

ПЕРМСКИЙ  
ГОСУДАРСТВЕННЫЙ  
НАЦИОНАЛЬНЫЙ  
ИССЛЕДОВАТЕЛЬСКИЙ  
УНИВЕРСИТЕТ

УСТНАЯ ИНОЯЗЫЧНАЯ  
КОММУНИКАЦИЯ  
В АКАДЕМИЧЕСКОЙ  
И ПРОФЕССИОНАЛЬНОЙ СРЕДЕ



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное  
образовательное учреждение высшего образования  
«ПЕРМСКИЙ ГОСУДАРСТВЕННЫЙ  
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ»

# УСТНАЯ ИНОЯЗЫЧНАЯ КОММУНИКАЦИЯ В АКАДЕМИЧЕСКОЙ И ПРОФЕССИОНАЛЬНОЙ СРЕДЕ

*Допущено методическим советом  
Пермского государственного национального  
исследовательского университета в качестве  
учебно-методического пособия для студентов,  
всех направлений подготовки и специальностей,  
обучающихся в магистратуре*



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У808

Составители: В. С. Абрамова, А. М. Гуреева, К. А. Ключко, С. В. Снегова

**Устная** иноязычная коммуникация в академической и профессиональной среде [Электронный ресурс] : учебно-методическое пособие / составители: В. С. Абрамова, А. М. Гуреева, К. А. Ключко, С. В. Снегова ; Пермский государственный национальный исследовательский университет. – Электронные данные. – Пермь, 2021. – 3,28 Мб ; 128 с. – Режим доступа: <http://www.psu.ru/files/docs/science/books/uchebnie-posobiya/Abramova-Gureeva-Klochko-Snegova-Ustnaya-ino-yazychnaya-kommunikaciya-v-akademicheskoy-i-professionalnoj-srede.pdf>. – Заглавие с экрана.

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Цель настоящего пособия – формирование иноязычной коммуникативной компетенции в сфере академического и профессионального взаимодействия.

В процессе освоения материала студент получает знания о речевом этикете и культуре иноязычной речи, формах и правилах построения текстов в монологическом и диалогическом типах речи, развивает навыки и умения их восприятия и порождения, а также овладевает набором речевых образцов и моделей речевого поведения, в том числе для урегулирования конфликтных ситуаций.

Пособие предназначено для студентов второго курса магистратуры.

УДК 811.11(075.8)

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*Издается по решению ученого совета  
факультета современных иностранных языков и литератур  
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*Рецензенты:* кафедра романо-германских языков и межкультурной коммуникации ПГГПУ (зав. кафедрой – канд. филол. наук, доцент **И. М. Некрасова**);  
доцент кафедры романо-германских языков и межкультурной коммуникации ПГГПУ, канд. филол. наук, доцент **С. А. Аранова**

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## ОТ СОСТАВИТЕЛЕЙ

Настоящий курс фокусируется на развитии навыков и умений говорения как вида речевой деятельности в академической и профессиональной сферах. На первом курсе магистратуры студенты изучают общий курс академической и профессиональной коммуникации, а уже на втором могут дополнительно развить компетенции, связанные с устной иноязычной коммуникацией.

**Цель курса:** формирование иноязычной коммуникативной компетенции в сфере академического и профессионального взаимодействия. Настоящая дисциплина носит практико-ориентированный характер и формирует навыки и умения устного речевого общения в указанных сферах деятельности, учитывая лингвистический, прагматический и социокультурный аспекты. В процессе освоения материала студент получает знания о речевом этикете и культуре иноязычной речи, формах и правилах построения текстов в монологическом и диалогическом типах речи, развивает навыки и умения их восприятия и порождения, а также овладевает набором речевых образцов и моделей речевого поведения, в том числе для урегулирования конфликтных ситуаций. В результате студент становится готов к иноязычной коммуникации в академической и профессиональной сферах, что подразумевает участие в научных докладах и презентациях, дискуссиях и переговорах, а также дальнейшую самостоятельную работу по повышению уровня владения иностранным языком.

### **Основные задачи курса:**

Курс иностранного языка носит коммуникативно-ориентированный и профессионально-направленный характер.

В процессе обучения осуществляется:

- развитие навыков восприятия и порождения устной монологической и диалогической речи в профессиональной и академической среде;
- развитие навыков публичной речи (сообщение, доклад, дискуссия);
- развитие умений поиска информации для осуществления профессиональной коммуникации.

### **В качестве используемых информационных технологий применяется:**

- визуализация учебного материала с применением мультимедийных технологий и средств (видео презентации, Power Point презентации, аудио презентации, графические, поликодовые учебные материалы).

# UNIT 1

## DISCUSSING RESEARCH

### LESSON 1.

#### FIELD OF SCIENCE AND RESEARCH

#### LEAD-IN

1. Watch a short interview with Martin Hewings <https://www.youtube.com/watch?v=29nizxc8k5k> and talk about the main differences between Academic and Everyday English.
2. What Fields of Science do you know? Go to [https://www.isd622.org/cms/lib07/MN01001375/Centricity/Domain/210/ListofFields ofScience.pdf](https://www.isd622.org/cms/lib07/MN01001375/Centricity/Domain/210/ListofFields%20of%20Science.pdf) and name the main Fields of Science in English.
3. What is your Field of Science? Why did you choose this Field?

#### ACTIVE VOCABULARY

**Task 1.** Give Russian equivalents to the following words and word combinations.

research/study/investigation

field of science/research

a new area of research

current branch/field of research

to do/to carry on/to carry out/to conduct research

to contribute to/to make a contribution to

to influence/to affect/ to have an effect on/ upon

to study/to make studies/to investigate/to explore

to put forward an idea

to suggest an idea/a theory/a hypothesis

to advance/to develop/to modify a theory

to predict/to forecast/to foresee

to accumulate knowledge

the latest/ recent achievements/developments/advances

an (a) outstanding/prominent/world-known scientist/researcher

**Task 2.** Translate the following sentences from Russian into English choosing words and word combinations from the given ones.

1. *Группа учёных выполняет исследование в сфере нанотехнологий.*

Prominent scholars, an outstanding scientist, prominent researchers, a team of researchers, collaborating scholars	To make a contribution into, to explore, to carry out a study, to make a research, to develop	In the field of, in the sphere of, in the area of, in the branch of, in the district of
--	---	---

2. *Основным достижением в этой области считается выработка главной стратегии.*

The main contribution, latest developments, outstanding result, main achievement, current research	To have an effect, to develop, to contribute, to study, to carry on, to put forward	The streamline, the guideline, the strategy, the leading line, the headline
--	---	---

3. *Это наука, которая изучает процессы, происходящие в обществе.*

The field of study, the science, the branch of science, the area of research, the subject	To investigate, to re-search, to study, to develop, to carry out, to conduct, to make studies	Public issues, social processes, peoples' troubles, social issues
---	---	---

4. *Трудно дать прогноз, как достижения этой науки повлияют на общественный прогресс.*

It is impossible, incredible, difficult, easy, interesting, great	To accumulate, to predict, to foresee, to conduct, to contribute, to forecast	Developments, advances, results, achievements, investigations	To make a contribution, to conduct a research, to influence, to effect
---	---	---	--

**Task 3.** Paraphrase or give synonyms to the *italicized* words and word combinations.

1. The *evolving* trend *generates much* interest.

2. This *problem* has become a *hot issue*.

3. Einstein's *view* has much *impact* on...

4. *Nowadays* there is the *increasing concern* for...

## SPEAKING

**Task 4.** Complete the sentences which contain the words from Task 1. Speak about your field of science/ research.

1. I do research in the field of ... .
2. It is the science/a comparatively new branch of science that studies... .
3. Remarkable developments have been made in ... .
4. The branches of science contributing a lot to progress in my field of research are...
5. My current field of science/research is ... .
6. It's difficult/not difficult to foresee/forecast/predict ... .

**Task 5.** Work in pairs. Ask for and give information on your field of science and research.

1. What is your field of science/research?
2. What are the current issues in your field of science/research?
3. Have new areas of research appeared in recent years?
4. What is your particular area of research?
5. What are the latest achievements in your field of science/research?
6. Can you name some outstanding researchers in your field of science? What contribution have they made?
7. Do achievements in your branch of science/research influence everyday life? In what way?
8. What further developments can you predict in your field of research?

## HOME ASSIGNMENT

1. Be ready to speak about your Field of Science and Research using the sentences from Task 4 and the words from Task 1 (2-3 minutes, 12-15 sentences).
2. Listen to a part of a lecture <https://english.best/toefl/exercise/a-lecture-from-an-arts-class/>, do all the tasks. What is the lecturer's particular area of research? Talk about the main points made by the lecturer.

## LESSON 2. RESEARCH PROBLEM

### LEAD-IN

1. What is a Research Problem? Go to <https://library.sacredheart.edu/c.php?g=29803&p=185918>, read about Organizing Academic Research Papers: The Research Problem/Question and discuss it with your teacher.
2. Listen to the introduction of a psychology lecture and talk about the lecturer's Research Problem <https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/an-introduction-to-a-lecture> .
3. What is your Research Problem? What made you so interested in this Research Problem?

### ACTIVE VOCABULARY

**Task 1.** Give Russian equivalents to the following words and word combinations.

the reason for the interest in the problem

due to/ owing to/ thanks to/ because of

to arise from

to increase/ decrease considerably

to be the subject of special/ particular interest

to be studied comprehensively/thoroughly/extensively

to be only outlined

to be mentioned in passing

to be concerned with/ to be engaged in / to deal with/ to consider the problem of

to be interested in

to be of great/ little/ no interest/ importance/ significance/ value/ use

to take up the problem

to work on the problem

to follow/ to stick to the theory/ hypothesis/ concept

to postulate

to differ/ to be different from

a lot of/ little/ no literature is available on research problem

a lot of/ few publications are available on research problem

**Task 2.** Make up 5 word combinations (verbal and attributive) with each of the two words: *interest and problem*.

**Task 3.** Give synonyms and antonyms to the following words and word combinations.

1) To increase.

2) To follow.

3) To differ.

4) To be concerned with.

5) To be outlined.

**Task 4.** Translate the following sentences from Russian into English choosing words and word combinations from the given ones.

1. В силу ряда причин наше внимание будет сосредоточено на ...

For theoretical/practical/following reasons, as will be explained/spelled out more fully in ...	Will be severely limited in the amount of information to be collected/have chosen to emphasize/put/place/impose restrictions/ restraints on/resort to questions
---	---

2. Акцент в работе будет сделан на ...

Here the emphasis, this research/the present investigation, it needs to be no concern of, it is relevant to	Will be aimed at/will largely be confined to/going into further details/to explore in any depth the problem/touch upon the issues concerning ...
---	--

3. Имеется ряд ограничений, которые будут учтены.

There is a number/variety of	Constraints /requirements/restrictions/impositions/limitations to be	Considered/taken into account/imposed on/attributed to ...
------------------------------	--	--

4. Основная цель исследования будет заключаться в демонстрации необходимости разработки инструментария исследования.

The overall /ultimate goal /the general purpose of this project proposal is/will be to attempt to	Explore the approaches to the problem/further develop criteria for the definition and evaluation of .../provide a description of/contribute to the theory/research methodology and instrument/establish new understanding/show the necessity of considering
---	---

**Task 5.** Paraphrase or give synonyms to the *italicized* words and word combinations.

1. As it will be *explained* below I intend *to put restrictions on* the number of issues.
2. It is *not within* the scope of the present study to *investigate* the issues concerning the main topic.
3. The *ultimate* goal is to *identify* the structure of the process.
4. To *provide better* understanding of the *issue*.

## SPEAKING

**Task 6.** Complete the sentences which contain the words from Task 1. Speak about your Research Problem.

1. At present/ now/ currently I am studying the problem of ... .
3. There are a lot of/ few/ no publications on the problem of ... .
3. The literature available on the problem of my research only outlines/ mentions in passing/ thoroughly/ extensively describes such aspects as ... .
4. We have taken up the problem of ... to prove/investigate ...
5. In solving our problem we follow the hypothesis that ... .

**Task 7.** Work in pairs. Ask for and give information on your Research Problem.

1. What is your research problem?
2. What problem is of particular interest in your research?
3. What is the subject of your research?
4. Why has the interest in this problem increased considerably in recent years?
5. Do you follow/stick to any theory/hypothesis/concept? What is it?
6. What concept is your research based on?
7. How does your research differ from other studies on the same problem?
8. Are there many publications available on the problem of your research?
9. Is your research problem described comprehensively/ thoroughly/ extensively in literature?
10. Is the problem of your research only outlined/ mentioned in passing?
11. What are the main aspects of your research problem that have already been considered?

## HOME ASSIGNMENT

1. Be ready to speak about research problem using the sentences from Task 6 and the words from Task 1 (2-3 minutes, 12-15 sentences).

2. How do you explain science and scientific research to people with a non-scientific background? Anders Sahlman, a science communicator and presentation coach gives you his best advice <https://www.youtube.com/watch?v=G6BVhuBvzQY>. For more tips, go to <https://www.phdstudies.com/article/how-to-talk-about-your-research-to-outsiders/> and take a look at six strategies you can use to explain outsiders what you are working on. Using the strategies discussed, explain the problem you are studying (5-7 sentences).

### LESSON 3. HISTORICAL BACKGROUND OF RESEARCH PROBLEM

#### LEAD-IN

1. What is Historical Background of Research Problem? Go to <https://library.sacredheart.edu/c.php?g=29803&p=185917>, read about Organizing Academic Research Papers: Background Information and discuss it with your teacher.
2. Listen to a university lecture by a professor of Physics <https://english.best/toefl/exercise/a-university-lecture-by-a-professor-of-physics/>, do all the tasks. What do we learn about the historical background of the research problem discussed?
3. What do you know about the historical background of your Research Problem?

#### ACTIVE VOCABULARY

**Task 1.** Give Russian equivalents to the following words and word combinations.

associates

fellow workers

co-authors

experts

critics

recognized authorities on the subject

at that time/in that time period/as early as 19 ...

by that time

since that time

in recent years /recently/ lately  
over the last/ past few years  
in the 1970s/ throughout the 70s/ in the early 1970s/ in the late 1970s/ from 1970 to  
1980/ in the year 2000  
the first studies/ investigations on the problem  
to be the first/ to pioneer/ to initiate  
to date back to/ to go back to  
to pay attention to  
to observe/ to consider  
to find/ to discover  
to show/ to demonstrate  
to assume / to make an assumption/ to suppose  
to explain/ to account for  
to confirm/ to support  
to give rise to  
to believe/ to think/ to expect  
to remain unsolved  
to be poorly/ well understood  
to require further effort/ study  
to point out the shortcomings/ weak points /gaps/ drawbacks  
to stimulate interest in  
to add greatly to our knowledge of  
to lay the foundation for

**Task 2.** Make up 5 word combinations (verbal and attributive) with each of the two words: *foundation* and *concern*.

**Task 3.** Give synonyms to the following words and word combinations.

- 1) As indicated at the start
- 2) Because of
- 3) Thanks to

- 4) To some degree
- 5) Despite of
- 6) No matter
- 7) Not to mention

## SPEAKING

**Task 4.** Complete the sentences which contain the words from Task 1. Speak about the historical background of your Research Problem.

1. During the last 20 years the interest in ... has considerably ... due to the fact that... .
2. X. was the first to ... the problem of ... .
3. The first studies /observations/ experiments were... .
4. At present, research is concentrated on ... .
5. Many aspects of the problem still remain ... .
6. It is difficult to point out ... and ... the problem.

**Task 5.** Work in pairs. Ask for and give information on the historical background of the Research Problems under study.

1. Has your research problem attracted much attention in recent years? Has it been widely studied?
2. What aspects of the problem have been considered over the last few years?
3. Who was the first to recognize/ point out the problem?
4. What aspects of the problem did researchers concentrate on at that time?
5. When were the first studies on the problem made? In what years?
6. What time period do the first studies/ observations/ investigations date back to?
7. When was the problem first studied intensively?
8. When did interest in the problem increase?
9. What aspects of the problem still remain poorly understood/ unsolved?
10. Could you point out the gaps or shortcomings in the earlier studies of the problem?

## HOME ASSIGNMENT

1. Be ready to speak about Historical Background of your Research Problem using the sentences from Task 4 and the words from Task 1 (2-3 minutes, 12-15 sentences).
2. Take one of the most prominent researchers in your field. Make a PowerPoint Presentation about their findings (4-5 mins, 4-5 slides). Could you talk about their interesting observations? Could you point out the gaps or shortcomings in the study of the problem?

## LESSON 4. CURRENT RESEARCH: PURPOSE AND METHODS

### LEAD-IN

1. What is The Purpose of Research? Go to <https://www.mbaknol.com/research-methodology/the-purpose-of-research/>, read about The Purpose of Research and discuss it with your teacher.
2. What is Research Methodology? Go to <https://library.sacredheart.edu/c.php?g=29803&p=185928>, read about Organizing Academic Research Papers: The Methodology and discuss it with your teacher.
3. What research methodologies do you know? How do you identify a research methodology?

### ACTIVE VOCABULARY

**Task 1.** Give Russian equivalents to the following words and word combinations.

purpose/ aim/ objective/ goal/ target

a set of reasons

the full exercise of the principle

conceptual issues

goal-attainment processes

theoretical constraints

structural limitations

systematic restrictions

strong impositions  
empirical requirements  
to make an experiment/ analysis  
to reveal/ to find/ to provide evidence  
to confirm/ to prove findings/ the data obtained ...  
to study/ to examine  
to collect data  
to refine the results  
to create  
to improve  
to work out /to develop/ to design  
to verify/ to check  
to approve/ to disprove an assumption  
to allow/ to permit/ to provide  
to have much promise/ to be promising  
a method/ a technique/ a procedure  
detection /identification/ observation  
measurement/calculation/ computation/ approximation  
consideration/ generalization/ deduction/ assumption  
modelling/ simulation  
advantages/ merits/ strong points  
disadvantages/ shortcomings/ limitations/ weak points  
accurate/ precise  
accuracy/ precision  
reliable/ valid/ conventional/ effective/ useful/ valuable  
results/ information/ data/method ...  
to come into use  
to use/ to employ/ to apply results/ data ...  
within a unified frame  
a measurement scale

a reference system  
 a point of reference  
 a frame of reference

**Task 2.** Make up 5 word combinations (attributive and verbal) with each of the three words: *approach*, *analysis* and *method*.

**Task 3.** Make up noun phrases using the verbs below.

To develop, to provide, to work out, to create, to improve, to employ, to examine.

**Task 4.** Translate the following sentences from Russian into English using the components from the table.

1. *В силу ряда причин мы сосредоточимся на теоретических вопросах.*

(as will be explained/spelled out fully in ...), for the following/practical/theoretical/a set of reasons	Admit the theory/impose/place/put restrictions/restraints/constraints on .../have chosen to emphasize .../resort to practical/theoretical/retrospective questions/issues
---	--

2. *Акцент в работе будет сделан на изучении основных процессов.*

I set myself the aim/it is my purpose/it needs to be concern of/relevant to the analysis/ here the emphasis it is within the scope of ...	To explore in depth the problem/will be aimed at .../will largely be confined to .../review/investigate/touch upon the issue/current problem
---	--

3. *Имеется ряд ограничений, которые будут учтены в ходе исследования.*

There is a number/variety of certain requirements/the constraints in question that ...	Structural, systematic/rigorous/strong	Requirements/limitations/impositions/restraints	Considered/ taken into account/ imposed on .../ attributed to the research process
--	--	---	--

4. Основная цель исследования будет заключаться в углублённом исследовании ранее поставленной проблемы.

This project/proposal is/will be to attempt/the general purpose/overall goal of ...	Explore the approaches to the problem that .../contribute to the development/provide a description/greater depth of knowledge about a previously studied/an up-to-date account
---	--

5. Существуют различные подходы к исследованию данной проблемы.

There is/are	An indefinite multiplicity of ways to treat .../a broad con-temporary consensus/a great variety of means at our disposal/different/various approaches to/methods for/of	Analyzing/treating/investigating/the solution of the problem
--------------	---	--

**Task 5.** Paraphrase or give synonyms to the *italicized* words and word combinations.

1. As it will be *explained* below I intend *to put restrictions on* ....
2. It is *beyond* the scope of the present research *to investigate the issues* concerning ....
3. The *overall goal* is *to reveal* the structure of ....
4. *To provide* better understanding *of the problem* and *initiate* new research ...

## SPEAKING

**Task 6.** Complete the sentences which contain the words from Task 1. Speak about the purpose of your current research and the methods used.

1. Currently I am ... .
2. I am making this set of experiments/ analyses in order to ... .
3. The experiment/ analysis is performed with a view to ... .
4. The purpose of my experiments/ analyses is to ... .

5. We undertake a set/a series of experiments hoping to ... .
6. In our current research we ... the method of ... .
7. The method/ technique allows/ permits ... to ... .
8. The method /technique makes it possible to ... .
9. This is, without any doubt, the most ... and ... method.
10. The method proves to be ... .

**Task 7.** Work in pairs. Ask for and give information about your current research, namely its purpose and the methods you employ.

1. What is the subject of your current research?
2. What is the purpose of your research?
3. What methods do you employ? Why?
4. What are the advantages of the method(s) you use over other methods and techniques?
5. Is this method only now coming into use? Is it new?
6. What does the method consist in? What operations does it include?
7. Do you find the method reliable/ precise? Why?
8. How long has your current research been under way?
9. How much time will it take you to complete your research successfully?

## HOME ASSIGNMENT

1. Be ready to speak about about the purpose of your current research and the methods used using the sentences from Task 6 and the words from Task 1 (2-3 minutes, 12-15 sentences).
2. Listen to the lecture about a science experiment <https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/a-lecture-about-an-experiment>, do all the tasks. Talk about the main points made by the lecturer. Do you know of any other famous experiments? What are they? Do you conduct experiments and make observations to test your hypotheses?

## LESSON 5. CURRENT RESEARCH: RESULTS AND CONCLUSION

### LEAD-IN

1. How to Report Research Results? Go to <https://library.sacredheart.edu/c.php?g=29803&p=185931>, read about Organizing Academic Research Papers: The Results and discuss it with your teacher.
2. How to talk about a Conclusion of your Research? Go to <https://library.sacredheart.edu/c.php?g=29803&p=185935>, read about Organizing Academic Research Papers: The Conclusion and discuss it with your teacher.
3. Are you ready to present the first results of your research?

### ACTIVE VOCABULARY

**Task 1.** Give Russian equivalents to the following words and word combinations.

data/ results/ findings/observations/evidence

to collect/ to get/ to receive/ to obtain

comprehensive/extensive/ detailed/ remarkable/encouraging/convincing

preliminary

sufficient/insufficient/ superficial

far-reaching effects

recent findings

contemporary evidence

logical implications

the new theoretical developments

representative/random sample

to treat the problem

to succeed in/ to make progress in/ to be a success

to fail in

to be similar to/ to be the same as

to be consistent with/ to coincide

to agree with/ to fit the assumption

to support/ to provide support/ in support of

to reach an understanding/ to come to an understanding

to conclude/ to come to/ to bring to/ to make a conclusion

tentative conclusions

generally/originally/typically/essentially/naturally/eventually/accordingly  
admittedly/in order to/finally/as a matter of fact

**Task 2.** Make up 5 word combinations (attributive and verbal) with each of the 2 words: *result* and *conclusion*.

**Task 3.** Transform the given verbs into nouns. Make up noun phrases using verbs make and give with the nouns.

Describe, explain, illustrate, imply, assert, attend, claim, present.

**Task 4.** Give synonyms to the following words and word combinations.

In fact, in essence, in short, in other words, in case, anyway, as a rule, in the same way, in general, to my very limited knowledge.

**Task 5.** Translate the following sentences from Russian into English using the components from the table.

1. *В заключительной части будут представлены ожидаемые результаты работы.*

In the part to follow/the final part of the proposal will	Be organized in terms of the specific research questions posed in part 1/ include graphs and drawings/report on the results which are likely to be obtained/some complex data
---	--

2. *Предполагается, что проведённое исследование позволит обнаружить новые факты.*

The findings of this study/analysis of the data/the results anticipated are intended to/it might be expected that this fact/pattern/the data-set	Indicate/reveal/show/confirm new facts
--	--

3. *Полученные данные будут тщательно проверены*

The results/ data/facts obtained/described/mentioned ... will	Be carefully controlled/tested/assessed/based on/checked
---	--

4. *Для обеспечения достоверности данных предполагается провести серию экспериментов.*

To supply evidence/verify/support the details/reliably assess/ test the data	It is possible/informative to/I will/can	Shift attention to/focus on/re-examine/conduct/make/ series of experiments
--	--	--

5. *В целом проект можно рассматривать как попытку усовершенствовать существующую теорию.*

To conclude/to sum up/to put it briefly/stated briefly	I can state that .../the project will be an attempt to .../it is possible to ...	Present some evidence/fertile area for further examining/confirm/analyze/perfect the existing theory
--	--	--

**Task 6.** Paraphrase or give synonyms to the *italicized* words and word combinations.

1. In the presentation given some data *will be appropriately organized in terms of* ...
2. The *interim* results highlight the existence of the facts.
3. The *confirmation* of the hypothesis will be *borne out* by experiments. 4. To *test* the hypothesis I will *shift attention* to ...

**Task 7.** Fill in the gaps with the adverbs given in the box below.

Actually, clearly, effectively, extremely, mainly, obviously, perfectly

1. There seems to be no ... clear explanation for the event.
2. This classification is based on ... large number of components.
3. I am not sure that those studies ... count as evidence.
4. Recent studies cover the gap between theory and reality.
5. There is ... a great deal to be done in proving the hypothesis.
6. In this case, current notions about the modern trends stem ... from the works of last century scholars.

## SPEAKING

**Task 8.** Complete the sentences below which contain the words from Task 1. Speak about the results and conclusions of your research.

1. The research has been under way for a year and I've got ... .
2. At present a lot of work is being done to ... .
3. The results we have ... so far cannot be used to ... .
4. Unfortunately, we have failed to ... but succeeded in ... .
5. The findings prove to ... .
6. The evidence appears to ... .
7. As a result of numerous experiments performed we have obtained sufficient data to ... .
8. Most of our research findings are consistent with ... .
9. We have come to the conclusion that ... .

**Task 9.** Work in pairs. Ask for and give information about your research results and conclusions.

1. What are the main results of your current research?
2. Has your research been a success?
3. Have you succeeded in receiving extensive data?
4. Do your research data agree with the theory you follow?
5. Do your results coincide with those obtained by other researchers?
6. Are the results you have obtained of purely theoretical or practical interest?
7. Do your research results appear to be of both theoretical and practical importance?
8. What part of your research remains still unfinished?
9. Do the data/ results/ observations/ findings allow you to come to any definite conclusion(s)?
10. What conclusion(s) have you come to?
11. How long will it take you to complete your research?

## HOME ASSIGNMENT

1. Be ready to speak about about the results and conclusions of your research from Task 8 and the words from Task 1 (2-3 minutes, 12-15 sentences).
2. Prepare for Test. Make a Power Point presentation about the research you are working on. Applying Falling Walls format <https://falling-walls.com/>\* , present your current research (5-7 minutes). Use Research words and collocations that you have learned in this unit as well as Academic Vocabulary, Professional Vocabulary, Presentations Vocabulary.

\*The Falling Walls Conference is an annual science event in Berlin, Germany that coincides with the anniversary of the Fall of the Berlin Wall (9 November 1989). The one-day scientific conference showcases the research work of international scientists from a wide range of fields. Walls Lab is a world-class pitch competition, networking forum, and stepping stone that brings together a diverse and interdisciplinary pool of students, researchers, and early-career professionals by providing a stage for breakthrough ideas both globally and locally. Every speaker presents a talk of maximum 15 minutes, explaining how their scientific research helps to break down walls in science and society.

## UNIT 2

# SOCIALISING AT A CONFERENCE



### LESSON 1

#### GREETINGS AND INTRODUCTION

Lead – in

**Task 1.** How do you greet people in formal and informal situations in your culture? How do you usually introduce yourself and others?

**Task 2.** Work in pairs. Look at the pictures. How are they different? Which situation seems inappropriate? Why?

*Picture 1*



- Good morning, Ms. Brown
- Good morning, Mr. Smirnov.  
Welcome to the Conference.

*Picture 2*

- Oh, Grace, glad you're here.
- Hi, Bob. Nice to see you again.



*Picture 3*



- I am sorry we haven't been introduced. My name is Doctor Linda Schulz from Dresden University.
- Hey there, how are you doing Linda? I'm Alex. First time in Zurich?

## Formal and Informal Greetings

**Task 3.** Work in pairs. Tick the best response (a, b or c) in each situation. Sometimes, more than one answer may be correct.

1

During a coffee break Olaf Swenson sees his colleague from the Prague Business School.

Olaf: Hello, Harry Remember me? I'm Olaf Swenson.

Harry: a) I am glad to meet you too.  
b) Oh! Yes, of course. How are you?  
c) Hello, Olaf. Pleased to meet you.

2

At the conference participants' registration table Peter meets Val. Val and Peter have met before at international conferences. Val wants to introduce Peter to his colleague Andrew,

Val: Peter, this is Andrew Painter, a colleague of mine from Ashcroft Business School.

Peter: a) How are things?  
b) Nice to meet you. I'm Peter,  
c) Hello, Andrew. Nice to meet you.

3

Roberta and Nick are talking during lunch time. They know each other very well.

Nick: Hey, Roberta, how are things?

Roberta: a) I am pleased to meet you.  
b) Not bad. And you, Nick?  
c) Fine, thanks.

4

You are at a conference in Cambridge and want to introduce yourself to Professor Compton, a well-known academic in the field of your research.

You: You must be Professor Compton.

Professor Compton: a) Pleased to meet you.  
b) That's right! Why?  
c) Yes, that's me. What's your name?

Simon and his Russian friend Alex are sitting in the cafe. Simon sees his British colleague Mike and introduces him to Alex.

**Simon:** Do you know Mike? Mike, this is my friend Alex from Russia.

**Alex:** a) Hello, I'm pleased.  
b) No, I don't know Mike. I'm glad to meet him.  
c) Hello, Mike. Glad to meet you.

**Task 4.** Work in pairs. Practice the conversations, changing roles.

Situation 1

**Olaf:** Hello, Harry. Remember me? I'm Olaf Swenson.

**Harry:** Oh! Yes, of course. How are you?

Situation 2 Version 1

**Val:** Peter, this is Andrew Painter, a colleague of mine from Ashcroft Business School.

**Peter:** Nice to meet you. I'm Peter.

Situation 2 Version 2

**Val:** Peter, this is Andrew Painter, a colleague of mine from Ashcroft Business School.

**Peter:** Hello, Andrew. Nice to meet you.

Situation 3 Version 1

**Nick:** Hey, Roberta, how are things?

**Roberta:** Not bad. And you, Nick?

Situation 3 Version 2

**Nick:** Hey, Roberta, how are things?

**Roberta:** Fine, thanks.

Situation 4

**Speaker:** You must be Professor Compton.

**Professor Compton:** Yes, that's me. What's your name?

Situation 5

**Simon:** Do you know Mike? Mike, this is my friend Alex from Russia.

**Alex:** Hello, Mike. Glad to meet you.

**Task 5.** Work in pairs. Role-play some conversations with a partner.

1. You have come to a conference and met your old friend at the reception desk. You have not seen each other for two years. Greet him/her and ask about his/her family.
2. You have to go down to the welcome dinner organized by the international conference committee. The lift has just stopped on your floor. You walk into the lift and see a stranger (Student 2). Greet him/her, respond to his/her greeting and then introduce yourself.

**Task 6.** Check your understanding of the video and do all exercises.

<https://learnenglish.britishcouncil.org/skills/speaking/beginner-a1/meeting-new-people>

### *Formal introductions*

**Task 7.** Practice introducing yourself to an audience. Use the phrases from the list of words below.

*Good morning/afternoon/evening dear colleagues. My name is ..... I 'm a..... master's degree Student of Perm State University, Russia. I 'm honoured to be here.*

#### **Language Support: introductions at a conference**

##### **Introducing yourself**

I'm honoured to be here

It's a pleasure to be here.

I'm glad to be here again.

##### **Introducing other people**

I am happy to introduce our guest to you.

It is an honour to introduce our colleague from...

I'd like to introduce... He/She is our guest speaker from...

**Task 8.** Imagine your partner is a guest speaker at your university. Introduce him/her to the class. Use phrases from the Language Support box.

*I 'd like to welcome Sam Dines, Marketing Director of ABC Company. Some of you met him last year at the autumn conference. He's a very well-known expert on world financial markets and the author of several textbooks we recommend to our students. It's good to have you here again, Sam.*

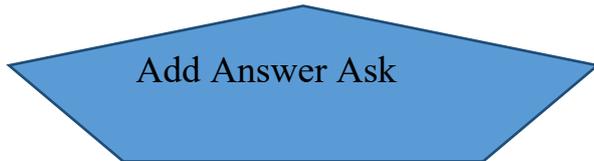
## LESSON 2

### STARTING AND KEEPING A CONVERSATION GOING

Lead – in

**Task 1.** Work in pairs and discuss this question. What is necessary to keep a conversation going?

**Task 2.** Read the conversation below. Then write the correct verb at the end of each line to explain the purpose of the sentence. You will use one verb twice.



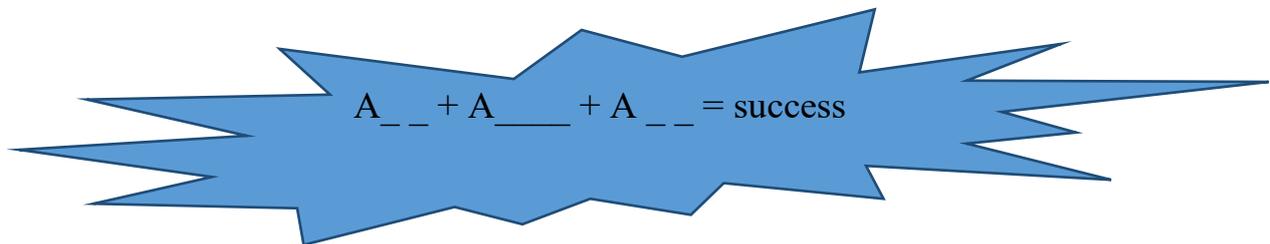
**P:** Hello, Ann. How did you happen to come to California? <sup>1</sup> \_\_\_\_\_

**A:** Hello, Peter. I'm working on a newspaper. <sup>2</sup> \_\_\_\_\_

I cover the space research problems. Now I study the application of space satellites for scientific purposes <sup>3</sup> \_\_\_\_\_

And what about you? Who do you work for? <sup>4</sup> \_\_\_\_\_

**Task 3.** Work out the '3As' rule of successful communication.



*Asking questions*

**Tip:**

The first one or two minutes of a conversation with someone you don't know can be rather difficult. The best way to get *a conversation going* is to *ask questions*. Start with a question about the other person not with a statement about yourself. An easy way to keep the conversation going is to ask: *And what about you?*

**Task 4.** Complete these questions. You will need to use different verb forms (e.g. Present Simple, Past Simple, etc.).

- a) Who /work for? *Who do you work for?*
- b) Which part / country / come from?
- c) first time / in Brazil?
- d) know / many people here?
- e) How / enjoying / the conference?

- f) How / get / here?
- g) Where /staying?
- h) often / go to / international conferences?

**Task 5.** Work in pairs. Role-play the questions in Task 4, using the ‘3As’ rule of successful communication.

### *Follow-up questions*

**Tip:**

To develop a conversation we often ask follow-up questions. Many of these follow-up questions begin with the question word *How*.

**A:** How is the pancake?

**B:** Just how I like it – delicious and hot.

**Task 6.** Make questions from these prompts.

- a) How / day?
- b) How / flight?
- c) How / conference?
- d) How / new boss?
- e) How / presentation?
- f) How / audience?
- g) How / hotel?
- h) How / meeting?
- i) How / training course?
- j) How / the weather?
- k) How /dessert?
- l) How /new job?

**Task 7.** Work in pairs. Follow these steps.

a) Student 1: Ask your partner questions 1-6 from Task 6.  
Student 2: Answer the questions, choosing an appropriate response from the list below.

b) Student 2: Ask your partner questions 7-12 from Task 6.  
Student 1: Answer the questions, choosing an appropriate response from the list below.

1. Delicious, but too sweet for me.
2. Terrible! It was raining 24 hours a day.
3. Fantastic! Swimming pool, sauna, everything,
4. I love it. Now I have a better salary and excellent prospects,
5. Very productive. We have signed a collaboration agreement,
6. It was nice to be out of the office for a few days. I learned a lot.

**Task 8.** Work in pairs. Role-play some conversations with a partner.

1. You are a Russian university teacher. You are hosting a foreign guest. You organized an excursion to a Russian monastery for him/her. You want to know if he/she liked the excursion.
2. You recommended a new mobile application to a tablet/ smartphone/ iPad to your friend. You want to know if he/she liked the application.

**Task 9.** Check your understanding of the video and do all exercises.

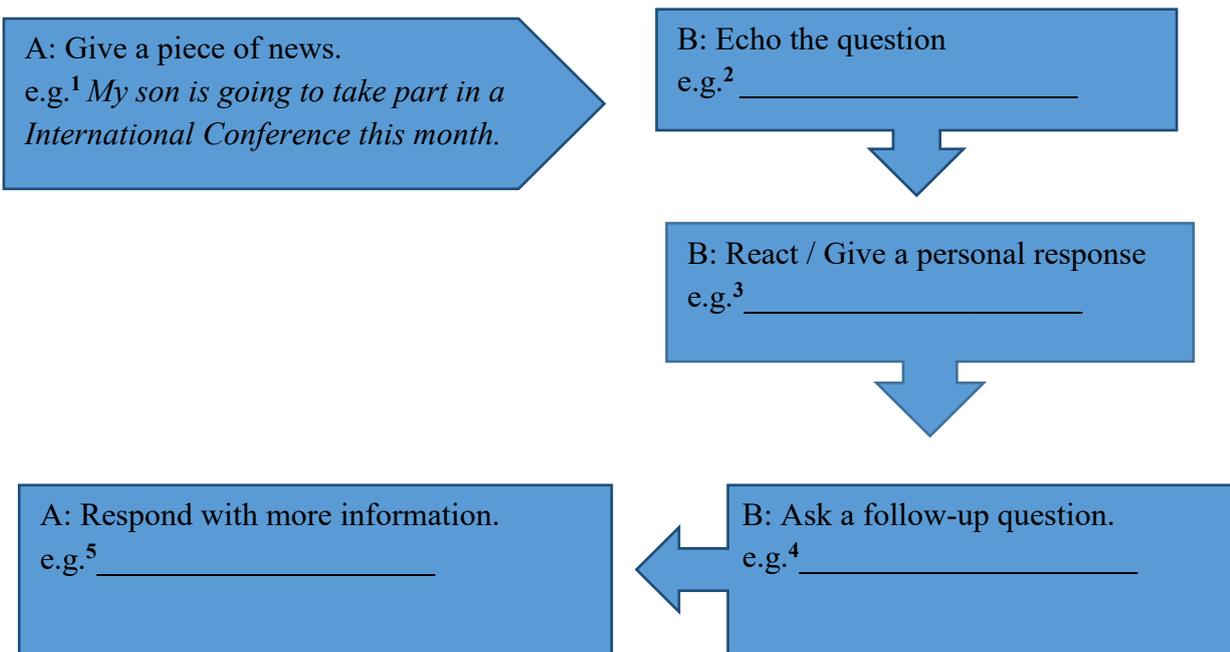
<https://learnenglish.britishcouncil.org/skills/speaking/intermediate-b1/keeping-a-conversation-going>

### LESSON 3 SHOWING INTEREST AND REACTING TO NEWS

Lead – in

**Task 1.** Complete the diagram with examples a-e. The first has been done for you.

- a) Is he?
- b) When and where will the conference take place?
- c) How nice!
- d) ~~My son is going to take part in an International Conference this month.~~
- e) In in Bonn in 2005.



**Task 2.** Work in pairs. Read the pieces of news below. Think of possible echo-questions, responses and follow-up questions. Use phrases from the list below.

- 1) A: I couldn't sleep last night.  
B: *Couldn't you? That's a pity. Why?*  
A: There was a very noisy party downstairs.
  
- 2) A: I've received a scholarship from the Erasmus Programme.  
B:  
A: To Austria.
  
- 3) 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 cafes.
  
- 4) A: It was the best holiday we've ever had.  
B:  
A: We rented a car and travelled all around the country.
  
- 5) 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.

<i>Reacting to good news</i> How nice! / Great! Wow, that's fantastic! Lucky you. I wish I was going!	<i>Reacting with surprise</i> You're joking. / You're kidding. No! That's strange! Really? Congratulations – you must be delighted!
<i>Reacting to bad news</i> How awful! / Poor you! What a pity! / That's too bad.	

**Task 3.** Read conversations 1 and 2 below and complete the sentences with phrases from the list below. Sometimes, more than one answer may be correct.



*Conversation 1:* two people are waiting to get on a plane to go the International Conference to Utrecht.

Yeah Is it? Yes What a coincidence! I see. Really?  
Right. That's great! That would be great.

Jakub: It looks like we're going to be here a while, huh?

Ivette:<sup>1</sup> \_\_\_\_\_ I'm getting used to these delays.

Jakub: Do you travel a lot?

Ivette: Quite a lot, yes. It's part of my job.

Jakub:<sup>2</sup> \_\_\_\_\_ And what do you do?

Ivette: I'm the Assistant Director of the Center for International Programmes in New Mexico State University. Ivette Fernandez, and you?

Jakub: I'm Jakub Rozalski, from Lodz. Nice to meet you, Ivette.

Ivette: Nice to meet you too. Have you ever been to Utrecht?

Jakub:<sup>3</sup> \_\_\_\_\_, this is my second visit. I'm staying with the Erasmus



University in Utrecht for a month to carry out some research.

Ivette:<sup>4</sup> \_\_\_\_\_ I'm going to the University as well. I've been invited to participate in the International Education Exhibition. I have to present our Center.

Jakub:<sup>5</sup> \_\_\_\_\_ How long are you

going to stay?

Ivette: A week.

Jakub: Would you like to meet one day? I can show you around the city.

Ivetta:<sup>6</sup> \_\_\_\_\_ Oh, our plane is boarding.

*Conversation 2:* 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.

Well By the way That's right Uhm  
That's something I'd love to discuss with you

Man: So, how do you know Olaf?

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

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

Woman:<sup>1</sup> \_\_\_\_\_

Man: And what does your husband do?

Woman:<sup>2</sup> \_\_\_\_\_, 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:<sup>3</sup> \_\_\_\_\_, it's just an excuse to have a longer public holiday.

Man: Hmm, interesting. <sup>4</sup> \_\_\_\_\_, what do you think about your new Prime Mister?

Woman:<sup>5</sup> \_\_\_\_\_, but can we do it at another time?

**Task 4.** Work in pairs. Compare your answers to Task 3 with a partner. What is the purpose of the phrases in the list?

**Task 5.** Work in pairs. Practice the conversations.

**Task 6.** Check you understanding of the video and do all exercises.

<https://learnenglish.britishcouncil.org/skills/speaking/pre-intermediate-a2/showing-interest>

## LESSON 4 INVITING

### Lead-in

**Task 1.** There is going to be international conference at your university. You have been asked to organize entertainment for visitors. Look at pictures and at the list of things for visitors to do. Which can you do where you live? What other things can you add?



- go bowling



- go to the theatre



- have a barbecue party



- visit a historical site

### *Inviting*

**Task 2.** Read the phrases below and put them in three groups.

- Inviting
- Accepting invitations
- Declining invitations

Why don't you join us for a cup of coffee? – Inviting  
Thank you. That'd be a pleasure.  
I'd like to, but I'm afraid ...  
Thanks but I can't make it then.  
That's very kind of you, but I don't think I can.  
Would you like to join me for dinner?  
Thank you very much. That would be very nice.

Would you be interested in going to see an exhibition?  
 Thank you for inviting me. I'll look forward to it.  
 How about / What about going to the theatre tonight?  
 That's very kind of you. I'd love to come.  
 Would you like to visit the museum?  
 That would be nice, but unfortunately....  
 Thanks. That sounds great / like fun.

**Task 3.** Work in pairs. Imagine that you are talking in the coffee break during the conference.

Student 1: Invite a colleague to one of the social events from Task 1.

Student 2: Your colleague is inviting you to some social events. Accept or reject the invitations.

*Student 1: Would you like to go bowling tonight?*

*Student 2: Thanks. That sounds fun. / Id like to, but I have other plans for the evening*

*Accepting or declining*

**Task 4.** Work in pairs. Sentences 1-12 come from two conversations. Put the sentences in each conversation in order. The first sentence of each conversation has been done for you.

<p><b>Conversation 1: Accepting the invitation</b></p> <p>2) I don't know what your plans are, but would you like to go out for dinner tomorrow?</p>	<p><b>Conversation 2: Declining an invitation</b></p> <p>7) Look, it's a bit chilly outside. How about having a cup of tea here?</p>
--	--

- 1) Fine. About what time?
- 2) ~~I don't know what your plans are, but would you like to go out for dinner tomorrow?~~
- 3) Great.
- 4) Shall I pick you up at the hotel?
- 5) Don't mention it. It was my pleasure.
- 6) Is 7o'clock OK?
- 7) ~~Look, it's a bit chilly outside. How about having a cup of tea here?~~
- 8) That's a pity. Have a safe flight then.
- 9) Thanks. I'd love to. Where shall we meet?
- 10) Thank you very much for everything. I really appreciate it.
- 11) I'd love to, but I need an early night. My flight is at 6 tomorrow morning.
- 12) See you tomorrow at 7, then.

## Task 5. Practice the conversations

### Saying 'no'

**Tip:**

If you cannot accept an invitation, it is polite to apologise and/or thank the person and then give reasons.

**Task 6.** Work in pairs. Read the reasons for declining invitations. Think of possible invitations and ways of saying 'no' in each situation.

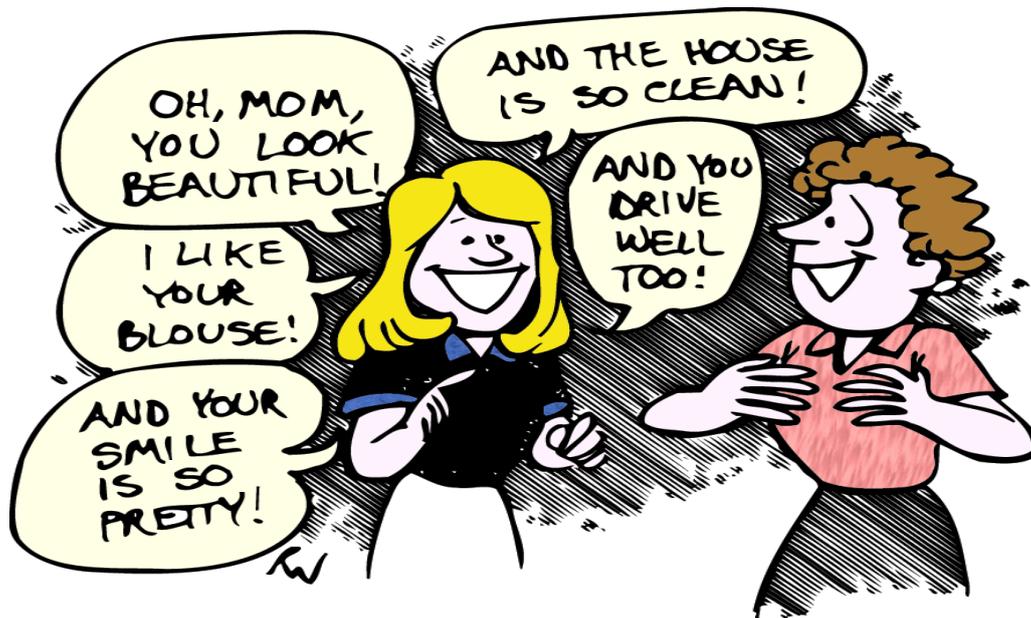
- 1) *How about going to the cinema tonight? Would you like to join us?* \_\_\_\_\_  
*No, thanks. I'm a bit tired. It has been a long day.*
- 2) A \_\_\_\_\_  
B \_\_\_\_\_ I've already made plans for tonight.
- 3) A \_\_\_\_\_  
B \_\_\_\_\_ I already have other plans. Another time maybe.
- 4) A \_\_\_\_\_  
B \_\_\_\_\_ I'm quite busy on Monday.
- 5) A \_\_\_\_\_  
B \_\_\_\_\_ I still have some work to do.
- 6) A \_\_\_\_\_  
B \_\_\_\_\_ I need an early night. My flight is at six tomorrow morning.
- 7) A \_\_\_\_\_  
B \_\_\_\_\_ I won't be here at the weekend.

**Task 7.** Work in pairs. Practice the conversations.

**Task 8.** Work in pairs. Role-play some conversations with a partner.

1. You are a professor from Germany visiting a foreign university. Your colleague invites you for a coffee after the lecture. Thank him/her for the invitation and accept it.
2. You are from Leeds University. You attend an international conference in Barcelona. The hotel has very good sports facilities. One of the participants invites you to play tennis with him/her. Thank him/her for the invitation but decline it. Give your reasons.

## LESSON 5 PAYING AND RECEIVING COMPLIMENTS



Lead-in

**Task 1.** Is it appropriate to pay compliments in your culture?

**Task 2.** Work in groups. Think of situations in which you usually pay compliments.

### *Complimenting*

A



B



C



D



**Task 3.** Read five speakers' compliments. Match the compliments to the photos. (One of the compliments can be used for two photos, and one for all four photos.)

- 1) Oh, my, such a wonderful thing! Is it from Japan?
- 2) Wow, it looks so stylish! How fast does it go?
- 3) It's so nice, isn't it? The colour really suits you.
- 4) Looks fantastic! Is it the latest version?
- 5) Terrific! I love it.

## Being nice

**Task 4.** Read and translate the list of words below

### **Paying compliments**

What a wonderful picture/house/party!

Good/Nice job. Congratulations!

You've done a really good job. Congratulations! (informal)

You were terrific, (informal)

Your slides/presentation were/was fantastic/terrific! (informal)

I thought you/your students were brilliant. Congratulations! (informal)

### **Responding to compliments**

Do you really think so? Thanks.

I'm glad you liked it.

Thank you very much.

It wasn't difficult at all.

How nice of you to say so/that!

In fact, the credit should also go to my colleagues. (formal)

It was nothing special, really.

**Task 5.** Work in pairs. Complete the conversations below. Use phrases from the list above

1) At your colleague's birthday party:

A: What a delicious cake you've made!

B:

A: You're a wonderful cook! Everything tastes so good.

B:

2) After a presentation:

A:

B: In fact, the credit should also go to my assistant. She is so good at preparing slideshows.

A: Did she use some special software?

B: I'm not sure. You'd better ask her.

3) In your friend's new office:

A: What a nice office you have!

B: \_\_\_\_\_

A: This photo of the sunset looks fantastic!

B: A friend of mine sent it to me from Oregon.

4) After a students' conference:

A: I thought your students were brilliant.

**B:** \_\_\_\_\_

A: Their English is very good. To talk about finance must be very difficult even in your own language.

**B:** You're right, but they are very motivated and work hard.

5) On the last day of the conference:

A: I just wanted to say: you have organized an excellent conference.

\_\_\_\_\_. Your team worked so well together.

**B:**

**Task 6.** Work in pairs. Practice the conversations.

**Task 7.** Work in pairs. Role-play some conversations with a partner.

1. You work for the University of Economics in Prague that is hosting an international conference. Your Russian colleague is very pleased with the conference organisation. Respond to his/her compliments.

2. Your friend has just got a PhD degree. Congratulate him/her on his/her achievements. Mention the quality of the research.

## LESSON 6 SAYING THANK YOU, SORRY AND GOODBYE

Lead-in

**Task 1.** Work in groups. Discuss the questions.

a) Is it polite to leave a place without saying goodbye?

b) How do you usually say goodbye in your culture?

**Task 2.** Write down some English phrases you know that are used at the end of informal conversations, at public events (e.g. after conferences) or formal meetings.

## *Finishing a conversation*

**Task 3.** Read the conversations and decide which is more formal. How do you know?

### *Conversation 1*

**A:** Mr Borisov, the department head of my university is starting a new project. I am wondering if you are interested in participating.

**B:** Well, Mr Allan, do you mean something similar to what I did for your department last year?

**A:** No, the whole concept is totally different.

**B:** Oh, it sounds interesting. Do you think you can describe the idea behind it briefly?

**A:** No, I don't think so. I suggest that we go to the conference room and have a look at some PDF files.

**B:** Will you excuse me? I'm afraid I must go now as I have tickets for a concert tonight. Could we do it tomorrow?

**A:** Oh, yes, I see. I'm sorry. Enjoy the concert, Mr Borisov, and I look forward to seeing you tomorrow.

**B:** Thank you, Mr Allan. It was nice talking to you. Goodbye.

**A:** Bye.

### *Conversation 2*

**A:** Hi, Bryan. I've downloaded some excellent pictures. Want to have a look?

**B:** What kind of pictures are they?

**A:** My family holiday in Paphos, Cyprus.

**B:** Oh, Cyprus. Sounds interesting! I'm thinking about going there, too.

**A:** It's a great place! Let's go to my room, and I'll show you the photos.

**B:** Oh, sorry, Andy, but I can't make it right now. I have tickets for a concert tonight. Can we meet tomorrow?

**A:** Sure, how about after lunch?

**B:** Great.

**A:** Enjoy the concert, see you tomorrow.

**B:** Thanks. See you.

**Task 4.** Read the conversations again and find pairs of formal/informal phrases used to do the following.

- a) Say goodbye
- b) Apologies
- c) Show understanding of what has been said
- d) Thank someone.

**Task 5.** Work in pairs and compare your list of phrases.

**Task 6.** Work in pairs. Practice the conversations.

**Task 7.** Work in pairs. Role-play some conversations with a partner. The list of the words below is for your help.

1. Your colleague has called you. She/he wants to discuss the details of your joint presentation. Say sorry and explain that you have to go to the doctor's now. Suggest another time.

2. You are at a party at your colleague's house. Your taxi has just arrived, and you have to leave the party to go to the airport. Thank Learner A for the party. Say sorry and goodbye.

**Saying thank you, sorry and goodbye**

*Formal*

I've enjoyed talking to you, but I'm afraid I must go now.

Will you excuse me? Unfortunately, I have to go now.

It was really enjoyable.

It's been nice talking to you.

I look forward to seeing you again.

It has been nice meeting you, Ms Zaretsky. Goodbye.

See you again soon, I hope. Please get in touch.

I'm afraid I really must be on my way.

*Informal*

Thanks for everything.

It's a pleasure to meet you.

Sorry, have to leave now.

Sorry, but I'd better get going. I'll give you a call.

Sorry, but I'd better get going. I'll email you.

Bye, take care.

See you soon.

See you around.

Have a good trip back.

**Task 8.** Watch the video and learn 20 natural expressions in British English to say thank you

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

**Task 9.** Work in pairs. Make up your own dialogue “At a conference” (at least for 3 minutes). Act out the dialogue with your partner.

To prepare for the conversation, you may do the tasks below.

- 1) Imagining any situation at a conference.
- 2) Decide on your name, country, occupation, hobby, etc.
- 3) Work with your partner and plan the stages of the conversation (e.g. introducing yourselves to each other, talking about where you come from, your job, etc.).
- 4) Decide on the phrases you need for each stage of the conversation (see lists of words in Lessons 1-6).
- 5) Make notes if necessary.
- 6) Practice the conversation. Decide what can be improved.
- 7) Act out the dialogue.

*Source: English for Academics, Cambridge*

# UNIT 3

## EFFECTIVE ACADEMIC PRESENTATIONS

### Part 1 – Presentations

#### I. What is a Presentation?

1) Everyone one day will have to give a presentation, especially during the conference.

Have you ever had to speak in front of a large group of people? How did you feel? Here are some rules of an effective presentation. Match them to their descriptions

<p><b>A</b> It's very important to know your audience. How many people are there? Are they your colleagues? What universities are they from? What do they want to learn? How much do they already know?</p>	<p><b>1.</b> Decide what you want to say to your audience</p>
<p><b>B</b> The venue is important too. If possible, visit it before the presentation. Consider, where the audience will sit. Where will you stand? Where will you put your equipment?</p>	<p><b>2.</b> Choose the right equipment to help make your talk interesting.</p>
<p><b>C</b> Make sure your objectives are clear. This will help you to prepare the presentation that is interesting and informative. Remember, you want your audience to learn something they don't know. You also want them to enjoy your presentation.</p>	<p><b>3.</b> Find out who you are talking to.</p>
<p><b>D</b> A well-organized presentation is easier to understand. Give it a beginning, a middle and an end. Make separate points and number them. This structure will help your audience to follow what you are saying.</p>	<p><b>4.</b> Practise your presentation in advance</p>
<p><b>E</b> There are many different kinds of AV (audio- visual) aids. You can use a simple flip chart or show slides on an overhead projector. There is also computer software, which can make your presentation look professional. Choose AV aids that are appropriate for your audience. And make sure you know how they work.</p>	<p><b>5.</b> Make sure your presentation has a clear structure</p>
<p><b>F</b> Make notes of the most important points. Make sure you speak to your audience – don't read to them. Practise giving your talk out loud and check how much time it takes. Ask a friend to listen and give you feedback.</p>	<p><b>6.</b> Find out about the room you are talking in.</p>

*Taken from: Neil Wood "Workshop: Business and Commerce", Oxford University Press, 2003*

Using the following words, can you now say what a good presentation is:

- appropriate
- audience
- AV aids
- feedback
- informative
- objectives
- structure

2) Watch the video on 5 steps to creating an effective presentation with Dr Nick Morgan, filmed with Harvard Business Review.

Highlight main ideas and good expressions used by Nick Morgan, the CEO of Public Words <https://www.youtube.com/watch?v=zChp3czsZxE>



Name the steps of an effective presentation listed in the video. Are all of these steps essential for a successful presentation? Why? Give pros and cons.

## II. Presentation Structure. Beginning.

1) Look at the following scheme and say what you have understood about it:



2) Now watch another video on presentations and check if you were right.

Successful Presentations: 2.3 The expert view

<https://www.youtube.com/watch?v=xHY96Psb2Ns>



3) Watch the video once again and say what the speaker's main goal is. The listener's goal?

4) Now you know what parts a presentation contains.

Imagine you have to give a presentation. It should have a beginning, a middle and an end.

Let's start with a beginning.

Here are some things to do at the beginning of a presentation. Number them in the order you would do them.

- a. Introduce the main points one by one – ?
- b. Welcome the audience – ?
- c. Introduce the first point – ?
- d. Tell the audience the subject of the presentation – ?

Now find these parts in the text below.

'Good morning, everyone. It's nice to see so many of you here today. I hope you can all hear me OK.

The subject of my presentation today is our marketing plan for the next three years. Basically, there are three main points I want to talk about. If you look at the first slide, you

can see them listed there. First, I'm going to tell you about our new product range aimed at the teenage market. Secondly, I'll talk about each of the products and our plans for marketing them.

And finally, I'd like to talk briefly about the competition.

OK, let's start with the first point, our new product range ...'

*Taken from: Neil Wood "Workshop: Business and Commerce", Oxford University Press, 2003*

5) This way to start your presentation is a very good one. It follows the rule of telling three times what you are talking about. This is how you tell the audience what you are going to tell.

But here are some more ways (techniques) to start a presentation. You don't need to use them all but keep them in mind while preparing your presentation.

First, consider these techniques:

- What's in it for me? (WIIFM)
- Question and answer
- Expert testimony or historical evidence
- Quotations
- Meet the people
- Shocking statement or startling statistic
- Enrolment questions

Now, read the text and match the techniques to the texts.

(1) .....

Make your audience feel welcome as they arrive. Smile, make introductions, say a few words about yourself and ask some questions. Offer some refreshments. This technique helps to:

- break the ice
- calm your nerves
- build a relationship
- initiate dialogue
- create interaction

GOOD FOR: presentations to small groups

(2) .....

Address the audience's needs and concerns by telling them what benefits they will gain from listening to your presentation and use the word 'you' when you do this.

This technique helps to:

- focus on the needs of your audience
- focus on benefits and not features
- create desire and anticipation • raise expectations
- build rapport

GOOD FOR: sales pitches or presentations where you need to persuade or convince

(3) .....

Question the audience directly and get them to respond to you by answering ‘yes’ or ‘no’ or by raising hands. This technique helps to:

- focus the audience on the subject
- generate an interactive relationship
- create dialogue
- build interest

GOOD FOR: small to medium-sized audiences

(4) .....

Find something original or exciting in newspapers, magazines, books, in-house literature, press releases or on the internet. Make it clear that you are using somebody else’s words. This technique helps to:

- give another voice
- build credibility
- create interest

GOOD FOR: all types of presentation

(5) .....

Say something which is short and simple but unusual, surprising and/or provocative. Clarify your source. This technique helps to:

- get a high level of attention with a shock effect
- give another voice

GOOD FOR: most presentations but take care the shock effect does not alienate the audience

(6) .....

Give objective evidence or facts from an authoritative source. This technique helps to:

- give another voice
- be convincing
- build credibility

GOOD FOR: specialist presentations

(7) .....

Ask something and then answer it yourself. This technique helps to:

- raise expectations
- engage the audience in problem-solving thinking
- make the audience want to see
- ‘what’s on the next page’

GOOD FOR: presenting recommendations / solutions

*Taken from: Williams Erica J. Presentations in English. Macmillan Publishers Limited, 2008*

6) Now answer these questions:

1. How do you find these techniques? Are they useful?

2. Are the given tips useful for all types of presentations? Do you find all of them are appropriate? Which is more entertaining and which one is more serious?

3. Rate the tips according to the type of presentation (academic, business, etc).

7) Let's go back to Nick Morgan's video. Watch it once again and say what techniques he uses. Discuss in class.

8) Watch the two videos about starting Successful Presentations: 2.2 The presentation and The Expert Feedback. Is it really a good way to start? Why? What would you add to it?

The presentation:

<https://www.youtube.com/watch?v=uI0bR7qFJpc>



The expert feedback:

<https://www.youtube.com/watch?v=S2cAo9ERpgw>



### III. Presentation Structure. The Body.

1) To structure your presentation well you need to use some phrases for ‘text-cohesion’. Here are some to consider.

The speaker used these phrases in the presentation. Write the number of each phrase under the correct heading.

1. Thank you for listening.
2. Let's move on to ...
3. Are there any questions?
4. This diagram shows ...
5. So, in conclusion ...
6. As you can see ...
7. My next point is...
8. If you look at the next slide ...

**Connecting the points** \_\_\_\_\_

**Referring to AVaids** \_\_\_\_\_

**Finishing** \_\_\_\_\_

2) The exercise above was rather easy. Let's pass on over to more advanced phrases.

*There are three components to a typical modern catalytic converter: one to effect the reduction of nitrogen oxides, another to facilitate the oxidation of carbon monoxide and hydrocarbons, and the third to maintain the correct abundance of oxygen. In the first stage the nitrogen oxides are reduced using a platinum catalyst, which facilitates their decomposition into nitrogen and oxygen. In the next stage the carbon fragments are oxidized over a platinum/rhodium catalyst. Finally, the correct amount of oxygen is ensured by monitoring the amount of oxygen passing into the engine, and by incorporating into the catalyst a metal oxide that absorbs oxygen (by reacting with it to form a higher oxide) when the fuel mixture has too much oxygen and reverts to the lower oxide, releasing oxygen, when the mixture has too little (Atkins. P.W, 1991)*

NOTE:

The topic sentence introduces the three stages which are then explained in more detail.

**Verbal bridge:** The second sentence includes a key word “reduced”, linking the idea to the previous sentence though in a different form from earlier (“reduction”). A similar repetition occurs in the third sentence.

**Logical bridge:** The processes of the first two stages are described in parallel form.

The final sentence sums up this process, clearly signalled by “finally”

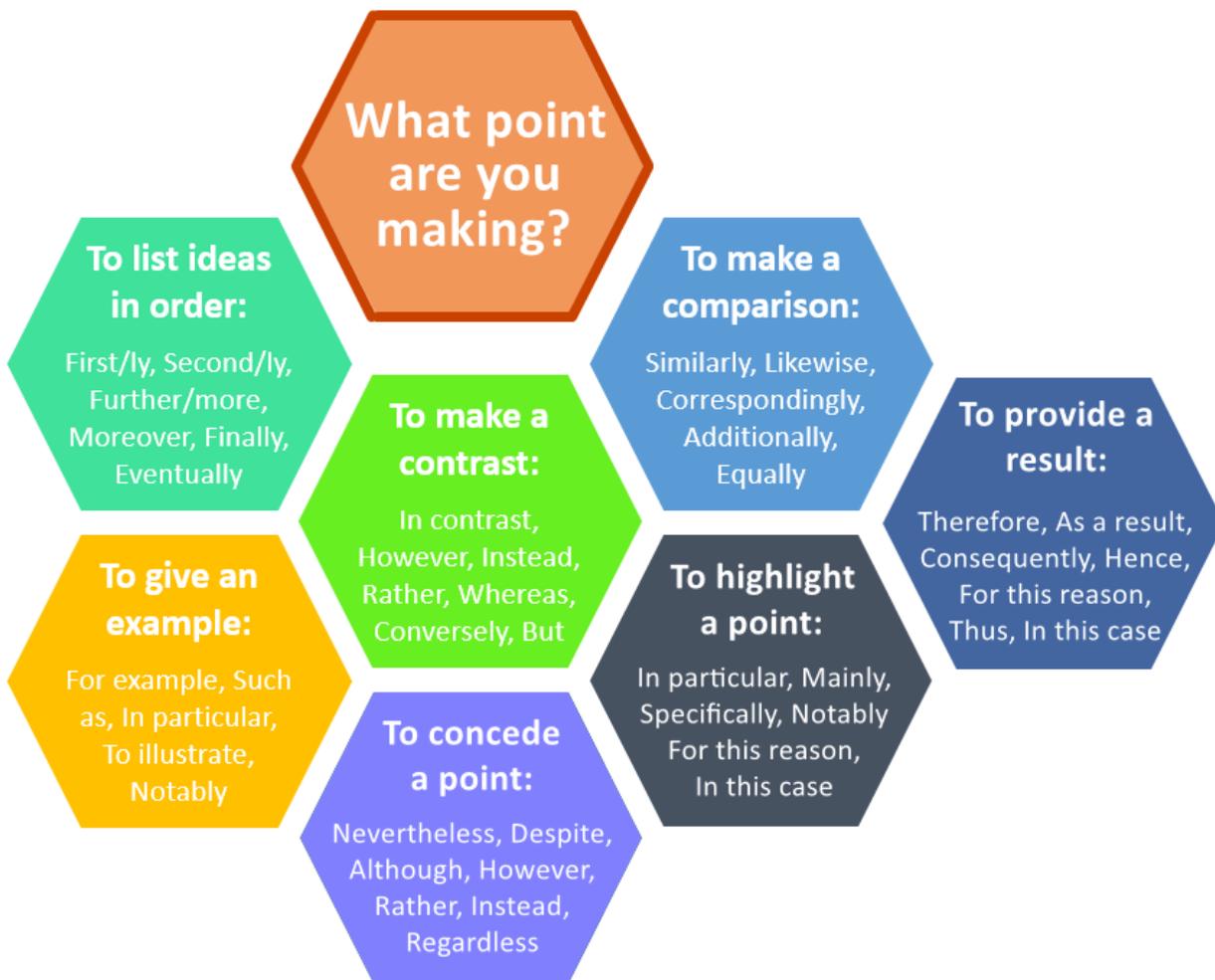
As you can plainly see, cohesion words and phrases are quite alike the phrases for writing.

Here’s a brief guide to use during your presentation.

### Variant 1

<b>Example / Explanation</b>	<b>Addition</b>	<b>Result / Reason</b>	<b>Attitude</b>	<b>Contrast / Comparison</b>
for example, for instance, that is, In other words,	moreover, furthermore, in addition, additionally, and	so, consequently, thus, as a result, for this reason, owing to this, therefore, accordingly,	naturally, certainly, fortunately, undoubtedly, strangely enough, of course, predictably,	however, nevertheless, on the contrary, in contrast, on the one hand, . . . on the other hand, in comparison, still, yet, but
<b>Time</b>	<b>Summary</b>	<b>Order</b>	<b>Back reference</b>	
at first, next, then, later, in the end,	finally, in conclusion, in short, to sum up,	first(ly), second(ly), third(ly), last(ly), finally,	this that these those such	

Taken from: COHERENCE & COHESION <https://writing.chalmers.se/chalmers-writing-guide/writing-a-text/coherence-cohesion/>



Taken from: *Cohesion: Linking Ideas* <https://sls.navitas-professional.edu.au/cohesion-linking-ideas-1>

3) Take this text and insert appropriate cohesion phrases where necessary.

Reality shows are a very popular form of entertainment on TV nowadays. There are dozens of different types of programmes such as singing contests, cooking competitions or going to live in the jungle. I think that there is a lot of variety in reality TV. People at home can choose which types of programme they want to watch depending on what they are interested in. Some people like watching singing or cooking competitions while others prefer watching programmes about building houses or travelling around the world. Reality TV programmes are, a great opportunity to discover talented singers, dancers or chefs. Several people who take part in these programmes get jobs as a result of being on TV. Another advantage is that the people on the shows have interesting experiences and meet new people.

Some people think that reality TV is an easy way for them to become famous. Most successful singers, actors or chefs have worked hard all their lives and are good at their job because of their hard work. Sometimes the people on the shows have to do really difficult or dangerous things. The competitions are very hard and there is only one winner. Another disadvantage is that some programmes always follow the same format and this can be boring to watch. I think that reality TV is good entertainment. There is lots of variety which means there is something for everyone and they are interesting to watch.

*Taken from: A For and Against Essay*

<https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/against-essay>

4) Take your own text on the topic of your future Master Degree Thesis and try to structure its main ideas using the words and phrases from above.

#### **IV. Presentation Structure. From Beginning to Finishing.**

1) In fact the beginning and the ending are very closely related.

Watch 0.00 – 1.08 of “How to open and close presentations? – Presentation lesson from Mark Powell” [https://www.youtube.com/watch?v=Yl\\_FJAOCfgQ](https://www.youtube.com/watch?v=Yl_FJAOCfgQ)



Say, what techniques the speaker uses. There may be more than one. How would you assess them?

2) Watch how the speakers begin 1.56 – 4.55 Fill on the table below.

Speakers	Techniques
Speaker 1	
Speaker 2	
Speaker 3	

3) Now watch how the speakers finish their presentations. 5.00 – 7.03

Speakers	Techniques
Speaker 1	
Speaker 2	

4) Are these the only ways to finish? Have a look at the following list. Which of these techniques are appropriate, which are not? Why?

1. Ask the audience if they have any questions.
2. Stop talking, say goodbye and leave.
3. Write a list of the main points of your talk on the board/flip chart.
4. Thank the audience for coming.
5. Give a very brief summary of what you said and how you feel you achieved your objectives.
6. Give handouts to the audience with the main points of your talk on them.
7. If possible, tell the audience where you will be for the next few minutes so that individuals can come and speak to you.
8. Ask the audience if they have any criticisms of your talk.

## V. Presentation Exercises

- 1) Read the text “*How to Give a Killer Presentation*” to find any details that were not mentioned in the tasks above.

**A little more than a year ago**, on a trip to Nairobi, Kenya, some colleagues and I met a 12-year-old Masai boy named Richard Turere, who told us a fascinating story. His family raises livestock on the edge of a vast national park, and one of the biggest challenges is protecting the animals from lions—especially at night. Richard had noticed that placing lamps in a field didn’t deter lion attacks, but when he walked the field with a torch, the lions stayed away. From a young age, he’d been interested in electronics, teaching himself by, for example, taking apart his parents’ radio. He used that experience to devise a system of lights that would turn on and off in sequence—using solar panels, a car battery, and a motorcycle indicator box – and thereby create a sense of movement that he hoped would scare off the lions. He installed the lights, and the lions stopped attacking. Soon villages elsewhere in Kenya began installing Richard’s “lion lights.”

The story was inspiring and worthy of the broader audience that our TED conference could offer, but on the surface, Richard seemed an unlikely candidate to give a TED Talk. He was painfully shy. His English was halting. When he tried to describe his invention, the sentences tumbled out incoherently. And frankly, it was hard to imagine a preteenager standing on a stage in front of 1,400 people accustomed to hearing from polished speakers such as Bill Gates, Sir Ken Robinson, and Jill Bolte Taylor.

But Richard's story was so compelling that we invited him to speak. In the months before the 2013 conference, we worked with him to frame his story—to find the right place to begin, and to develop a succinct and logical arc of events. On the back of his invention Richard had won a scholarship to one of Kenya's best schools, and there he had the chance to practice the talk several times in front of a live audience. It was critical that he build his confidence to the point where his personality could shine through. When he finally gave his talk at TED, in Long Beach, you could tell he was nervous, but that only made him more engaging—people were hanging on his every word. The confidence was there, and every time Richard smiled, the audience melted. When he finished, the response was instantaneous: a sustained standing ovation.

Since the first TED conference, 30 years ago, speakers have run the gamut from political figures, musicians, and TV personalities who are completely at ease before a crowd to lesser-known academics, scientists, and writers—some of whom feel deeply uncomfortable giving presentations. Over the years, we've sought to develop a process for helping inexperienced presenters to frame, practice, and deliver talks that people enjoy watching. It typically begins six to nine months before the event, and involves cycles of devising (and revising) a script, repeated rehearsals, and plenty of fine-tuning. We're continually tweaking our approach—because the art of public speaking is evolving in real time—but judging by public response, our basic regimen works well: Since we began putting TED Talks online, in 2006, they've been viewed more than one billion times.

On the basis of this experience, I'm convinced that giving a good talk is highly coachable. In a matter of hours, a speaker's content and delivery can be transformed from muddled to mesmerizing. And while my team's experience has focused on TED's 18-minutes-or-shorter format, the lessons we've learned are surely useful to other presenters—whether it's a CEO doing an IPO road show, a brand manager unveiling a new product, or a start-up pitching to VCs.

### **Frame Your Story**

There's no way you can give a good talk unless you have something worth talking about. Conceptualizing and framing what you want to say is the most vital part of preparation.

We all know that humans are wired to listen to stories, and metaphors abound for the narrative structures that work best to engage people. When I think about compelling presentations, I think about taking an audience on a journey. A successful talk is a little miracle—people see the world differently afterward.

If you frame the talk as a journey, the biggest decisions are figuring out where to start and where to end. To find the right place to start, consider what people in the audience already know about your subject—and how much they care about it. If you assume they have more knowledge or interest than they do, or if you start using jargon or get too technical, you'll lose them. The most engaging speakers do a superb job of very quickly introducing the topic, explaining why they care so deeply about it, and convincing the audience members that they should, too.

The biggest problem I see in first drafts of presentations is that they try to cover too much ground. You can't summarize an entire career in a single talk. If you try to cram in everything you know, you won't have time to include key details, and your talk will disappear into abstract language that may make sense if your listeners are familiar with the subject matter but will be completely opaque if they're new to it. You need specific examples to flesh out your ideas. So limit the scope of your talk to that which can be explained, and brought to life with examples, in the available time. Much of the early feedback we give aims to correct the impulse to sweep too broadly. Instead, go deeper. Give more detail. Don't tell us about your entire field of study—tell us about your unique contribution.

Of course, it can be just as damaging to overexplain or painstakingly draw out the implications of a talk. And there the remedy is different: Remember that the people in the audience are intelligent. Let them figure some things out for themselves. Let them draw their own conclusions.

Many of the best talks have a narrative structure that loosely follows a detective story. The speaker starts out by presenting a problem and then describes the search for a solution. There's an "aha" moment, and the audience's perspective shifts in a meaningful way.

If a talk fails, it's almost always because the speaker didn't frame it correctly, misjudged the audience's level of interest, or neglected to tell a story. Even if the topic is important, random pontification without narrative is always deeply unsatisfying. There's no progression, and you don't feel that you're learning.

I was at an energy conference recently where two people—a city mayor and a former governor—gave back-to-back talks. The mayor's talk was essentially a list of impressive projects his city had undertaken. It came off as boasting, like a report card or an advertisement for his reelection. It quickly got boring. When the governor spoke, she didn't list achievements; instead, she shared an idea. Yes, she recounted anecdotes from her time in office, but the idea was central—and the stories explanatory or illustrative (and also funny). It was so much more interesting. The mayor's underlying point seemed to be how great he was, while the governor's message was "Here's a compelling idea that would benefit us all."

As a general rule, people are not very interested in talks about organizations or institutions (unless they're members of them). Ideas and stories fascinate us; organizations bore us—they're much harder to relate to. (Businesspeople especially take note: Don't boast about your company; rather, tell us about the problem you're solving.)

## Plan Your Delivery

Once you've got the framing down, it's time to focus on your delivery. There are three main ways to deliver a talk. You can read it directly off a script or a teleprompter. You can develop a set of bullet points that map out what you're going to say in each section rather than scripting the whole thing word for word. Or you can memorize your talk, which entails rehearsing it to the point where you internalize every word—verbatim.

My advice: Don't read it, and don't use a teleprompter. It's usually just too distancing—people will know you're reading. And as soon as they sense it, the way they receive your talk will shift. Suddenly your intimate connection evaporates, and everything feels a lot more formal. We generally outlaw reading approaches of any kind at TED, though we made an exception a few years ago for a man who insisted on using a monitor. We set up a screen at the back of the auditorium, in the hope that the audience wouldn't notice it. At first he spoke naturally. But soon he stiffened up, and you could see this horrible sinking feeling pass through the audience as people realized, "Oh, no, he's reading to us!" The words were great, but the talk got poor ratings.

Many of our best and most popular TED Talks have been memorized word for word. If you're giving an important talk and you have the time to do this, it's the best way to go. But don't underestimate the work involved. One of our most memorable speakers was Jill Bolte Taylor, a brain researcher who had suffered a stroke. She talked about what she learned during the eight years it took her to recover. After crafting her story and undertaking many hours of solo practice, she rehearsed her talk dozens of times in front of an audience to be sure she had it down.

Obviously, not every presentation is worth that kind of investment of time. But if you do decide to memorize your talk, be aware that there's a predictable arc to the learning curve. Most people go through what I call the "valley of awkwardness," where they haven't quite memorized the talk. If they give the talk while stuck in that valley, the audience will sense it. Their words will sound recited, or there will be painful moments where they stare into the middle distance, or cast their eyes upward, as they struggle to remember their lines. This creates distance between the speaker and the audience.

Getting past this point is simple, fortunately. It's just a matter of rehearsing enough times that the flow of words becomes second nature. Then you can focus on delivering the talk with meaning and authenticity. Don't worry—you'll get there.

But if you don't have time to learn a speech thoroughly and get past that awkward valley, don't try. Go with bullet points on note cards. As long as you know what you want to say for each one, you'll be fine. Focus on remembering the transitions from one bullet point to the next.

Also pay attention to your tone. Some speakers may want to come across as authoritative or wise or powerful or passionate, but it's usually much better to just sound conversational. Don't force it. Don't orate. Just be you.

If a successful talk is a journey, make sure you don't start to annoy your travel companions along the way. Some speakers project too much ego. They sound

condescending or full of themselves, and the audience shuts down. Don't let that happen.

### **Develop Stage Presence**

For inexperienced speakers, the physical act of being onstage can be the most difficult part of giving a presentation—but people tend to overestimate its importance. Getting the words, story, and substance right is a much bigger determinant of success or failure than how you stand or whether you're visibly nervous. And when it comes to stage presence, a little coaching can go a long way.

The biggest mistake we see in early rehearsals is that people move their bodies too much. They sway from side to side, or shift their weight from one leg to the other. People do this naturally when they're nervous, but it's distracting and makes the speaker seem weak. Simply getting a person to keep his or her lower body motionless can dramatically improve stage presence. There are some people who are able to walk around a stage during a presentation, and that's fine if it comes naturally. But the vast majority are better off standing still and relying on hand gestures for emphasis.

Perhaps the most important physical act onstage is making eye contact. Find five or six friendly-looking people in different parts of the audience and look them in the eye as you speak. Think of them as friends you haven't seen in a year, whom you're bringing up to date on your work. That eye contact is incredibly powerful, and it will do more than anything else to help your talk land. Even if you don't have time to prepare fully and have to read from a script, looking up and making eye contact will make a huge difference.

Another big hurdle for inexperienced speakers is nervousness—both in advance of the talk and while they're onstage. People deal with this in different ways. Many speakers stay out in the audience until the moment they go on; this can work well, because keeping your mind engaged in the earlier speakers can distract you and limit nervousness. Amy Cuddy, a Harvard Business School professor who studies how certain body poses can affect power, utilized one of the more unusual preparation techniques I've seen. She recommends that people spend time before a talk striding around, standing tall, and extending their bodies; these poses make you feel more powerful. It's what she did before going onstage, and she delivered a phenomenal talk. But I think the single best advice is simply to breathe deeply before you go onstage. It works.

In general, people worry too much about nervousness. Nerves are not a disaster. The audience *expects* you to be nervous. It's a natural body response that can actually improve your performance: It gives you energy to perform and keeps your mind sharp. Just keep breathing, and you'll be fine.

Acknowledging nervousness can also create engagement. Showing your vulnerability, whether through nerves or tone of voice, is one of the most powerful ways to win over an audience, provided it is authentic. Susan Cain, who wrote a book about introverts and spoke at our 2012 conference, was terrified about giving her talk. You could feel her fragility onstage, and it created this dynamic where the audience was rooting for

her—everybody wanted to hug her afterward. The fact that we knew she was fighting to keep herself up there made it beautiful, and it was the most popular talk that year.

### **Plan the Multimedia**

With so much technology at our disposal, it may feel almost mandatory to use, at a minimum, presentation slides. By now most people have heard the advice about PowerPoint: Keep it simple; don't use a slide deck as a substitute for notes (by, say, listing the bullet points you'll discuss—those are best put on note cards); and don't repeat out loud words that are on the slide. Not only is reciting slides a variation of the teleprompter problem—"Oh, no, she's reading to us, too!"—but information is interesting only once, and hearing and seeing the same words feels repetitive. That advice may seem universal by now, but go into any company and you'll see presenters violating it every day.

Many of the best TED speakers don't use slides at all, and many talks don't require them. If you have photographs or illustrations that make the topic come alive, then yes, show them. If not, consider doing without, at least for some parts of the presentation. And if you're going to use slides, it's worth exploring alternatives to PowerPoint. For instance, TED has invested in the company Prezi, which makes presentation software that offers a camera's-eye view of a two-dimensional landscape. Instead of a flat sequence of images, you can move around the landscape and zoom in to it if need be. Used properly, such techniques can dramatically boost the visual punch of a talk and enhance its meaning.

Artists, architects, photographers, and designers have the best opportunity to use visuals. Slides can help frame and pace a talk and help speakers avoid getting lost in jargon or overly intellectual language. (Art can be hard to talk about—better to experience it visually.) I've seen great presentations in which the artist or designer put slides on an automatic timer so that the image changed every 15 seconds. I've also seen presenters give a talk accompanied by video, speaking along to it. That can help sustain momentum. The industrial designer Ross Lovegrove's highly visual TED Talk, for instance, used this technique to bring the audience along on a remarkable creative journey.

Another approach creative types might consider is to build silence into their talks, and just let the work speak for itself. The kinetic sculptor Reuben Margolin used that approach to powerful effect. The idea is not to think "I'm giving a talk." Instead, think "I want to give this audience a powerful experience of my work." The single worst thing artists and architects can do is to retreat into abstract or conceptual language.

Video has obvious uses for many speakers. In a TED Talk about the intelligence of crows, for instance, the scientist showed a clip of a crow bending a hook to fish a piece of food out of a tube—essentially creating a tool. It illustrated his point far better than anything he could have said.

Used well, video can be very effective, but there are common mistakes that should be avoided. A clip needs to be short—if it's more than 60 seconds, you risk losing people. Don't use videos—particularly corporate ones—that sound self-promotional or like

infomercials; people are conditioned to tune those out. Anything with a soundtrack can be dangerously off-putting. And whatever you do, don't show a clip of yourself being interviewed on, say, CNN. I've seen speakers do this, and it's a really bad idea—no one wants to go along with you on your ego trip. The people in your audience are already listening to you live; why would they want to simultaneously watch your talking-head clip on a screen?

## **Putting It Together**

We start helping speakers prepare their talks six months (or more) in advance so that they'll have plenty of time to practice. We want people's talks to be in final form at least a month before the event. The more practice they can do in the final weeks, the better off they'll be. Ideally, they'll practice the talk on their own and in front of an audience.

The tricky part about rehearsing a presentation in front of other people is that they will feel obligated to offer feedback and constructive criticism. Often the feedback from different people will vary or directly conflict. This can be confusing or even paralyzing, which is why it's important to be choosy about the people you use as a test audience, and whom you invite to offer feedback. In general, the more experience a person has as a presenter, the better the criticism he or she can offer.

I learned many of these lessons myself in 2011. My colleague Bruno Giussani, who curates our TEDGlobal event, pointed out that although I'd worked at TED for nine years, served as the emcee at our conferences, and introduced many of the speakers, I'd never actually given a TED Talk myself. So he invited me to give one, and I accepted.

It was more stressful than I'd expected. Even though I spend time helping others frame their stories, framing my own in a way that felt compelling was difficult. I decided to memorize my presentation, which was about how web video powers global innovation, and that was really hard: Even though I was putting in a lot of hours, and getting sound advice from my colleagues, I definitely hit a point where I didn't quite have it down and began to doubt I ever would. I really thought I might bomb. I was nervous right up until the moment I took the stage. But it ended up going fine. It's definitely not one of the all-time great TED Talks, but it got a positive reaction—and I survived the stress of going through it.

Ultimately I learned firsthand what our speakers have been discovering for three decades: Presentations rise or fall on the quality of the idea, the narrative, and the passion of the speaker. It's about substance, not speaking style or multimedia pyrotechnics. It's fairly easy to "coach out" the problems in a talk, but there's no way to "coach in" the basic story—the presenter has to have the raw material. If you have something to say, you can build a great talk. But if the central theme isn't there, you're better off not speaking. Decline the invitation. Go back to work, and wait until you have a compelling idea that's really worth sharing.

The single most important thing to remember is that there is no one good way to do a talk. The most memorable talks offer something fresh, something no one has seen before. The worst ones are those that feel formulaic. So do not on any account try to

emulate every piece of advice I've offered here. Take the bulk of it on board, sure. But make the talk your own. You know what's distinctive about you and your idea. Play to your strengths and give a talk that is truly authentic to you.

*Taken from: How to Give a Killer Presentation Lessons from TED by Chris Anderson*  
<https://hbr.org/2013/06/how-to-give-a-killer-presentation>

2) The text is pretty long, isn't it? Sum the information up and create a short (approx. 5-6 minutes) presentation based on this text.

Present it in class following the tips you have learned. Assess each other. Consider the use of techniques, phrases for cohesion, the structure and the timing of the presentation.

What is common in all presentations?

What is different in each speaker's talk?

## **Part 2 – Poster Presentations**

### **I. Creating an Effective Poster Presentation Preliminary 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**

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

### What is a poster presentation?

**Task 1.** Read the text and fill in the gaps with the phrases below

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	<i>Purpose and Hypothesis</i>
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]

Discussion; Objectives; Purpose and Hypothesis; Background; Introduction; Materials

and Methods; Bibliography; Conclusions; Literature (cited)

**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].

### Task 6. Match collocations and describe the key issues of a Poster Layout

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

**Task 7.** 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 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**

<b>Dos</b>	<b>Don'ts</b>

**Task 8.** 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/](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>

## II. 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 have 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 2.** 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

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## Rule #5

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## Rule #6

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**Task 2. Role-Play** Prepare your poster presentations at home, bring them to the classroom and organize a poster session.

### 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](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/](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/>

taken from: 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.

## UNIT 4

### ROUND TABLE / Q&A SESSIONS

Now we know enough about academic communications. We can introduce ourselves at the conference, deliver a speech and have an informal talk.

But academic communications also include round tables and “question and answer” (Q&A) sessions. These will also occur after your presentation.

#### **I. Round table**

1) What is a Round table?

Can you provide your own definition? (work in groups)

A round table is – ...

1. ...
2. ...

#### NOTE:

A round table is a form of academic discussion. Participants agree on a specific topic to discuss and debate. Each person is given equal right to participate, as illustrated by the idea of a circular layout referred to in the term round table (*Wikipedia*).

2) Now read the text about the Roundtable discussion and find out:

- What is the general purpose of a roundtable?
- What are the features of a roundtable?

### **Roundtable Discussion**

Roundtable discussions are small group, often closed, deliberative techniques where ideas are equally exchanged by participants on a given topic.

### **Problems and Purpose**

Roundtable Discussions are small group discussions where everybody has an equal right to participate. This method can in reality encompass a number of different formats; roundtables are a form of academic discussion, used as a technique for community and public engagement, and may also be used by organisations and businesses.

Roundtables are generally not open to the wider public, but involve a relatively small number of participants who discuss or deliberate on a topic that is usually identified

beforehand. The key principle underpinning a roundtable is that all participants are on equal footing [1].

Roundtable discussions are distinct from the [Magic Roundtable](#), which is a specific deliberative technique. This entry refers to roundtables in a general sense, the implementation of which will vary in practice.

The general purpose of a roundtable is to hold a close discussion and exploration of a specific topic. A roundtable, holding all participants on equal footing, aims to confront issues rather than people [2]. The individual aim of a roundtable discussion will vary in practice. Roundtables are used as one-off events, as series, as a tool within broader participatory processes, and as established, ongoing meetings.

The [San Francisco Urban-Rural Roundtable](#) had a specific set of aims, where participants were given a list of four goals to focus on. The overall objective of this series of roundtables was to produce a final set of recommendations which were ultimately used as the basis for San Francisco's first food policy. [The Coquitlam River Watershed Roundtable](#) in British Columbia was established as a permanent planning entity, having been chosen as a suitable structure through a participatory planning process.

## Origins and Development

Whilst the term was coined from King Arthur's legendary round table where knights congregated, the roundtable as an engagement is somewhat more recent, arising in the 1980s from rose "out of a need for consensus-building to identify problems and seek solutions in the relationship between formal decision makers (such as governments & judiciaries) and other sectors of society (such as environmental groups, community groups & other interest groups)" [2]. Nonetheless, the roundtable's legendary origins are still relevant, since the round shape of the table meant that no one person sat at the head, and everyone seated was of equal stature [3].

## How it Works

Generally participant numbers at a roundtable are relatively small – 10-12 people [2]. However, larger numbers are manageable if participants are split up into smaller groups, as seen in the [Halton Citizens' Reference Panel](#) which involved over 50 members of the public, split up into groups of seven or eight.

Participant demographics will vary according to the purpose and need of the organiser. Roundtables often involve stakeholders and stakeholder organisations who are invited by the organiser [4]. They are not usually open to the public (as observers), although members of the public may take part.

Participants are usually invited by the organiser a few weeks in advance of an event. Given the range of contexts in which roundtables are used, participants may comprise stakeholder or community organisations, business people, employees and employers, professional associations and others [2].

In some cases, participants may be recruited through promotion and advertising of the event [5]. This is more likely should the target participants be members of the public, or for an academic roundtable discussion.

A topic for a roundtable has usually been identified in advance. Selecting the topic and scope can be tricky as it must be clearly defined, yet allow the opportunity for open and natural discussion – otherwise the conversation can dry up during the roundtable. Some guidelines suggest drawing up an agenda beforehand [2], splitting the topic into smaller areas for a more structured discussion [6], or focusing on specific goals as with the San Francisco Urban-Rural Roundtable.

Roundtables will generally make use of a facilitator or chair for the discussion, but this person should not lead or direct the discussion. The facilitator's role is to try and ensure that everyone is included equally in the discussion and to keep the discussion on track, through reminding the group of the time or to gently steer conversation if it goes too far off track [6]. Again, this will depend on the scope and aims of each roundtable.

The time allotted for a roundtable discussion can also impact how exactly the discussion evolves. Given a limited time, participants may choose to work towards a specific goal or outcome, or instead spend the discussion on broader reflections without the impetus to achieve a specific output [5]. However, this will also depend on the scope of the topic and the aim of the organisers. It is essential that the facilitator is mindful of time to avoid participants' frustration if the discussion is cut short – especially if it is a one-off meeting.

Consultancy firm Cooate identify some specific rules and guidelines for a roundtable discussion, which includes no mobile phones or toilet breaks [2], which may be too restrictive or unsuitable for some purposes. General guidelines that could be more widely applicable may include:

- Listening to others; no interruptions when people are speaking
- No other discussions whilst someone is talking
- Everyone to participate actively
- No domination
- Differences in opinion are not expressed or taken personally
- Maintain a civil tone and atmosphere

Note that the above guidelines can also be established by the group themselves at the outset, by agreeing on some ground rules that the discussion will abide by [6].

As mentioned above, roundtables may or may not work towards a final decision, recommendation or output, depending on the purpose and scope. Roundtables were used as an additional component to the [Edmonton Citizens' Jury](#), where citizens could simply share their opinions and feedback on the proposal of internet voting. Other uses might have a more structured remit, such as the San Francisco case cited above.

Roundtables are not usually open to the public or observers [2], but there are exceptions; the [Northumberland Hospital Collaborative Budget Strategy](#) was a participatory process where organisers hosted a Public Roundtable where an open invitation was extended to the public, and experts met with over fifty citizens.

## Analysis and Lessons Learned

The influence of a roundtable discussion will again vary according to its application. The [Coatquitlam River Watershed](#) Roundtable, although not formally empowered to make and enforce decisions, seeks to directly influence decision-makers through its recommendations. Notably, this roundtable format enjoys enhanced legitimacy given that it

was carefully selected as a suitable structure as part of a broader participatory process, and is embedded into the structures governing the Coquitlam River Watershed area.

The [San Francisco Urban-Rural Roundtable](#) also had considerable influence, with its recommendations positively endorsed by the Mayor who went on to turn them into policy. A further effect was the establishment of a similar event in Los Angeles.

However, it must be emphasised that as the aim and scope of roundtable discussions is varied, there is no general influence or outcome that is always sought, or achieved. Academic roundtable discussions may not aim towards a specific output, although it is not uncommon to aim for some kind of research publication to emerge from the discussion. Other roundtables such as those held as part of the [Edmonton Citizens' Jury](#), were a forum for citizens to share their opinions and feedback which was incorporated into the Jury's final recommendations.

As the application and purpose of roundtable discussions varies so widely, it is difficult to draw any general conclusions. With this in mind, a few points can be made.

Roundtables have an advantage of standard hearings in that they usually follow a relatively strict process which can make for a more effective discussion. They are also relatively inexpensive to run [4].

One disadvantage is that the small number of participants and the fact that they are usually invited leaves a roundtable vulnerable to criticism from those not present: why should those outside the room accept the outcomes of a discussion they were unable to participate in? This critique can also be levelled at any number of random selection deliberative processes [7], but is more acute in the case of formats like roundtables and [focus groups](#) when participants are more likely to be invited by the organiser, or self-selecting. Roundtable discussions will also be more difficult when the topic is particularly contentious and/or an adversarial atmosphere arises, although good facilitation may help to mitigate this [4].

## See Also

[Magic Roundtable](#)

[San Francisco Urban-Rural Roundtable](#)

[The Coquitlam River Watershed Roundtable](#)

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## External Links

<http://d.lib.rochester.edu/camelot/theme/round-table>

<https://cocoate.com/sites/cocoate.com/files/guide.pdf>

(Taken from: *Participedia: Method. Roundtable Discussion* // <https://participedia.net/method/5309> )

3) Read the text once again. Explain in plainer words – how is a roundtable discussion organized?

4) Unfortunately, these days due to the pandemic and lockdowns nearly all events are organized online.

Watch the video “How To Set Up a Virtual Roundtable Discussion” and say, if there is any difference between organizing online and offline roundtable discussions? (Pay attention to timestamps in the description).



How To Set Up a Virtual Roundtable Discussion | Virtual Event Ideas That Will Drive You Revenue!

<https://www.youtube.com/watch?v=tk7YV5NeTlg&t=12s>

5) Roundtables are used not only in the academic field but also in business.

Look through these tips how to run a roundtable discussion.

Answer the questions:

- Does a business round table differ from an academic one? In what way?
- What would you change in the given tips to adjust them to an academic roundtable discussion?

## How to Run a Roundtable Discussion

Learning how to run a roundtable discussion requires a keen understanding of what roundtables can and cannot do for brands, as well as the steps you absolutely must take to pull it off.

### 1. Use strategic goals.

If you're [hosting a corporate event](#) of any kind, create a goal that supports the business as a whole and aligns with messaging from active marketing campaigns. For example, tire brands that want to attract stay-at-home mothers should consider using their current taglines or copy as inspiration for roundtable discussion topics.

Moral of the story: Connect the dots between business goals, marketing goals, and event goals to find the best possible roundtable discussion ideas.

### 2. Pick a type.

There are three main types of roundtable discussions: In-person, virtual, and CEO.

- In-person roundtable discussions are appealing to guests who want to network with speakers but the audience is limited to those who are local or can travel to the venue.
- Virtual roundtable discussions are highly accessible but require more preparation in order to avoid distracting technology issues and awkward conversation.
- CEO roundtable discussions, which are typically done monthly and have a rotating list of industry topics to choose from, host speakers who all run and/or own notable businesses. This type of roundtable discussion is more labor intensive because they are usually recurring or part of a series. They also may involve more expensive speaker fees if participants will be compensated.

### **3. Find a moderator.**

Search for moderators that are charismatic, have a lot of knowledge around the chosen topics, and are recognizable within your industry. Keep in mind that being recognizable does not necessarily mean they are famous on social media or otherwise, but that may be the case. Choose a moderator who has credentials such as experience working with leading brands in your field or have award-winning media such as a book or well-respected podcast.

Before you confirm your moderator, make sure they are interested in either conducting or reading your notes on the necessary research for the speakers, the topic, and the audience. Reach out to social media connections, speakers from past industry conferences, and look within your own company to find the best possible host.

### **4. Choose speakers.**

Tailor the experience to the background of your audience. If they are beginners in the field, look for speakers who have a variety of experience levels. Also, be sure to get a good, diverse spread. As a general rule of thumb, you should book a minimum of three experts who offer different points of view or areas of expertise.

If your roundtable discussion is around a hot topic or a highly-debated one, choose at least two people who will represent both extreme ends of a given spectrum and one person who falls somewhere in the middle or offers a wildcard in terms of their experience.

If your roundtable discussion is less about a debate and more about covering various aspects of one subject area, get a group of niche experts together to form a comprehensive education on the topic. For example, a roundtable discussion on the future of the hotel industry may want subject matter experts who can touch on marketing, technology, the travel industry as a whole, climate change, and hospitality economics.

### **5. Make an agenda.**

Start with a 2-5 minute-long introduction that welcomes the audience and sets the tone of the event. Reiterate the title of the panel and call out any [event sponsors](#) or partners. Say each panelist's name, occupation, and a one-sentence description about what makes them an expert on the subject. Have the moderator introduce themselves too, along with their credentials.

Then, introduce the topic for the event and provide interesting facts, statistics, or anecdotes that illustrate why it's important in five minutes or less. Write this section with the audience's perspective in mind. For example, if the roundtable speakers are a group of expert outbound marketers but the audience consists of first-year college students, quickly review the basics of the topic before diving in. Ask moderators to memorize the topic introduction or create a bulleted list of discussion points to hit before moving on.

Next, divide the remaining time by however many questions you plan to ask. Order the questions the way you would a good story: Set the scene, introduce the conflict, offer solutions, and end on a high note. A roundtable discussion on hospital bedside manner, for instance, would begin with a question on the

importance of it, followed by why it's often overlooked and how medical professionals can create a new standard of excellence. When in doubt, stick with the "what, why, and how" order to create a natural discussion arch. Finally, conclude by thanking participants and attendees in a quick 1-2 minute wrap up. Add a strong call to action such as signing up for your email newsletter to get invitations for future events or to follow up with speakers on their social media.

## 6. Listen effectively.

Follow advice from clinical psychologist [Jordan Peters](#), who says the best way to listen is to focus on learning one new thing from each person that you didn't know before. Dr. Peterson goes on to explain that the host's job is to help guests "express the truth of the situation." Help speakers get there faster by making sure they are physically and emotionally prepared with plenty of water, comfortable seating, and information on what they can expect.

(Adapted from: Waida, M. *How to Run a Roundtable Discussion in 7 Simple Steps* // Socialtables <https://www.socialtables.com/blog/event-planning/how-to-run-roundtable-discussion-2/> )

6) It is quite clear now how to run a roundtable discussion. But to do it properly you will need a number of phrases. Here they are:

### Useful phrases for discussions

#### 1. Asking about or for an opinion

Could you tell me ....?	....Whatdoyouthinkabout/of?
What's your opinion about ...?	Do you think/feel ....?
How do you feel about ....?	May I ask you .... ?

#### 2. Asking for an explanation

Could you explain to me .... ?	Could someone please tell me ....?
Just tell me the reason why ....?	I don't really understand ....?
I just don't see why/what/how ....	Are you saying that ....?
What do you mean by that?	I beg your pardon?
I didn't quite get that.	Excuse me, did you say that .... ?

### 3. Giving your opinion

....Inmyopinion/view	....Ifyouaskme
As far as <u>I can see</u> / <i>I'm concerned</i> ....	It seems to me that ....
....Ihavethe/afeelingthat	I think/feel/reckon/believe ....
....Well,I'dsay	If you want my opinion ....
You can take it from me that ....	<u>First of all</u> / <i>To start with</i> I'd like to point out ...
....Whatwehavetodecideis	There can be no doubt that ....
....It'safactthat	Nobody will deny that ....
<u>The way</u> / <i>As I see it</i>	Everyone knows ....
Let me put it this/another way ....	Let's get this clear (first) ....
....Sorrytointerruptyou,but	The point I'm trying to make is ....
Personally (speaking) I think ....	I'm absolutely convinced that ....
My <u>view</u> / <i>point of view</i> is that ....	The way I <u>look at</u> / <i>see</i> it is this
....Whatlactuallymeantwas	

### 4. Giving an explanation

Look, it's like this:	What I mean is ....
The reason for this is ....	The main problem is ....
Just let me explain ....	Well, the reason is ....
Well, the thing is ....	Above all we must keep in mind that ....

### 5. Agreeing with an opinion

I (quite) agree.	I agree completely/entirely.
I couldn't agree (with you) more.	I entirely/completely agree with you on that.
That's true/right.	That's just it.
Quite/Exactly/Precisely/Right/Certainly/Definitely.	You're quite/so right.
I think so, too.	I don't think so either.
That's just my feeling/opinion.	That's just how <u>I see it</u> / <i>feel about it, too</i> .
That's a very good/important point.	You've got a good point there.
Yes, <u>of course</u> / <i>definitely/absolutely</i>	Marvelous.
That's exactly what I mean/say.	Yes, that's obvious.
That's exactly how I see it.	That's what I think
How very true.	So do I/So am I
Yes, indeed.	I'm all in favor of what you've been saying.

## 6. Qualified agreement

Yes, perhaps, but ....	Yes, possibly, although ....
Yes, but on the other hand ....	Yes, up to a point.
I agree up to a certain point, but ....	Yes, in a way.
Maybe, I suppose so.	Well, it depends.
I don't think it's as simple as that .....	I see what you mean, but I think that's not the whole story
You may be right there.	Yes, but there's also another aspect to consider

## 7. Polite disagreement

I disagree (with you), I'm afraid.	No, I really can't agree, I'm afraid.
I don't quite agree there.	I'm not so certain/ <i>at all sure</i> if that's true/ <u>correct</u>
I'm not (quite) so sure (really).	I'm sorry I can't agree.
Do you really <u>think so/believe that?</u>	I'm not convinced that ....
Well, that's one way of looking at it, (but)	Well, I have my doubts about that
You can't really mean that.	You don't really mean that, do you?
I wouldn't say so.	I don't think so.
I don't think <u>you're right/that's right</u> .	Surely you don't mean that?
I don't want to argue with you, but ....	I can't go all the way with you on that point.
Are you seriously suggesting that ...?	I have my problems with what you're saying

## 8. Strong disagreement

I doubt that very much	I think you got that wrong
Don't you dare say so!	Rubbish!
Bloody hell, no!	Shame on you!
You're pulling my leg!	On the contrary!
That doesn't convince me at all.	You're contradicting yourself.
I've never heard of such a thing.	You're wrong, you know.
You can't be serious!	It's not like that at all!
That's not correct	You're contradicting yourself
You don't understand.	I'm afraid, I don't think you quite understand.
I don't think so, really!	That's not fair!
That's out of the question	I can't believe that I'm afraid
I can't accept your view, that ....	Do you really think that's a good idea?

I'm afraid, I can't agree with you there	Well, you would, wouldn't you?
Really?	Don't be silly/stupid!
How stupid can you get?	What a silly/stupid thing to say!
That's (simply) not true!	I don't think, you can say ....
Surely you're not serious, are you?	I doubt it/that very much
You can't be serious!	Oh, come on, think about what you've just said!
I doubt if ...	I've got my doubts about that.
I don't agree with you at all.	I disagree entirely/completely.
Oh, come on, you must be joking/kidding!	That's out of the question
That's not how I see it	It's not as simple as that!
That's no excuse	I believe you're mistaken
That doesn't make sense to me	Let's be sensible about this
You're hopeless/wrong	You won't listen to reason
I think you got that wrong	I'm not impressed
For heaven's sake!	Well that's one way of looking at it, but

### 9. Making a complaint

I can't quite understand how/why	I've come to complain about ...
I'm disappointed with	I'm fed up with ....
It really is terrible/ridiculous that	I'm sorry I have to say this, but ....
Forgive me for mentioning it, but ....	That's what I want to know.
Do you realize that ....?	Are you aware that ....?
I'm disappointed to hear that.	What are you going to do about it?
Something ought to be done about it.	Look, I really must protest about ....
Can't something be done to/about ....	

### 10. Reacting to a complaint

I'm (awfully) sorry to hear that	I really must apologize for this.
Well, there's nothing we can do about that, I'm afraid	This isn't my/our fault, you know.
What do you expect us/me to do?	I'll find out what has happened
I'm sorry you should take it that way.	I'll see what I can do.

(Taken from: Useful phrases for discussion <https://ocw.upj.ac.id/files/Slide-LSE-08.pdf>)

7) And here's an example of a roundtable discussion. Put down some phrases that you will probably hear while watching the video.



What Defines Success? – Be Creative Roundtable Discussion | Full Sail University

<https://www.youtube.com/watch?v=c6C7sm8LcPU>

8) Now practice some round table discussions in class with your teacher. Suggested topics are available at:

A) **Scientists make biodegradable plastic**

<https://breakingnewsenglish.com/2104/210424-biodegradable-plastic-m.pdf>



B) **Volunteers experience 40 days of isolation in a cave**

<https://breakingnewsenglish.com/2104/210428-isolation-m.pdf>



**C) Researchers find most 'instagrammable' bird**

<https://breakingnewsenglish.com/2105/210504-bird-photos-m.pdf>



**D) Brain implant lets man write using thoughts**

<https://breakingnewsenglish.com/2105/210516-brain-implants-m.pdf>



**E) IBM makes 'next-generation' microchip**

<https://breakingnewsenglish.com/2105/210512-microchips-m.pdf>



## II. Question and Answer Sessions

### LEAD IN

Before we speak about successful Q&A sessions, please watch this joke video about asking questions.

A song: "Make sure your Question's a Question". The video description says, it was performed by George Hrab. He provides a musical warning to conference attendees to keep their questions succinct. This was recorded at "The Amazing Meeting" (TAM) 2011 in Las Vegas. The performer is singer/songwriter George Hrab, who was also the conference MC. This song may have been mostly an improvisation



### Make sure your Question's a Question

[https://www.youtube.com/watch?time\\_continue=96&v=yumNihIQmLU&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=96&v=yumNihIQmLU&feature=emb_logo)

Did you like the video? What have you learnt from it?

1) What hard situations can a speaker face when answering a question?

Share your ideas...

1....

2....

3....

2) Read the tips about dealing with questions when you are a speaker. Compare with your list.

## How to Deal with Conference Q&A

**There are certain types of questions which may not be best answered on stage.**

At some events, having given your talk, the floor will be turned over to the audience for questions. For many speakers this is the hardest part of the talk, and while I'm not really a fan of conference Q&A you can learn to deal with it, and at least not have it a a source of dread!

### **You can often avoid Q&A**

If you find Q&A excruciating, or perhaps you talk on a subject where the audience is more likely to be comfortable having a one on one chat afterwards, talk to the organiser. In most cases, just because they usually do Q&A doesn't mean you *have* to do it, especially if you have strong reasons not to. In that case they, or you can announce that you will be around to answer individual questions afterwards. You can offer to fill that time with your talk, so it doesn't seem as if your session is then short.

### **Anticipate the common questions**

If you have given this talk before, or simply spoken on this subject before, you already know the common questions that might be asked, having answers on the tip of your tongue for those can be really useful.

### **Prepare answers for certain situations**

In addition to common questions, there are certain types of questions which may not be best answered on stage. There may be questions you are unable to answer, even when you know the answer. That might be because you speak on behalf of your employer and there is some hot topic that you can't divulge information on. Know what you will say if you are asked about it.

You may simply not know the answer. That's fine! I usually just admit to that and say I can find out and get back to the person – usually I ask them to come grab me after and share contact info, unless it is smething I could just look up there and then. However having that answer ready prepared helps you not feel flustered for not knowing every possible thing.

There will often be someone with a very specific question on their own circumstances. In that case the answer probably needs more information than there is time for, and the answer not helpful to the room in general. In that case I would ask them to come speak with me afterwards, with a comment like "I can't do that justice in the few minutes we have – but I'm really happy to explore the issue later". Again, being prepared to recognise and respond to that situation saves you standing on stage feeling flustered as someone unpacks all their problems to you.

### **Dealing with not being able to hear or understand the question**

It can sometimes be difficult just to hear the questions being asked. Even if the attendee has been given a mic, they may be using their second language – or you may be. You may have reduced hearing making it hard to hear someone,

the person may have a strong accent that you are unfamiliar with. They may ask a question in a very convoluted way, and you can't quite understand what they asked.

The first thing to do is to ask them to repeat, if you couldn't hear, or rephrase the question. Hopefully they will then speak more slowly, loudly or simply choose a different way to explain. If things really aren't going anywhere, I would simply ask them to come and chat to you afterwards, "my brain is fried after the talk – come chat to me afterwards" works well!

If you are particularly concerned about this issue – perhaps because of hearing or language difficulty then speak to the organiser beforehand. They may well be able to get someone to help you out onstage by moderating the questions.

## **Dealing with the person who “has more of a comment than a question”**

If there are a lot of people wanting to ask a question, and someone decides that they would like to give their opinion on your talk, it is perfectly reasonable to politely cut them off with, "if we have time we can come back to comments, but I'd like to address questions first" and move on to someone else. Practice makes perfect with this one, and know that there will be many people in the audience right there with you when you deflect that. If their comment is reasonably short and you don't need to move on from them, don't feel you need to respond, simply say "thank you for your opinion" and move on.

If someone has decided you are wrong, perhaps they do point out something that was incorrect, don't worry about it. Have a few rehearsed phrases to deflect the situation. No-one expects you to be right all the time, or to have uncontested opinions, and if you did just state something incorrectly you will win far more people over by saying, "you know, I think you are right, thanks!" than becoming defensive.

## **Repeat the question**

It is always worth repeating the question, the rest of the audience may not have heard it, this also gives you a chance to state the bit you are going to answer. Quite often people will ask a jumble of related points that you don't have time to unpack, so while restating the question I would normally say something like, "there were a few questions here, but I'd love to talk a bit about <insert question here>", after answering that, you can always again suggest that they come talk to you later if they would like to discuss any of the other things.

## **Moderated Q & A**

More conferences seem to have moved to a moderated Q & A approach, where audience members can submit questions via Twitter or a form and then you will be asked them on stage by the MC after the talk. I much prefer this model, and if this is how the Q & A will work at your event you can help the MC out by priming them with some common questions that might be asked, just in case they don't get a lot of questions. You can also let them know anything you can't answer or don't want to talk about, so they know not to bring up that subject.

## What if no-one asks a question?

I have done the exact same talk in two different places, in one the audience had enough questions we could have gone on for another hour, the next complete silence in the room but then afterwards people came up to me individually. Audiences are very different. Some events seem to have a culture of asking questions, and you will discover big differences around the world in terms of how happy people are to question the presenter in front of the rest of the audience. It might just be that you are the pre-lunch talk and everyone is anticipating those conference snacks.

You can do two things here, you can either bring up something pre-prepared. For example if you have something you didn't have time to cover in your talk but know people will ask about later you could briefly go into that. Or, simply close off with a thank you and a reminder that if people come up with something they want to ask they can catch you later, or contact you via whichever method you like to share. Once again, being prepared with your closing comments is helpful, especially if it is up to you to close things out and there is no MC to do that for you.

Ultimately, while you might think Q&A is something you can't prepare for, there are a finite number of things that might happen. Rehearsing for those, and having an idea of your responses to different situations, is possible.

*(Taken from: How to Deal with Conference Q&A <https://be.noti.st/2018/how-to-deal-with-conference-qa>)*

3) To handle the questions effectively, you will need some phrases. Let's focus on situations when you can use some simple standard phrases:

1. When you don't hear the question well
2. When you don't understand the question fully (or you aren't asked a clear question)
3. When you need a little thinking time before giving your answer
4. When you want to emphasize you are giving a tentative answer only
5. When you don't know the answer and don't want to give a tentative one
6. When you disagree with the asker

Read the text below and select those phrases that are most suitable for you:

### 1) When you don't hear the question well

Sometimes a question is just not loud enough for you to hear clearly—maybe the audience member doesn't have a microphone or doesn't speak loudly enough at all times even with a microphone.

It's important to say when you don't **hear** all of the question asked (see scenario 2 if you heard the question but don't **understand** what is being asked).

At international conferences and in research meetings, we have often seen this miscommunication happen: the presenter doesn't **hear** the question well enough, so they respond with "Pardon?" or "Sorry, could you say that again?" and the asker wrongly assumes the presenter didn't **understand** the original question and then spends unnecessary time recasting the (sometimes lengthy) question.

A quick way to ensure the audience knows that you couldn't hear a question (rather than didn't understand it) is to say so explicitly.

**When you didn't hear all or most of the question and need to hear it all again:**

- Sorry, I couldn't **hear** that. Could you say it louder please?
- Sorry, I couldn't **hear** that very well. Could you repeat it a bit louder?

When you didn't hear part of the question well and want only that part to be repeated:

- Sorry, I didn't **hear** the last part of your question. Could you repeat that part again please?
- Sorry, I couldn't **hear** all of your question. Did you say/ask "xxxxx"?
- Pardon? I couldn't quite **hear** the last part of the sentence. Are you asking whether/if...?

As you say this, you can also signal non-verbally that you didn't hear, by tilting your head and shoulder forward slightly toward the asker.

Also, note that the common phrase "I didn't **catch** that" can be used to mean both "I didn't **hear** that" and "I didn't **understand** that." So, it's best to use the verb "hear" to make the problem immediately clear to the asker.

## **2) When you don't understand the question fully (or you aren't asked a clear question)**

You've probably seen people not understand questions during Q&A at conferences or research meetings and may well have experienced this yourself as either a presenter or the person asking the question.

Maybe the question is too difficult to understand linguistically (it exceeds your current level of English proficiency) or because the asker's question itself is not clear (this is especially common when it is in the form of a comment or an opinion, with the question implied or indirectly asked).

When you don't understand, the best way to handle this is simply to state that you don't understand, so that the asker can recast, or reframe, the question.

- Sorry, I didn't understand the question. Could you repeat it please?
- Sorry, I didn't quite catch your question/meaning there.
- Sorry, I couldn't understand the last part (of your question).
- Sorry, I'm not sure (that) I understand. Did you say/ask/mean "xxxxx"?
- Sorry, I'm not quite sure of your question. Are you asking if/whether...?

### **3) When you need a little thinking time before giving your answer**

When you are asked a question that you haven't prepared an answer for, you might need a little time to think through the idea and construct your response. It's important to use a "thinking phrase" to signal to the audience that you understood the question and are actively constructing an answer, so they will wait a short time patiently before you respond to the idea. This will also stop the asker from repeating or restating the question unnecessarily, which can be distracting.

Try using one of the following common phrases (or a combination of them) to signal that you are preparing to answer—to buy a few more seconds of thinking time—before starting your answer.

- Good question... Well... (**Start your answer**)
- Good point... Well...
- That's a good/interesting question... OK...
- Ah, yes... OK... that's a good point...
- Ah, that's interesting... Let me think (a second)...
- Let me consider the best way to answer that.
- That point deserves some thought. Let's see...

### **4) When you want to emphasize you are giving a tentative answer only**

When you don't know the exact answer to a question, or when the answer has too many parts to answer in the time you have, you might still want to give a tentative or incomplete answer.

It's important to signal that you are "thinking on your feet" and that your answer will represent your initial thoughts on the matter and may not be what you would answer given more thinking time (and maybe more experimental or theoretical work).

You can signal this clearly by using these standard phrases in English.

- My first thoughts are that...
- Off the top of my head (maybe)...
- I'm not sure what the research says on this, but maybe...
- Don't quote me on this, because I might change my mind, but I think...
- That's a bit beyond the scope of this talk, but my understanding is that basically...
- Let me sketch some thoughts (and maybe we can follow up after)...
- I'm summarizing here, so some details may differ, but...

These common phrases often follow a thinking phrase from point 3 above.

- That's interesting... Well... **(Start your answer)** My first thoughts are that maybe...
- Ah, good question... I haven't (really) thought about that before/in detail before... **(Start your answer)** Off the top of my head, it's possible that...

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## **5) When you don't know the answer and don't want to give a tentative one**

Sometimes when you don't know the answer, you'll also not want to venture a tentative answer, perhaps because the question is beyond your expertise or because you know of recent research on the topic but not what the results are.

Here are some phrases to indicate that although you are not going to answer the question, you are not disagreeing with the asker.

- I don't have the data here/at hand (right now), and I need to check it before answering.
- I'm not sure what the answer to that is, and I don't want to mislead anyone, so I don't think I can answer that right now.
- I know that AA and BB are researching that, but I don't know what they've found.

- That's beyond the scope of this research, and I'm not sure how to give a reasonable answer. But that's an interesting point.
- That would be interesting to find out, but I don't know the answer. Thank you for raising the question.
- That might be more in the field of X, and I'm not that familiar with it enough to answer.

## **6) When you disagree with the asker**

Because your audience will likely include people with similar research interests, sometimes audience members will be experts in your topic but have a different perspective or follow a different line of research. They may disagree with your work or a part of it. Some questions may actually be intended more as comments to tell you that your perspective or research is wrong than to elicit useful knowledge from you.

If you find yourself in this situation, tactfully responding to these questions can prevent Q&A from devolving into an argument over technical issues that most audience members will neither understand nor care about.

Here are a few phrases you can use to disagree with the asker and defuse any tension.

- It seems we think differently. Maybe we can talk more later.
- Yes, I'm aware of that research direction, but I'm interested in achieving different aims, which is why I've taken the approach I talked about here.
- I understand your point, but I believe my approach offers a new way forward as I explained...
- I think this comes down to a difference in theoretical basis, which we're not going to be able to resolve during this Q&A. Maybe we can talk more later about this.
- I'm not sure that's correct, but I'll look it up and we can discuss it later.
- I'd love to debate that in the literature with you.
- Thanks for the comment/question. It's something for me to think about.

*(Taken from: Jones, C. How to handle difficult Q&A moments with confidence and professionalism  
<https://thinkscience.co.jp/en/articles/how-to-handle-difficult-QandA-moments> )*

4) Asking questions is also a worthy skill.

Study these tips at WkkiHow and sum up the information into 4-6 pieces of advice.

The link is the following:



<https://www.wikihow.com/Ask-Better-Questions>

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Составители:

**Абрамова** Виктория Сергеевна  
**Гуреева** Анастасия Михайловна  
**Клочко** Константин Александрович  
**Снегова** Светлана Васильевна

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614990, г. Пермь, ул. Букирева, 15