



# PROMOTING THE GOLD COAST

## —Making a Presentation Using Powerpoint—



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### PURPOSE

The students promote one aspect of their local area, the Gold Coast. They can assume the role of tour guide for a group of Japanese tourists visiting the Gold Coast and make their presentation on their guests' arrival, or they can assume the role of a Gold Coast Tourism Commission representative in Japan, making their presentation to a group of travel company owners, showing what the Gold Coast has to offer. This lesson involves the students in collating information, including downloads from the Internet, and writing a rough draft in Japanese of the information that will appear in each slide of their Powerpoint presentation.

### POINTS TO BE STUDIED

#### LANGUAGE OBJECTIVES

##### TARGET FUNCTIONS

❖ Greetings, discussing travel arrangements, introducing oneself, making invitations/suggestions, weather forecasting, listing events, describing situations and describing places of action

##### TARGET EXPRESSIONS

❖ ~と申します, 雨が降るでしょう, 晴れでしょう, 曇りで涼しいです, 暑くて曇りです, (place)へ( reason)に行きます, ( time)に( transport)で行きます, ~ができます, ~まで, ~から, ~で売っています, ~と, ~や

##### TARGET VOCABULARY

❖ ようこそ, adjectives including 楽しい, おもしろい, きれい, すごい, りっぱ (and various *katakana* words)

#### CULTURAL OBJECTIVES

- To understand one's own local area and what it has to offer, and consider how to present this in a way that appeals to people from a different culture, i.e., Japan
- To use knowledge of Japan and its people to present information appropriately through discussion and drawing on prior experience

#### OTHER OBJECTIVES

- To increase student motivation
- To cater to a variety of ability levels

## SOURCE MATERIALS

- Computers for students
- A language kit program to allow word-processing in Japanese
- Office 97 or above, which contains the Powerpoint software
- Dictionaries (English/Japanese, Japanese/English)
- Brochures, information (collected by students) on their topic of interest
- A scanner
- Access to the Internet to allow students to download relevant information

## PROCEDURE

### Preparation

The teacher must be familiar with the Powerpoint software and the use of a language kit program. Ensure that the students have completed the required homework (collection of brochures and information). The students are shown a Powerpoint presentation to familiarize them with the software. They are also given some example situations to think about in creating their own Powerpoint presentations in Japanese.

#### 1. Presentation (5 mins.)

The teacher displays a sample Powerpoint presentation.

#### 2. Discussion (5 mins.)

The students discuss various choices of topic, e.g., the Gold Coast's fauna and flora, amusement parks, beaches, and shopping options.

#### 3. Designing of presentation (30 mins.)

The students design (on paper) a rough plan of what will be contained in each slide in Japanese.

#### 4. Checking drafts (5 mins.)

The teacher checks the students' rough drafts and records the topic chosen by each student.

#### 5. Evaluation

The teacher marks the presentation using relevant criteria, i.e., content, vocabulary, structures, coherence, appreciation, intention, attitude, socio-cultural references.

#### Remarks

- The students chose different topics and therefore displayed a variety of sentence patterns/structures. The flexibility of this task allowed for the varying ability levels. Some students produced far more variety of sentence patterns. Some of these were from previous Japanese subjects they had completed and

some were completely new to them. Textbooks, notebooks, dictionaries and the teacher were consulted throughout the task. At least two or three subsequent lessons need to be spent on the rough drafts. When the teacher is satisfied with the students' drafts, they may start creating them with Powerpoint. If the teacher does not insist on a paper draft first, the students will spend too much time on deciding how to present the material (the pictures, sounds, etc.) rather than on the content of each slide.

### Example student's work

**Title: The Big Day Out (a music event)**

**Name: Bree Conel**

#### Sheet 1

Greetings to introduce herself and welcome her Japanese guests

Japanese she used: 「～と申します」「ようこそ」

#### Sheet 2

Describing when, where and how her guests would get around the Gold Coast during their stay

Japanese she used: 「(place)へ (time)に (transport)でいきます」「～から～まで」

#### Sheet 3

Describing the weather

Japanese she used: 「てんき」「あめがふるでしょう」「はれでしょう」「くもりですずしいです」「あつくてくもりです」

#### Sheet 4

Describing the cost of tickets

Japanese she used: 「大人りょうきん」「小人りょうきん」「学生りょうきん」

#### Sheet 5

Describing what is available to them to do and giving an opinion on each option

Japanese she used: 「～ができます」「たのしい」「おもしろい」「きれいだ」「すごい」「りっぱ」

### From the committee

This lesson plan is outstanding in its application of technology in the foreign language classroom and in cultivating students' public speaking skills. Combining this kind of study with actual exchange activities would help to dispel students' stereotypical images of Japanese people, foster in them a sense of fellow feeling with Japanese, and encourage them to see themselves as part of the global human community.

## PRESENTATION BY A STUDENT



ホームベイクは何ですか  
おんがくのおまつりです  
ホームベイクでバンド  
を見たりのり物にのっ  
たり、マーケットで買  
い物をしたりします



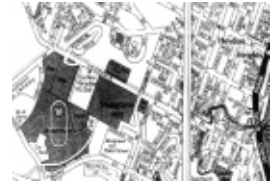
### アトラクション



- \*カラオケ
- \*食べ物
- \*ステージ
- \*のり物
- \*マーケット

### スケジュール

- \*どこですか  
ゴールドコーストのパークランド
- \*いつですか  
日曜日の11時
- \*何時ですか  
午前11時に始  
まって午後1時  
に終わります



### 11月28日の 天気よほう



11月28日の天気です  
二十五どでしょう  
天気はとてもいいでしょう



ぜひ  
ホームベイクへ  
来て下さい

