

EXTREME DIETS

Compact B1 Preliminary for Schools Unit 5

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CLASS PROJECT: A PRESENTATION Step 1: Plan

THE PROJECT

In groups, you're going to create and give a presentation about food and meals in a different country. The presentation will talk about the typical food that people eat, including for school lunch, as well as giving some other interesting information. First, you will prepare notes for your presentation and then practise with the notes. Then you will give the presentation to your classmates. Finally, you will decide which country's food you think is the healthiest.

1 Read the project description and answer these questions with a partner.

- 1 What is your presentation going to be about?
- 2 What three things will you talk about?
- 3 What two things are you going to do before giving your presentation?
- 4 What are you going to decide at the end?

2 Unscramble the anagrams to find words for different foods. Then circle the odd one out in each group.

- | | | | |
|----------|------------|---------|-----------|
| 1 parge | rrysatwbe | rebad | eppnapile |
| grape | strawberry | bread | pineapple |
| 2 blma | eesche | enkcchi | febe |
| 3 tkeyru | coilcrob | bacgeba | chainsp |
| 4 taun | doc | maslno | utleetc |



PREPARATION

3 What food categories do the words in groups 1–4 in Exercise 2 belong to?

4 Carla, Asif and Lucas have prepared notes and slides for a presentation about food in Japan. Match notes 1–3 to presentation slides A–C.

1. What do Japanese people typically eat?

- rice very important – eaten with most meals
- lots of fish, often raw – like sushi (on top of rice)
- tofu – a soft food made from the soya plant, put in lots of things
- bento (healthy packed lunches) very popular

2. What is school lunch like in Japan?

- rice, some vegetables, fish or meat, a soft drink or green tea
- everyone eats the same thing
- lunch in classroom, sometimes with teacher
- students work in groups to collect and serve food and clean up

3. What other interesting things did we learn about food in Japan?

- onigiri (rice balls) are very popular – usually triangles not balls!
- you should make a noise when you eat hot noodles
- fish is popular for breakfast
- people eat lots of seaweed (for example, seaweed salad)

A



B



C



- 5** Carla, Asif and Lucas gave their presentation, using their notes and taking turns to talk about one of the slides. Read what Carla said for the first slide and match gaps a–h with the useful phrases 1–8 in the box.

Today **a** _____ to you about food and mealtimes in Japan. **b** _____ the food that Japanese people typically eat. Rice is very important in Japan. People eat it with most meals. People also eat lots of fish. It's often raw. **c** _____, there's sushi, which is raw fish on top of rice. **d** _____ different kinds of sushi, including salmon and tuna. **e** _____ Does anybody know what this is? No? **f** _____ this is tofu, which is a soft food made from the soya plant. People put it in lots of things. In Japan, people also love something called a bento, which is a healthy packed lunch. **g** _____ Japanese food looks delicious, doesn't it? **h** _____ to you about...

Useful Language:
Giving presentations

- 1 For example, ...
- 2 OK, next (Asif) is going to talk ...
- 3 We'd like to talk ...
- 4 You can see an example in this picture ...
- 5 OK, moving on ...
- 6 This picture shows ...
- 7 Firstly, I'm going to talk to you about ...
- 8 OK, so ...

- 6** With a partner, take turns to present to each other the other two slides about food in Japan. Use phrases 1–8 in Exercise 5.

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CLASS PROJECT: A PRESENTATION Step 2: Develop

- 1** In groups, choose a country's food you'd like to research. Try to research a different country to the other groups in your class.
- 2** Find out the following information. Take notes but don't copy and don't write complete sentences.
 - 1 What do people typically eat in the country you have chosen?
 - 2 What is school lunch like there?
 - 3 What other interesting information can you find?
- 3** Prepare a presentation like the one about Japan using either presentation software or posters.



- 4** Match 1–5 with a–e to complete five tips for giving good presentations.
 - 1 Don't stand in front of the presentation because
 - 2 If you memorise what you're going to say
 - 3 Make sure you look at the
 - 4 Pause to give the audience time to
 - 5 Introduce yourselves at the beginning and
 - a look at the images.
 - b audience and not the screen.
 - c the audience needs to see the images.
 - d take questions at the end.
 - e it will sound boring and unnatural.
- 5** Practise giving your presentation. Make sure you:
 - take turns to talk about different slides
 - use the *Useful Language* in Exercise 5 on page 2
 - use your notes but don't memorise what you are going to say
 - follow the advice in Exercise 4

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CLASS PROJECT: A PRESENTATION Step 3: Present

PRESENTATION

- 1 Give your presentation. Don't forget the advice in Exercise 4 on page 3.
- 2 When all the groups in your class have finished giving their presentations, answer these questions with the other members of your group:
 - 1 Which presentation was the easiest to understand?
 - 2 Which presentation was the most interesting?
 - 3 Which group were the best at following the advice in Exercise 4 on page 3?
 - 4 Were there any facts from the presentations that surprised you?
 - 5 Which country's school lunch is most different to yours?
 - 6 Which country's food do you think is the healthiest?

SELF-EVALUATION

- 1 With the members of your original group, answer these questions together. 1 = not very well, 6 = very well

COLLABORATION

- 1 How well did we work together?

1 2 3 4 5 6

LEARNING TO LEARN

- 2 How well did we give our presentation using only our notes?

1 2 3 4 5 6

COMMUNICATION

- 3 How well did we follow the other advice for giving presentations?

1 2 3 4 5 6

- 2 Answer these questions about yourself. 1 = not very much, 6 = a lot

- 1 How well did I contribute to the project?

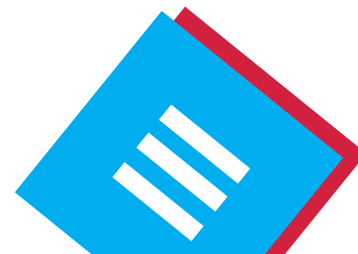
1 2 3 4 5 6

- 2 How much English did I use to do the project?

1 2 3 4 5 6

- 3 Thinking about your answers above, how could you improve the next time you do a project?

TEACHER'S NOTES



PROJECT OVERVIEW

In groups, students create and give a presentation about food and meals in a different country. The presentations talk about the typical food that people eat, including for school lunch, as well as giving some other interesting information. First, students prepare notes for their presentation and then practise with the notes (the idea is to give the presentation without memorising the content). Then they give the presentation to their classmates. Finally, everyone decides which country's food seems the healthiest.

The project helps students to develop the following life competencies, which form part of the **Cambridge Framework for Life Competencies**:

COLLABORATION

Contributes to a fair allocation of tasks, taking into account the skills of the group members.

LEARNING TO LEARN

Uses notes to construct original output.

COMMUNICATION

Uses facial expressions and eye contact appropriately to support verbal communication

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CLASS PROJECT: A PRESENTATION

Step 1: Plan

Estimated time: 60–90 minutes

- 1** Ask students to do the exercise in pairs. This will help them to understand what the project involves and how they will do it.
[AK: 1 food and meals in a different country; 2 the typical food people eat, school lunch, other interesting information; 3 prepare notes and practise with the notes; 4 decide which country's food seems the healthiest]
- 2** Ask students to complete this exercise individually. Then ask them to compare answers with a partner. Then go through the answers together.
[AK: 2 lamb, cheese, chicken, beef (odd one out is cheese); 3 turkey, broccoli, cabbage, spinach (odd one out is turkey); 4 tuna, cod, salmon, lettuce (odd one out is lettuce)]
- 3** Ask students to complete this exercise individually. Then go through the answers.
[AK: 1 fruit; 2 meat; 3 vegetables; 4 fish]
- 4** Tell students they are going to look at the notes and slides that three students prepared for a presentation about food in Japan. This will help them to prepare their own presentations later on. Ask them to do this exercise individually and then compare their answers with a partner. Then go through the answers together.
[AK: 1 C; 2 A; 3 B]
- 5** Tell students they are going to read a transcript of what one of the students, Carla, said during the presentation about food in Japan. Make it clear to them that Carla did not write this out before speaking but came up with this from the notes for the first slide. Ask them to complete the exercise in pairs. Then go through the answers together.
[AK: a 3; b 7; c 1; d 6; e 5; f 8; g 4; h 2]
- 6** Students work in pairs to complete this exercise. One student 'presents' the second slide about food in Japan, using the notes, the *Useful Language* and the images on the slide. The other student does the same for the third slide. Monitor and help if necessary. There will probably be some variation in what they say about the slides which is fine as long as they convey the information in the notes. The important thing here is to make sure the students are using the *Useful Language*.
[AK: Students' own words, using notes and Useful Language]

Note: This is the end of Stage 1 of the project: Plan. You can continue now or in a future lesson. If you decide to continue in a future lesson, you could ask the students to prepare for the next stage by thinking about which country they would like to create their adventure activities brochure for.

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CLASS PROJECT: A PRESENTATION Step 2: Develop

Estimated time: 90–120 minutes

- 1 Put students into groups (ideally groups of three, so there is one student per slide). Ask them to choose a country they would like to research. Try to ensure that a variety of countries are represented in the choices the groups in your class make.
- 2 Give students time to go online and find out the answers. Ensure that they understand that they take notes only – they should not simply copy full sentences. Refer them back to the notes for the presentation on Japan as examples.

Note: This section can be set as homework if you prefer. In this case, student need to decide who will research what.

- 3 Give students time to prepare their presentations. If you don't have access to computers, presentation software or an interactive whiteboard to show the presentations, students can prepare posters instead. Each presentation will then have three posters instead of three slides, but they need to be large and clear so that everyone can see them.

Note: If you wish to stop here and continue in a future lesson, this stage of the project can be split at this point.

- 4 Ask students if they have ever seen any presentations. Were the presenters clear or unclear? Interesting or boring? Give them a few minutes to discuss in their groups what they think makes a good presenter (not presentation). Elicit some feedback from the class. Then tell them they are going to look at some advice for giving presentations that will help them to present their own presentations well. Get them to do the exercise and then go through the answers.

[AK: 1 c; 2 e; 3 b; 4 a; 5 d]

- 5 Give students time to practise their presentations. Monitor and assist if necessary. Ensure they are following the advice from Exercise 4.

Note: This is the end of Stage 2 of the project: Develop. You can continue now or in a future lesson.

CLASS PROJECT: A PRESENTATION
Step 3: Present**PRESENTATION**

- 1 Before starting, recap the advice for giving presentations in Exercise 4 on page 3. Then get students to give their presentations to the class.

Note: If you have lots of groups, you can reduce the time necessary by dividing them into groups of three groups and then having them take turns to present to the other two. This will mean there are several groups presenting at the same time, but to different audiences.

- 2 Ask the students to discuss these questions with the other members of their own group about the presentations they have watched. Elicit some feedback from the whole class, especially about questions 4, 5 and 6.

SELF-EVALUATION

- 1 Explain that students are going to think about how well they did the project as a group, as this will help them to understand their strengths and their areas for improvement in future projects. Students discuss the questions together and give their group a score from 1–6 for each question. Ask for some examples as feedback for the entire class.
- 2 Explain that students are going to reflect on their own personal contribution, as this will help them to understand their strengths and their areas for improvement in future projects. Students consider the questions individually and give themselves a score from 1–6 for each question. Ensure that students understand that this is self-reflection and is not in any way a formal mark.
- 3 Students reflect on their answers in Exercises 1 and 2 and discuss as a group how they feel they could improve for the next project.