**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Shabina | TESOL | 29/01/2020 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | The best way to Advertise |
| **Main Aim** | Students will have some time to practice their listening comprehension using an audio material. |
| **Secondary Aim** | Student will have some time to practice their speaking. |

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| **Materials and References** | | | |
| **Book (THE Listening 3: UNIT 12. NEXUS Edu), script, worksheet, speakers, white board and color board markers, P.C. audio equipment and smart phone, pencils and erasers, earphones.** | | | |
| **Student Profile** | | | |
| **Level** | Upper- intermediate | | |
| **Age** | Teens | **Number of Students** | 7 |
| **Detail** | The students are all high school students and Koreans.  They have had experiences to buy purchase products using ads.  They enjoy engaging actively in talking their ideas in English but listening comprehension still needs developing, | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| Technical problem🡪 bring portable speakers to use with my smart phone in case the audio equipment could fail  Lateness, absence🡪 using my smart phone(audio), prepare extra work sheets.  Noise🡪 make the surrounding quiet, volume up, close the window, check their own phone with earphones. | | | |
| **My Personal Aim** | | | |
| My personal aim to demonstrate is the ability to make a complete, detailed lesson plan and have confidence. | | | |

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| **Stage Name:** Lead-in  **Purpose of this stage:** To relax both the students and the teacher; to increase students talk through the sharing of ideas or experiences; to introduce the topic, or something topic-related. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  1 min | T  S-S  T-S | **Arrange seating so that students can see each other and talk to each other as a pair**.  Hello everyone, today we are going to talk to your partner about advertisement.  What is your favorite advertisement?  Share your story with your partner.  You have 1 minute.  (Students begin talking to their partners. Monitor for any use of key words)  Time is up.  Tell your favorite advertisement to the class  If there aren’t volunteers, Point to 3 students. |

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| **Stage Name:** Presentation  **Purpose of this stage:** To offer any needed help which students may need in order to comprehend the text more easily. This includes teaching from 1 to 4 key words using the C.C.C. technique, and asking a guiding question which will allow students the opportunity to think of and share ideas they are likely to encounter when listening. This encourages the use of their schema when comprehending a text. | | |
| **Materials: flyer, realia, picture, white board, color board markers.** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min  1 min  30 sec  2 min  1 min | T-S  T-S  T-S  T  S-S  T-S | **Pre-teach keywords: advertisement, product, customer.**  Elicit – Show a real flyer for a gym advertisement, What can you see? what is it for?(advertisement)  CCQ – Can you see it on the T.V. ? (Yes)  Can you hear it on the Radio? (Yes)  Who makes an advertisement, people who want to sell or buy? (people who want to buy)  Drill – Listen and repeat 3 times together(Gesture)  Nominate 2 or 3 individually.  Board – Write advertisement on the left of the board.  How many syllables? (4) Mark with a blue pen.  Where is the stress? (1st) Mark with a red pen.  What type of word is this? (Noun)  Elicit – Show some realia ; a book, a pencil, a bag, milk…etc.  What word can you use to describe this? (product)  CCQ – Hold your note book, is it a product?(Yes)  Do factories make products? (Yes)  Can you buy a product? (Yes)  Drill – Listen and repeat 3 times together(Gesture). Nominate 2 or 3 individually.  Board – Write product on the left of the board.  How many syllables? (2) Mark with a blue pen. Where is the stress? (1st) Mark with a red pen. What type of word is this? (Noun)  Elicit – Show a picture with a mother and her son buying a bag, What is she doing?  She is buying a bag from a shop. What word can you use to describe her? (customer)  CCQ – Does she want to sell it? (No)  Does she have to pay for her bag? (Yes)  Drill – Listen and repeat 3 times together(Gesture)  Nominate 2 or 3 individually.  Board – Write customer on the left of the board.  How many syllables? (3) Mark with a blue pen. Where is the stress? (1st) Mark with a red pen. What type of word is this? (Noun)    **Guiding Question**  What is the most effective advertisement? And then What is the best way to advertise?  Feel free to talk to your partner.  Time is up. Can you share your ideas to the class? (Draw out ideas that TV and Newspaper ads are the most effective way, but because of cost a word-of-mouth advertisement is the best way) |

**ads**

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| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:** For students to listen for the first time in order to get the facts. This may include the overall idea or topic of the text; to notice who the speakers are; and perhaps why they are speaking. The responses are short, objective, and are only a surface understanding. This is an accuracy focused stage | | |
| **Materials: audio, work sheet, pencil, eraser.** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  2 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  (Don’t hand–out worksheet)  Now it’s time to listen to a story about the best way to advertise.  As you listen, you must answer these questions in exercise 1 only.  Try to find out the answers, write them down next to the questions.  Don’t do exercise 2.  **I.C.Q.**  -Do we need to answer the questions for exercise 2? (No)  -Do you clean up the desk? (Yes)  -Get the pencil and the eraser ready?  (Read each question aloud for the students)  Hold out the work sheet.  Don’t turn it over.  **Students listen for the 1st time, and write answers on the worksheet.**  You don’t need to see your partner’s answer.  Just write down your answers next to the questions.  **Pair check**  Compare with your partner.  Monitor  **Feedback to check accuracy**.  What is the answer of **No. a**? (NO)  What is the answer of **No. b**? (Yes)  What is the answer of **No. c**? (TV and Newspaper)  What is the answer of **No. d**? (Good quality products and services)  What is the answer of **No. e**? (Because it doesn’t need cost)  Does anyone else have a different answer?  Can you say the reason?  who agrees with this answer?  And then explain about the right answer. |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** Students listen a second time, more carefully, to infer or interpret meaning of the literal facts. This is still an accuracy focused stage- answers need to be checked for accuracy. Students are required to think about the why in order to support their answers. They may need to focus on things like the overall situation, tone of voice, multiple pieces of information, or a single statement to explain the unspoken, intended meaning. | | |
| **Materials: audio, work sheet, pencil, eraser.** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  3 min  2 min  3 min | T  S  S-S  T-S | This time, answer exercise 2 for interpretive comprehension.  These questions are more difficult so you have to listen carefully to find answer.  Write your answers next to the questions.  If you don’t figure out the answers immediately, don’t worry.  I will give you time afterwards to think and write.  **I.C.Q**.  - will you have time afterwards to write? (Yes)  - Do you clean up the desk? (Yes)  - Get the pencil and the eraser ready?  (Read the questions aloud for the students)  Now turn over your work sheet  **Students listen for the 2nd time. And write their answers.**  You don’t need to see your partner’s answer.  Just write down your answers next to the questions.  **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  Compare with your partner.  **Feedback to check accuracy.**  What is the answer of **No. a?**  What is the answer of **No. b?**  Does anyone else have a different idea?  Can you say the reason?  who agrees with this answer?  And then explain about the right answer. |

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| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:** For students to practice their speaking fluency. Therefore, this stage should be no less than 5 minutes to allow students to practice. Give them a few questions to help them communicate without intervention from the teacher, this is a fluency focused stage. | | |
| **Materials: work sheet, pencil, eraser.** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  6 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  This time for Applied Comprehension.  Make 2 groups of 3 students and 4 students.  Let them move and wait.  Talk to your partner about any of these questions.  You should talk freely, and remember to listen and ask questions to your partner.  You have 6 minutes.  **I.C.Q.**  -Do you need to write anything? (No)  **Students discuss.**  Compare with your partner  Monitor from a distance.  **Feedback. Students share their ideas with the class.**  Point to two students to share their opinions. |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** To end the lesson a positive note. This will give students a sense of accomplishment, encourage student to continue progressing, and realize how to improve in future. A teacher may also get valuable feedback from students regarding the activities used in the lesson. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  Did you enjoy this story? You did a great gob. Thank you for participating actively.  **Set homework.**  listen to the story again at least 2 times at home.  Summarize it by writing no more than 50 words. It is due to tomorrow.    **Inform students about the topic for the next lesson.**  Tomorrow we will do a reading lesson about advertising strategy.  Please clean up your area and arrange the table.  Bye, See you next time. |

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**Instructor’s Comments and Assessment**

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| **Pros** | | |
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| **Cons** | | |
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| **Change** | | |
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| **Overall Comments** | | |
|  | | |
| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |

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Transcript

Time: 1 min

**THE BEST WAY TO ADVERTISE**

These days advertisements provide useful information when customers buy products they want. You can watch TV and Newspaper ads everywhere easily.

Even though TV and newspaper ads are the most effective way to advertise, they are very costly and the cost of the advertisement increases the final cost of the products. That’s why many people believe advertisement through word-of-mouth is the best way to advertise. This cost-free advertisement relies on what people say to others about their products or services. Therefore, for a successful word-of-mouth advertisement, it is important to give good quality products and services to customers. Otherwise, people will advertise how bad the product or the service is.

**Worksheet 1 – The best way to Advertise**

**Literal Question**

**Exercise One: Listen and write the answer next to the question.**

a) Do you need money for a word–of-mouth advertising?

b) Do people be affected by a word-of-mouth advertisement?

c) What is the most effective advertisement?

d) What is important for a successful word-of-mouth advertisement?

e) why is a word–of-mouth advertisement better than TV and Newspaper?

**Worksheet 2 – The best way to Advertise**

**Interpretive Question**

**Exercise Two: Listen carefully, think, and write your answer.**

1. Do you think a word-of-mouth more reliable than TV advertisement?

If yes, why?

b) what is the fastest way for a word-of-mouth advertisement except a good quality and service?

**Applied Question**

**Exercise Three: Talk to your partner freely about any of the questions below. No writing**

a) If you have to buy coffee machine, would you listen to the word-of-mouth or watch TV advertisement?

b) What kind of things do you need the word-of-mouth advertisement to buy?

c) When you are satisfied with a product, are you going to spread a word –of-mouth advertisement?

**Answer sheet – The best way to Advertise**

**Exercise One**

a) Do you need money for a word–of-mouth advertising?

Answer --> No.

b) Do people be affected by a word-of-mouth advertisement?

Answer --> Yes.

c) What is the most effective advertisement?

Answer --> TV and Newspaper.

d) What is important for a successful word-of-mouth advertisement?

Answer --> Good quality products and services.

e) why is a word–of-mouth advertisement better than TV and Newspaper?

Answer --> Because it doesn’t need cost.

**Exercise Two**

a) Do you think a word-of-mouth more reliable than TV advertisement? If yes, why?

Answer --> Yes, because I can hear and judge the experience of someone I trust directly.

b) what is the fastest way for a word-of-mouth advertisement except a good quality and service?

Answer -->I think A consumer experience program is the fastest way to make a word–of-mouth. After using the product, they can give their opinions to the people around them.