

TEACHER'S NOTES

Welcome to my country
by Jackie McAvo y

Level: Pre-intermediate and above
Target age: Teenage and above
Time needed: One hour plus recording time
Aim: For students to produce a short video / audio of a tourism advertisement
Materials: Digital camera or mobile phone / mp3 recorder (e.g. iPod)

Lead in to the topic

Give each student a copy of the worksheet and in small groups get them to ask and answer the questions in part 1. This is a speaking activity, so no writing. If students have never been to another country, let them consider where they would like to visit, and why.

After a while ask a few students to give their opinion to the class. Also ask a few follow up questions: Do the students look at brochures when deciding where to go? Have they been to a country, or would they like to go to a country because of a tourism advertisement?

Then ask students to try and match a country with a tourism slogan. It really doesn't matter if they don't know any of them. Encourage students to guess. During feedback see which slogans the students thought were good, can they explain why? Which ones did they not like?

Greece	Beyond Words
Spain	Everything Under the Sun
Latvia	The Heartland of the Baltic
Australia	We Can't Wait to Say G'day
Vietnam	A Destination for the New Millennium
Thailand	Land of Smiles
India	Eternally Yours
Iceland	Pure. Natural. Unspoiled. The Way Life Should Be.
South Africa	It's impossible

The task

Now explain to the students that their local tourist board wants them to make a short promotional video to be shown on TV and at the cinema encouraging tourism. The students now do part 3. That means they have to:

- a. think of a good slogan (a new one if their country is on the list above)
- b. choose three things that are positive about their country and would be of interest to visitors, and
- c. in the columns below write a few notes about the three things. Make sure they're only writing notes, and not full sentences.

Vocabulary

Ask students to look at the list of adjectives in part 4. They should notice that these are compound adjectives: adjectives that are made up of two words. Don't worry about the grammar of the adjectives, this is just to highlight their existence and encourage their use.

Working in small groups students do the first task in part 4. Make sure they are only speaking. Then they match the suggested nouns with an adjective. If students have other examples, that's great.

adjective	describes...	for example
sun-drenched	a place	beaches
mouth-watering	food	dishes
breathtaking	a place	scene / view
warm-hearted*	a person	locals
world-famous	a person / a place	site / monument
fun-loving*	a person	holidaymakers
world-class	a person / a place etc.	resort / hotel
home-made	food / clothes etc.	meals
brightly-coloured	an object	flowers / umbrellas / dresses
eco-friendly	a place / a holiday	resort / trip / tour

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*These adjectives both describe people but in terms of tourism the holidaymakers are more likely to be fun-loving and the locals warm-hearted.

There are a couple of blank rows for more advanced students, or early finishers, to add some more. You may want to give never-ending (*sunshine / fun / friendships...*) or well-organised (*tours / trips...*) or see if they can come up with some others on their own.

Finally, students choose a suitable adjective to go with each of the three things that they have chosen to talk about in their advert. If they want to add some compound adjectives of their own, that's fine.

Preparing to record

Working in pairs students can now start writing the script for their tourism advert. For lower levels you may want to suggest an approach:

An introduction to the country – Welcome to Finland!

The three reasons for visiting – Finland is a wonderful place to visit because...

Also, there are... / We have...

Finally, ...

The slogan – Come to Finland. You'll be surprised!

Using the notes each student practises talking through the advert. They should do this enough times until they are confident enough to be recorded. Ideally students should aim for one minute, it can be longer of course but a shorter advert is more interesting than a longer one to listen to. See the worksheet *Top tips on recording*.

It would be nice if the student speaking could stand in front of a map of the country, or the flag, or a large picture. Perhaps making a poster could be part of the project. The speaker can point to the pictures as they speak. Students may decide only to video pictures they have collected / drawn and speak without being seen (as a voice-over).

Those who are recording an audio and not a video can consider some background music from their country. Students really can do anything they want – the more fun they have the more interesting the results will be!

After the adverts have been recorded the videos can be uploaded to YouTube. They can then be watched by all the students in another lesson. The videos can also be watched by other students around the world of course!

Audio recordings can also be listened to by all the students in another lesson. If your school has a website, perhaps you can upload the recordings there so that other students can listen to the adverts too.

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Worksheet



Part 1: Discuss

What makes you choose a country to visit on holiday? The weather? The things to see and do? The food? Something else – what?

Part 2: Match the country to the slogan

- | | |
|--------------|---|
| Greece | A Destination for the New Millennium |
| Spain | Pure. Natural. Unspoiled. The Way Life Should Be. |
| Latvia | Everything Under the Sun |
| Australia | Beyond Words |
| Vietnam | Eternally Yours |
| Thailand | The Heartland of the Baltic |
| India | It's impossible |
| Iceland | Land of Smiles |
| South Africa | We can't wait to say G'day |

Part 3: Plan your tourism advert

Slogan:		
1	2	3

Part 4

What do these ten adjectives in column A describe? *A person, a place, food, a holiday or something else?* Make some suggestions with a partner.

A	B	C
adjective	describes...	for example
sun-drenched		site / monument
mouth-watering		holidaymakers
breathtaking		resort / trip / tour
warm-hearted*		beaches
world-famous		dishes
fun-loving*		scene / view
world-class		meals
home-made		locals
brightly-coloured		resort / hotel
eco-friendly		flowers / umbrellas / dresses

Now match an adjective with an example in column C. Then add an adjective to each of your three columns in part 3.