

14–16 years

Present the news: Metallic deuterium formed at high pressures



Education
Inspiring your teaching and learning

Downloaded from rsc.li/44i3Yf3, student sheet,
teacher notes with answers and script template also available.



The task

In your groups, prepare to present the science research news as an item on a news programme. Use the script template to help you.

You have five minutes for the presentation.

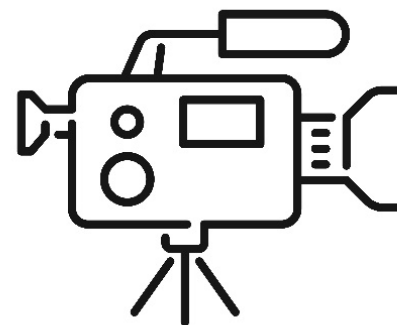
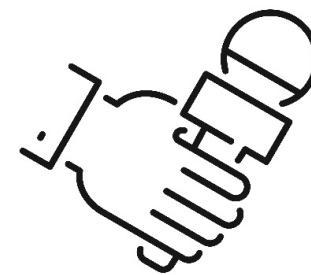
Everyone needs to say something during the 'broadcast'. You will have the following roles in your group:

1. news anchor – introduces the story
2. reporter – gives more detail
3. scientist/s – answers questions.

STUDENT SHEET		
Reading comprehension 14–16 years		Available from: 01/04/2015
Role	What to communicate	Your script
News anchor	Introduce the discovery in one sentence.	
News anchor	Explain why this discovery might be important.	
News anchor	Introduce your classroom reporter who will provide more information.	
Reporter	Briefly explain the context – the difference between metals and non-metals, and what the scientists have done.	
Reporter	In one sentence, introduce the scientists and who you are interviewing them.	
Reporter	Ask the scientist to explain what they did.	
Scientist	Answer the first question.	
Reporter	Ask why being able to make deuterium act like a metal is important or useful.	
Scientist	Respond to the question.	

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2



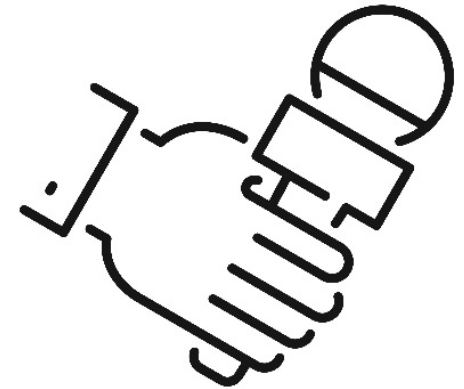
What the news anchor needs to do

- Introduce the news item and explain simply what problem the scientists were trying to solve, or what they were trying to investigate.
- Work with your group to make sure the whole presentation is no longer than five minutes. Talk together about how much time each part should take.
- End the news item after your teammates have finished. Give a closing statement in reaction to what's been said. For inspiration, imagine how your friends or family might feel hearing the news item.



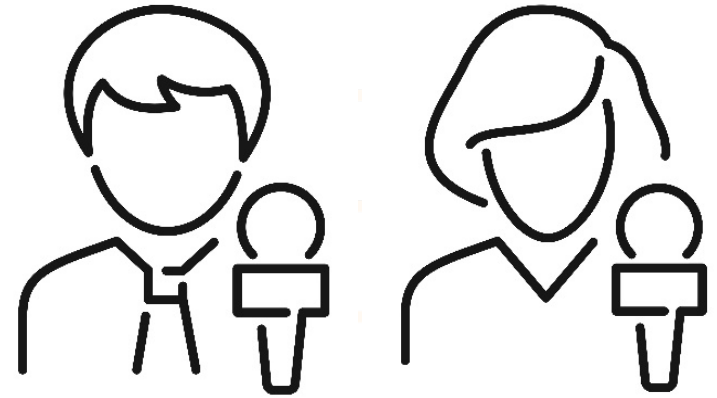
What the reporter needs to do

- After the news anchor speaks, tell the audience more about the problem the scientists were trying to solve.
- Ask the scientist questions so the audience can learn about their discovery. Think about what the audience would want to know. Look at the prompts in step 6 of your worksheet.
 - Findings
 - Context
 - Relevance/application
 - impact
- When practising with your group, try to respond to what the scientist says instead of just reading your questions.



What the scientist needs to do

- When the reporter asks you questions, give clear answers that your classmates will understand.
- Read the text carefully and make sure you know the main ideas. Look at the prompts in step 6 on your worksheet.
 - Findings
 - Context
 - Relevance/application
 - Impact
- If any words from the text seem hard, think of simpler ones to explain them.
- Talk to your group about whether pictures or diagrams could help the audience understand better. If you decide to use them, find and present them.



What does a good news presentation look like?

In a good presentation...

- there is a clear beginning, middle and end
- everyone involved gets to speak and when they do, they are introduced and thanked for their contribution
- it's clear that the participants have considered the needs and interests of their audience
- it ends on time (remember each group has five minutes to speak)

When speaking...

- be clear
- be loud enough
- look at the audience
- use words the audience will understand
- look and sound confident (even if you don't feel it yet)