Summer is over and the university is back in full swing. In this issue of the newsletter, we will take a look at three topics that anyone in academia or the business world is likely to encounter.

In this introduction, you have already come across phrasal verbs, but what are they exactly and when is it better to use their one-word equivalents? The grammar section will help you to brush up on your knowledge of phrasal verbs.

Presentations are a part of academic and business life everywhere around the globe. Our intercultural section points out how cultural differences play a role in determining styles of presenting in Anglo-Saxon countries, continental Europe, and Asia.

Lastly, just to clarify/to make sure you got it, we will go over a number of formal and informal phrases for checking understanding.

Dr. Joseph Michaels

University Glossary
The latest version of our university glossary is available on our website.

Currently on Offer
If you are interested in any of the following, please contact us.

- **Open Online Office Hours** – Beginning November 6, the Sprachenzentrum will offer free online office hours for academic staff and doctoral students. Appointments will be available by following the link on our workshops page: For questions: workshop-english@sz.uni-stuttgart.de

- **English-to-go**: You and your colleagues have a lot to do. Let us come to you! We offer 90-minute mini-sessions for small groups on a variety of academic English topics for free at your workplace. We’ll bring expertise, you bring the coffee.

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Let's Get Down to Business

In our May 2016 issue of English Revisited we pointed out that academic writing avoids everyday phrasal verbs. Quite in contrast, idioms and colloquial expressions can play a key role in English used in the workplace. So, let’s get cracking!

In academia you’d probably go for more formal one-word verbs in the following collocations whereas in a business setting you might use a phrasal verb:

<table>
<thead>
<tr>
<th>formal / phrasal verb</th>
</tr>
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<tbody>
<tr>
<td>I’d like to postpone / put off our meeting.</td>
</tr>
<tr>
<td>I will not tolerate / put up with my colleague’s bad temper.</td>
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</tbody>
</table>

We need to verify / check up on the result. You will have to complete / fill in this form.

Catering and cleaning are being outsourced / are being contracted out.

Our company decided to diversify / to branch out.

Remember that when the object of a phrasal verb is a noun, it can usually come before or after the adverbial particle if the phrasal verb is separable.

My supervisor figured out the problem. / My supervisor figured the problem out.

However, if the object is a pronoun, it has to be put before the particle:

My supervisor figured it out.

As seen in the collocations given above, there are also combinations where a preposition follows the particle (put up with / check up on). In our examples both phrasal verbs are inseparable and the object, whether a noun or pronoun, has to go after the preposition.

Phrasal verbs can have literal or figurative implications:

We went up that hill. (literal)
Food prices have gone up again. (semi-literal)

If you had lit a match, the whole building could have gone up. (figurative/abstract)

In a final step phrasal verbs can also be used in idioms:

The whole house went up in smoke.

The more semi-literal or figurative phrases you use, the more idiomatic and thus natural your English is. Always remember to back up your files.

to make a copy
Thanks for backing me up in the meeting.
to support someone

Here the meaning of the phrasal verb changes according to whether the object is human or non-human.

We might have to bring the meeting forward to Wednesday.
to make something take place at an earlier time than planned

Some interesting questions were brought up at the conference.
to mention something, to start talking about something

Could you copy me in on your staff’s emails, please?
to send someone a copy of an email / memo

I’m filling in for Sue, who is ill.
to do someone’s job for a short time

Let me fill you in on the new developments.
to tell someone the latest news

The rate of increase appears to be levelling off / out.
to stay at a steady level of development

The new training assistant reports directly to the marketing director.

the marketing director is responsible for the assistant’s work

It was quite a number of years before our business really took off.
to become successful

Some phrasal verbs can also be used as nouns. You are probably familiar with breakdown, burnout, close-down, drop-off (decrease), update, handover, outlay (amount of money spent on something) or rip-off (something that costs more than it is worth). The particle sometimes comes first as in downfall and outset.

I have made back-ups of all of my files.
The economy is poised for recovery and take-off.

Phrasal verbs are often the exact expression that you need in a sentence; moreover, they offer you a vast choice of vocabulary. They will definitely get you ahead in business. But for now - let’s call it a day.

Sylvia Grade
Cultural Differences in Presentations

All good presentations, no matter where in the world one is, utilize visual aids to emphasize information and avoid lengthy texts on slides. For the latter, there are a number of general guidelines: a maximum of five bullet points per slide, five words per bullet point, a maximum of approximately ten words at one time, and “a picture is worth a thousand words.” The tools provided by PowerPoint platforms can assist in following these guidelines. There is a great difference, however, in what exactly is expected in a presentation. As you may know, there is a difference in how Anglo-Saxons and continental Europeans give presentations. Many times Anglo-Saxons may feel as though continental Europeans are dumping large amounts of uninteresting information on them, while continental Europeans may feel that Anglo-Saxons, especially Americans, are only there to entertain rather than share information.

Principles first

Alongside these differences in style, there is also a difference in the type of reasoning which is prevalent in each of these cultures. In continental European culture (e.g., Germany, France, Italy, Russia) emphasis is given to the principles of deductive reasoning. Deductive reasoning focuses on the background and facts followed by conclusions. Therefore, a principles-first presenter will present the facts, the methodology, and the results before moving on to the implications and applications.

Applications first

In Anglo-Saxon (e.g., UK, US, Canada and Australia) culture, on the other hand, the style of reasoning is inductive or “applications first.” Inductive reasoning generalizes trends from the research and forms a hypothesis based on those trends. The presenting style of inductive reasoners focuses on the applications of these trends. Less attention is given to the methodology in an applications-first presentation, stressing rather the implications. Jens Hupert, a German who has lived in the United States for several years, explained to Harvard Business Review how this different approach caught him off guard in the beginning. “In the U.S., when giving a talk to my American colleagues, I would start my presentation by laying the foundation for my conclusions, just like I had learned in Germany: setting the parameters, outlining my data and my methodology, and explaining my argument.” Jens was surprised when his American boss said, “In your next presentation, get right to the point. You lost their attention before you got to the important part.” (See sources)

Linear versus circular communication

There is not only a difference in how different cultures reason, but also a difference in the communication styles. One distinction is linear versus circular, also known as low-context versus high-context communication. In the West (both Continental Europe and Anglo-Saxon cultures) a linear communication style is common. It is important to clearly and directly come to the point. It is expected that the information will be explicitly presented. In the East (e.g., China, Japan, Korea and Saudi Arabia) stating the information explicitly is insulting to the listener. While it is generally considered a good presenting technique to repeat key information, in circular communication repetition can denote importance. The more often a fact is repeated, the more important it is.

Once one recognizes the differences in the reasoning and communication styles, it is not difficult to see what expectations the audience will have. As a presenter: think about your audience when creating your presentation. Will they be expecting you to give the reasons behind your conclusion? Will they expect you to come to the point quickly and explicitly? Or will they be anticipating the applications and expecting important information to be repeated? As an audience member: are you expecting a clearly defined application and explicitly stated fact? Or the repetition of important facts which come from principles? Recognizing who is in your audience is the first step in giving a successful presentation.

Gretchen Chojnacki-Herbers

Sources


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Vocabulary

Structures Used to Check Understanding and Seek Clarification in British English

When working internationally, misunderstandings amongst different nationalities, all coming from different cultures and speaking different flavours of the English language, are often rife.

Saying nothing is not really a valid option either since even a simple silence can be open to interpretation. Silence could be taken as a form of tacit agreement in Scandinavia or Germany, whereas in the UK remaining silent is often a sign that one’s counterpart either profoundly disagrees, is too polite to argue, or even worse, has an axe to grind.

Explicit communication and avoiding ambiguity are therefore of paramount importance if a group of mixed nationals are to have any hope of understanding one another in an international context. During a conversation or presentation it can help to check understanding and seek clarification by using a phrase like “Was I clear?” or “Do you follow?”

The following tables summarise a series of both formal and informal phrases to help establish clear communication lines. These can be very useful for international meetings and presentations.

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you follow?</td>
<td>You follow me!</td>
</tr>
<tr>
<td>Was I clear? Was that clear?</td>
<td>Did you get that?</td>
</tr>
<tr>
<td>Do you have any questions?</td>
<td>Did you catch that?</td>
</tr>
<tr>
<td>Shall I elucidate on that?</td>
<td>Do you get my drift?</td>
</tr>
</tbody>
</table>

Examples of phrases using less apparent question tags:
- Nobody phoned, did they?
- Let’s review the data from the second quarter, shall we?
- Nobody received this private e-mail, did they?
- Somebody picked up Ms. Williams at the airport, didn’t they?

Clarifying

“To clarify” means to make a statement clear or free it from ambiguity. This requires providing an explanation using your own words.

<table>
<thead>
<tr>
<th>Formal</th>
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</tr>
</thead>
<tbody>
<tr>
<td>To clarify,</td>
<td>You mean ...</td>
</tr>
<tr>
<td>To clarify what I have understood,</td>
<td>What you’re saying ...</td>
</tr>
<tr>
<td>In other words,</td>
<td>To put it in a nutshell,</td>
</tr>
<tr>
<td>If I understand you correctly, you’re saying that...</td>
<td>In order to wise you up,</td>
</tr>
<tr>
<td>To elucidate what he/she is saying you are saying,</td>
<td>Basically, what you’re saying is...</td>
</tr>
<tr>
<td>To clear up the confusion about...</td>
<td>What you mean is...</td>
</tr>
<tr>
<td>To summarize,</td>
<td>What you wanted to say was...</td>
</tr>
<tr>
<td>In summary,</td>
<td>To sum up,</td>
</tr>
</tbody>
</table>

Question Tags

Question tags are very commonly used in English when it is highly probable that the meaning has been understood, but the speaker would like to double-check. Most often the opposite form of the helping verb of the original sentence is used at the end of the sentence.

Examples of phrases using question tags:
- So you can’t make the meeting on Tuesday, can you?
- So I shouldn’t wear a tie to the office, should I?
- She doesn’t travel by tube, does she?
- They don’t sell mobiles, do they?

Sometimes the question tag is not always apparent when looking at the beginning of the sentence.

Cheryl Stenzel