



Pair A Card 1

Here are some things tourists sometimes have problems with on holiday. Discuss each one and decide on the two which cause the greatest problems.

weather
accommodation
flights
health
language
crime
food

Pair B Card 1

Here are some problems caused by tourism. Discuss each one and then decide which two are the most serious.

noise
pollution
damage to monuments
litter
destruction of local culture
overcrowding

Pair A Card 2

Here are some different places families can stay when they are on holiday. Discuss the advantages and disadvantages of each one and then decide on the most suitable place for them to stay.

a caravan
a campsite
a hotel
a youth hostel
a self-catering apartment
a holiday complex

Pair B Card 2

Here are some activities families can do when they visit a city on holiday. Discuss the advantages and disadvantages of each one, and then decide on the two which would be the most enjoyable.

visiting museums and galleries
going to a theme park
hiring bicycles
taking a guided tour of the city
eating in traditional restaurants
going to a street market

Useful language

Stating your opinion

In my opinion ...

I feel ...

It seems to me that ...

I think it depends on ...

Comparing

... better/worse/than ...

... is more serious/enjoyable than ...

... they would prefer ... to ...

Trying to convince someone

... but don't you think ... ?

We need to consider ...

Yes, but on the other hand ...

I see what you mean, but ...

Coming to an agreement

Well, I think you're right ...

I suppose I agree ...

Shall we say that ...

So our final choice is ...

Assessment criteria

Listen to the other pair and grade the students using the criteria below.

A They listened carefully and responded appropriately.	1	2	3	4	5
B Their opinions were clear.	1	2	3	4	5
C They encouraged their partner to speak.	1	2	3	4	5
D They came to their final decision effectively.	1	2	3	4	5

Activity

Pair work: speaking

Aim

To discuss and prioritise factors related to tourism, and practise Part 3 of the Speaking test

Language

Expressing opinions, giving reasons

Preparation

Make one photocopy of the sheet for each group of four students, and cut up the four prompt cards.

Time

20–25 minutes

Lesson link

Unit 8, page 118

Teaching notes

Procedure

- › Students work in groups of four (Pair A and Pair B together). Tell them they will need a timer.
- › Give each group a set of prompt cards. Ask them to place the Useful language and Assessment criteria so that they are visible to all the group members. Pair A and Pair B should take their corresponding prompt cards.
- › Pair A discusses the topics on their first card for three minutes. Pair B listens carefully and grades them using the criteria given (1–5, with 1 being weak, 5 being strong).
- › Pair B then discusses the topics on their first card, while Pair A listens and assesses them. Then they repeat the procedure for their second cards.
- › During the activity, circulate to make sure the groups are doing the task correctly and make a note of any common errors you hear.
- › When students have finished, they should look at the marks together and discuss how well they performed. Encourage them to make suggestions on how they could have performed better.
- › Get some feedback from the class by asking students how they felt they performed and what their strong/weak points were.
- › Finish the activity by doing some error correction with the class.