



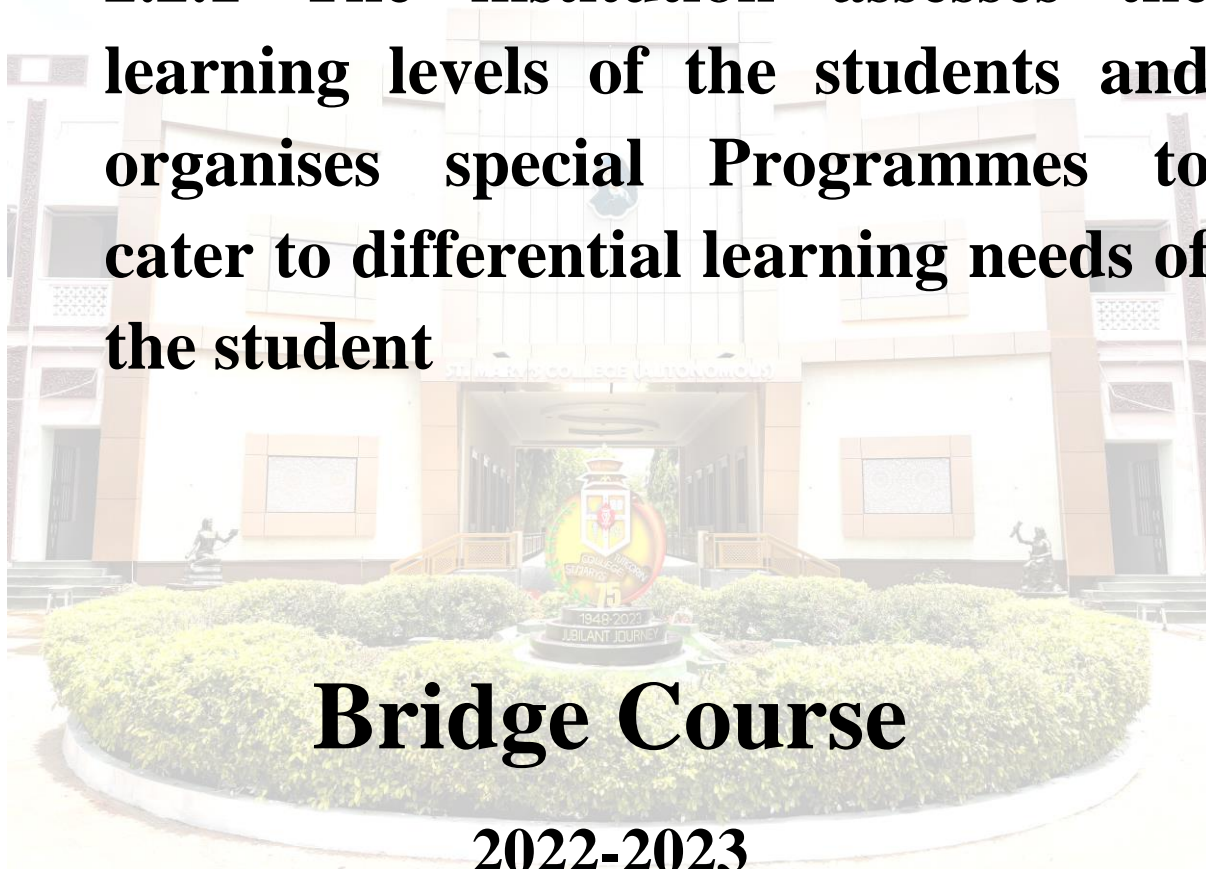
St. Mary's College (Autonomous)
Reaccredited with 'A+' Grade by NAAC (Cycle IV)
Thoothukudi



Criterion: II – Teaching- Learning and Evaluation
2.2: Catering to Student Diversity
Year: 2018-2023



2.2.1 The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student





PG and Research Department of English
St. Mary's College (Autonomous)
Reaccredited with 'A+' Grade by NAAC (4th Cycle)
Thoothukudi



English Bridge Course (2022-23)

28.07.2022 - 30.07.2022

English Bridge Course

Self- Introduction

You would want to make a good impression on your friends when you introduce yourself on the first day in class at your school or college – or at some other gathering. Wouldn't you?

A small note before we dive into thick of things: Self-introductions can be context-driven, implying that because of unique situation you're in, you may have to customize some part of the introduction. So, feel free to add or subtract to what's covered here.

What to include in self-introduction?

Is there a format (for the introduction) to follow? The organizer, for example, may ask to include your name, place you come from, and your hobbies in the introduction.

If there is a format, follow it, but feel free to venture into areas that aren't included in the format if they provide a more complete picture of yours.

You may include the following in your introduction:

1. The start

You can start with the obvious – your name.

But that's a common start. You can be bit innovative by starting with an attention-grabber. Watch the beginning of this video on marketing to get a feel of what I'm saying (watch the first 15 seconds):

Neil didn't start with his name. He started with things that will grab people's attention immediately and came to his name later on.

You can follow the same strategy to stand out among your classmates, most of whom would be following the standard 'name first' approach. You can start with a unique experience or a peculiar fact about your city or your uncommon hobby. The first sample intro (later in the post) follows this strategy.

More resources on conversations and introductions:

How to introduce yourself in different settings?

How to say 'thank you'?

How to respond when someone asks 'how are you'?

2. Where are you from?

Mention the city you come from. You may add a sentence or two about the city as well if there is something interesting to talk about. Maybe the city is known for historic monuments. Maybe it's known for natural resources.

And if you've lived in multiple cities, you may briefly mention the names and, as mentioned above, a sentence or two on the most interesting of them.

3. Where did you last attend the school?

If you recently moved to a new school (or college) and are introducing yourself there, you can briefly talk about your last school. Are there any interesting facts about your last school? If yes, mention them. Maybe it was established a long, long time ago. Maybe it has produced few famous alumni.

If you're continuing in the same school, you may mention how many years you've been studying there.

4. Interests, hobbies, and achievements

What are your interests and hobbies?

Playing a sport? Traveling? Hiking? Reading? Kite flying? Or something unusual, say bull fighting?

Go into details if you've pursued the hobby with serious interest. For example, if you're into reading, mention what genres you read, your favourite books, your favorite author, and how reading has affected you.

Don't forget to mention your participation in extracurricular activities in school, if you did. Don't forget to mention any significant achievements you've had?

5. Which stream/department/subject have you enrolled in?

You can briefly talk about which subjects (math, science, arts, commerce, biology, and so on) you've picked or you intend to pick in future. Optionally, you may also mention why you made the choice you have. Was it because you love it? Was it because it'll help you achieve your career goals?

If you're a college student, you can mention the department you've enrolled in. Are you in Arts, Commerce, Mechanical Engineering, Science, or Economics?

This doesn't apply though if you're introducing yourself to students who're all from the same stream/department/subject.

6. Do you've clarity on interests/goals you want to pursue in future?

If you're in K-12, you may not have seriously evaluated what career path you want to follow, and that's fine. But if you've certain career aspiration and if you want to talk about it, you can. Some want to become engineer. Some, astronaut. Some, doctor. Some, model. Speak out what you aspire to become.

Most college students though have more concrete idea on post-college career. If you've decided the career path you want to pursue after college, you can share it with your classmates. You never know few of your classmates harboring same career aspirations may just approach you to be friends. You may also mention professional clubs you want to join to hone your skills.

Participate in a short survey

If you're a learner or teacher of English language, you can help improve website's content for the visitors through a short survey.

7. Where can you help others?

If you've strength, others in your class can benefit from, feel free to share it. For example, if you're good in dancing, you can offer to teach the ropes to anyone interested. If you're strong in a particular subject that is part of your syllabus, you can offer to help others in that subject.

If people know of your strengths, they'll readily approach you when they need help. This is an easy way to make friends in college. And if you think helping others may be a time waster, you should remember that you too may need help in areas where others are stronger.

This is also a good stage – by offering help – to finish your intro. (See the first sample intro.)

Should I talk about my family?

Avoid it unless the format of the intro requires you to talk about your family as well. You need not go into what your parents do and which class your siblings study in.

Should I mention my last year's grades?

You shouldn't unless specifically asked to or others are mentioning it. Top grades can lend a snobbish air to your intro, even if you're otherwise. Students may make an impression that you're flaunting your grades, even if you aren't.

Remember, the primary goal of your intro is to make friends, find people with shared interests.

Four do's and don'ts when introducing yourself

1. Listen to other intros

Listen to intros that come before yours. If you can refer to someone else's point or two seamlessly in your intro, you'll impress people around.

2. Practise, but don't cram

People often go blank on some of the points or get nervous when they stand up to speak. The best long-term way to overcome this is exposure to such speaking experiences. But in the immediate term, practice what you want to say few times (don't cram though) to increase your odds of speaking with confidence.

3. Appear confident even if you're not

After the presentations by executives and entrepreneurs (presumably confident speakers) as part of an executive program at Harvard University, Carmine Gallo, one of the judges, asked them how their presentations went. He heard following comments:

"I was so nervous. I was shaking."

"I forgot what to say about a slide."

"I stumbled over my words."

"I totally lost my place."

But, no one in the audience spotted those mistakes.

This phenomenon is called spotlight effect, which in nutshell means that people overestimate how much others are noticing their actions and appearance.

What's the lesson?

If you're nervous or you make few mistakes, don't let them rattle you. Most won't even notice them. Caroline Goyder captures this sentiment aptly in her book *Find Your Voice: The Secret to Talking with Confidence in Any Situation*:

When you dive into contribution [speaking], and move beyond the anxious competing, you realize that all the worry was such a waste of time. No one is ever judging you as harshly as you judge yourself. Because the truth is that most people are thinking about themselves.

But if you let nervousness and mistakes overpower you, you may make a mistake or display body language that will be noticed by all. And once you're through the first few lines in your intro, your nerves will start easing.

So, stay composed and carry on. Many in the audience in fact wouldn't even be listening to most introductions, as they would be busy silently rehearsing their own lines.

4. Make eye contact and be enthusiastic

Make eye contact with other students while speaking. Don't fix your eyes on a familiar section of the audience. Move your eyes around. And, last but important, your voice and body language should show enthusiasm.

Here are few sample self-introductions for you to get a hang of how they're done:

Sample self-introductions

Introduction 1

I once spent an entire night in a dense forest with a friend. Well, this act was not to show off how brave I was, but it was forced on me... by my foolishness. During a trek in [name of the region], I and a friend got too adventurous and strayed from our regular route despite instructions to the contrary by our trek guide. We got lost. We survived somehow (that's a story for another day), but I haven't given up on my adventure streak and love for outdoors.

Friends, I'm [your first name] and I love outdoors. I've been to treks in Himalayas on multiple occasions. These outdoor expeditions have also forced me to learn basic cooking. Well, I don't boast of cooking dishes you'll relish, but yes when you're dying of hunger in the middle of night, you can count on me. I also love cycling long distances – 20+ kilometers in a stretch – and I can manage singing which some may find intolerable.

I'm from [name of the city]. It's not a big place, but it somehow exists on the map. I'm really excited to be here. I look forward to having some fun, making friends, and building myself up for college. If you're organizing any outdoor event in future, you can always count on me for help.

Thanks for giving me this opportunity to introduce myself.

Introduction 2

My name is [your first name]. I'm from [name of the city] where I finished my schooling last year from [name of the school]. Is there anyone here from my city? (Changes tack to engage with the audience.) OK, few.

I like watching movies, at least once a month. I play basketball on weekends and chess whenever I get time. I'm into reading thriller novels as well, Dan Brown being my favourite novelist.

I'm happy to step into college life, which provides more freedom and where, finally, I don't have to come in a uniform. Post-college, I aspire to work in consulting industry.

I'm particularly strong in Excel worksheets and creating well-designed banners and documents. If anyone requires support in these areas, I'll be glad to help. I look forward to meeting each one of you in the coming days.

Thanks. Have a great day.

Topic

How to learn more English: An English Action Plan

Aims

- To share ideas about how to learn more English.
- To encourage learner autonomy.
- To practise *going to* + *verb*.
- To create a personalised English Action Plan.

Age group

Teenagers and adults

Level

CEF level A2+ (Elementary and above)

Time

Approximately 45 minutes

Materials

English Action Plan worksheet (1 per student)

Introduction

A lot of people make resolutions at the beginning of a new year and January is a good time for language learners to think about what they can do to maximise their learning in the year ahead.

The lesson starts with a brainstorming activity involving the whole class. Learners are guided to notice how language practice can be divided into distinct skills and given an opportunity to come up with creative ideas for practising English. Learners read a model of one student's action plan for learning English in the year ahead. At this point learners understand how even small English habits can form part of a more elaborate learning plan and that there are many fun activities they can do to improve their English. They also start to think about how a language-learning plan can be linked to other hobbies and interests.

The lesson finishes with learners making their own action plan for the year ahead.

Procedure

Before the lesson	Download and make copies of the worksheets you need for the lesson.
1. Warmer (5 mins)	<p>Write this question on the board:</p> <p><i>How can we practise English?</i></p> <p>Have an informal class discussion, encouraging learners to share their ideas.</p>
2. Class brainstorm (10 mins)	<p>At the top of the board draw a speech bubble with this sentence:</p> <p><i>I'm going to learn more English this year</i></p> <p>Underneath the speech bubble draw a large square and then divide it into four smaller squares, adding the four headings: Reading, Listening, Speaking, Writing.</p> <p>Point to each heading in turn and suggest an example, saying it aloud and then writing it in the square.</p> <p>For example:</p> <p>Reading: I'm going to read my horoscope in English every day, (daily horoscope)</p> <p>Listening: I'm going to listen to a podcast once a week, (weekly podcast)</p> <p>Writing: I'm going to write (five) sentences about each day, (English diary)</p> <p>Speaking: I'm going to watch a short advert in English, repeating it line by line, (repeat adverts)</p>
3. Group brainstorm (10 mins)	<p>Organise learners into groups of five or six and give them a limited time to copy the diagram onto a piece of A4 paper and to brainstorm more ideas. They should say each idea aloud and then write it under the correct heading. Monitor learners as they build up their diagrams, encouraging them to find a similar number of ideas for each square. It is easier to find ideas to practise listening than speaking. But give examples of how audio can be used as a model for practice and how learners can record themselves speaking.</p>

	Nominate a speaker in each group to report back their ideas to the rest of the class. Add each new idea to the board.
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4. Pair work: Action plan worksheet, part one (10 mins)	<p>Organise learners into pairs and give each learner a copy of the action plan worksheet.</p> <p>Learners work with their partner to complete part one. First, they read the ideas, saying which skills are developed and giving their opinion about how easy or difficult each idea is. Then they work out which hobbies and interests the writer has.</p>
5. Pair work: Action plan worksheet, part two (10 mins)	<p>Learners follow the steps to create their own English Action Plans, using the model as a guide and sharing ideas to personalise the plan to their own hobbies and interests.</p>

Contributed by

Katherine Bilsborough

English Action Plan

Part one

1. Read each idea in the English Action Plan below and say:
 - which skills are being developed
 - how easy or difficult it is
2. Read the English Action Plan again. Which hobbies and interests does this student have?

This year I'm going to learn lots of English.

Every day I'm going to ...

- record myself describing the weather outdoors.
- learn one new word and write a sentence with it.
- listen to an English pop song and try to sing along.
- read the TV guide for the History channel to find the best programme.

Every week I'm going to ...

- write a recipe for a dish I like.
- read a food blog post and write down new words I learn.
- record myself singing a song by my favourite group.
- listen to a history podcast and write down 5 facts I remember.

Every month I'm going to ...

- watch a cooking video and repeat the instructions aloud.
- write an article about a famous person in history.
- listen to an interview with a musician and try to remember 3 facts.
- Find and read information on the internet about this month in history.

Part two

Follow the steps to write your own English Action Plan.

1. Make a note of your own hobbies and interests.
2. Work with a partner and think of ideas for practising your English every day, every week and every month. Use the model as a guide.
3. Choose three or four ideas for every day, every week and every month. Make sure you have a balance of skills practice.
4. Write your English Action Plan and put it in a place where you will see it every day. Then stick to it!

Save Water

Topic

Water shortages

Aims

- To develop speaking skills through a discussion of the use of water in everyday life
- To practice giving advice to others on their roles in water conservation

Age group

Teens / adults

Level

B1+

Time

60-90 minutes

Materials

1. Save Water student worksheet
- 2.

Introduction

This lesson looks at the causes of water shortages locally and internationally and learners will produce a poster giving advice on saving water in the home or in the school. Learners are encouraged to ask questions about water conservation in their area and to write to their local authorities with their questions (optional activity).

Procedure

Task 1 – Daily activities with water bingo

- Copy and cut out worksheet A so that you have enough to give one game board to each learner.
- Copy worksheet B and cut out two sets of 8 picture cards per group of 4 learners.
- Divide the class into groups of 3 or 4, and give each player a game board (A-D). Give learners time to decide what is happening in each picture, and help if necessary.
- Put a pile of loose cards from worksheet B face down in the centre (2 copies of the

picture cards is best between 4 players).

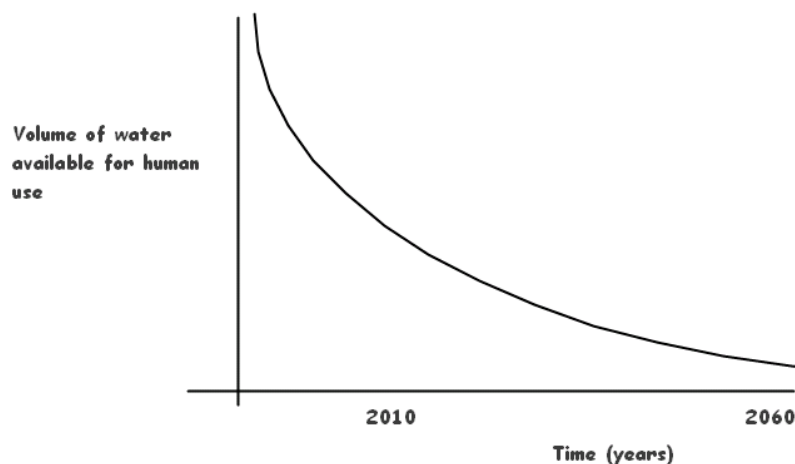
- The first player picks up a card and the others have to find out if it's one of their pictures by asking a question such as: *'Is she watering the garden?'*
- Players take turns to ask until the person holding the picture says 'yes'.
- When the player with the picture card answers yes, the player who asked the right question wins the card and puts it on their board. That person takes the next picture and the others ask them the questions.
- The winner is the first to match all 4 pictures on their board. They should shout 'BINGO!'.

Task 2 – What uses the most water?

- In pairs, learners put the 8 pictures in order according to which they think use the most water (or select the three they think use the most water).
- Teacher reveals the answers, or put the answers on paper on the walls around the room and learners do a reading race to the values (litres per minute) to check their answers and reorder the pictures.
 1. Washing the car uses an average of 1,892 litres.
 2. Having a bath uses an average of 189 litres.
 3. Watering the garden uses an average of 76 litres.
 4. Eating a burger uses an average of 57 litres.
 5. Washing clothes uses an average of 38 litres.
 6. Flushing the toilet uses an average of 11 litres per person per day.
 7. Having a shower uses an average of 8 litres per minute.
 8. It takes 3 litres of water to make 1 litre of bottled water.
- Ask the learners which answers they found most surprising.

Task 3 – Water shortages

- To help learners to understand the shortage of water, draw a graph like this on the board and ask them what problems we have with water and why.



- Encourage learners to share their thoughts with the class. They should understand from the graph that the volume of clean water is decreasing. Possible answers include less rainfall (droughts); more people wasting water; more cars mean more cars being washed etc; if learners bring up the idea that floods mean more water,

	<p>point out that we are talking about clean water for human use.</p> <ul style="list-style-type: none"> Explain to your students the importance of saving every drop of water; less than 1% of Earth's water can be used by humans, cleaning water for households uses up lots of energy and the more water there is being treated, the less effective the cleaning is (as water is wasted, the quality of water declines), and water shortages can have severe impact on wildlife and plants in and around rivers, lakes etc. Ask the learners what they can do to help save water – write the ideas on the board.
Task 4 – Ten ways to save water	<ul style="list-style-type: none"> You can use the pictures from the bingo game if you think your learners will have problems with vocabulary such as bucket, hose or cistern. Make enough copies and cut up the top ten ways to save water in worksheet C so that the learners have one or two tips each. They must memorise their tip(s) and then mingle and share it/ them with others. Explain that they should try to remember ten tips in total without writing them down. The tips are sourced from British Council Science site. Repeating the sentences will help learners remember the advice and internalize the phrase <i>you should + infinitive</i> to give advice. Option: you may want to draw students' attention to the language by asking them questions such as, 'What endings do we use with words after should?'
Task 5 – Posters	<ul style="list-style-type: none"> Learners plan and make posters for their school or home giving information on water problems and solutions, and giving advice using the language studied. Display posters around the school to share the message with other classes. An optional game with questions on water and water saving tips can be found here: https://www3.epa.gov/watersense/kids/games.html

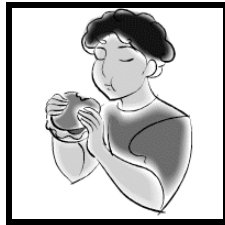
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Kirsteen Donaghy

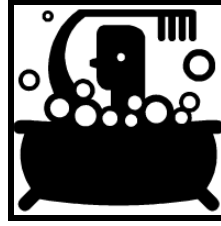
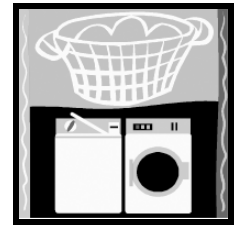
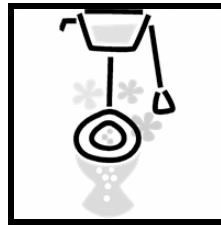
Save Water

Worksheet A Game boards

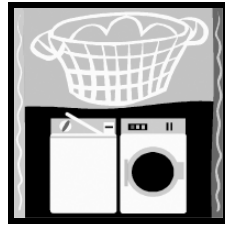
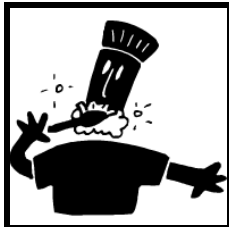
Board A



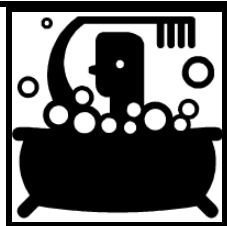
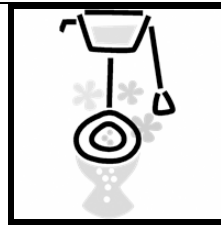
Board B



Board C

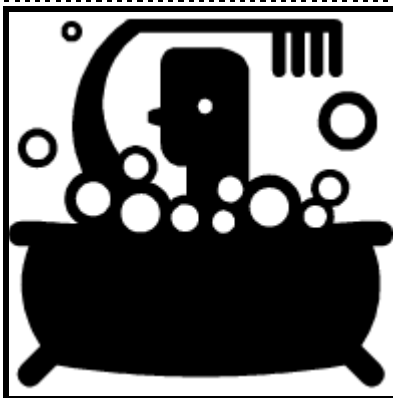


Board D



Worksheet B - Picture cards: Daily activities with water

Copy and cut up a set of 8 cards for each group of 3-4.



Worksheet C – 10 ways to save water

Copy and cut up the strips and give one student one or two ideas to share with the class.

When you wash the car, you should use a bucket, you shouldn't use the hose.



When you have a shower, you should keep the water on low power and do not stay for more than 5 minutes.

You should collect rain water in a large bucket to water the garden.



To save water, you should put a bottle of water or sand in the toilet cistern.

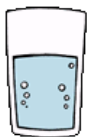


You shouldn't put litter in the toilet.

You should stop dripping water as soon as possible. To check for drips in the toilet, put food colouring in the top cistern. If colour escapes into the bowl there is a leak and water is being wasted.



When you brush your teeth you should use a glass of water to rinse. Do not keep the tap on.



You should refill your water bottle with tap or filtered water instead of buying a new bottle of mineral water.



You should only use the washing machine when it's full.



You should reuse water from the house to water plants. Dish water or water from your fish bowl is very good for plants.



The Climate Connection



Lesson plan

Fast fashion

The fashion industry and its environmental impact

Face-to-face lesson plan

Suitable for use with younger teenage learners of English aged 13–17
CEFR level A2 and above

#TheClimateConnection
www.britishcouncil.org/climate-connection

Fast fashion

Topic

The fashion industry and its environmental impact; upcycling

Learning outcomes

- Become aware of sustainability issues
- Review and learn vocabulary related to fast fashion
- Practise saying big numbers and statistics
- Use communication and collaborative skills
- Develop reading, speaking and visual literacy skills

Age/level

aged 13-17 at CEFR level A2 and above

Time

85 minutes. This can be done over 2 lessons

Materials

The teacher will need:

- Worksheet (one per learner)
- Infographic (one per learner)
- Presentation (This could be a print free lesson if the presentation is used.)

Introduction


This lesson focuses on fast fashion, presenting key data in the form of an infographic. The lesson helps learners to develop the vocabulary they need to talk about sustainability and helps them understand that there are alternatives to fast fashion.

The lesson begins with a warmer to introduce the topic. This is followed by a matching word–definition task, with keywords that appear in the infographic. Learners then have an opportunity to practise saying big numbers before they complete the infographic and discuss how they can change their habits in the future. The lesson finishes with a brainstorming activity in which learners find and present ideas for upcycling a T-shirt.



Stage	Instructions
1. Introduction (5 minutes)	<ul style="list-style-type: none"> On the board, write Fast fashion (or share slide 2). Elicit what this means. Share slide 3 to show one definition.
2. Warmer (10 mins)	<ul style="list-style-type: none"> Dictate the following questions for learners to write in their notebooks: <ul style="list-style-type: none"> Where can you buy fast fashion in your town? What kinds of people buy fast fashion? Why? What are the pros and cons of fast fashion? Where can you get clothes that aren't fast fashion? Write questions on board or use slide 4 for learners to check their work
3. Discussion (10 mins)	<ul style="list-style-type: none"> Do a think, pair, share activity. <ul style="list-style-type: none"> First learners think about the questions. Then they tell each other their ideas in pairs. Then they share their ideas with the rest of the class. Appoint a spokesperson in each group to share the group's ideas with the rest of the class.
4. Vocabulary (10 mins)	<ul style="list-style-type: none"> Give out the worksheets or share slide 5. Ask learners to look at the matching activity. Read aloud the ten words. Then give learners time to do the matching activity individually or in pairs. Check the answers together. You can display slide 6. Answers: 1d, 2h, 3f, 4a, 5j, 6e, 7i, 8b, 9c, 10g
5. Pronunciation (5-10 mins)	<ul style="list-style-type: none"> Write the numbers below on the board or use slide 8: 90%/ 150,000,000/ 3.6/ 6,280 Make sure learners know how to say each number aloud. You can display slide 9 If necessary, provide further practice by writing more numbers and nominating learners in groups to say them aloud. Give points to groups. <p>Note: This could be the end of lesson 1.</p>
6. Infographic cloze (15 mins)	<ul style="list-style-type: none"> Give learners the infographic (or share slide 9) and ask them to read the information, ignoring the gaps. Explain the meaning of any unfamiliar words as necessary.



	<ul style="list-style-type: none"> Display slide 10 or ask learners to use the Infographic worksheet. Learners complete the cloze activity in pairs or small groups, using the numbers provided. Elicit the answers or display slide 11. <p>Answers: 1. 5; 2. 35; 3. 400; 4. 80; 5. 20; 6. 235; 7. 1.2; 8. 3,781; 9. 60; 10. 200; 11. 99; 12. 8,000; 13. 60, 000,000; 14. 2,700</p>
7. Discussion (10–15 mins)	<ul style="list-style-type: none"> Write these three discussion questions on the board (or display slide 12): <ul style="list-style-type: none"> How does the information make you feel? How can we change the situation? Where can we get clothes that aren't fast fashion? Allow a few minutes' individual thinking time before having a whole group discussion where learners share their ideas. <p>For larger classes, divide the class into smaller groups and appoint roles, such as facilitator, who ensures everyone has the opportunity to talk, note taker and presenter. The presenter shares each group's ideas.</p>
8. Brainstorming ideas (5–10 mins) 	<ul style="list-style-type: none"> On the board write: To upcycle or share slide 13. Ask learners if they know what it means and how it is different from 'recycle'. If necessary, explain that when we upcycle something, we make something new and better. Write these two discussion questions on the board or use slide 14: <ul style="list-style-type: none"> What do you do with your old T-shirts? How can you upcycle an old T-shirt? Organise learners into groups to brainstorm ideas. <p>Note: If you have internet access in the classroom, learners can do a search to find ideas. Ask each group to share their ideas with the rest of the class. Then vote on the best ideas.</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> You can make a new object like a bag, a hat, hair band, wrist sweat band, a pencil case, a pet blanket, or a scarf.



	<ul style="list-style-type: none"> – You can make another T-shirt by cutting, restyling, decorating or painting it.
Optional homework task	<ul style="list-style-type: none"> • Learners upcycle an old T-shirt. Then they bring it to class and do a ‘show and tell’ presentation, explaining what steps they took to make the new product. • Alternatively, they can make ‘How to’ videos or make a step-by-step ‘How to’ poster, which can form the basis of a classroom display.

Contributed by

Katherine Bilsborough, Edited by Suzanne Mordue



The Climate Connection



Lesson plan

Fast fashion

The fashion industry and its environmental impact

Remote teaching lesson plan

Suitable for use with younger teenage learners of English aged 13–17
CEFR level A2 and above

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Fast fashion

Topic

The fashion industry and its environmental impact; upcycling

Aims

- Become aware of sustainability issues
- Review and learn vocabulary related to fast fashion
- Practise saying big numbers and statistics
- Use communication and collaborative skills
- Develop reading, speaking and visual literacy skills

Age/level

Aged 13–17 at CEFR level A2 and above

Time

60 minutes. This could be done over 2 lessons

Materials

The teacher will need:

- Presentation
- The infographic PDF can be shared with all learners

Introduction

This lesson focuses on fast fashion, presenting key data in the form of an infographic. The lesson helps learners to develop the vocabulary they need to talk about sustainability and helps them understand that there are alternatives to fast fashion.

The lesson begins with a warmer to introduce the topic. This is followed by a matching word–definition task, with keywords that appear in the infographic. Learners then have an opportunity to practise saying big numbers and statistics before they complete the infographic and discuss how they can change their



habits in the future. The lesson finishes with a brainstorming activity in which learners find and present ideas for upcycling a T-shirt.

There is an optional task for learners to upcycle a T-shirt at home and then take part in a 'show and tell' activity back in the classroom.

Procedure

Stage	Instructions
Preparation	<p>CHECKLIST</p> <ul style="list-style-type: none"> • Always make sure you are familiar with the online platform you are using: <ul style="list-style-type: none"> - Have you tested your microphone and camera to make sure they work? Always do this before the lesson to check for any problems. - Do the students need a URL to join the online classroom? Do they all have this? - Do you know how to 'mute' the students' microphones if you need to? - Do you know how to share what is on your computer screen so that the students can see it? - Do you know how to use 'breakout rooms' if you have this facility? Is this enabled? • Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson. • Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple 'raise hand' button that can be used to check if students can see what you are showing on the screen or can hear what you are saying. • Most online platforms have support videos or tutorials available online. Do you know where to access these? <p>Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.</p>



Before the lesson	<p>Before you start the lesson:</p> <ul style="list-style-type: none"> • Check your microphone and camera to make sure they work. • Make sure that you have the accompanying PowerPoint open and shared. • Set up the audio and check that it is working. • Send learners a copy of the 'Fast fashion' infographic gap-fill for reference.
At the start of the lesson	<p>Welcome the learners as they arrive.</p> <ul style="list-style-type: none"> • Check that they can all hear and see each other. • Check that they can see the first slide. • Check that they can hear you. • If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they can't hear you. <p>Tips and suggestions</p> <ul style="list-style-type: none"> • Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week. • Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic.
Warmer (5 mins)	<ul style="list-style-type: none"> • Display slide 2. Ask learners to think about the question 'What is fast fashion?' for a minute. • Then ask them to share their ideas. This can be done in a number of ways, depending on class size. For example, students can share their ideas in the chat box or you could ask a selection of students to give their ideas verbally. • Share slide 3 to show one definition. • Clarify that fast fashion, according to the dictionary definition, refers to 'Clothes that are made and sold cheaply, so that people can buy new clothes often'.
1. Discussion (10–15 mins)	<ul style="list-style-type: none"> • Display slide 4. Go through the following questions with your learners to check meaning: <ul style="list-style-type: none"> – Where can you buy fast fashion in your town?



	<ul style="list-style-type: none"> – What kinds of people buy fast fashion? Why? – What are the pros and cons of fast fashion? – Where can you get clothes that aren't fast fashion? <ul style="list-style-type: none"> • Ask learners to screenshot or photo of slide 4 for reference. If you have breakout rooms enabled, put students into groups of four and into breakout rooms. • Ask learners to think for a moment each time and then share their ideas for 5 minutes. Monitor the breakout rooms. • Bring everyone back to the main room and conduct whole-class feedback. • Alternatively, show students the questions and give them five minutes to think about their answers, then conduct a whole-class discussion.
2. Vocabulary (10 minutes)	<ul style="list-style-type: none"> • Display slide 5. Read the ten words aloud while learners listen. • Explain that learners have to match each word to its definition. • Give learners 5 minutes reading and thinking time. • Learners can do the matching activity in a number of ways: <ul style="list-style-type: none"> – Give learners access to a drawing or annotation tool so that they can draw lines between words and definitions. Demonstrate how to do this with the first word and nominate learners to provide answers. – Ask learners to write answers in the chat box. – Nominate learners to give the answers orally using their microphones. • Display the answers on slide 6.
3. Pronunciation (5 mins)	<ul style="list-style-type: none"> • The purpose of this stage to make sure learners know how to pronounce the statistics they are going to see in the infographic. • Display slide 7 and elicit from learners how to say the numbers. • Display slide 8 modelling the statistic or number for learners. Drill learners as a group and individually. <p>Note: This could be the end of lesson 1</p>
4. Cloze activity (15 mins)	<ul style="list-style-type: none"> • Ask learners to look at their infographic if you've already shared it. Display slide 9. • . Explain that this has facts and figures about fast fashion.



	<ul style="list-style-type: none"> • Give them a few minutes to read the information • Display slide 10 and encourage learners to guess which numbers fit into the gaps. Demonstrate the first answer using an annotation tool. <p>Note: Using a private chat function learners could discuss their ideas in pairs or small groups initially.</p> <ul style="list-style-type: none"> • Ask learners to complete their infographic with the missing numbers. • This can be done in a number of ways. <ul style="list-style-type: none"> – Learners fill in the missing numbers in their copies of the infographic or in their notebooks. – Nominated students use a writing tool to write the missing numbers on the slide. – Learners provide answers in the chat box or orally, one by one. • Display slide 11 with the answers. Check with learners how many they got right.
5. Consolidation (5-10 minutes) OPTIONAL	<ul style="list-style-type: none"> • Display slide 12 and discuss the information in the infographic, inviting learners to comment on some of the facts. The objective is to help learners understand the disadvantages of fast fashion.
6. Discussion (5 mins)	<ul style="list-style-type: none"> • Display slide 14 and ask learners to think about what the verb 'to upcycle' might mean. Explain that when we upcycle something, we make something new and better. • Display slide 15 and ask students what they do with old T-shirts. You could expand the question to include any old clothes.
7. Expansion activity (15 minutes) OPTIONAL	<ul style="list-style-type: none"> • To expand stage 6 you could put learners into groups in breakout rooms and ask them to come up with a list of suggestions. • Bring learners back into the main room and invite groups to say some of their ideas. Award points to different groups for original or innovative ideas. <p>Suggested ideas might include making a new object like a bag, a hat, a pencil case, a head band, a pet blanket or a scarf or making another T-shirt by cutting, restyling and decorating or painting.</p>



Optional homework task	Learners upcycle an old T-shirt. Then they bring it to the next lesson and do a 'show and tell' presentation, holding up their creation to their camera or sharing a photo, and explaining the steps they took to make it.
8. At the end of the lesson	<p>Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson.</p> <p>Make sure they know how to exit the platform, and wait until they all leave before leaving yourself.</p>

Contributed by

Katherine Bilsborough, Edited by Suzanne Mordue



FAST FASHION IN NUMBERS



We wear fast fashion items fewer than (1) times in total.



British people send about (6) million items of clothing to landfill sites each year.

Old clothes made from non-biodegradable fabric take (10) years to decompose.

We keep fast fashion items for about (2) days before throwing them away.

Fast fashion produces (3) % more carbon emissions than clothes we wear 50 times.

The fashion industry produces (7) billion tonnes of carbon emissions a year.



(11) % of used clothing is recyclable.

Factories around the world use (12) chemicals to turn raw materials into textiles.

People in the USA buy (4) billion new items of clothing each year.



(8) litres of water are used in the lifetime of one pair of jeans.



About (13) people work in the global fashion industry.

In the UK they burn or send to landfill (9) rubbish lorries of clothes every minute.



You need (14) litres of water to make one T-shirt.



In the past twenty years clothes sales in the USA have grown by (5) %.



Fast fashion

Student worksheet



Fast fashion

The fashion industry and its environmental
impact

1. Match the words and definitions.

1) item (n)	a) a place where large amounts of rubbish are buried
2) produce (v)	b) natural materials, such as cotton or wool
3) carbon emissions (n)	c) material used to make clothes etc.
4) landfill site (n)	d) one object or unit
5) biodegradable (adj)	e) break up into small parts and disappear with time
6) decompose (v)	f) chemicals that are dangerous for the environment
7) recyclable (adj)	g) relating to the whole world
8) raw materials (n)	h) make, create
9) textile (n)	i) able to be recycled, used again
10) global (adj)	j) able to decay naturally, without causing harm

2. Complete the infographic about fast fashion. Use the numbers in the box below.

1.2	400	400	235	200	99	80	35
60,000,000	3,781	2,700	5	60	8,000		



Teens

Topic

Tour of London

Aims

- To develop students' listening skills
- To develop students' speaking skills
- To build on students' cultural knowledge

Students and timing

Age group: Teenagers **Level:** A2 **Time:** About 60 minutes

Materials

- Audio and tasks and image <https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/tour-of-london> Download the audio and worksheets or listen and do the tasks online.
- Role play handouts.

Introduction

In this lesson students practise vocabulary of famous places in London, listen to a light-hearted recording of a guided tour on an open top bus in London, check their comprehension, and then do a speaking activity based on the listening.

Procedure

1. Pre-listening tasks (10-15 mins)

- Write *London* on the board. Ask students to tell you what they know about this city. Have they been to London? Do they know any famous places in London? Explain that you are going to say the first part of a famous place in London and that they have to complete the name. Put the students into teams, ask for hands up to complete the names, and give a point for each correct answer. Use these places: *Big Ben, London Eye, Tower of London, Tower Bridge, Buckingham Palace, Houses of Parliament, Oxford Street, Madame Tussauds*. Give help if necessary e.g., 'Is it Big Bob or Big Ben?'
- Hand out the worksheet or display the 'preparation' task to the class. Ask students to work in pairs to match the place names and the pictures of famous places. **Tip:** *before the lesson print a copy of the answers for you to use in class.*
- Ask students how tourists usually visit these famous places. Do they go by train, taxi, or tourist bus? Point out the open-top bus in the preparation task. Ask who usually talks to the tourists about the famous places during a tour on a bus? (A tour guide.) Display the image of a London bus tour from the link above. Can students describe what they see in pairs?

<p>2. Listening x 1 (5 -10 mins)</p>	<ul style="list-style-type: none"> Tell the students that they are going to listen to a guided tour on a bus in London. They need to look at the 'check your understanding: reordering' task either on the worksheet or online and put the places in the order that the tour bus will visit them. Play the audio then students compare answers before checking and correcting as a class. Play again if necessary.
<p>3. Listening x 2 (5 -10 mins)</p>	<ul style="list-style-type: none"> Students now look at the 'check your understanding: multiple choice' task on the worksheet or website. Play the audio again and students select the correct answers. Students compare in pairs before checking answers as a class.
<p>4. Listening x 3 (10-15 mins)</p>	<ul style="list-style-type: none"> Ask students what the weather was like on the tour. (It was raining heavily.) Write the following on the board – <i>history, umbrellas, famous people, the queen, shopping, money</i>. Students copy the list. Tell the students that now they are going to listen carefully to the <u>tourist</u> rather than the tour guide. Play the audio a final time and students must now underline the topics that the tourist mentions. (Umbrellas, the Queen, money). Can they remember the actual questions that the tourist asked? Tip: <i>Your students can refer to the audio transcript if you like but they don't need to understand every word –encourage them to check with a dictionary later.</i>
<p>5. Role play (15 – 20 minutes)</p>	<ul style="list-style-type: none"> Ask the students which places tourists can visit in their city, town or village. They could choose a capital city with world famous places or just their local area. Compile of list on the board – let a volunteer write and the others dictate. Tell the class to imagine that they are on a guided tour visiting the places listed on the board. Some people are tour guides and others are tourists. First they need to do some preparation. Ask for volunteers (4 students in a class of 16, 8 in a class of 32) to be tour guides. The rest of the class are tourists. Give the appropriate part of the role play worksheet to the students. Tour guides prepare their speeches in pairs or small groups. Tourists prepare their questions in small groups. Encourage tourists to prepare lots of questions because they want to practise their English! If tour guides finish their preparation quickly, ask them to memorise their speech. Monitor the groups and help where necessary. Set a time limit for preparation. Put students in small groups (with one tour guide and several tourists) to act out the role play, following instructions on their handout. Arrange chairs in rows like bus seats if possible. Invite groups to perform their role play to the class. Tip: <i>One way to put a large class into groups, is to assign each person a letter (A, B, C, D, A, B, C, D etc) then ask for a show of hands up ('Hands up student A' etc) to check they were paying attention. Then ask all A's to sit/stand together, all B's together and so on.</i> Make notes of any common errors and good language or pronunciation for class feedback at the end of the lesson.

Contributed by

Sally Trowbridge

Tour of London

Role play worksheet

You are a tour guide. Instructions: Prepare your speech and then give a guided tour. Be prepared to answer the tourists' questions!

Good morning/afternoon everyone! Welcome to this tour of _____ (place)
by _____ (transport).

My name's _____.

I'm your guide on our tour of _____.

The tour will take _____ hours.

First we'll see _____. Then we'll see _____.

Next we'll _____. After that _____.

Finally we'll _____.

Any questions?

-----cut here-----

You are a tourist. Instructions: Prepare some questions to ask your tour guide. Asks lots of questions because you want to practice your English!

Will we visit _____ ?

Is there a _____ on the tour?

What time is _____ ?

Where can I buy a _____ ?

Which famous people live in _____ ?

_____ ?

_____ ?

_____ ?

Writing a news report

Topic

News reports and developing writing skills

Aims

- To develop students' abilities to organise information and construct it into a text
- To develop students' abilities to revise, redraft and improve their writing
- To develop students' abilities to construct questions

Age group and level

Teenage learner at CEFR level A2.2 and above

Time

60 - 90 minutes

Materials

- Student worksheet

Introduction

During this lesson students will go through the process of developing ideas and collecting and organising information. They will then use the information to create the first draft of an imaginary news article. They will then focus on some key areas of good writing and try to redraft their articles with these in mind.

A variety of follow up tasks are offered after the main plan

Procedure

Stage	Instructions
1. Pre-writing tasks (10- 15 minutes)	<ul style="list-style-type: none"> This part of the lesson should give students the opportunity to collect information before writing the news report. This should reduce the amount of creativity needed during the actual writing. Write up the headline: ‘Mystery Disappearance of English Teacher: Students Suspected’ Put the students in groups of pairs to try to predict the content of the story and what may have happened to the teacher. Get the students to change groups and compare what they think may have happened. Give out a pile of about 10 or 15 small pieces of paper. Tell the students to write a questions about the story on each piece of paper and give each one to you. (You might want to put up some question words on the board to help prompt them – i.e. Who...? What time....? How many....? Etc.) As they give you back the slips of paper, write very brief answers on them and give them back. Suggestion: This works best if the students give each question to you as soon as they write it, and you write your answer on their piece of paper and return it immediately. The answers you give them will help to prompt them to produce more questions. If you have a very large class, this may not be possible, and you may want to stage this over more than one lesson, so you have time to write all the replies. Stop when the students have either used up all their slips of paper or run out of questions.
2. Writing preparation (20-25 minutes)	<ul style="list-style-type: none"> Students then collect up the information they have on the slips of paper. Tell them they will need use the information to compose a news report to go with the headline. Before they start writing the report ask them to decide what order they will put the information in. Tip: A common order for newspaper reports of this kind are: <ul style="list-style-type: none"> – Headline – General info about crime – More details about what happened – A description of any suspects or the criminals – What police have done / are doing to try to solve the crime (possible appeal for witnesses)

	<ul style="list-style-type: none"> Once they have grouped the information, tell them to write the report and make sure to include all the information from their questions.
3. Task 3: Editing (15 – 25 minutes)	<ul style="list-style-type: none"> Once the students have written their reports ask them to exchange them with another student and give out the 'Editor's checklist' (on the student worksheet). The students then use this to check through each other's work and write on any comments or suggestions for improvement. Monitor and help here. Then they give the checked report back to the original writer who makes any corrections or changes and produces a final draft, using the template provided, if they want. <p>Suggestion: Often, the process of drafting, adding comments and redrafting works best when done on a computer, as it is much easier for students to make changes to their text without having to rewrite the whole thing. If your students don't have access to computers, then you might consider spreading the redrafting over more than one lesson.</p>
4. Possible follow up tasks	<ul style="list-style-type: none"> Put the reports up on the walls around the class and get the students to look at them all and choose the one they think is best. Collect up the students' pieces of paper with their questions on and do some error correction work. Collect some short authentic news articles, either from the internet or newspapers and tell the students to compare them with their own. <p>They should look for the following:</p> <ul style="list-style-type: none"> the way the information is organised (how many paragraphs, what is the focus of each paragraph?) the verb forms or structures used (present perfect, present simple, active or passive?) ways in which the writer has made the writing more exciting (use of adjectives, adverts, variety of lexis) <ul style="list-style-type: none"> Give the students the following headline: 'Mystery of the Disappearing Teacher Solved' Ask them to produce a report for the radio or TV on how the mystery was solved and what happened. They could even include interviews with the teacher and students involved. (You could record or video this if you have access to a camera / mobile phone).

Contributed by

Nik Peachey

Writing a news report

Use this checklist to edit the report.

Editor's checklist:

- Is the information grouped into logical paragraphs?
- Are the paragraphs in a logical order?
- Is there any unnecessary information?
- Is any necessary information missing?
- Are there any parts that you can't understand?
- Are a lot of the same words repeated?
- Can more precise words be used?
- Is there too much repetition of linkers like *and*, *but*, *then* etc?
- Do all the verbs agree with their subjects? (e.g. she are is ...)
- Have articles (the, a, an) been used correctly?
- Have the correct verb forms been used?
- Is the punctuation correct?
- Have all the words been spelt correctly?

Task 3: Final draft

Mystery Disappearance of English Teacher: Students Suspected

Advertisement storyboard

Topic

Advertising

Aims

- To practise reading skills
- To review vocabulary
- To practise using simple verb tenses and retelling a story
- To practise writing skills

Age group

Teen

Level

A2+

Time

60+ minutes

Materials

- Advertisement storyboard worksheet

Introduction

The exercises in this lesson introduce some of the elements of advertisements such as slogans. There is a discussion on where advertisements can be found. The concept of a storyboard is introduced and an example of a storyboard for an advert is examined in detail. In the final stage of the lesson, students are given the opportunity to produce their own storyboard to advertise a product. Extension tasks are also suggested.

Procedure

1. Introduction (10- 15 minutes)

- Cut up the Advert Blurbs 1 Worksheet A, and stick the names of the products and the blurbs to the walls of your classroom at random.

- On the board write the names of the products in random order: Digital camera, breakfast cereal, car, underarm deodorant, toothpaste, shampoo, soup, cold and flu remedy.
- The students now circulate and try to match the products to the right blurbs. Some of the words are missing from the blurbs so they will have to do some guessing.
- When the products and blurbs have been matched, spend some time asking the class how they managed to match each product to its blurb. Take this opportunity to highlight key language and clues such as "Say cheese!" being an obvious phrase connected with photography.

2. Task 1: Cloze test (15 minutes)

- Distribute the Advert Blurbs 2 Worksheet B. The students now need complete the cloze activity. With higher levels you could even choose not to give them any of the words at all and have them generate their own. They can then compare their answers to the originals.

Answers:

1. Digital camera: photos, camera, photographs, photos
2. Breakfast Cereal: breakfast cereal
3. Car: Motors, car, vehicle
4. Underarm deodorant: no missing words
5. Toothpaste: teeth, teeth
6. Shampoo: hair, hair
7. Soup: Soup, soup
8. Cold and flu remedy: cold, flu

- Introduce the idea of a slogan at this point by quoting some famous slogans and having the class tell you the product. Some examples could be:

I'm loving it. (McDonald's)

Just do it. (Nike)

- Now ask the students to highlight the slogans on the worksheet.
- Elicit where the adverts from the worksheet could be found (Newspapers or magazines) and also elicit where else adverts can be seen or heard. (Billboards, the sides of buses or taxis, radio) The answer you are looking to elicit here is television!

At this point if you have the facilities you could:

- a) Look on You Tube and find a montage of advertisements. Ask the class to name the type of each product. You could also ask them to note down the slogans.
- b) Show an advert with a story to it and give the students some simple questions. The Levis advertisements from the late 1980s and early 90s are good for this. I particularly like the one starring Brad Pitt, as you can get the class to guess which famous movie star features in it. (Again

	<p>YouTube is an excellent source for this kind of material.)</p> <p>c) Introduce the idea of a storyboard. A storyboard is a series of pictures which show changes of action planned for an advertisement. It is a cheap way for directors to get an idea of what the advert will look like before they start filming.</p>
3. Task 3: Storyboard – retelling the story (10 minutes)	<ul style="list-style-type: none"> • Show the Citrus Shine Soft Drink storyboard to the class and get them to describe the events in the advert as you go. At this point you need to decide what tenses you want your class to produce. Elementary classes should produce present tenses while higher levels can produce narrative tenses (although less natural than present tenses for this task it is very good practice). • Distribute the Citrus Shine Soft Drink storyboard and the storyboard questions worksheet C. Now the students answer the questions about the Citrus Shine advert. They must complete this task by writing full sentences. This will prepare them for the writing stage when they produce their own storyboard.
4. Task 4: Writing a storyboard (20 minutes)	<ul style="list-style-type: none"> • Divide your class into pairs and distribute examples of real products to the class. You could use examples of products like those on the Advert Blurb worksheet or you could bring in some other examples. • Distribute the advert storyboard template worksheet. The students now must produce their own storyboard. The advert should tell a simple story like the Citrus Shine example. For each picture they must write a few sentences describing what is happening. Again for elementary classes focus on present tenses while higher levels should use narrative tenses. The last picture of the storyboard should be a shot of the product with a logo and slogan.
5. Follow up / Extension activities	<ul style="list-style-type: none"> • As an extension task you can ask quicker groups to think of the type of music that goes with the advert. They could even put a jingle or a song together. <ul style="list-style-type: none"> i) Stick the storyboards up around the room. The students can now look at them all and vote for their favourite (they can't vote for their own!) ii) Each group could present their storyboard to the class. Again a class vote could follow. iii) If you have the equipment the storyboards could be filmed in a later class. The videos could then be watched and a vote could be held on the results. Pairs of students could either film their own storyboard or use that of another group.

Contributed by

Adam Malster



*CITRUS SHINE
GET TOGETHER...*

Citrus Shine soft drink storyboard

Advert storyboard template

Advertisement storyboard

Say cheese! With the Pixus 2000!

Amazing _____ with this simple and easy to carry digital _____ from Pixus. You'll get the sharpest images even when your subject is moving. Great for _____ of kids and animals. The Pixus 2000 comes with a fashionable carry case and extensive software to make managing your _____ as easy as smiling. Amazing value for money!

Get the kids Cracking!

Crunchy Crackers are the brand new, fun and nutritious _____. Every box is bursting with crunchy fruity goodness just waiting to explode in your mouth. Crunchy Crackers provide your body with all the vitamins and minerals it needs during the day all wrapped up a fantastic taste. Crunchy Crackers come in three exciting flavours so don't delay, get cracking today!

Own the Road

Cool, sleek, and stylish, the new Hunter from Advanced _____ is the most progressive ____ on the road today. The Hunter's speed and power are obvious from its futuristic looks but under the surface is a practical and reliable _____ that will keep you and your family safe.

Fresh as the morning breeze!

Stay dry and clean with Morning Breeze the new hygienic way to stay smelling great. Now even on the hottest of days you can feel confident and ready for anything. In 5 refreshing fragrances!

Keep your smile right with Dazzle Bright!

You don't have to give up your morning coffee to say goodbye to those ugly yellow stains on your _____. Simply change your brand to Dazzle Bright and in seven days see your smile brighten. Developed in our laboratories Dazzle Bright is the most advanced dental formula on the market today. Try Dazzle Bright for one week. Bright _____ or your money back

It could only be silk.

Make your ____ soft and strong with Silk, the new Shampoo that will transform your look. With vitamins and minerals Silk will add extra shine and vitality to ____ weakened by pollution and modern living. Treat yourself today.

Go for Gold!

Keep your kids healthy and warm on those cold winter days. Get some Golden ____ inside them and they'll have enough energy for the rest of the day. With real pieces of chicken breast and fresh vegetables Golden ____ is the best way to keep them happy.

Feel as right as rain with Colderex.

Unblock that nose and put a stop to your sneezing with Colderex. Don't let a terrible ____ or ____ slow you down again. Use Colderex to soothe your throat and clear your headache. You'll soon be moving and ready to take on the world again.

Task 2:

Now fill the gaps in the adverts with the right words:

flu

photos

cereal

motors

hair

vehicle

teeth

photographs

photos

teeth

hair

soup

breakfast

car

cold

camera

soup

Task 3: Storyboard

Look at the storyboard for the Citrus Shine Advertisement.

Answer these questions in full sentences:

1. What is the girl doing in the first picture? How does she feel?
2. Where is the girl going in the second picture?
3. What is the girl doing in the third picture?
4. Who is the boy in the fourth picture? Does he know the girl?
5. What do the boy and girl say to each other in the fifth picture?
6. How does the boy feel when he drinks from the can in the sixth picture?
7. The boy and girl hold hands in the seventh picture. Where are they going? What are they going to do now?
8. What is the slogan for Citrus Shine? Do you think it is good?
9. What kind of music should go with this advertisement?