**Writing Lesson Plan**

Name: Jasmine Length of lesson: 60 minutes

Students: Students in Thailand; age 17; mix gendered class

Reason(s) of lesson: To understand the English product slogans and advertisements in the newspapers or other sources in the near future

Place and time: At the English-language classroom offered in the first period of November

Setting: Public school, daily class a few hours in the morning or afternoon

Available facilities: Large classroom that provides the individual desks grouped in five, a computer connected to the internet, a projector, a whiteboard and a marker

Main skill area(s): Reading, speaking and writing

ACTFL level: Pre-intermediate

Theme: **Product Slogans and Advertisements**

Materials: Computer with PowerPoint, a large and a small whiteboard, pieces of paper, some markers, Good Product Slogan and Advertisement video (https://www.youtube.com/watch?v=OCaKrViGNtw), product slogans and advertisements from a newspaper, a magazine and a brochure, and a reading text.

Objective(s): By the end of the lesson, students will be able to show understanding of the English product slogans and advertisements and how to make a good slogan and advertisement , use the forms of superlative adjectives in the advertisements, and make the creative advertisements and slogans for products.

I assume that the students already know some of the vocabulary needed to understand the product slogans and advertisements, the forms of superlative adjectives and the interest in making slogans and advertisements for some products.

I anticipate that students will have problems with the pragmatic use of new vocabulary and superlative-adjective forms and some confusion or problems with the subject matter: Product Slogans and Advertisements

To solve or avoid the problems I plan to have students write a conclusion from the video of Good Product Slogan and Advertisement, make a good slogan and advertisement with sentences of Superlative Adjectives and work in group to create the interesting product advertisement.

How I access the students is controlling and gathering feedback during the activities: Brainstorming Web and A Secret Slogan (Students develop the text.).

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| **Time** | **Lesson Stage** | **Procedures/Steps** | **Beliefs underlying your choices** | **Materials and Aids** | **Comments after teaching** |
| 15 minutes | **Pre-writing*** prediction
* motivation
* personalization
* vocabulary
 | Teacher draws a circle in the middle of a whiteboard and write some words: *a classified, a flyer, a brochure, customers, different and unique, cost and goods* around it. The teacher has students guess the missing word in the middle that is a lesson theme. Teacher turns on the video of a good product slogan and an advertisement and has students answer the questions: "What is the video mainly about?", "What is it for?" and "How important is it? "Ask students a question again: "Have you ever bought any product because of its slogan and advertisement?" If students say either *yes* or *no*, keep asking them to explain how it is important to him/her.Teacher shows students some sentences from reading text on PowerPoint and asks them to try to deduce the meaning of the bold words from the context:* *The company had a new product to sell so it decided to* ***run an ad*** *to get some business. (advertise)*
* *Sometimes advertising is* ***deceptive****, you can’t believe a word they tell you. (misleading)*
 | Students will understand more about the good product slogans and advertisements and be more interested in creating an advertisementStudents use the personal experience to the question: personalization.Students understand the pragmatic use of new vocabulary and definitions found in the reading text. | Computer and projector with PowerPoint, a whiteboard and a markerVideo of a good product slogan and an advertisement*(https://www.youtube.com/watch?v=OCaKrViGNtw)*  |  |
| 25 minutes | **During*** writing a conclusion
* writing for a specific purpose
 | **Brainstorming Web:**Teacher gives students the reading text: *Good Product Slogans and Advertisements* and has them take 5 minutes for reading. Tell students to get into groups of five by counting 1 to 6 after 5 minutes of reading. Give each group a piece of paper and markers and tell them to brainstorm and write what a good and a bad advertisement are.Invite each group to present the conclusion to the class.**A Secret Slogan:**Teacher tells students to work in pairs and each pair gets a piece of paper.Tell students to write a good slogan of any product but don't write the name of the product on the paper and put it into teacher's box.Post every slogan with the numbers on the whiteboard and have students walk around to see and write down the names of the products onto the worksheets from the teacher.Teacher and students help to check the answers of all product slogans.  | Students will be given a chance to write in a variety of ways: encouraging students to write a conclusion of what is being written in a text and practicing writing for a specific purpose. | Reading text about product slogans and advertisement adapted from a classified, a magazine and a brochure Pieces of paper, a small box and worksheets |  |
| 20 minutes | **Post-writing*** Personalization
* Structure and usage
* Product Walk
* Wrap-up
 | Teacher asks students to work in a group of five (counting 1 to 6) and gives them the discussion topics: What is an important element of advertisements?, What makes a product advertisement more interesting?, and What would you do to advertize a product if you were a product advertiser? Teacher asks six groups of students to create an interesting product advertisements written with the forms of superlative adjectives.Students work in group to make the interesting product advertisements and post them on the wall in a classroom. Teacher tells students to walk around the room like a department store to see and decide which product they will buy. (*Each student holds one star to post on the most interesting advertisement.)*Teacher uses the discussion as a way making a conclusion of a lesson by asking students some questions: What is your most interesting advertisement? Why does it become interesting to you? Is it reliable enough to buy and why?  | Students will personalize and internalize the discussion topics. Students will get used to the structure that they will use in the future and use it accurately in all four English skills.Students will have a chance to practice writing creatively through the Product Walk activity. Students will be able to show their more understanding about the lesson. | Discussion topics Pieces of paper, markers and crayonsStudents' product advertisements and stars for pointing. |  |



WRITING MODULE LESSON PLAN

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