



An Inconvenient Truth -

1. Film details:

The film
The music

Lawrence Bender and Laurie David, and
Michael Brook. The documentary

David Guggenheim.
Al Gore.

2. Your summary of the film:

3. The theme/ issue(s)/ question you had to study about the film:

An Inconvenient Truth - Making a Science or Technical Presentation

1. As you watch the film, what techniques are used

- To draw the public/ audience's attention?

- To make explanations clear?

2. What are your criteria for a good presentation?

Discuss this by pair and make notes of your conclusion.

3. Draw a mind map to show the important elements in a presentation.

4. Now Read the following assessment (=evaluation) form, and assess the speaker!

from <http://www.takepart.com/ait/studyguides.php>

Science Presentation Evaluation Rubric

Assignment:					
Student Name:			Score:		
This analytic rubric is used to verify specific tasks performed during a student presentation. If the task has been completed, all points are awarded. No points are awarded if the task is not complete.					
Category	Scoring Criteria	Points	Student Evaluation	Teacher Evaluation	
Organization 15 points	The type of presentation is appropriate for the audience.	5			
	Information is presented in a logical sequence.	5			
	Presentation appropriately cites two references or more.	5			
Content 35 points	Introduction piques interest and establishes the speaker's credibility.	5			
	Scientific terms are defined.	10			
	Presentation is accurate.	10			
	There is a logical summary of the presentation.	10			
Presentation, Oral or Other 50 points	Oral Good eye contact is maintained with audience. Other Presentation is visually interesting.	10			
	Oral Speaker's voice is clear and audible. Other Presentation can be viewed easily from anywhere in the room.	10			
	Oral Speaker uses appropriate body language. Other Presentation is artistically pleasing but not distracting.	5			
	Oral Correct pronunciation of words and proper use of language. Other Grammar and punctuation are correct.	5			
	Oral A visual aid is used for support. Other Presentation properly cites author(s).	5			
	It is clear that the presentation has been practiced and that it is based on results from reliable sources.	10			
	Presentation meets time restrictions.	5			
	Score	Total Points	100		

An Inconvenient Truth – Vocabulary recap

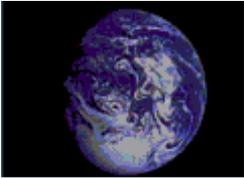
Seasons	Weather		Geography	Changes (and graphs)
Autumn/ Fall Winter wintertime Spring springtime Summer Summertime tree leaves breathe (respirer) autumn leaves fall exhale CO ² trees forests tree roots ice <i>small bubbles captured in the ice</i> frost permafrost snow Temperature boiling(!) hot (très chaud) warm (chaud) luke-warm (tiède) cold (froid) freezing (glacial) frozen (gelé)	sunshine beautiful weather dry weather	Drought (fires)	The Earth's surface the atmosphere the Moon the Sun the ozone layer Glaciers the Ice Cap the North pole Antarctica Greenland	Increase (vb) go up (vb) rise(vb) skyrocket (vb) reach (vb) its maximum/climax a slight increase/rise a dramatic rise a spectacular rise an unprecedented rise
	rain	drizzle showers rainfalls downpour floods	a river the river mouth a pond a pool a lake a water stretch a stretch of land a spring fresh water a waterfall	remain (vb) steady/ stable/ constant carry on (vb) go on (vb) regularly/ steadily
	fog	haze mist fog smog	a water stretch a stretch of land a spring fresh water a waterfall	decrease (vb) go down (vb) drop (vb)
	Wind	Breeze westerly winds wind whirls gusts of wind wind gales strong gales tornado hurricane typhoon	the sea the oceans salty water	plummet (vb) reach (vb) its minimum
	Snow	(Snow flakes) Snowfalls hail		Melt (fondre) Thaw (fondre) fall into (tomber dans) burn down (brûler) invert (inverser) influence ...
	ice	a thin/ thick ice layer		<i>a process (un processus)</i> <i>a pattern (un motif, schéma...)</i> <i>changing patterns</i>

Talking about weather!!!!

1. What is your best season, and what is the season you dislike most? Say why.

2. What climate events have struck you most in the film or in the past few years?

An Inconvenient Truth - Earth Rise

		
	<p>1. Repeating the same term(s) makes difference clearer. Note the variations around the terms « picture » and « image ». What do you notice? <i>(1. Le fait de répéter le même terme en anglais est utilisé pour STRUCTURER une présentation, et quelquefois pour mieux opposer des éléments ou des situations. Remarquez ici les variantes autour des termes « picture » et « image ». Que remarquez-vous d'autre ?)</i></p>	

1. “**This is the first picture of the Earth from space** that any of us ever saw. **It was taken** on Christmas Eve, 1968 during the Apollo 8 Mission.

...when they went around the dark side of the moon. And there was inevitably some suspense. Then when they came back in radio contact, they looked up and they snapped this picture, and it became known as *Earth Rise*.

And that one picture exploded in the consciousness of human kind.

It lead to dramatic changes.

Within 18 months of this picture, the modern environmental movement had begun.”

2. “**The next picture was taken** on the last of the Apollo missions, Apollo 17.”

3. “ **This one was taken** on December 11, 1972, and **it is the most commonly published photograph in all of history.**

And it's the only picture of the Earth from space that we have where the sun was directly behind the spacecraft so that **the Earth is fully lit up** and not partly in darkness. »

The next image I'm gonna show you has almost never been seen. **It was taken** by a spacecraft called “The Galileo” that went out to explore the solar system.

And as it was leaving Earth's gravity, it turned its cameras around and took **a time lapse picture of one day's worth of rotation**, here compressed into 24 seconds.

Isn't that beautiful?

This image is a magical image in a way. **It was made** by a friend of mine, Tom Van Sant.

He took 3,000 separate satellite pictures taken over a three-year period, digitally stitched together.

And he chose images that would give a cloud-free view of every square inch of the Earth's surface.

All of the land masses accurately portrayed. **When that's all spread out, it becomes an iconic image.”**

The Most Ridiculous Thing

2. **Opposing** two elements: How does Al Gore oppose the two teachers here?

(Opposition entre deux éléments : Comment Al Gore oppose-t'il les deux enseignants ici ?)

2. Opposing two elements: How does Al Gore oppose the two teachers here? 2. Opposing two elements: How does Al Gore oppose the two teachers here?

"I show this because I wanna tell you a story about **two** teachers I had.

One that I didn't like that much, **the other who** is a real hero to me.

I had a grade school teacher who taught geography by pulling a map of the world down in front of the blackboard.

I had a classmate in the sixth grade who raised his hand and he pointed to the outline of the east coast of South America and he pointed to the west coast of Africa

and he asked, "Did they ever fit together?"

And the teacher said, "Of course not. That's the most ridiculous thing I've ever heard."

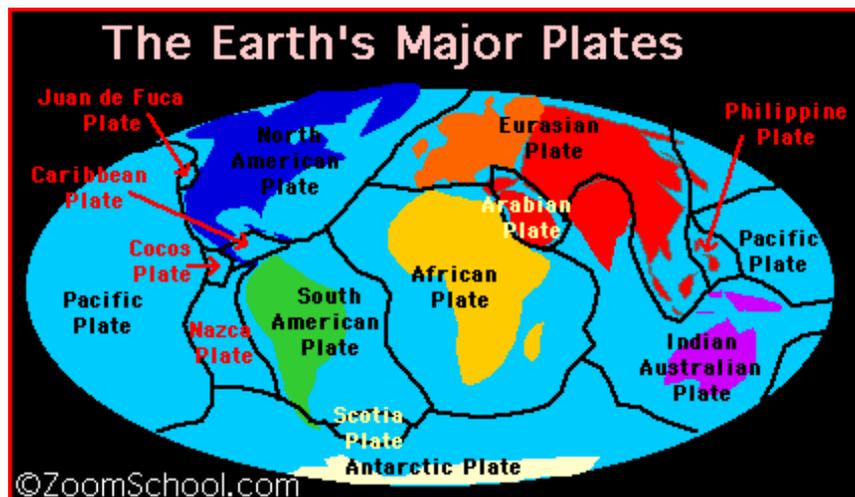
That student went on to become a drug addict and a ne'er-do-well.

The teacher went on to become science advisor in the current administration.

But you know, the teacher was actually reflecting the conclusion of the scientific establishment at that time: "Continents are so big that obviously they don't move." But actually as we now know they did move. They moved apart from one another, but at one time [they did in fact fit together](#). But that assumption was a problem.

It reflected the well known wisdom:

"What gets us into trouble is not what you don't know, but what you think you know that just ain't so."



the Earth's surface/ plates/ on this map/ As you can see here/ / is split into/ which have always been moving/

.....

“ /Continental / This/ as/ ”/ known/ is/ drift/

.....

The Earth's atmosphere is vulnerable

3. Demonstrating (using scientific facts to show) that an idea is a ready-made (false) idea.

How does Al Gore demonstrate that some people's assumption is wrong?

Démontrer une idée reçue (en la remplaçant par des faits scientifiques). Comment Al Gore montre-t'il que certaines personnes se trompent ?

“This is actually an important point, **believe it or not** because there is another such assumption that a lot of people **have in their minds** right now about global warming **that just isn't so**. The **assumption** goes like this:

“The world is **so big** is that we can't possibly have any lasting, harmful impact earth environment.”

Maybe that was true at one time, but **it is not true any more**. One of the reasons **it is not true anymore**, because one of the most **vulnerable** parts is the atmosphere **vulnerable because it's so thin**.

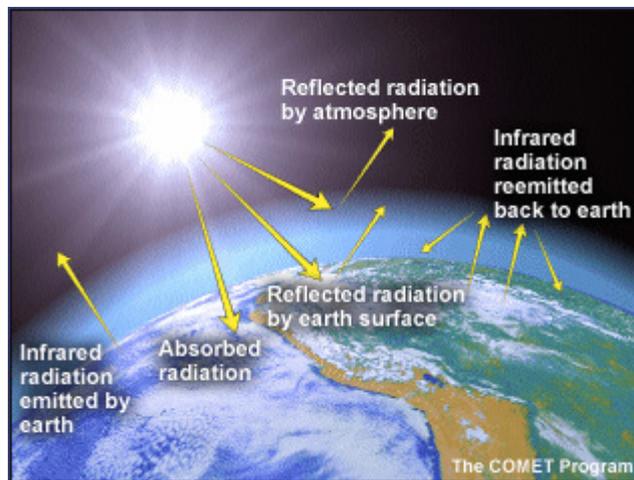
My friend the late [Carl Sagan](#) used to say that if you have a globe with a **thin coat of varnish** on it, the **thickness of that varnish** relative that globe is pretty much the same as the thickness of the earth's atmosphere compared to the earth itself. It is **thin enough that** we are capable of changing its composition.”

Global Warming

4. Using the passive when presenting a process. And making a cause-and-effect-chain

(Utilisation de la voix passive pour présenter un processus. Construire une chaîne de cause à effet.)

That brings up the basic science of global warming. I'm not going to spend a lot of time on this because you know it well.



The sun's radiation comes in the form of and heats up **the earth**. Some of the radiation that and warms the earth, **back into space in the form of infrared radiation**. **Some of the outgoing infrared radiation** inside **the atmosphere**. That is good thing because it *keeps the temperature of the earth within certain boundaries, keeps it relatively constant* and livable. But the problem is that **this thin layer of atmosphere** by all of the global warming pollution that there. What that does is it thickens this layer of atmosphere. More of the outgoing infrared

is trapped **is re-radiated** **is trapped** **is being thickened** **is absorbed**
is being put up **light waves**

UP and DOWN, IN and OUT

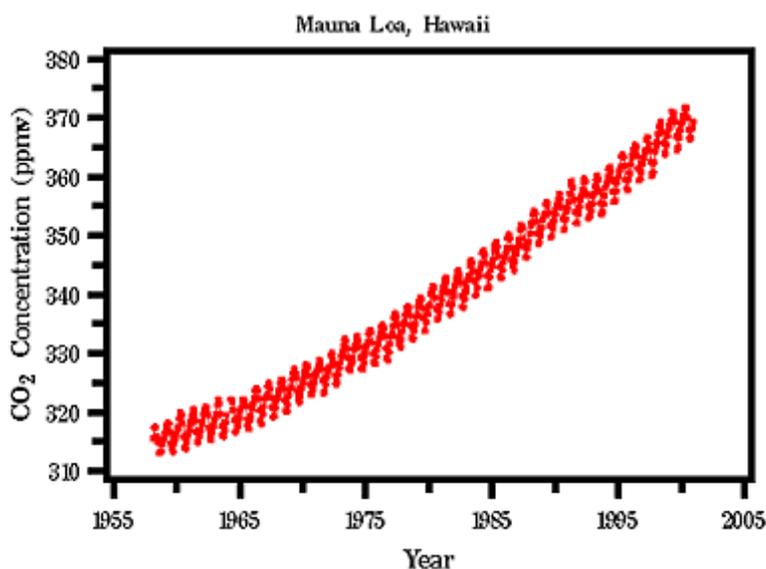
5. Prepositions and particles (in scientific) English!

Les prépositions et les particules adverbiales en anglais (scientifique).

“They [Roger Revelle and Charles David Keeling] **started sending these weather balloons every day. They chose the middle of the Pacific because it was the area that was the most remote. He was a very hard nosed scientist. He really liked the hard data.** *It was a wonderful time for me, because, like a lot of young people, I came into contact with intellectual ferment, ideas that I'd never considered in my wildest dreams before.*”

He showed our class the result of these measurements after only a few years. It was startling to me. He was startled and he made it clear to our class what he felt the significance of it was. I soaked it up like a sponge. **He drew the connection between the larger changes in our civilization and this pattern that was now visible in the atmosphere entire planet.**

He projected the future where this was headed unless we made some adjustments and it was as clear as day. After the first seven, eight, or nine years you can see the pattern was developing. But I had to question why does it go once each year? He explained that if you look at the land mass of the earth, very little it is south of the equator. The vast majority of it is north of the equator. And most of the vegetation is north of the equator. When the northern hemisphere is tilted the sun as it is in our spring and summer, the leaves come and they breathe the carbon dioxide and the amount in the atmosphere goes . When the northern hemisphere is tilted the sun as it is in our fall and winter, the leave fall and exhale the carbon dioxide and the amount in the atmosphere goes again. It's as if the entire earth once each year breathes .



6. Starting (or finishing) a process: start (or finish) + vb-ING: “He started measuring.”]

He started measuring carbon dioxide in 1958. By the middle sixties when he showed my class this image, it was already clear that it was going up. I respected him and learned from him so much I followed this.

The Earth is like a giant heat pump

7. Expressing a chain of cause-and-effect links to present a system or a process!

Notez tout ce qui permet ici d'exprimer un enchaînement de liens de cause à effet pour présenter un système.

The Earth's climate is like **a big engine for redistributing heat** from the equator to the poles.

And it does that by means of ocean currents and wind currents.

[...]

On a worldwide basis, the annual temperature is about 58 degrees Fahrenheit.

If we have five degrees, which is of the projections, **look at how that translates** globally.

That means the equator, but at the pole.

And so all those wind and ocean current *patterns* that have formed since the last ice age and have been relatively stable, they're all up in the air and **they change**.

And one of the ones they're most worried about, where they've spent a lot of time studying the problem, is in the North Atlantic where the Gulf Stream comes up and **meets** the cold winds coming off the Arctic over Greenland.

And **that evaporates so that** the heat out of the Gulf Stream and the steam is carried over to Western Europe by the prevailing winds and the Earth's rotation.

But isn't it interesting that the whole ocean current system is all linked together in this **loop**?

They call it **the ocean conveyor**.

And the red are the warm surface currents. The Gulf Stream is the best known of them.

But the blue represent the cold currents **running (=flowing)** in the opposite direction, and we don't see them at all because they **run along the bottom of the ocean**.

Up in the North Atlantic, after that heat **is pulled out**, what's left behind is colder water and saltier water because the salt doesn't go anywhere. **And so that makes it denser and heavier**.

And so that cold, dense, heavy water sinks at the rate of five billion gallons per second.

And then that pulls that current back south.

At the end of the last ice age, as the last glacier was receding from North America, the ice **melted** and a giant pool of fresh water **formed** in North America. And the Great Lakes *are the remnants of* that huge lake.

An ice dam on the eastern border **formed** and one day it **broke**. **And** all that fresh water came rushing out, **ripping open** the St. Lawrence there, and it **diluted** the salty, dense, cold water, **made it fresher and lighter**, so it stopped sinking.

And that pump

And the heat transfer

Other words you can use rather than “and” or “so” or “and so” or “and then”:

therefore

thus

hence

thereby

consequently