

Тема 7. Підготовка доповідей та участь у міжнародних наукових конференціях

Lead-in: Before reading Text 1, answer the following questions:

7. Why do people give presentations?
8. Have you ever given or participated in a presentation?
9. What were you presenting and to whom?
10. Were you successful? Did anything go wrong?
11. What do you think a presentation should look like?
12. What is the basic structure of a presentation? How many parts does it have?

 **Text 1.** Read the text and summarise the main points in 10-15 sentences.

PRESENTATIONS

A presentation is a prepared talk about a particular subject. A presentation may be a less formal three-minute report to colleagues in a meeting or a more formal 45-minute speech to a large group of people you have never met before. A presentation may be given to train people, to stimulate interest in a subject, to provoke discussion, to gain support, or simply to give information. For any presentation there are some skills that will help you to perform effectively.

A good presentation should be well-planned, with a clear, logical structure; have clear and explicit links between the parts; have information that is relevant to the audience; have a memorable introduction and finish.

At the preparation stage, the speaker should:

- plan the presentation thoroughly. What is the purpose of the presentation – to inform, to persuade, to review? What information needs to be communicated? How will this information be structured?

- think about the audience. Who are they: colleagues, business partners, customers? How formal or informal does the presentation have to be? How much does the audience know about the subject? How long will they be able to concentrate? What is their first language?

- think about how visual aids can help the audience understand what is being said.

During the presentation the speaker should:

- speak loudly enough to be heard by everybody, but should not speak too fast or too slowly;

- not read a prepared text, but improvise from notes or visual aids;
- pause for emphasis when necessary;
- look relaxed, positive and confident;
- seems competent, organized and enthusiastic;
- makes eye contact with the audience, use appropriate body language and gestures to convey meaning.

There are three main parts in any presentation that follow:

INTRODUCTION:

Saying what you are going to say

MAIN BODY:

saying it

CONCLUSION:

Saying what you have said

- Greeting/ welcome
- Introducing yourself
- Introducing the topic
- Explaining the purpose of the presentation
- Saying why the topic is relevant
- Going over the structure
- Signposting
- Developing the topic
- Focusing attention
- Referring to visuals
- Asking for contributions
- Signalling the end
- Summarising
- Inviting questions

Below, we will look at the main stages in more detail.

The **introduction** to a presentation should contain:

- a welcome to the audience – *Good morning/afternoon, ladies and gentlemen.*
- (perhaps) a thank you to the audience – *Thank you all for coming today*
- your name and position (if necessary) – *My name is ... and I'm the ...*
- the subject or title of your presentation – *The subject of my talk is ...*
 - *This morning I'm going to talk about...*
 - *The theme of my presentation today is...*
- a statement of the purpose of your presentation –
 - ... *because this is something we will all have to think about in the future.*
 - ... *because you will be responsible for carrying out these new procedures.*
- (perhaps) a statement of the length of time you will take –
 - *I'm going to talk for about 15 minutes.*
 - *My presentation will take about 20 minutes.*
- an outline of the structure of your presentation (a list of the main points to be covered)
 - *My presentation will be in four parts.*
 - *I've divided my talk into three parts. First....Second....Third...*
 - *In the first part ...*
 - *Then ... After that . Next . Finally ...*
- (perhaps) a statement of when the audience may ask questions
 - *If there's anything you don't understand, please don't hesitate to interrupt.*
 - *Please feel free to ask questions at any time.*
 - *I'd appreciate it if you would save any questions until the end.*

The main part of a presentation is the most difficult. Beginnings and ends of talks often contain similar phrases, but in the main part you give your audience the information they have come to hear. If you have said in your introduction that you are going to divide your presentation into several parts, you should clearly signal the beginning and end of each of these parts as they occur:

- *That completes the first part, so now we come to ...*
- *So, to move on to the second part of my talk ...*
- *That concludes the second part, so let's move on to ...*
- *That's all I want to say about ... so unless you have any questions let's turn to...*

The conclusion should :

- include a clear signal that you have finished or are about to finish the last point:
 - *That ends the third part of my talk, so ...*
 - *That's all I'm going to say about ...*
- briefly summarize the main information:
 - *So, to sum up ...*
 - *I'll end by emphasizing the main points.*
 - *So now I'll just summarize my three main points again.*
- perhaps draw some logical conclusions from what has been said:
 - *So what we need to do now is ..*
 - *This shows that we have to ...*
 - *So, to conclude, I have two recommendations.*
- perhaps include a thanks for listening:
 - *Thank you for your attention ...*
 - *Thanks for listening ...*
- include an invitation to ask questions.
 - *... and now I'd like to invite your comments.*
 - *Now I'd be interested to hear your comments.*
 - *Right, does anyone have any questions or comments?*
 - *Now we have 20 minutes for discussion.*

This means that speakers often make their most important points three times: in the introduction, they tell the audience what they are going to tell them; in the main part of the talk, they say it; and in the summary and conclusion, they tell the audience what they have just told them.

A good presenter who has to talk to an international audience will research the style of presentation that is appropriate to that particular audience. Some audiences, for example, may want to participate actively during the presentation while others will want to sit quietly and listen without interruption to what is being said. As part of the planning and preparation process, it is essential to find out what is appropriate.

Assignment 1. How would the presentation style differ in the following situations? Discuss in pairs/small groups.

1. A sales representative presenting a product to a potential customer.
2. An academic presenting his/her research project at a conference.
3. An engineer from R&D presenting an idea for a new hi-tech product to senior management.
4. A salesperson presenting the latest figures for their region at a sales team meeting.
5. An HR director presenting a new strategy at a meeting for HR managers from 20 different subsidiaries.
6. A university student presenting his/her paper to a class of other students attending the same course.

Factors to take into account:

Audience	Purpose	Type of the situation
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known vs. unknown specialist vs. non- specialist small vs. large group	to inform to persuade to motivate	more formal vs. less formal
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✎ **Assignment 2.** When preparing a presentation, you have to take into account whether it requires a MORE FORMAL or LESS FORMAL STYLE. Decide whether the following phrases are more formal or less formal (sort them out into two columns).

1. I'll start with ... Then I'll talk a little bit about ... I'll finish with ...
2. Well, we've looked at ... Now, let's talk about ...
3. The focus of today's presentation is ...
4. The first point I'd like to focus on is ...
5. To recap ...
6. Good morning/afternoon/evening. My name is ...
7. Having discussed ... I'd like to move on to ...
8. Hello everyone. I'm ...
9. Let's start/begin by looking at ...
10. To summarise ...
11. I'm here today to talk to you about ...
12. Firstly, I'll ... Following that I'll ... Finally, I'll ...

More formal style	Less formal style

✎ **Assignment 3.** Read the words in the box and match them with their synonyms below. Some of them can be matched with more than one synonym.

purpose	begin	turn to	theme	summarise	finish	come to
outline	represent	sum up	next	Lastly	look at	topic

1. overview _____
2. finally _____
3. aim _____
4. conclude _____
5. move to _____
6. show _____
7. recap _____
8. focus on _____
9. then _____
10. subject _____
11. start _____

✎ **Assignment 4.** Use some of the words from Assignment 3 and complete the sentences below. Some sentences can be completed with more than one word.

1. The _____ of this presentation is to give you a(n) _____ of our company and its products.
2. Firstly, I'd like to _____ you a timeline of our company so you can see how we've developed over the years.
3. Then I'll _____ our market and how it is changing.
4. After that I'll _____ our next point – our brand new product.
5. Finally, I will _____ how we can adapt our products to fit our customers' needs.
6. Just to _____ the main points again: I began by telling you a little about
7. OK, I'd like to _____ by saying that it was a great pleasure presenting to you today.
8. The _____ of my presentation is the system of English language courses at VSE.
9. This graph _____ our sales last year.

✎ **Assignment 5.** Match the less formal verbs in the box with the more formal verbs below. Then find the appropriate ending for each sentence.

break into	carry out	show	set up	buy
look into	pay	move	speed up	use

We are planning to...

	More formal	Less formal	Ending
1.	establish		
2.	conduct		
3.	investigate		
4.	accelerate		
5.	penetrate		
6.	utilize		
7.	renumerate		
8.	demonstrate		
9.	purchase		
10.	relocate		

Endings:

- a. ...our interest in the project.
- b. ...the problem in more detail.
- c. ...new markets in Asia.
- d. ...the development of our new product.
- e. ...new supplies soon.
- f. ...our production to Bangladesh.
- g. ...a new subsidiary in Madrid.
- h. ...more market research.
- i. ...our staff according to their performance.

- j. ...the latest technology.

Assignment 6. Read the following information and discuss the questions that follow.

Presentation Equipment

The **notebook computer** is used to display text and graphics during presentations. Basically, it can display anything that you put on your computer screen, including entire presentations generated by presentation software. An excellent tool if used in moderation, but not as an alternative to you – the speaker. It is often used in conjunction with an overhead projector or other projector, which projects the image from the computer screen onto the wall screen.

The **overhead projector (OHP)** displays overhead transparencies (OHTs or OHPTs). It has several advantages over the 35mm slide projector:

- it can be used in daylight
- the user can face the audience
- the user can write or draw directly on the transparency while in use.

The **flipchart** consists of several leaves of paper that you 'flip' or turn over. Some people prefer the flipchart to the whiteboard, but its use is limited to smaller presentations.

The **Slide projector** – which must be used in a darkened room – adds a certain drama. Slide projectors have mostly been overtaken by digital electronic media and are rare today. Some slide projectors can be synchronised with audio for audio-visual (AV) presentations. These projectors are typically used for larger presentations. The majority take 35mm slides or transparencies (as seen here), but projectors for 6x6cm slides are also available.

Transparencies are projected by an overhead projector or a slide projector onto a screen – in this case a **folding screen** which can be packed up and transported.

You should check the equipment before starting. For example, you should make sure that:

- the data projector works;
- you can connect your laptop to the projector;
- everyone can see you and the screen, otherwise you need to move the chairs;
- there is no light reflecting on the screen, otherwise you need to close the blinds or dim the lights.

(<https://www.englishclub.com/speaking/presentations-equipment.php>)

1. What equipment might people use when giving a presentation?
2. What are some of the advantages and disadvantages of using these things?
3. Do you think the following advice is useful? Why/not?
 - a. It is a good idea to use both a PowerPoint presentation and a flipchart.
 - b. Always use a light background for your slides.
 - c. You must never put complete sentences on your slides.
 - d. Use lots of pictures to liven up the presentation.
 - e. Put the structure of your presentation on the second slide.

Text 2. Read the text and summarise the main points in 10-15 sentences. Answer the questions that follow

SPEAKING AT YOUR FIRST ACADEMIC CONFERENCE

Participating in an academic conference for the first time can be both exciting and nerve-wracking, especially if you have been invited to speak at that conference. It offers a valuable opportunity to share your research, connect with fellow scholars, and broaden your academic network. However, to make the most of this experience, it is essential to be well-prepared and confident in your presentation skills.

Effective communication plays a vital role in making a lasting impression at academic conferences. It allows you to present your research clearly, engage with other scholars, and establish connections.

Preparing for Your First Academic Conference

Before attending your first academic conference, thorough preparation is key to ensuring a successful and enriching experience. Here are some essential steps to consider:

1. Understand the Conference Theme and Format

Familiarize yourself with the conference theme and topics to ensure your research aligns with the overall focus. Moreover, explore the conference program to get a sense of the format, including keynote speeches, panel discussions, and poster presentations. This knowledge will help you tailor your presentation and identify sessions that are most relevant to your interests.

2. Craft Your Presentation

Create a clear and concise presentation that effectively communicates your research findings. Structure your talk with a compelling introduction, a logical flow of ideas, and a concise conclusion. Use Yoodli or practice in front of a mirror to refine your delivery and ensure your message is engaging and easily understandable.

3. Prepare Visual Aids

If appropriate for your presentation, create visually appealing and informative slides to support your talk. Keep the slides visually consistent, using clear fonts, concise bullet points, and relevant visuals or graphs. Ensure that your slides enhance your presentation rather than distract from it.

4. Rehearse Your Presentation

Practice your presentation multiple times to build confidence and familiarity with your material. Pay attention to your speaking pace, clarity, and body language. If possible, practice in front of a small audience or seek feedback from peers or mentors to refine your presentation further.

Presenting at the Academic Conference

The moment has arrived for you to present at the academic conference. Follow these tips to deliver a compelling presentation:

1. Be Mindful of Time

Respect the allocated time for your presentation and rehearse to ensure your talk fits within the time limit. Practice pacing your speech to avoid rushing or speaking too

slowly. Keeping to the designated time demonstrates professionalism and consideration for fellow presenters and audience members.

2. Engage Your Audience

Engage your audience by starting your presentation with a compelling opening that captures their attention. Maintain eye contact and use gestures to convey enthusiasm and confidence. Incorporate stories, examples, or anecdotes to illustrate your research and make it relatable.

3. Clearly Communicate Your Key Points

Clearly communicate the purpose and main findings of your research. Emphasize the significance and relevance of your work within the broader academic context. Structure your presentation in a way that allows the audience to follow your argument and understand the key takeaways.

4. Respond to Questions Confidently

During the Q&A session, be prepared to answer questions from the audience. Listen attentively, and if you do not understand a question, politely ask for clarification. Answer questions concisely and confidently, drawing on your research and expertise. If you do not know the answer, it is acceptable to admit it and offer to follow up with additional information.

Networking at the Academic Conference

Networking at academic conferences is an invaluable opportunity to connect with scholars in your field and establish professional relationships. Here are some tips to make the most of your networking experience.

1. Attend Social Events and Workshops

Participate in social events and workshops organized as part of the conference. These informal settings provide opportunities to engage in meaningful conversations, share ideas, and build connections with fellow attendees.

2. Approach Others with Confidence

Approach other conference participants with confidence and initiate conversations. Start by introducing yourself and expressing your interest in their work or the conference topic. Be an active listener, ask insightful questions, and engage in thoughtful discussions.

3. Exchange Contact Information

When you have a valuable conversation or establish a connection, exchange contact information with the individuals you meet. Business cards or digital contact-sharing platforms can facilitate this process. Follow up with a polite email or LinkedIn message after the conference to maintain the connection.

4. Engage on Social Media

Leverage social media platforms, such as Twitter or LinkedIn, to engage with conference attendees before, during, and after the event. Participate in conference hashtags, share interesting insights, and connect with fellow scholars online. This can help you extend your network beyond the confines of the conference itself.

Attending your first academic conference can be a transformative experience for your career and scholarly pursuits. By following the tips and strategies outlined, you can enhance your presentation skills, navigate the conference effectively, and establish meaningful connections within your academic community. Remember to be well-

prepared, confident, and open to new opportunities and collaborations. Enjoy the conference and make the most of this valuable experience.

(by Sharan Jhangiani June 20, 2023 <https://yoodli.ai/blog/speaking-at-your-first-academic-conference>)

“Great speakers are not born, they’re trained”

Dale Carnegie

✍️ Assignment 7. The introduction should include the following steps. How would you order them? Think of some useful phrases for each step.

1. saying why the topic is relevant to your audience
2. explaining the purpose of the presentation
3. welcoming the audience
4. going over the structure of the presentation
5. introducing the topic
6. introducing yourself

✍️ Assignment 8. Divide these phrases into the correct categories in the table below.

1	Today's topic is of particular interest to those of you/those of us who ...	2	It's a pleasure to welcome you today.
3	What I'd like to present to you today is ...	4	My talk is especially relevant to those of us who ...
5	Let me introduce myself. I'm ... from ...	6	The subject/topic of my presentation is ...
7	I've divided my talk into ... parts/sections.	8	The aim of my presentation is to ...
9	First of all, let me thank you all for coming here today.	10	Then I 'll talk a little about ...
11	I'd like to update you on/inform you about ...	12	I'm the key account manager here and I am responsible for ..
13	For those of you who don't know me, my name is ...	14	I'm happy/delighted so many of you could make it today.
15	What I want to show you is ...	16	In my presentation I would like to report on ...
17	First, I'd like to ...	18	My topic is /will be very important for you because ...

Welcoming the audience	Introducing yourself	Introducing the topic	Explaining the purpose of the presentation	Saying why the topic is relevant	Going over the structure

✍️ Assignment 9. Complete the phrases used in the introduction with the words and phrases from the box. There are two words or phrases that do not go in any of the gaps.

particular interest	like to talk	update	Aim	presentation
let	show you	welcome	especially relevant	finally
first	divided	for those of you	sum up	present

1. The _____ of my presentation is to make you familiar with the ERASMUS programme for students of the Zaporizhzhia National University.
2. It is a pleasure to _____ you here today.
3. I've _____ my talk into four parts.
4. _____ me introduce myself. I'm Boris Novikov and I am studying at the Management Department.
5. Today's topic is of _____ to those of you who would like to study abroad.
6. _____ of all, let me thank you all for coming here today.
7. The topic of my _____ is studying abroad.
8. My talk is _____ to those of us who want to join the ERASMUS programme.
9. _____ who don't know me, my name is Boris Novikov.
10. First, I'd _____ about the advantages of studying abroad.
11. What I want to _____ is how you can benefit from studying abroad.
12. What I'd like _____ to _____ to you today is the ERASMUS programme.
13. _____, I'll give you some useful tips for studying in Germany.

✎ Assignment 10. Some letters are missing in some words in the phrases that appear in the main body of your presentation. Complete them.

1. The data here sh _ _ s that our country is not the best at recycling in Europe.
2. Let's examine this in m _ r _ d _ _ _ l.
3. M _ _ _ g on now to our next point, which is the technology of recycling plastic bottles.
4. Some people cl _ _ m that recycling helps the environment but others argue that it is a business just like any other.
5. I would like to s _ _ _ ss that recycling has more advantages than disadvantages.
6. The first point I'd like to t _ _ n you're a _ t _ _ _ _ n to the importance of recycling.
7. Does anyone have any q _ _ _ _ _ _ s?
8. If you look at this bar c _ _ _ t, you can see how many people recycle in our country.

✎ Assignment 11. Put the words in these phrases into the correct order. slide/ is/

1. What/ on/ is ... / interesting/ this
2. which /our/leads/ to/ This/ is ... / next/ us/ point,
3. far I questions/ Are/ any/ so/ there /?
4. It/ emphasised ... /be/ should
5. that ... / people/ Most/ argue/ would
6. next / you/ see/ slide, ... /As/ on/ can/ this

7. me / Let/ with /concrete/ explain/ a / example.
8. will / have. /answer/ any/ I /questions/ you / now/ may
9. this/ attention/ would/ to/ draw/ like/ your/ to/ point ... / I
10. like/ to/ highlight/ I'd/ this/ things/ diagram / two / on

Assignment 12. Complete the missing words that may appear at the end of presentation. Put one word into each gap.

	Signalling the end		Summarising		Inviting questions
1.	Right, that brings me nearly _____ the end of my presentation.	5	Just _____ summarise the main points again, ..	9	Would anyone like to ask _____ questions?
2	Right, I think _____ covers everything.	6	To sum _____ (then), we talked about ...	10	If anyone has any questions I'll be happy to answer _____
3	Okay, that ends _____ talk	7	I'd like to run _____ my main points again,..	11	I am ready _____ take any questions now.
4	That's all I wanted to say _____ now.	8	Before I finish, let me go _____ the key issues again	12	If you have any questions, I'll do my _____ to answer them

Assignment 13. How would you react to the following problems during question time? Match these possible reactions to the situations given.

1. You did not hear the question (the person speaks too quietly or there is noise in the room).
2. You did not quite understand the question (you are not quite sure what the questioner means).
3. You do not know the answer to that question.
4. It's a difficult question and you need to think about it.
5. The questioner puts a strong argument against your point of view.
6. The question is not relevant to the topic and time is running out.
 - a. That's an interesting question. Let me think ...
 - b. Sorry. Are you asking about ... ?
 - c. Sorry. I don't think we have time to go into that. Perhaps we can discuss it later.
 - d. I'm not sure about that but I can find out for you.
 - e. That's a good point. However, ...
 - f. Sorry, I didn't catch that. Can you repeat the question please?
 - g. Hmm, that's a good question. I don't have the information to answer that question right now, but I'd be happy to find out and get back to you later.
 - h. That's a very good point. I'm glad you asked me that. Now let me think ...
 - i. I don't think we have enough time to go into that right now, but I'll be happy to speak to you one-on-one after the presentation if you would like.
 - j. I'm sorry, I didn't quite catch that. Could you say that again?

k. Sorry, can you explain that again?

l. That's an interesting point, but I do think I have shown that ...