

ARE YOU AN OUTDOORS PERSON?

Compact A2 Key for Schools Unit 10

10

CLASS PROJECT: A BROCHURE OF ADVENTURE ACTIVITIES

Step 1: Plan

THE PROJECT

In groups, you are going to make a brochure for a series of adventure activities in a place of your choice. Your brochure will advertise up to three exciting outdoor and indoor adventure activities, and you will make copies of it to hand out to the other groups. You will then read each other's brochures and write questions to ask the different groups about the activities their brochures advertise. There will follow a Q&A (*Question and Answer*) session for each group to put forward their questions and find out more about the different activities.

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

- 1 What topic will your project be about?
- 2 How will you present the information?
- 3 What will you need to prepare for the other groups?
- 4 What will your group have the chance to do at the end?

2 Discuss these questions about the topic with your classmates.

- 1 Do you prefer to do activities indoors or outdoors? Why?
- 2 Which outdoor activities do you enjoy doing? Is there an activity that you have never tried and would like to do? Which indoor activities do you enjoy doing?
- 3 What does adventure mean to you?
- 4 What kind of adventure activity can you see in the photo? Have you ever tried it before?



PREPARATION

3 Read and match the notices (1–6) to those that have a similar meaning (A–F).

- 1 **NEVER CLOSED**
- 2 **No shorts and T-shirts**
- 3 **No nine-year-olds or below**
- 4 **Not open during some winter months**
- 5 **You'll have no less than 60 minutes in the water**
- 6 **We don't close, it doesn't matter what the weather is like**

- A **Over 10s only**
- B **We stay open, whatever the weather.**
- C **There's at least an hour on the lake.**
- D **ALWAYS OPEN**
- E **Closed in January and February**
- F **Please wear long sleeves and trousers**



4 Read through the brochure and match A–F in Exercise 3 with the bullet pointed sentences in the text that have a similar meaning.

5 Read again and underline six words in the brochure related to the natural world.

I'm Elinor, and I live in North Wales. It's one of the most exciting places in the UK for outdoor adventure. Let's take a look at some of the things you can do!



Surf Snowdonia

Maybe you thought you couldn't surf in North Wales. Well, think again! Because now you can!

This lake, surrounded by mountains and beautiful green woods and farms, is one of the first surfing lakes in the world!

Come and learn to surf with first-class teachers:

- man-made waves come every 90 seconds ☐
- from £50 per adult and £40 per child for a beginner's lesson ☐
- you'll have one hour of water time guaranteed ☐
- closed for part of the winter season ☐

(1) If you _____ (want) something less energetic, you _____ (be able to) try stand up paddle boarding on our lake too!

Zip World UK

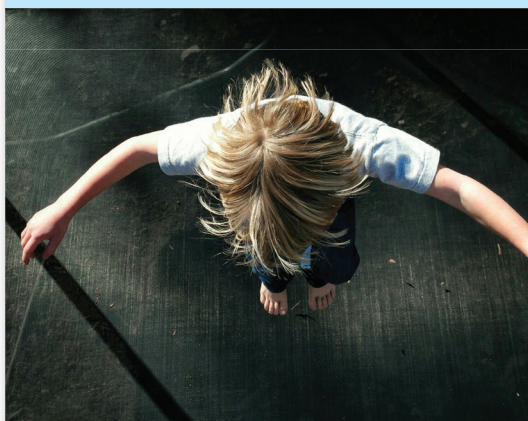
(2) If it _____ (be) speed that you want, at Zip World UK you _____ (find) the world's fastest zip line! It's called Velocity 2, and it's also the longest zip line in Europe!

In the heart of the hills of North Wales, this unique experience will make you feel as if you're flying!

Try Zip World today, you won't be sorry!

- travel at speeds of 100 mph ☐
- from £65 per person ☐
- minimum age is 10 years ☐
- open all seasons, come rain, wind, snow or sun ☐

(3) If you _____ (prefer) an indoor activity, you _____ (not be) disappointed because Zip World has another adventure park!



Bounce Below

(4) You _____ (not need) to worry if it _____ (rain) in North Wales (which happens a lot!) because a huge underground cave is now home to Zip World's best indoor playground!

Bounce Below is an amazing jumping adventure for both children and adults with six very large nets for bouncing on.

Jump for joy, whatever the weather:

- suitable clothing necessary ☐
- from £20 per person for an hour ☐
- minimum age is seven years ☐
- open all year round ☐

You may try other indoor activities if bouncing isn't for you – the underground caves also offer zip wire fun, rope bridges and wall climbing routes!

6 Complete sentences 1–4 in the brochure using the first conditional and the verb in brackets.

7 Discuss with a partner. Which activity would you most like to try from the brochure? Is there an activity that doesn't interest you? Why not?

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CLASS PROJECT: A BROCHURE OF ADVENTURE ACTIVITIES Step 2: Develop

1 In groups, decide which place you would like to prepare your adventure activities brochure on. You can choose an area in a country of your choice, or choose from the following suggestions:

- Singapore (Mega Adventure, Forest Adventure, Supertree Grove)
- New Zealand (Queenstown Adventures, Canyon Explorers, Skyline Luge)
- Switzerland (Zermatt Mountain Experiences, Forest Fun Park Zermatt, Tobogganing Park)
- Costa Rica (Rainforest Adventures, Diamante Eco Adventure park, The Park at Ocean Ranch)

2 Try to find out the answers to these questions about the place you chose in Exercise 1. Use the *Online Research* to help you.

- 1 How can we find out about the different adventure activities available in the place we have chosen?
- 2 Which adventure parks do we want to focus on?
- 3 In our brochure, should we advertise activities from one or more adventure park?
- 4 How can we save our work online if we are preparing it digitally?

Online Research: Cloud computing



What do you do if you start a project in class, but need to finish it at home?

- If you prepare your work digitally, you can save it on an internet site. This means you can access your work on a school or home computer, or any other device with internet.
- Your work is saved in a 'cloud'. You may use the school website to save your work, or any other safe website for keeping your work in one place, such as Dropbox, iCloud or OneDrive. Anybody who has the password to the website can access the work.
- This helps you to work together better and more quickly, and it makes it easier to share your work with your classmates and your teacher.

3 You are going to do the research for your brochure. Use the *Useful Language* to discuss and agree upon three different activities that you would like to advertise in it.

4 Create your brochure using the information you have collected. Don't forget to:

- decide on the best way to present the information in your brochure
- use the model brochure as an example
- use vocabulary and grammar from Unit 10
- use images to make your brochure more attractive
- make copies of your brochure to hand out to the other groups
- prepare to answer questions on the activities in your brochure, and to ask questions on the activities in the other groups' brochures (like the first conditional questions that follow the model brochure)

Useful Language: Agreeing and disagreeing



I think so too.

That's true. / You're right.

That's my opinion too.

I also think that ...

So, do we all agree?

I'm not so sure.

OK, I was wrong.

OK, I've changed my mind.

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10

CLASS PROJECT: A BROCHURE OF ADVENTURE ACTIVITIES

Step 3: Present

PRESENTATION

- 1** When your brochure is ready, hand out copies to the other groups in the class. Give them time to read through your brochure, and to prepare some questions that they would like to ask about the activities that you advertise.

Look through the other groups' brochures and prepare your own questions on the activities that they offer. You should prepare one or two questions to ask each group.
- 2** The teacher will now hold a Q&A session to discuss all the groups' brochures and the adventure activities on offer. Be prepared to answer the questions your classmates ask about your brochure.
- 3** When you have finished the Q&A session, answer these questions with the members of your own group:
 - 1** Were some of the adventure activities on offer similar to the ones advertised in your brochure? Were they in the same or in a different part of the world?
 - 2** Were there any activities that you'd never heard of before?
 - 3** Which activities, and from which countries, sounded most interesting to you?
 - 4** Which activities didn't interest you, and why?
 - 5** Whose group had the most interesting brochure, in your opinion?

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 share responsibilities in the project?

1 2 3 4 5 6

DIGITAL LITERACY

- 2** How well did we use digital tools to help us with our research?

1 2 3 4 5 6

CREATIVE THINKING

- 3** How well did we use creative ideas to advertise the activities in our brochure?

1 2 3 4 5 6

EMOTIONAL DEVELOPMENT

- 4** How well did we understand the other groups' responses to our brochure?

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 plan and research 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 this project, students work in groups to make a brochure for a series of adventure activities in a place of their choice. The brochure will advertise up to three exciting outdoor and indoor adventure activities, and they will make copies of it to distribute to the other groups. Students will then read each other's brochures and write questions to ask the different groups about the activities their brochures advertise. There will follow a Q&A (*Question and Answer*) session for each group to put forward their questions and find out more about the activities on offer.

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

COLLABORATION

Helping each other understand how our role or task helps the group achieve a solution

DIGITAL LITERACY

Using digital tools effectively

CREATIVE THINKING

Creating new content from own ideas or other resources

EMOTIONAL DEVELOPMENT

Empathy and relationship skills – understanding other people's perspectives and feelings

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10

CLASS PROJECT: A BROCHURE OF ADVENTURE ACTIVITIES Step 1: Plan

Estimated time: 45 minutes

- 1** Ask students to look at page 65 of the Student's Book. What outdoor activities can they see? Elicit rock climbing, horse riding, windsurfing, fishing, walking, swimming, cycling, sailing. Ask students if they have ever tried any of these activities, or any other similar adventure activities. Explain to students that in their project they are going to research more adventure activities and create a brochure to advertise some of them. Have students read the project description and then answer the questions in pairs.
[AK: 1 adventure activities; 2 in a brochure; 3 some questions to ask about the activities in their brochure; 4 ask our questions to the other groups]
- 2** Discuss the questions about the topic as a class to find out about the outdoor and indoor activities the students enjoy doing, and which ones they would like to try. Talk about what adventure means to the students, and give the definition as meaning something exciting or unusual, and sometimes even slightly dangerous (such as an activity, experience or a trip). The photo shows someone zip lining, an adventure activity that has become very popular in recent years. Tell students they will learn more about zip lining later.
[AK: Students' answers]
- 3** Ask students to complete the exercise by looking for key words in 1–6 and identifying words with a similar meaning in A–F.
[AK: 1 D; 2 F; 3 A; 4 E; 5 C; 6 B]
- 4** Draw students' attention to the first two lines of the brochure on page 2. Read it, and explain to students that Wales is one of the countries that make up the UK. The others are England, Scotland and Northern Ireland. Tell pupils that North Wales is quite mountainous and rural, and therefore a place where people often go for adventure and outdoor activities. Give students time to read through the brochure and tell them they are going to prepare a similar brochure later in the project. Then ask them to do Exercise 4. Advise them to write

the letters A–F in the correct boxes after the bullet-pointed sentences in the text. Point out the bullet-pointed sections on each of the three brochure pages and advise that these are the sentences they should focus on. There are two bullet-pointed sentences to match to on each page of the brochure.

[AK: A minimum age is 10 years; B open all seasons, come rain, wind, snow or sun; C You'll have one hour water time guaranteed; D open all year round; E closed for part of the winter season; F suitable clothing necessary]

- 5 Ask students to read through the brochure again and find six words in the text related to the natural world. They underline these words.

[AK: lake, mountains, woods, farms, hills, cave]

- 6 On reading the brochure a third time, students complete 1–4 using the verbs in brackets to form correct first conditional sentences. Advise that some sentences are a mix of positive and negative.

[AK: 1 want, will be able to; 2 is, will find; 3 prefer, won't be; 4 won't need, rains]

- 7 Students look at the brochure in pairs and discuss the activity they'd most like to try, and any activity that doesn't really interest them.

[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.

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CLASS PROJECT: A BROCHURE OF ADVENTURE ACTIVITIES Step 2: Develop

Estimated time: 90 minutes (this can be split into two sections, between Exercises 3 and 4)

Exercises 1–3: 45 minutes

Exercise 4: 45 minutes

- 1 In groups, students choose the place that they would like to create their adventure activities brochure on. They can choose from the suggestions given, or research their own place and the types of activities there are to do there. If students are using one of the places suggested, when it comes to doing the research for the activities, they can choose one or more activities from the list of adventure parks provided. Ideally, one park should offer enough activities to prepare a three-page brochure as in the example. But students can also choose activities in different parks if they wish. Encourage groups to pick different places in the world so that there is an interesting mix of activities. This will encourage more discussion in the final stage of the project.
- 2 Students should use these questions as guidelines to help them find the information they need to plan their brochure of adventure activities for their chosen place. Focus their attention on the *Online Research* box. Explain that if they choose to prepare their work digitally, they can save it on a 'cloud'-based website that everyone in the group has access to. This could be the school website, a safe website such as Canva.com that allows you to prepare brochures digitally, or other secure websites such as Dropbox, iCloud or OneDrive. Tell students that the benefits of cloud computing means that everyone involved in the project has access to the work using the same password, can work from school or home on the project, and even send the files directly to you when their work is completed. All this makes for better collaboration, and project work completed more quickly and easily.
- 3 Students start doing the research for their brochure by discussing and coming to an agreement on the three different activities they would like to advertise in it. Encourage students to use the language in the *Useful Language* box and on page 65 of the Student's Book to help them with this planning and research stage.

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 Students create their brochure of adventure activities in their groups. They should decide on the best way to present the information and design their brochure accordingly. This can be done digitally if preferred, using an authentic website that creates brochures, such as Canva.com. They prepare the text and include images to advertise the activities. When their brochure is completed, they should print off enough copies to hand out to the other groups in the class. Students should also have some time to practise talking about the activities in their brochure, and to be prepared to answer questions that the other groups will ask them.

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

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10

CLASS PROJECT: A BROCHURE OF ADVENTURE ACTIVITIES Step 3: Present

Estimated time: 30 minutes

PRESENTATION

- 1 Have each group hand out their brochures to the other groups in the class. Allow the groups time to read through the brochures and prepare one or two questions to ask each group for the Q&A session that will follow. Students should try to write first conditional questions as in the example questions below the model brochure where possible.
- 2 When the groups are ready, hold a Q&A session to give them the opportunity to ask and answer questions about the different activities on offer in each others' brochures.
- 3 When you have finished the Q&A session, ask students to work in their original groups to answer the questions. Take feedback on Questions 3–5, and discuss as a class the adventure activities from around the world that sound the most interesting, those that aren't so appealing, and which group overall had the most interesting brochure.

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.