



MG1.1 U4 Preparation

The Art of Advertising

1st Grade Secondary

Grade 10

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21 October 2022

MG1.1

UNIT 4

The Art of Advertising

Lesson 1: Listen & Discuss

| Unit 4 | Lesson 1 |
|--------------------------|---|
| Warm up | <p>Ask students about advertisements they remember from any source, such as radio, TV, the Internet, magazines, or on billboards. Have them describe the ad and say whether they liked it or disliked it, and why. Ask what kinds of claims were made in the advertisements. For example: <i>You will lose 10 kilos in only 5 days!</i> Try to elicit comparative and superlative forms. For example: <i>Your teeth will be brighter and whiter in no time!</i> Ask: What features make an ad good? What features make an ad bad? Elicit ideas from students and list them on the board.</p> |
| Vocabulary | brick – classic – combination - compact car – legend – legendary – option – pedal – triumph – customize – opt – bulky – portable – Renewable - Smooth |
| critical thinking | <p>Remembering:</p> <ul style="list-style-type: none">- Answer Q1 & Q2- Quick Check Activity (A) <p>Understanding:</p> <ul style="list-style-type: none">- Quick Check Activity (B)- Pair work Activity (A) <p>Applying:</p> <ul style="list-style-type: none">- Pair Work Activity (B) |
| CLOSURE | Name three things you have learned today. |
| Enrichment | <p>https://www.youtube.com/watch?v=6R9ti1nmy5k</p> |

Lesson 3 Grammar

| Unit 4 | Lesson 3 Grammar |
|-------------------|---|
| Warm up | <ul style="list-style-type: none">- I write on the board The car is stolen then ask who stole the car.- I ask is this sentence active or passive?- then I Point out that when using the passive, stating the agent (who or what performed the action) is optional. If the agent is included in a sentence, it usually comes immediately after the past participle and is preceded by <i>by</i>.- Then I write sentences in active voice and ask students to change into passive voice. |
| Vocabulary | Grammar terms The Passive - Comparison of Adjectives - Similarities and Differences |
| critical thinking | Understanding: <ul style="list-style-type: none">- Students answer activity: A, B, C & E Evaluating: <ul style="list-style-type: none">- Activity D Applying: <ul style="list-style-type: none">- Students diagram the grammar structures- Students give example of grammar structures |
| closure | Ask students for the clues they used to decide the answers. |
| enrichment | Ien https://www.youtube.com/watch?v=wm-b9iIMf-0 YouTube passive https://youtu.be/mAFd4jjo0YU |

Lesson 4 Language in context, Listening, Pronunciation, & About You

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|-------------------|---|
| Unit 4 | Lesson 4 Language in context |
| Warm up | |
| Vocabulary | devise – surgical - |
| critical thinking | <p style="text-align: center;">4- Language in Context</p> <p>Remembering:</p> <ul style="list-style-type: none">- SS complete the table activity <p style="text-align: center;">5- Listening</p> <p>Remembering & Understanding:</p> <ul style="list-style-type: none">- Complete Listening Activity <p style="text-align: center;">6- Pronunciation</p> <p>Understanding</p> <ul style="list-style-type: none">- answer Pronunciation activity <p style="text-align: center;">7- About You</p> <p>Understanding:</p> <ul style="list-style-type: none">- Answer Qs |
| Closure | Name three things you have learned today. |
| Enrichment | Language in context https://www.youtube.com/watch?v=NEx_CiG_Ilc Listening https://www.youtube.com/watch?v=JJFhyNwI4Ho Pronunciation |

Lesson 8 Conversation

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|-------------------|---|
| Unit 4 | Lesson 8 conversation |
| Warm up | Quick questions about previous lesson. I ask: <i>What are the vowel letters?</i> What are the consonant letters? |
| Vocabulary | Real Talk: What are you up to? What on earth...? |
| critical thinking | Understanding: <ul style="list-style-type: none">- Find and underline examples of consonant + vowel and consonant + consonant- Find and underline passive sentences- Answer About the conversation activity- Your turn Activity |
| Closure | What have you learned today? |
| Enrichment | https://www.youtube.com/watch?v=zKcUu6T_MmA |

Lesson 9 Reading

| Unit 4 | Lesson 9 reading |
|-------------------|---|
| Warm up | <ul style="list-style-type: none">- I show Ss a bottle of water and ask What is it made of?- Then bank card and ask What is it made of?- Then I have students read the title and look at the photos. I have a class discussion about the meaning of the title: <i>The World of Plastic</i>. |
| Vocabulary | Nor Applicable |
| critical thinking | <p>Understanding:</p> <ul style="list-style-type: none">- Answer before reading activity- Answer After reading activity <p>Analzing: Reading Strategy: Analyzing paragraphs</p> <p>Applying:</p> <ul style="list-style-type: none">- Discussion Activity |
| closure | I explain how the lesson relates to students' life. |
| Enrichment | IEN https://www.youtube.com/watch?v=esr8TaJaTJc YOUTUBE https://youtu.be/JoG833LQ0bY |

Lesson 10 Writing

| Unit 4 | Lesson 10 Writing |
|-------------------|---|
| Warm up | <ul style="list-style-type: none">- I show the Ss a real phone and ask What is this? What brand is it? What do we use it for? |
| Vocabulary | provider – conduct – substantial - wireless |
| critical thinking | Understanding: <ul style="list-style-type: none">- Activity A- Activity B Applying: <ul style="list-style-type: none">- Complete activity C- write about the product's history. |
| closure | I stress the key points in writing corner |
| Enrichment | Ien https://www.youtube.com/watch?v=FYPc6-YsbOM Youtube https://youtu.be/f-r3L-mpEXU |

Lesson 11 Form, meaning and function

| Unit 4 | Lesson 11 Form, meaning and function |
|--------------------------|--|
| Warm up | <ul style="list-style-type: none"> - I write on the board: That is a chair. That's a chair. This is a chair. - Explain <i>that's</i> is a contraction for <i>that is</i>. Point out that there is no contraction for <i>this is</i>. |
| Vocabulary | <p>Grammar terms:</p> <p>Demonstrative Pronouns – Imperatives Possessive - Adjectives / pronouns - Question Word: <i>Whose</i> - Pronoun: <i>One/Ones</i> - Quantitative: <i>Too, Enough</i></p> |
| critical thinking | <p>Understanding:</p> <p>Students answer exercise A, B & C</p> <p>Applying:</p> <ul style="list-style-type: none"> - Activity D |
| Closure | What have you learned in our lesson today? |
| Enrichment | <p>Ien</p> <p>https://www.youtube.com/watch?v=lfrOnxEkhV8</p> <p>Youtube</p> <p>Demonstrative pronouns</p> <p>https://youtu.be/BcxmWhY-zx8</p> <p>Imperatives possessive</p> <p>https://youtu.be/wo7NHg23dMs</p> <p>Adjectives / pronouns</p> <p>https://youtu.be/l89qYOSXKck</p> <p>Pronoun: One/Ones</p> <p>https://youtu.be/w0YbeoRtXQo</p> <p>Quantitative: <i>Too, Enough</i></p> <p>https://youtu.be/OvFweyjRAPI</p> |

Lesson 12 Project

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|-------------------|---|
| Unit 4 | Lesson 12 project |
| Warm up | I ask Ss to name some Saudi products |
| Vocabulary | Not Applicable |
| critical thinking | Understanding, Applying & creating: - Students create and write a slogan. |
| closure | I praise students for what they have accomplished during the unit 4 and the whole term. |
| Enrichment | https://www.youtube.com/watch?v=Mz2QEWpSr04 youtube https://youtu.be/dzE2YOxLZUI |

Abbreviation

Ss = Students

Qs = Questions

These notes from my advisor

Note:

- Don't choose all the objectives appear in Madarasti.com
- Don't use more than 3-4 objectives learning. (Most objective is repeated in Madrasti.com). Also, it is impossible to cover more than 4 objectives in one period.
- Don't select all the strategies.
- Choose 1-5. Only the one you use. This depends on the lesson. (Maybe one lesson only one strategy and other 3 strategies)
- Teaching Aids. (Choose only the relevant ones)

Done by Talal Alhazmi

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