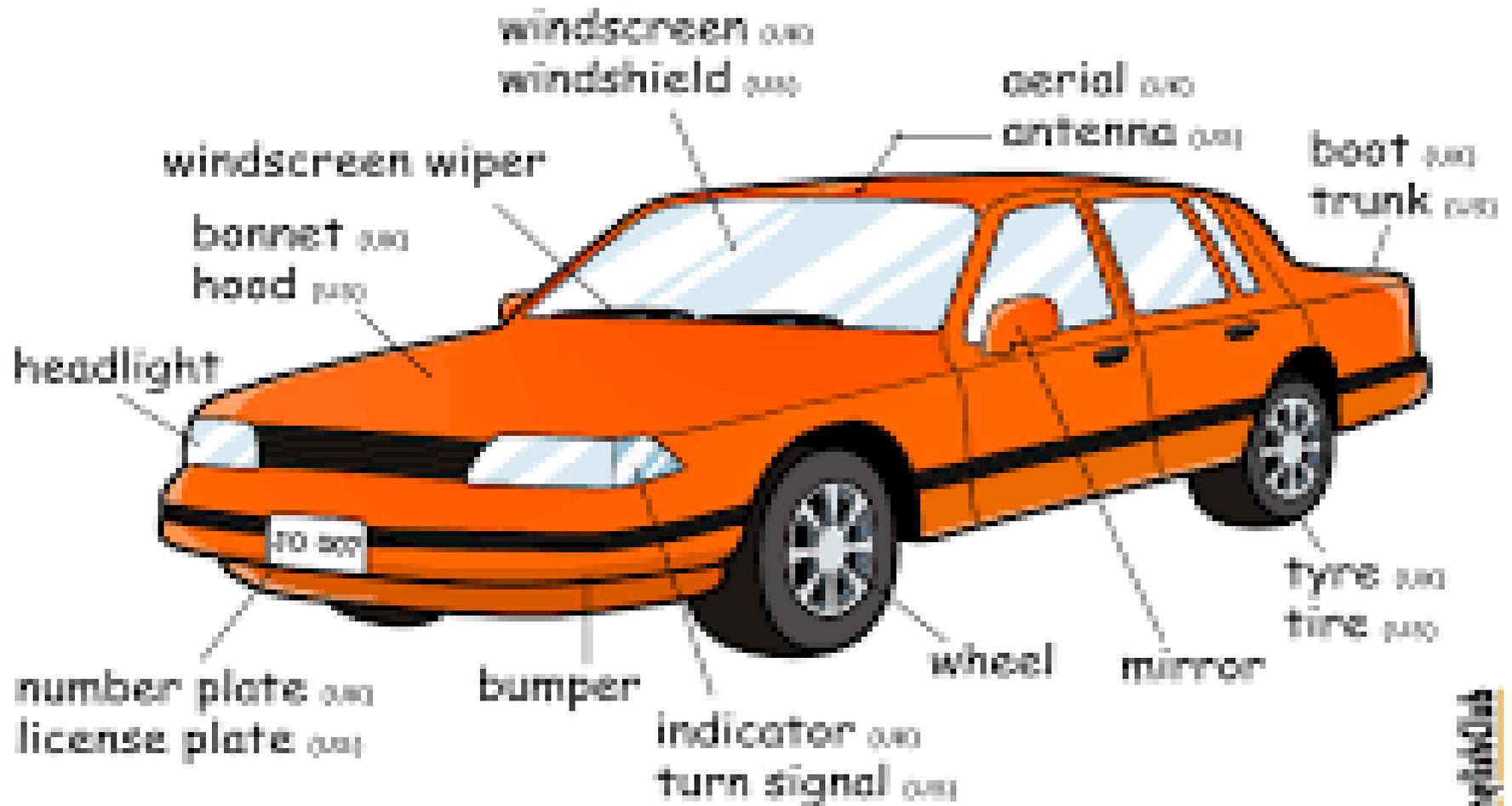




Parts of a car



PARTS OF A CAR



PARTS OF A CAR INTERIOR

steering wheel

speedometer

gear lever (UK)
gearshift,
gearstick (US)

ignition key

accelerator (UK)
gas pedal (US)

handbrake (UK)
emergency
brake (US)

clutch brake

seat belt



INSIDE VIEW



steering wheel

rearview mirror

dashboard

horn

glove compartment

clutch

gear lever

brake

handbrake

accelerator



Classifying

Classifying

- ▶ In order to better understand what is around us and organize our knowledge we need to divide things into groups or classes the members of which share some characteristics that are different from the characteristics of other classes.
- ▶ Classifications are common in science and technology.

Elements

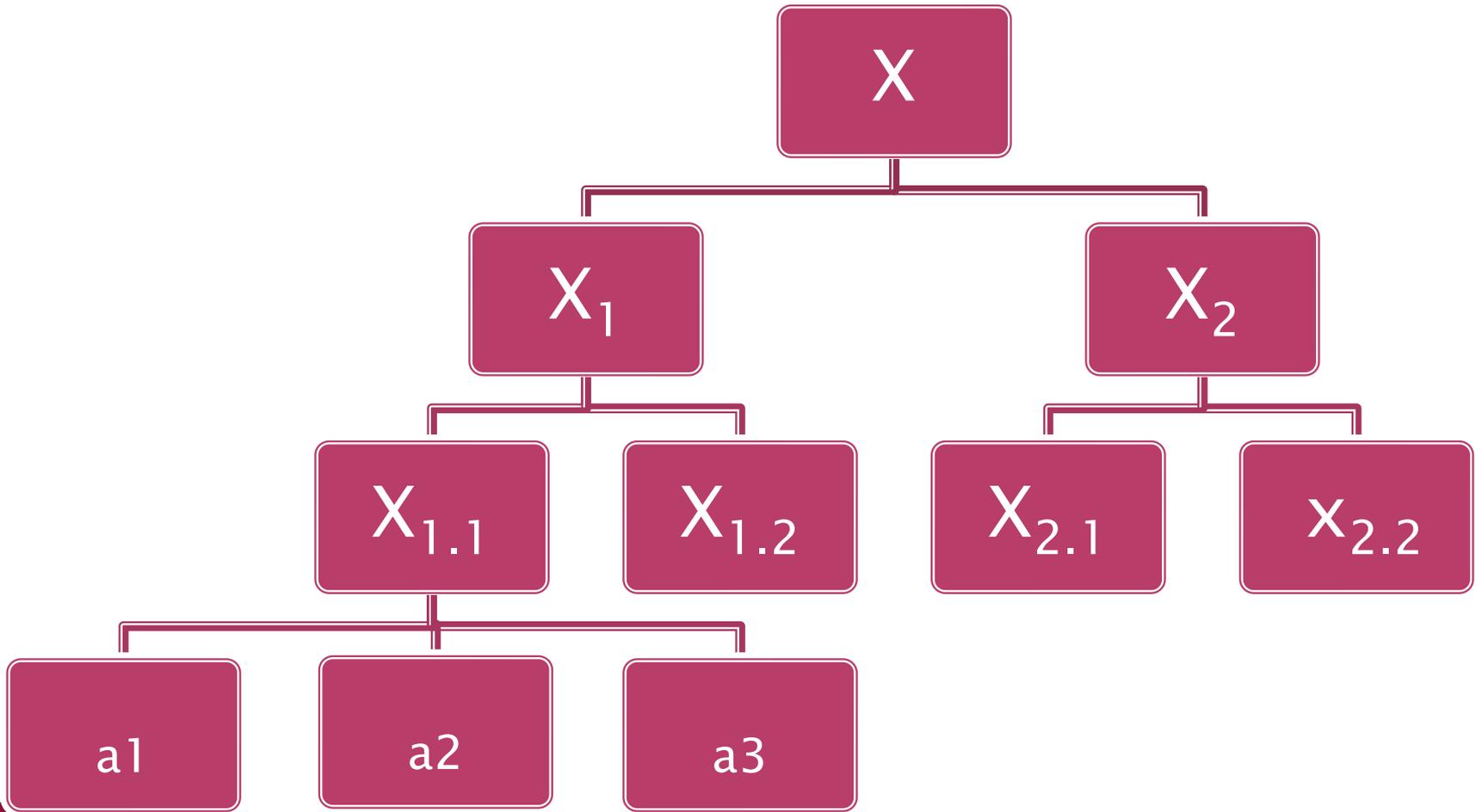
The elements that need to be present in any classification are:

- ▶ the topic (X)
- ▶ the groups X is divided into (x_1, x_2, x_3 , etc.)
- ▶ (optional) the subgroups each group is further subdivided ($x_{1.1}, x_{1.2}, x_{1.3}$)
- ▶ examples ($a_1, a_2, a_3; b_1, b_2, b_3$, etc)
- ▶ a criterion (C) according to which the classification is made – the criterion does not appear in the graphic form in the classification

NB! A classification is efficient only in case there are no overlaps:

$$(x_1 \cap x_2 \cap x_3 = \emptyset)$$

Classification Diagram



Finding a criterion (a principle of classification)

- ▶ When we divide a certain topic into categories, we do that according to a reason, which is called *criterion* or *principle of classification*.
- ▶ Thus, if you are asked to write about the students in general, it is much easier and logical if you divide them into groups having similar characteristics. In order to do that, you need to think of a criterion or principle of classification. For example, if you take into account the level of education, you can divide students into two main groups: *undergraduate* and *graduate*.

Useful Language: Classifications

1. According to C, there are
two/three... categories of....
a few classes
some groups
several kinds
many types

Useful Language: Classifications

2. According to C,

X can be	divided	into	two	classes
	classified		a few	groups
	organized		several	kinds
	categorized		some	types
	grouped		many	categories

C=criterion

X=big topic

13

Oral Presentations. Types of oral presentations

Overview

- ▶ Oral presentations
 - ▶ Types of oral presentations
 - ▶ Effective delivery
 - ▶ Subject, purpose, audience (SPA)
- 

Definition: What?

- ▶ Making an oral presentation means preparing and delivering a speech on a specific topic in a clear, concise and logical form to an audience.

Types of Presentations

4 types:

1. Manuscript presentations
 2. Memorized presentations
 3. Impromptu presentations
 4. Extemporaneous presentations
- 

Manuscript Presentations

- ▶ A *manuscript presentation* is one that you write out completely and then read aloud to an audience. This type of presentation might be suitable only in very formal situations (e.g. academic or professional conferences) when the message to be delivered is very complex and technical.
- ▶ This is because manuscript presentations have serious disadvantages, as can be seen below.

Manuscript Presentations

Advantages	Disadvantages
<ul style="list-style-type: none">• you do not need to rehearse giving your presentation	<ul style="list-style-type: none">• it takes a long time to write your presentation in full sentences from beginning to end
<ul style="list-style-type: none">• you can feel more secure	<ul style="list-style-type: none">• you have little or no eye contact with the audience
	<ul style="list-style-type: none">• difficult to adapt your presentation to suit the audiences' reactions
	<ul style="list-style-type: none">• you have little or no eye contact with the audience
	<ul style="list-style-type: none">• difficult to keep the listeners' attention

Memorized Presentations

- ▶ A *memorized* presentation is written out completely and then memorized word for word. Some students still prefer to use it.
- ▶ However, there are some serious disadvantages to this type, too.

Memorized Presentations

Advantages	Disadvantages
	<ul style="list-style-type: none">• it takes a long time to write your presentation in full sentences and to learn it by heart
	<ul style="list-style-type: none">• you will generally look at the ceiling or at the floor and will avoid looking at the audience
	<ul style="list-style-type: none">• you have little or no eye contact with the audience
	<ul style="list-style-type: none">• if you forget a word, you may forget everything

Impromptu Presentations

- ▶ An *impromptu* presentation is one made on the spur of the moment, with little or no previous planning.
- ▶ Such presentations are usually demanded in certain specific work situations. For example, when you become a professional you may be asked to explain how your department is organized to a group of foreigners who have just arrived and wish to visit the company you work in.
- ▶ Even in such a situation, you should try to mentally organize your presentation and think about the first and last sentences.

Impromptu Presentations

Advantages	Disadvantages
<ul style="list-style-type: none">• no specific preparation	<ul style="list-style-type: none">• very difficult for a beginner in the field, because it requires good knowledge of the subject
<ul style="list-style-type: none">• a lot of eye contact	<ul style="list-style-type: none">• difficult to be well organized and efficient without any preparation
<ul style="list-style-type: none">• you can get feedback from your audience and you can adjust your presentation as you speak	
<ul style="list-style-type: none">• you can keep your audience interested by speaking in a natural manner	

Extemporaneous Presentations

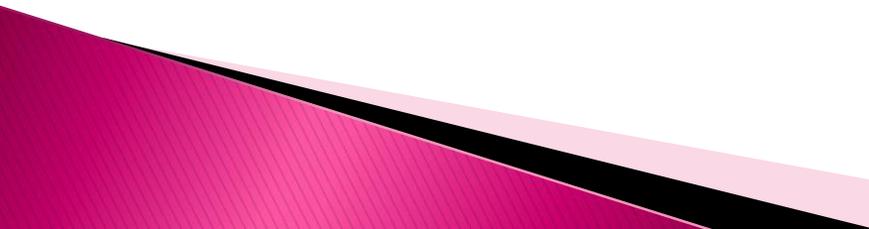
An *extemporaneous* presentation is carefully prepared and practiced in advance, without learning it word for word. In the case of extemporaneous presentations, **the ideas are thought in advance, but the speaker does not memorize the exact words.**

Extemporaneous Presentations

Advantages	Disadvantages
<ul style="list-style-type: none">• you can have a lot of eye contact with the listeners	<ul style="list-style-type: none">• it takes time to prepare and practice
<ul style="list-style-type: none">• you can adapt your presentation to suit the audience's reactions	
<ul style="list-style-type: none">• you can speak in a natural, conversational style	
<ul style="list-style-type: none">• you can keep your audience's interest	

Extemporaneous Presentations

When preparing an extemporaneous presentation, you should

- ▶ determine subject, purpose and audience
 - ▶ gather information
 - ▶ plan your content and make an outline
 - ▶ develop a strong introduction and conclusion
 - ▶ practice your presentation
- 

Effective Delivery

How effective your presentation is depends on *delivery*, *content*, *organization*, and *language*.

Effective Delivery

Effective delivery refers to the way you use **your eyes, body and voice** to communicate what you have to say.

Effective Delivery: Eye Contact

Eye contact is very important in keeping your audience's interest in the topic. It gives the listeners the feeling that you address them as individuals. It is also important for you as a speaker because you can see whether the listeners understand, are following and are interested in your message by watching their faces.

- ▶ **Some Tips**
- ▶ Maintain good eye contact with all the audience.
- ▶ Move your eyes from person to person.
- ▶ Try not to look at one person all the time, because he/she may feel embarrassed.

Effective Delivery: Body Language

Body Language and Posture

The way in which you use your posture, facial expressions and gestures conveys a significant message to your audience

Some Tips

- ▶ Be poised and confident.
- ▶ Avoid rigidity.
- ▶ Avoid excessive informality – e.g. do **not** lean against a desk or a table.
- ▶ Do **not** put your hands in your pocket.
- ▶ Use a variety of gestures and facial expressions and synchronize them with the point you want to make. Avoid repeating the same gesture all the time.
- ▶ Avoid using too many gestures.
- ▶ Avoid distractors (do not play with a pencil; do not shift from one foot to another).

Effective Delivery: Voice

Voice is also very important in keeping your audience's interest and attention.

Some Tips

- ▶ Speak loud enough so that everyone can hear you.
- ▶ Vary the volume to draw the listeners' attention to the key points in your presentation.
- ▶ Speak at a proper rate (speed): neither too fast, nor too slow.
- ▶ Vary your rate of speech and use pauses to draw the listeners' attention to the key points in your presentation.
- ▶ Use a natural pitch of voice and vary it to prevent monotony.
- ▶ Speak in a natural, conversational manner.
- ▶ Pronounce your words clearly and correctly.
- ▶ Show enthusiasm for your subject.

<https://www.youtube.com/watch?v=WJIOZfLQ5w4>

SPA

The elements of good oral presentations are: **subject, purpose,** and **audience (SPA).**

When you start preparing your presentation

- ▶ select and limit your subject
- ▶ identify your purpose
- ▶ analyze your audience

Subject

In order to make a good oral presentation, select a topic

- ▶ that you understand and know well
- ▶ that interests you
- ▶ that is of potential interest to your listeners

Once you have chosen a general subject, it is helpful to narrow it down to a topic that can be covered in the time available. Otherwise, you either run out of time or present only a superficial view on the problem you want to discuss.

Purpose

Other important questions you need to ask yourself are “Why am I speaking? What is my purpose?”

There are three main purposes for an oral presentation:

- ▶ **to inform**, i.e. to give your listeners new information that they want or they need to know;
- ▶ **to persuade**, i.e. to try to convince your listeners to do or make something (e.g. convince them to buy a certain product);
- ▶ **to entertain**, i.e. to provide an entertaining presentation for your listeners, without trying to convince them of something.

Remember that these purposes are **not** mutually exclusive and often appear in combinations: one and the same presentation can inform and persuade or persuade and entertain at the same time.

Audience

One more important question you need to ask yourself is “Who are my listeners?” You should always gather as much information as possible about your audience’s background and knowledge in order to be able to adapt your presentation to the needs and interests of your listeners. The specific audience you address to will affect

- ▶ **your selection of the topic;**
- ▶ **your choice of words;**
- ▶ **the examples and details you present;**
- ▶ **the amount of specialized information you include.**

Audience Profile

- ▶ Number of listeners
- ▶ Average age:
- ▶ Age range:
- ▶ Sex:
- ▶ Nationality:
- ▶ Ethnic groups:
- ▶ Level of education:
- ▶ Occupation:
- ▶ Specialization:
- ▶ Seating arrangements:
 - ▶ in rows in a circle round a table
- ▶ General level of English:
 - ▶ advanced intermediate elementary
- ▶ How much technical background do your listeners have?
 - ▶ high · medium low
- ▶ How much do your listeners know about the subject of your presentation?
 - ▶ very much something nothing
- ▶ What do your listeners want or need to know?
- ▶ What do your listeners expect from you?

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Oral Presentations. Structure and language

Overview

Structure of an oral presentation

- ▶ Introduction
 - ▶ Body
 - ▶ Conclusion
- 

Structure of an Oral Presentation

Like any oral or written text, your presentation should include the traditional three parts:

- ▶ *Introduction* (tell them what you are going to tell them)
- ▶ *Body* (tell them)
- ▶ *Conclusion* (tell them what you told them)

Introduction: functions

1. It should attract the listeners' attention, while focusing their interest on the topic (*acts as an incentive*)
2. It should identify the outline/ steps in your presentation (*acts as a frame of reference*)

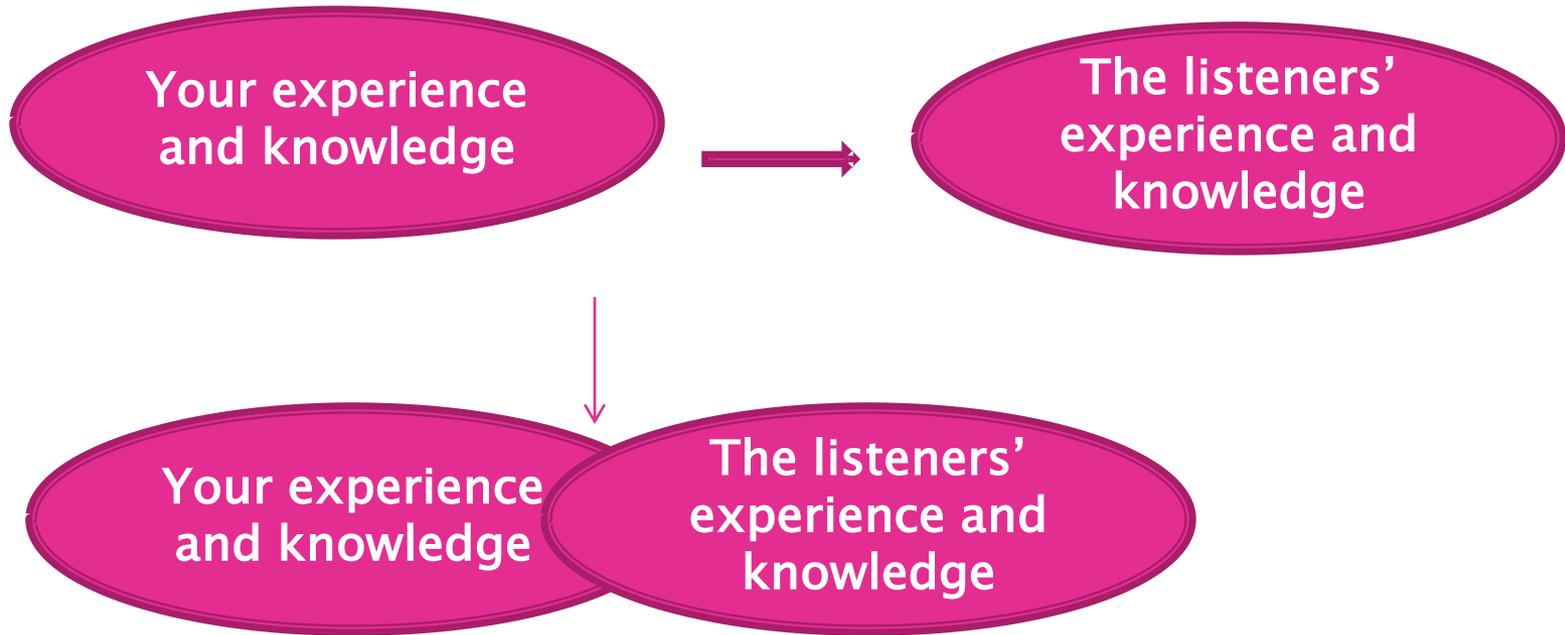
The Introduction as an Incentive

Your introduction should:

- ▶ grab the listeners' attention
- ▶ focus their attention on the topic

As a result, you should plan a **strong** introduction in order to make the audience want to hear your presentation. How can this be done? The best way to do this is *to create common ground* with your listeners, i.e., to relate your topic to their wants and needs.

Reaching Common Ground



Techniques for Building a ‘Strong’ Introduction

In order to create common ground and get your listeners’ attention, you can start with one or a combination of the following techniques:

- ▶ **an anecdote**

An anecdote is an interesting, short and usually amusing personal account of an incident. In order to be effective, this story should be related to your topic. When the anecdote also gives the audience access to the background of your thinking, it creates a base of shared knowledge and experience which will permit the listeners to follow and respond to your ideas.

- ▶ **a quotation from an authority or expert**

A quotation is a good way to introduce your topic. A well-chosen quotation can create immediate common ground with the audience because it gives both you and your listeners exactly the same words on which to reflect. You can also start your presentation by quoting a well-known proverb.

Techniques for Building a 'Strong' Introduction

- ▶ **a question**

Asking one or several questions is a good way to get your listeners' attention. They will try to give their own answer to your question(s) and will want to listen to your presentation to compare their answer to the one you give.

- ▶ **a surprising, unusual fact or happening**

If you start with a surprising or unusual fact, your listeners are likely to show interest in your topic and see how it relates to the rest of your presentation.

- ▶ **impressive facts and statistics**

By presenting interesting facts and statistics you can make your presentation more credible and interesting.

The Introduction as a Frame of Reference

The introduction should also identify the topic and outline the main points in your speech. This preview offers your listeners a 'map' of your presentation, thus making it easier for them to understand and follow your ideas and arguments.

Read again the last paragraph of the third introduction. Which phrases are used to

- ▶ *introduce the topic?*
- ▶ *preview the main points in the presentation?*

The Introduction as a Frame of Reference

Introducing the Topic

I'm going to I will I'd like to	deal with focus on present speak about talk about
This presentation will	analyze be about compare deal with discuss examine explain focus on suggest/propose

The Introduction as a Frame of Reference

Previewing the Main Points

This presentation	has falls into is divided into	-----parts/ sections
There are	----- parts/sections	to this presentation

First, Next, Then, Third(ly),	I'd like to I'm going to I will	deal with focus on present speak about talk about
Finally,		conclude review suggest/propose sum up

Checklist

	Yes	No
1. Does the introduction create interest in the topic?		
2. Does the introduction specify the topic?		
3. Does the introduction preview the topic?		
4. Does the speaker use specific language to introduce and preview the topic?		

Organizing Content

The body = the largest part of the presentation

Central idea

Robots

- ▶ to speak about various types of robots
- ▶ to discuss landmarks in the evolution of robotics
- ▶ to describe the electric motor that drives a robot
- ▶ to discuss problems of using robots in a factory and suggest solutions to such problems
- ▶ to discuss the effects of wide-scale robotization
- ▶ to compare robots and humans
- ▶ to analyze the advantages and disadvantages of using robots on a wide scale
- ▶ to explain how a robot can recognize things

Patterns of Organization

A. Chronological Order (Time)

Key question: *when?*

- ▶ tell a story
- ▶ discuss how something evolved over time
- ▶ describe steps in a procedure
- ▶ give instructions

B. Spatial Order

Key question: *where?*

- ▶ describe an object, a building, a place

C. Topical Order (Order of Importance)

Key question: *what?*

Use this pattern when you

- ▶ classify into categories
- ▶ analyze causes and effects
- ▶ describe a problem and give solutions
- ▶ compare and contrast two situations
- ▶ give arguments and counterarguments
- ▶ show advantages and disadvantages

The Conclusion

Functions

1. summarize the main ideas
2. leave a strong impression on the audience

- ▶ **Techniques used for concluding an oral presentation**
- ▶ summarize or review main points
- ▶ suggest a solution
- ▶ give the audience food for thought
 - ▶ – ask a puzzling question
 - ▶ – ask the listeners to reflect on the past
 - ▶ – ask the listeners to speculate on the future
 - ▶ – ask the listeners to take a stand

Language Used for Concluding an Oral Presentation

to summarize	to conclude
to sum up	in short
on the whole	in the end
in brief	in conclusion

Writing an Outline

Name:_____

Topic: Robots: a blessing or a curse?

Pattern of organization: reasons for and against

Introduction

I. Background

- A. The progress of technology has led to the development of complex machines, called robots designed to help and even replace humans.
- B. The use of robots in industry is a blessing for some people and a curse for others.

II. History

- A. The word “robot” comes from the Czech word *robot* meaning “serf worker” or “slave”.
- B. The word was first used in the play *R.U.R. (Rossum’s Universal Robots)*, written by the Czech writer Karel Čapek and performed in 1920.

III. Definition

A robot is a re-programmable machine that can perform different tasks.

Writing an Outline

Body

I. Arguments for

- A. Accuracy (provide examples, facts and figures)
- B. Higher productivity (provide facts and figures)
- C. Robots can work in dangerous places (provide examples)
- D. Robots can do the hard work for us (provide examples)

II. Arguments against

- A. Robots are expensive (provide figures)
- B. Robots can have malfunctions and this can lead to disasters
- C. Unemployment (provide examples)

Conclusion

- I. Sum up arguments and counterarguments
 - II. State the speaker's point of view
 - III. End up with a question meant to involve the listeners
- 