ENGLISH FOR RESEARCHERS:
INTERNATIONAL CONFERENCES

Учебное пособие

English for Researchers: International Conferences: учебное пособие для повышения академической мобильности магистров, аспирантов, научно-педагогических работников / К.Н. Волченкова // Челябинск: Изд. ЮУрГУ, 2017. – 85 с.

Целью пособия является развитие лингвистической компетенции и навыков публичной речи магистров, аспирантов, молодых ученых и научно-педагогических работников для выступления на международных конференциях на английском языке.

Пособие написано в рамках процессуальной педагогики и представляет собой комплекс заданий, отражающих основные этапы деятельности, направленной на представление результатов научных исследований на международных конференциях. В уроках пособия отражены следующие этапы: поиск конференции, написание заявки, написание и отправка тезисов, выступление с устным докладом, выступление со стендовым докладом, нетворкинг, руководство секцией на конференции.

Пособие призвано помочь молодым ученым выстроить свое выступление на международной конференции в соответствии с международными стандартами.

CONTENTS

1. ACADEMIC CONFERENCES

PRELIMINARY DISCUSSION

Task 1. Discuss in pairs.
1. Have you ever given a talk to a large audience at an international conference?
2. How did you feel?
3. What problems was the conference devoted to?
4. Did you make any professional contacts there?
5. Do you know any leading conferences in your research field?
6. Who are the leading scientists in your field?
7. What are the benefits of participating in conferences for both academics and their affiliated institutions?

Task 2. Match the types of meetings with their definitions.

Type	Definition
1. Conference	A. The first meaning of this term refers to a group of students studying under a professor with each doing research and all exchanging results through reports and discussions. Its second definition is 'debating special issues'. It preserves the conversational character of the term.
2. Symposium	B. This activity clearly symbolizes the equality of all participants. Each of them will have the same right to take the floor. Discussion nevertheless plays the leading role in this kind of meeting.
3. Seminar	C. This term means a type of meeting where one or two people share their innovative experience in some area with the other participants organizing it in the form of a training session.
4. Colloquium	D. This term indicates both a traditional conference and a conversational seminar. This type of meeting tends to privilege the aspect of debate.
5. Workshop	E. The most general term to indicate a meeting for discussion - most commonly adopted by associations and organizations for their regular meetings. It is usually associated with the most traditional type of presentation, that is, papers followed by questions.
6. Round table	F. Nowadays, this describes a meeting to discuss a particular subject, but its original meaning defines it as a drinking party devoted to conversation and following a banquet. This activity, thus, has a slightly more informal character than a conference.

ACTIVE VOCABULARY
Learn the vocabulary of Unit 1

1. accommodation — размещение (участников конференции)
2. annual conference — ежегодная конференция
3. Call for Papers — информационное письмо (о конференции)
4. chairperson and conferees — председатель и участники конференции
5. conference proceedings — материалы конференции
6. conference returns — отзывы (участников конференции)
7. deadline for registration — крайний срок регистрации на конференцию
8. full-length paper — полный текст доклада (статьи)
9. general conference — общая конференция
10. keynote speaker пленарный — докладчик (на конференции)
11. leading conference in a research field — ведущая конференция в научной сфере
12. multiple track conference — конференция, в которой заседания секций идут параллельно
13. networking — установление контактов (нетворкинг)
14. opening session — открытие конференции
15. panel discussion — аналог круглого стола, дискуссионная сессия на конференции
16. professional conference — профессиональная конференция
17. questions from the floor — вопросы из зала
18. single track conference — конференция, в которой заседания секций идут друг за другом
19. site selection выбор — площадки (для проведения конференции)
20. themed conference — тематическая конференция
21. to avoid time conflict — избегать совпадения по времени
22. to be peer reviewed — проходить экспертную оценку (научной статьи)
23. to debate special issues — обсуждать специальные вопросы
24. to discuss topical issues — обсуждать актуальные вопросы
25. to ensure the event flows smoothly — обеспечивать успешное проведение мероприятия
26. to give a talk to a large audience — выступать перед большой аудиторией
27. to issue a directive for attendance — издавать инструкцию для участия (в конференции)
28. to make professional contacts — устанавливать профессиональные контакты
29. to present a lecture — выступать с сообщением, представить доклад
30. to provide an international channel for exchange of information — служить м/н каналом для обмена информацией
31. to report on the meeting — отчитываться о работе совещания
32. to submit an abstract of a presentation — отправлять аннотацию (тезисы) выступления
33. venue — место проведения (конференции)

Task 3. Share your experience with your neighbor on the following.
1. What types of academic meetings are the most traditional ones in your field?
2. Have you ever visited a workshop? If, yes, did you like it? Why? Why not?
3. Have you ever given a workshop? If yes, what was it about?
4. Do you have roundtable discussions in your professional sphere? What issues do you usually discuss at roundtables?

READING
Task 1. Scan the text and explain the difference between organizing committee, programme committee, and PCO.

An International Academic Conference

An international academic conference is a conference for researchers to present and discuss their work. Together with academic or scientific journals, conferences provide an important international channel for exchange of information between researchers. Academic conferences fall into three categories: **a themed conference**, **a general conference, and a professional conference.**

International conferences are usually organised either by a scientific society or by a group of researchers with a common interest. Large meetings may **be handled on behalf of** the scientific society by a Professional Conference Organiser (PCO). A PCO will **assist with** finding the right **venue**, dealing with **accommodation** and appointing other companies if necessary. **Site selection** is important for the success of the event. It should include considerations for a hotel room rate, conference rooms and **facility** usage, and easy access from major international airports. Time selection is also important to succeed. It is necessary to avoid a time conflict with existing conferences.

As soon as the dates and venue have been decided, the next step is to advise everyone involved and to issue **a directive for attendance**. The conference is announced by a Call for Papers (CFP). A CFP is sent to interested parties, describing the **title** and **subject matter** to be covered, the way of **registration**, the **deadline for registration**, the language of the conference, any **costs** involved and **payment policy**, and organising team contact details. Online registration service allows delegates to register easily and 24 hours a day.

Prospective presenters are usually asked to submit a short abstract of their presentation, which is **peer reviewed** by members of the **programme committee** or **referees** chosen by them.

At the start of the conference it is a good idea to have **an opening session** where the **chairperson** can welcome everyone and follow this with **a keynote speaker** to set the theme for the meeting. The chairperson plays an important role. He needs to ensure the event flows smoothly, to introduce speakers, to manage **questions from the floor**, and keep an eye on the time. Accordingly, the chairperson should be a good speaker.

Often there are one or more keynote speakers, presenting a lecture that lasts an hour or so, and which is likely to be advertised before the conference. All speakers need to be good communicators and their speeches must be relevant, up-to-date and of the correct length for the time allocated. Generally, the topic is presented in the form of a short, concise speech lasting about 10 — 30 minutes, usually including discussion. It can be presented in the form of academic papers and published as the **conference proceedings**.

Conferences might be **single track** or **multiple track**, where the first one has only one session at a time, while a multiple track meeting has several parallel sessions at the same time with speakers in separate rooms. Informal **international networking** and getting people talking outside the main conference sessions can be very productive and social activities are ideal for this. People **appreciate the opportunity** to discuss topical issues and problems with foreign colleagues, or those with a similar interest.

After the conference the **organizing committee** should meet to evaluate and possibly **report on** the meeting. If delegate evaluation forms were handed out, the results on the **returns** should be analyzed, considered and used for planning future events.
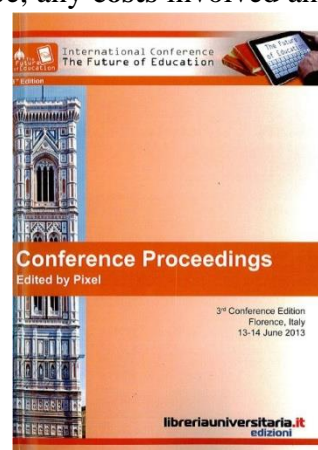
Task 2. Explain in your own words the following word combinations.

An academic conference, a scientific journal, subject matter, payment policy, peer review, an opening session, a keynote speaker, conference proceedings, a multiple track, topical issues, a delegate evaluation form.

Task 3. Insert the prepositions where necessary
1. channel _____ exchange of information _____researchers
2. to be handled _____ behalf _____
3. to assist _____finding the right venue
4. to deal _____ accommodation
5. a directive _____ attendance
6. deadline _____ registration
7. questions _____ the floor
8. to report _____ the meeting
9. the results _____ the returns
10. to take _____ the floor

VOCABULARY
Task 1. Fill in the gaps with the following words and word combinations.

Panel discussion, keynote speakers, abstracts, session, academic papers, deadline, networking, venue

1. The final list of accepted _____will be emailed when available.
2. Most _____should be written in academic voice.
3. There were a number of participants at the conference dinner, several of them were _____.
4. A number of social events will be organised to facilitate _____.
5. A great interactive _____is definitely an ice breaker.
6. The day will conclude with a _____during which the debate will be thrown open to the audience.
7. A cosy cocktail lounge is the perfect _____ for a quiet drink.
8. Submission _____ for articles for the next issue is 10 December 2017.

Task 2. Read the following Call for Papers. Fill in the missing words and word combinations:
1. language
2. entertainment activities
3. presentation
4. fee
5. program committee
6. conference proceedings
7. deadline
8. annual
9. topics
10. abstracts

You are invited to take part in the 17th Lugano International Conference on Web Engineering to be held on 6-9 June, 2016. This _____ (1) Conference has become a traditional meeting place for the exchange of ideas between scientists and engineers involved in web engineering all over the world.

Conference _____ : (2)
- Web application development.
- Design models and methods.
- Rich Internet Applications.

The Conference _____ (3) is English. The _____ (4) will be published and handed to the **conferees** at the registration. Each **full-length paper** will be allowed 20 minutes for _____ (5) and discussion _____ (6) of 500 words in English should be sent by email to the conference _____(7) (please indicate your telephone and fax numbers, email and mailing addresses).

_____ (8) for receipt of abstracts is 1 December 2015. The authors of the selected papers will be notified by 15 February 2016.

The conference _____ (9) — €350. It includes one copy of the conference proceedings, lunch and coffee during three days, transportation and _____ (10) (an evening banquet and a tour of Lugano).

Task 3. Translate the following words and word combinations into English:
1. вопрос с места;
2. экспертная дискуссия на общем заседании (на конференциях):
3. выступающий с основным докладом;
4. экспертная оценка (научной статьи, работы);
5. аннотация;
6. избежать совпадения по времени;
7. тщательно подобранное оборудование;
8. материалы конференции;
9. проходить гладко (без осложнений);
10. конференция с несколькими одновременными заседаниями;
11. информационное письмо (о конференции);
12. вечернее заседание (секции);
13. председательствовать (на заседании).

Task 4. Translate the sentences from Russian into English.
1. Эта статья не прошла экспертную оценку.
2. Все получили приглашение принять участие в конференции?
3. Крайний срок подачи заявок на конференцию – 23 июля 2017 года.
4. Перед выступлением необходимо проверить работает ли нужная аппаратура.
5. Тема семинара – устойчивое экономическое развитие в России 21 века.
6. Место проведения конференции – Афины, Греция.
7. Вы не знаете, кто выступает на пленарном заседании?
8. Материалы конференции индексируются в базе данных Web of Science.
9. Для того, чтобы отправить статью на конференцию в нужном формате, загрузите образец статьи с сайта в разделе downloads.
10. Организационный взнос включает один сборник материалов конференции.

Task 5. Find 21 words on the topic «Academic conferences».

C	O	N	F	E	R	E	N	C	E	A	B	C	D	E	F	A	T	H	G	K
H	W	A	C	R	T	J	K	O	Z	P	Q	H	B	M	J	C	O	Q	E	W
P	O	U	R	W	N	B	V	Z	X	W	E	R	I	H	L	C	P	M	X	Z
K	E	Y	N	O	T	E	S	P	E	A	K	E	R	S	E	O	I	Y	Q	S
C	X	V	B	N	T	L	M	K	J	G	H	S	A	I	Q	M	C	Z	X	C
S	I	H	G	F	D	A	B	S	T	R	A	C	T	M	E	A	R	F	D	G
E	U	W	Z	X	S	A	F	E	R	T	F	H	D	P	S	D	C	R	U	S
U	D	B	A	S	D	W	F	S	D	H	D	A	U	O	Q	A	A	E	W	R
D	E	A	M	S	w	R	T	S	I	T	E	I	Y	S	Y	T	Y	P	A	X
R	E	E	D	I	Y	C	J	I	L	J	S	R	E	I	T	I	U	O	D	A
L	A	A	E	W	T	F	K	O	Y	H	W	P	E	U	R	O	U	R	S	M
T	Y	C	D	Q	I	C	D	N	E	F	G	E	H	M	J	N	K	T	L	O
M	A	A	D	L	L	F	Z	X	E	S	M	R	N	T	R	U	I	O	V	B
N	Q	D	E	T	I	F	G	J	L	A	Z	S	N	M	V	W	Q	A	A	H
D	S	E	E	Q	C	N	C	V	G	P	R	O	C	E	E	D	I	N	G	S
P	R	M	E	A	A	G	E	H	J	M	N	N	C	D	N	F	E	N	T	R
E	U	I	Q	T	F	B	E	Z	Q	M	N	U	Y	T	U	R	O	U	P	O
E	Z	C	O	N	F	E	R	E	E	X	T	J	F	E	E	C	F	A	A	E
R	H	H	E	R	Y	I	A	S	Q	D	B	N	G	F	D	J	I	L	V	X

SPEAKING

Task 1. Introduce yourself to the audience following the plan:
1.   Your name
2.   Affiliation
3.   Topic of your report

Introducing yourself	Introducing other people
I'm honored to be here.	I am happy to introduce our guest to you.
It's pleased to be here.	It is an honour to introduce our colleague from…
I'm glad to be here again.	I'd like to introduce…He/She is our guest speaker from…

Task 2. Fill in the business card. Stand up, exchange information with the other two members of your group. Introduce them to the group.

Name_____
Position _____
Affiliation_____
Address_____
Tel _____
Fax_____
E-mail_____

Task 3. Discuss in pairs.
1. What do you usually do with the business cards the evening you get them from the participants of the conference?
2. What are the best ways to connect people?
3. What are the ways to make people remember you?

Task 4. Look at the phrases. Think of possible questions to start and keep a conversation going.

Making contact
Mind if I join you?
Excuse me, you must be … .
Excuse me, have we met?
I really enjoyed your talk this morning.
Are you giving a talk?
Keeping the conversation going
Do you often travel to England?
Have you been here before?
Is this your first visit to London?
How long are you going to stay?
What do you do, by the way?
What line of business are you in?
How are you enjoying the conference?
Do you know many people here?
Can I get you a drink?
Would you like me to get you anything from the buffet?
So, where are you staying?
Getting away
If you'll excuse me, I have to make a phone call.
If you'll excuse me, I must just go and say hello to someone.
Would you excuse me a moment? I'll be right back.

Task 5. Make a small talk with your neighbor.

- Tell the other person about your research/work.
- Compliment the other person on their talk, appearance, etc.
- Arrange to go for a drink together.
- Introduce the other person to someone you know before moving away.

TED TALK CORNER

Task 1. Watch the video «How to stay calm when you know you will be stressed» at home.
www.ted.com/talks/daniel_levitin_how_to_stay_calm_when_you_know_you_ll_be_stressed

Task 2. Make a summary of the video's key ideas in English.

Task 3. Make the list of the vocabulary that was new for you in the form of a table.

	Word	Noun	Verb	Adjective	Adverb	Context
1	value (n)	value	to value	valuable	–	*Values* are basic principles that lie underneath our deeds.
2						
3						
4						
5						
6						

Task 4. Explain the meaning of the phrases in bold.
1. I had just driven home, it was around midnight **in the dead** of Montreal **winter**.
2. As I stood on the front porch **fumbling** in my pockets, I found I didn't have my keys.
3. It releases cortisol that raises your heart rate, it modulates adrenaline levels and it **clouds your thinking**.
4. Now you might be thinking I've **pulled this number out of the air** for **shock value**.
5. So, the idea of the **pre-mortem** is to think ahead of time to the questions that you might be able to ask that will push the conversation forward. You don't want to have to manufacture all of this **on the spot**.
6. You might change your mind **in the heat of the moment**, but at least you're practiced with this kind of thinking.
7. So I'm not completely organized, but I see organization as a gradual process, and **I'm getting there**.

Task 5. Answer the questions.
1. What happens in the anecdote Daniel tells at the start of the talk?
2. What were the consequences of Daniels clouded thinking?
3. What is the solution he comes up with?
4. What are the two practical tips he gives for common problems?
5. What are the two questions he recommends asking to a doctor before they prescribe you a drug?
6. What was the historical advantage to the brain releasing cortisol in stressful situations?

Task 6. Discuss as a group.

1. What did you think of the talk?
2. Have you ever been in a similar situation to the one Daniel describes in his anecdote? What did you do?
3. Have you ever forgotten a passport or boarding card when flying somewhere? What did you do?
4. Are you an absent-minded person? What things do you lose/misplace? Where do you keep your keys/mobile/wallet at home?
5. In what situations is it good idea to predict the possible problems that could occur?
6. Are you good at making decisions under pressure?
7. What do you think of what he says about the medical industry?
8. Would you trade quality of life for a longer life?
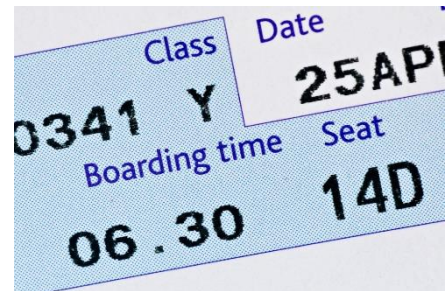
Task 7. Discuss in pairs.
What things could possibly go wrong in these situations, and how could you prepare for the problems?

A job interview	Travelling by plane	An important meeting	A first date
A talk at a conference	The first day at a new job	A surprise party	Climbing a mountain
Booking the hotel	Organizing a seminar	Chairing a session	Delivering a lecture

2. NETWORKING

PRELIMINATY DISCUSSION

Task 1. Discuss in groups of three
1. Are you a successful communicator?
2. What is the best time to make contacts at the conference?
3. Why is networking essential at conference?
4. Comment on the phrase: «Conferences are what you make of them».

ACTIVE VOCABULARY

Task 1.
Learn the vocabulary of Unit 2

1.	conversation starter	- тема для начала беседы
2.	hashtag	- тематическая метка
3.	keynote speech	- пленарный доклад
4.	live tweeting events	- события, описываемые в твиттере
5.	plenary session	- пленарное заседание
6.	serendipity	- случайное открытие
7.	specific panel	- узкопрофессиональная дискуссия
8.	to feel overwhelmed	- быть перегруженным (информацией)
9.	to lose personal touch	- потерять «живое» общение
10.	to pitch ideas	- выдвигать идеи
11.	to plan ahead	- планировать заранее
12.	to spread awareness about smth	- повышать узнаваемость (университета)
13.	to reach out to smb	- добраться до кого-то, встретить
14.	to schedule meetings	- составлять расписание встреч
15.	umbrella conference	- крупная конференция, объединяющая под своим началом другие конференции по той же тематике

Discuss in groups of three.

1. Is it easy for you to get acquainted with new people? Do you usually the first to come and introduce yourself?
2. Define what the «conversation starter» is.

The conversation starter is

_____
_____.

3. Look at the variants of the conversation starters. Which ones would you certainly use at the conference and which ones you would never try?

The Classics
1. "Hi, I don't know too many people here, so I wanted to introduce myself. I'm [name] and I work at [company]."
2. "So, what do you do?"
3. "So, what brought you here today?"
4. "How's your day going?"
5. "What's your story?"

Location, Location, Location
6. "I can't stop eating these meatballs. Have you tried them?"
7. "It's so hot (or cold) in here."
8. "I'm feeling pretty overwhelmed by the deluge of info that's being firehosed at us today. Is there one nugget of brilliance that's really resonating with you?"

The Newsworthy
10. "Wow, I just can't believe all the crazy news headlines today. What a week!"
11. "Any chance you read the news today? I missed it, and I'm dying to know what's happening with [insert news topic here]."

The Funny
13. "I can't believe how under-dressed I am for this event."
14. "I just came for these carrot sticks." "How'd you hear about this event?"
15. "So, on a scale of 1 to undrinkable, how terrible is the Chardonnay?"
16. "I'll be honest, the only person I know here is the bartender, and I just

If all else fails, try one of these.
17. "Any chance you know a great sushi place around here? I'm not familiar with the area, and I'm headed to dinner after this."
18. If you see a group of people that seem engaged in quality conversation, just approach them and say, "Well, you guys are certainly having more fun than the last group I was talking to."
19. "If there is one question you do not want me to ask you, because you are sick and tired of answering it, what question would that be?"
20. "I'm working on an article about the best and worst conversation starters ever. Any particularly good or terrible ones you've heard tonight?"

READING

Task 1. Study a typical conference programme. Do you find it logical? Would you change anything in it?

Conference Program

Wednesday, 1st July	Thursday, 2nd July	Friday, 3rd July
07.30 – 08.50 Registration	09:00 – 10:00 Plenary Session	09:00 – 10:00 Plenary Session
08:50 – 09:00 Welcome	10:00 – 10:30 Coffee Break	10:00 – 10:30 Coffee Break
09:00 – 10:00 Plenary Session	10:30 – 11:45 Parallel Sessions	10:30 – 11:45 Parallel Sessions
10:00 – 10:30 Coffee Break	11:45 – 12:45 Lunch	11:45 – 12:45 Lunch
10:30 – 11:45 Parallel Sessions	12:45 – 13:45 Plenary Session	12:45 – 13:45 Plenary Session
11:45 – 12:45 Lunch	13:45 – 14:15 Coffee Break	13:45 – 14:15 Coffee Break
12:45 – 13:45 Plenary Session	14:15 – 15:30 Parallel Sessions	14:15 – 15:55 Parallel Sessions
13:45 – 14:15 Coffee Break	15:30 – 16:00 Coffee Break	15:55 – 16:10 **Closing Remarks**
14:15 – 15:30 Parallel Sessions	16:00 – 16:50 Parallel Sessions	
15:30 – 16:00 Coffee Break	19:00 **Conference Dinner at City Hall**	
16:00 – 16:50 Parallel Sessions		
19:00 **Conference Dinner at Cutler's Hall**		

Posters should be affixed in the morning (7:30-8:50) on the assigned day (1st or 2nd July). Poster presentations will take place throughout the entire day.

Task 2. Read the text and match the headings A-F with the abstracts 1-6.

How to make the most of a conference

A. Bring business cards — and follow up.
B. Know what you hope to get out of the conference.
C. Use social media.
D. Talk to people.
E. Socializing is important.
F. Schedule meetings ahead of time.

1._____ **Reach out to** people who you know will be there and try **to set up meetings**. Plan to grab coffee prior to the **morning keynote** or meet for lunch or plan **to attend a specific panel** or **cocktail reception** together. By having a few key meetings already set up, you will **feel less overwhelmed** if you don't know anyone there. Plus, new friends!

2. _____What are your goals? Are you **spreading awareness** about your organization? Writing about the event for your blog? Want to focus in and learn more about a specific part of **fundraising**? **Plan ahead** and determine which events, panels, and sessions are most relevant to you, and figure out which companies you'd like to learn more about or meet.

3. _____ This one is always the hardest for me, and I don't even consider myself an introvert. Ask **attendees** what they thought of the most recent speaker. Be bold and ask questions during panel sessions. If you see someone hanging out alone, go up to them and say hi! Practice your **elevator pitch** prior to the event, **read up on news** prior to the conference, and think about what events and speakers you're looking forward to—those can all be great **conversation starters**.

4. _____Is there a cocktail reception or a trip to a local community center? Go! It may seem awkward to go to the socializing events alone, but it is a great way to meet people outside of business. And if there's nothing planned, consider organizing **a beer tasting** at the pub down the street from the conference center, or gathering everyone for coffee and conversation.

5._____I've met people and **made connections** at conferences by **live-tweeting events**. **Retweet** and reply to people, and if someone cool shows up in your **feed**, ask if you can meet in person! Use **hashtags**, and attribute quotes to the speakers (with their Twitter handles if you have them). You can also use social media to send out a call prior to the event. Who of your followers will be there? What do your followers want to know about the event?

6. _____This may seem old school, but unless everyone has the app where you bump smart phones and share numbers, it is still the best way **to gather people's contact information**. Then, when you're back in the office, email and say hi. Mention something about when you met and suggest how you can work together or **stay in touch** in the future!

Source: http://idealistcareers.org/6-ways-to-make-the-most-of-attending-a-conference-alone/

Task 3. Work in pairs.
1. Which of the tips are **essential**, **desirable** or **best avoided** in your culture?
2. What other useful tips can you think of?

VOCABULARY
Task 1. Explain the meaning of the following word combinations and make up sentences with them.

Cocktail reception, an attendee, an elevator pitch, a conversation starter, a live-tweeting event.

Task 2. Match collocations

1.	to set up	a.	overwhelmed
2.	to grab	b.	news
3.	to attend	c.	ahead
4.	to feel	d.	alone
5.	to spread	e.	on news
6.	to plan	f.	contact information
7.	to hang out	g.	a specific panel
8.	to read up	h.	connections
9.	to make	i.	to the event
10.	to retweet	j.	meetings
11.	a call prior	k.	awareness
12.	to gather people's	l.	coffee

Task 3. Think of five questions using collocations form Task 2 and ask them to the members of your group.

LISTENING AND SPEAKING

Task 1.Watch the video and explain the following word combinations in your own words.
https://www.youtube.com/watch?v=RBi9mmjxnIs

1. special interest group
2. sub-conference
3. a leading star
4. home professors
5. an umbrella conference
6. an open position
7. an exhibit hall
8. a vendor
9. a chief executive officer
10. an intriguing session

Task 2. Complete the following word combinations

1. to wait one's _____
2. to start the _____ process
3. to _____ at the bars
4. to chit-chat _____ something
5. to _____ a reference
6. to _____ the net
7. to go _____ the scenes

Task 3. Discuss in groups of three the answers to the questions.

1. What is the target audience of the video?
2. What are the two main purposes of attending conferences?
3. What should you do after the presentations?
4. Why do presenters welcome questions after presentations?
5. Why shouldn't you just say «Hello. I really like your presentation!»
6. What does SIG stand for?
7. What is the mission of a SIG?
8. What possibilities of publishing a paper does a conference provide?
9. How can you cooperate with the CEOs of companies producing state-of-the art tools?

Task 4.

Create a 3-minute speech on how to network effectively at conferences for post-graduate students. Present it to your groupmates.

Task 5. You are at a conference welcome party. Match the comments and replies.

Comment	Reply
1. It's an interesting conference, isn't it?	a. That's right. I live in Prague.
2. How's business?	b. Don't worry. I'll have some soda instead.
3. Cheers!	c. Thanks. They look delicious.
4. You must try one of these.	d. Yes please. I'll have a glass of red.
5. Sorry, I didn't catch your name.	e. You're very kind but I fancy walking back.
6. Do you fancy another drink?	f. It's Evelyn. Evelyn Burton.
7. You're from the Czech Republic, aren't you?	g. Cheers!
8. I must get going.	h. See you tomorrow.
9. Let me give you a lift back to your hotel.	i. Very good, thank you.
10. I'm afraid there's no more orange juice.	j. Yes, it is.

Task 6. You're at a reception at an international conference in Boston. Make questions using the words offered below and then think of possible answers.

Example:
Mind/ join you?
> *Question: (Do you) Mind if I join you?*
> *Answer: Please, do.*

1. giving a talk?
2. So, what/ you do?
3. What/ your field of research?
4. Can/ get/ drink?
5. So, where/ staying?
6. Would/ like/ get/ anything/ buffet?
7. know/ people here?
8. first visit to the USA?
9. enjoying the conference?
10. excuse me a moment?

TED TALK CORNER

Task 1. Watch the video «Rediscovering Personal Networking» by Michael Goldberg. Make a summary of the video key ideas in English.

Rediscovering Personal Networking- Michael Goldberg at TEDxMillRiver.mp4

Task 2. Make a list of the vocabulary that was new for you in the form of a table.

	Word	Part of speech	Synonyms	Antonyms	Set expressions	Examples
1	value	noun	treasure			
2						
3						
4						
5						
6						
7						
8						

Task 3. Translate the word expressions

|		
to lose personal touch	to rediscover	to leverage
to share smth with smb	a PR campaign	a lofty fee
to be in a groove	recollection	to do another hour
with the hopes of	to pitch ideas	to feel a vibe
serendipity	to jump to conclusions	with me?
Chatty Cathy	son of a gun	promotion
to lend a job	to gear up	to stare

Task 4. Answer the questions on the video.
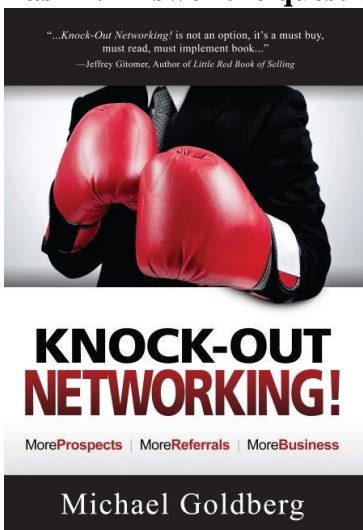
1. What social media do you know?
2. How do social media influence communication?
3. How to spot a friend on Facebook?
4. What sort of business does the speaker have?
5. What was his first speech as a North Regional Speaker?
6. Why was he chosen by the company to speak on networking?
7. How many slides did he have for the first talk?
8. How did he feel before the presentation?
9. What is 2/3 dynamics?
10. What are the two different types of networking?
11. How many percent of people lending jobs do it through networking?
12. What six months' challenge did the speaker take?

Task 5
What are the five reasons people do networking?
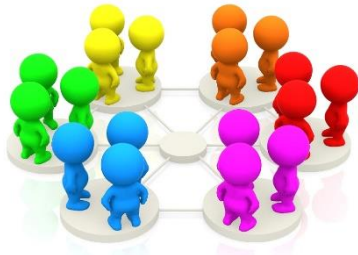
1. _____
2. _____

3. _____
4. _____
5. _____

Task 6. Complete the sentences with the appropriate word/words
1. Networking is a _____ approach to meeting people _____ with the prospect of _____ them.
2. Strategic networking is networking _____ purpose or _____ purpose.
3. And I told her …. in a very positive, _____ , _____, marketing sort of way.
4. That's serendipities networking – a man, _____.
5. Strategic networking is knowing exactly_____.
6. The concept I refer to as PEEC. It stands for
_____.
7. Profession is who you are, _____ _____ _____, ___ ____ _____.
8. I am a student with a focus on training and development looking to lend a job as _____.
9. Expertise is _____.
10. Environment is simply your _____.

Task 7. Discuss in groups of three.
1. How did you rediscover networking?
2. What acronym would you devise instead of PEEC, if any?
3. What are your own three things that are essential for making contacts at conferences?

Task 8.
Look at the example PEEC statement and find sentences that express Profession, Experience, Environment, Call to Action.

PEEC statement

I'm a financial advisor with Knock Out Financial Group focused on helping small business owners with their financial management. My expertise is in a number of areas including life insurance, annuities, and financial planning. Most of my work is with small business owners in the manufacturing industry with companies like ACME Manufacturing and Tyson Equipment. I'm always looking for introductions to the owners and general managers of companies like these. Any insight about how to make connections like that would be great!

Task 9.
Create your own PEEC statement for the conference you are going to visit. Create the list of people that are best equipped to help you with your statement. Call the people. Share the experience you had with the group.

<p style="text-align:center">PEEC statement</p>

I'm a _____ with _____ focused on _____. My expertise is in a number of areas including _____, _____, and _____. Most of my work is with _____. I'm always looking for introductions to _____like these. Any insight about how to make connections like that would be great!

SPEAKING
Showing interest and reacting to news

Task 1. Work in pairs. Read the pieces of news below. Think of possible echo-questions, responses and follow-up questions. Use the following useful phrases showing interest.

A: I couldn't sleep last night.
B: *Couldn't you? That's pity. Why?*
A: There was a very noisy party downstairs.

1. A: I've received a scholarship from the Erasmus Programme.
    B: _____   A: To Austria.

2. A: We couldn't find Mike last night. B: _____
    A: He said he met his old university friend and they ended up in one of the cafés.

3. A: It was the best holiday we've ever had. B: _____
    A: We rented a car and travelled all around the country.

4. A: There's going to be a prize-giving ceremony at the end of the conference.
    B: _____ A: Because I have a lot of contacts.

Task 2. Read the conversation below and complete the sentences with phrases from the box.

At a conference dinner, a woman is placed next to a man she doesn't know.

He is trying to make a conversation with her but some of his questions annoy her.

Man: So, how do you know Justin?

Woman: We worked on the project two years ago in Tomsk.

Man: Aha, you must be a teacher from Russia!

Woman: **1**_____.

Man: And what does your husband do?

Woman: **2**_____. I'm divorced.

Man: Oh, sorry. Anyway, so tell me, why do you, Russians, celebrate two New Years? Does it have any religious implications?

Woman: **3**_____, it's just an excuse a longer public holiday.

Man: Hmm, interesting. **4**_____, what do you think about your new prime minister?

Woman: **5**:_____, but can we do it at another time?

Source: English for Academics, Cambridge, pp.99-100.

Task 3. Make up your own dialogues with the following vocabulary.

Reacting to good news
How nice!
Great!
Wow, that's fantastic!
Lucky you! I wish I was going!
Congratulations – you must be delighted!

Reacting to bad news
How awful!
Poor you!
What a pity!
That's too bad.

Reacting with surprise
You're joking!
You're kidding!
No! That's strange!
Really?
What? You don't say!

3. CALL FOR PAPERS

PRELIMINATY DISCUSSION

Task 1. Work in groups and discuss the questions.
1. Where do you usually get information about conferences?
2. Reading a conference announcement, what information do you look for first?
3. How can you distinguish a good conference from a predatory one?

ACTIVE VOCABULARY
Learn the vocabulary of Unit 3

1. established reputation — высокая репутация
2. funding sources — источники финансирования
3. interdisciplinary conference — междисциплинарная конференция
4. notification of acceptance/rejection — уведомление о принятии к публикации/отказе
5. oral or virtual presentation — очное или заочное участие
6. paper title — заголовок статьи
7. personal access code — личный код доступа
8. post-conference volume — сборник статей конференции
9. predatory conference — «мусорная» конференция
10. presentation preference — вид участия
11. publication plan — план издательской деятельности
12. registration fee — регистрационный сбор
13. to be a good match — подходить
14. to be affiliated with — быть представителем какого-либо учреждения института, университета
15. to be the best selling point — главное преимущество
16. to bridge the gap — преодолеть разрыв
17. to cope with methodological challenges — решать проблемы методологического характера
18. to define abbreviations the first time they appear in a text — расшифровывать сокращения при первом упоминании в тексте
19. to fit the theme — соответствовать теме (конференции)
20. to host a conference — проводить конференцию
21. to provide a platform — создать базу, заложить основы
22. to publish in printed and electronic formats — публиковать в печатном и электронном виде
23. to receive a confirmation — получить подтверждение о принятии (статьи, тезисов)
24. to submit a proposal — отправить тезисы (план) выступления
25. to welcome contributions — приглашать к участию в конференции
26. Word attachment — прикреплённый файл в формате Word

READING
Skim the text and enumerate the factors you should consider while choosing the conference.

What conference to select?

With the **plethora of conferences** opportunities available to researchers, it is important that you spend some time selecting the conferences that are most **appropriate** for you before **submitting proposals**. Following is a list of key factors that you should consider before selecting a conference.

Conference can be expensive when you consider travel, hotel, registrations and so forth. Identify your **funding sources** and decide how many you can **afford to attend**. Overall, you will need to consider whether a particular conference **has enough value to make it worth the money.**

Following cost, the most important aspect to consider is whether or not your work **fits the theme** of the conference and if the conference **is a good match** for the scope of your work.

Consider who *is hosting* the conference. A university? A government agency? Avoid **predatory conference** where the main goal is for those hosting the conference to make money. Well established annual conferences are often best. They are typically well attended by others in your field and will have **an established reputation**.

Find out what journals **are affiliated with** the conference. The opportunity to get published may be one of the best **selling points** for a conference. Be certain that any affiliated journals are ones that you are interested in. It should be part of your **publication plan**.

Source:https://cirt.gcu.edu/research/developmentresources/research_ready/presentationready/select_conference

Task 2. Explain the expressions given in bold.
1. plethora of conferences _____
2. appropriate _____
3. to submit proposals _____
4. to fund sources _____
5. to afford to attend _____
6. to have enough value to make it worth the money _____
7. to fit the theme_____
8. to be a good match _____
9. to host the conference _____
10. predatory conference _____
11. an established reputation _____
12. to be affiliated with _____
13. selling points _____
14. publication plan _____

Task 3. Scan the text and answer the questions.
1. What is the purpose of the conference?
2. What information can you get from it?
3. What types of words (e.g. articles) are missing?
4. Can you work out the general meaning based only on the content words?

_____ IADIS e-Learning 2017 conference aims _____address _____main issues _____ concern _____ e-Learning. _____Conference covers technical ____non-technical aspects ____ e-Learning. Main topics_____identified. However, innovative contributions _____don't fit into these areas also be considered_____. Acceptance _____ based primarily _____originality, significance, ____quality ___ contribution.

Task 4. Complete the text below with words and phrases given.

> To provide a platform, interdisciplinary, to submit papers, welcome contributions, areas of research, registration fee, to announce, abstract, to take place

First International Young Scholars Symposium
Discourse, Ideology and Society (DIS)
Organised by the Discourse and Culture Academic Society (DISCAS)
Lodz, Poland, 18-20 March 2017
Call for papers deadline: 10 September 2017
First Circular – Call for Papers

We would like (1)_____that the first international young scholars symposium on *Discourse, Ideology and Society* will (2)_____in Lodz, Poland, on 18-20 March 2017. Our goal is (3)_____where young researchers can share their expertise, interests and passion for discourse and its multiple social, political, and cultural contexts.

This (4)_____ conference intends to explore the notion of discourse as socially constituted, historically shaped and ideologically conditioned, and to promote multidisciplinarity and integration across various fields of discourse and representation-related research. Bridging the gap between qualitative and quantitative approaches, we want to look for new solutions and tools that will allow us to cope with methodological challenges-and will make it possible to address the discourse-society dialectics in a novel and comprehensive way.

We (5) _____ from all of the following areas: linguistics, sociology, political studies, psychology, journalism and media studies, advertising, culture studies and business communication. The contribution of BA, MA and PhD students and young researchers are particularly encouraged. Possible (6) _____ include, but are by no means limited to the following:
  - perspectives on discourse and communication
  - qualitative and quantitative methodologies in discourse studies
  - political discourse and communication
  - stereotypes and discrimination in discourse
  - discourse, ideology and conflict
  - persuasion, manipulation and propaganda
  - business and corporate communication
  - advertising discourse
  - visual communication
Confirmed keynote speakers
  - Professor Piotr Staskowsky
  - Dr Christopher Hook
  - Professor Jason Gardner

Abstract submission

Papers will be allocated 20 minutes plus 10 minutes for questions. The language of the conference is English. (7)_____of no more than 350 words (excluding references) should be sent by email as a Word attachment to conference@FIYSS.pl by 4 November 2016. Please include your name, affiliation, email address and paper title in the body of the email. Notification of acceptance decisions will be communicated via email by 10 January 2017.

Proceedings

Presenters will be invited (8)_____based on the general theme for publication in a post-conference volume. A selection of papers will also be published in *Lodz Papers in Pragmatics* in printed and electronic formats.

Registration

The (9)_____covers a set of conference materials, coffee breaks with refreshments and access to internet facilities. The regular fee is €70. Participants from Poland, East European countries and other developing states (please contact the organisers to check if you qualify) will be offered a reduced fee of €40 (160 PLN, conference fee). Fees should be transferred by 11 March 2017 to this bank account.

Task 5. Study the information on Abstract Submission and answer the questions.

ABSTRACT SUBMISSION

- Abstracts should only be **submitted** online.
- The deadline for abstract submission is**: July, 28th 2017**.
- All abstracts must be submitted and presented in English.
- **Abbreviations should be defined the first time they appear in your text.** Example: HEA (Higher Education Area), before being used as an abbreviation only. Please, do not define or use abbreviations in the title.
- Tables, charts or other graphics may not be included and will be deleted by the editors.
- Abstracts may not be longer than **3500 characters** including spaces.
- The minimum number of characters for an abstract to be reviewed is 900 including spaces.
- Authors should indicate their presentation preference: *oral*, *poster* or *virtual*. The
- Authors will have their personal **access** and **password** codes, in order to manage, edit, etc. their abstracts.
- After having registered as an author, you will receive a **confirmation** by email with your login and password codes.
- After registering your abstract, you will receive an email with your **abstract id.**
- If you encounter any problems during the submission process or **you do not receive any confirmation by email please contact the Conference Secretariat: iceri2016@iated.org**
- The notification of **acceptance/rejection** of the abstracts submitted will be sent to you via email by **September 1st, 2017.**

1. When is the last day for abstract submission?
2. What is the shortest size for an abstract allowed?
3. What are the types of presentations?
4. What do you need an abstract id for?
5. When will you learn if the abstract is rejected or not?

VOCABULARY
Task 1. Match words 1-7 to words a-g to form conference-related collocations.

1. keynote	a. conference
2. submit	b. speakers
3. curriculum	c. attachment
4. an interdisciplinary	d. vitae
5. a call for	e. an annual meeting
6. a Word	f. papers
7. hold	g. a proposal

Task 2. Complete the gaps with prepositions. Sometimes there is more than one possible answer. Then check your answers in the text.
1. submit proposals _____ email
2. organized _____ the Discourse and Culture Academic Society
3. the Mid-Atlantic Conference _____ British studies
4. based _____ the general theme
5. _____ printed and electronic formats
6. bridging the gap _____ qualitative and quantitative approaches
7. to cope _____ methodological challenges
8. fees should be transferred _____ 11 March 2017.

WRITING
1. Fill in the Application Form

Name	
Last:	
First:	
Middle initial:	
Badge name:	
Affiliation:	
Institution	
Department	
Address	
Address 1:	
Address 2:	
City:	
State or Province:	
Postal/Zip Code:	
Country:	
Phone:	
Internet:	
e-mail	
web page	

LISTENING AND SPEAKING

Task 1. Explain the meaning of the following word expressions
1. a distinguished guest
2. to extend an especially warm welcome
3. a white paper
4. findings
5. minister of Foreign Affairs
6. to fight poverty
7. to be transparent about smth
8. to promote democracy

Task 2. Watch the video and answer the questions
https://www.youtube.com/watch?v=nWyi1fbSalo

1. How does the speaker address the audience?
2. Who is the speaker?
3. How often does the conference take place?
4. What are the main issues of the conference?
5. Whom did the speaker present?
6. What is the structure of the opening speech?

Task 3. Make a 4 minutes' speech for an opening session for a conference in your field.

TED TALK CORNER

Task 1. Watch the video «How can we speak that the people want to listen?» at home.

https://www.ted.com/talks/juliantreasure_how_to_speak_so_that_people_want_to_listen

Task 2. Make a summary of the video's key ideas in English.

Task 3. Watch the video and answer the questions.
1. What are the seven deadly sins of speaking?
2. What are the four cornerstones of powerful speaking?
3. How can these things be used, to make our speech more powerful?
    - What can you do with the register?
    - What can you do with the timber?
    - What can you do with the prosody?
    - What can you do with the pace?
    - What can you do with the pitch?
    - What can you do with the volume?

Task 4. Give a feedback on the video in the form of a 3 minutes' talk.

WEB SEARCH
Search online for a conference related to your subject or research area.
Present details of the conference to the class and explain your choice. Why does the conference or call for papers appeal to you. **Use the plan.**

Plan

1. Name of the conference. Venue. Date.
2. Scope.
3. Important dates.
4. Payment policy.
5. Publishing opportunities.
6. Keynote speakers.
7. What did appeal to you?

4. CONFERENCE PROPOSAL

PRELIMINATY DISCUSSION

Task 1. Discuss in groups of four.

Studies show that the average attention span for spoken words is slightly over 10 seconds.

1. How can you make your conference speech memorable?
2. What tricks can you use?

Task 2. Agree or disagree with the following expressions. Give your arguments.
1. Delivering a paper is learned behavior.
2. A touch of humor is always appreciated.
3. Metaphors are a powerful tool to make the audience remember your speech .
4. You should follow the rule of three.

Active Vocabulary
Learn the vocabulary of Unit 4

1.	salutation and closing	- приветствие и заключение
2.	brevity and clarity	- краткость и ясность
3.	conference proposal	- тезисы выступления
4.	delineation of one's approach	- краткое описание подхода
5.	descriptive title информативный	- заголовок
6.	implications of one's findings	- значение полученных данных
7.	relevance	- релевантность
8.	literature related to the topic	- литература по теме
9.	pertinent information	- важная, релевантная информация
10.	proposal requirements	- требования к тезисам
11.	scholarly background	- опыт научной деятельности
12.	thesis statement	- основное положение
13.	to avoid overly specialized jargon	- избегать чрезмерного использования профессионализмов
14.	to be concise	- быть кратким
15.	to be misled	- быть введенным в заблуждение, сбитым с толку
16.	to bounce one's ideas off sb	- обсуждать свои идеи с кем-либо
17.	to contribute to	- вносить вклад
18.	to defend the validity of one's idea	- доказывать обоснованность идей
19.	to fit the time frame	- соответствовать временному регламенту
20.	to follow email etiquette rules	- следовать правилам электронной переписки
21.	to have single spacing	- одинарный междустрочный интервал
22.	to maintain an academic tone	- придерживаться научного стиля
23.	to outline one's research	- кратко описать исследование
24.	to present one's findings	- представить полученные данные
25.	to proofread carefully	- вычитать внимательно на наличие ошибок
26.	to provide the audience with handouts	- обеспечить аудиторию раздаточным материалом
27.	to use field-specific terms	- использовать узкопрофессиональные термины
28.	typos, spelling errors	- опечатки, ошибки в написании

READING

Task 1. Read the pieces of advice on how to prepare an effective proposal and complete the gaps with the phrases given below.

> Proofread, fits into, content, etiquette rules, outline, submission process, scholarly background, time limits, set the stage, broad significance.

Your research is complete and you have selected one or more conferences at which you would like to present your **findings**. Now it is time to create an effective and professional proposal that will ensure you are selected to present at the conference. Following is a list of guidelines that you should consider as you begin preparing your proposal.

The (1)_____ _____ and **proposal requirements** may vary among conferences, but they will be submitted online and are relatively short in length. Be sure to follow the instructions carefully!

The majority of proposals are submitted via email. Be sure to follow all email (2)_____ _____ and **be professional in your correspondence**. Include a subject in the subject line, use an appropriate **salutation** and **closing** and so forth. It may be helpful to include a short paragraph regarding your (3)_____ _____ and why you have chosen to submit a proposal to that specific conference.

Your proposal should be a Word document or a PDF. It should have double or 1.5 spacing and the font should be easy to read. Be sure to include the **pertinent information** at the top of the proposal - your information, the conference title and date, and the title of the proposal.

(4)_____ carefully and perhaps ask others in your field to read and evaluate it for you. The proposal represents you and your work and it is critical that it is done professionally and **free of typos**, spelling errors or grammatical issues.

While it is important to make a good impression by following the above guidelines, the (5)_____ of the proposal will be the most critical aspect. Because the proposal lengths are short, it is important to **be concise** in your text but provide the readers with information necessary **to evaluate your proposal**.

The key aspects of the content of a typical proposal are included below:

Key elements:
- **Descriptive title**
- **Research outline**
  Question
  Methodology
  Results
  Conclusions
  Implications

Create **a descriptive title**. Conference attendees will often choose their sessions based on the title and they do not want **to be misled**. It should be specific enough to provide them with a good idea of your topic.

(6) _____ the topic and field of research in general such that you can position your research in relationship to what has been done in the field. It is important you do not simply summarize your research.

Once you have (7) _____, **outline your research**. You should describe your **research question**, your overall **methodology** and your **conclusions**. Remember that you will need to be concise in this section. It is **tempting** to provide more detail than necessary at this stage.

Discuss the (8) _____ of the research and the results. How does your research **impact** the field of study? How does it **contribute to** the debates or questions in the field?

Know the **literature related to your topic**. Know what has already been done in the field and how your research (9) _____that. It is not necessary to go into detail regarding

all the research on the topic that has been done before you, but it is important to be certain that your research has something new to contribute.

Be focused in your proposal. Presentations have (10) _____ and you may not be able to present your entire paper. **Narrowing it down** to a manageable topic that **fits the time frame** will make it more likely for your proposal to be selected and for you to have a professional and effective presentation.

Task 2. Work in pairs. Explain the words given in italics.

Task 3. Discuss in groups of three.
1. What are the most challenging things for you in writing a proposal for a conference?
2. What piece of advice is especially difficult for you to follow?
3. How can you decide which information is excessive in the proposal?
4. What are the ways to master your skills in writing conference proposals?

WRITING
Task 1. Read the text and summarize the main ideas.

Writing a Proposal
A successful conference proposal will clearly introduce, summarize, and make conclusions about your topic and findings. The following are some important factors to take into consideration when crafting yours:

Length: Many conference proposals are no more than 400 words. Thus, brevity and clarity are extremely important.

Relevance: The conference committee will want to know how your work relates to the topic of the conference and to your field as a whole. Be sure that your proposal discusses the uniqueness of your findings, along with their significance. Do not just summarize your research, but rather, place your research in a larger context. What are the implications of your findings? How might another researcher use your data?

Quotations: Avoid including in too many quotations in your conference proposal. If you do choose to include quotations, it is generally recommended that you state the author's name, though you do not need to include a full citation (Purdue Online Writing Lab, 2012).

Focus: Most experts recommend that a conference proposal have a thesis statement early on in the proposal. Begin with your concise and arguable thesis and then discuss your main points.

Tone: Make sure to keep your audience in mind and to structure your proposal accordingly. Avoid overly specialized jargon that would only be familiar to participants in a subfield. Make sure your prose is clear, logical, and straightforward. Though your proposal should maintain an academic tone, your enthusiasm for your project should shine through.

Structure: A conference proposal will typically consist of an *introduction* to your topic, which should not amount to more than one-third of the length of your submission, followed by your *thesis statement* and *a delineation* of your approach to the problem. You should then explain why your thesis is *original* and *innovative* as well as important and interesting to scholars who might be outside your specific area of research. This portion takes up approximately three to five lines, whereas the rest (approximately another third of the total length) focuses on the conclusion that you will arrive at in your essay and exemplary evidence.

PROPOSAL LOGIC
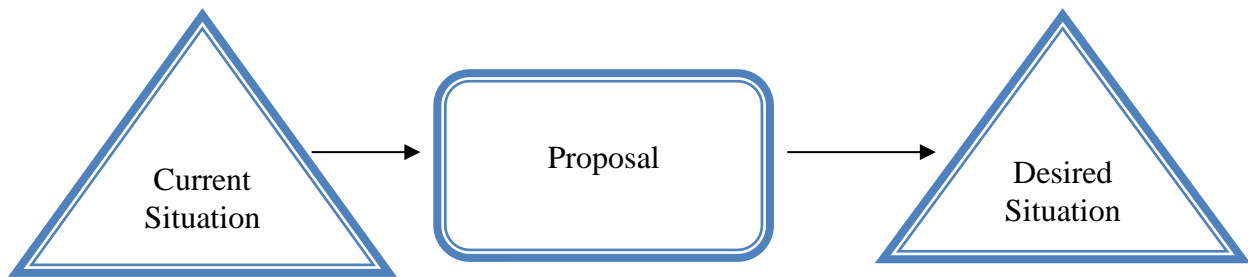
Task 2. Study the examples and define the sentences that describe the current situation, outline the proposal and give an overview of a desired situation.

Example 1 OCAD University has its facilities spread along McCaul Street, Dundas and Richmond street. The downtown location of the university is an attractive position for the largest University of Art & Design in Canada, yet it lacks a cohesive campus experience. A research project, 'Visible Campus' was initiated to address this gap. The aim of the Visible Campus project is to identify needs and create a sense of identity between the different fragmented campus buildings of OCAD University. During my presentation I will talk about our research and analysis process which features both a 'bottom up' and a 'top down' approach. The 'bottom up' approach entailed the interviewing of different stakeholders such as OCADU students, faculty, residents and local business owners. The top down approach includes both the needs from local BIAs and the university as well as a compilation of programmatic maps that helped to identify urban connections of the campus. As result, the project team identified needs and opportunities for creating a more cohesive, social, lively and interactive campus experience. Currently, we are designing for the needs identified in the research, which can be presented in March.

Example 2 As technical communication programs attempt to build interfaces with the public through service learning and other projects and to balance between student needs and community interests, we frequently find ourselves erring on the side of overemphasizing the need to train our students to cater to the (sometimes interest-driven) demands of the public organizations at the cost of better educating the public about our work in technical communication and showcasing this work in the public spotlight.

In our proposed talk, we will discuss how we approach service learning projects as opportunities to train our students to be critical as well as effective technical communicators and to educate the general public to understand the true value of public, technical writing in furthering the goals of both the organization and the community/society at large. We will discuss service learning at three levels in curriculum design—courses, projects, and internship experiences. We will explore what we have done, how it has worked, and how we have involved decision-makers beyond Technical Writing faculty (e.g., departmental and college administration, our campus service learning office, workplace contacts), and how such an approach enables our students to become public intellectuals while allowing us to better position our work in the public sphere. We will conclude by outlining implications of our current work and potential areas for future development in service learning for technical communication programs. While we recognize that any successful program must be tailored for the institution where it is implemented, we believe that lessons from our work will add meaning to others' development of their own programs.

Task 3. Write a draft of your presentation proposal.

Presentation Proposal

Name	
Title (maximum 10 words)	
Summary (maximum 300 words)	
Biodata (maximum 100 words)	

Technical requirements (please check all that apply)

☐ Data projector ☐ Audio ☐ Media player
☐ Interactive SmartBoard ☐ Internet ☐ Other (please specify below)

Please return your proposal to Ksenia Volchenkova, Conference Facilitator before 16th of May 20_____:
volchenkovakn@susu.ru

SPEAKING

Task. Speak on the latest conference you have attended according to the given plan:
- preliminary announcement;
- the conference status;
- who hosted the conference;
- who sponsored the conference;
- when was the conference held;
- number of participants;
- registration fee;
- accommodation provided;
- problem field of the conference;
- conference agenda;
- ways of presenting one's …;
- plenary session; workshops;
- conference proceedings.

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WRITING
Task 1
A conference paper includes the following elements. Put them into the right order.

1.	a. Proposed method
2.	b. Title and affiliations
3.	c. Acknowledgments
4.	d. Conclusions
5.	e. Introduction
6.	f. Abstract
7.	g. Experimental data and results
8.	h. References

Task 2
Look through the text and define the key ideas.

How do I write a conference paper?

Tips from Spelman College's "How to Write a Conference Paper":

- *Choose an appropriate conference.* Make certain that your paper will interest your audience.
- *Rewrite your essay for the oral medium.* Your audience will not have the luxury of reading the text of your essay. Include oral cues to assist the audience. Keep your subjects and verbs close to one another in your sentences and keep your sentences brief.
- *Transitions should be clear.* It is almost impossible to be too obvious in an oral presentation. Obvious oral cues like, "I have three points. Number one will cover . . .," which sound wooden in writing, are helpful when read aloud.
- *Identify quoted material properly.* If you quote text, pause and indicate the quote by saying "quote . . . . . end quote." Or, more experienced presenters, can change their inflection to indicate that they are quoting material.
- *Avoid lengthy quotes and quoting too much material.* This is confusing and unproductive. Your audience wants your ideas, not what you have gleaned from others. Don't simply apply someone else's ideas to a different text. If it is absolutely necessary to include lengthy quotes, provide the audience with a handout of quotes to which you will be referring.
- *Keep the essay focused!* You only have time (usually 15-20 minutes) to present one idea.
- *You will not be able to present everything you know about a subject. Just choose one idea, interpretation, or reading.* You do not need to provide all the background tracing how you reached this interpretation; **present your point and back it up**. You do not need to defend the validity of your idea. You also don't need to give a literature review. You want to make a clear, focused, and interesting argument that is backed up with a few interesting points of evidence, not give the entire content of your dissertation.
- *Consider the audience to whom you are speaking.* Don't summarize popular ideas - you do not want to insult the intelligence of your audience. On the other hand, don't assume that a critic familiar to you is familiar to everyone else. Who would be most likely to attend this conference?
- *Don't use jargon.* Jargon is often imprecise. If you use field-specific terms, make sure that you know what they mean and give a brief definition if it is a term that has multiple uses or interpretations in your field.
- *Find simple ways to discuss complex ideas.* Use easily grasped metaphors and analogies.

- *Anticipate questions.* Go to panels the day before your session to see what types of questions people ask, and to find out what the tone of the conference is.
- *Anticipate criticism.* Bounce your ideas off a friend/colleague whom you know will be critical.

Task 3
Every paragraph in your conference proposal should have the point and support. The point is the main idea. Support is evidence that proves the idea. Look at the paragraph and write down the point and supporting details.

Many people think that they can't improve their writing. The truth is that some tips can help you become a better writer. First of all, write often. Writing improves with practice. Secondly, organize your writing with an outline. An outline gives you a structure to build on. In addition, write in a plain style. Don't try to use fancy language. Write as you would speak. Say what you mean simply and clearly. Finally, stick to your main ideas. Nothing improves writing more than avoiding unneeded words and statements.

Point: _____
Supporting detail: 1.
_____
Supporting detail: 2.
_____
Supporting detail: 3.
_____
Supporting detail: 4.
_____

Task 4
Prepare a draft of a conference paper. Practice writing the key ideas for and support each point with details or examples.

Task 5
Translate from Russian into English.
1. Международная научно-практическая конференция по нанотехнологиям пройдет в МИФИ в мае 2017 г.
2. Организационный комитет уже разослал информационное письмо всем заинтересованным учреждениям.
3. Информационное письмо содержит сведения о примерной программе конференции, дате и месте проведения, требованиях, предъявляемых к оформлению тезисов, условиях оплаты расходов на проезд и проживание.
4. Как правило, принимающая сторона предоставляет участникам конференции жилье по минимально возможной цене, но не покрывает расходы на проезд.
5. По окончании работы конференции печатаются тезисы докладов.
6. На пленарное заседание выносятся наиболее значимые доклады приглашенных участников, присланные сообщения заслушиваются на секциях. За докладами следуют прения, вопросы.
7. Докладчику необходимо придерживаться регламента, поскольку на доклад предоставляется не более десяти минут.
8. Сегодня большой популярностью пользуются так называемые стендовые доклады.

9. Любая конференция предоставляет возможность обменяться мнениями по актуальным научным проблемам, доложить о полученных результатах.
10. Участникам конференции предлагается разнообразная культурная программа: организуются встречи, экскурсии, посещения достопримечательностей города.
11. По окончании работы конференции проходит заключительное заседание, где с заключительной речью выступает председательствующий, и подводятся итоги работы.

WEB SEARCH
Study the sources from the annotated bibliography. Evaluate them. Choose the best one from your point of view. Provide arguments. Offer two extra sources to add to the list and present them to the group.

1. **Writing a Conference Paper -** This resource discusses the different types of papers that may be required or useful when presenting research at a conference. It also provides detailed tips on how to write an abstract or proposal for a conference.
   http://www.ugresearch.umd.edu/writingconferencepaper.php#TipsProposal
2. **How to Write an Abstract for Conference Paper -** The following link provides a list of 12 points that are considered when abstracts are selected for conferences that may assist you in writing a quality abstract. http://academic-conferences.org/abstract-guidelines.htm
3. **Sample Conference Proposals -** To view three different samples of conference proposals, follow this link: http://www.cgu.edu/pages/919.asp
4. **Conference Proposals and Presentations -** This link offers advice on how to write a successful proposal to present your research findings at a conference.
   http://writingcenter.waldenu.edu/1375.htm
5. **Writing a Successful Conference Proposal -** The following resources provides a comprehensive set of guidelines for writing a successful conference proposal.
   http://www.bu.edu/gdrs/files/2012/03/Guidelines-for-Writing-Conference-Paper-Proposal.pdf
6. **Submitting the Conference Proposal -** This resource offers suggestions for writing and submitting a proposal to a conference. https://owl.english.purdue.edu/o

5. PRESENTING A CONFERENCE PAPER
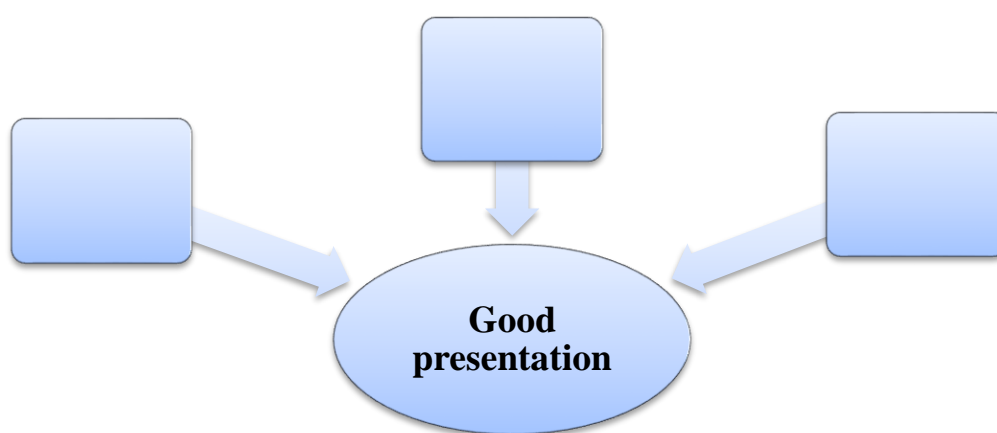
PRELIMINATY DISCUSSION

Task 1.
Express your agreement or disagreement with the statement. Give arguments.

> *"The biggest challenge for scientists is they suffer the curse of too much knowledge.*
>
> Nancy Baron

Task 2
Think what makes a good presentation. Create a Mind Map.

Active Vocabulary
Learn the vocabulary of Unit 5

1.	a chunk of information	- порция (часть) информации
2.	a conclusion slide	- слайд с выводами по докладу
3.	a logical flow	- логика изложения мысли
4.	a presenter	- докладчик
5.	a rule of thumb	- правило, основанное на практическом опыте, а не на научных знаниях
6.	a take-home message	- ключевая идея доклада, которая должна остаться в голове у слушателей
7.	a target audience	- целевая аудитория
8.	an excellent tool to enhance a presentation	- отличное средство улучшить презентацию
9.	an outline slide	- слайд с планом доклада
10.	audience background	- фоновые знания/опыт аудитории
11.	to be at the appropriate level	- быть на соответствующем уровне
12.	to become an expert on one's topic	- становиться экспертом в своей теме
13.	to boost one's confidence level	- повышать уровень уверенности в себе
14.	to cover the main points	- освещать главные вопросы
15.	to deliver results in a clear way	- ясно представлять результаты (исследования)
16.	to disseminate one's work	- распространять результаты своей работы
17.	to ensure the presentation is a success	- обеспечить успех презентации

18. to give a pitch — выступать с мотивационной речью
19. to keep smb on target — удерживать внимание кого-то (аудитории) на цели (выступления)
20. to lend credibility to the talk — придавать убедительности докладу
21. to overwhelm and detract the audience — перегружать и отвлекать аудиторию
22. to prepare an effective presentation — подготовить успешную презентацию
23. to preview the talk — давать краткую информацию о докладе
24. to re-cap the main points — перефразировать главные идеи
25. to signpost the main part of the presentation — обозначать главную часть в презентации
26. to stick to the presentation — придерживаться плана презентации

READING
Read the text and complete the gaps.

> Stick to, to enhance, target, logical, focus, guideline,
> to disseminate, confidence, supplemental, content

Presenting your research

Remember the purpose

Oral presentations, particularly at academic conferences, provide researchers and faculty another way (1)_____ their work. It is important that presenters be able **to deliver their results and ideas** in a clear, concise and logical way. Disciplines may vary a bit, but overall, the following guidelines will help ensure the presentation is a success:

Prepare

Most importantly, know your topic. Become an expert on your topic and it will **boost your (2)_____ level**. Then use the following tips to prepare an effective presentation that will demonstrate your knowledge to your audience and **lend credibility to your talk**.

Know your audience

Learn about your (3)_____ audience. Find out about their knowledge of the subject and their **backgrounds**. What do you think they are hoping to get out of your presentation? Use that information to ensure that your presentation is at **the appropriate level** and that the presentation is on topic.

Mind the content

The content of your presentation should have a (4)_____ flow, much like your research paper, which has an introduction, body and conclusion. In regards to getting the audience to understand and remember your main (5)_____, it is helpful **to preview the talk** at the beginning and tell them exactly what you will be covering. Then **cover the points** and finally **re-cap** them **in the conclusion**. The repetition is helpful and **keeps you on target**.

Use visual aids

Visual aids can be an excellent tool (6) _____ a presentation. However, visual aids should not **overwhelm the audience**, and thereby **detract from** what you are saying. A useful **rule of thumb** followed by many presenters is to have no more than one visual for each minute that you are talking. For example, if you using PowerPoint, the one slide per minute rule serves as good (7) _____ when creating your presentation.

Distribute handouts	**Handouts provide structure** and allow the reader to "take home" the take home message. Handouts should not be more than 1-2 pages and should include your name, contact information and a short summary of the presentation at a minimum. Handouts may also provide (8) _____information, references, a glossary of terms or other types of useful information for audience members.
Deliver the message	Begin presentation with **a road map**. Tell them what the presentation will be about and what you plan to cover. Remember that people can read! Do not read slides or visual aids. You should also never turn your back on your audience. Know your visuals aids so that you do not need to turn to them constantly. (9)_____ the presentation you prepared! Be enthusiastic and smile! If you do not appear excited about your (10)_____, your audience certainly will not be!

Task 2. Work in pairs. Explain in turns the meaning of the expressions given in bold style.

Task 3. Discuss in groups of three.
1. Which pieces of advice do you find more useful and which ones less useful?
2. What would you like to add to the advice given?

Task 4.
Put the steps you should follow when presenting your speech.

Presentation parts	Logical Order
1. Describe the structure of the presentation	
2. Make a conclusion	
3. Welcome the audience	
4. Signpost the main part of the presentation Main body	
5. Explain your policy on questions	
6. Give out handouts, if any.	
7. Give the title of the presentation	
8. Introduce yourself	
9. Explain why your talk is relevant	
10. Make acknowledgements	

Task 5.
Which elements from Task 4 belong to the Introduction part of a presentation? Make a list.

Task 6.
Discuss in groups of four.
1. In your group brainstorm ideas about **effective** openings and **effective** endings for an academic presentation.
2. Make a list and present them to others.

Task 7.
Use the phrases to think of your catchy introduction.

Introduction parts	Useful phrases
Welcoming the audience	Good morning / afternoon, ladies and gentlemen. First of all, let me thank you all for coming here today.

	It's a pleasure to welcome you today.
	I'm happy / delighted that so many of you could make it today.
Introducing yourself	Let me introduce myself. I'm Ann Brown from …
	For those of you who don't know me, my name is …
	Let me just start by introducing myself. My name is …
Giving your position, function, department	I m an Associate Professor of South Ural State University…
	I work at the department of…
Introducing your topic	What I'd like to present to you today is …
	I'm here today to present … Today's topic is …
	The subject / topic of my presentation is …
Saying why your topic is relevant for your audience	Today's topic is of particular interest to those of you / us who …
	My talk is particularly relevant to those of us who …
	My topic is / will be very important for you because …
	By the end of this talk you will be familiar with …
Stating your purpose	The purpose / objective / aim of this presentation is to …
	Our goal is to determine how / the best way to …
	What I want to show you is …
	Today I'd like to give you an overview of …
Structuring	I've divided my presentation into three (main) parts.
	In my presentation I'll focus on three major issues.
Sequencing	Point one deals with … , point two … , and point three …
	First, I'll be looking at … , second … , and third …
	I'll begin / start off by … .
	Then I'll move on to …
	Then / Next / After that …I'll end with …
Timing	My presentation will take about 30 minutes. It will take about 20 minutes to cover these issues. This won't take more than …
Handouts	Does everybody have a handout / copy of the report?
	I've put all the important statistics on a handout for you.
	I'll be handing out copies of the slides at the end of my talk. I can email the PowerPoint presentation to anybody who wants it.
Questions	There will be time for questions after my presentation. We will have about 10 minutes for questions in the question and answer period. If you have any questions, feel free to interrupt me at any time. Feel free to ask questions at any time during my talk.

Task 5. Watch the video and define 5 steps for a Presentation Opener. Write them down in chart below.
https://www.youtube.com/watch?v=dEDcc0aCjaA&list=PLuLkuisDJVDKJ0EA6cs5mExnP BFXupdbW&index=1

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

Task 6.
Think of the topic and prepare a Killer Opener. Present it to the groupmates.

Task 7
Study the signposting techniques and use them in the main part of your presentation. Why do you think it is critical to use them?

Saying what is coming	In this part of my presentation, I'd like to talk about …So, let me first give you a brief overview.
Indicating the end of a section	This brings me to the end of my first point. So much for point two. So, that's the background on …That's all I wanted to say about …
Summarizing a point	Before I move on, I'd like to recap the main points. Let me briefly summarize the main issues. I'd like to summarize what I've said so far …
Moving to the next point	This leads directly to my next point. This brings us to the next question. Let's now move on / turn to …After examining this point, let's turn to …Let's now take a look at …
Going back	As I said / mentioned earlier, … Let me come back to what I said before …Let's go back to what we were discussing earlier. As I've already explained, …As I pointed out in the first section, …
Referring to other points	I have a question in connection with / concerning payment. There are a few problems regarding the quality. With respect / regard to planning, we need more background information.

TED TALK CORNER

Task 1. Watch the video «How to sound smart in your TEDx Talk» by Will Stephen and complete the questionnaire.
http://tedxinnovations.ted.com/2015/03/13/spotlight-tedx-talk-how-to-sound-smart/

1.   Title of T.E.D. Talk:
_____

2.   Name of Speaker:
_____

3.   Date of T.E.D. Talk and Number of Views:_____

4.   Circle any of the following adjectives that describe this T.E.D. talk: *humorous, dull, inspiring,   intellectual, confusing, persuasive*

5.   What was the speaker's thesis (main point) of this speech?
6.   What group of people would benefit the most from hearing this lecture?
7.   T.E.D. Talk presenters are known as effective public speakers. Describe two things this speaker does well in terms of engaging the audience.
8.   Give two specific things you learned from this presentation.
9.   **Pathos** is an appeal to emotions (everything from humor to horror) in order to sway an audience, while **logos** is the use of data/evidence to prove one's case. Did this speaker rely more on pathos or logos in his/her presentation?
10. **Ethos** is a speaker's ability to build credibility, establish himself/herself as an expert, and/or convince the audience members that the speaker has their best interests at heart. How does this speaker build ethos? Feel free to also refer to the speaker's profile information from the ted.com webpage as you build your answer.
11. If you could ask this speaker a question about his/her information or presentation, what would you ask?
12. Give one piece of constructive criticism that would improve the presentation.

Task 2. Read the text an match the titles with the parts
A. To make a presentation novel, create "emotionally charged events."
B. To make a presentation memorable, use the rule of threes.
C. To connect with people, tell them a story.

3 Public Speaking Secrets From The Most Successful TED Talks

 Want to give a presentation that has the magic of a TED Talk? It's not as hard as you may think. At least that is according to Carmine Gallo, author of the new book "Talk Like TED." To write it, Gallo combed through 500 talks to find lessons that could help anyone who has *to give a pitch* or a presentation.

  What makes a TED Talk pop? For Carmine, it's a combination of making an emotional connection, delivering a novel experience, and making the talk memorable. When all three pieces are in harmony, you get the power that can launch movements like Facebook.

  Here are Gallo's top three strategies for giving killer presentations.
_____

        At the end of 2010, Sandberg was preparing for her TED presentation. "I was planning to give a speech chock full of facts and figures, and nothing personal," she said in an interview. But before she went on stage, a friend stopped her, saying that she looked out of sorts.

Sandberg said that as she was leaving from home that day her daughter was tugging at her leg and telling her not to go. Her friend's reply: Why don't you tell that story? Sandberg was skeptical — why would she tell her story in front of people? Because, as Sandberg soon realized, the best way to connect with people emotionally is through stories. She told one in hers, and it helped launch a movement for women's empowerment in business. "I find that the most successful TED presentations are 65% stories, 25% data," as well as a short explanation of who you are and what you've done to establish your credibility, Gallo says. "It doesn't have to be a personal story. You don't have to talk about your kid like Sheryl Sandberg did, a story can be a case study," like Malcolm Gladwell does so well.

_____

Back in 2009, Bill Gates released mosquitoes from a jar when he was on the TED stage. Gates wanted to talk about malaria, and these bloodsuckers provided a lesson in how the disease spreads. As Gallo explains, this was what researchers call an "emotionally charged event," an incident where you experience shock, surprise, or fear. That emotionally charged event triggers a release of the brain hormone dopamine, which cements the experience in your memory.

It's the reason you remember intensely happy or intensely scary moments so well. The audience was expecting a standard PowerPoint. They got mosquitoes.

"In every pitch, every presentation, you have to figure out a way to package the information in a way that stands out, that's new, novel, unexpected," Gallo says.

_____

"We can remember three or four chunks of information in our short-term memory," Gallo says, "so I always advise people when they're pitching a new product or talking to a reporter, give them three reasons, three new features that are interesting in the product, three reasons to invest in you."

Grounded in cognitive psychology, the rule of three pervades art and literature, from The Three Little Pigs story to the Lord of the Rings trilogy, as well as rhetoric, like that declaration about life, liberty, and the pursuit of happiness. You can see the same pattern in Ted Talks. Sandberg, for instance, gave three ways women can lean in to their organizations.

Now at nearly 15 million views, Harvard neuroanatomist Jill Bolte Taylor gave a talk on her experience of suffering and recovering from a stroke, called My Stroke of Insight. It's broken into three parts: what she was doing as a brain researcher before the stroke, the day of the stroke, and the spiritual journey she took as a result of the stroke. The last part was a late addition. Before the talk, "a friend pulls her aside and says, "You went on this big spiritual journey, you really went and found yourself — why don't you express that?" Gallo recalls. Bolte Taylor thought of herself as a scientist, so she couldn't get that vulnerable. But it was that emotionally resonant last third that helped her presentation go viral, Gallo says, catch Oprah Winfrey's attention, and change the course of her career.

Task 3. Discuss in groups of three.
1. What is «an emotionally charged event»?
2. Can you formulate the rule of threes?
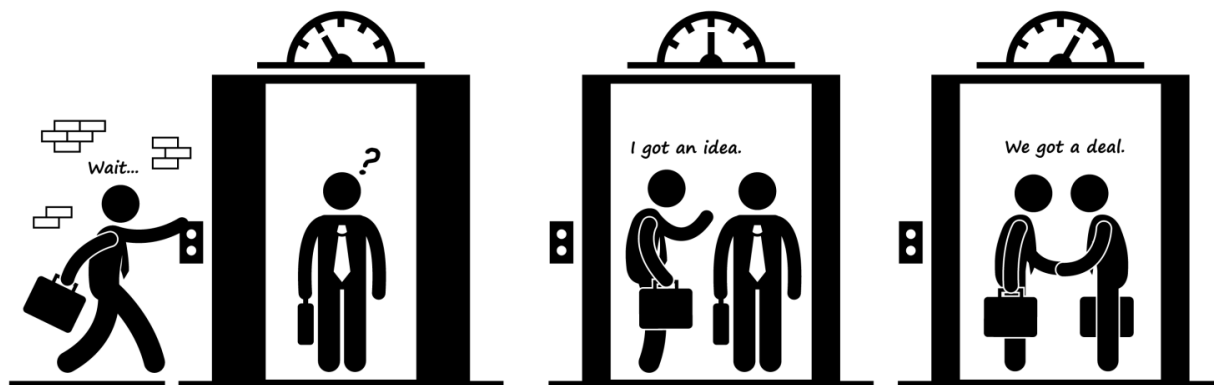3. How can you use this information in preparing for your oral report?

SPEAKING
Present your research in the form of a 7-minutes' speech to the groupmate

6. CREATING AN ELEVATOR SPEECH

PRELIMINATY DISCUSSION
Look at the pictures and discuss in pairs what an elevator speech is.

Task 2
Discuss in pairs.
1. What are the situations where scientists should give an elevator speech?
2. What can be the purpose of an elevator speech?
3. Have you ever had experience of making an elevator speech? If, yes, then what was the topic?

READING
Task 1
Read the text and refer its main ideas.

Elevator Speech for Scientists

Giving an effective **elevator speech** is a **crucial** skill. Aside from fielding questions about their jobs at cocktail parties, researchers may need **to summarize their work briefly** while **interviewing for a position**, asking for money, taking a visiting politician on a lab tour or **wooing a potential collaborator** at a conference. But that is a struggle for many scientists. Researchers are **notorious for** using jargon. They sometimes explain their research to lay audiences in the same way as they would to a lab colleagues.

> **What to say:**
> - **Problem**
> - **Why it matters**
> - **Potential solutions**
> - **Benefits**

With thoughtful preparation, however, researchers can **compress their work** into a few key points. Emphasizing **everyday relevance**, **tailoring the speech to the audience** and using **simple terms** and analogies can turn a dissertation-length discussion into a two-minute pitch. One of the most common pitfalls **is putting an overwhelming number of details into the speech**. Baron suggests thinking about four key topics: the problem, why it matters, potential solutions and the benefits of fixing it.

To articulate the purpose of the work, researchers should step back and consider the bigger picture. For example, particle physicists often say that the goal of their research is to measure some property to high precision. "I have to remind them, 'No, no, no, that's not the goal'," says Kurt Riesselmann, "That's the measurement you want to do. But the goal is that you want to better understand a particle or you want **to verify a theory**."

Scientists sometimes forget to explain the **broader benefits** of the work, too. Even if **practical applications** are a long way off, think about how the research might **eventually** improve health, food, safety, everyday technology or some other aspect of people's lives.

It is important **to tailor** the speech to the listener. **A good sound bite** for a visiting politician might be something like, "This research is going to make this community **a focal point in** nanotechnology," says Richard Fox, a partner at research-commercialization organization Astralis Group in Orlando, Florida. The head of a conservation organization will want to know how the research helps to preserve biodiversity, whereas a potential employer is looking for information about a scientist's skill set.

The same goes for conversations about the **commercialization potential** of the research. An elevator speech to the vice-president sounds nothing like what you're going to say to the junior engineer. Engineers are curious about how the technology works, but executives are seeking **a high-level conceptual picture** that tells them how they will **save money** or **get an edge on the competition.**

> **How to say:**
> **If the audience are**
> - **Politicians**
> - **Laymen**
> - **Children**
> - **Housewives**
> - **Colleagues**

Deciding what to say is only the first step; sorting out how to say it is just as important. Avoiding **technical jargon** such as gene names is key. Analogies and strong images are effective ways of **capturing attention**. Analogies can be helpful in explaining phenomena such as the hard-to-conceptualize invisible subatomic world. For example, Riesselmann recalls an article in the March 2005 issue of symmetry, in which a particle physicist wrote that the theory of supersymmetry "describes a grand dance of particles through the universe, but we can currently see only one partner from each pair". Every analogy will have shortcomings, but speakers have to compromise to give the audience a memorable image.

Researchers who do write out a complete oration should not try to memorize and repeat it verbatim, because that can come across as unnatural. Finally, resist the nervous urge **to ramble**. The purpose of an elevator speech is to get someone interested, not to tell them everything there is to know.

Source: http://www.nature.com/naturejobs/science/articles/10.1038/nj7435-137a

Task 2
Match the sentences with their halves:

1. An elevator speech is	A. a brief encounter with a scholar in your field at a conference introductions around a table at the beginning of meeting introduction to a guest speaker in the hallway before his/her talk conversation at a reception for a speaker an actual elevator ride with a search committee member
2. The purpose of an elevator speech is	B. What is the topic of your research? What is the problem that you are addressing in your research? Why is that problem interesting and important? How does your work connect with a broader disciplinary conversation about this topic in your field, and what does it add to that conversation?
3. Questions your elevator speech should answer	C. a concise statement of your research interests and experience to be shared informally and orally in various professional contexts.
4. Occasions a scientists can give an elevator speech	D. to create a memorable and positive impression to open the door to further conversation

Task 3

Study an example of an elevator speech – the result of a modified abstract for a research paper. What has been done?

Abstract
"Statins are potent inhibitors of cholesterol biosynthesis and are clinically beneficial in preventing cardiovascular diseases. Independent of their lipid-lowering effects, these compounds have been shown to improve endothelial function and inhibit the thrombogenic response. Accumulating evidence suggests an important role of the mitogen-activated protein kinase ERK5 in eliciting the beneficial effects of statins in the endothelium.   However, despite the therapeutic values of these drugs, muscle-related toxicity limits their use in some patients. Here, we explored the mechanism of statin-mediated transactivation of ERK5 in the human endothelium with the goal of identifying compounds that activate the ERK5 pathway but are non-toxic to C2C12 skeletal myofibers, a cellular surrogate model to study muscle myopathy.   We demonstrate that statin activation of ERK5 is dependent on the cellular reduction of geranylgeranyl pyrophosphates which are isoprenoid precursors critical for the post-translational modifications and trafficking of GTPases. Furthermore, we found that the combination of drug A and drug B mimicked the statin-mediated transactivation of ERK5. Drug A and B together recapitulated the beneficial effects of statins by transcriptionally upregulating anti-inflammatory mediators such as genes X, Y, and Z. Finally, C2C12 skeletal myotubes treated with both Drug A and B failed to cause the morphological and cellular changes that have been recognized as biomarkers of statin-associated myopathy. Hence, the combinatorial Drug A and B drug regimen provides a promising alternative avenue for activating the ERK5 pathway for the enhancement of endothelial function."

A one-minute Elevator Speech

Do you know that 32 million Americans are taking statins for their high cholesterol? While statins have been shown to improve the heart function by reducing blood cholesterol levels, one of the major side effects associated with long-term use of statin is the development of muscle pain. My research focuses separating the cellular pathways leading to the beneficial effects and muscle toxicity mediated by statins in order to identify new drug molecule(s) that only activate the pathway good for the heart. Using various cell-based assays, we have identified a drug combination that mimics the good effects of statins but are devoid of the muscle toxicity associated with their used.

SPEAKING

Task 1. Create a 2-minutes' elevator speech about your real or fancy research for your colleagues. Present it to the audience.
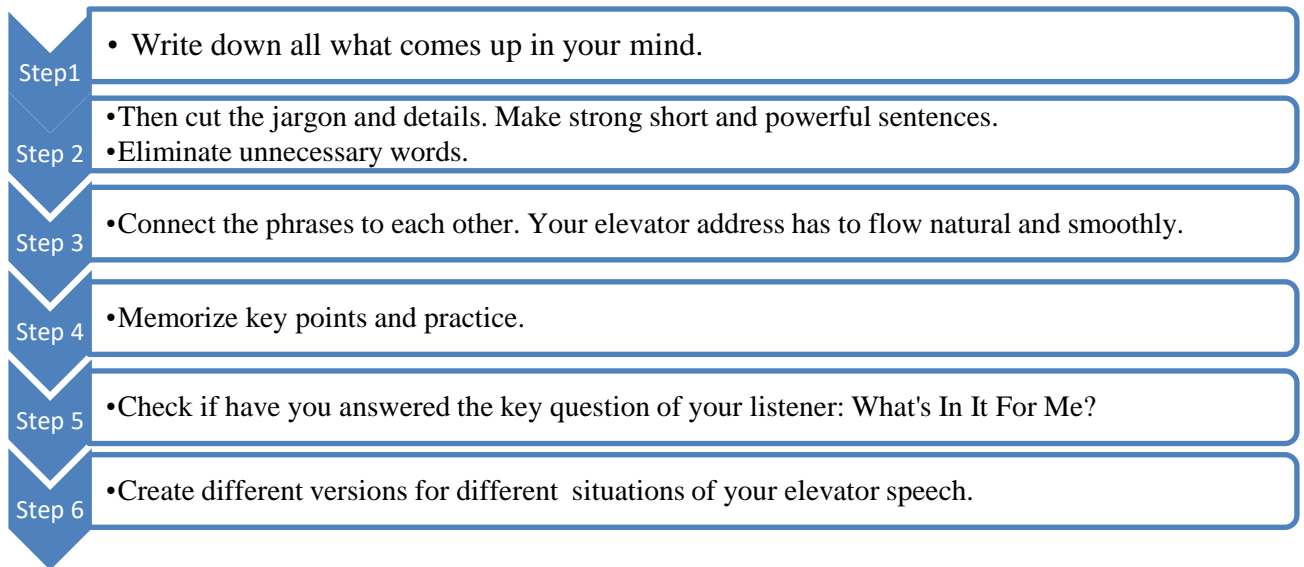
Task 2
Modify your speech to the audience:
- if the audience is leading researchers in your field
- if the audience is children
- if the audience is politicians

Task 3
Create an elevator speech for the Elevator Speech Competition. Describe your research project using the techniques described above in a 3-minutes' speech.
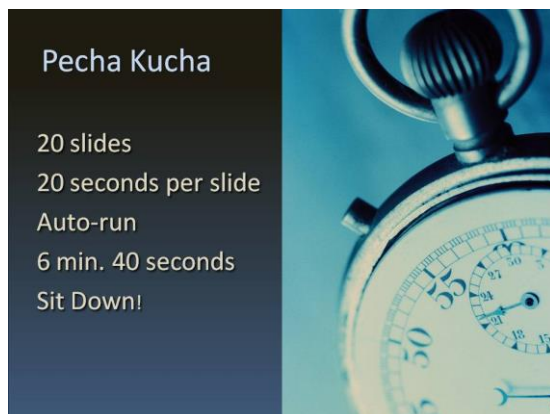
An elevator speech Checklist

Step1	• Write down all what comes up in your mind.
Step 2	• Then cut the jargon and details. Make strong short and powerful sentences. • Eliminate unnecessary words.
Step 3	• Connect the phrases to each other. Your elevator address has to flow natural and smoothly.
Step 4	• Memorize key points and practice.
Step 5	• Check if have you answered the key question of your listener: What's In It For Me?
Step 6	• Create different versions for different situations of your elevator speech.

Task 4.
Read the abstract and say what Pecha Kucha is.

A Pecha Kucha Day!

Pecha Kucha

20 slides
20 seconds per slide
Auto-run
6 min. 40 seconds
Sit Down!

A "Pecha Kucha" or 20×20 presentation contains 20 slides, with each slide shown for 20 seconds, for a presentation of exactly 6 minutes, 40 seconds.

The advantages of the Pecha Kucha format for a conference are clear. Within a given time slot, more presentations can be scheduled and the schedule is predictable. In addition, the atmosphere in a Pecha Kucha session is usually very engaging. Once the "clock starts ticking", the audience is on the side of the presenter, willing them to succeed.

Task 5
Read the text and

Tips for presenters:

Fill in the gaps using the words in the box

to race through	key points	best practice	metaphors	flow
	to memorize repeat	format	to appear	

Images are the key to effective Pecha Kucha. Try to find images that are illustrations or (1)_____ of your key points and/or use words-as-image, as in the example above. This makes delivery of your presentation much easier, as you're not trying (2)_____a list of points. It also makes your presentation more engaging. It's not the timing, as such, but the fact that it leads presenters to use (3)_____ in creating presentations that are visually strong and appealing. Let's banish the bullets!

Most of us do not tend (4)_____ our presentations. For a Pecha Kucha presentation, however, memorizing your key points for each slide is usually the best approach. It's suggested that you write down the 2 (5) _____ you want to make for each slide and try to stick to that. Then practice delivering your presentation until it flows easily. Practice really makes the difference.

Hack the format! If you want to go into depth on one particular slide and 20 seconds just won't be enough, (6)_____the slide and add text or graphics to develop your points. Your information will then be on-screen for 40 seconds, with small changes appearing midway through. This is a very graceful way to keep within the (7)_____ but still go into depth.

When delivering the presentation, don't worry if you finish making your points on one slide before the next slide advances. Pausing will break your (8)_____. Just start speaking about your next slide; it will likely appear midway through your first sentence. This makes for a more (9)_____ presentation rather than pausing for a few seconds to wait for the next slide (10) _____.

Task 6
Prepare a presentation about your research for a Pecha Kucha Day!

WEB SEARCH
Pecha Kucha Resources

• Pecha Kucha 20ч20 – This page gives the basics and a brief history of Pecha Kucha. http://www.pecha-kucha.org/what
• Choosing good images for presentations — This blog post has excellent advice on finding relevant, potent images for your presentation. http://www.powerpointninja.com/graphics/what-makes-an-image-good-forpresentations- part-i/
• Compfight – excellent search tool for Creative Commons-licensed Flickr images http://compfight.com
• Flickr images – enter search term, click Advanced Search, then tick the box "only search within Creative Commons-licensed content" http://www.flickr.com
• Content Directories — extensive list of directories of Creative Commons licensed materials (audio, video, image, text) http://wiki.creativecommons.org/Content_Directories

7. CREATING AN EFFECTIVE POSTER PRESENTATION

PRELIMINATY DISCUSSION

Discuss in groups of three.
1. What is the purpose of a poster presentation?
2. When can it be used effectively?
3. What is the layout commonly used for posters?
4. Can you give any guidelines in designing and creating the poster?
5. What is the amount of words for the poster presentation?

Active Vocabulary
Learn the vocabulary of Unit 7

1. a catchy title — броский заголовок
2. a clear snapshot of the project — ясное представление о проекте
3. a communication tool — средство коммуникации
4. a conflict of commitment — нарушение обязательств (перед организацией, в которой работаешь)
5. a conflict of interest — конфликт интересов
6. a poster presentation session — стендовый доклад
7. a serif / non-serif (sans-serif) font — шрифт с засечками/шрифт без засечек
8. an experimental equipment and procedure — экспериментальное оборудование и методика
9. an illustrated version of the abstract — иллюстрированная версия аннотации
10. figure legends — условные обозначения к рисунку
11. qualitative and descriptive results — количественные и качественные результаты
12. supporting charts or images — вспомогательные таблицы и картинки
13. the experimental approach — экспериментальный подход
14. to (briefly) convey the issue — кратко описывать проблему
15. to communicate an aspect of a research question — представлять аспект исследовательской проблемы
16. to engage colleagues — заинтересовать коллег
17. to foster collaboration — стимулировать сотрудничество
18. to get the viewer interested in the issue — заинтересовать зрителя проблемой
19. to illustrate experimental design — продемонстрировать структуру экспериментальной работы
20. to pitch a novel hypothesis — ставить новаторскую гипотезу
21. to place an issue in the context of primary literature — рассматривать проблему в контексте литературы по теме исследования
22. to provide funding — обеспечить финансирование
23. to share findings — поделиться результатами исследования
24. to supplement the researcher's presentation — дополнять речь исследователя
25. to test/to address a hypothesis — проверять гипотезу
26. to use figures and flow charts — использовать рисунки и технологические схемы
27. visual displays of data — визуальное представление данных

READING

Task 1
Read the text and fill in the gaps with the phrases in the box

What is a poster presentation?

Supplements, engage colleagues, researchers network, foster collaborations, share findings, support the data, a communication tool, visual displays of data, noteworthy, to disseminate research findings
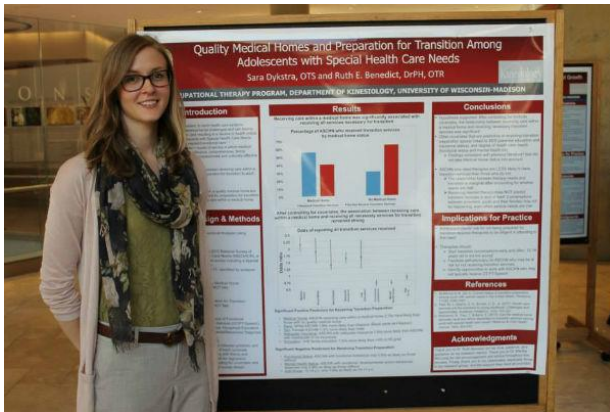
Poster presentations are an excellent way for researchers to (1) _____ and display their work. The researcher is typically available to give a short presentation and answer any questions, while the poster serves as a visual aid and (2)_____. Preparation of an effective poster is critical to the poster presentation's success. The purpose of the poster is to serve as a summary and an advertisement of the work that (3) _____ the researcher's presentation.

The poster could be thought of as an illustrated version of the abstract with (4) _____ and small blocks of text that explain the project and (5) _____.

An effective poster can (6) _____, start conversations, help (7) _____ and help (8) _____. During a poster presentation session, the audience will be looking for a clear snapshot of the project so a good poster is focused on single message, uses graphics and images to tell the story, and is well-organized and sequenced. An ineffective poster often has a main point that is hard to find, text that is too small, poor graphics, poor organization and other problems. The research and the results will only appear to be as interesting and (9) _____ as the quality of the poster.

Therefore, while posters can be an important way (10) _____ they must be prepared correctly.

Task 2
Finish the sentences
1. The purpose of a poster presentation is _____
2. The poster serves as _____
3. An effective poster can _____
4. An ineffective poster has _____

Task 3
Characterize what poster is in detail
Focus on
- the definition
- its purpose
- the types of information involved

Task 4
Search for online poster presentations and analyze the structure and layout. In different posters some sections may go under synonymic names. Fill in the table with overlapping. The first one is done for you.

> Discussion; Objectives; Purpose and Hypothesis; Background; Introduction; Materials and Methods; Bibliography; Conclusions; Literature (cited)

Poster section	Overlapping heading
Abstract	*Purpose and Hypothesis*
Methods	
Data	
Results	
Interpretation	
References	

Task 5
Read the text and find answers to the following questions:
1. What sections are included in a poster?
2. Do posters have to convey research or evaluation findings?
3. What is an abstract?
4. What are advantages and disadvantages of posters?

Poster layout

Title: Should briefly **convey** the interesting issue, the general experimental approach; needs **to be catchy** [approximately 1-2 lines]

Abstract: Do not include an abstract on a poster. A poster is an abstract of your research, so it's a waste of space to have an abstract on your abstract.

Introduction: Get your viewer interested in the issue or question while using the **absolute minimum** of background information and definitions; quickly **place your issue in the context** of published, primary literature; then **pitch a novel hypothesis** … then you can describe (briefly) the **experimental approach** that tested your hypothesis. Unlike a manuscript, the introduction of a poster is a wonderful place to put a photograph or illustration that communicates some aspect of your research question. [approximately 200 words]

Materials and methods: Briefly describe **experimental equipment and procedure**, but not with the detail used for a manuscript; use figures and flow charts to illustrate experimental design if possible; mention statistical analyses that were used and how they allowed you to address hypothesis. [approximately 200 words]

Results: First, mention whether your experiment procedure actually worked; in same paragraph, briefly describe **qualitative and descriptive results** to give a more personal tone to your poster; in second paragraph, begin presentation of data analysis that more specifically **addresses your hypothesis**; refer to **supporting charts** or images; provide extremely **engaging figure legends** that could stand on their own; place tables with legends, too, but **opt for** figures whenever possible. This is always the largest section. [approximately 200 words, not counting figure legends]

Conclusions: Remind the reader of the **major result** and quickly state whether your hypothesis was supported; try to convince the visitor why the **outcome** is interesting; state the **relevance** of your findings to other published work; future directions. [approximately 200 words]

Literature cited: [5-10 citations]

Acknowledgments: Thank individuals for **specific contributions** (equipment donation, statistical advice, laboratory assistance, comments on earlier versions of the poster); mention who has provided funding; **be sincere**; do not list people's titles (e.g., write Colin Purrington not Dr Purrington). Also include in this section explicit disclosures for any **conflicts of interest** and **conflicts of commitment** [approximately 40 words]

Further information: some visitors will want to know more about your research, and you can use this section to provide your e-mail address, your web site address, or perhaps a URL where they can download a PDF version of the poster or relevant data [approximately 20 words].

Logo	Title of the Research Study *People who did the research*	Logo

Introduction	Methods	Results	Conclusions
--------------	--------------	--------------	--------------
--------------	--------------	--------------	--------------
--------------	--------------	--------------	--------------
--------------	--------------	--------------	--------------
--------------	--------------	--------------	--------------
--------------	--------------	--------------	
--------------	--------------	--------------	*References*
--------------	--------------	--------------	*Acknowledgements*
--------------	--------------	--------------	
--------------	Figure 1	--------------	*Further information*

Task 6
Search the Internet for the examples of conflict of interest and conflict of commitment. Present the examples to your groups members.

1. Conflict of interest

_____
_____
_____
_____
_____
_____

2. Conflict of commitment

_____
_____
_____

_____
_____
_____
_____

Task 7
Match collocations and describe the key issues of a Poster Layout

3.	to convey	A.	of the major result
4.	to be	B.	the experimental approach
5.	absolute	C.	in the context
6.	to place your issue	D.	a novel hypothesis
7.	to pitch	E.	statistical analyses
8.	to describe	F.	hypothesis
9.	to mention	G.	minimum
10.	to address	H.	supporting charts
11.	to give	I.	engaging figure legends
12.	to refer to	J.	the relevance of your findings
13.	to provide	K.	for specific contributions
14.	to remind	L.	catchy
15.	to state	M.	experimental equipment and procedure
16.	to thank smb	N.	a more personal tone

Task 8
Read the text and complete the table after it.

What makes the poster effective?

Spend time planning and laying out the format of the poster so that it is organized, focused, and information flows in a logical way. Posters are often divided into sections similar to a research paper. Use headings to help the readers find sections.

The title is important and will draw the audience in. It should be short, focused and compelling. Be sure the title is not too long and it should be large enough to read from some distance. In general though, the title should not exceed the width of the poster. Make the title the most prominent block of text on the poster. Do *not* typeset the title in all capital letters. Use small words such as *of, from, with, to, the, a, an,* and *and* to separate details in the title. While phrase titles are most common, some scientists and engineers effectively use sentence titles for posters that present one main result. In such titles, state the result in the title and capitalize the words as you would in a sentence.

The content of all the sections should be concise. Graphics, data, charts, and other analyses should be the focus and small sections of text should supplement those. The content should tell readers why the work matters, the results, recommendations and implications. Do not focus too much on methods in a poster presentation.

The text size should be large enough to read from one to two meters. Pick a font that is easy to read. This is not the time to get to get too creative. Strive for a consistent, clean, readable look.

Do not overdo color. In general, dark letters on a light back ground are the easiest to read. Avoid overly bright colors and the use of too many different colors. Both are distracting to readers. Some color makes the poster more attractive and interesting but be careful not to overdo it.

Layout is critical. The flow of information should go from top to bottom and left to right. Readers will lose interest so do not make them jump all over the poster to get the story.

Give credit! Put the names of all authors and institutional affiliations just below the title. And don't forget to include a references section!

Prepare a summary handout so that people will remember the highlights of your work. Be sure to include full contact information in the handout.

Complete the table with Dos and Dont's for poster presentations

Dos	Don'ts

Task 9
Decide whether the poster design is good or bad. Explain why you think so.

Poster 1

Strengths
_____
_____
_____
_____
_____

Room for improvement
_____
_____
_____
_____
_____
_____
_____
_____

Poster 2

Strengths

_____

_____

_____

_____

Room for improvement

_____

_____

_____

_____

Poster 3

Strengths

_____
_____
_____
_____

Room for improvement

_____
_____
_____
_____

Simulations of self-assembling supramolecular wires using patchy molecules

Bastiaan A.H. Huisman*, P.G. Bolhuis, Annalisa Fasolino

[1] Van 't Hoff Institute for Molecular Sciences, University of Amsterdam. Nieuwe Achtergracht 166, 1018 WV Amsterdam.

* huisman@science.uva.nl

The patchy molecule

Molecules that form supramolecular aggregates often have a very high molecular weight. We need to coarse grain to simulate their self-assembly.

Reversible supramolecular self-assembly is driven by specific interactions:
· Hydrophobic / hydrophilic
· Hydrogen bonding
· Electrostatic interaction
· $\pi-\pi$ stacking of aromatic rings

Discocitic C3[1,2]

Helical aggregate of discotic molecules formed due to $\pi-\pi$ stacking, solvent interaction and hydrogen bonds[1,2]
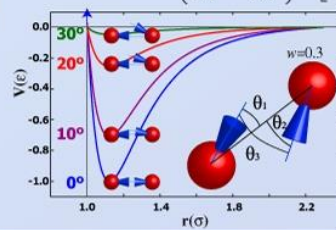
Our model: The Patchy Molecule
· The molecules are rigid and consist of hard, spherical beads representing several atoms.
· Direction dependent patches placed at the center of the bead mimic specific interactions[4].
· NVT Monte Carlo + reptation and cluster moves

The patch

Two patches, centered on different beads, interact radially via a Lennard-Jones (LJ) potential. The interaction is strongest when the patches are perfectly aligned, and decays with decreasing alignment. The alignment is defined by the angles θ_1, θ_2 and θ_3.

$$V(r,\theta_1,\theta_2,\theta_3) = 4\varepsilon\left(\left(\frac{\sigma}{r}\right)^{12} - \left(\frac{\sigma}{r}\right)^6\right)\exp\left[-\frac{\theta_1^2 + \theta_2^2 + \theta_3^2}{w^2}\right]$$

Monomers

We use a spherical and a discoidal monomer with two opposing patches
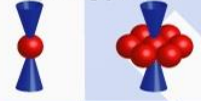
Equilibrium polymerization

The monomers are in thermodynamic equilibrium with the polymers (N-mers). Each bond lowers the energy by ε.

For an ideal mixture of ideal gases of N-mers the density $\rho(N)$ of N-mers is given by[4]

$$\rho(N) = v^{-1}\left(1-\frac{1}{N_n}\right)^N \exp(-\beta G)$$
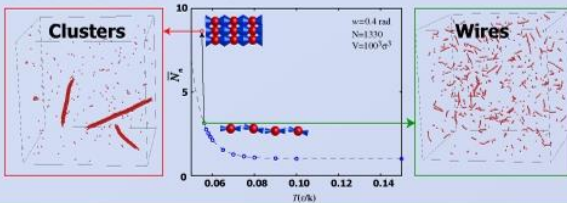
where N_n is the mean aggregation number

$$\overline{N}_n = \frac{\sum_{n=1}^{\infty} N\rho(N)}{\sum_{n=1}^{\infty} \rho(N)} = \frac{1}{2} + \frac{1}{2}\sqrt{1 + 4\phi\exp(\beta G)}$$
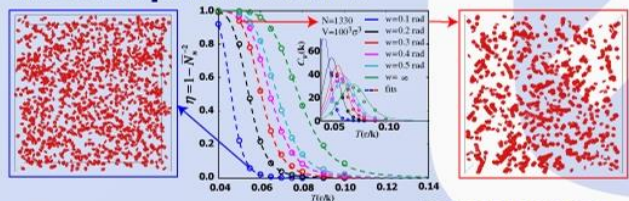
and η is the aggregated fraction:

$$\eta = 1 - \overline{N}_n^{-2}$$

(with $\phi = \sum_{n=1}^{\infty} N\rho(N)$ the volume density and $G = \varepsilon - \beta^{-1}\ln(Z(1)/\lambda)$ the free energy of a single bond, $\beta = kT$, $Z(1)$ the partition function of a monomer and λ a non-universal model parameter).

From wires to clusters, as a function of T

Clusters

$w=0.4$ rad
$N=1330$
$V=100^3\sigma^3$

Wires

Effect of patch width w

$N=1330$
$V=100^3\sigma^2$

$w=0.1$ rad
$w=0.2$ rad
$w=0.3$ rad
$w=0.4$ rad
$w=0.5$ rad
$w=\infty$
fits

Unlike systems of monomers with square-well patches[5], the average energy per bond E_{bond} in our model is temperature dependent. Although monomers with wider patches aggregate at higher temperatures (they have a higher volume fraction ϕ), for a spherical bead the energy per bond E_{bond} only depends on the temperature (equipartition). For discoids E_{bond} is larger and depends on w, because the excluded volume of the disc limits the bond flexibility. Both these effects causes the polymerization to differ

Excluded volume

spheres
$w=0.2$ rad
$w=0.3$ rad
$w=0.4$ rad
$E=3T-1$

discoids
$w=0.2$ rad
$w=0.3$ rad
$w=0.4$ rad
$w=0.5$ rad
$w=\infty$

$E=-1.161$

Effect of E_{bond}

spheres
$w=0.2$ rad
$w=0.3$ rad
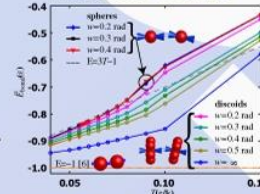
discoids
$w=0.2$ rad
$w=0.3$ rad
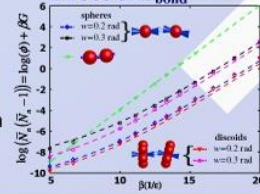
Conclusions

· Monomers with wider patches aggregate at higher temperatures.
· Discoids have lower energy per bond due to excluded volume effects.
· A wire to cluster transition as a function of temperature exists for wide enough patches.

Outlook

· Wire to cluster transition
· Alignment in magnetic fields
· Self assembly of J-aggregates

References

[1] P. van der Schoot et al. *Langmuir* **16** (2000), 1076.
[2] L. Brunsveld et al. *J. Am. Chem. Soc.* **122** (2000), 6175.
[3] Z. Zhang and S. C. Glotzer. Nano Letters **4** (2004), 1407.
[4] *Supramolecular Polymers* (2nd ed), Taylor and Francis: Alberto Ciferri (2005), Ch.3 by P. van der Schoot, pp. 77.
[5] TF. Sciortino et al. J. Chem. Phys. **126** (2007), 194903

UNIVERSITY OF AMSTERDAM

Van 't Hoff Institute for Molecular Sciences

Task 10

Design your own poster based on your current research. Use the following materials that might help you with designing.

Additional resources
1. Advice on designing scientific posters and link to a poster template in Powerpoint.
   http://www.swarthmore.edu/NatSci/cpurrin1/posteradvice.htm
2. Effective Poster Presentations on-line tutorial
   http://www.kumc.edu/SAH/OTEd/jradel/effective.html
3. Displays a number of PhD posters and includes some evaluative commentary
   http://phdposters.com/gallery.php
4. Poster design tips http://lti.lse.ac.uk/poster-design/
5. **Ten Simple Rules for a Good Poster Presentation -** This link will provide ten simple guidelines for creating an effective poster presentation.
   http://www.ploscompbiol.org/article/info%3Adoi%2F10.1371%2Fjournal.pcbi.0030102
6. **Creating Effective Poster Presentations -** The following resources is a comprehensive set of links that can guide an author through the process of creating an effective poster presentation from determining the audience, planning, creating graphics and so forth through actually presenting the poster.
   http://www.ncsu.edu/project/posters/
7. **How to Create an Effective Poster Presentation -** Guidelines for a creating poster presentation and a sample poster can found through this link.
   http://www.ncsu.edu/project/posters/
8. **Creating an Effective Scientific Poster Presentation -** For a step-by-step guide on how to prepare an effective poster presentation, go through the links on this site. The site covers the entire process from conception to printing and presenting the final product.
   http://www.tc.umn.edu/~schne006/tutorials/poster_design/
9. **Creating Effective Poster Presentations Using PowerPoint -**The PowerPoint Presentation on this slide provides detailed instructions on how to create a poster using PowerPoint and contains several examples.
   http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&so

8. DELIVERING A POSTER PRESENTATION

PRELIMINARY DISCUSSION
Task. Discuss in groups of four the following questions.
1. Do you have experience of delivering a poster presentation?
2. How long should be the speech?
3. How can you draw in the audience?
4. What is your purpose as a researcher?
5. What are the don'ts of delivering the poster presentation?

READING
Task 1. Read the tips on delivering the poster presentation and answer the questions.

Tips on Delivering the Presentation
- Prepare and practice a 2-3 minute oral explanation of your poster and your work.
- Do not read the poster to the audience! The poster is there as a visual aid and illustration of the research. The presenter should be making eye contact and engaging with the audience.
- The presentation should explain the big picture and why the project is important. It should provide a "take home" message. Too much detail will lose the audience.
- Refer to graphics/charts/data on the poster to illustrate and support findings and conclusions.
- Do give the audience some time to absorb the information on your poster. Do not stand directly in front of the poster so that they a full opportunity to view it.
- Prepare a summary handout so that people will remember the highlights of your work. Be sure to include full contact information in the handout.
- Know your poster well so you can refer to any section if questions arise.
- Expect questions! Questions may be very broad asking about the overall project or they may be specific, such as asking about the type of statistical analysis used. Be prepared!
- Admit when you do not know the answer to a question or when it is beyond the scope of the project.
- Have business cards, summary handouts, or contact information ready for those who may want to contact you to discuss it further at a later date.
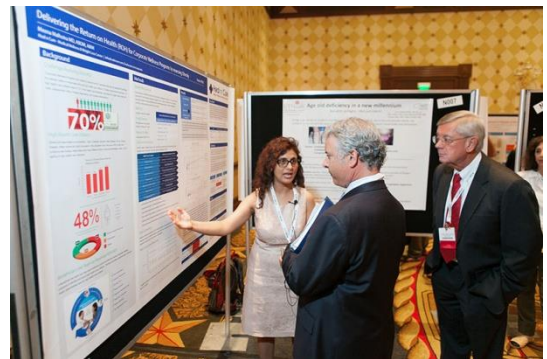
Questions

1. Why shouldn't you read the poster to the audience?
2. What is a «take home» message?
3. What should the handout include?
4. How can you prepare for the questions?
5. What are the ways to contact with those who are interested?

Task 3
Read the tips on professional behavior and discuss in groups of three things that can be added to the list.

Tips on Professional Behavior
- Dress professionally. It lends credibility to your work. Wear comfortable shoes as you will be standing for long periods of time.
- Wear your nametag, smile and make eye contact with potential viewers.
- Be on time for the poster session and stay until the session is over.
- Stay next to your poster so that you are available for discussion.
- Do not get too in depth with any one viewers or others will not have an opportunity to learn about your research and ask questions.
- Do not take criticism personally. The ability to get feedback is an advantage of a poster session. This may be especially helpful if you plan to submit a manuscript for publication.
- Focus on the viewers. Do not get involved in social conversations with other presenters and colleagues at the expense of the audience.
- Do not force handouts on those that do not seem interested.
- _____
- _____
- _____

VIDEO
Task 1
Watch the video, write down the rules presented, and explain what they mean.
https://www.youtube.com/watch?v=vMSaFUrk-FA

Rule #1
_____
_____

Rule #2
_____
_____

Rule #3
_____
_____

Rule #4
_____
_____

Rule #5
_____
_____

Rule #6
_____
_____

Task 2
What are the ways to react to the questions you do not know the answers for?

Task 3
Role-Play
Prepare your poster presentations at home, bring them to the classroom and organize a poster session. Evaluate the delivery of your peers using the Evaluation Chart.

Poster Presentation Evaluation Chart

Presentation № ____ Developed by _____
Title _____

Poster Presentation Section	Score	Comments
1. *Content Assessment*		
1.1. Introduction		
Gives a clear statement of a study		
Provides synopsis of the relevant research projects		
1.2.Methods		
Gives a description of participant enrollment, procedures and measurements		
Gives an overview of the techniques used for data analysis		
1.3.Results		
Gives an account of the major findings of the project		
Provides an adequate representation of the research data using appropriate graphical aids (tables, figures, graphs, charts etc.)		
1.4.Discussion		
Makes clear, accurate, and well-articulated conclusions		
Suggests practical application of the study results		
Relates findings to the ongoing research		
Considers areas for prospective studies		

2. Poster Presentation Section		
2.1. Text Organization		
Sequential, logically progressing information		
Complies with the format requirements		
Sufficient linguistic competence		
3. Visual Support		
Conspicuous title and section headings, easily readable text		
Appropriate design and layout		

Additional resources

1. **Creating Effective Poster Presentations: Present Your Poster -** The following resource offers great tips on how to present a poster. It also contains a comprehensive set of links that can guide an author through the process of creating an effective poster presentation from determining the audience, planning, creating graphics and so forth.
   http://www.ncsu.edu/project/posters/PresentPoster.html
2. **Tips on Poster Presentations at Professional Conferences -** This link provides a complete list of things to consider when delivering a poster presentation.
   http://www.csun.edu/plunk/documents/poster_presentation.pdf
3. **Creating an Effective Scientific Poster Presentation -** For a step-by-step guide on how to prepare an effective poster presentation, go through the links on this site. The site covers the entire process from conception to printing and presenting the final product.
   http://www.tc.umn.edu/~schne006/tutorials/poster_design/
4. **Making an Academic Poster Presentation -** Follow this link for tips, resources and a YouTube video on how to effectively present a poster at a conference.
   http://nau.edu/Undergraduate-Research/Poster-Presentation-Tips/

9. CREATING HANDOUTS AND USING POWERPOINT

PRELIMINARY DISCUSSION

Task 1. Discuss in groups of four.
1. Complete the list of the benefits of providing handouts to supplement your presentation:
➢ *allows* the presenter to cut down on the information in the presentation
   ➢ *serves* as an outline or guide, keeping the presenter on track
   ➢ *allows* the audience to "take home" the key points
   ➢ _____
   ➢ _____
   ➢ _____

2. List key guidelines that should be followed when preparing handouts.
   ➢ _____
   ➢ _____
   ➢ _____
   ➢ _____
   ➢ _____

READING
Task 2. Read the tips for creating effective handouts and name the ones you find most useful.
Tips for Creating Effective Presentation Handouts

• Take the time to create **a quality handout** that mirrors the quality of the presentation. The audience will take this home and it will be a reflection of the quality of your work.

• Do not print out your PowerPoint slides! The slides are not a readable document. They do not provide a sufficient summary of the work or provide other important information, such as your contact information.

• It is best if the handout is contained **to fit on** one page.

• The handout should stand alone and contain the main points of your presentation. If someone pulls it out later, it should make sense to them and serve as **a reminder**.

• The handout should have a professional, **appealing look**.

• Feel free to include additional information not covered in the presentation. However, be careful not to overload the handout with too much detail. Some white space is good - and may be helpful for taking notes!

• Use graphics to increase visual appeal and to summarize or represent data or other information. Bulleted or numbered lists may be helpful in summarizing text and organizing content.

• May be useful to many to provide a listing of suggested or further readings for those that want to learn more.

• Include **references** used in your presentation. This provides an additional list of sources for potentially gaining more information. Always provide your contact information. This is especially important for those that may have further questions or those that may want **to collaborate** with you in the future.

DISCUSIION
Task 3. Look at the examples of handouts. Say why you like them OR not.

Handout 1. Scientific method.

Name_____
Date_____
Science, Period _____

THE SCIENTIFIC METHOD

1. Problem or Question

2. Gather Information

3. Make a Hypothesis

4. Experiment to Test Your Hypothesis

5. Gather and Analyze Data

6. Make a Conclusion

7. Communicate Your Findings

Try Again. Make a New Hypothesis

I was wrong!

Double Check. Test the Hypothesis Again

I was right!
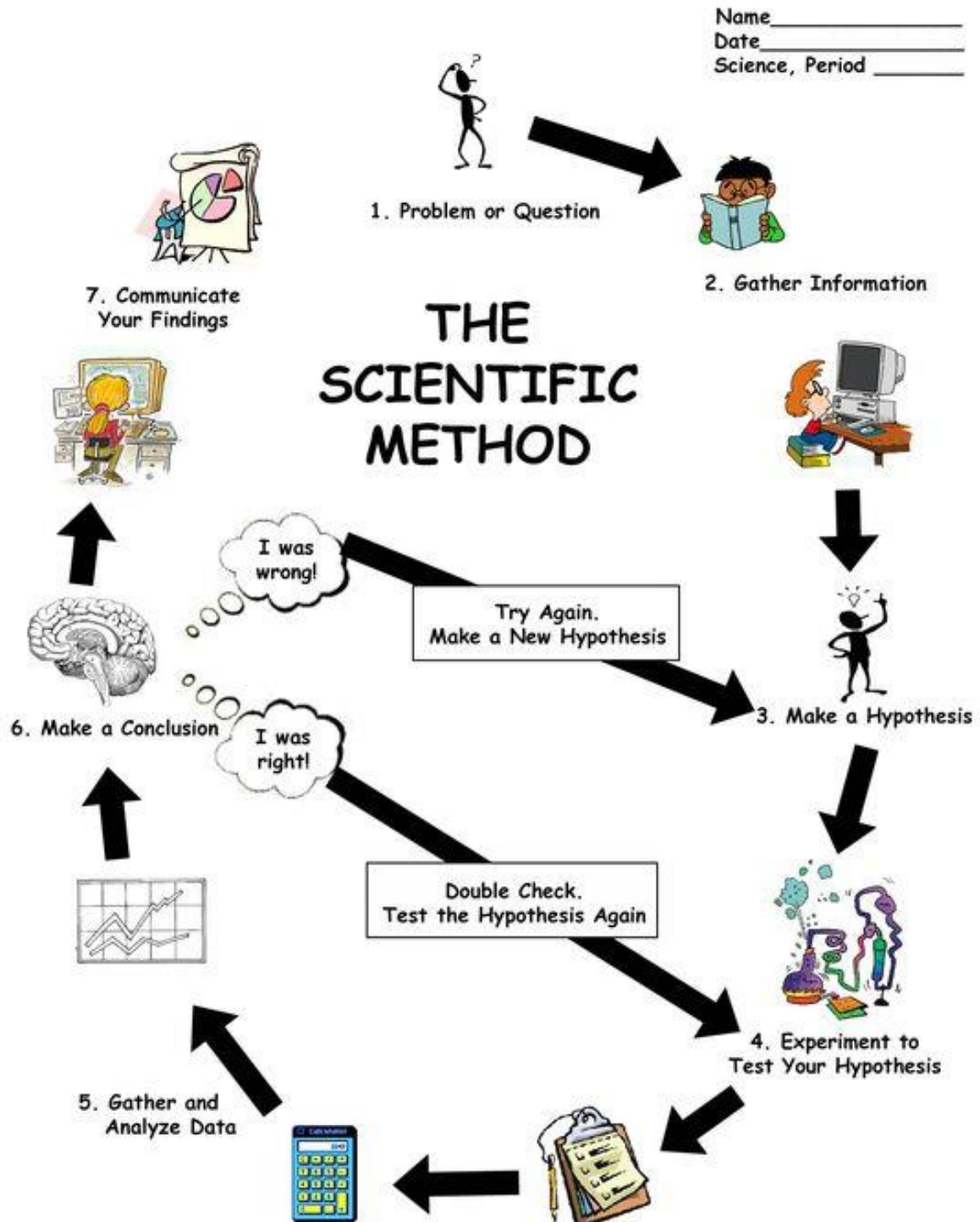
Handout 2. Course structure

- Message
- Sender
- Medium
- Interference
- Receiver
- Feedback

Communication is the meaningful exchange of information.

Literacy has historically meant to the ability to communicate through reading and writing. However, a great deal of communication happens without words, using images, gestures, eye contact, posture -- even our choice of clothing or hairstyle.

We often communicate in several ways at once!

Media Literacy

In order to be fully literate you must know the language of digital media. You must be able to access, understand, analyze, and produce sound, images, and video.

In this course you will learn to use media language to describe and critique several kinds of messages, as well as develop projects using Audacity, Photoshop, and Premiere.

If students aren't taught the language of sound and images, shouldn't they be considered as illiterate as if they left college without being able to read and write?

George Lucas

Learning Goals

By the end of this course, you will be able to demonstrate your media literacy:
- Language - use media language to explain your needs to an expert
- Critique - describe what's done well in a sample and how it might be improved
- Skill - operate media recorders, edit, and share work
- Technique - follow design conventions, frame a shot...

Course Components

Engagement – complete assignments outside of class and participate actively during class time

Projects – produce media in the form of audio, images and video

Exams – show you can use media language and critique media

ePortfolio– create and present an online showcase that documents your media skills.

ePortfolio 15
Engagement 10
Audio Project 10
Image Project 15
Exam 2 15
Exam 1 15
Video Project 20
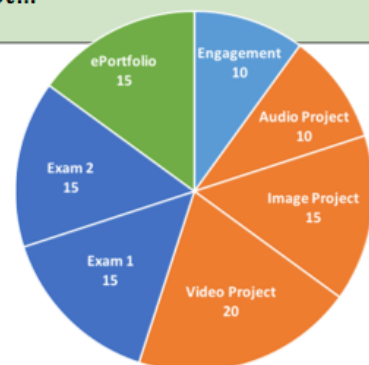
Handout 3. Extreme Presentation Method

Extreme Presentation™ Method
Ten Steps to Persuasive Presentation
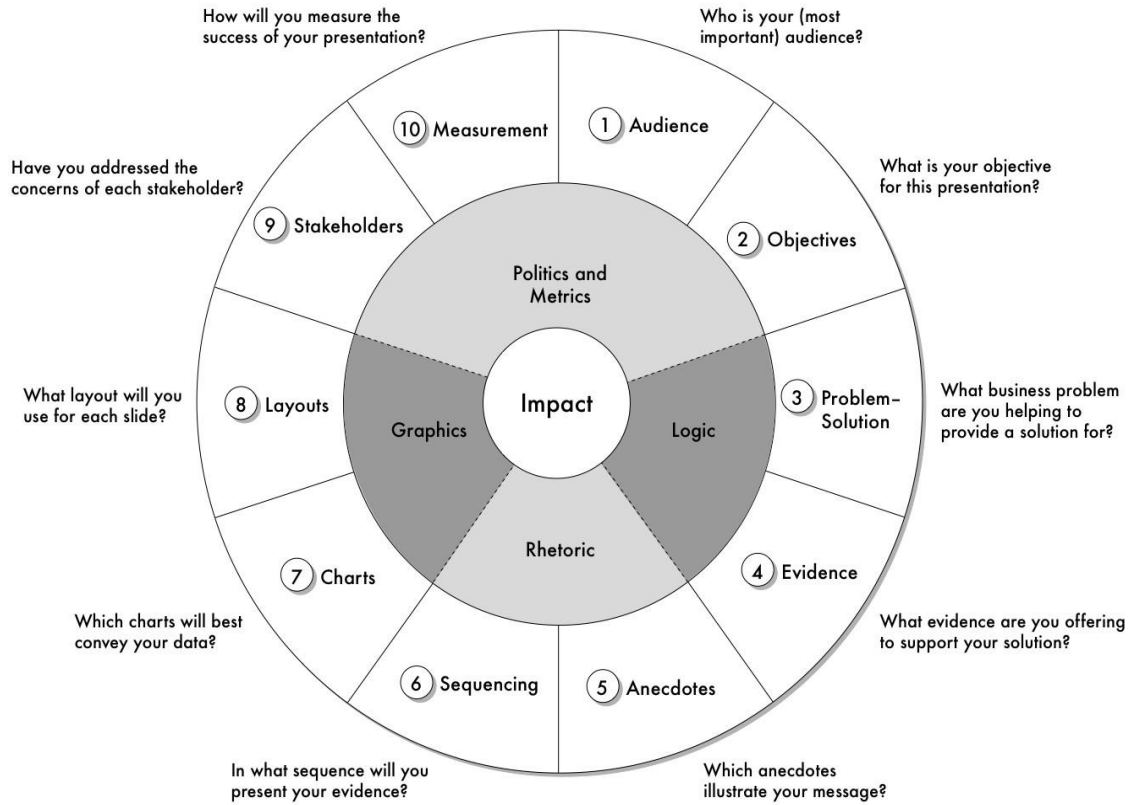
© 2006 A. Abela — abela@cua.edu

VIDEO
Task 4. Watch the video and say what can be bullet points on your slides be changed for.
https://www.youtube.com/watch?v=3ruwY1fnxT4

Task 5. Name four scientifically reasons why our brains reject bullet points.

Reason 1

Reason 2

Reason 3

Reaon 4

Task 5. Discuss if the rules are right for handouts.

READING
Task 6. Read the text and summarize the key ideas in the table below.

Tips for PowerPoint Presentations

The PowerPoint presentation originated as a valuable tool in the business world in the mid-1990s and its application soon spread to education. In a business setting, the goal of the PowerPoint presentation is typically to present information in a professional, yet entertaining, way. In an educational setting, however, the goal is to teach and provide knowledge.

The PowerPoint presentation should serve as an aid in academic settings that enhances education by presenting information in a clear, concise and logical format. Because the goal of the PowerPoint is different in education, there are special considerations that should be taken into account when creating a PowerPoint for an academic presentation.

Following is a summary of some of the best practices that should be followed when creating PowerPoint slides for a presentation. Following these best practices will ensure that presenters are using PowerPoint appropriately as visual aid to augment their research presentation and enhance learning for the audience, without the PowerPoint taking over the presentation.

Less is better. Keep this in mind throughout all aspects of creating a PowerPoint for classroom use. Many bells and whistles are available when creating a PowerPoint. However, just because they exist, does not mean they should be used. Overwhelmingly, the research shows that the audience is easily distracted by flashing and flying lines of texts, bright colors and unnecessary sound. None of these extras will improve learning.

Use a consistent and simple slide format. Use a design template to ensure that all slides are consistent in terms of font, color, theme, background, and style. Changes in the basic slide design within the same presentation are distracting.

Make sure the font is easy to read and *consistent* throughout. The San Serif font, with a minimum size of 30 points, is a common recommendation for PowerPoint presentations.

It is acceptable to emphasize *keywords* through the use of bold face, italicized or underlined words.

Minimize text. It is recommended that each slide contain between 3-7 bullet points with 3-7 words per point. Do not use complete sentences. If the slide contains too much text, the audience will spend time reading and not listening. Presenters may also be tempted to simply read the PowerPoint slide, greatly reducing the effectiveness of the presentation. The PowerPoint is meant to be a guide, with the presenter filling in the majority of the content and the details.

Disclose one bullet point at a time to keep the audience focused.

Use consistent slide transition. Flashy transitions do not add educational value and again, can be distracting.

Images, tables, graphs, charts, and videos can be used and are effective when they are *relevant* to the topic and presented in a simple format. Keep text to a minimum or use no text on these slides. The presenter should provide the information and the explanation and the image should only serve as a visual aid to reinforce the concept.

Dos	Don'ts

Task 6. **Create a power point presentation proposal for submission to a conference.**

Additional resources
1. http://www.garrreynolds.com/preso-tips/design/
2. 13 Best Practice Tips for Effective Presentation Handouts - Follow these tips for creating great handouts that will enhance your presentation.
   http://www.speakingaboutpresenting.com/delivery/presentation-handouts/
3. Creating Better Meeting Handouts - The link below offers suggestions on creating better meeting handouts using the PowerPoint software.
   http://office.microsoft.com/en-us/word-help/create-better-meeting-handouts-HA001211152.aspx
4. The Presentation Handout - Not Your Slides! - This resources discusses key factors that must be kept in mind when creating a handout and why handouts play a critical role.
   http://www.rethinkpresentations.com/the-handout-not-your-slides/
5. How to Write a Presentation Handout - 5 Effective Ideas - Learn five important guidelines that should be used when creating an effective presentation handout.
   http://www.rethinkpresentations.com/how-to-write-a-presentation-handout-5-effective-ideas/
6. Visual Design Basics - Creating Effective Handouts, Flyers, and Brochures - Use the following visual design basic guidelines to create handouts that are legible, readable, and appealing to your audience. http://c.ymcdn.com/sites/www.

9. CHAIRING A SESSION

PRELIMINARY DISCUSION
Task. Discuss in groups of three.

What are the functions of a chair person?
What are his/her responsibilities before the session, during the session?
What are the necessary qualities for a conference chair?

READING
Task 1. Read the text and say what types of chairs you have met at the conferences.

The chairperson constitutes an essential component of any major scientific symposium. It is important that those selected for such a task understand that the role of the chairperson is to facilitate the execution of the symposium and function as a connection between the speaker and the audience.

Surprisingly, this role is frequently misunderstood. In fact, most scientists can testify that they have attended scientific sessions that were adversely affected by a chair belonging to one of the following groups:

The Oscar Winner, who has spoken at conferences and chaired sessions for decades; speakers have to fit in with his/her performance, and it is a performance, developed and honed over many years.

The Know it All, who is always ready to impose his/her stamp on any presentation and demonstrate brilliance by hogging question time.

The Unconstrained, who is oblivious to the clock and is frequently ready to stimulate irrelevant discussion, which frustrates speakers—especially the next one—and audiences alike.

The Nervous, who starts twitching five minutes into the lecture, shifts papers to be ready for the next presentation, and is capable of putting anyone off.

The Technophile, who is looking forward to any breakdown in the presentation technology so that he/she can leap up to assist.

The Busy Professional, who arrives a minute before the session starts, is completely unaware of the session order as well as the gender and the presence of speakers.

Task 2. Distribute the functions of the Chair given below into three columns

Before the session	During the session	Time management

1. No paper is to start ahead of the scheduled time. In the event that a paper is cancelled, the time is either to be used for additional discussion or the session shortened to.
2. Verify whether the presenters are the first authors of the abstracts, so you announce the right persons.
3. Read the abstracts of the presentations in advance
4. Adhere STRICTLY to the scheduled times in the printed program
5. Be certain that the entire audience can hear the speaker. Interrupt the speaker and ask him/her to speak louder, if necessary.
6. Be prepared to ask a question for each presentation, in case none emerge from the audience.
7. Check whether all presenters are present.
8. Start the session on time.
9. Arrive at the appointed room at least 10 minutes before the session starts.
10. Familiarize yourself on how to work the microphone, pointer, time cards and overhead lights, whichever is available.
11. Manage the session and control the timing of each presentation to maintain the overall schedule of the papers.
12. At the start of the session, briefly introduce yourself and explain the timing system to the audience, and as often during the session as you think necessary
13. Briefly introduce each speaker.

Task 3. Study the picture and explain the qualities a chair must have. Do you agree with them? Can you add to the list?

Task 4. Read the text and explain its main ideas.
How to be a brilliant conference chair

Think of the worst conference chairs you have ever experienced. The ones who forgot or mispronounced the speakers' names, or failed to turn up altogether. The ones who didn't notice the shy hand-raisers, and only called on the masters of gesticulation. Or the ones who took advantage of the opportunity to tell the audience about their fascinating research and superior knowledge. Although such debacles can be something of a scholarly rite of passage, there are ways to avoid these pitfalls – here is a six-point checklist to help you become everyone's favourite conference chair.

Be organized. Contact your speakers in advance, either at the conference or via email, to check if they're happy for you to use their biography and title from the conference programme. Then, find your speakers at the coffee before the session so you can introduce yourself, find out how they prefer to be addressed and check how to pronounce their names. In order to ensure seamless transitions, make sure that presentations are preloaded, and check that your speakers know how to find and open theirs. And know how to contact IT support in case the tech gods let you down.

Be inclusive. Do not give one speaker more prominence than the others, whoever they might be; highlight each person's key publications and achievements equally. Be prepared for a stony silence when you open up the floor – prepare your own question for each speaker. But if there is a flurry of hands, don't hog the time. Prevent questioners from dominating, bullying, or patronising speakers by courteously reminding them to come to the point.

Be selfless. Keep anecdotes about your own research to coffee time and let the speakers take the spotlight. If you find links with your own work, or think of references that might help to inform speakers' research, talk to them or email them later. Encourage early career researchers and new speakers, and boost their confidence by thanking them for their presentation and showing an interest in their work.

Be attentive. You are the chair, in full view of the room, so listen attentively and take notes on relevant points that could be used for questions later. Don't fidget, or yawn. When it's time for questions, stand to the side of the podium and scan the audience, leaving centre stage for your speakers. If multiple audience members raise their hands, make eye contact with each and nod discreetly so they know you have seen them.

Be firm. Always begin promptly and make sure you time each speaker's individual slot, so that each has his or her fair share of the session. However awkward it is, you must keep people to time. Be prepared to tackle a speaker even if they are higher up the academic ranks, self-important, or simply stubborn enough to ignore you. Agree in advance with your speakers about what sign you will use to alert them that they need to begin drawing their talk to a close, such as a finger gesture (not that one). If necessary, know when to stop believing the speaker's promises that they are about to conclude and inform them firmly that you will have to stop them there in order to introduce the next presenter.

Be positive. When you get to question time, it is your responsibility to lead the discussion by encouraging a dialogue between the audience and speakers. This can be the most rewarding part of the session; otherwise the experts may as well have stayed at home and read their paper to the cat. Ensure that everyone who wants to speak has the opportunity to do so, and try to read faces and feel the silences. When the time for the panel to end arrives, tie things up (even if there are more questions), allowing everyone to happily head for tea and biscuits or to the pub – where they won't talk about you, because you did your job so well.

Task 5. Study the vocabulary

<div align="center">

Chair's Vocabulary

</div>

1. **Introductory remarks**

Opening the session	Examples
Getting attention	Right, is everybody here? Good, I think we can start.
Welcoming the audience	Good morning, everyone. I'd like to welcome you all on behalf of the department/Faculty/the organizers.
Looking at the session programme	You can see from the programme that we have a lot to get through today. I'd like to remind participants that they have a maximum of 10 minutes for their presentation with 10 minutes allocated for questions at the end.

2. Making announcements

Attracting the audience´s attention	Ladies and gentlemen, could I have your attention for a moment?
Announcing timetable changes and changes to meeting rooms	• We have made some changes to the programme. • The presentation on (Design Science) will now take place (today/on Tuesday) in (room 311) at (four thirty this afternoon) and not in (room 214) at (2 o´clock). I repeat ….
Making apologies	• We have just received a message from (Professor Heinz) that his flight has been delayed and that he will be unable to make his presentation on (Kaizen Theory) today. Instead, (Professor Anderson) has kindly agreed to give his talk on (Cluster Theory). That means (Professor Anderson) will speak (at one thirty this afternoon) and (Professor Heinz) will give his presentation (at three thirty on Wednesday afternoon). • Professor Kaminsky has sent his apologies that he will not be able to make his presentation today, but instead, Professor Andrews has kindly agreed to bring his presentation forward from tomorrow afternoon.
Announcing excursion information	• We have made some changes to the excursion today. • Just a reminder to everybody that the trip to the (Skoda Research Centre) leaves from (here) at (nine thirty tomorrow morning).
Announcing other changes	I would also like to bring your attention to a change in the lunchtime arrangements. Lunch will now be from 1 o'clock to 2 o'clock at the Continental Hotel and not from 12.30 to 1.30 as printed in your programme. The coffee breaks will remain the same. I hope this doesn't cause any problems for you.

3. Introducing the speaker

Presenting a speaker	• Ladies and gentlemen, I'd like to welcome Professor/Doctor Brown/ Mr/Ms Brown, who will speak on … • It is my pleasure to introduce our speaker for today, … • Mr/Mrs Smith/Professor Smith … is a well-known authority on … Today he/she will speak on .... • OK, now let's move on to the first speaker. I'm delighted to introduce (Professor Suzuki from the University of Osaka), who will tell us something about …
Asking the speaker to start	Now I´d like to hand over to you, Professor …
Reminding the speaker of the time limit	• I´m sorry to interrupt you, but due to our tight schedule today speakers must stick to only ten minutes. • I´m sorry to interrupt you, but you´ve just 3 minutes left to finish your presentation. Sorry, but you´ve got only 3 minutes left
Thanking the speaker	• On behalf of everyone here I would like to thank you for a most interesting presentation. • I'd like to express our appreciation of your most interesting talk.

4. Managing the discussion

Opening the discussion	I am sure that after that stimulating presentation you would like to ask some questions or comment on some of the points the speaker made.
Encouraging participants to ask questions	• As nobody seems to be ready to ask a question at the moment, I´ll use this opportunity to ask the speaker if/why/how … • I think we need to break the ice. I have a question I´d like to ask.
Asking general questions	• Would you mind … • I wonder if you could … • May I ask ...
Asking for further information	• Could you be a little more precise? • Could you give us some more details about …? • Could you expand on …?
Asking for opinion	• What's your view on/reaction to that? • What do the rest of you think?
Asking for clarification	• I don't understand. Can you be a little more specific? • I'm sorry. What do you mean by ('a small problem'/that)? • Would you mind explaining …? • Let me see if I understand. Are you saying …? • Sorry, do you mean that …?
Asking about possible consequences	• What do you think the implications might be\ (for …)? • What do you think this might result in? • How do you think this would affect …?
Encouraging participants to share their knowledge/experience with the others	• Mr Smith, I know you´ve been involved in this area for many years. I´m sure people would like to hear what you think about … • Dr White, I´m sure everybody here would be interested in your views on …
Widening the discussion	• Is there anything else we should consider? • What other ways are there to approach this?
Closing one topic and opening another	• I think that´s enough about …. Can we now move on to …? • I think we have covered the main points. Let´s move on to …

VIDEO
Watch the video and decipher the word CHAIR. What does each letter stand for?
https://www.youtube.com/watch?v=6iwP1hMjxjs

C _____

H _____

A _____

I _____

R _____

SPEAKING

Task 1. Look at these situations. You are the chairperson. What phrases would you use to manage the discussion in each case?

1. Your've opened the discussion and nobody seems to be ready to ask a question.
_____
_____

2. Professor Smith has mentioned "process re-engineering" and one or two people look confused. You think an explanation is needed.
_____
_____

3. There has been a long discussion about the Temel power plant. You want to finish it and start discussing the overall energy policy of the Czech government.
_____
_____

4. Mr Novбk is explaining that your partner institution is having serious financial difficulties. Ask him how this might affect the joint project.
_____
_____

5. The discussion is not going well. You know that Dr Wilkie is an expert in the field and that his experience would be relevant to all present.
_____
_____

Task 2.
Problem solving. Part 1.

You have been asked to chair a session at a conference. Imagine everything that could go wrong, from a microphone not working to a drunk (and loud) attendee disrupting a presentation to a fire alarm interrupting the session. Make a short list of the 10 issues you are most afraid of, then think of how you should react as a chairperson. If some of these reactions involve resources other than yourself (the audiovisual support team, a fire extinguisher, etc.), make sure you know how to secure these resources.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Problem solving. Part 2.

Discuss in groups of 5. Find ways to resolve the problems.

There are many issues that can occur during a conference session, and there are no universal solutions—that's life. As the session chair, the presenters and the audience will look to you to resolve the issues.

1. Long-Winded Presenter.
2. Audiovisual Problems.
3. Cell Phones.
4. Multiple Presenters.
5. Bad Presenter.
   ➤ The presenter sat behind the laptop and read her notes. As an isolated incident, this may not be a problem.
   ➤ The presenter was soft-spoken.
   ➤ The presenter is difficult to understand, and English may not be her first language.
6. Nervous Presenter.
7. Bad Graphics.
8. Dead Time. While a presenter is struggling with loading his presentation, you may need to ad lib.
9. Rude Audience.
10. Noise from Outside the Room.

Task 3.
Role play. Chairing a meeting problem
In turns read out the situations below. Your partner(s) should act out the situation, and then you should try to solve the problem by using suitable language for chairing a meeting.

1. Two people are arguing	2. A discussion is going on and on with no conclusion	3. The people who you are trying to start small talk with just reply with very
4. People won't stop chatting	5. No one will contribute to the discussion	6. No one will contribute to the discussion
7. Discussing the agenda is taking up too much time	8. One person is dominating the conversation.	9. People keep leaving and/ or arriving late.
10. Someone wants to make major changes to the agenda.	11. Several people are speaking at the same time	12. Someone is always whispering to the person next to them rather than

Task 4. Practise chairing a session at an international conference. Follow the instructions below.

1. The participants are very noisy, some people are standing, others are wildly gesticulating. The meeting should have started three minutes ago. Get the participants' attention.
_____
_____

2. Welcome the participants.
_____
_____

3. Give information on the agenda: presentations max. of 10 minutes, questions 10 min. at the end of each presentation
_____
_____

4. Make announcements:
- changes to the programme: Prof. Brown unable to come, his presentation cancelled, the time gained can be used for discussion
_____
_____

- changes to rooms: today's afternoon meeting moved to a bigger room (123), the number of participants interested in the topic is growing
_____
_____

- other announcements: tour of the Faculty – 9.00 next morning, meeting point – lobby
_____
_____

meeting the Dean – after the tour, around 11.00
_____
_____

farewell dinner – 7.00 p.m., Park Hotel, meeting point – in front of the hotel
_____
_____

5. Introduce the first speaker: Prof. Williams, Brunel University, specialist in design science
_____
_____

6. Prof. Williams has been speaking for 7 minutes and it seems that he will not be able to finish his presentation in the 3 minutes left. Remind him of the time and the need to finish according to schedule.
_____
_____

7. Thank the speaker

_____
_____

8. Open the discussion

_____
_____

9. Close the session

_____
_____

Task 5. Now that you have put your knowledge of interacting during conference sessions to the test, try your hand at these learning activities.

1. Imagine that you must introduce your best friend in exactly three minutes before her presentation at a conference. Obviously, you want her to look her best on all counts: You want the audience to think highly of her, to feel like listening to her, and to like her. Write such a three-minute introduction. When you are ready with it, bring it down to exactly 90 seconds by cutting unnecessary or boring (even if conventional) details and by writing more concisely. Look at what you would keep and what you cut out; keep it in mind when you must introduce someone else.

2. Imagine you are taking part in a panel discussion. A respected scientific authority, also on the panel, just stated that oral presentations at conferences are unavoidably boring for most attendees, that this is inherent to today's high specialization, and that there is nothing we can do about it. You disagree strongly; in fact, you think that this statement is nonsense: Oral presentations can be fascinating, even to less specialized attendees, you just know it. Find at least ten different ways to express your own opinion and show your disagreement with this authoritative person without making him lose face in front of the audience. You can combine words and intonation.

Appendix

Useful Phrases

Introductions and outline
Introducing institute/department
Hi. Thanks for coming . . .
I am a PhD student/researcher/technician at . . .
I am doing a PhD/a Masters/some research at . . .
I am part of a team of 20 researchers and most of our funding comes from. . .
The work that I am going to present to you today was carried out with the collaboration of the
University of . . .

Giving a general outline (formal)
In this presentation I am going to/I would like to
I will discuss some findings of an international project
examine/analyze/bring to your attention
introduce the notion of/a new model of
review/discuss/describe/argue that
address a particular issue, which in my opinion, ..
give an analysis of/explore the meaning of

Giving your agenda (traditional)
I will begin with an introduction to . . .
I will begin by giving you an overview of . . .
Then I will move on to . . .
After that I will deal with . . .
And I will conclude with . . .

Giving your agenda (more dynamic)
This is what I'm planning to cover.
I've chosen to focus on X because I think it has massive implications for . . .
it is an area that has been really neglected . . .
I'm hoping to get some ideas from you on how to . . .
that what we've found is really interesting
I think we have found a
radically new solution for . . .
truly innovative approach to . . .
novel way to ..
We are excited about our results because this is the first time research has shown that . . .
Why is X is so important? Well, in this presentation I am going to give you three good reasons . . .
What do we know about Y? Well, actually a lot more/less than you might think. Today I hope to
prove to you that . . .

Referring to handout
I've prepared a handout on this, which I will give you at the end - so there's no need to take notes.
Details can also be found on our website. The URL is on the handout.

Transitions
Moving on to the main body of the presentation
Okay, so let me start by looking at . . .

So first I'd like to give you a bit of background.
So why did we undertake this research? Well, . . .
So what were our main objectives? Well, . . .

Introducing a new element or topic
With regard to x . . .
As far as x is concerned . . .
Regarding x . . .

Signaling that the topic is about to change
Before I give you some more detailed statistics and my overall conclusions,
I am just going to show you how our results can be generalized to a wider scenario.
In a few minutes I am going to tell you about X and Y, which I hope should explain why we did
this research in the first place. But first I want to talk to you about . . .

Showing where you are in the original agenda
Okay so this is where we are ..
This is what we've looked at so far.
So, we're now on page 10 of the handout.

Referring to previous topic to introduce next topic
Before moving on to Z, I'd just like to reiterate what I said about Y.
Okay, so that's all I wanted to say about X and Y. Now let's look at Z.
Having considered X, let's go on and look at Y.

Direct transition
Let me now move onto the question of . . .
This brings me to my next point . . .
Next I would like to examine . . .
Now we're going to look at Z. // Now I'd like to show you Z. // Now I'd like to talk about Z.
Okay, let's move on to Z.
Now we are going to do X. X will help you to do Y.

Emphasizing a point
I must emphasize that ..
What I want to highlight is . . .
At this point I would like to stress that . . .
What I would really like you to focus on here is . . .
These are the main points to remember:
The main argument in favor of/against this is ..
The fact is that . . .
This is a particularly important point.
This is worth remembering because . . .
You may not be aware of this but . . .

Communicating value and benefits
So, the key benefit is. . .
One of the main advantages is. . .
What this means is that . . .
We are sure that this will lead to increased . . .
What I would like you to notice here is . . .

What I like about this is . . .
The great thing about this is . . .

Expressing surprise in order to gain interest
To our surprise, we found that . . .
We were surprised to find that . . .
An unexpected result was . . .
Interestingly, we discovered that . . .

Qualifying what you are saying
Broadly speaking, we can say that . . .
In most cases/In general this is true.
In very general terms . . .
With certain exceptions, this can be seen as . . .
For the most part, people are inclined to think that . . .
Here is a broad outline of . . .

Giving explanations
As a result of . . . Due to the fact that . . . Thanks to . . .
This problem goes back to . . .
The thing is that . . .
On the grounds that . . .

Giving examples
Let's say I have . . . and I just want to . . .
Imagine that you . . .
You'll see that this is very similar to . . .
I've got an example of this here . . . *show slide*
I've brought an example of this with me . . . *show object*
There are many ways to do this, for example/for instance you can . . .
There are several examples of this, such as . . .

Diagrams
Making initial reference to the diagram
Here you can see . . .
I have included this chart because . . .
This is a detail from the previous figure . . .
This should give you a clearer picture of . . .
This diagram illustrates . . .

Explaining what you have done to simplify a diagram
For ease of presentation, I have only included essential information.
For the sake of simplicity, I have reduced all the numbers to whole numbers.
This is an extremely simplified view of the situation, but it is enough to illustrate that . . .

Indicating what part of the diagram you want them to focus on
Basically what I want to highlight is . . .
I really just want you to focus on . . .
You can ignore/Don't worry about this part here.
This diagram is rather complex, but the only thing I want you to notice is . . .

Explaining the lines, curves, arrows
On the x axis is . . . On the y axis we have . . .
I chose these values for the axes because . . .
In this diagram, double circles mean that . . . whereas black circles mean . . .
dashed lines mean . . . continuous lines mean . . .
Time is represented by a dotted line.
Dashed lines correspond to . . . whereas zig-zag lines mean . . .
The thin dashed gray line indicates that . . .
These dotted curves are supposed to represent . . .
The solid curve is . . .
These horizontal arrows indicate . . .
There is a slight/gradual/sharp decrease in . . .
The curve rises rapidly, then reaches a peak, and then forms a plateau.
As you can see, this wavy curve has a series of peaks and troughs.

Explaining positions
on the left is . . . on the left side here . . .
in the middle . . .
here, at the top . . .
down in this section . . .
over here is a . . .
the upper/lower section . . .

Making reference to parts of the presentation
Referring forward
I'm going to do X, Y, and Z.
I'm not going to cover this aspect now, I'm just going to . . .
I'll go into a bit of detail for each concept.
I'll explain this in a moment/I'll talk about that later.
As we will see later . . .

Referring backward
As I said before . . .
Remember I said that . . .
The concept I mentioned earlier . . .
As I mentioned a moment ago . . .
To return to my earlier point . . .
If we go back to this slide . . . (*shows an earlier slide*)

Referring to current slide
Here you can see . . .
Notice that it has . . .
As you can see . . .

Discussing results, conclusions, future work
Very strong affirmations
These results definitely prove that . . .
We are convinced that our results show that . . .
What these results prove is . . .

Tentative affirmations
Our results would seem to show that . . .
What these findings seem to highlight is . . .
I think that these results may indicate that . . .
It seems probable from these results that . . .
I think it is reasonable to assume that . . ..
This may indicate that . . .
A possible explanation is . . .
I believe this is due to . . .

Future work
So, we've still got quite a long way to go. What we need to do now is . . .
Given these results, it seems to us that the best thing to do now is . . .
A promising area for future research would probably be . . .
What we are planning to do next is . . .

Ending
Warning audience that presentation is near the end
Well that brings me to the end of the presentation. So, just to recap . . .
I am afraid that I don't have time to go into this in any further detail. But you can find more information about it on this website (which is on the back page of your handout).
If you would like more information on this, then please feel free to email me.
My address is on the back page of the handout./My address is in the congress notes.
Thanks very much for coming.
Thank you for your attention.

Questions and answers
Beginning a Q&A session
Does anyone have any questions on this?
I'd be really interested in hearing your questions on this.
If you ask any questions I would be grateful if you could ask them slowly and clearly, as
- my English is a bit rusty
- many attendees here today are not native speakers of English

Handling the session
Okay, could we start with the question from the gentleman/lady at the back.
Do you mind just repeating the question because I don't think the people at the back heard you.
I think we have time for just one more question.
Okay, I am afraid our time is up, but if anyone is interested in asking more questions I'll be in the bar and at the social dinner tonight.

What to say when you don't understand a question from the audience
Sorry, could you repeat the question more slowly please?
Sorry, could you speak up please?
Sorry, I didn't hear the first/last part of your question.

Interpreting the questions
If I'm not wrong, I think what you are asking is . . .
Can I just be sure that I understand? You are asking me if . . .
So what you are saying is . . .
So your question is . . .

Avoiding difficult questions

I'm not familiar with the details regarding that question.

I can't give you an exact answer on that, I am afraid.

That's a very interesting question and my answer is simply I really don't know!

I would not like to comment on that.

I am sorry but I am not in a position to comment on that.

I am not sure there really is a right or wrong answer to that. What I personally believe is . . .

Asking for time or deferring

I think it would be best if my colleague answered that question for you.

Can I get back to you on that one?

Could we talk about that over a drink?

Offhand, I can't answer that question but if you . . .

Commenting on audience questions

I know exactly what you mean but the thing is . . .

I take your point but in my experience I have found that . . .

You're quite right and it is something that I am actually working on now.

I'm glad you raised that point, in fact one of my colleagues will be able to answer that for you.

Yes, the additional experiments you suggest would be very useful. Maybe we could talk about them over lunch.

Posters

Getting the person interested

Hi, would you like some more information?

Would you like me to take you through the process?

I have a short demo here if you would like to look at it.

Would you like to hear some more details on the methodology?

Offering further help

Would you like a copy of this handout/brochure/document? It basically says the same as the poster but in a lot more detail.

Here is my paper, if you would like a copy.

You can find more details on my website, which is written on my card here.

Asking questions about the person's research

May I ask what field you are in?

Where are you based?

How long have you been working in this field?

Opening up possibilities for further contact

Would you like to give me your email address?

Are you giving a presentation yourself?

Are you going to be at the dinner tonight?

Might you be interested in setting up a collaboration?

Saying goodbye

Thank you very much.

It was very nice to meet you.

Hope to see you around.

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