# 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 topicbased 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

<b>Getting ready</b> pages 2–7	<b>Preparing to present</b> Doing a survey to get to k classmates Learning about the steps presentation		Completing	a classmate
Unit	<b>Topic</b> focus	Langua	ige focus	Organization focus
<b>A motto for</b> <b>life</b> pages 8–19	Discussing people's mottoes Talking about personal values	Explaining meaning of Relating a 1 past experi	f a motto motto to a	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 Reporting s results	•	
<b>3</b> Dream vacation pages 32-43	Discussing types of vacations Planning the perfect vacation	destination	out activities	
A How the world works pages 44–55	Taking a trivia quiz Talking about process topics	Introducing presentatio Explaining	on l	
5 In my opinion pages 56–67	Discussing issues Completing an opinions survey	Relating an expressing opinion Supporting	an opposing	
6 In the news pages 68–79	Talking about news headlines Words to describe news stories	Introducing stories Talking abo news stories	out details in	

<b>Presentation tips</b> An introduction to what good p	presenters do	-	<b>e introduction</b> giving a classmate introduction
<b>Presentation</b> focus All units include focusing on the introduction, body, and conclusion of a presentation, and listening to a model presentation.	Presentation Making and usi presentation no Tip: Making ey when speaking	ng otes	<b>Present yourself!</b> Brainstorming ideas Creating an outline Giving a presentation about a personal motto
	Explaining visu Tip: Using visus effectively		Brainstorming questions and doing a survey Creating an outline Giving a presentation about the survey results
	Asking lead-in o Tip: Timing an lead-in question	d intonation of	Brainstorming ideas Creating an outline Giving a presentation about a dream vacation
	Inviting audien Tip: Answering questions	-	Researching a process Creating an outline Giving a presentation about the process
	Emphasizing an opinion Tip: Using bod emphasize an c	y language to	Brainstorming ideas Creating an outline Giving a presentation about an important issue
	Leading a grou Tip: Encouragi participation	-	Researching a news story Creating an outline Giving a presentation about the news story

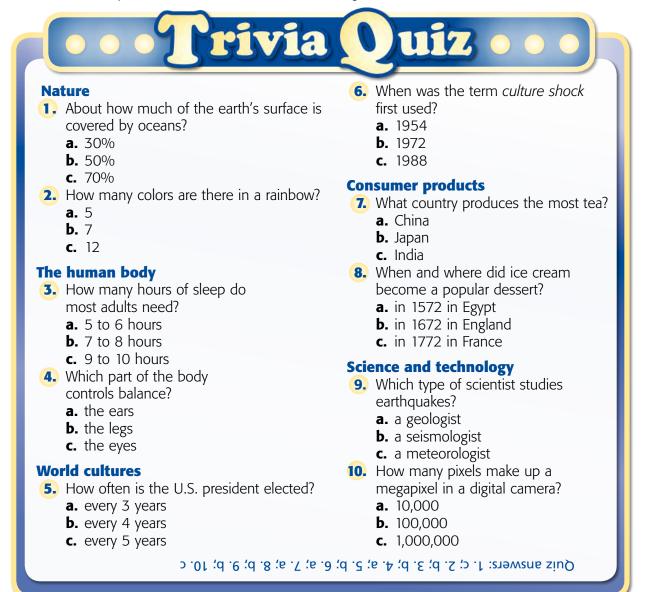
# How the world works

# Topic focus

# Trivia quiz

1

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.)



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

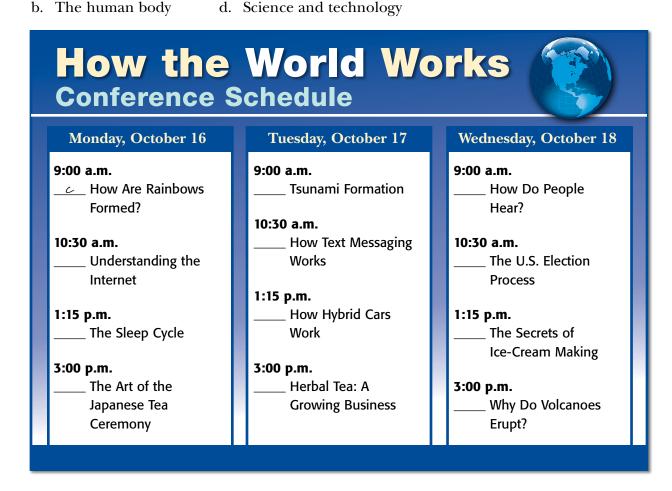
*"What is the highest mountain in the world? Is it Mount Kilimanjaro, Mount Fuji, or Mount Everest?"* 

### **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**

- Consumer products a.
- c. Nature
- e. World cultures



**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 . . . "

# Language focus

# Introducing a process presentation

A 3 14 Listen to Kazu and Tami introduce their process presentations. Check ( $\checkmark$ ) the correct presentation titles.



- 1. Kazu
  - Curing Sleep Disorders
  - U Why We Dream
  - □ The Sleep Cycle



- 2. Tami
  - Understanding Ocean Tides
  - 🔲 Tsunami Formation
  - □ How Water Pollution Occurs

**B** 0 14 Listen again. Check ( $\checkmark$ ) the three pieces of information each person will discuss.

- 1. Kazu
  - □ what the stages of sleep are called
  - □ how sleep disorders are treated
  - $\Box$  when dreams are created
  - □ how health is influenced
  - $\Box$  how the brain is affected

- 2. Tami
  - □ which places are affected
  - □ how people are rescued
  - U 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.

	troducing a	pro	cess pr	esentation
In this	presentation, talk,	1/11	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

- 1. a. drowsiness
  - b. light sleep
  - c. deep sleep
  - d. REM sleep
- 2. a. There is an underwater earthquake.
  - b. Layers of earth are pushed together.
  - c. Waves are created.
  - d. The waves hit shore.

#### What happens

- The brain waves are slowed.
- The heart rate is lowered.
- Dreaming begins.
- <u>a</u> The eyes first close.
- \_\_\_\_\_ Houses and buildings are destroyed.
- The waves gain speed and strength.
  - The ocean floor moves suddenly.
    - \_ The water level rises slightly.

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

	Explain	ning	a process
Name	ed stages		
The	first second next final	sta	<b>ge is</b> the drowsiness stage.
	med stage. e first stag		nere is an underwater earthquake.
This Durii	happens is when ng this sta is point,	ge,	the eyes first close. the ocean floor moves suddenly.

**C** Change partners. Then take turns explaining the process below.

	How no	ev	vspapers are made
	The stages		What happens
0	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	
	rinal stage: grinaling and brewing

**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	• beans are heated to 240°C in
for shipping	roasting machine
• go over how raw beans are processed	• coffee cherries are picked by hand or machine
<ul> <li>grinding and brewing</li> </ul>	• 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.

C.	ffee Manufacturing Engine Room to Cur
	offee Manufacturing: From Bean to Cup
	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
	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
	2. length of time determines color, richness
and and the	D. Final stage: grinding and brewing
	1.
	2. different methods, depending on strength of coffee
	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: <u>Coffee: A Cultural History from Around</u>
	the World by Ed Milton
_	

# **Presentation** focus

#### Introduction 1

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

#### Conclusion 3

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.

#### 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 <u>Coffee: A</u> <u>Cultural History from Around the World</u> by Ed Milton. Thank you. We have a few minutes left. I'll be glad to take your questions now.

# **Presentation skills** focus



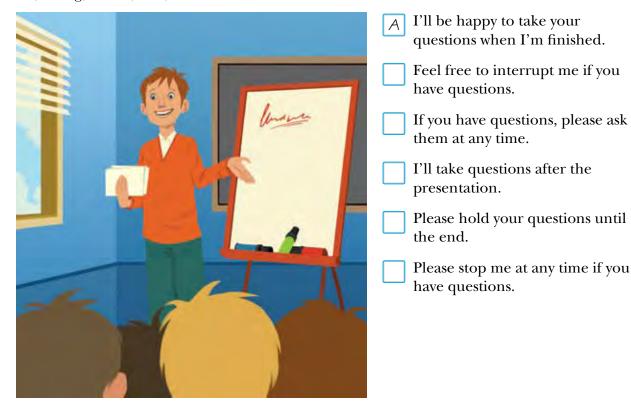
### Inviting audience questions

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.



#### **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.

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(d)	ırın	$(\sigma)$
Jul	<b>11 11</b>	<u> </u>

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	How text messaging works	How cash machines work
The U.S. election process	Why volcanoes erupt	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."* 



- 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.

	0
My process:	
A preview of the presention	
• an introduction     • an invitation for     to the process     audience question	ns
	Recommendations
	for further research
A review of all the stages of the process	
An explanation of the process	
E	
	An interesting fact
	about the process
<ul> <li>the stages and what happens</li> </ul>	

# **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)	
Introduction	
A. An interesting fact about the process	
B. A preview of the presentation	
• an introduction to the process	
• an invitation for audience questions	
Body	
An explanation of the process	
• the stages and what happens	14
• the stages and what happens	-
	6
	4
	10
Conclusion	
A. A review of all the stages of the process	
	•
B. Recommendations for further research	
b. Accommendations 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.