|  |  |  |  |
| --- | --- | --- | --- |
| Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic: Launching My Own Brand** | | | |
| Instructor:  Jessica | **Students Competency Level**  **Pre-Intermediate** | **Number of Students:**  **13** | **Lesson Length:**  **54 minutes** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  - Brand/Company Information Worksheet  - Whiteboard and markers  - Sellotape  - Pencils  - Crayons | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Improve speaking skills by brand introduction presentation, discussion with group, and answering the teacher. * Improve listening skills by classmates’ presentations, discussion with group, and responding to teacher. * Activate, increase interest, and participate with fun in an English communication activity by sharing ideas of teacher and students. * Improve writing skills by planning their own brand. * Improve interaction and communication skills by having discussion in a group. | | | |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   Other groups’ brand introduction   * Listening: **(Where did listening occur in the lesson?)**   Teacher talk, during the brand introduction, discussion, during presentation on what they would like to buy.   * Speaking: **(Where did speaking occur in the lesson?)**   Brand introduction, discussion, answering teacher, during presentation on what they would like to buy.   * Writing: **(Where did writing occur in the lesson?)**   Brand/Company Information Worksheet | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Brand introduction, discussion, teacher talk, classmates’ talk   * Function: **(situation)**   Brand/Company introduction, respecting students, brand information   * Lexis: **(meaning)**   Vocabulary on items that can be sold in brand, adjectives   * Grammar: **(language structure)**   Description   * Discourse: **(communication)**   Discussion, responding to the teacher. | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**   * All Ss probably have favorite brands and reasons of why they like that brand. * All Ss probably have things they want to buy. * All Ss will enjoy making their own brand and items. | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**   * If Ss don’t have many ideas 🡪 T gives them little questions. * If activity lasts too long 🡪 T cuts the unnecessary parts. * If activity finished too soon. 🡪 T makes suggestions and shares ideas. * If Ss do not understand 🡪 T shows demonstration. | | | |
| References: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min  5 min  2 min | Whole  Whole  Ss | Ss greet the T  Ss listen to the T  Ss talk their thoughts | Greet the Ss  T tells story about her favorite brand, why she likes that brand, and what she would do if she was the CEO of that brand.  Elicit thoughts from Ss.  Let’s make your own brand and items. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  - Brand/Company Information Worksheet  - Whiteboard and Markers  - Crayons  - Pencils | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 2 min  2 min  5 min  2 min | Whole  group  group  group | Ss listen to T  Ss move into groups  Ss discuss with group members.  Ss prepare for brand introduction. | Introduce the brand information worksheet  Divide Ss into groups.  Hand out brand information worksheet. Ask Ss to discuss and make their own brand and items.  Ask Ss to prepare for brand introduction.  Let’s present our brands. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**  - Brand/Company Information Worksheet  - Whiteboard  - Sellotape | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min  × 4  5 min  2 min | whole  Groups  Groups  Whole | Ss get ready for role play with their worksheets.  *The step below happens four times.*  Ss do activity. One group at a time and other groups watch, listens, and enjoys.  Ss listen to T. Ss applaud other students. | T gives instruction for each group to come up to the front and present their brands and items with their worksheets.  *The step below happens four times.*  T monitors activity. Gives encouragement to each group.  Give Ss positive feedback, and comments. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  - Brand/Company Information Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 10 min  2 min | whole  whole | Ss tell their thoughts about what they would like to buy and why.  Ss listen. | T asks the Ss which items of other groups they would like to buy/use. Ask why they would like to buy/use it.  Close by giving Ss feedback about their accomplishment and praise them for their good work. |

**Brand/Company Information Worksheet**

|  |
| --- |
| Brand/Company Name : |
| Items and their advantages : |