

UNIT 10

Presenting research at a conference

- Giving a paper at a conference
- Socialising at a conference
- Presenting a poster



Giving a paper at a conference

- 1 a** In pairs, answer the following questions.
- 1 Have you ever presented your research to your team or study group? How did you prepare?
 - 2 Have you ever given a paper to a large audience at a conference?
 - 3 Why might presenting your research at an international conference be more difficult than presenting to your team or study group?
- b** Look at the online poster advertising a conference and answer the following questions.
- 1 Who might be interested in attending this conference?
 - 2 If a researcher applies on 7 May, could he/she give a paper at this conference?
 - 3 If you were interested in this conference, how could you find out more?



7th annual European Malaria Conference

July 31 – August 5

Trinity College Cambridge
United Kingdom
www.eimr.org/con7



Keynote speakers

- **Zoltán Szabó**
European Institute of Malaria Research (EIMR)
- **Miremba Kabasomi**
Makarere University, Kampala, Uganda

Preliminary Programme

A list of other invited speakers and preliminary session topics is currently being developed by the Conference Chair and will be announced in due course. Please check back for updates.

For further information about us see www.eimr.org

ONLINE REGISTRATION ONLY

www.eimr.org/con7/registration
Registration is on a strictly first-come, first-served basis.

Application deadlines

4 April for abstract or poster presentation submissions
7 May for attendees

Registration fees

Academia – €450
Students – €350
Commercial/Industry – €650

C Complete the following words and phrases from the poster using the words in the box.

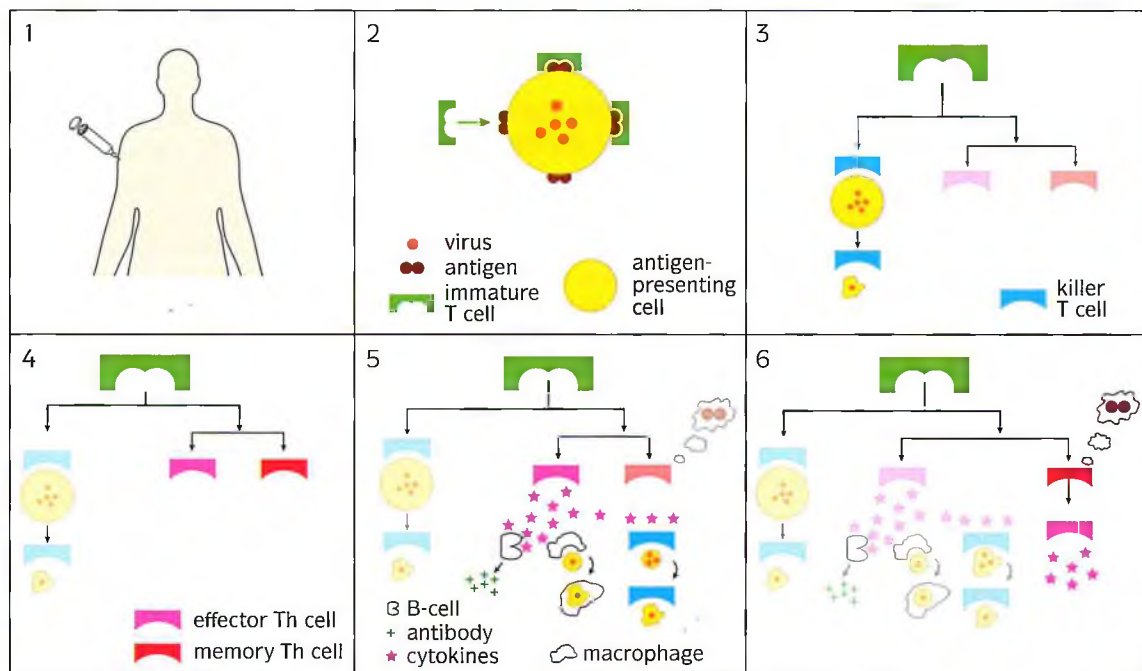
basis course deadline keynote preliminary presentation registration (x2)
strictly submit updates

- 1 application _____
- 2 on a _____ first-come, first-served _____
- 3 _____ speakers
- 4 online _____ only
- 5 poster _____
- 6 _____ programme
- 7 _____ fees
- 8 to _____ an abstract
- 9 in due _____
- 10 check back for _____

d Match the words and phrases (1–10) in Exercise 1c to the definitions (a–j).

- a research summarised in a visual display _____
- b an early plan for the conference (some details may change later) _____
- c look for further information _____
- d money you must pay to attend the conference _____
- e soon _____
- f the Internet must be used to send personal information for the conference _____
- g the last date that personal information can be sent to the conference organisers _____
- h the most important presenters at the conference _____
- i the organisers will only accept applications in the order they receive them _____
- j to send a written summary of your research because you want to present a paper _____

2 a The diagram below shows how the adaptive immune system responds after vaccination with an attenuated (weakened) virus. In pairs, discuss what you think the diagram shows.

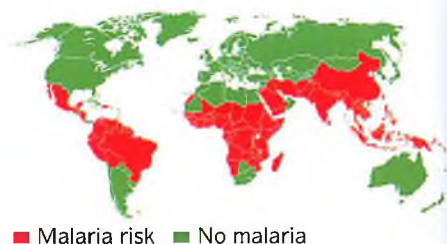


b Match the descriptions (a–f) to the correct parts of the diagram (1–6) in Exercise 2a. The first one has been done for you.

- When foreign material like bacteria or viruses is introduced into the body, the immune system acts to protect the body against the material. Vaccination makes this process happen, so the body is more ready to act if the same material is met again. _____
- Th cells cannot kill infected cells themselves. Instead, they activate and direct other immune cells. There are two groups of Th cells: effector Th cells and memory Th cells. _____
- Effector Th cells secrete cytokines. These are signalling molecules which stimulate other cells such as B cells, which produce antibodies; macrophages, which 'eat' infected cells; and Killer T cells, which attack infected cells. _____
- The memory Th cells on the other hand remember the original antigen which showed that foreign material had entered the body. If they meet this antigen again, they can immediately act like effector Th cells. In this way, vaccination can prepare the body to respond more quickly if there is re-infection with the same virus. _____
- The immature T cells then develop into either Helper T (Th) cells or Killer T cells. Killer T cells can directly attack cells which have been infected by foreign material. _____
- After vaccination, antigen-presenting cells (APC) take in the virus and then start the immune response by presenting antigens on their surface. Immature T cells bind to the antigen and recognise that it is foreign material. _____

c Measuring T-cell responses may be used to show researchers how successful a vaccine will be. In pairs, can you think of (or do you know) a method for measuring T-cell responses?

Milan is an immunology PhD student researching T-cell responses to viral-based malaria vaccines. He is presenting his research at the 7th European Malaria Conference at Trinity College Cambridge.



3 a ▶ 10.1 All the phrases in italics below are appropriate when giving a formal talk on your research. Read extracts 1–8. Then listen and underline the phrase Milan uses in each one.

- Good afternoon, everybody. / Welcome, ladies and gentlemen.*
- To start, thank you / I'd like to start by thanking you all for coming to my talk today.*
- I'm Milan Poborski and at present / My name is Milan Poborski and I'm a PhD candidate at Northumbria University.*
- I'm going to talk today / My talk today is about my recent research investigating ...*
- I'll begin by explaining / To start with, I'll explain briefly how T-cell responses ...*
- After that, I'll / I'll go on to describe the alternative method I have been investigating ...*
- Finally, I will discuss / I'll conclude by discussing why this method could be useful as a way ...*
- I plan to talk for about 40 minutes, leaving plenty of time for / I will talk for about 40 minutes and then I'll answer any questions at the end of my talk.*

- b** Match each pair of phrases (1–8) to their correct function (a–f) below. Note that one of the functions may be expressed with three different pairs of phrases.

- a Give instructions for asking questions. _____
- b Greet the audience. _____
- c Introduce the topic of the presentation. _____
- d Introduce yourself. _____
- e Outline the structure of the presentation. _____
- f Thank the audience for coming. _____

- c** Look at Audioscript 10.1 on page 101 where Milan explains the organisation of his presentation to his audience. What do you notice about the way Milan is going to organise his talk?

- d** Think of a piece of research you have done recently. Use the words and phrases in Exercise 3a to help you plan the introduction to a presentation about your research.

- 4 a** ► 10.2 Below are five extracts from the main part of Milan's presentation. Match the beginnings (1–5) to the endings (a–e). Then listen and check your answers.

1 A number of potential vaccine types have been developed and	a counting IFN- γ secreting cells has been the preferred method to date.
2 <u>As I have already said</u> ,	b using flow cytometry to detect MIG secretion gives us a more accurate way of measuring immune responses.
3 <u>As you can see from this image</u> ,	c <u>I will be returning to those shortly</u> .
4 <u>Let's begin by looking at</u> the size of the malaria problem.	d Malaria kills over one million people every year in 109 countries.
5 <u>That's all I have to say about</u> the vaccine itself,	e <u>so now I'd like to move on to</u> looking at judging the response of the immune system to the vaccine.

- b** The underlined phrases in Exercise 4a help speakers to organise their presentation clearly and guide listeners through the information. Write the correct underlined phrase to complete the advice below.

Use:

- a _____ : to introduce a new part of the talk
- b _____ : to conclude one part of the talk and then begin another
- c _____ : to refer back to an earlier part of the talk
- d _____ : to refer forward to a later part of the talk
- e _____ : to refer to a visual aid

- c** ► 10.3 Listen to five more extracts from Milan's presentation. For each extract (1–5), you will hear a new way of expressing the functions in Exercise 4b. Listen and decide which function (a–e) best describes each extract.

- d** Look at Audioscript 10.3 on page 102. Find and underline the phrases which express the functions.

- 5** Continue the presentation plan you began in Exercise 3d. Plan how you will organise the body of your presentation. Make sentences for your presentation using the phrases in Exercises 4a–4c. Plan the visual aids you will need.

- 6 a ► 10.4 Milan has come to the end of his presentation. In pairs, look at the list (a–e) and decide on the best order for him to do these things. Then listen and check your answers.

- a ☐ let the audience know his presentation has finished
- b ☐ offer the audience the chance to ask questions about his presentation
- c ☐ reach a conclusion based on his research
- d ☐ summarise the main points of his talk
- e ☐ thank the audience for listening to him

- b ► 10.4 Listen to the end of the presentation again and complete the following phrases using between one and three words in each space.

- 1 _____ recap what I've said.
- 2 I therefore _____ that ...
- 3 That _____ to the end of my talk today.
- 4 I would like to thank you for _____ attentive audience.
- 5 I would be happy to _____ you may have.

- 7 In pairs, take turns to practise giving the presentation you have been preparing in this section. You may want to turn to the advice on presentations in Unit 1 Exercise 13 on page 12 to help you. Give your partner feedback on their delivery and their use of the functional phrases for organising a presentation from Exercises 3a, 4a and 6b of this unit.

Socialising at a conference

- 8 a In pairs, discuss the following questions.

- 1 Have you ever been to a conference? Tell your partner about your experience.
- 2 Do you plan to attend any conferences in the near future?
- 3 What might be difficult (apart from giving a presentation) about attending a conference where the main (or only) language is English?

- b In pairs, look at the list of typical conference activities (a–h) below and then discuss the following questions.

- 1 Which of these activities have you done (or might you expect to do) at conferences?
 - 2 Which activities are easier / more difficult for you? Why?
 - 3 Do you know any words or phrases which are appropriate for these activities?
- a making arrangements for coffee, lunch or an evening out
 - b asking someone which talks they have been to
 - c asking someone for their opinion on a talk
 - d finding out about where someone works and what research they are doing
 - e asking someone if they are giving a talk
 - f asking someone how successful their presentation was
 - g introducing yourself or someone else for the first time
 - h networking (making useful contacts)



- c** ▶ **10.5** Milan is socialising at the 7th European Malaria Conference in Cambridge. Listen to extracts from eight different conversations Milan has. For each conversation, say which activity in Exercise 8b (a–h) you hear. Sometimes, more than one correct answer is possible.

Conversation 1: _____ Conversation 5: _____
 Conversation 2: _____ Conversation 6: _____
 Conversation 3: _____ Conversation 7: _____
 Conversation 4: _____ Conversation 8: _____

- 9 a** ▶ **10.5** Look at the sentences from the conversations in Exercise 8c. Complete the spaces with the words in the box. Then listen and check your answers.

about based face forward giving go honest how looking sessions this
 turnout

Conversation 1

(1) _____ was it?
 Well, to be (2) _____ it was a bit too clinical for me.

Conversation 2

And (3) _____ is Freja Pedersen.

Conversation 3

So where are you (4) _____, Freja?
 What are you (5) _____ at?

Conversation 4

So are you (6) _____ a paper here, Makareta?

Conversation 5

Well, how (7) _____ you come out with us tonight?

Conversation 6

So, how did the talk (8) _____?
 Did you get a good (9) _____?

Conversation 7

So which other (10) _____ have you been to today, Milan?

Conversation 8

It's good to finally meet you, Jacob, and put a (11) _____ to the name.
 This might seem a little (12) _____, but I wondered what opportunities there were in your lab for post-doctoral positions.

- b** In pairs, role play some of the conference activities (a–h) in Exercise 8b.

- 10 a** ▶ **10.6** Listen to eight more extracts (1–8) from conversations at the conference and answer the following questions.

- 1 In which extract(s) is someone joining a conversation? _____
- 2 In which extract(s) is someone leaving a conversation? _____

- b** ▶ **10.6** Listen again. Which of the extracts do you think might be impolite or inappropriate? Why?

- 11** In pairs or groups of three, practise socialising at a conference. Look at the role cards on page 87 and use the language from Exercise 9a to help you.

Presenting a poster

12 a In pairs, answer the following questions.

- 1 Have you ever attended a conference poster presentation session? If so, did you speak with any presenters?
- 2 Have you ever prepared and presented a poster at a conference? If so, did anyone ask you questions about your research?
- 3 What do you think the key features of a good poster are? Make a list.



b Complete the advice below about preparing a poster using the words in the box.

abstract colours columns contact font heading number sentences
simple text title white space

General points

- Give your poster a (1) _____ which summarises the main idea.
- Keep your poster focused and (2) _____ so someone can understand the key points without any extra explanation.
- Remember that a poster is a summary of your work – so it's not usually necessary to include an (3) _____.
- Don't forget to include your name and (4) _____ information.

The look of your poster

- Arrange information in (5) _____.
- Use charts and diagrams as much as possible, only using (6) _____ to support your visuals.
- Give each section of your poster a clear (7) _____ in large type.
- (8) _____ each section to guide readers through your poster.
- Leave plenty of (9) _____ around each section to make them stand out more easily.

The text in your poster

- Use phrases rather than full (10) _____.
- Try to keep phrases short.
- Choose a (11) _____ size which makes the text easy to read from a distance of 1–2 metres.
- Use different (12) _____ for different kinds of information in the poster – but remember to use them consistently.

c You are going to see two examples of conference posters and decide how well they have been designed. Do not try to read the text on the posters, but look at each one for just five seconds and think about how it looks. Then in pairs, answer questions 1–3 on your first impressions. For poster A, turn to page 89. For poster B, turn to page 90.

- 1 Were the posters well organised?
- 2 Was there space around the sections?
- 3 Could you see the title and section headings easily?

Which poster do you think was more successful? Why?

13 Plan the design of a poster to present a piece of your recent work. Use the advice and examples in Exercises 12b and 12c to help you.

14 a ▶ **10.7** Poster presenters should be prepared to give a short spoken summary of the main points of their research. Listen to Milan's colleague, Mosi, summarising his research and decide whether the following statements are true (T) or false (F).

- 1 Few researchers have studied the response of T cells to malaria vaccines. _____
- 2 Mosi has been investigating the response of a different kind of cell. _____
- 3 Mosi has used both mouse and rat models in his research. _____
- 4 Vaccination changed the numbers of one type of cell. _____
- 5 Mosi concludes that T cells are a good marker of immune system response to vaccines. _____

b Look at Audioscript 10.7 on page 102. Match the underlined phrases to functions 1–5 below. One of the functions is expressed with two phrases.

- 1 drawing conclusions from the research _____
- 2 explaining how the present research is different _____
- 3 explaining previous research in the area _____
- 4 highlighting the key results _____
- 5 introducing the method _____

15 a ▶ **10.8** Poster presenters should be prepared to answer questions from conference participants about their research. Listen to the answers (A–C) that Mosi gives to three questions from a conference participant. Write A, B or C next to the correct question.

- Could you just clarify how the NK cells could be affecting T-cell responses? _____
- Can you tell me what method you used to measure the T-cell and the NK-cell responses? _____
- I can't remember what the difference is between CD56^{bright} and CD56^{dim} NK cells. Can you remind me? _____

b At the end of each answer, Mosi asks a question or makes an offer to the participant. Put the words in brackets into the correct order.

- 1 (about/what/that/you/to/know/is/wanted) them?

- 2 (more/want/about/to/know/you/if) the specifics of the protocol or the reagents I used, (an/email/me/just/send). The address is here, on this handout and on my card.

- 3 (your/answer/does/that) question?

16 a Using the poster plan you created in Exercise 13, plan a two-minute explanation of your research.

b Present your explanation to a partner along with your poster plan. When you are listening, try to ask one or two questions at the end. When you are presenting, answer your partner's questions. Be sure to check that you have really answered their question at the end.