

How a unit works

Each unit contains six lessons to guide students through the process of building an effective and engaging presentation. Each lesson, with the exception of the first lesson, builds on the previous one in order to provide students with the necessary skills to create and deliver their own presentations.

Topic focus

This lesson helps students to think about the topic and what they already know about it. The activities introduce useful topic-based vocabulary and encourage students to interact with each other through surveys, questionnaires, quizzes, and interviews. When students finish this lesson, they will have generated ideas that they can use later in the unit when they begin to plan their own presentations.

Language focus

This lesson encourages students to notice useful target expressions and sentence patterns they can use to talk about the unit topic. Students also listen to different speakers use the target language in the context of giving a presentation, and perform task-based listening activities. Students consolidate the target language through a semicontrolled speaking activity at the end of the lesson.

Organization focus

This lesson teaches students how to select ideas from a brainstorming map and organize them into a presentation outline that includes an introduction, a body, and a conclusion. Students are asked to notice which ideas from a brainstorming map have been included as main topics in an outline and to complete the outline with additional notes. Finally, students

have an opportunity to listen to the complete presentation as they check the completed outline.

Presentation focus

In this lesson students focus on a model presentation written from the outline in the **Organization focus**. Students focus on the introduction, body, and conclusion of the presentation to see what information is included in each section. While looking at a cloze version of the model presentation, students predict the items to complete each section. They then listen to the complete presentation and check their answers.

Presentation skills focus

At this stage of the unit, students are ready to focus on a specific linguistic or physical skill related to the actual delivery of their presentation. In each unit the presentation skill is first presented visually. The order of the following activities varies depending on the presentation skill, but in every unit students read a section of a presentation to observe the presentation skill in action. They also have an opportunity to practice the presentation skill with a partner, or in a group, in a controlled speaking activity.

Present yourself!

In the last lesson of the unit, students plan, organize, and give their own presentations based on the unit topic. First, students brainstorm ideas for their topic and create an outline for their presentation. Then they practice on their own before giving their presentations to the whole class or in a group. A self-evaluation form for each unit is included at the back of the book for students to evaluate their own presentations once they're finished.

Plan of the book

Getting ready pages 2–7	Preparing to present Doing a survey to get to know classmates Learning about the steps for a presentation		Introducing a classmate Completing a brainstorming map Learning about the organization of a presentation Listening to a classmate introduction	
	Unit	Topic focus	Language focus	Organization focus
1 A motto for life pages 8–19	Discussing people's mottoes Talking about personal values	Explaining the meaning of a motto Relating a motto to a past experience	All units include focusing on brainstorming ideas and creating an outline for a presentation.	
2 Young people today pages 20–31	Talking about survey topics, questions, and results Surveying classmates	Describing a survey Reporting survey results		
3 Dream vacation pages 32–43	Discussing types of vacations Planning the perfect vacation	Talking about vacation destinations Talking about activities and accommodations		
4 How the world works pages 44–55	Taking a trivia quiz Talking about process topics	Introducing a process presentation Explaining a process		
5 In my opinion pages 56–67	Discussing issues Completing an opinions survey	Relating an issue and expressing an opposing opinion Supporting opinions		
6 In the news pages 68–79	Talking about news headlines Words to describe news stories	Introducing news stories Talking about details in news stories		

Presentation tips		My classmate introduction
An introduction to what good presenters do		Preparing and giving a classmate introduction
Presentation focus	Presentation skills focus	Present yourself!
All units include focusing on the introduction, body, and conclusion of a presentation, and listening to a model presentation.	Making and using presentation notes Tip: Making eye contact when speaking	Brainstorming ideas Creating an outline Giving a presentation about a personal motto
	Explaining visual aids Tip: Using visual aids effectively	Brainstorming questions and doing a survey Creating an outline Giving a presentation about the survey results
	Asking lead-in questions Tip: Timing and intonation of lead-in questions	Brainstorming ideas Creating an outline Giving a presentation about a dream vacation
	Inviting audience questions Tip: Answering audience questions	Researching a process Creating an outline Giving a presentation about the process
	Emphasizing an opposing opinion Tip: Using body language to emphasize an opinion	Brainstorming ideas Creating an outline Giving a presentation about an important issue
	Leading a group discussion Tip: Encouraging audience participation	Researching a news story Creating an outline Giving a presentation about the news story

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How the world works

Topic focus

1 Trivia quiz

A Circle your answers to the trivia quiz. Then compare answers with a partner.
(You can check your answers at the bottom of the quiz.)

Trivia Quiz

Nature

1. About how much of the earth's surface is covered by oceans?
 - a. 30%
 - b. 50%
 - c. 70%
2. How many colors are there in a rainbow?
 - a. 5
 - b. 7
 - c. 12

The human body

3. How many hours of sleep do most adults need?
 - a. 5 to 6 hours
 - b. 7 to 8 hours
 - c. 9 to 10 hours
4. Which part of the body controls balance?
 - a. the ears
 - b. the legs
 - c. the eyes

World cultures

5. How often is the U.S. president elected?
 - a. every 3 years
 - b. every 4 years
 - c. every 5 years

6. When was the term *culture shock* first used?
 - a. 1954
 - b. 1972
 - c. 1988

Consumer products

7. What country produces the most tea?
 - a. China
 - b. Japan
 - c. India
8. When and where did ice cream become a popular dessert?
 - a. in 1572 in Egypt
 - b. in 1672 in England
 - c. in 1772 in France

Science and technology

9. Which type of scientist studies earthquakes?
 - a. a geologist
 - b. a seismologist
 - c. a meteorologist
10. How many pixels make up a megapixel in a digital camera?
 - a. 10,000
 - b. 100,000
 - c. 1,000,000

Quiz answers: 1. c; 2. b; 3. b; 4. a; 5. b; 6. a; 7. a; 8. b; 9. b; 10. c

B Write two more trivia quiz questions with answer choices on a separate piece of paper. Then ask your partner the questions.


"What is the highest mountain in the world? Is it Mount Kilimanjaro, Mount Fuji, or Mount Everest?"

2 Process topics

A Match each presentation in the conference schedule to one of the topics. (Some presentations may match more than one topic.) Then compare answers with a partner.

Topics

- | | | |
|----------------------|---------------------------|-------------------|
| a. Consumer products | c. Nature | e. World cultures |
| b. The human body | d. Science and technology | |

<h1>How the World Works</h1> <h2>Conference Schedule</h2> 		
Monday, October 16	Tuesday, October 17	Wednesday, October 18
9:00 a.m. <u>c</u> How Are Rainbows Formed?	9:00 a.m. _____ Tsunami Formation	9:00 a.m. _____ How Do People Hear?
10:30 a.m. _____ Understanding the Internet	10:30 a.m. _____ How Text Messaging Works	10:30 a.m. _____ The U.S. Election Process
1:15 p.m. _____ The Sleep Cycle	1:15 p.m. _____ How Hybrid Cars Work	1:15 p.m. _____ The Secrets of Ice-Cream Making
3:00 p.m. _____ The Art of the Japanese Tea Ceremony	3:00 p.m. _____ Herbal Tea: A Growing Business	3:00 p.m. _____ Why Do Volcanoes Erupt?

B Join another pair of students. Choose three topics from Exercise A. Write the topics and one new title for each presentation on a separate piece of paper.


Nature	—	How Does Thunder Happen?
World cultures	—	University Systems in the United States and Europe
Science and technology	—	Understanding Digital Photography

C Share your presentation titles with the class. What do your classmates know about the processes?

"Our first title is 'How Does Thunder Happen?'"

"I know! Thunder happens when warm air . . ."

1 Introducing a process presentation

A  14 Listen to Kazu and Tami introduce their process presentations. Check (✓) the correct presentation titles.




1. Kazu

- ☐ Curing Sleep Disorders
- ☐ Why We Dream
- ☐ The Sleep Cycle



2. Tami

- ☐ Understanding Ocean Tides
- ☐ Tsunami Formation
- ☐ How Water Pollution Occurs

B  14 Listen again. Check (✓) the three pieces of information each person will discuss.

1. Kazu

- ☐ what the stages of sleep are called
- ☐ how sleep disorders are treated
- ☐ when dreams are created
- ☐ how health is influenced
- ☐ how the brain is affected

2. Tami

- ☐ which places are affected
- ☐ how people are rescued
- ☐ what kinds of damage are caused
- ☐ how the waves are formed
- ☐ how ocean animals are affected

C Work with a partner. Imagine you are Kazu or Tami. Take turns introducing your process presentation.



Introducing a process presentation

In this

presentation,
talk,


I'll

explain
discuss
go over

what the stages of sleep are called.
which places are affected.

"In this presentation, I'll explain . . ."

2 How does it happen?

A  15 Match the stages of the processes to what happens during each stage. Then listen and check your guesses.

The stages	What happens
1. a. drowsiness	___ The brain waves are slowed.
b. light sleep	___ The heart rate is lowered.
c. deep sleep	___ Dreaming begins.
d. REM sleep	___ <u>a</u> The eyes first close.
2. a. There is an underwater earthquake.	___ Houses and buildings are destroyed.
b. Layers of earth are pushed together.	___ The waves gain speed and strength.
c. Waves are created.	___ The ocean floor moves suddenly.
d. The waves hit shore.	___ The water level rises slightly.

B Work with a partner. Take turns explaining the processes in Exercise A.



Explaining a process

Named stages

The	first second next final	stage is the drowsiness stage.
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Unnamed stages

In the first stage, there is an underwater earthquake.

What happens

This is when During this stage, At this point,	the eyes first close. the ocean floor moves suddenly.
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C Change partners. Then take turns explaining the process below.

How newspapers are made

The stages	What happens
1 Reporters investigate facts.	▶ Stories are researched, and people are interviewed.
2 Stories are written.	▶ Stories are typed into a computer.
3 Stories are edited.	▶ Stories are corrected and arranged on the pages.
4 Stories are printed.	▶ The pages are put on a printing press.

"In this talk, I'll explain how newspapers are made. In the first stage, reporters investigate facts. This is when ..."

Organization focus

1 Nicole's process presentation

A Look at the picture for Nicole's process presentation. Where do you think this is? What is happening?



B Read Nicole's brainstorming notes for her presentation about a process. Check (✓) the eight topics she included in her outline on page 49.


Coffee Manufacturing: From Bean to Cup

A preview of the presentation	First stage: growing and harvesting
Second stage: processing	An interesting fact about the process
My favorite type of coffee	Third stage: roasting
Recommendations for further research	Final stage: grinding and brewing
A review of all the stages of the process	

C Read Nicole's additional notes for her presentation. Then use her notes to complete the outline on page 49.

• beans are dried, sorted, put into sacks for shipping	• beans are heated to 240°C in roasting machine
• go over how raw beans are processed	• coffee cherries are picked by hand or machine
• grinding and brewing	• whole beans are crushed, mixed with hot water

2 Nicole's outline

 16 Listen to Nicole's presentation. Check the notes you added from Exercise 1C on page 48.

Coffee Manufacturing: From Bean to Cup

I. Introduction

- A. An interesting fact about the process: second-most traded product in the world
- B. A preview of the presentation
 - 1. explain how beans are grown and harvested
 - 2. _____
 - 3. take questions when I'm finished

II. Body

- A. First stage: growing and harvesting
 - 1. trees produce small berries called coffee cherries
 - 2. after five years, coffee cherries are ready to be harvested
 - 3. _____
- B. Second stage: processing
 - 1. red coffee cherries are changed into green coffee beans
 - 2. outer fruit is removed from coffee cherries, only seeds (beans) are left
 - 3. _____
- C. Third stage: roasting
 - 1. _____
 - 2. length of time determines color, richness
- D. Final stage: grinding and brewing
 - 1. _____
 - 2. different methods, depending on strength of coffee



III. Conclusion

- A. A review of all the stages of the process
 - 1. growing and harvesting
 - 2. processing
 - 3. roasting
 - 4. _____
- B. Recommendations for further research: Coffee: A Cultural History from Around the World by Ed Milton

Presentation focus

1 Introduction

Notice the information Nicole included in her introduction on page 51. Guess the missing words.

- ▶ An interesting fact about the process
Did you know that . . . ? Many people don't know that . . .
- ▶ A preview of the presentation
 - an introduction to the process
 - an invitation for audience questions*I'll be happy to take your questions when I'm finished.*

2 Body

Notice the information Nicole included in her body on page 51. Guess the missing words.

- ▶ An explanation of the process
 - the stages and what happens

3 Conclusion

Notice the information Nicole included in her conclusion on page 51. Guess the missing words.

- ▶ A review of all the stages of the process
That completes the coffee-manufacturing process . . .
- ▶ Recommendations for further research
For those of you who'd like to find out more, I recommend . . .
If you'd like to learn more, you can . . .

4 Nicole's presentation

 16 Listen to Nicole's presentation. Check your guesses.



Coffee Manufacturing: From Bean to Cup

Introduction

These days we're never far from a coffee shop. There's one on almost every street corner. Did you know that coffee is the second-most traded _____ in the world, after oil? _____ this talk, I'll explain how coffee beans are grown and harvested, and I'll go _____ how the raw beans are processed and turned into the delicious drink many of us enjoy every morning. I'll be happy to take your questions when I'm finished. OK, let's get started.

Body

The first stage of coffee manufacturing is the growing and harvesting stage. _____ this stage, the coffee trees produce small red berries called coffee cherries. About five years after a new tree is planted, the coffee cherries are ready to be harvested. At this _____, the coffee cherries are picked either by hand or machine.

The second stage is the processing stage. This is _____ the red coffee cherries are changed into green coffee beans. During this _____, the outer fruit is removed from the coffee cherries, so only the coffee seeds, or beans, are left. The beans are then dried, sorted, and put into cloth sacks for shipping.

The next stage, or _____ stage, is the roasting stage. During this stage, the beans are placed in a roasting machine and heated to around 240 degrees Celsius. The length of roasting time determines the beans' color and richness.

The _____ stage of coffee manufacturing is the grinding and brewing stage. This is when the whole beans are crushed into a powder and mixed with hot water to make a cup of coffee. There are different methods of grinding and brewing, depending on how strong you want the coffee to taste.

Conclusion

That completes the coffee-manufacturing process: growing and _____ the coffee cherries, processing the fruit, roasting the beans, and finally, _____ and brewing the coffee. For those of you who'd like to find out more, I recommend reading Coffee: A Cultural History from Around the World by Ed Milton. Thank you. We have a few minutes left. I'll be glad to take your questions now.

Presentation skills focus

1 Inviting audience questions

When you give a presentation, there are two ways to handle audience questions:

- Invite the audience to ask questions during the presentation.
- Leave time for audience questions after the presentation.

During your introduction, tell the audience when you'd like them to ask questions.

Look at the sentences for inviting audience questions. Which are used for inviting questions during the presentation? after the presentation? Write *D* (during) or *A* (after) for each one.



- ☒ A I'll be happy to take your questions when I'm finished.
- ☐ Feel free to interrupt me if you have questions.
- ☐ If you have questions, please ask them at any time.
- ☐ I'll take questions after the presentation.
- ☐ Please hold your questions until the end.
- ☐ Please stop me at any time if you have questions.

Presentation tip

Follow these simple tips when answering audience questions:

- Welcome the question. You can say, "Good question" or "Thank you for bringing that up."
- Be an echo. Repeat the question if the questioner has a soft voice.
- When answering a question, K.I.S.S. – keep it short and simple.
- Don't panic. If you don't know the answer to a question, say, "I don't know, but I'll find out and get back to you."



2 Your turn

A Complete the introductions with sentences for inviting audience questions from page 52. Use the word given to choose an appropriate sentence. (There is more than one correct answer.)

1. In this presentation, I'll go over the sleep cycle and what really happens when we sleep.
(during) _____
2. In this talk, I'll discuss the process of how tsunamis are formed and the kinds of damage they cause.
(after) _____
3. In this presentation, I'll go over the stages of the Japanese tea ceremony and what they mean.
(during) _____
4. In this talk, I'll explain how newspapers are made and how technology has changed this process.
(after) _____
5. In this presentation, I'll discuss how hybrid cars work and how they can save you money.
(after) _____
6. In this talk, I'll explain how people hear and why hearing is one of our most important senses.
(during) _____

B Work with a partner. Take turns reading the examples in Exercise A aloud. Practice inviting audience questions.

C Change partners. Take turns introducing the processes and inviting audience questions.

How ice cream is made
The U.S. election process

How text messaging works
Why volcanoes erupt

How cash machines work
The coffee-manufacturing process

*"In this presentation, I'll explain how ice cream is made.
I'll be happy to take your questions when I'm finished."*

Now present yourself!

- Turn to page 54.
- Prepare your presentation.

Present yourself!

Give a presentation about how something works.

1 Brainstorming

Choose a process. Write it at the top of the brainstorming map. Then find out as much information as you can about it. Use books, magazines, the Internet, or other sources. Write as many details as you can for each brainstorming topic.

My process: _____

A preview of the presentation	
• an introduction to the process	• an invitation for audience questions

A review of all the stages of the process

An explanation of the process

• the stages and what happens

Recommendations for further research

An interesting fact about the process

2 Organizing

Use your brainstorming notes from Exercise 1 to complete the outline.
Then make note cards from your outline and practice your presentation.

_____ (title)

I. Introduction

A. An interesting fact about the process

B. A preview of the presentation

- an introduction to the process

- an invitation for audience questions

II. Body

An explanation of the process

- the stages and what happens

III. Conclusion

A. A review of all the stages of the process

B. Recommendations for further research

3 Presenting

Give your presentation to the class.
Remember to invite audience questions.

Don't forget to complete
your self-evaluation on
page 83 after your presentation.

