

SECTION 3

JULIE: Remind me, Trevor . . . how long is the presentation?
TREVOR: Dr White said three per hour.
JULIE: So about twenty minutes?
TREVOR: Well . . . it'll be fifteen minutes per presentation.
JULIE: And five minutes for questions.
TREVOR: And is this one going to be assessed?
JULIE: No . . . not this time round . . . because it's the first one . . . you know.
TREVOR: Good news.
JULIE: Well, Trevor, what are we going to include?
TREVOR: Well . . . Do you think we ought to give some historical background?
JULIE: Oh no . . . definitely not . . . we won't have time!
TREVOR: OK . . . but I think we ought to say something about the geographical location . . . cos not a lot of people know where the islands are . . .
JULIE: Yes . . . OK . . . I'll take notes, shall I?
TREVOR: Yeah, that'll be a help . . .
JULIE: So . . . geographical location . . .
TREVOR: Then we ought to give an overview of the whole education system.
JULIE: Shouldn't we say something about the economy . . . you know agricultural produce . . . minerals and so forth?
TREVOR: Well . . . Dr White said we shouldn't go into that sort of detail.
JULIE: But it's pretty important when you think about it . . . you know because it does influence the education system . . .
TREVOR: Look . . . let's think about that one later shall we? Let's see how we're doing for time . . .
JULIE: OK . . . so . . . general overview of education
TREVOR: Of course . . . and then the role of English language . . .
JULIE: Nope . . . that goes in the Language Policy Seminar . . . don't you remember?
TREVOR: Are you sure?
JULIE: Positive.
TREVOR: All right . . . so those are the topics we're going to be . . . to be covering . . .

JULIE: We need to think about what to prepare . . . Dr White said he wanted us to use plenty of visuals and things and we might as well try them out when we're not being assessed . . .
TREVOR: Well, the most important thing is the overhead projector . . .
JULIE: No problem . . . we'll get that from the media room . . . must remember to book it . . .
TREVOR: Well . . . we'll need a map of course.

JULIE: Probably two . . . one of the islands . . . large scale.
TREVOR: And one of West Africa.
JULIE: Well, the West African one is no problem . . . There's one in the Resources Room.
TREVOR: Oh yeah, of course, the resources room; the islands are going to be more of a problem.
JULIE: Tell you what . . . there's a very clear map of Santiago in that tourist brochure I showed you last week. Don't you remember it?
TREVOR: Oh yeah . . . that's right; we can just use the tourist brochure.
JULIE: We also need statistics . . . on several different things.
TREVOR: Literacy rates.
JULIE: Yes, and school places.
TREVOR: How about the encyclopaedia?
JULIE: Nah . . . not up-to-date enough!
TREVOR: Mmm . . . why don't we call the embassy?
JULIE: Oh . . . someone's enthusiastic!
TREVOR: Well . . . if something's worth doing . . .
JULIE: I know . . . it's worth doing well . . . OK.
TREVOR: We can find out statistics on school places from them as well.
JULIE: Might as well.
TREVOR: Look, Julie, it's almost time for our tutorials . . . we can meet again on Monday . . . but we need to prepare some stuff before then . . .