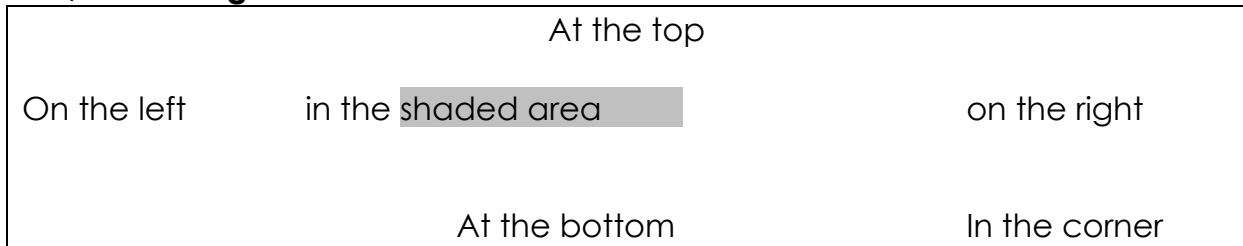



Getting ready to present

Describing figures:

On/at the **edge**



Here, we can see....

The arrow indicates ... 

X is indicated by arrows, numbers, triangles etc.

In this example... Here X is shown...

A is marked by the colour red /in red

Here...There...

Describing a process/sequence:

First.... then...next... finally X results in Y

After staining, X is subject to....

When X has occurred **then** Y can DO...

Comparing:

If we **compare** the figure on the left **to/with** the figure on the right...

After **comparison** of X and Y, we can observe...

Greater than >/ smaller than <

A small variation was observed....

This **figure** can be compared to....

These variables, **taken together**, indicate....

The values are higher/lower than expected

There were less than/ more than Y is not as ADJECTIVE as X

A slightly larger/smaller zone can be observed

There is a considerable difference between / disparity between

Numbers:

Tens 57 Hundreds 495 Thousands 5836

Decimals: 4.56, 3.147, 0.4 at 0.56 P did not reach a significant value/ was not significant

The values for this outcome are consistent/ not consistent with...

The 6 variables showed the same **tendency**

↗ A rise in X / and increase in X/ X has increased/ has gone up

↘ there was a decrease in Y/ a drop in Y/ Y has reduced

→ the value is stable/constant there is little variation between these values

Signposting: Beginning? Middle? Ending? Figures? Visual aids?

Look at the expressions below. When would you expect to hear them in a presentation? What is the role of each expression?
Can you think of any other things you may want to say?

	Role? Function?
<p>On the left/on the right of the figure we can see... Finally... First, I'd like to outline the main features of... How does a virus enter a cell? What happens in the nucleus? I will be looking at various aspects of this phenomenon... It is interesting to note... Let me conclude by saying/showing... Let me describe the key points... Let's look more closely at this figure.... Now, I'd like to move on and discuss another... On the next slide you can see... Thank you for your attention... The horizontal/vertical axis represents... Here, we can see... This graph/figure/photo shows... This is the final point I would like to make... This needs to be compared to... To sum up, Today, we are going to present the mechanism of... As you can see from this slide... Let me just mention/add I would also like to stress/emphasize/underline that... What is significant/important here is.... In contrast, Moving on (to)...</p>	

Questions:

- If I understand you correctly, then $X = Y+2$?
- Could you clarify/explain X in more detail?
- Would you mind returning to the first slide, please?
- Could you go over this figure again?
- Have you considered the possibility that...?
- How do you explain...?
- What results did you find for X?
- What is the next step for you?
- How do you think this might be exploited?

Useful verbs: cause, generate, demonstrate, show, lead to, induce, result in, result from, produce, deal with, target, carry out...

1. Numbers, dates and statistics

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Hundreds 495

Thousands 5836

Decimals: 4.56, 3.147, 0.4 at 0.56 P did not reach a significant value/ was not significant

Greater than > / smaller than <

A small variation was observed....

This **figure** can be compared to....

These variables, **taken together**, indicate....

The values are higher/lower than expected

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The values for this outcome are consistent/ not consistent with.....

The 6 variables showed the same **tendency**

↗ A rise in X / and increase in X/ X has increased/ has gone up

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2. Procedure/Method

The drug was administered before/ during /after

Information was collected and analysed.... From the sample

An adjustment for.... was made....

Experiments were carried out....

Samples were **screened for/ controlled for**
prior to....subsequent to...

3. Linking cause and effect:

X is a cause of Y

X leads to Y

Y may be due to X

One cause of X could be Y

3. Referring to Powerpoint slides.

If we look at the figure.... This graph **shows**

Here we can see.... The horizontal axis represents/the vertical axis represents

On this slide you can see.....

On the next **slide**,

On the left

On the right

4. Hypothesizing

X should be / is expected to be = a logical supposition

X may be due to Y = 50% yes/ 50% no

X could/might be = It is possible but we cannot conclude / we cannot be sure

X cannot be Y - it is impossible

Pronunciation – sounds :

KEY WORDS – get them to propose 10 key words and expressions they will say several times

Rhythm: from written to oral communication

Short Interspersed Elements (SINEs): The *Alu* Example

Alu elements are highly repetitive DNA sequences that can be classified as SINEs (short interspersed elements), which are themselves a type of "nonautonomous" retrotransposon. (Retrotransposons are TEs that move about the genome via an RNA intermediary.) An *Alu* element is [transcribed into](#) messenger RNA by RNA polymerase and then converted into a double-stranded DNA molecule by reverse transcriptase. The new double-stranded DNA molecule is then inserted into a new location in the genome. Because they are nonautonomous, like all SINEs, *Alu* elements don't have the genetic capacity to produce DNA copies of themselves or to integrate into new chromosomal locations. For those activities, they rely on another type of transposon, called L1. Most *Alu* elements are approximately 300 base pairs long, with considerable sequence variation

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