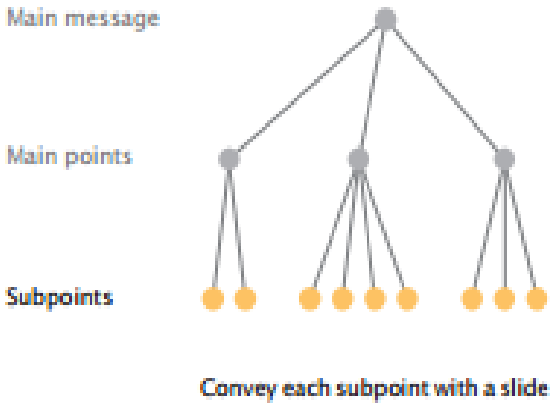
SLIDES

Slides[1]

- are optional, a presentation is not a set of slides
- are designed to get a message across in a visual way
- are for the audience, not a memory help for the speaker



Message

- state the message as a short sentence in the title area
- use full sentence – e.g. (instead of *Evolution of the temperature as a function of the time* write *The temperature increased much faster than anticipated*), then develop this in the rest of the slide

this expresses what the data **mean** — this expresses what the data are

- use sans serif fonts, such as Arial, Tahoma, Verdana (x Times New Roman is a serif font used in word documents – serifs are the small features at the end of strokes)

Task1: In pairs, discuss these questions about constructing slides:

1. When in a hurry, can you copy a paragraph or a spreadsheet from a written document and display this on a slide?
2. How can you display complex information - tables, diagrams, equations?
3. Must everything that is talked about be covered also by slides?
4. Should some extra data be put on a slide to allow a comparison if desired?
5. Could you use your own illustration (a draft by hand) that would help to limit the amount of text on a slide?

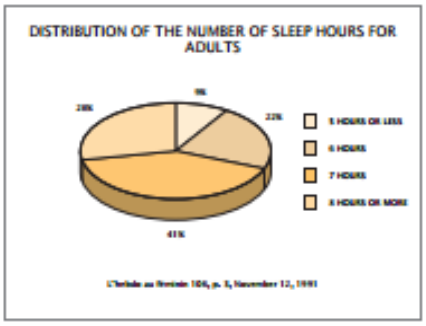
Language for introducing the visuals

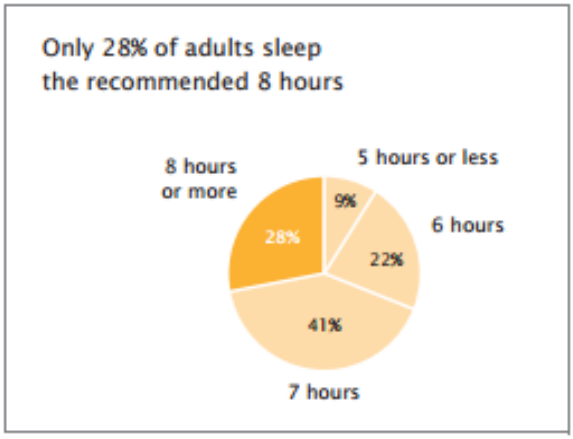
- OK. Let's take a look at …..
- The first / second / next / final slide is
- This shows / illustrates /demonstrates / refers to …..
- This is I graph / an organigram which shows …
- As you can see, this is …
- As you can see from these figures...
- Here we can see …..
- I'd like you to look at this graph...
- Let me show you this pie chart...
- Let's have a look at this model...
- Let's turn to this map...
- To illustrate my point let's look at some diagrams
- If you look at these photographs you'll see...
- If you look at this bar chart you'll notice...
- If you look at this histogram you'll appreciate...
- If you look at this flow chart you'll understand ...
- If you look at this matrix...
- I'd like to draw your attention to …..
- One of the most important aspects of this is
- At first glance it seems ….. but …..

Naming the parts of diagrams

The vertical axis represents .... The horizontal axis shows ....
The curve, the solid line, the dotted line, the broken line, the shaded area, the unshaded section, the dotted column, the colored segment, the red bar…

Task 2: Compare these two slides which illustrate the same point:





DELIVERY[2]

Delivering effective oral presentations involves three components.

1. **verbal** (what you say)
   - don't read, don't memorize your full text - **memorize the outline/tree structure** of main points and sub-points
   - avoid fillers ("well, um, so, yes") simply pause – (2-3'' of thinking time is ok)
   - use preferably the informal approach - the audience will appreciate it and you will feel more comfortable/relaxed

2. **vocal** (how you say it)
   - modulate your voice for meaning, complexity, and importance, vary the tone, rate, volume of your voice
   - **avoid monotony**, be dynamic and expressive
   - don't be afraid of pauses, they can add emphasis to key points
   - give stress to important words, pause after stressed words
   - slow down for important points
   - prepare a list of key technical words and difficult words – if you are unsure of how to pronounce some words or phrases, check online dictionaries that offer phonetic spelling or audio rendering

3. **visual** (what is seen)
   - posture - try to keep your posture upright but relaxed, look straight ahead, not down at the floor or up at the ceiling
   - movement - don't stand completely still – a little movement is more interesting; don't move around too much, or the audience may watch you instead of listening to you
   - **eye contact** – establish eye contact, maintain good eye contact with different people in the audience. don't just look at one person
   - facial expressions - (e.g. smiles) to emphasize your feelings.
   - gestures – make large and deliberate gestures, use your hands to emphasize what you say; it is safer to keep hands out of pockets – in some cultures this shows disrespect; hold a pen or pointer if you feel more comfortable, but don't play with it.

BODY LANGUAGE

Watch both versions of the presentation and complete the checklist on body language with the following expressions:[3]

depressed, enthusiastic, static, dynamic, in pockets, visible and active, hunched, upright, scruffy, smart, not helpful, clear and helpful, none, a lot

	Version 1	Version 2
General appearance		
Stance and posture		
Hands – position		
Hands – gestures		
Eye contact		
Facial expression		
Movement		

DELIVERY – TASKS

Pronunciation: How do you pronounce the following words?

geography, biology, chemistry, analysis, occur, occurrence, triangle, hypothesis, hypothetical, climate, method, thermal, , primary, tertiary, theory, theoretical, idea, ion, hydrogen, oxygen, nitrogen, dioxide, gene, cycle, cell, basic, hypotheses, analyses, theses, target, genetic, genome, species, technique, technical, technology, process, procedure, organ, cell, characteristics, hydrocarbon, alkane, alkene, alkyne, ethane, toluene

Chunking: Read fluently, use chunking, **not** separating words

We will focus on biochemistry.
Determining factors were the primary focus of discussion.
We determined to focus on a major problem.
How does this method work?
Divalent and trivalent elements combine.
Our results will determine a further procedure for testing enzymes.
The gist of general geography.
Some of these chemical changes occur quite naturally.
They discovered a rare occurrence of hydrogen.
These are just some organisms that occur on our planet.

Word stress

1. Stress can be used to gain maximum impact.
   So, for starters, let's look at the <u>history</u> of the telephone.(the word stress implies that other aspects of the telephone are going to be discussed, not just its history)
   So, for starters, let's look at the history of the <u>telephone</u>.(the word stress implies that the history of other items will be discussed, as well as telephones)

Predict where the word stress will fall:

Next, I'd like to look at my second point today: some of the ways in which mobile phone technology has developed.
Right, I'm going to finish off today by looking at Alexander Fleming and the antibiotic penicillin.
This brings us to the final part of my presentation today: what countries can do to reduce their greenhouse gas emissions.

Watch the video and complete the summary below:
http://www.gpb.org/chemistry-physics/chemistry/602 13.30 – 17.30

Organic Compounds—A Special Case of Molecular Compounds

Organic compounds are now defined as compounds that contain the element _____[1]. The nature of the _____[2] between each pair of carbon atoms in an organic compound will determine whether the compound is saturated or unsaturated. The bonds between the carbon atoms in a(n) _____[3] compound are single bonds, but in a(n) _____[4] compound, the bonds between neighboring carbon atoms are _____[5] or _____[6] bonds. The organic compounds containing only hydrogen and carbon are called _____[7]. CnH2n +2 is the general form for the _____[8] series of hydrocarbons. The names of this series are composed of a _____[9], which denotes the number of carbon atoms present, and the suffix _____[10]. This series of hydrocarbons has only single bonds, and so, is said to be _____[11]. CnH2n is the general form for the class of hydrocarbons referred to as the _____[12]. Each member of this series has a pair of carbon atoms connected by a _____[13] bond, and so, is said to be _____[14]. Again, _____[15] are used to denote the number of carbon atoms present in the molecule, and all members of this series end in the suffix _____[16].

Questions:
1. What is methane commonly referred to as?
2. How is crude oil, or petroleum, obtained?
3. What is fractional distillation?

Finish the chart below, filling in the missing prefixes and the number of carbon atoms each represents:

Prefix:		*eth-*		*dec-*
Number of Carbon Atoms:	*1*	*2*	*5*	

What are the formulas for the following hydrocarbons?

butene _____ *propane*_____

*methane*_____ *hexane*_____

*nonene*_____ *ethene*_____

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Study the handout: Chemical Nomenclature of Organic Compounds (pages 5,6). Without looking at the handout, try to name these compounds:

a) C_6H_6
b) CH_3OH
c) C_3H_8
d) CH_3CH_2OH
e) $HCOOH$
f) CH_3COOH
g) $CH_3 - CO - CH_3$
h) $C_{10}H_8$

ORGANIC NOMENCLATURE

Alkanes

IUPAC name	trivial/common name	[pronunciation]
methane	methane	[meθein, Br. mi:θein]
ethane	ethane	[eθein, Br. i:θein]
propane	propane	[prəupein]
butane	butane	[bju:tein]

Alkenes

IUPAC name	pronunciation	trivial n.	pronunciation
ethene	[eθi:n]	ethylene	[eθ əli:n]
propene	[prəupi:n]	propylene	[prəupəli:n]
but-1-ene	[bju:t-wan-i:n]	1-butylene	[wan-bju:təli:n]

Alkynes

ethyne	[eθain]	acetylene (IR)	[ə'setəli:n]
propyne	[prəupain]	methylacetylene	

Cycloalk/a/e/ynes

cyclopropane	[,saikləprəupein]	cyclopentene	[saiklə'penti:n]

Branched Hydrocarbons

2-methylpentane

prefixes: ethyl [eθ əl], propyl[prəupəl],butyl [biu:təl], pentyl [pentəl]

Aromatic Hydrocarbons

benzene	[benzi:n]	phenanthrene	[fə'nanθri:n]
naphthalene	[næfθ əli:n]		

Aldehydes

methanal	[meθ əneəl]	formaldehyde (IR)	[for'mældəhaid]
ethanal	[eθ ənəl]		

Ketones

propanone	[prəupənəun]	acetone (IR)	[æsətəun]
pentan-2-one	[pentən-tu:-əun]		

Alcohols

methanol	[meθ ənol, Br. mi:θ ənol]	methylalcohol	[~aelkəhol]
ethanol	[eθ ənol, Br. i:θ ənol]	ethylalcohol	
propan-1-ol	[prəupənol]	propylalcohol	
ethane-1,2-diol	[eθeindaiol]		

Amines, amides

propan-1-amine	[prəupən əmi:n]	propylamine (IR)	[prəupəl əmi:n]
methanamide	[meθein əmaid]	formamide (IR)	[forməmaid]

Ethers [i:θ ə(r)s]

methoxyethane [meθoksieθein] ethylmethylether (IR) [eθ əl meθ əl i:θ ə(r)]

Carboxylic acids

methanoic acid [meθənoik] formic (IR) [fo:rmik]

ethanoic acid [eθənoik] acetic (IR) [ə´si:tik]

propanoic acid [prəupənoik]

hexane-1,6-dioic acid ['hexein 'daioik]

decane-1,2,4,6-tetra carboxylic acid [ka:rbok'silik]

cyclo-2-pentene-1-carboxylic acid

Esters of carboxylic acids

methylmethanoate [meθəlmeθənəuət] methylformate (IR)[meθəl formeit]

ethylpropanoate [eθəlpr əupənəuət]

Halogenderivatives

2-chlorohexane [klorəhexein]

methyl iodide

Names of Common Substituents Groups

nitro- [naitrəu] amino- iodo- bromo- vinyl-[vainəl]

Homework[5]

1. Complete the sentences from possible presentation outlines:

highlight discuss giving taking reporting bringing outlining talking

This morning, I'm going to be *1*……. to you about the videophone project.
2 …….a look at the recent boom in virtual reality software.
3……...on the results of the market study in Austria.
…so, I'll begin by *4* ……. company policy.
5 ……. you an overview of the history.
6 …… you up-to-date on the latest findings of the study.
…and then I'll go on to 7 ……..what I see as the main advantages of the system.
8 …… in more depth the implications of the data.

2. Introductions can become repetitive. It's important to have a choice of words. Use one of the following expressions to replace each of the expressions in italics in this introduction.

don't hesitate -	a chance -	I take care -
I'm delighted -	sections -	go through -
in more depth -	my purpose is -	divide -

Good morning, ladies and gentlemen. ***It's a pleasure*** [a] to be with you today. My name's Gordon Matthews and ***I'm in charge*** [b] of corporate finance at our headquarters here in Brussels. ***We are here today*** [c] ***to review*** [d] some key figures and to outline financial strategy over the next five years. So what I intend to do is to ***break down*** [e] this presentation into three ***parts*** [f] : first, the financial review; second, the options facing us; and finally, the strategy I propose. If you have any questions, please ***feel free*** [g] to interrupt me, but I should also say there'll be ***an opportunity*** [h] to discuss issues ***at greater length*** [i] after my talk.

1 http://www.treesmapsandtheorems.com/
2 http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993
3,5 Powell, M. (1996) Presenting in English. Language teaching publications, Thomson-Heinle
4 http://www.gpb.org/files/pdfs/gpbclassroom/chemistry/molecChangesWkst.pdf
based on handouts by H. Němcová and A. Rozkošná