



## Homework

Prepare a 3-minute presentation on this question:  
How will technology change our lives in the next 20 years?



## SPEAKING AND LISTENING

- In pairs, describe the photo and answer the questions.
  - What is the student at the front of the class doing?
  - How are presentations useful in school work?
  - Have you ever made a presentation? How did it go?
- In pairs, look at the presentation plan. Decide which aspects of life from the ideas wheel would be relevant/appropriate to discuss the topic.
- CD2.13 Listen to Simon and Meg discussing the presentation. Are the statements true (T) or false (F)?
  - Simon feels confident about his presentation.
  - The presentation has to last five minutes.
  - Meg compares the structure of a presentation to an opinion essay.
  - Simon decides to focus on schools, transport and leisure.

### Presentation Plan

'How will technology change our lives in the next twenty years?'

#### Introduction

Say what you think the question means

Explain your plan for the presentation

#### Aspects of life

#### Conclusion

Summarise the arguments  
Give your opinion

- 4 **CD2.14** Listen to Simon's presentation and tick the advice that Meg and Rhona give him.

**During the presentation**

- 1 Don't read your presentation. Use notes.
- 2 Don't speak too fast.
- 3 Try to sound interested.
- 4 Pause to give your listeners time to think.
- 5 Look at your listeners to check they understand you.
- 6 If you make a mistake, start your sentence again.
- 7 If you can't remember a word, use another one.
- 8 Don't get into personal details.
- 9 Observe the time limit.

- 5 **CD2.15** Listen to the extracts from Simon's presentation and complete the **Speak Out** box with the expressions he uses.

**SPEAK OUT | Giving presentations**

- Begin your presentation with:  
*I'd like to begin by ...ing/  
I'm \_\_\_ to \_\_\_ about/  
I've chosen this topic because ...*
- Introduce new points with:  
*Firstly/Secondly/Moving on to .../2 \_\_\_ to*
- Give yourself time to think with fillers:  
*Well,/Right,/So,/Where was I?/3 \_\_\_  
4 \_\_\_ I mean is/The thing is/You see*
- Summarise your points at the end:  
*Finally/5 To \_\_\_ \_\_\_/Last but not least*

- 6 Prepare a presentation on the topic below. Use the presentation plan and the ideas wheel to help you.

*How will global warming change the way we live in the future?*

- 7 In the next class, make your presentation. Follow the advice in Exercise 4 and use the language in **Speak Out**.

**VOCABULARY AND WRITING**

- 1 Check you know the meaning of disasters a-g and of the underlined words below. Use a dictionary to help you. Then match disasters a-g with quotes 1-7.

- a drought
- b earthquake
- c flood
- d forest fire
- e hurricane
- f tsunami
- g volcanic eruption

- 1 'It was 6.3 on the Richter scale.'
- 2 'The city is covered in ash and mud. There is a stream of molten lava.'
- 3 'Tanya is heading for Florida with winds of up to 170 miles per hour.'
- 4 'The Thames has broken its banks.'
- 5 'After years without rain there is no food or water.'
- 6 'The high winds are making it very difficult for the emergency services to put it out.'
- 7 'A massive undersea earthquake caused a ten-metre-high wave.'

- 2 In groups, imagine you want to raise money to help people after a natural disaster. Choose the idea below you think will raise the most money.

- A concert
- A photo exhibition
- Lottery tickets
- A jumble sale (collect and sell second-hand things)
- A sports event, e.g. a sponsored marathon
- A street collection (collect money from pedestrians) in the town centre

- 3 Read the leaflet for the concert. Then look at the guidelines on page 120. Has the writer followed all the advice? Tick the guidelines that he/she has used.



- 4 In pairs, use the guidelines on page 120 to help you write a leaflet to advertise one of the fundraising activities in Exercise 2.