

LESSON PLAN 1

GRADE:	7 th grade
SUBJECT:	English
LEVEL:	Intermediate, CEF A2-B1
TEXTBOOK:	English Scrapbook
NUMBER OF PUPILS:	25
SCHOOL:	“Ion Ghica” Secondary School
TEACHER:	Oana Ștefanache
TITLE:	<i>Simply the Best!</i>
TYPE OF LESSON:	Mixed
TIME:	50 minutes

AIMS:

- to create an advanced conversational atmosphere in class, exchange of views on the same subject
- to activate knowledge by creating a meaningful context
- to facilitate the understanding of the world

OBJECTIVES:

By the end of the lesson, the students will be able to:

- compare advertisements
- use extreme adjectives in the context of advertising
- create a simple advertisement

SKILLS:

- productive skills: speaking, writing
- receptive skills: reading, listening

MATERIALS/AIDS: Blackboard, Worksheets, Images, Laptop, Video projector, Loudspeaker, Power Point presentation, Realia: biscuits, soap, glass and surface cleaner, juice, mints and chocolate

- one item each.

DIGITAL APPS, TOOLS OR ONLINE GAMES: Powtoon app.

CLASS MANAGEMENT: Whole class, Group work, Pair work, Individual work

STAGE	TIME	AIMS	INTERACTIVE PATTERNS	TEACHER'S ACTIVITY	PUPILS' ACTIVITY	SKILLS
Warm-up	3 min	To raise the interest of the Ps in the topic of the lesson	T>Ss Ss<>Ss Group work Ss>T Whole class	Greetings; <ul style="list-style-type: none"> The T. announces Ss that they will have a blackboard race and the winning row will receive candies as a prize. The T divides the class in three groups/three rows and explains the rules: Ss run to the board individually and write one word starting with the letters of the word <i>advertisements</i>, at their choice. Then they pass the chalk to another member. The row that finishes first is the winner. The T writes the word <i>advertisements</i> on the blackboard. While the Ss race to the board, the T checks the homework in a few notebooks. After the race, the T announces the title of the lesson - <i>Simply the Best!</i> and mentions its objectives. The T. makes sure the Ss understand the word <i>advertisement</i> by asking for translations and explains that it is a false friend. The T discusses with the class how some of the words they wrote are connected with the topic. 	<ul style="list-style-type: none"> Ss listen to the T's explanations and ask questions if they do not understand. Ss race to the board and write words. The winning team receives candies. The whole class pays attention. Ss state their opinions. 	Writing Speaking
Pre-reading Presentation	5 min	To identify the advertised product	T>Ss S<>S Ss>T	<ul style="list-style-type: none"> T. shows Ss some images with advertisements and asks Ss to work in pairs and guess what the advertisements are about and note down their guesses. T. checks answers with the whole class. 	<ul style="list-style-type: none"> Ss work in pairs and note down the answers. Ss answer to the T.'s questions. 	Speaking

		To identify the characteristics of a good advertisement	Pair work	<ul style="list-style-type: none"> The T. asks Ss: <i>Where can you find ads? What makes a good ad?</i> and creates a spidergram, on the blackboard, with Ss' answers. 	<ul style="list-style-type: none"> Possible answers: <i>in magazines, newspapers, TV, radio, billboards, the sides of buses</i> Possible answers: <i>the variety of colours, catchy phrases.</i> 	
Reading I Presentation	2 min	- to analyse an advertisement	T>Ss Ss<T Individual work Whole class	<ul style="list-style-type: none"> The T. asks the Ss. to open their books on page 82 and listen to the advertisement in ex 2. and decide if they like it or not. The T. asks Ss if they liked the ad and why/why not. The T elicits what makes this advertisement good. 	<ul style="list-style-type: none"> Ss use integrated skills to listen to, read and then speak about the advertisements. Ss listen to and read the advertisement in ex 2, page 82. Ss say if they liked the advertisement and give reasons: the tone, the intonation, the <i>catchy phrases, the analogy with the Flintstones.</i> 	Reading Listening Speaking
Reading II Presentation	8 min	To read and compare two texts	T>Ss Ss>T Whole class	<ul style="list-style-type: none"> The T asks Ss to read the two advertisements on p. 2 in the book and decide which is more convincing and why, allowing students to use their critical thinking. The T names a few Ss to read the texts. The T asks Ss which ad is more convincing and why and leads them to the correct answer: <i>adjectives, extreme adjectives.</i> 	<ul style="list-style-type: none"> Ss use integrated skills to read and speak about the advertisements. Ss read the advertisements. Ss use their critical thinking and say which one is more convincing: the second. Ss say why the second advert is more convincing: <i>strong adjectives.</i> 	Listening
Post-reading Presentation	2 min	To find extreme adjectives	T>Ss Ss>T Whole class	<ul style="list-style-type: none"> The T makes two columns on the blackboard: <i>Simple Adjective / Extreme Adjectives</i> and asks Ss to complete the list by analysing the texts. 	<ul style="list-style-type: none"> Ss find the extreme adjectives and write them in the correct column. 	Reading
Listening	2 min	To find out	T>Ss	<ul style="list-style-type: none"> The T asks Ss to listen and clap their hands 	<ul style="list-style-type: none"> Ss listen and put up their hands 	Listening

Practice		more extreme adjectives	Ss>T Individual work	when they hear an extreme adjective mentioned. <ul style="list-style-type: none"> When the Ss clap their hands, the T stops the recording and asks the S to go to the blackboard and add that adj to the extreme adj list. 	when they hear an extreme adj. <ul style="list-style-type: none"> Ss complete the extreme adjectives list. 	
Reading Practice	5 min	To read for general understanding	T>Ss Ss<>Ss Ss>T Group work	<ul style="list-style-type: none"> The T. groups Ss. (6 groups of 4 Ss) The T gives each group a worksheet with five advertisements and five products. The T asks Ss to match the advertisement with the correct advertised product. The T sets the time for the activity: 5 minutes. The T monitors the groups and acts as a resource if necessary, giving immediate learner feedback. The T checks the answers with the whole class and projects the ads on the board. 	<ul style="list-style-type: none"> Ss listen to the instructions. Ss work in groups and complete the task by matching the advertisement with the corresponding product. Ss check their answers with the whole class. 	Reading
Post-reading Practice	3 min	To expand vocabulary related to extreme adjectives	T>Ss Ss<>Ss	<ul style="list-style-type: none"> After each individual ad, the T asks Ss to find out and underline the extreme adjectives in the text. Ss come to the board and underline and then complete the Extreme adjectives list. 	<ul style="list-style-type: none"> Ss find and underline the extreme adjectives in the text. Ss complete their list with extreme adjectives. 	Reading
Production	18 min	To activate knowledge by creating a meaningful context To use knowledge to solve a problem	T>Ss Ss<>Ss Group work	<ul style="list-style-type: none"> The T asks them to work in groups and create a short advertisement using PowToon. Ss should include extreme adjectives in their ad and follow the models presented in class. The T gives them some real products: biscuits, soap, glass and surface cleaner, juice, mints and chocolate. The T invites the Ss to smell and taste the products and use the findings in the advertisements. The T sets the time for this activity: 10 minutes. 	<ul style="list-style-type: none"> Ss listen to the instructions. Ss work in groups. Ss feel, taste and smell the products. Ss use their creative thinking and create advertisements using Powtoon. The variety of learning tasks addresses individual learning differences. One student in the group can write the text, another one can 	Speaking

Feedback				<ul style="list-style-type: none"> • The T goes to each group to make sure they understand what they have to do. • The T projects each group's video with the created advertisement and invites Ss to watch and Ss vote the best advert at the end of the presentations. 	<p>help with useful vocabulary, another one can find a relevant picture on the internet, and another one can think of the catchy tune for the advertisement, so that students use different skills.</p> <ul style="list-style-type: none"> • Ss share their advertisements with the class. • Ss vote the best advert. 	
Follow-up	2 min	To give feedback and to assign homework	T>Ss	<ul style="list-style-type: none"> • The T praises the Ss for their work and assigns as homework for the Ss to develop their advertisement by adding a slogan. 	<ul style="list-style-type: none"> • Ss listen carefully. • Ss note down the homework. 	Listening

Possible problems and ways to overcome them:

- Ss' lack of involvement may reduce the impact of the second activity, where they have to guess what the ad is about;
- It may take Ss more time to create an advertisement, so the T might assign as homework for the Ss to write which advert they liked the most and give reasons as a feedback for that activity.
- Some Ss may be fast finishers, so the T could give them some extra activities related to the topic.

Notes:

In the lesson plan, at various stages, the T monitors the groups, helping them when necessary with vocabulary and phrasing in order to give them immediate learner feedback based on observation - alternative assessment. The T will avoid interruptions, allowing fluency and

cohesion, but he/she will correct the students in case they cannot make themselves clear to the group, by providing useful vocabulary. The T will also give positive feedback by saying "very well" or "keep up the good work".

The T will also note down the recurrent mistakes and the problems they faced in order to further work on those structures and improve their skills.

The task - creating an advertisement for a product, uses integrated skills (listening, speaking, pronunciation, vocabulary) as the students have to listen to various advertisements, read some advertisements, discuss their structure, discuss in groups and decide the vocabulary and phrasings for their own advertisements and finally share their advertisements with the other groups. The task also makes them use their creative and critical thinking, as they have to come with ideas for the structure of the advertisement.

The lesson is appropriate for the age/grade of the students as it involves pair work and group work that are meant to encourage communication and collaboration which at this stage are very important to students. They discuss advertisements about familiar objects, so they should be relaxed and eager to communicate.