

# USDOE English Literacy & Civics Education "Project Literacy Challenge" 2003-2004 grant project

## TIES (Total Immersion of English Strategies)

### ADULT ESOL LESSON PLANS

<b>TOPIC:</b>  <b>LEVEL:</b>	<u>Advertising</u> : Print ads.  <b>Advanced (Revised May 2006)</b>	<b>SKILL:</b>	Reading/Speaking/Writing
<b>COMPETENCIES:</b> (Please use ESOL Curriculum checklists to list these)	<p><b>Speaking 90.03</b> - Identify bias, prejudice or propaganda in oral messages and print materials.</p> <p><b>Speaking/Writing 100.01</b> - Use responsive listening, including paraphrasing, summarizing for elaboration and clarification.</p> <p><b>Speaking 100.02</b> – Demonstrate comprehension of classroom lectures and tests.</p> <p><b>Speaking 100.03</b> – clarify meaning by asking relevant questions, making relevant comments.</p> <p><b>Speaking 100.04</b> – Recognize and use idioms appropriately.</p> <p><b>Reading 83.06</b> – Utilize new vocabulary by context.</p> <p><b>Reading 83.11</b> – Distinguish fact from opinion</p> <p><b>Writing 100.18</b> – Demonstrate writing for a purpose (advertisement)</p>	<b>CULTURAL FOCUS:</b>	<b>Consumer education/awareness</b> Provide insight into the role of advertising/marketing in the U.S., and reinforce vocabulary, expressions, and techniques associated with advertising and sales. Understand U.S. beliefs about basic needs, propaganda, political correctness, and racial and gender stereotypes.
<b>CLASSROOM PROCEDURES:</b>	<p>Ideas for the lessons below have been adapted from the following site:  <a href="http://www210.pair.com/udtcg/lessonplans/consumerism/index.html">http://www210.pair.com/udtcg/lessonplans/consumerism/index.html</a></p> <p><b><u>Prior to lesson plan A</u></b></p> <ol style="list-style-type: none"> <li>1. The teacher should show students a print advertisement that is personally interesting for some reason. Describe what is happening in the ad and explain why you, the teacher are personally drawn to it.</li> <li>2. As homework, have students:             <ol style="list-style-type: none"> <li>a. look for <i>two</i> magazine or newspaper ads of their own that they find <i>personally interesting</i> (perhaps they like the colors, a celebrity, comical or odd images, etc.). Bring the ads to class.</li> <li>b. <b>Language log:</b> As they browse magazines for ads, they should write down any funny, interesting, or unclear expressions they find.</li> <li>c. These ads should be brought in the day of lesson plan A.</li> </ol> </li> </ol> <p><b><u>Lesson plan "A"</u></b></p> <ol style="list-style-type: none"> <li>1. In 2s or 3s, have students share their ads orally. Call on three or four students to share their samples. Have the rest of the class comment on the colors and images they see, and emotional reactions they have to the ads. (10 minutes)</li> <li>2. <b>Handout A1:</b> Keep students in the same groups. Write the questions from A1 on the board or make enough copies for each group. Give the groups 2-3 minutes per question, and then discuss the questions as a group.</li> </ol> <p><b><u>Lesson plan "B"</u></b></p> <ol style="list-style-type: none"> <li>1. Introduce and discuss new vocabulary.</li> <li>2. Write vocabulary on the board. Use <b>resource B1</b> as a guide, but allow students to participate in the development of a definition for each word. A few Ideas for further discussion have been provided on B1, and have been labeled with an asterisk.</li> </ol>	<b>GRAMMATICAL FOCUS:</b>	

### Lesson plan "C"

#### 1. Game - VOCABULARY RELAY (See Handouts C1, C2, and C3)

#### Preparation

You will need: **20 index cards + handout C2**

1. Cut out the definitions from **handout C2**.
2. Paste each definition onto a separate index card, leaving one side of the card blank.
3. Photocopy **handout C1** and cut each sheet in half. This activity will be done in pairs so you should copy page **C1** once for every 4 students in your class.

#### The activity

1. Space the index cards out on the ledge of the chalkboard so that each is easily accessible. \*\*The definitions must not be visible.
2. Randomly put students in teams of two about six feet away from the front of the chalkboard.
3. One team member, the "sitter" must remain seated. The second member, the "runner," will run back and forth between the board and the sitter.
4. Give a copy of the vocabulary list (C1) to each "sitter."
5. When the race begins the runners for each two-person team will race to the board, grab a definition, and carry it back to the sitter. Together they will read the definition and see if they can match the definition to one of the words on the relay sheet. Once they have decided, the sitter should write the letter indicated on the index card in the line next to the corresponding word.
6. When the team has marked its answer, the runner should return the definition card to the board (making sure to leave the blank side showing), grab another card and repeat the process described in step 5.
7. Each team should repeat steps 5 and 6 until the members believe they have matched all definitions correctly.
8. When a team has matched all the words and definitions the runner should find the teacher and request to have the answers checked. If any of the answers are incorrect, inform the team, but do not give hints about which are incorrect. Once the team feels it has corrected the errors, the runner should find you again.
9. Keep playing until 1st, 2<sup>nd</sup>, and 3<sup>rd</sup> place winners have been determined.

#### Rules

1. The sitter may not leave his or her seat.
2. No notes may be used.
3. The team is allowed to pick-up/view only one card at a time.

### Lesson plan "D"

1. Continue discussion of advertising techniques (see **D1**)
2. **Homework:** Use one of the print ads obtained for lesson A or choose another ad, and complete activity D2- Ad analysis sheet.

	<p><b>Lesson plan “E”</b></p> <ol style="list-style-type: none"> <li>1. Give each student a copy of E1, and Explain the oral presentation.</li> <li>2. Let students form groups and complete E 2 together.</li> <li>3. Allow students 1-3 class periods to work in their groups to create the ad and answer the questions on pages E2, E3, and E4.</li> <li>4. Each presentation will take 15 – 20 minutes as there will be discussion following each ad. Two 1-hour class periods should be sufficient for a class of 12 -15 students.</li> <li>5. Handout F1 is a rubric that can be used to grade this presentation.</li> </ol>		
<b>TEXT BOOKS:</b>	None	<b>PRONUNCIATION:</b>	
<b>MATERIALS/ ADDITIONAL RESOURCES:</b>	<ol style="list-style-type: none"> <li>1. Discussion questions</li> <li>2. Vocabulary notes</li> <li>3. Vocabulary relay rules</li> <li>4. Relay sheet</li> <li>5. Index cards with definitions pasted on one side</li> <li>6. Advertising analysis sheet</li> <li>7. Assignment – oral presentation description</li> <li>8. Market research sheets – parts 1,2, 3, and 4</li> <li>9. Oral presentation rubric</li> </ol>	<b>VOCABULARY:</b>	<ol style="list-style-type: none"> <li>1. a consumer</li> <li>2. evidence</li> <li>3. an opinion</li> <li>4. a reputation</li> <li>5. an emotion</li> <li>6. the media</li> <li>7. a trend</li> <li>8. statistics</li> <li>9. an ad/advertisement</li> <li>10. a brand</li> <li>11. a jingle</li> <li>12. to consume</li> <li>13. to persuade</li> <li>14. to imply</li> <li>15. to advertise</li> <li>16. to target</li> <li>17. demographics</li> <li>18. the purchasing power</li> <li>19. body language</li> <li>20. credibility</li> </ol>
<b>COMMUNITY RESOURCES:</b>	<ol style="list-style-type: none"> <li>1. Native speaker interviews</li> <li>2. Print advertisements</li> </ol>	<b>EVALUATION:</b>	Oral presentation (Rubric-handout F1) Written and oral question and answer.