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# ADD YOUR OWN AD

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Type of module	Project work
Target group	14–17-year-old learners
Level	B1
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sul Nova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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# INFORMATION TABLE

<b>TYPE OF MODULE</b>	<b>Project work</b>
<b>DESCRIPTION OF MODULE</b>	Ls learn about advertising different products for different target groups. Ls, in groups of four, produce a 3-minute-long TV show as well as a leaflet, in both of which they advertise either a product that exists or one that they have invented.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> to produce an advertisement for a real or imaginary product</li> <li><input type="checkbox"/> to compare different products</li> <li><input type="checkbox"/> to understand how advertisements work</li> <li><input type="checkbox"/> to write different advertisements about the same product for different customers</li> <li><input type="checkbox"/> to practice giving presentations</li> <li><input type="checkbox"/> to enhance group dynamics</li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP</b>	14–17-year-old learners
<b>LANGUAGE LEVEL</b>	B1
<b>SUGGESTED LANGUAGE COMPETENCE</b>	Ls can <ul style="list-style-type: none"> <li><input type="checkbox"/> describe a picture</li> <li><input type="checkbox"/> use vocabulary about materials and shapes</li> <li><input type="checkbox"/> present general information</li> <li><input type="checkbox"/> understand a larger text and infer what words might be missing</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	Art & Craft – designing a product Life long learning / Learner training
<b>Links with other modules</b>	Five minutes fame

**FOCI OF SKILLS-DEVELOPMENT**  
**Communicative language skills**

- describing a product (what it is made of and used for)
- discussing whether they should buy something or not
- advertising (or popularizing) a product or an idea, taking into account who their audience is and what their needs are
- spotting mistakes in English sentences and correcting them
- being on the lookout for ambiguities (double meanings)
- comparing things

**General, educational skills**

- making a joint decision
- co-operating with others
- setting goals and keeping deadlines
- planning and preparing for a joint presentation

**EVALUATION**

Self-assessment through criterion-based self-assessment forms

Ls will be able to assess each others' work with a strong emphasis on appreciating the positive aspects of their peers' products

T will be able to assess Ls work using the same criteria as the Ls. Thus, rather than giving marks (which the T might still do), T and Ls could evaluate the project together within a framework that encourages cooperation and appreciation of the others' work

**BACK UP SYSTEMS**

<http://www.businessballs.com/market.htm>

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Describing a picture Describing products Matching descriptions with objects	Ls match products and their descriptions Ls discuss whether to buy a useless product Ls hear about the project	vocabulary of describing pictures and products persuading someone to do something	1.1 Pictures 1.2 Worksheet 1.3 Role cards
2	Describing a product (what is it made of and used for) Taking into account consumer needs and expectations Reading comprehension (gap-filling)	Ls describe a product (made of used for) Ls write different ads about the same product for different customers Ls complete a gapped text containing advertising tips	changing your message according to your audience giving advice advertising tips	2.1 Labels 2.2 Cards 2.3 Worksheet
3	Coming up with a good slogan Comparing a product with those of others Creating a leaflet	Ls correct broken English slogans Ls listen to a native comparing three books Ls start creating their leaflet	error correction – slogans written in “broken English” listening to informal spoken English comparative and superlative structures	3.1 Worksheet 3.2 Tapescript 3.2 Recording 3.2 Worksheet Tape Recorder
4	Setting up the criteria on which evaluation will be based Advertising a product in a TV show and on a leaflet	Ls present a mini-show in which they advertise clothes Ls put together the checklist for the speakers of the show Ls put together the text for their show	advertising clothes do's and don'ts TV adverts advertising leaflets	Ls' possessions A0 sheet for the checklist Blu-Tack 4.3 Checklist
5	Presenting and advertising show Reading leaflets Self- and peer-evaluation	Ls present their shows and exhibit their leaflets Ls evaluate themselves and each other	advertising a product on a TV show and on a leaflet language of assessment	Checklist from Lesson 4 Blu-Tack 5.2 Assessment sheet 5.4 Self-assessment form

The module should be done in the given order, but any lesson might be used individually in a different learning scenario, made up by the teacher.

# PROCEDURE

## LESSON 1: ADS FROM AROUND THE WORLD

### AIMS OF THE LESSON

- describing a picture
- persuading somebody (not) to buy something
- reading the description of a product and finding the corresponding picture
- setting goals

### MATERIALS AND RESOURCES

1.1 Pictures, 1.2 Worksheet, 1.3 Role cards

### STAGE 1

**Warmer – Find your better half!**

### TIME

10 mins

### SKILLS AND COMPETENCIES IN FOCUS

Speaking

### ORGANISATION

Whole class melee

### AIDS AND MATERIALS

1.1 Pictures

## TEACHER'S ACTIVITIES

- 1 Tell Ls they will get one half of a picture and ask them to look at it very carefully for one minute and memorize what they can see on it. Give out the pictures. Tell Ls to leave their picture on their desk and walk around the classroom trying to find their partner by describing their picture first in general and then, if they think their pictures might match, in detail. If they think they have found the other half of their picture they can show their own half from their desk and see if they got it right.
- 2 Tell Ls who have finished to sit down with their pair and try to guess what exactly they have in their picture.

## LEARNERS' ACTIVITIES

- 1 Ls look at their pictures and memorize what's on it.  
  
Ls walk around the classroom trying to find their partner by describing their picture.
- 2 Ls sit down in pairs and guess what their picture depicts.

<b>STAGE 2</b>	<b>Reading and matching – Be a matchmaker!</b>
<b>TIME</b>	18 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading Speaking
<b>ORGANISATION</b>	Individual, pair work
<b>AIDS AND MATERIALS</b>	1.2 Worksheet

### TEACHER'S ACTIVITIES

- 1 Tell Ls that what they are looking at are advertisements for newly developed Japanese products that might seem a bit unusual but which were designed to make our lives easier.  
Tell Ls you'll give them a handout on which they have all the eight photos as well as eight descriptions – their task is to match these.  
Distribute the handout and ask Ls to work individually first.

Tell Ls to compare their answers with a partner when they are finished.

KEY:

A – 2

B – 7

C – 8

D – 3

E – 4

F – 1

G – 6

H – 5

- 2 Check the answers by pointing at a picture and asking “Who had picture A?”, then have one member of the pair say the letter of the correct description as well as read out the description itself. This way you can check whether there are any unfamiliar words and the class will have a good laugh together.

### LEARNERS' ACTIVITIES

- 1 Ls listen.

Ls match the pictures and the descriptions.

- 2 Ls compare their answers with a partner.

Ls read out the correct answers.

<b>STAGE 3</b>	<b>Role play – To buy or not to buy...</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	1.3 Role cards

### TEACHER'S ACTIVITIES

- 1 Ask whether there were any products in the previous exercise your Ls would like to have. Then tell them they will get into a situation where they have to talk someone into or out of buying one of these products. Give out the role cards, tell Ls to read them and start making up a dialogue.

Ask Ls what their reasons were for and against buying the pasta ventilator and put these down so that you can refer back to them later on in 2.2.

### LEARNERS' ACTIVITIES

- 1 Ls respond.

Ls read the role cards and make up a dialogue.

Ls list their best arguments for and against buying this useless product.

<b>STAGE 4</b>	<b>Introducing the project and setting homework – Add your own ad!</b>
<b>TIME</b>	7 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Writing Goal setting
<b>ORGANISATION</b>	Whole class

### TEACHER'S ACTIVITIES

- 1 Ask Ls if they have ever seen a TV show which advertised some kind of product, then go on to ask what they thought about it. Then tell Ls that in this project they will have the opportunity to create their own, 3-minute-long, TV advert show which they will perform in the last lesson. They will also have to write a leaflet about their product in which they summarize the key strengths and the major customer benefits of the product. Tell them they can choose whether they want to advertise a real product that already exists or if they want to come up with something new, perhaps a useless product like the Japanese ones.

Tell Ls that assessment will be based on criteria that they will set up together during the next three lessons and that they will evaluate their own work and their peers' work using the same set of criteria as you use for their evaluation.

### LEARNERS' ACTIVITIES

- 1 Ls respond.

Ls listen.

Ls listen.

Ls form groups and decide what product they will advertise.

Ls ask questions about the project.

Ls listen.

### TEACHER'S ACTIVITIES

- 2 Ls should form groups of four for the next class. It is up to you whether you let them choose their own groups or assign them to groups – the latter option might be more profitable as the whole project is of a highly creative nature, thus it is useful to have one or two Ls in each group who usually come up with unusual ideas and have a vivid imagination. The best would be if you could disguise this division into groups as spontaneous, e.g. by finding sth that these four people differ in (e.g. date of birth, hair colour, height, length of first name, number of siblings...) and then put Ls into groups based on this distinction (e.g. birthday season etc.). If you cannot find such a feature, say you assigned them into groups on a random basis before the lesson to save time and tell them the result.
- Tell Ls to get into groups of four for the next class and decide what they want to advertise for the next class. They can choose a product that already exists or invent a new one.

Answer any questions Ls have about the project.

Also ask Ls to bring an advertisement (from a newspaper or the Internet) that they like and think about why they think it is good.

### LEARNERS' ACTIVITIES

- 2 Ls get into groups and decide what product they will advertise.

Ls ask questions about the project.

Ls listen.

## LESSON 2: WHAT MAKES A GOOD ADVERTISEMEN?

### AIMS OF THE LESSON

- speaking about different products (what something is made of and used for)
- reading advertising tips
- writing different advertisements about the same product for different customers

### MATERIALS AND RESOURCES

2.1 Labels, 2.2 Cards, 2.3 Worksheet

### STAGE 1

**Warmer – Find out what you are!**

### TIME

10 mins

### SKILLS AND COMPETENCIES IN FOCUS

Speaking

### ORGANISATION

Whole class melee

### AIDS AND MATERIALS

2.1 Labels

### TEACHER'S ACTIVITIES

- 1 Ask Ls how they would go about finding out what a product called PLINGLE is. Elicit and then write on the blackboard the questions “What is it made of?” and “What is it used for?”.

Put a stick-on label on the back of each L and tell them to walk around and find out who they are by asking questions about the material they are made of and about the purpose they are used for.

Those who have found out what's on their label should help the others.

When everyone is done, have some Ls say what their product is made of and used for and let the others guess the name of the product.

### LEARNERS' ACTIVITIES

- 1 Ls respond.

Ls walk around the class, asking each other questions in order to find out what kind of object they are.

### VARIATION FOR LS WHO HAVE MORE PRACTICE IN DEFINING OBJECTS BASED ON MATERIAL AND USAGE

### AIDS AND MATERIALS

2.1 Labels

### DESCRIPTION

Skip the initial elicitation and start by putting the labels on Ls's backs then proceed as above.

<b>STAGE 2</b>	<b>Writing ads for different target groups – Especially for you!</b>
<b>TIME</b>	23 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Writing Listening
<b>ORGANISATION</b>	Group work, whole class
<b>AIDS AND MATERIALS</b>	2.2 Cards

### TEACHER'S ACTIVITIES

- 1 Arrange Ls in groups of four and ask them to show the others the advertisement they have brought. Looking at the examples, they should put together a list of what makes a good advertisement.  
Then give each group a piece of chalk and ask them to write their ideas on the blackboard, checking that one thing appears only once.  
Read out the list and encourage Ls to ask questions where necessary.

Tell Ls that being familiar with the target group is very important when wording an ad and that now you are going to see what this means in practice. Give out the Especially for you! handouts, ask Ls to read it and check whether they have questions.

- 2 Tell them they have 10 minutes to write the three ads, which should be short but concise, i.e. contain some information about the product that is relevant to the targeted customer.
- 3 When they are done, have the groups read out their best/funniest ad in a way that they don't tell the class either the product or the targeted customer in advance: the others have to guess, first about the targeted customer (these are the same for all four groups) and then the product itself.

Tell Ls to think carefully about who their own target group is for their TV show and word the advertisement accordingly – emphasize what would appeal to your customers and keep silent about what would not.

### LEARNERS' ACTIVITIES

- 1 Ls get into groups and have a look at their ads.

Ls collect features that make an advertisement successful.

Ls read the handout.

- 2 Ls write the ads.

- 3 Ls read out the best/funniest one of their ads while the others guess who the targeted customer is and what the product is.

Ls listen.

**STAGE 3 Reading comprehension – Advertising tips****TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Reading  
Speaking**ORGANISATION** Individual, pair work**AIDS AND MATERIALS** 2.3 Worksheet**TEACHER'S ACTIVITIES**

- 1 Tell Ls now they have stepped on the path that leads to being an advertisement expert. Emphasize that it is a long and winding road but that you'll give them as much help as necessary during the project.

In accordance with this, give out the 2.3 Worksheet and tell Ls to read the text and fill in the gaps with the words from the box.

KEY:

1 – modest 2 – message 3 – viewpoint 4 – ordinary 5 – trap 6 – turn off 7 – easy  
8 – two 9 – strengths 10 – means

- 2 When they are done, ask them to answer the comprehension questions.

KEY:

1 – The balance between what you want to say and how your designers want to say it. You shouldn't allow the message to get over-complicated.

2 – The ability to convey complex issues to the audience in a manner that is interesting and easy to digest is a mark of true professionalism. Using complicated language is not.

3 – If one word is enough, don't use two. This is difficult to learn.

4 – In terms of benefits to your customers, that is, by saying what it all means to them.

Check the words in the gaps. If Ls have problems with some gaps, have them translate the sentence the gap appears in. Then check the answers for the comprehension questions.

**LEARNERS' ACTIVITIES**

- 1 Ls listen.

Ls do the gap-fill exercise.

- 2 Ls answer the comprehension questions.

Ls read out the words in the gaps and their answers for the comprehension questions.

**STAGE 4** Setting homework – You can't start early enough...

**TIME** 2 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Listening

**ORGANISATION** Individual

**TEACHER'S ACTIVITIES**

- 1 Tell Ls they have to come up with a slogan for their product for the next class as well as a preliminary design for their leaflet that must include the customer benefits relevant for their target group.  
Ask if they have any questions about the leaflet or the show or the whole project.

**LEARNERS' ACTIVITIES**

- 1 Ls listen.  
  
Ls respond.

### LESSON 3: THE FUNNY SIDES OF ADS

#### AIMS OF THE LESSON

- saying why a sentence is incorrect and correcting it
- comparing things
- reading adverts in broken English
- designing the leaflet

#### MATERIALS AND RESOURCES

3.1 Worksheet, 3.2 Tapescript, 3.2 Recording, 3.2 Worksheet, Tape Recorder

#### STAGE 1 Warmer – Broken English adverts

**TIME** 15 mins

#### SKILLS AND COMPETENCIES IN FOCUS

Reading  
Speaking  
Listening

#### ORGANISATION

Pair work, whole class

#### AIDS AND MATERIALS

3.1 Worksheet

#### TEACHER'S ACTIVITIES

- 1 Tell Ls so far you have focused on WHAT to put in the advert, but now you will turn to HOW to say what you want to say, that is, you will focus on the language of advertisements. To start with, you'll show them some deterrents: some signs and slogans that have not been worded with enough care and therefore convey a different message than the writers intended. These are all examples of imperfect, i.e. broken, English.

#### LEARNERS' ACTIVITIES

- 1 Ls listen.

## TEACHER'S ACTIVITIES

- 2 Give out the handout and ask pairs of Ls to read them through and answer the two questions about them on the handout. Help with unknown words where necessary.

KEY:

- 1 – BEAR means either “carry” or “endure” but we do not use UNBEARABLE for something that cannot be carried, only for something/ someone that is unpleasant and intolerable
  - 2 – CONTROL is a transitive verb, so you must insert an object (“it”) if you want “control” to refer to the air conditioner. Otherwise it is “yourself” that has to be controlled, i.e. you should behave yourself.
  - 3 – EXECUTE is used here instead of the verb “serve”, thus the advert says that customers will be killed in the order that they arrive
  - 4 – the adverb DAILY EXCEPT THURSDAY isn’t positioned correctly here: it seems to refer to the act of burying instead of the possibility of a visit. A simple solution would be to add the time expression in a new sentence as in “Open daily except Thursday”.
  - 5 – ALL implies that the company collects your bags and then send the different pieces to different destinations – what they wanted to say was that they will send your bag to ANY direction you’d like or more specifically destination.
  - 6 – having children around is probably what the cocktail lounge would like to avoid, i.e. ladies should not let their children enter the bar. HAVE CHILDREN means to give birth, something which probably few ladies would consider doing in a cocktail lounge.
  - 7 – “having a fitting” is usually connected to clothes: this is when you put on the clothes to see if they will fit. However, having a FIT in a clothes shop would be most unusual: it describes a sudden attack of illness when you cannot control your movement.
  - 8 – the word GIVE implies that you should offer your food for the guard to eat – hopefully, Hungarian zoo guards are not as badly paid yet. What you’re supposed to do with the food in fact is to hand it over to the guard who will forward it to zoo attendants who can then give it to the animals.
- 3 Have the pairs read out their adverts and answer the two questions, coming in to help where necessary.

## LEARNERS' ACTIVITIES

- 2 Ls examine one broken sign or slogan and say what’s wrong with it.

- 3 Ls listen to why the adverts are problematic.

**STAGE 2** Listening – The very best...

**TIME** 17 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Listening  
Speaking

**ORGANISATION** Whole class, individual, pair work

**AIDS AND MATERIALS** 3.2 Tapescript, 3.2 Worksheet, 3.2 Recording, Tape recorder

### TEACHER'S ACTIVITIES

- 1 Choose three countries from the Broken English handout (for instance Russia, Norway and Hungary) and write them on the board.  
Ask Ls to compare these countries. If they do not start straight away, you might put on the board some prompts such as weather, population, money, snow, bears etc.  
Check your Ls know the basic rules of comparative and superlative formation.

Tell Ls it's important to compare your product to other products, to say how it's better than those and why it's the very best in the world.

### LEARNERS' ACTIVITIES

- 1 Ls compare countries.

Ls list the rules of comparative and superlative formation.

### TEACHER'S ACTIVITIES

- 2 Give out the handout and ask Ls to do Ex. 1 as they listen for the first time. Play the tape.

KEY:

1 – J. K. Rowling

2 – Harry Potter

3 – James Joyce

4 – Dubliners

5 – Jane Austen

6 – Pride and Prejudice

Check the answers and tell Ls to answer the questions in Ex 2. when you play the tape for the second time.

KEY:

1 – the Harry Potter one because it was unputdownable

2 – It was a bit less adventurous and a lot more serious so he could only read it much more slowly

3 – Austen's Pride and Prejudice

4 – Austen's Pride and Prejudice

5 – Joyce's Dubliners

6 – the Harry Potter one

Have them check this with a partner first, then have some Ls read out the correct answers.

### LEARNERS' ACTIVITIES

- 2 Ls listen to the tape and do Ex 1.  
Ls do Ex 2.

### TEACHER'S ACTIVITIES

- 3 Play the tape for the third time and ask Ls to collect as many comparative and superlative structures as they can. Check this by having each L read out an example and then anything relevant that has been left out. Obviously, you don't need to list all the 19 examples of the comparative – the ones that are most likely to be somewhat new to your Ls have been underlined.

KEY:

comparatives:

a bit less adventurous a lot more serious  
much slower much thinner than  
far more difficult a lot poorer  
a lot better a more natural flow  
rather more life-like understood more of the age  
100 years later ten times more difficult  
easier much farther  
less gripping a bit drier  
easier to read even more spellbinding  
no more an outsider than

superlatives:

the best the most interesting one  
the best known of the three the least modern  
the slowest of the two the very last  
the least enjoyable the worst  
one of the most popular books in the world

### LEARNERS' ACTIVITIES

- 3 Ls do Ex 3. and then check their answers.

**STAGE 3** Designing the leaflet – This is us!

**TIME** 12 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Speaking  
Writing

**ORGANISATION** Group work

**TEACHER'S ACTIVITIES**

- 1 Remind Ls to use the comparative and superlative expressions when they advertise their product – that is, right now! Tell Ls they will have the remaining part of the lesson to start designing their leaflet in their group. For this reason, ask them to sit in their final groups and discuss what should go into the leaflet.

Walk around and have a look at what they are doing, helping where necessary.

**LEARNERS' ACTIVITIES**

- 1 Ls listen.

Ls get into their final groups and start designing their leaflet.

**STAGE 4** Setting homework – We need some clothes!

**TIME** 1 min

**SKILLS AND COMPETENCIES  
IN FOCUS** Writing

**ORGANISATION** Whole class

### TEACHER'S ACTIVITIES

- 1 Tell Ls to brainstorm five things that they should definitely include in their TV show. They can use the leaflet as a starting point but encourage them to think about things that a leaflet cannot convey but can be part of a 3-minute TV show – more characters, gestures, set and props etc.

### LEARNERS' ACTIVITIES

- 1 Ls listen.

## LESSON 4: PLEASE BUY OUR PRODUCTS

### AIMS OF THE LESSON

- advertising clothes
- comparing your product with other products
- setting up rules
- writing the text of a longer TV ad

### MATERIALS AND RESOURCES

Ls' possessions, A0 sheet for the checklist, Blu Tack, 4.3 Checklist

### STAGE 1 Warmer – Charity time! Give something away!

**TIME** 2 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Speaking

**ORGANISATION** Whole class melee

**AIDS AND MATERIALS** Ls' possessions

### TEACHER'S ACTIVITIES

- 1 Tell Ls that they will need something from someone else for the next activity so ask them to think of an object they are ready to part with for the next 20 minutes (e.g. something they are wearing or something in their bags) and exchange this for something that belongs to one of their classmates. Tell Ls that they should only accept something that they like, that is, the “seller” of the product has to “advertise” it to his/her potential customer.  
Ls don't have to exchange possessions with the same L: they can sell their object to A and buy sth they like from B.

### LEARNERS' ACTIVITIES

- 1 Ls move around and exchange their objects.

<b>STAGE 2</b>	<b>Mini-show – We are proud to present...</b>
<b>TIME</b>	16 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Ls' possessions

### TEACHER'S ACTIVITIES

- 1 Ask Ls to sit down in their final groups of four and have a look at the objects they have just obtained. Tell them that these four items make up their new collection, which they will have to advertise to the rest of the class in two minutes. They have five minutes to come up with a brand name, a slogan, and some customer benefits for the target group (the other Ls). Emphasize that you would like to have more than one speaker in a group. Ask Ls to take notes about what they agree on. Point out that this is a rehearsal for the “real show” next class and that now they are allowed to get anything wrong without far-reaching consequences.
- 2 Have the groups give their mini-show in turns and ask the class to write down things they like about the shows. Ask for short feedback about each group when all the four shows have been presented.

Point out that Ls now had the chance to get a taste of what their real show will be like – what fits into a certain time frame, what it feels like to talk before a number of people, how the audience reacts etc. Reassure them that the real show will be a lot easier to do now.

### LEARNERS' ACTIVITIES

- 1 Ls get into their final groups and come up with a brand name, a slogan and some customer benefits for their collection of objects.
- 2 Groups of Ls present their mini-shows in turns, the others take notes. When all the four shows are over, Ls evaluate what they have seen.

Ls listen.

<b>STAGE 3</b>	<b>Setting up rules for the presentations – Follow me!</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing Speaking
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	A0 sheet, Blu-Tack, 4.3 Checklist

### TEACHER'S ACTIVITIES

- 1 Tell Ls to stay in their groups and ask them to think about what advice they would give to the speakers of their shows, based on the mini-shows they have just listened to. Tell Ls to concentrate on both content and form or style; that is, WHAT should the person say and HOW he/she should say it.

Stick the A0 sheet on the board, divide it into two halves and write WHAT and HOW on top of them.

- 2 Give each group a whiteboard marker and ask them to put their ideas on the sheet in the right column. Ask them to check before they start writing that nobody else has put the same thing on the list yet.  
Tell Ls to look at the sheet and ask each other questions if they don't understand something. (If there are no questions, come up with some yourself so that each group has a chance of clarifying what they meant.)

### LEARNERS' ACTIVITIES

- 1 Ls, in groups, note down what the speaker of their TV show should keep in mind when advertising a product.

- 2 Ls write their ideas on the sheet.

Ls read what is on the sheet and ask for an explanation if necessary.

<b>STAGE 4</b>	<b>Preparing for the show</b>
<b>TIME</b>	16 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Writing
<b>ORGANISATION</b>	Group work

### TEACHER'S ACTIVITIES

- 1 Tell Ls to take out the partially ready leaflet they started on the last lesson. Tell Ls that now they should write the whole text for the TV show, part of which can appear on the leaflet. During the show, the leaflet and the text are going to serve as a prompt for the speaker or speakers (naturally, Ls choose their own speakers and not everybody has to be a speaker but then they should be more active when preparing the material). That is to say, the speakers will give a presentation using notes (which they look at only occasionally) rather than read out something word for word. Remind Ls that the leaflets will be put on the walls after the shows for everyone to see.

Walk around and help Ls write not too complicated but meaningful sentences about their product.

- 2 Tell Ls to decide which speaker says what and to take home their part for rehearsal.

### LEARNERS' ACTIVITIES

- 1 Ls write the text for their TV show, asking for help when necessary.

- 2 Ls take home the part they are responsible for and rehearse it for next class.

### VARIATION FOR LESS PROFICIENT AND CONFIDENT LS

<b>DESCRIPTION</b>	In this version, the leaflet and the text will be read out during the show by the speaker or speakers (naturally, Ls choose their own speakers and not everybody has to be a speaker but then they should be more active when preparing the material). This means that Ls do not have to worry about giving a presentation and have more time to focus on what they put into the leaflet and the text of the show.
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**STAGE 5** Giving instructions about preparing the classroom for the show

**TIME** 1 min

**SKILLS AND COMPETENCIES  
IN FOCUS** Co-operation

**ORGANISATION** Whole class

### TEACHER'S ACTIVITIES

- 1 Tell Ls that for next class they should rearrange the room in a way that you have a stage and the audience can sit in a horseshoe so that everybody can see well. Discuss where these things should be in the class and ask Ls to make the necessary arrangements in the break before the lesson.

### LEARNERS' ACTIVITIES

- 1 Ls respond.

## LESSON 5: WE ARE PROUD TO PRESENT...

### AIMS OF THE LESSON

- advertising a product
- listening to a long TV advertisement
- reading leaflets that advertise different products
- self- and peer-assessment

### MATERIALS AND RESOURCES

Checklist from Lesson 4, Blu-Tack, 5.2 Assessment sheet, 5.4 Self-assessment form

### STAGE 1 Warmer – Forget about stage fright!

**TIME** 1 min

**SKILLS AND COMPETENCIES  
IN FOCUS** Listening

**ORGANISATION** Whole class

**AIDS AND MATERIALS** Checklist from Lesson 4

### TEACHER'S ACTIVITIES

- 1 Tell Ls to close their eyes and think of something really nice and calm to help them reduce their stage fright. Tell them what helps you relax when you have butterflies in your stomach.

In the meantime, put the checklist from the previous lesson on the wall in a way that it is visible for the “audience”. Ls will get their own assessment sheets (one per group) but the criteria defined together previously might also help them assess each other's work.

### LEARNERS' ACTIVITIES

- 1 Ls relax.

<b>STAGE 2</b>	<b>TV shows</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Presentation skills Peer-assessment
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	5.2 Assessment sheet

### TEACHER'S ACTIVITIES

- 1 Give out the assessment sheets and explain the criteria if necessary.

Tell Ls to present their shows in turns. According to which version of 4.4 the group did, the speakers will have different roles depending on whether they read something out or do a proper presentation.

- 2 While watching the shows, fill in the relevant parts of your own self-assessment form.

(As this is really a performance and Ls must have worked a lot with it, try to create a supportive atmosphere and encourage the groups to applaud after each show, or perhaps even during the shows.)

### LEARNERS' ACTIVITIES

- 1 Ls listen.

- 2 Ls present their shows, the others fill in the assessment sheets with their group.

<b>STAGE 3</b>	<b>Evaluating the leaflets</b>
<b>TIME</b>	18 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading Peer-assessment
<b>ORGANISATION</b>	Individual work, group work
<b>AIDS AND MATERIALS</b>	5.2 Assessment sheet

### TEACHER'S ACTIVITIES

- 1 After the last show, ask Ls to put the leaflets on the wall. Then tell Ls to walk around in groups, have a look at the other reviews and fill in the relevant sections in their assessment sheets.

Ask Ls to sit back and, looking at their assessment sheet, say one positive thing about each review as well as their suggestion about how it could be improved. Add your own remarks where appropriate, looking at your own assessment sheet.

### LEARNERS' ACTIVITIES

- 1 Ls walk around, have a look at and discuss the reviews and then fill in the remaining sections in their assessment form.

Ls respond.

<b>STAGE 4</b>	<b>Evaluation: What have we learnt?</b>
<b>TIME</b>	6 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Self-assessment
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	5.4 Self-assessment form

### TEACHER'S ACTIVITIES

- 1 Hand out self-assessment forms. Ask Ls to fill them in individually, thinking back over the whole project.

Collect self-assessment forms and put them, alongside the assessment sheets, in the project file so that you can prepare your own assessment for the next class, using your own copy of the assessment sheet and the ones Ls have filled in (these have the same format). Prepare a written evaluation that is encouraging and in which you emphasize what Ls have achieved.

### LEARNERS' ACTIVITIES

- 1 Ls complete self-assessment forms.