

Presentation: choosing a study holiday

21st Century Skills Collaboration: making decisions

Key Competences 🌐 Cultural awareness and expression, 🧠 Mathematics, science and technology, 🎓 Learning to learn

Useful language from the units 4A weather, 4B comparison, 4D superlative adjectives, *too* and *enough*, 5B *will* and *going to*, 5D first conditional, 5G making contrasts, 6A describing visitor attractions

STEP 1: UNDERSTAND THE TASK Work in pairs. Read the task. What two things do you have to do? What do you think is important when choosing a destination for a study holiday? Make a list of factors.

TASK

Your class is going to visit an English-speaking country this summer. Your teacher has asked you to help choose the destination. Choose a city and give a presentation explaining why you think it's the best for your study holiday.

- Statue of Liberty
- Empire State Building
- Broadway
- Museum of Modern Art



a New York, USA

- Opera House
- Harbour Bridge
- Sydney Harbour
- Bondi Beach – surfing!



b Sydney, Australia

- Buckingham Palace
- Tate Modern
- Oxford Street
- Saint Paul's Cathedral



c London, United Kingdom

School facilities	language lab	1-to-1 teaching	film equipment	swimming pool
Sydney, Australia	✗	✓	✗	✓
London, UK	✓	✓	✗	✗
New York, USA	✓	✗	✓	✗

Weather	hottest	coldest	wettest
Sydney, Australia	Jan	July	March
London, UK	July	Jan	Oct
New York, USA	July	Jan	May

Accommodation	family	hostel	hotel
Sydney, Australia	Y	Y	N
London, UK	Y	Y	N
New York, USA	N	N	Y

Return flight	
Sydney, Australia	£800
London, UK	£150
New York, USA	£500



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STEP 2: PREPARE






Study the information on the locations and the slides from a student's presentation and answer the questions.

- 1 What reasons does the student give for their choice?
- 2 Do you think these are valid reasons for choosing a destination for a study holiday?
- 3 Choose a city from page 1 and make a list of reasons for visiting it.
- 4 Are there any negative factors associated with visiting this city? Make a list.

Negatives X X X

- Weather – British summer 
- No swimming pool at language school 
- Been there before

Positives ✓ ✓ ✓ ✓ ✓

- Cheaper flight £ 
- Interesting city 
- Can visit Tate Modern 
- Oxford Street – great shopping 
- Interested in British culture 

STEP 3: ANALYSE

Work in pairs. Read the presentation. Which city is the student talking about?

How has the student developed the points from the slides in Step 2 in the presentation? Think about:

- 1 The opening and conclusion
- 2 Grammar and tenses
- 3 Adjectives
- 4 Linking words

We'd prefer to visit _____ this summer for the following reasons.

Firstly, the flight is a lot cheaper and it is the nearest city.

Secondly, this is a spectacular city with impressive art galleries like the Tate Modern. We're all really keen to explore all the culture this city has to offer. Furthermore, in our free time, we can also go shopping on Oxford Street.

On the other hand, the summer there is very unpredictable. Showers and thunder storms are likely. There is no swimming pool at the school there, but this facility is not essential to improving our English.

While it's true that some of the class have been there before, in spite of this, I would recommend this city for our study holiday for the reasons I have mentioned.

STEP 4: CREATE Work in pairs. Write a presentation about one of the cities on page 1.

Use your reasons from Step 1 and positive and negative factors from Step 2.

Develop them into a presentation using the model and criteria in Step 3.

STEP 5: PRESENT AND DECIDE

Give your presentation to the class. When you have heard all the presentations, decide which city to visit. Use the key phrases. Did a particular presentation persuade you?

KEY PHRASES

I'd rather ... / I'd prefer (to) ...

I think ... will be better / more fun than ...

I've chosen ... because ...

The reason for my choice is that ...

I won't go for ... because ... / I'm rejecting ... because ...

I don't think ... will be as good / as interesting / as much fun as ...

STEP 6: SELF-EVALUATION Copy the statements into your notebook and score yourself from 1–4.

- a I can interpret data from a range of sources.
- b I can give reasons for choosing a study holiday.
- c I can present data in a presentation and give my opinion on it.
- d I can discuss different presentations and make a decision on where to go.

4 very well

3 well

2 needs practice

1 not very well

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PROJECT SUMMARY

- **21st Century Skills:** Collaboration: making decisions
- **Key competences:** Cultural awareness and expression, Mathematics, science and technology, Learning to learn
- **Useful language from the units:** 4A weather, 4B comparison, 4D superlative adjectives, *too* and *enough*, 5B *will* and *going to*, 5D first conditional, 5G making contrasts, 6A describing visitor attractions

WARM-UP EXERCISE

Ask students: *If you could visit any place in the world where English is the first language, where would it be and why?*

STEP 1 UNDERSTAND THE TASK

- Ask students to read the task. Put students into pairs to discuss which two things they need to do for this project.
- Focus their attention on the question *What do you think is important when choosing a destination for a study holiday?* In pairs, students brainstorm ideas and make a list. If necessary, elicit or give one or two ideas to help them start. Students can look at the photos and charts on the page, but at this stage you want ideas for choosing *any* study holiday destination.
- Monitor carefully and when all pairs have some ideas, put pairs together to compare their lists and add anything extra. They will have further opportunity to think about ideas in Step 2.
- Ideas could include: the location (how far from where they live), the weather, what they can see / visit / do there, the cost of living (how expensive it is), facilities available, the food, how safe it is, whether they have visited the place before.

ANSWERS

- 1 choose a destination for a study holiday
- 2 give a presentation to explain their choice

STEP 2 PREPARE

- In Steps 2 and 3, students analyse a model presentation and make decisions about how to choose content and language for an effective presentation.
- Tell students to look at all the information in the photos, charts and slides about the possible study locations. They should then answer questions 1–4 in their pairs.



Students can also use the internet either at school or at home to find out more useful information about the cities. Ensure students are using appropriate search engine entries which produce valid results for their presentations.

- Check the answers as a class.

ANSWERS

- 1 The plane ticket is cheap, there is lots to see and do there and it's interesting with lots of culture.
- 2–4 Students' own answers.

STEP 3 ANALYSE

- Students focus on an extract from a presentation.
- Put students into pairs to discuss the questions.
- Monitor and help students as necessary.

ANSWERS

The student is talking about London.

- 1 The student states the location in the opening paragraph and says that he/she is going to give a list of reasons. In the conclusion, he/she refers the listener back to the list of reasons. He/She takes one of the negatives (*been there before*) and states that in their view, this isn't an issue.
- 2 The student uses the future to discuss the summer, but the facts are in the present tense.
- 3 The student uses adjectives such as *spectacular* and *impressive* to talk positively about ideas in their slides such as the Tate Modern gallery.
- 4 Students use a range of linking words, such as *firstly*, *secondly*, *furthermore*, *on the other hand*, *while* and *in spite of this* to link all of the ideas in the slide.

STEP 4 CREATE

- Put students into pairs to choose one of the cities on page 1, write notes about positives and negatives and then produce their presentation. They should include information they can see in the photo, data from the charts as well as their own knowledge of the destination.
- It is important to make sure that the pairs don't all choose the same destination.
- Give them plenty of time to write their presentations. Remind them, both before and as they write, to keep in mind the four points in Step 3.
- Give a time limit for this presentation and monitor carefully.



If students have access to the internet, they could research their destination in more depth and include more facts in their presentations. They could make slides to accompany their presentation if this technology is available and use images and video as well as text.

- When all pairs are near to finishing the writing task, tell them to check their work for mistakes.
- Finally, ask them to decide how they will divide the presentation so they both have an opportunity to speak. If there is time, ask them to practise. You could correct pronunciation at this stage.

STEP 5 PRESENT AND DECIDE

- Student pairs give their presentations to the class.
- Divide a large class into smaller groups to speed up this process. It is important to ensure there is a variety of destinations in each group.
- If you think your students may not give each other their full attention, ask them to make notes on each other's presentations.

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- When they have all finished, the group discusses which destination to choose. They are practising the skill of decision-making, so it is important that all students in the group get a chance to give their opinion, even if they fail to make a final decision. Before they start discussing, focus their attention on the key phrases and remind them that they may need to compare the different destinations.
- Monitor carefully and make a note of any common mistakes for delayed correction afterwards.
- Praise students who discuss calmly and clearly, and who use the key phrases well in discussion. You could write examples on the board.
- Finally, elicit responses to the last question: *Did a particular presentation persuade you?* You could bring their attention back to the quality of the writing (points in Step 3) as well as the content.

STEP 6 SELF-EVALUATION

- Ask students to copy statements a–d. Then they decide individually how well they can do each thing. Point out that number 4 is very positive and number 1 is the least positive.
- You can also use the key competences evaluation rubric to evaluate how well students have done in the key competences associated with this project.
- You could then conduct a class discussion on what the students found easy and difficult about doing the project, and what they might do differently if they did the project again.

Key Competences Evaluation Rubric

Student's name: Class:

KEY COMPETENCE	4 EXCELLENT	3 GOOD	2 ADEQUATE	1 NEEDS IMPROVEMENT
 Cultural awareness and expression The student shows sufficient appreciation of the differences in cultures to be able to evaluate the data on the three cities in step 2. At all stages the student shows an interest in, and understanding of, the different cultural aspects of the cities and this is evident in the final presentation in steps 4 and 5.				
 Mathematics, science and technology In steps 1 and 2, the student is able to correctly interpret information and data given in a range of sources including tables. In steps 4 and 5, when writing and giving the presentation, the student demonstrates an ability to use and understand factual information and data about the chosen city.				
 Learning to learn At each step of the project, the student reflects on their performance in an objective way and is proactive in thinking of ways in which performance could be improved upon. In the self-evaluation in step 6, the student shows a real understanding and awareness of their own learning and this is reflected in their scoring.				