

7. OZONE, PRESENTATIONS: VISUAL AIDS

1. Answer these questions in small groups.

What types of visual aids do you know?

Why do we use them?

What do you put there?

What should you check?

2. Watch versions 1 and 2 of the video¹ (Visual aids) As you watch, compare the way Joanna uses her visuals. Note anything you particularly like or dislike.

Good:

Bad:

VISUAL AIDS – BASICS:

Design:

Don't use visuals to repeat what you can say with words.

Don't overcrowd visuals with too much information.

Use visuals to support or summarize what you say.

Only use key words and phrases, not long lines of text.

Use big letters so that everybody can see them.

Think about which kind of visual is right for you.

Use colour, pictures, sound, videos (but not too much).

Use:

Don't use too many visuals.

Don't read from the visual.

Make sure the audience understands the visual.

Use a pointer and/or masking techniques where appropriate.

Face the audience as much as possible.

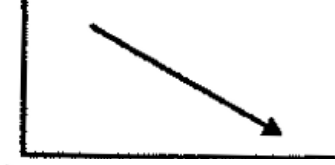

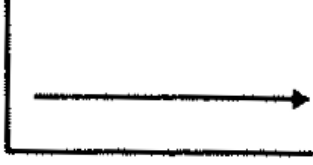



Don't block the audience's view.

KISS – keep it simple and short

PRACTICE USING THE EQUIPMENT before your presentation!

DESCRIBING CHARTS, TABLES AN GRAPHS

3. Match the phrases with the pictures

	<p>a) bottom out reach a low point hit a low</p>
	<p>b) reach a peak peak</p>
	<p>c) increase / rise / go up grow/expand rocket/boom / shoot up / take off <i>Our sales rose last year.</i></p>
	<p>d) remain constant / stable / steady stay the same/at the same level <i>Sales have remained constant.</i></p>
	<p>e) fluctuate</p>
	<p>f) decrease/fall/drop/ decline/ go down contract / slump /collapse / plunge <i>Profits have fallen recently.</i></p>

4. Complete the verbs by adding vowels a, e, i, o, u



1. _ncr__s_

2. r_s_



3. d_cr__s_

4. f_ll



5. sh__t_p

6. t_k__ff



7. pl_ng_

8. sl_mp



9. fl_ct__t_



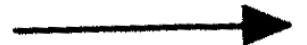
10. r_c_v_r

11. p_ck_p



12. st_b_liz_

13. l_v_l_ff



14. r_m__n st__dy

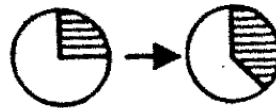


15. p__k



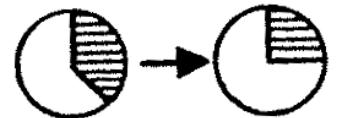
16. h_t__l_w

17. b_tt_m__t



18. gr_w

19. _xp_nd



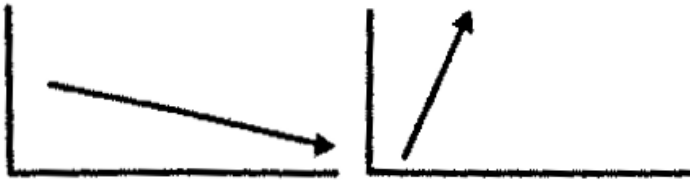
20. sh r_nk

21. d_cl_n_

Useful phrases:

Speed of change

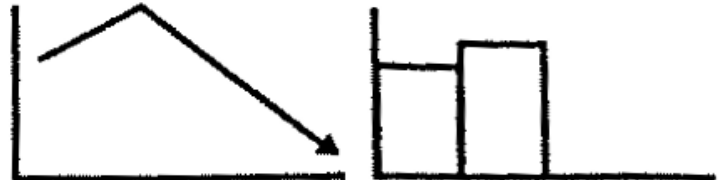
rapidly/quickly/suddenly/gradually/steadily/slowly



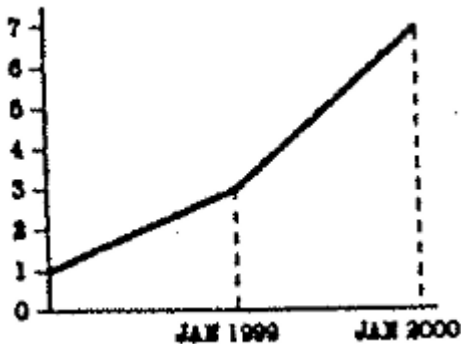
Absenteeism had dropped slowly. Sales went up rapidly.

Degree of change

dramatically/considerably/significantly/moderately/slightly

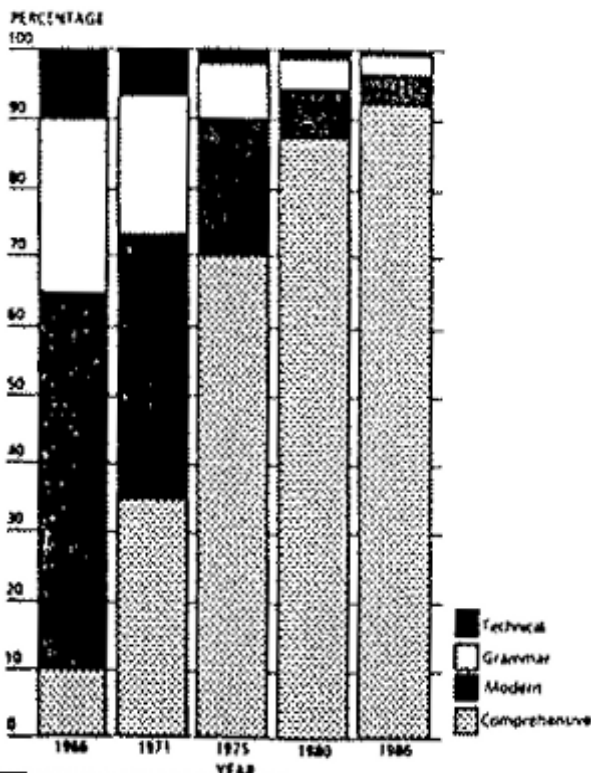


Sales have fallen considerably. Profits rose slightly.



Sales rose from 3 million to 7 million.
 Sales rose by 4 million.
 There was an increase of 4 million over last year.
 Sales stood at 3 million in January.

5. Read this description of a chart²:



Introduction

Chart 1 shows the percentage of pupils in state secondary schools in England and Wales. The vertical axis shows the percentage of pupils in the different types of secondary school. The horizontal axis compares five years: 1966, 1971, 1975, 1980 and 1986.

Comment

As can be seen from the chart, a larger percentage of secondary school pupils were at comprehensive schools than at any other kind of school in 1986. Since 1966, the number of pupils in comprehensive schools went up rapidly, it rose from 10% to 92%. On the other hand, the percentage of pupils in grammar schools and secondary modern schools has dropped considerably. In 1966 they accounted for only 7 % of the total.

OZONE

6. Vocabulary. Do you know these expressions?

ozone layer	current measurements
chemical symbol	greenhouse gas
earth surface	global warming
ultraviolet rays	ground level
it disappears entirely	car exhausts
ozone hole	major ingredient
upper atmosphere	environmental issues
to phase out the CFCs	

7. Answer these questions:

- What kind of molecules does oxygen form? How do they differ?
- Which of them is less common and why?
- Why do we currently hear of ozone so often? Where can we find it?
- What is an ozone layer? Why is it important?
- What is an ozone hole? What is it caused by? How can the problem be solved?

8. Read the statements and try to guess if they are true or false. Then listen to the recording and check your answers.

- | | |
|---|-----|
| a) Ozone occurs only in the upper atmosphere. | T/F |
| b) Ozone layer is 15-50 kilometers above the earth. | T/F |
| c) The ozone layer will be repaired by the end of the next century. | T/F |
| d) Ozone is a poisonous green gas. | T/F |



"There goes another one
through the hole in the Ozone."

9. Listen again and complete the text with the missing words.

As we've just heard, oxygen is usually found in molecules which pair 2 atoms together. However, it can also form another kind of molecule which 3 oxygen atoms. This is ozone – chemical symbol O₃. It's much less common than O₂ because it's extremely These days we come across ozone most commonly in the context of ozone Between 15 and 50 kilometres above the earth there is a layer of air which absorbs coming from the sun which are for living things. These are ultraviolet rays. A decade or so ago scientists discovered that the ozone layer is getting In fact for parts of the year it disappears above the South and the North Poles – the ozone holes. The reason for this is that chemicals called CFCs which we use for example in refrigerators are converted into other substances in the atmosphere which destroy ozone.

Governments across the world have agreed to phase-out the CFCs and if current are correct the ozone layer will be again by the middle of the next century. However, in other parts of the atmosphere ozone has different effects. Just a few kilometers above the ozone is a greenhouse gas. It contributes to global warming. At level ozone is produced in car exhausts, for example. It's a major ingredient of city smogs and it's poisonous. A relatively gas, ozone therefore plays a major role in modern environmental issues.

Ozone – O₃ is a poisonous bluish gas. Its molecules contain 3 oxygen atoms. Ozone in the upper atmosphere absorbs harmful ultraviolet rays from the sun.

10. Work in small groups. Each group will a text and a diagram describing one aspect of ozone³. You should present the diagram to your colleagues. There should be an introduction, main body+ending. Mind your delivery and correct use of visual aids.

The following expressions can help you.

Introducing the visual

OK. Let's take a look at

I have a diagram to show you.

The first / second / next / final slide is

Meaning of the visual

This shows / illustrates / demonstrates / refers to

This is a graph / chart / table, / diagram which shows

As you can see from the Table 1 / Figure 2 / Chart 3, this is

As can be seen on the right side of the table ...

According to this diagram ...

Here we can see It can be seen from the statistics that

Focusing attention

I'd like to draw your attention to

One of the most important aspects of this is

11. HOMEWORK: Reported Speech - He said that ...

- while using reported speech the main verb is usually in the past (he said that.....)
- when reporting the general truth the tense can either be changed or remain the same.
(She explained us that the week has /had seven days.)
- the personal pronouns and possessive adjectives are changed according to the meaning

- direct speech => reported speech

present tense => past tense

(My father works very hard. => She said that her father worked very hard.)

present perfect => past perfect

(I haven't finished my work yet. => She said she hadn't finished her work yet.)

past tense => past perfect

(We were in the cinema yesterday. => They said they had been in the cinema the day before.)

It is not necessary to transform the sentence with past tense.

(They said they were in the cinema the day before.)

future tense (will) => conditional (would)

(I will return the book tomorrow. => He said he would return the book the following day.)

- to report orders we use infinitive

(Stop talking! => He told us to stop talking.)

- transformation of modal verbs

can => could

may => might

must => had to (was to)

needn't => didn't have to or I wouldn't have to in future

mustn't => wasn't to

NOTE: the verbs must, mustn't and needn't are not necessary to be transformed

- time tenses – past tense is not transformed into past perfect

(He said that when he was in London he used to stay in the same hotel.)

- conditionals are not transformed in reported speech

(John would help you. => He said John would help me)

- certain words and time expression are changed as follows:

now => then, immediately

today => that day

yesterday => the day before, the previous day

tomorrow => the next day, the following day

this week => that week

ago => before

here => there

this => that

come => go

bring => take

Exercise:

Put the direct speech into reported speech:

a) „Will you stay in a hotel ?“ I asked him.

I asked him

b) „I knew it a long time ago,“ he said.

He

c) „Where did you go last night ?“ she asked me.

She wanted to know

d) „I’ve forgotten,“ she said.

She

e) „Do you often visit your aunt ?“ she asked him.

She

f) „I think she is married,“ he said.

He

g) „I can’t believe it,“ he said.

He

h) „I must leave,“ she told me.

She

i) „I’m living in London now“, he said.

He

j) „I will be here next week“, she said.

She

Sources: ¹ Comfort, Jeremy and Utley, Derek: *Effective Presentations*. OUP 2000

² Jordan: *Academic writing*.

³ Available at <http://www.met.sjsu.edu/~cordero/ozone/>

⁴ **Adapted from** *Essential grammar in use*. Edited by Raymond Murphy. 3rd ed. Cambridge : CUP, 2007.
Lesson adapted from Hana Němcová and Milada Pavlovová.

IN-CLASS PRESENTATIONS

In the next two lessons you are going to present a chemical / scientific topic of your choice to the others, using Powerpoint. Your presentation should last about 5 minutes.

POINTS TO CHECK:

STRUCTURE

Is it clear? Are all parts present? Is it an interesting topic, appropriate to the audience?

Is there an : Introduction

Outline, Main body

Ending - Summary, Conclusion?

Check the timing!

SIGNALLING DEVICES

Is the audience able to follow main points?

Is there a clear signal to the start / main body / end?

Are there appropriate signalling devices? (e.g.: I would like to talk about...

First of all ... That's all. Thank you for your attention. ... Are there any questions? ...)

DELIVERY:

Voice: loud, clear?

Pronunciation good? What about tempo, intonation, pauses?

Speaking from the notes?

BODY LANGUAGE – Mind the eye contact, gestures, postures

LANGUAGE Grammar accurate? Vocabulary appropriate? Easy to understand?

VISUAL AIDS – Nice layout? Interesting? Easy to follow? Grammar correct?

What about use of the equipment?

HANDLING QUESTIONS – Good communication skills?

Prepare appropriate questions to the others' presentations.



What could help you avoid panic:

