

WE'RE OFF!

Compact B1 Preliminary for Schools Unit 8

8

CLASS PROJECT: AN ADVERT STEP 1: Plan

THE PROJECT

In groups, you're going to research a place of amazing natural beauty. You will then create an advert for a tour to that place. Then you will present your advert to your classmates and also watch their advert. You will then decide on the most popular holiday destination, based on the different adverts.

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

- 1 What kind of place is your group going to research?
- 2 After you do your research, what are you going to do?
- 3 What will you watch?
- 4 What will everyone decide at the end?

2 Match the halves of the questions and then ask and answer them with a partner.

- | | |
|--|---|
| 1 Would you rather go on holiday | a arriving at the first airport and leaving the one at the other end? |
| 2 When you fly, what are all the things you must do between | b or sightseeing and shopping in a city? Why? |
| 3 Which would be scarier, travelling by plane in bad weather | c with friends or with family? Why? |
| 4 Do you prefer holidays sunbathing on the beach, camping in the mountains | d or by ship in rough waves? Why? |

PRESENTATION

3 Work with a partner. What do you know about the Grand Canyon? What can visitors do there?



4 Three students, Fernanda, Vikram and Min-hee, have made an advert for tours to the Grand Canyon. Read their advert on page 2. Does it mention your ideas from Exercise 3?

5 Complete gaps 1–8 in the advert with the phrases in the box.

| | | | | |
|---------------------|----------------|--------------------|--------------------------|---------------|
| If you want to | have to see it | If you visit | Another popular activity | Why don't you |
| hard to imagine how | we'll organise | do you want to see | How about | |



Fernanda

Are you looking for the holiday of a lifetime? Then why not visit the Grand Canyon in Arizona?

It's (1) enormous the Grand Canyon is: 446 kilometres long, 29 kilometres across at its widest point, and about 1800 metres deep. You (2) believe it. It was created over millions of years by the Colorado River, which goes through it and continues to change its shape today. The rock at the bottom is over 2 billion years old.



Vikram



Here at *Yes You Canyon Tours*, (3) the perfect visit to this wonder of nature. There are plenty of things to do. (4) go hiking? (5) a mule ride? (6) is white water rafting. (7) stay overnight, we'll arrange everything you need, including a guide who will go with you and tell you everything you need to know about this incredible place. We can plan tours for small or large groups, and our prices are excellent.



Min-hee

So, (8) one of nature's most amazing sights? Of course you do! To find out more, visit *Yes You Canyon Tours* online or call our office for more information. Our staff will be happy to answer any questions. Don't wait, just do it! (9) the Grand Canyon with *Yes You Canyon Tours*, you won't be disappointed. Email or call us now!



**Email or
call us
now!**



6 If you went on a tour with *Yes, You Canyon Tours*, what activities would you do?

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CLASS PROJECT: AN ADVERT Step 2: Develop

1 In groups, you're going to invent a company and create an advert for a tour to a place of amazing natural beauty. Think of a company name and choose a site to research. Here are some suggestions:

- Iguazu Falls
- The Great Barrier Reef
- Mount Kilimanjaro
- The Galapagos Islands
- The Dead Sea
- Niagara Falls
- Yosemite National Park



2 In your groups, find out information about the following.

- Where is the place?
- What is it and how was it formed?
- How can you get there?
- When is the best time to visit?
- What can visitors do there?

3 Match the synonyms 1–6 in the box to the adjectives a–f in the *Useful Language* box. Which ones can you use to describe the place you're going to write about?

1 very hot 2 very beautiful 3 very interesting
4 very good 5 very cold 6 very big

Useful Language:
Adjectives to make
descriptions more interesting

- a huge ☐
- b freezing ☐
- c gorgeous ☐
- d fascinating ☐
- e incredible / wonderful ☐
- f boiling ☐

4 Write an advert for your company, like the one for Yes, You Canyon Tours, selling tours to the place you have researched. It should include:

- interesting information about the place
- attractive images that make people want to visit
- suggestions for activities to do there
- your company name, the prices of your tours and how to find out more
- Useful phrases from page 1, Exercise 5
- Useful Language adjectives to make your descriptions more interesting

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CLASS PROJECT: AN ADVERT

Step 3: Present

PRESENTATION

- 1** Match 1–3 to a–c to create advice on how to make a good advert.
 - 1 You should speak clearly
 - 2 It's important to show your images clearly
 - 3 If you don't sound enthusiastic
 - a if you want the advert to catch people's attention.
 - b people won't feel confident about spending money with your company
 - c so that people can understand what you're saying.
- 2** Practise presenting your advert. If you can, record it. If not, you can present it instead. Follow the advice in Exercise 1.
- 3** When all the groups are ready, take turns to show or present your adverts.
- 4** Discuss these questions with the members of your group:
 - 1 If you could go on one of these holidays, which one would you choose? Why?
 - 2 Which holiday is the least interesting? Why?
 - 3 Which group had the most creative advert? Why?

SELF-EVALUATION

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

COLLABORATION

- 1** How well did we work together to create our advert?

1 2 3 4 5 6

CREATIVE THINKING

- 2** How creative was our advert, including both images and content?

1 2 3 4 5 6

COMMUNICATION

- 3** How well did our advert make people want to go on our tour?

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?

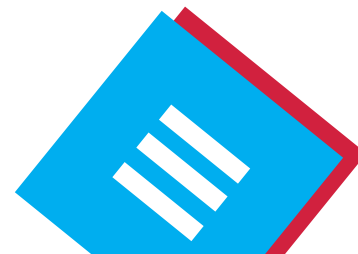
1 2 3 4 5 6

- 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 research a place of amazing natural beauty. They then create an advert for a tour to that place. They present their advert to their classmates and watch theirs. Then everyone decides on the most popular holiday destination, based on the different adverts.

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

COLLABORATION

Being aware of how the group can work together to achieve the task.

CREATIVE THINKING

Creating new content from own ideas or other resources.

COMMUNICATION

Presenting points clearly and persuasively

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CLASS PROJECT: AN ADVERT Step 1: Plan

Estimated time: 50–60 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 a place of amazing natural beauty; 2 create an advert for a tour to the place you research; 3 The other groups' adverts; 4 the most popular holiday destination, based on the different adverts.]
- 2** Ask students to match the halves of the questions individually and then ask and answer them in pairs. Elicit some feedback.
[AK: 1c; 2a; 3d; 4b; Students' answers]
- 3** Ask students to do this activity in pairs. Elicit some feedback.
[AK: Students' answers]
- 4** Explain that students are going to look at an advert that three students made for a made-up company that organises tours to the Grand Canyon. Explain that the speech bubbles show what the three students said and that the images are those they used in their advert. Ask them to read the text in the speech bubbles, ignoring the gaps for the time being, and tell each other if any of their ideas in Exercise 3 are mentioned. Elicit some feedback.
[AK: Students' answers]
- 5** Ask students to complete the gaps individually and then compare with a partner. Go through the answers. Explain that these are phrases the students can use in the adverts they will create later in the project.
[AK: 1 hard to imagine how; 2 have to see it to; 3 we'll organise; 4 Why don't you; 5 How about; 6 Another popular activity; 7 If you want to; 8 do you want to; 9 If you visit]
- 6** Ask students to do this exercise in pairs. Elicit some feedback.
[AK: Students' answers]

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.

CLASS PROJECT: AN ADVERT
Step 2: Develop**Estimated time: 80–90 minutes**

- 1** Put students in groups of three. Tell them they are going to create an advert like the one for the Grand Canyon that they looked at earlier. Ask them to choose a place of amazing natural beauty. They can choose from the suggestions on the worksheet but are free to choose others if they prefer. Try to ensure that every group chooses a different place. Each group should also invent a company name. This can be silly or serious.
- 2** Students research the questions. They can do this as a group or individually, each member of the group taking responsibility for two or three of the questions.

Note: The research in Exercise 2 can be set as homework if you prefer.

- 3** Write the following two pairs of sentences on the board and ask students which one in each pair sounds 'stronger' and more interesting: 1 The party was very good. / The party was amazing. 2 The weather is very bad today. / The weather is awful today. Explain that students can make adverts more interesting by using 'strong' adjectives like *amazing* and *awful*, rather than *very*, and ordinary adjectives like *good* and *bad*, as these are single words which mean the same thing. Then ask the students to do the exercise in their groups.

[AK: a 6; 2 c; 3 d; 4 e; 5 b; 6 a]

- 4** Students write their advert. They should include the things on the list. Refer them back to the advert for *Yes, You Canyon Tours* as a model to follow.

Note: Depending on time and resources, students can either a) present their advert at the front of the class, as if they were on TV; b) record their adverts. Recorded adverts will be more like real adverts, but producing them will require not only recording equipment but also more time and, depending on your school, parental permission to film students. Please decide this before moving on to the next worksheet.

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

CLASS PROJECT: AN ADVERT
Step 3: Present**Estimated time: 30–45 minutes (more if students record their adverts)**

- 1 Ask students to do this exercise in their groups. Explain that they should follow this advice when presenting (or recording) their adverts.

[AK: 1 c; 2 a; 3 b]

- 2 Give students enough time to practise their adverts. Make sure they follow the advice in Exercise 1

Note: If you decide to have students record their adverts, you will need to allocate more time at this stage.

- 3 Groups now take turns to present or show their adverts. To ensure everybody watches and listens carefully, remind them that they will need to choose one of the destinations to visit, based on how well the adverts explain and sell their tours.
- 4 Ask students to do this exercise in groups. At the end, elicit some feedback. Finally, you can decide the most popular destination in class and the most creative advert by a simple show of hands.

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.