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| **Name: Seung Hun Kim Date: 7/30/11 Length of lesson: 30/ 40/ 50/ 60**  **Topic or Title: Brand loyalty; Coke or Pepsi?** | |
| **Class Profile:** There are 14 high- intermediate level adults learners.  Mixed ages. L1 language is Korean. | **Lesson Fit:** This is the Speaking lesson which will discuss about their brand loyalty of soda, either Coke or Pepsi? |
| **Materials:**  Board, markers, worksheets, cups, Coke, Pepsi, photos of brands’ logo. |
| **Main Aim:** To learn how to discuss about the topic and how to express one’s opinion.  **Secondary Aims:** To be able to defend themselves against others’ opinion.  **Personal Aims:** I want to make a good balance among weak speakers and strong speakers. | |
| **Anticipated Problems:**  Students may have trouble to express what they think.  Main-activity may take longer time than I expected.  Post-activity may not have enough time.   |  | | --- | | **Language Skills:**  - Listening: Ss will listen to the teacher’s instruction and classmates’ opinion.  - Speaking: Ss will practice how to express their thought.  - Reading: Ss will read worksheet.  -Writing: Ss will take notes during role play. |  |  | | --- | | **Language Systems:**  - Phonology: None to discuss  - Lexis: brand loyalty  - Grammar: None to discuss  - Function: None to discuss  -Discourse: The brand loyaltys | | **Solutions:**  Teacher will lead the students to express their thought.  Teacher will manage time flexibly depends on the students’ demanding.  Teacher will prepare substitutable plan for post-activity.  **Assumptions:**  - Ss have experiences drinking soda.  - Ss already know famous soda brands.  - Ss may know meaning of brand loyalty. |

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| **References**  http://imagesearch.naver.com/search.naver?sm=ext&viewloc=1&where=idetail&rev=13&query=%EC%BB%A4%ED%94%BC%EB%B9%88&from=image&sort=0&res\_fr=0&res\_to=0&merge=0&start=21&ie=utf8&img\_id=blog5081501%7C10%7C110093120399\_1&face=0&color=0&ccl=0&viewtype=0 | | | |
| **Time**  **Interaction**  **2 Min**  **T-Whole Class**  **or T-WC**  **2 Min**  **T-WC**  **4min**  **T-WC**  **2 Min**  **T-WC**  **7 Min**  **7 Min**  **3 Min**  **2 Min**  **1 Min** | **Stage**  **Lead-in**  **(Pre-Activity)**  **Controlled Practice**  **Pre-teach**  **(Main-Activity)**  **Controlled Practice**  **Controlled Practice**  **(Post-Task)**  **Clarification**  **Controlled Practice**  **Feedback** | **Objective**  **Ss will feel relaxing and induce interesting about the topic**  **Introducing some famous brands.**  **Ss will share their experiences.**  **Eliciting lexis of ‘Brand Loyalty’ and teacher will explain the meaning of unknown words.**  **Ss will discuss about brand loyalty of soda, either Coke or Pepsi?**  **Teacher will explain the instruction for the activity and Ss will express their opinion.**  **Ss will practice role-playing**  **(It can be skipped if there is not enough time.)**  **Ss will share what they get from the role-play.**  **(It can be skipped if there is not enough time.)**  **Teacher will provide feedback**  **(It can be longer if role-play is skipped)** | **Procedure**  **Seung greets everyone. Hello, how are you doing today?**  **What is your summer vacation plan?**  **Seung will lead Ss to the topic by asking some questions. (e.g. Do you like soda? What is your favorite brand? etc.)**  **Seung will introduce famous brands of coffee, ice cream, clothing, and soda and will show photos of brands logos.**  **Seung will lead Ss to share their experiences of brand loyalty.**  **Seung is doing eliciting and check students’ understanding by using CCQ’s. (Does brand loyalty mean that consumers buy same brand’s product continuously?)**  **Seung will ask Ss about brand loyalty of soda.**  **(e.g. More preferred brand between Coke and Pepsi,**  **Reasons why they choose,**  **If Ss do not mind, why some other people care about it?)**  **Seung will give Coke and Pepsi in the paper cups. Ss need to pick one and test the taste. Then, choosing either Coke or Pepsi and explain the reason why.  (ICQ’s: Do you work in group? = No)**  **Seung will give worksheets and Ss will be either interviewer or interviewee. Interviewer will ask some questions on the worksheet to the interviewee.**  **(Demonstration, / ICQ’s: Do you work in pair? = Yes)**  **Seung will ask Ss about the answers of worksheet.**  **Seung will provide any error correction and/or feedback. Seung will give homework to Ss and ask the class “Do you have any questions about today’s lesson? If there are no further questions, this concludes my presentation. I’ll be followed by \_\_\_\_.”**  **End of lesson.** |

