

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>	<u>Advertising</u> : T.V. commercials	<b>SKILL:</b>	Speaking/Reading/Writing
<b>LEVEL:</b>	Advanced (Revised May 2006)		
<b>COMPETENCIES:</b> (Please use ESOL Curriculum checklists to list these)	<p><b>Speaking 85.01</b> – Produce stress and intonation in phrases and sentences.</p> <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</p>	<b>CULTURAL FOCUS:</b>	<p><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.</p>
<b>CLASSROOM PROCEDURES:</b>	<p><u>Lesson plan “A”</u></p> <ol style="list-style-type: none"> <li>1. Discuss television commercial vocabulary. Start by having students brainstorm words and expressions they have heard on commercials. Then, handout the vocabulary list. Ask if they have heard or seen these expressions used in advertising As a class, write some sentences using the expressions.</li> <li>2. <b><u>Group TV commercial:</u></b> <ol style="list-style-type: none"> <li>a. Put students in groups of 3-4.</li> <li>b. Give them 15 minutes to start writing their own commercials using vocabulary from the list, and the examples that were brainstormed as a class.</li> <li>c. All students must participate, and each person must have 3 lines in the commercial.</li> <li>d. They must have at least 1 prop in their commercial, and should make creative use of items like desks and chairs as well to create the scene.</li> <li>e. They will spend time in class the next day working on their skits as well.</li> <li>f. The skits should be presented on the 3<sup>rd</sup>/last day of this unit.</li> </ol> </li> </ol>	<b>GRAMMATICAL FOCUS:</b>	

	<p>3. <b><u>Homework **:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete <b>Worksheet B1</b></li> <li><input type="checkbox"/> Make additions to your <b>language log</b> as you listen to the commercials: <ul style="list-style-type: none"> <li>✓ Vocab words used in context</li> <li>✓ New or unclear expressions</li> <li>✓ Funny jingles or slogans</li> </ul> </li> </ul> <p><b><u>Lesson plan “B”</u></b></p> <ol style="list-style-type: none"> <li>1. Share contributions to the language logs as a class.</li> <li>2. Discuss the answers on their charts.</li> <li>3. See worksheet <b>B2</b> for a list of questions to discuss with students.</li> <li>4. Let students have the rest of the class to work on their television commercials.</li> </ol> <p><b><u>Lesson plan “C”</u></b></p> <ol style="list-style-type: none"> <li>1. Present skits</li> <li>2. See rubric – worksheet C1</li> </ol>		
<b>TEXT BOOKS:</b>	NONE	<b>PRONUNCIATION:</b>	<b>Speaking 85.01</b> – Produce stress and intonation in phrases and sentences.
<b>MATERIALS/ ADDITIONAL RESOURCES:</b>	<ol style="list-style-type: none"> <li>1. TV commercial survey</li> <li>2. TV commercial vocabulary sheet</li> </ol>	<b>VOCABULARY:</b>	See attached list – handout A
<b>COMMUNITY RESOURCES:</b>	TV commercials	<b>EVALUATION:</b>	

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Instructor's Name