|  |
| --- |
| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:** Make your own commercial |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Mia, Park | Level:  Intermediate | Students:  6 | Length:  30min |

|  |
| --- |
| Materials:   * Computer * TV Screen * PPT file (slide for pre-activity, main activity, SOS activity) * Video file of example commercial: Mercedes Benz ‘Smart’ pop up billboards * Speaker * Hand out: Worksheet (For the know how of persuasive commercial script) * Board game (for SOS activity) * 3 different things from home, Flash cards (for main activity) * 3 white paper * White board, Board markers |

|  |
| --- |
| Aims:   * Main Aim: Ss will be able to improve their speaking skills by discussing to make a commercial and doing the presentation. And learn the persuasive speaking * Secondary Aims: Ss will be able to understand vocabularies related to commercials and improve their listening skills by watching the video * Personal Aim: I want to increase STT |

|  |
| --- |
| Language Skills:   * Listening: Ss will listen to the video file of the impressive commercial. * Speaking: Ss will share the example of the commercial and idea to make their own commercial and do the presentation * Writing: Ss will write the script for their commercial * Reading: Ss will read phrases from their script, new vocabularies, the tips for the persuasive commercial script |

|  |
| --- |
| Language Systems:   * Phonology: [ r ], [ l ] * Lexis: New vocabularies related to commercials   (Create, Advertisement, Commercial, Director, Photographer, Camera operator, Actors, Editors, Dialog, Character, Film, Record, Slogan, etc.)   * Grammar: Make a suggestion (Why don’t you? Would you like? How about?) * Functional: Suggestion, Explain something * Discourse: Commercial |

|  |
| --- |
| Assumptions:  Ss already know   * The example of the commercial * The process of making a commercial * Basic vocabularies * How the class is organized and operated (4 & 2 at each table) * They need pencils and papers for the class |

|  |
| --- |
| Anticipated Errors and Solutions:   * If Ss do not want to come out to the front and present their story * I will let them stay and do the presentation. * If Ss need linguistic support, * I will encourage them to inquire a teacher anytime or let them use the dictionary or internet website. * If a certain student contributes too much to the discussion * I will kindly point out the next person to speak |

|  |
| --- |
| References:   * Video file : <https://www.youtube.com/watch?time_continue=66&v=ADqDWvLDGl4> * Pictures for flash cards : <https://www.wikihow.com/Make-a-Commercial> |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class | Answer to the teacher’s question | Good afternoon, everyone.  How are you today?  (Ss answer) |

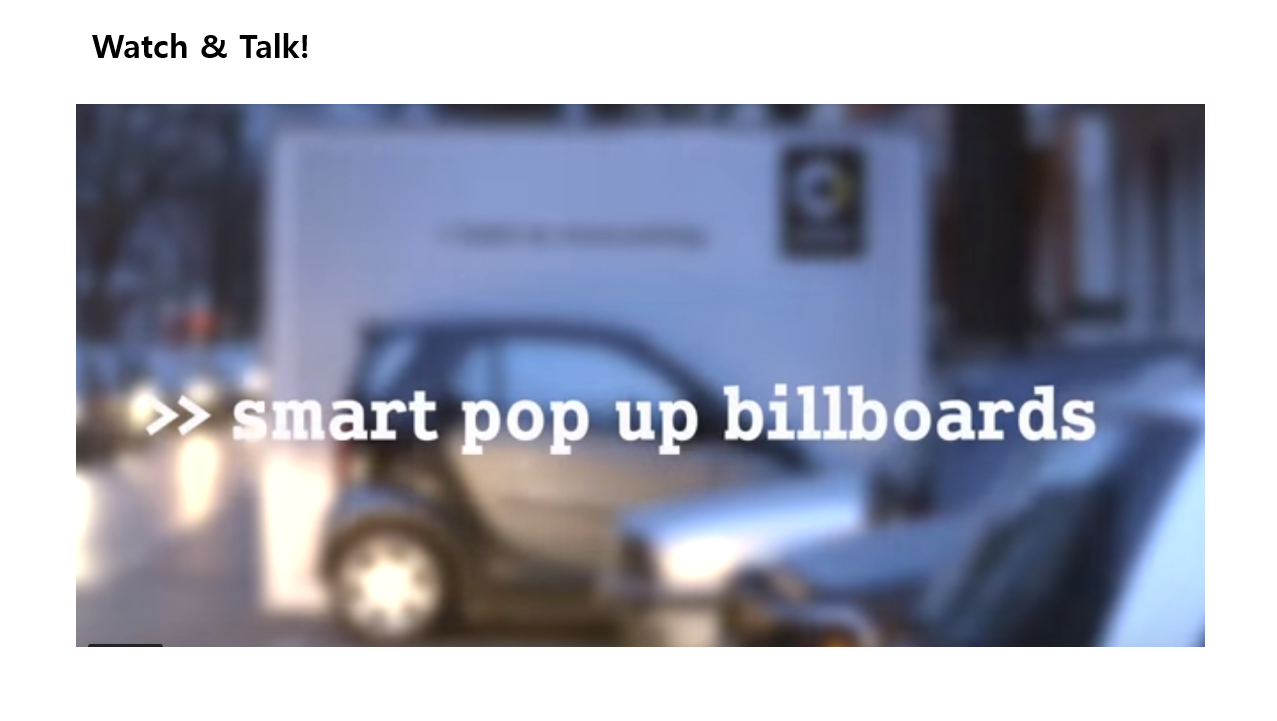
|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: Computer, PPT file, Video file, TV Screen, white board, board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  3min  2min | Whole class  Paris  Wholeclass | Answer to the question out loud  Discuss the example of the commercial  Share the example of the commercial | **Procedure:**  **1.Prediction**  **Elicit**  (PPT slide on the screen)  Please, look at the screen. We will watch a short video before the class.  (After watching)  What type of video is it? What is for?  (Ss answer)  **Model**  (Write the topic “Make your own commercial” on the board)  Today’s topic is “Make your own commercial”.  **CCQ**  Where can you see the commercial?  Who usually appears on it?  **2. Discuss**  Now, please share the examples of commercial that you can remember with your partner sitting next you. Choose 1 example and talk about why? I will give you 3minutes.  **ICQ**  Do you work alone or with your partner?  How much time do you have?  **Monitoring**  (Quietly walk around the class room. Check to see if the Ss are on track. Answer to questions.)  Time’s up!  **Sharing**  Does anyone who can share the example of the commercial and explain why to the classmates?  (Ss give an answer, I will say ‘Good job’, ‘Great’) |

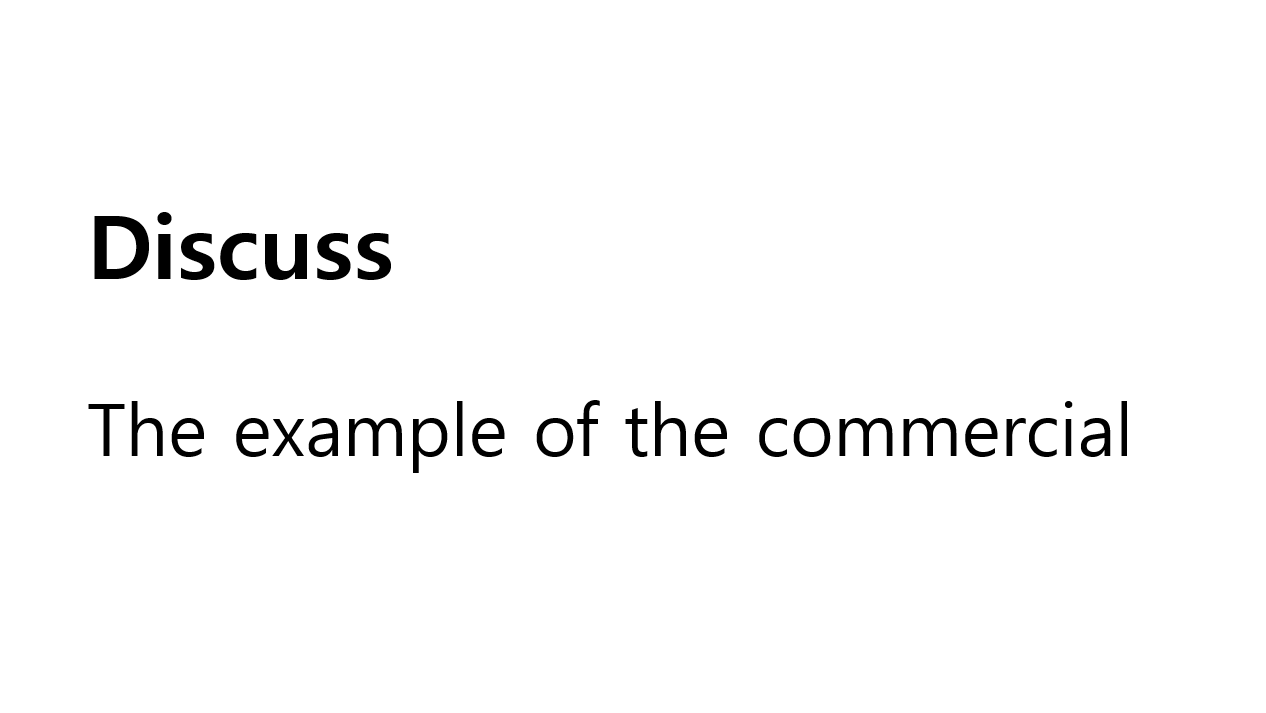
|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: Flash card(3copies), PPT file, 3 things for making a commercial, Computer, TV screen, white paper(3) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  2min  5min | Pairs  Whole class  Pairs | Ss find a correct order of how to make a commercial  Ss share their ideas  Discuss to write a commercial script | **1. Arrange flash cards In correct order and explain**  We will learn how to make a commercial.  **Instruction**  I will give you 7 pictures. Please, discuss with your partner to find a correct order of making a commercial. I will give you 3 minutes.  (Hand out flash cards)  **ICQ**  Are you working individually or in groups?  How many pictures do you have?  You may begin.    **Monitoring**  (Quietly walk around the class room. Check to see if the Ss are on track. Answer to questions.)  1minute left.  Times up!  **Check answer**  Jina and Claire, can you share your answer and explain why?  (If they do not have correct answer) Good job! Does anyone have a different idea?  (If they have a correct answer)  Yes, great. Look at the screen. It is an answer!  **2. Write a commercial script**  (Hand out a different product to each pair)  **Instruction**  Now you will work with your partner. First of all, let’s assume all of you are successful commercial directors. Please, give the product a name and create 30 to 60 seconds script for the commercial including lots of characters. Don’t forget you are supposed to attract people to buy! I will give you tips to create a persuasive speaking script in commercials. You should use the expressions of making a suggestion at least once.  After this, you will perform the commercial.  (Hand out a worksheet)  I will give you 5minutes.  **ICQ**  What expression should you use at least once?  Who do you assume from now?  How much is your commercial, more than 1 minute?  You may begin.  **Monitoring**  (Quietly walk around the class room. Check to see if the Ss are on track. Answer to questions.)  1minute left.  Times up! |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post-Activity** | | | |
| Materials: White board, Board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min  2min | Group/Whole class  Whole class | Ss practice and perform the commercial  Ss listen and answer to the teacher’s question | **1. Doing the presentation**  Now we will perform the commercial.  **Instruction**  First, I will give you 3minutes to practice your performance. Who wants to do the first?  (Ss answer)  **ICQ**  How much time do you have for the preparation?  You may start.  (After 3minutes)  Times up!  Please, 1st presenter comes out to the front and start.  **Monitoring**  (Listen to Ss presentation, Write grammatical and pronunciation erros Ss made during the presentation)  Everybody good job. All of you have a good idea.  **2. Wrap-up**  (Recap vocabularies and sentences for suggestion. Pick out grammatical and pronunciation errors Ss made during the class and find correct answers with Ss.)  We will practise vocabularies related to commercials. (Create, Advertisement, Commercial, Director, Photographer, Camera operator, Actors, Editors, Dialog, Character, Film, Record, Slogan, etc.)  And expressions for suggestion from the commercials you created.  Well done everybody. All of you have made such a great effort today. Everyone has a good potential in speaking in English! If you have any questions, please feel free to keep in touch with me. Thanks! |

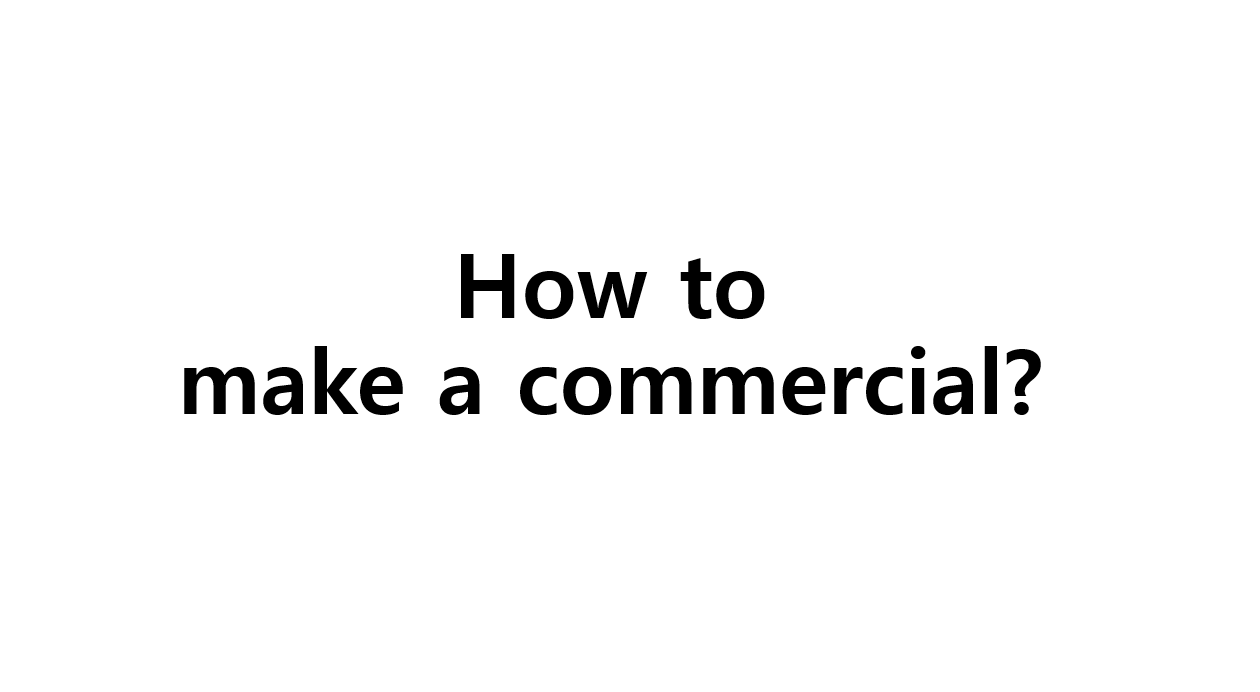
|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials: Board game 'Zip-it | | | |
| Time  5min  1min | Set Up  Group  Whole class | Student Activity | Teacher Talk |
| Ss paly a board game | 1. **Zip it**   **Instruction**  Now, we are going to play a board game ‘zip it’. It is a word race game. First, we will make 2 teams for a team competition. Each team gets 12 cubes to make crosswords. Words must read horizontally or vertically left to right or top to bottom. Look at the screen. It is an example.  Any player who complete making crosswords without remaining cubes calls out ‘Zip’. That’s the winner. We will go 10 rounds. Any team wins more round is the final winner.  If you have words we learned today. You can get a bonus point.  **ICQ**  What do you have to say when you finish it?  How can you get a bonus point?  Which team is a winner?  **Monitoring**  (Watch Ss playing a game. If there is any difficulties, teacher help to solve it)  **Wrap-up**  Congratulations the winner team!  Good team work! Thanks for all of your effort for today’s class! |

Pre-Activity : Prediction

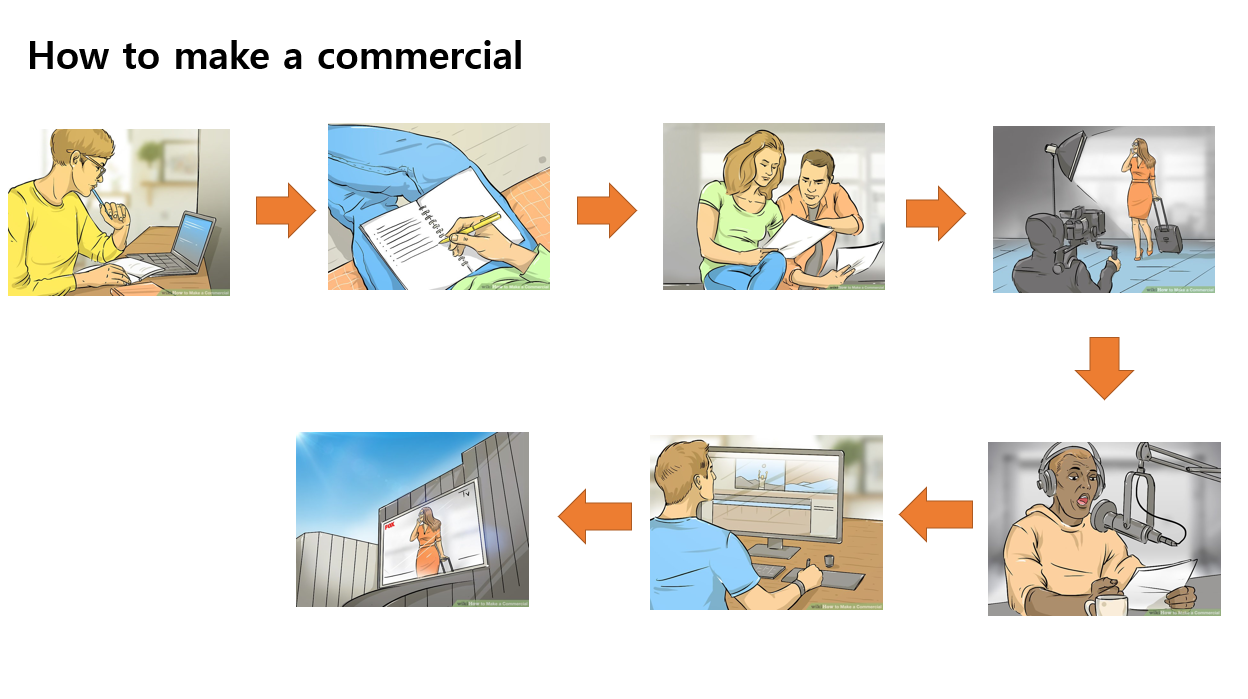




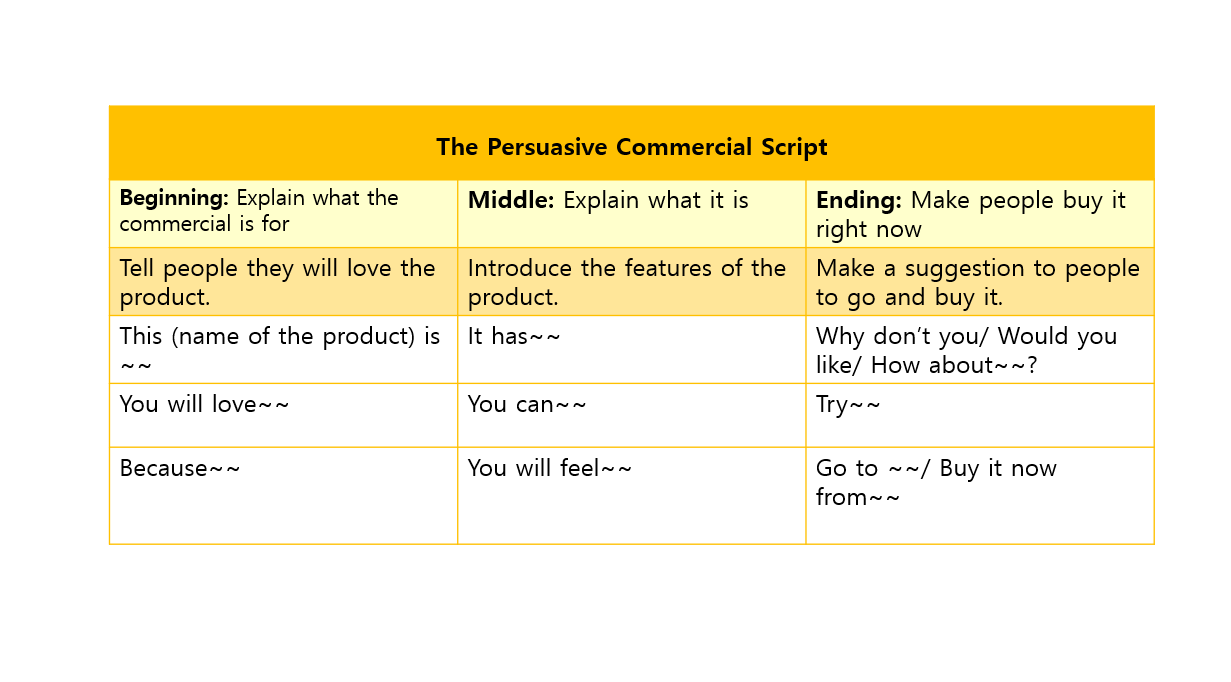
Main Activity: How to make a commercial (with Flash cards)



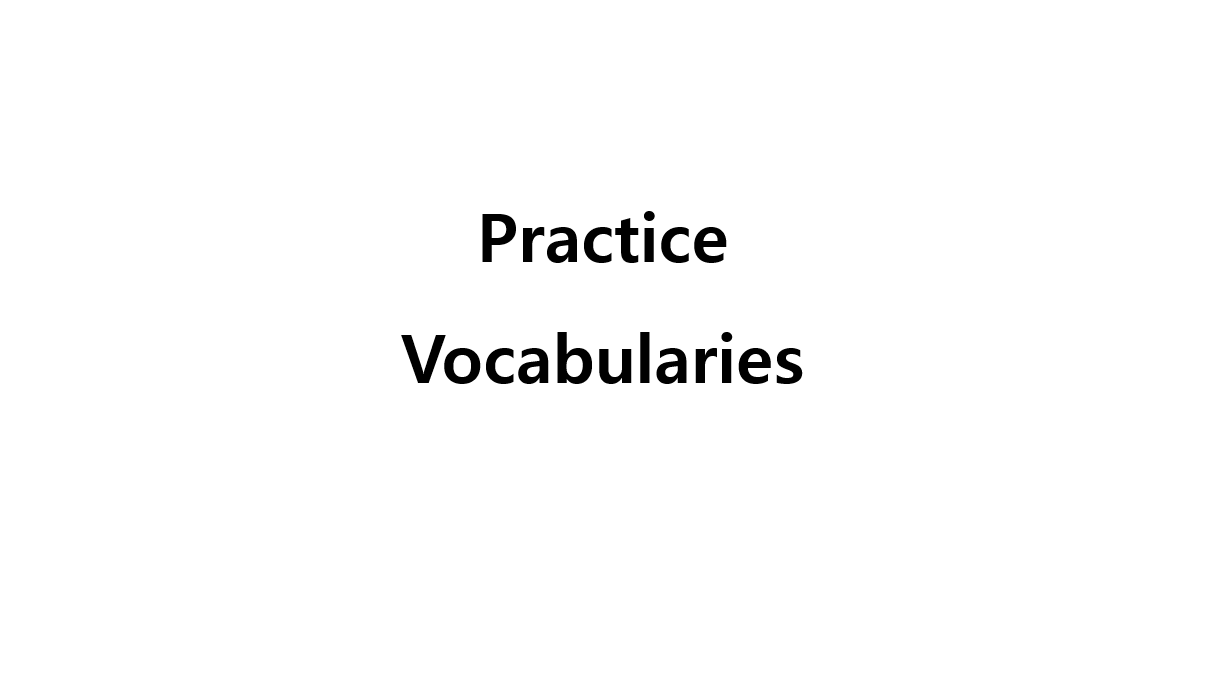


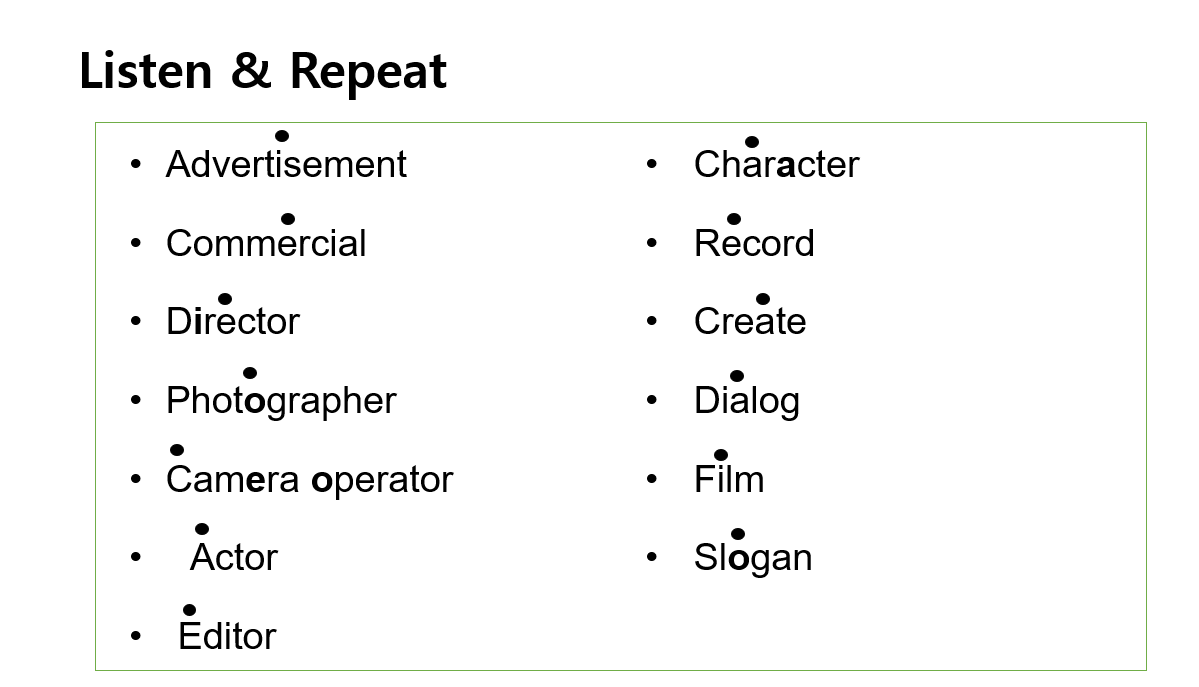


Main Activity: Make your own commercial scrip (Handout)



Post Activity: Practice vocabularies about commercials





SOS Activity: Board game ‘Zip it’

