

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 <u>five minutes for questions</u> ,	Q21
TREVOR:	And <u>is this one going to be assessed?</u>	Q22
JULIE:	<u>No</u> . . . 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 <u>to say something about the geographical location</u> . . . cos not a lot of people know where the islands are . . .	Q23
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 . . .	Q24
TREVOR:	Look . . . let's <u>think about that one later shall we?</u> Let's see how we're doing for time . . .	
JULIE:	<u>OK</u> . . . so . . . <u>general overview of education</u>	Q25
TREVOR:	<u>Of course</u> . . . and then <u>the role of English language</u> . . .	Q26
JULIE:	<u>Nope</u> . . . that goes in the Language Policy Seminar . . . don't you remember?	
TREVOR:	Are you sure?	
JULIE:	Positive.	

Tapescripts

- 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 . . . Q27
- 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. Q28
- 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? Q29
- 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. Q30
- 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 . . .