

## RESTRICTED

## Individual Presentation

Preparation Time: 3 minutes      Assessment Time: 2 minutes

*You are going on a trip to New Zealand. Tell your teacher about the travel plans.*

## Itinerary

Dec 20 - Dec 30

**Auckland, New Zealand**  
Hong Kong

Thurs, Dec 20	
<b>7:20</b> PM HKT	<b>Flight from Hong Kong (HKG) to Auckland (AKL)</b>  <b>Air New Zealand - Flight NZ38</b> BOEING 777/200  <b>Departing:</b> 7:20pm (HKT) <b>Arriving:</b> 11:15am (NZDT) (+ 1 day, 21 Dec) Duration: 10h 55m non stop Baggage: 23kg (checked in), 7kg (carry on). <small>International flights require checking in 1 1/2 hours before your flight A valid passport is required for international flights.</small>
	<b>Accommodation:</b> <b>Hotel Copthorne Hotel Auckland</b> 196 - 200 Quay Street Auckland  <b>Check In:</b> Friday 21 December <b>Check Out:</b> Sunday 30 December  1 standard double room, twin beds
<b>Sun, Dec 30</b>	
<b>11:59</b> PM NZDT	<b>Flight from Auckland (AKL) to Hong Kong (HKG)</b>  <b>Air New Zealand - Flight NZ35</b> BOEING 777/200  <b>Departing:</b> 11:59pm (NZDT) <b>Arriving:</b> 6:05am (HKT) (+ 1 day, 31 Dec) Duration: 11h 6m non stop Baggage: 23kg (checked in), 7kg (carry on). <small>International flights require checking in 1 1/2 hours before your flight A valid passport is required for international flights.</small>
	

Prepare a two-minute presentation about the topic. You can use some ideas from the following and/or your own ideas in your presentation.

- when you need to arrive at the airport
- what you need to take with you
- what time the flight leaves
- how long the flight will take

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- where you will be staying in New Zealand
- what you will do there e.g. sightseeing, visiting relatives, having a short course...

You may use the following or your own words to begin and end your presentation.

Good morning/afternoon, everybody. I'm going to talk about my travel plans to New Zealand.

That's the end of my presentation, thank you.

## Teacher notes

### Managing the assessments or extending the task

- Presentations could be digitally recorded to increase the accuracy of the assessment.
- If you decide to play a more active role, you could give less confident students verbal instructions for each step of the discussion.
- You and/or the students could add to, or delete from, the bullet point list.
- Note that the possible language structures, expressions, and vocabulary given below are not exhaustive lists. They are guides to show teachers some of the possible structures, expressions, and words students may choose to use

### Possible language structures and expressions:

“The first thing we need to do is ...”

“After that, we can go to ...”

“Once we have boarded ...”

“After arriving, we will ...”

“The flight will take a good ten hours”

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“It is important to have identification”

“We will be tired when we get to New Zealand”

“The hotel is in downtown Auckland”

“We must not be late for check in ...”

“We should allow plenty of time ...”

“We shouldn’t take too much luggage ...”

“We ought to check the flight times ...”

**Possible vocabulary:**

Itinerary; travel agent; travel plans; airport; check in; queue; tickets; boarding pass; departure; boarding gate; flight; airbus; shuttle; departure lounge; luggage; baggage; suitcase; passport; documents; customs; in-flight; allowance; weight; limit; security; booking; arrivals; hotel; reservation; taxi; accommodation; sightseeing; whale watching; boat trip; hiking; bird watching; kayaking; diving; sailing; surfing; bungee jumping; skydiving.