

Level: Pre-Intermediate and Up

Objective: Presentation Skills
Research Skills
Unreal structures with "would"
Holiday Vocabulary

Materials: Some big, poster-sized paper, scissors, colored markers, access to a computer lab with Internet connection or travel magazines.

Procedure: This lesson can easily be modified to last over several class periods or cut down to just one. For instance, you can do large skills focus lessons on researching or presenting. It can also be adapted as a short presentation follow up to the [Create a Country lesson](#).

Step 1) Write "**Dream Vacation**" up on the board. Give a student the board marker and have the class brainstorm words associated with that topic.

Step 2) Looking at the board, ask if everyone seems to have the same idea about what a dream vacation is like. Now tell the students that they are going to plan a dream vacation, but that they need to go on this vacation with a partner. Have them prepare some questions to ask people to determine if they have the same ideas about what a perfect vacation entails. (For example, Do you like adventurous vacations or quite ones? Would you prefer the beach or the mountains? Would you like to go abroad or stay in Turkey? Etc.)

Step 3) Do a mingle where the class needs to discuss their ideas of a perfect vacation and decide who would be the best person in the class for them to go with.

Step 4) Once they've found someone they think they'd like to travel with, have them sit down as a pair. Once everyone is finished, students need to explain who they chose for a partner and why. This is a good place to review agreement language as Turkish students tend to have trouble remembering this language point, especially in the negative. Encourage sentences like "Seda likes relaxing on the beach and **so do I**", "Burak doesn't like swimming and **neither do I**." Correlative conjunctions also work (both...and, neither...nor, either...or).

Step 5) Now write "**Money is no object**" on the board. Explain the meaning of the phrase if necessary. Tell students that they are going to imagine that money was no object and that they are going to plan an ideal vacation with their partner (If the class has access to a computer lab with Internet, then they can choose anywhere. If not, they'll be limited to destinations in the travel magazines). The catch is that the holiday has to be abroad and it can't be somewhere they've already been. Making it outside the students' own country facilitates the need for more research and makes it more likely that web sites will be in English.

With the class, brainstorm what they'll have to plan.

- Where to go
- What to bring
- How long to stay
- Where to stay
- What sights to see
- What to do there
- How to travel
- What money to use
- Visa requirements
- Language issues
- Safety and health
- Etc.

Step 6) Show students the poster paper. Explain that they will need to plan their ideal vacation and find out all the details by researching it. After researching it, they will have to draw out a map of their travel plan and include any relevant images. Students can cut out images from magazines, print them out, or draw them. I usually give one to one and a half class periods to research and then prepare the poster.

Step 7) The pairs then present the imaginary holiday to the class. Make sure to emphasize that this is not a real holiday and of course money is always a factor, so they will need to use a lot of 2nd conditional type structures. This is good practice for students as they often have trouble with this. They'll often use unreal *would* for the first sentence and then revert back to present simple or something. This is also a good presentation project because students will have to switch back and forth between present simple for facts about things like visas and historical sights and unreal sentences for their plans.

I usually give the students 15-30 minutes to divide up who will talk about what, prepare the presentation, and practice it before they do it for real. Also make it clear that each person in the pair will have to speak for half the time. Before starting the presentations, it's a good idea to collect the posters and split groups members up as they often will chat about the upcoming presentation rather than listen to the presenters.

During the presentation, listeners need to pay attention to fill out an focus form. Also encourage them to ask questions at the end of the presentation. Use the listening focus questions below. Note that the listening focus forms should be anonymous and then handed to the group who presented them.

Step 8) The final stage of the project involves reflection. Use the reflection form below. Students should fill it out and then discuss it with a partner. I usually tell the students to keep the reflection forms anonymous as well.

Step 9) Take the forms home and go over them for the next day. Discuss the feedback as a class, possibly presenting a selection of it on the board and go over any major language issues that came up.

Imaginary Vacation Listening Focus

Name of **Presenters:** _____

Circle the best choice with **1** being low and **5** being high.

1. The information was clearly presented in an organized way.

1 2 3 4 5

2. The poster was well done and easy to read.

1 2 3 4 5

3. The speakers used appropriate language.

1 2 3 4 5

4. The speakers were easy to understand.

1 2 3 4 5

5. Overall I would give this presentation a

1 2 3 4 5

Any further comments:

Name of **Presenters:** _____

Circle the best choice with **1** being low and **5** being high.

1. The information was clearly presented in an organized way.

1 2 3 4 5

2. The poster was well done and easy to read.

1 2 3 4 5

3. The speakers used appropriate language.

1 2 3 4 5

4. The speakers were easy to understand.

1 2 3 4 5

5. Overall I would give this presentation a

1 2 3 4 5

Any further comments:

Feedback for Imaginary Vacation Project

1. What did you like about his project?
2. What didn't you like about this project?
3. Did you feel you the time for research was:
 Too much
 Too little
 Just right
4. Did you feel you the overall time spent on the project was:
 Too much
 Too little
 Just right
5. How do you feel about your presentation?
6. Did you have enough information?
7. Did you use appropriate language?
8. Would you change anything about it?
9. How could you improve it if you were to do it again?
10. Do you think the project helped improve your English?
11. What did you learn from the project?
12. How did you feel about the teacher's role?
13. Was he/she involved enough?
14. What could the teacher have done to help you more during the project?
15. Should I do this project again with another class? Why or why not?