Presentation: new purpose for an old building

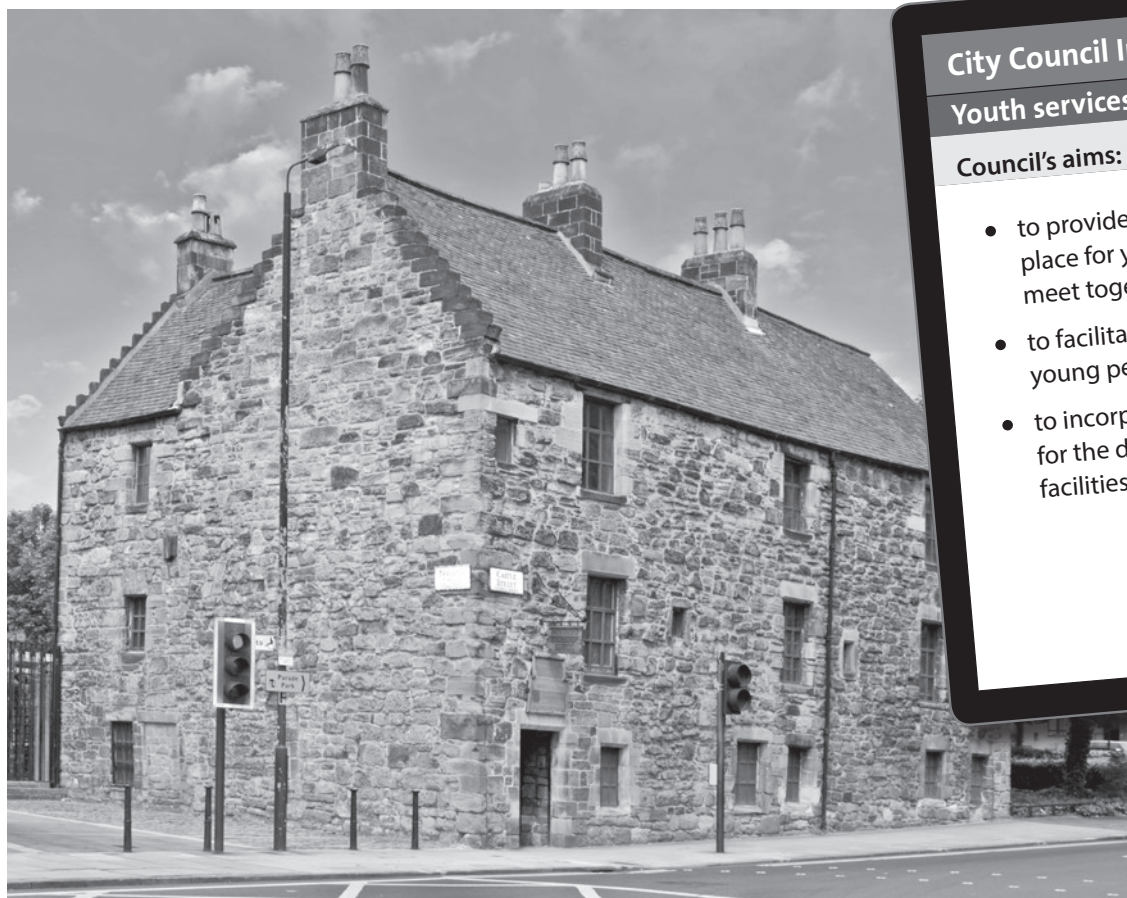|	
21st Century Skills	The world around me: respecting diversity, Collaboration: getting involved in projects
Key Competences	⚏ Social and civic competence, ⅊ Mathematics, science and technology, ⌁ Digital competence
Useful language from the units	4A parts of a house and garden, describing houses and rooms, 4B comparison, 4D imaginary situations, 4G phrases for gaining time, 5A digital activities, computing verbs, computing: useful collocations, 5B quantifiers, 5G introducing opinions, 6B defining relative clauses, 6D non-defining relative clauses

STEP 1: UNDERSTAND THE TASK Work in small groups. Read the task and the council's aims. What does the council want you to do? What would you like to do with the building? What activities would you like to do in the new centre? What facilities and equipment would you like to be available? Make a list.

TASK Your local council has decided to transform an old building into a centre for young people. On their website, they have invited young people to present their ideas of what they would like the youth centre to look like, and the equipment and facilities they would include.
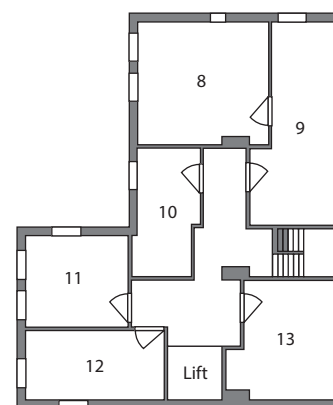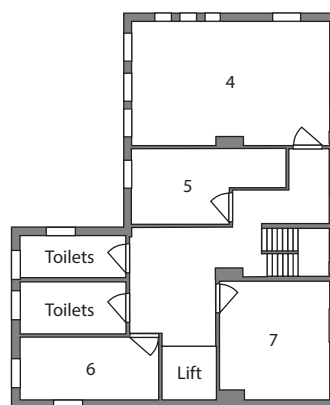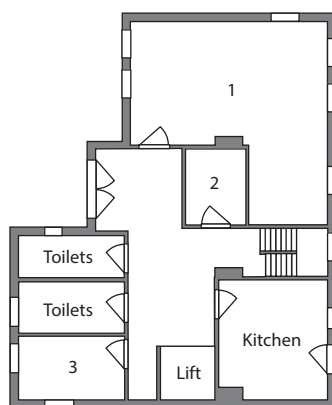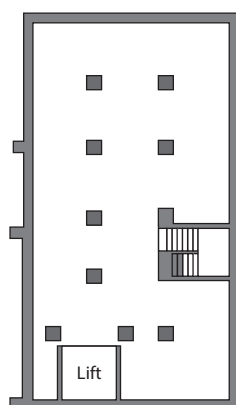

City Council Information ☰ ‹ ›

Youth services

Council's aims:

- to provide a safe, attractive place for young people to meet together.
- to facilitate activities that young people want to do.
- to incorporate accessibility for the disabled in all facilities and activities.

Youth centre plan

Basement

Ground floor

First floor

Second floor

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STEP 2: PREPARE Study the photo and the plan of the building. Discuss the questions in your group.

1 Can the building accommodate your ideas from Step 1?
2 What would you use each room / space for? What equipment would you need?
3 How would you make the activities and facilities accessible for disabled people?

KEY PHRASES

Introducing opinions
It seems to me that ...
In my opinion / view, ...
Personally, I think / don't think that ...
I believe that ...
The way I see it, ...
For me, the important thing is (that) ...

Phrases for gaining time
Let me see ...
I'm thinking ...
Actually, now I come to think about it, ...
I suppose the thing is, ...
All things considered, ...
What else? Well, ...
That's a good point.

STEP 3: ANALYSE Read short extracts from three students' presentations. Did they have the same ideas as you? Which do you think is the best presentation? Why? Compare your ideas with your group.

1

We would create an art studio in Room 4 on the first floor. We have chosen this room because, as you can see from the plan, it has more windows than the other rooms and, therefore, more natural light. Setting up an art room wouldn't require a lot of expensive equipment, but art books for inspiration would be useful. Also, we would like a variety of materials to be available for young artists to experiment with, for example, paper, paints, scissors, glue, ink and brushes. Many young people, including those with disabilities, would benefit from expressing themselves through art. The council could employ an artist as a teacher or mentor for younger artists.

2

OK, so our idea for the big room downstairs is to have a table tennis table or pool table in the middle and some sofas around the outside. People would be able to have a game or sit with a drink from the vending machine. And we could have some TVs too. There might be a problem if people get hit by a ball, but players would just have to be careful. We would make space around the table tennis table for wheelchair users. Anyway, it's the biggest room, so we should have some sports activity in it.

3

Now let's turn to Room 3 which is situated downstairs between the lift and toilets, as shown on the floor plan. This would be our computer room, with desks along the walls. It's a small room, but the desks near the door could be wheelchair accessible. There would be a few computers which you would sign up to use – maximum 30 minutes. Young people could also bring their own laptops and tablets as there would be free Wi-Fi.

STEP 4: CREATE Work in your groups. Write your presentation to inform the council of your ideas. Include one or more plans to refer to if you wish. Use your ideas from Steps 1 and 2.

STEP 5: PRESENT Give your presentation to the class. When you have listened to all the presentations, discuss this question in your groups. If you were the council, which presentation would you prefer? Why?

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

a I can obtain and use relevant information from a range of sources.
b I can contribute ideas and opinions in a group discussion.
c I can organise ideas in a presentation.
d I can make reasoned judgements about presentations.

4	very well
3	well
2	needs practice
1	not very well

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PROJECT SUMMARY

- **21st Century Skills:** The world around me: respecting diversity, Collaboration: getting involved in projects
- **Key competences:** ⚐ Social and civic competence, ⊔ Mathematics, science and technology, ⋙ Digital competence
- **Useful language from the units:** 4A parts of a house and garden, describing houses and rooms, 4B comparison, 4D imaginary situations, 4G phrases for gaining time, 5A digital activities, computing verbs, computing: useful collocations, 5B quantifiers, 5G introducing opinions, 6B defining relative clauses, 6D non-defining relative clauses

WARM-UP EXERCISE

Ask students: *Where do young people go in your town / area in their free time?*

STEP 1 UNDERSTAND THE TASK

- Ask students to read the task and the council's aims. Put students into groups of three or four students to discuss what they need to do. Check their understanding. If there is a youth centre in your town / area, you could mention it as an example.
- In their groups, students brainstorm ideas for the new youth centre. This stage is important as they will use these ideas for their presentation later. Encourage them to make a list, write notes or draw a spider diagram of their ideas.
- Ideas should include activities they are interested in and facilities and equipment they would want.
- Monitor carefully and prompt ideas if necessary, e.g. *What activities would you like to do? Would you need a quiet area in the youth centre? What technology would you like? Would you like to be able to buy food or drink? What might disabled people need?*
- With a weaker group, put groups together or have a whole class feedback stage so that they can share their ideas.

ANSWERS

The council would like us to present to them ideas about what we would like the new youth centre to look like and the equipment and facilities we would like to have there.

STEP 2 PREPARE

- This step focuses students' attention on the building. They discuss how their ideas would work with this building. Ask students to look at the plan and the photo very carefully. Make it clear that this is the building which is going to be the new youth centre.
- Ask them to answer the questions in their groups, using their ideas from Step 1. At this stage they can change, discard and add ideas with this specific building in mind.
- Draw students' attention to the key phrases and encourage them to use them as they discuss their ideas.

STEP 3 ANALYSE

- Students focus now on extracts from three presentations by young people.
- Before they read, elicit from students what they think a good presentation to the council should contain. Some examples are:
  - an introduction to explain the purpose of the presentation
  - sensible, detailed suggestions for activities, with reasons
  - realistic requests for facilities and equipment
  - suggestions for how to use all parts of the building
  - ideas relating to disabled users of the centre
  - reference to a plan where appropriate
  - clear, good English which is in a neutral or formal register
  - logical organisation
  - a conclusion
- This allows students to establish criteria for how to judge which presentation is the best (though they only have extracts, not full reports).
- Ask them to read the extracts and analyse each one according to their criteria. After reading, they should discuss the questions in their groups. They should talk about which they think is the best presentation and be prepared to say why. NB They do not have to agree in their groups.

POSSIBLE ANSWERS

Extract 2 is the weakest extract. It uses slightly informal English, is disorganised and the ideas are not thought through. This presentation does not refer to the plan. The council would not be impressed.

Extract 3 is better and the idea is clear and useful (a computer room). The presenter refers to the plan from the council. However, the provision for disabled people does not seem to be a priority.

Extract 1 refers clearly to the plan and presents a clear idea and the reasoning behind it. The writers have thought about all kinds of youth centre users, including disabled people. The extract is organised, full of detail and uses formal language suitable for talking to the council.

STEP 4 CREATE

- Students write their presentation to give to the council. Remind them to use the list or notes they wrote in Step 1 and modified or discussed in Step 2. They should make use of the criteria they thought of in Step 3 in order to write a good-quality presentation.
- Encourage them to include plans if they wish. These can be based on the plan of the building given in Step 1.
- Monitor carefully and encourage fast finishers to add more details as appropriate.
- As students reach a point when their presentations are nearly finished, tell them to work out in their groups how to divide the presentation so that all group members take part.

STEP 5 PRESENT

- If the class is very large, you may need to divide it in two groups. Students give their presentations to the class or their group.

  If interactive whiteboard technology is available, they can project their plans onto it.

- Remind them that they need to choose which presentation they think would appeal most to the council and explain why. If there are a lot of presentations to listen to, you could encourage them to take brief notes as they listen so they remember the presentations and can make a good decision. Remind them of the criteria for a good presentation that they helped to establish in Step 3.

STEP 6 SELF-EVALUATION

- Ask students to copy statements a–d. Then they decide 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 with the key competences associated with this project. To fully evaluate digital competence, students will need access to the internet to complete their research and access to a device to write their presentation.

- 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.

Solutions Third Edition

2 Intermediate 21st Century Skills Project **Presentation: new purpose for an old building**
Key Competences Evaluation Rubric

Student's name: .... Class: ....

KEY COMPETENCE	**4** EXCELLENT	**3** GOOD	**2** ADEQUATE	**1** NEEDS IMPROVEMENT
Social and civic competence The student is supportive towards other team members by respecting turn taking and showing interest in other's opinions at all times during the project. The student is proactive in making suggestions and sharing ideas and opinions in steps 1, 2, 3 and 5 and works collaboratively on the writing task in step 4.				
Mathematics, science and technology The student is able to interpret the floor plan in step 2 and understand the layout of the building. In step 4, the student creates a clear informative presentation with relevant supporting factual data such as diagrams.				
Digital competence The student demonstrates ability in using the internet as a research tool. The student uses sensible search terms to research the information required for the design of the centre for young people and is able to critically evaluate the information found online. In steps 4 and 5, the student demonstrates digital competence in the use of digital formats such as PowerPoint or blog posts for the creation and the presentation of the project.				