

Task 2b

Resource Pack



Target Group: Form 3

Duration: 9 lessons (3 lessons for each genre)

Theme: Healthy Diet

Genres:

1. Advertisement
2. Advice Column
3. Poster

Objectives

- To help students understand and interpret idea
- To help students build up the language, format and styles used in advertisement
- To help students develop creativity in response to popular culture

Lesson Plan

Advertisement

Activity 1

Before watching video clips, teacher introduces the language features that often appear in the advertisements. Students have to do a match exercise to learn some language features about advertisement. This provides students background information on advertisement.

Activity 2

Ask students to watch two advertising video clips about weight loss. Students have to identify the language features used in advertisements.

<http://www.youtube.com/watch?v=9WkUQJ5YgOk>

<http://www.youtube.com/watch?v=ib3i3RxVcfc&feature=related>

Activity 3

Show students an example how to identify the language features of advertising and give them some advertisements (print) about losing weight. Ask them to find out the features of advertisements.

Activity 4

Introduce the strategies used in advertisement. Recall students' memory about advertisement and ask them to discuss with their group members to think of some examples using those strategies.

Activity 5

Students are asked to design an advertisement on weight loss. Before that, they have to search information on the Internet.

Activity 6

Design an advertisement (a short video) to sell their product.

Each group will have to perform their advertisement. Other students can vote the best advertisement using the assessment rubric.

Rubric for Advertisement

CATEGORY	Exceeding	Meeting	Developing
Required Elements	Commercial has a script, mentions the product, shows the product and uses more than one technique which all members can explain.	Commercial has a script, mentions the product, and uses at least one technique.	Something is missing.
Content	Your commercial makes sense, is easy to follow, and would make someone want to visit Kids Club House.	Your commercial makes sense.	Your commercial does not make sense.
Group Involvement	All group members participated actively in each step, giving their best effort.	All group members were involved in every step of the process.	Someone was not involved in one or more steps of the process.
Learning Demonstrated	The commercial shows that your group has a strong understanding of advertising techniques.	The commercial shows your group understands advertising techniques.	The commercial shows that you did not understand advertising techniques.
Creativity	The commercial is original and entertaining.	The commercial is original.	The commercial simply copies something you have seen before.
Use of time	All class time was used properly.	Most class time was used properly.	Most class time was not used properly.

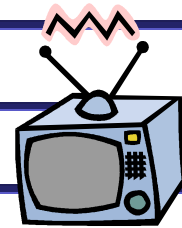
Source: http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1024584&

Activity 1

Features of Advertising

Below are some of the features of advertising language. Match the terms in column A with the examples in column B.

	Column A		Column B
1.	Hyperbole ()	a.	"Buy Brown's Boots Now!"
2.	Adjectives ()	b.	Absolutely cool!
3.	Adverbs ()	c.	new, clean
4.	Fragment sentences ()	d.	exaggeration
5.	Memorable phrases ()	e.	quickly
6.	Special offers ()	f.	Nothing is impossible!
7.	Commands ()	g.	Free, free, free
8.	Repetition ()	h.	Buy 1 get 1 free
9.	Slogans ()	i.	Satisfaction guaranteed, or your money back
10.	Guarantees ()	j.	Lose 5 pounds in 3 days
11.	Promises ()	k.	There are noodles and there are Wongs



Source: <http://www.putlearningfirst.com/language/19advert/advert2.html>
http://www.edb.gov.hk/FileManager/EN/Content_2804/teaching%20resources_popular%20culture_17%20dec%202007.pdf

Activity 2



Can you find any of the following features from the video clips? If yes, write the examples in the blanks.



		Video clip 1	Video clip 2
1.	Hyperbole		
2.	Adjectives		
3.	Adverbs		
4.	Fragment sentences		
5.	Memorable phrases		
6.	Special offers		
7.	Commands		
8.	Repetition		
9.	Slogans		
10.	Guarantees		
11.	Promises		

Activity 3



Read the following advertisement and work out the features of the other two advertisements. Discuss in a group of four.

The advertisement features two women on the left, the Jenny Craig logo at the top, and a central text box that reads "[Enter To Lose] Sweepstakes". Below this, it says "Take the first step to your ideal size with Jenny Craig. Enter below for a chance to win one of these great prizes:" followed by a list of prizes: "FREE One Year Program*", "FREE 30 Day Program*", and "FREE Gift Basket valued at \$150". A note at the bottom states "*Plus the cost of food". A plate of food is shown on the right. Callout boxes with arrows point to: "Sentence fragments Enlarged text for emphasis" (pointing to the title), "Evocative language" (pointing to the title), "Special offers" (pointing to the title), "repetition" (pointing to the list of prizes), and "Offer of getting something free" (pointing to the list of prizes).

Source: <http://www.okmagazine.com/sweepstakes/view/26>

Reader friendly layout

- Short phrases and bullet points making reading the advertisement easy

ADVERTISEMENT

When Nothing Else Worked, They Lost 217 lbs. With Wu-Yi System!

These five ordinary people are just an example of the countless Americans from across the country who have achieved incredible weight-loss results with the help of Wu-Yi System! Will you be next?

<p>Lost 68 lbs.</p>  <p>"Wu-Yi tea is the only one I would have used. I'm extremely happy with the results!" - Brook Barth</p>	<p>Lost 45 lbs.</p>  <p>"I am so happy. I will keep drinking the tea, and am motivated to keep losing weight. For anyone trying to lose weight I recommend this tea!" - Kerri Vigil</p>
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<p>Lost 12 lbs.</p>  <p>"Wu-Yi has sincerely made my life and body feel so much more healthier.... I believed this tea would work and it did." - Paul Peterson</p>	<p>Lost 37 lbs.</p>  <p>"I lost 37 pounds before the wedding, my dress needed to be taken in! I still drink the tea and now for the first time ever I can wear bikini and I look great!" - Maryha J.</p>	<p>Lost 55 lbs.</p>  <p>I wouldn't believe it had I not experienced it myself. If my step-mother wouldn't have given me the tea, I would have written it off as another fad diet." - Jill O.</p>
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Results not typical. All individuals used Wu-Yi Tea and followed the Wu-Yi System to maintain proper diet and exercise. Individuals have been remunerated.

Source: <http://www.wu-yisource.com/>

ADVERTISEMENT 2



Just 2 Cups of Tea a day together with our
Incredible System for Fast Weight Loss

Source: <http://www.wu-yisource.com/>

Activity 4



Strategies used in advertising



Do you remember some advertisements you watched or read that sell their products using the following strategies? Discuss in a group of 4 to think of an example for each strategy.

Strategy	Definition	Example of advertisement
Association	Making a connection with something in order to sell a product	
Celebrity appeal	Making use of a well known person or figure to sell a product or an image	e.g. Addidas
Bandwagon	Putting peer pressure on people; if they don't do what the advertisement suggests, they will be left out	
Biased sample	Using a survey sample that is biased and so the result of the survey is skewed	
Brand appeal	Using a brand name to sell a product	
Credibility	Using science, facts, figures, statistics, charts, graphs to prove what is being said about the product	
Common practice	Since most people do this, it must be a good thing	

Emotion	Making a connection between good emotions and the product that is being promoted	
Ethical	Making an appeal to people based on what is seen as right	
Fear	Creating fear to make people do or believe something and that if people don't buy the product, something bad will happen	
Flattery	Complimenting people so that they will want to buy the product	
Foreign appeal	Making a claim that because something is unique, foreign or different, it must be good	
Pity	Creating pity so that people will want to do or buy something	
Popularity	Since most people approve of this, it must be good	
Reinvent, improve or change yourself	Making a claim that if you do something you will be a better person in some way	
Social ladder appeal	Making an implied claim that using/buying a certain product will give the image that you are from a higher class	
Tradition	Making use of tradition or custom to sell a product	

Source: Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4-6) (2007)



Activity 5



SEARCHING INFORMATION



You are going to design an advertisement on a weight loss product. Search on the internet to find some weight-loss advertisement. You may like to consider the following information.

	Product	Target consumer	Strategies	Language / Features
Advertisement 1				
Advertisement 2				
Advertisement 3				
Advertisement 4				

Source: Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4-6) (2007)

Activity 6

Work in a group of 4. Prepare a weight-loss advertisement (a short video). Think about the following:

- ✿ **What kind of product is it? A fitness program, gel, treatment, food supplements...**
- ✿ **Who are your target consumers?**
- ✿ **Will you invite celebrity?**
- ✿ **Do you have any catchy slogan, command, promise or guarantee?**
- ✿ **Any special offers?**
- ✿ **Anything else?**



FEEDBACK FORM

Give feedback on your classmates' performance by ticking the box .

	Exceeding	Meeting	Developing
Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The advertisement is easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The advertisement is original.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The advertisement is persuasive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The advertisement is attractive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. All group members participated in each step.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Pace of speech is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Speaking is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Eye contacts with one another are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Body language is used to convey meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall comments:			

Source: http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1024584&

Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4-6) (2007)

Lesson Plan

Advice column

Activity 1

Introduce what an advice column is. Give students an example of advice column. Ask the students to identify the features of advice column.

Activity 2

Give students background information on unhealthy diet to prepare them for later activities.

Activity 3

Give students some situation cards to discuss in pairs. Ask students to give advice. After discussion, students share their ideas.

Activity 4

Work in pairs. Think of a situation about unhealthy diet that young people may have. Decide who will play the role of advice-seeker and advice-giver. Draft the notes to prepare for the letters.

Activity 5

After drafting the notes, students comment on peer work. Then, students should work on the final product, the advice-seeking letter and advice-giving letter. To assess, peer can write comments and tick the check list box.

Advice Text Rubric







CATEGORY	4	3	2	1
Audience Awareness	The audience for the advice is immediately clear to the reader within the title or the first lines of the text.	The audience for the advice is easy to discover after reading the entire poem.	The audience for the advice is difficult to determine because it could apply to many different audiences.	The audience of the advice is unclear.
Purpose or Reason for the Advice	The purpose of the advice is explained within the title or the first lines of the poem.	The purpose of the advice is made clear by the end of the text.	The purpose of the advice is difficult to determine.	The purpose of the advice is not included or implied in the text.
Content	The text includes specific pieces of advice and includes reasons that the advice should be followed for each piece of advice.	The text includes pieces of advices and hints within each of the reasons that the advice should be followed.	The text includes several pieces of advice and implies in general the reasons that the advice should be followed.	The text includes only a few pieces of advice and/or does not include reasons that each piece of advice should be followed.
Language and Use of the Model Text	The word choice and sentence structure is consistent with the model that it imitates.	The word choice and sentence structure is close to the model it imitates.	The word choice and sentence structure uses some words and structures from the model, but does not consistently follow the model.	The word choice and sentence structure does not seem to relate to the model that it should imitate.
Creativity	The text contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used imagination.	The text contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used imagination.	The text contains a few creative details and/or descriptions, but they distract from the advice. The author has tried to use imagination.	There is little evidence of creativity in the text. The author does not seem to have used much imagination.
Grammar, Spelling and Punctuation	There are no grammar, spelling, or punctuation errors in the final draft.	There is one grammar, spelling, or punctuation error in the final draft.	There are 2-3 grammar, spelling and punctuation errors in the final draft.	The final draft has more than 3 grammar, spelling and punctuation errors.

Source: <http://www.medicinenet.com/script/main/art.asp?articlekey=78797>

Activity 1

Below is the advice column, can you identify the features of advice column?

ADVICE-SEEKING LETTER






-  salutation
-  purpose
-  information about what he/she has done to try to solve the problem
-  information about why he/she has not been successful at solving the problem
-  a closing that makes a final request for help
-  signature (may be a fake name)

Dear KRS,

I am a 47 year old woman, who is about 50 pounds overweight. Many people I know seem to have adopted a high protein diet with little or no carbohydrates to lose weight. What are the pros and cons of this type of diet? I walk everyday, but I find it really hard to get the weight off. What would be the best weight loss regimen for me?

- High Protein Curious

ADVICE-GIVING LETTER

-  salutation
-  restatement of the problem
-  reaction to the problem
-  concrete solution
-  closing that wishes the reader good luck or encourages them

Dear Curious,

Let me put an end to your curiosity. Never eat a lop-sided, one-food group diet. It is unbalanced and potentially harmful long term. I don't care who says they lost tons of weight on it. Ask them again in about a month or two and they will have gained it back and then some - and at what cost to their health?

You know what a healthful diet is by now - minimal animal products, lots of vegetables, whole grains, fruits and, past the age of 40, soy products (for hormonal balancing). Listen to your body to learn the proper ratio of these foods for your particular needs.

There are no short cuts - except eating less quantity of this wholesome diet. Keep up the walks, being sure you break a sweat. In fact, keep moving in any way you can throughout the day to maintain a high metabolism (to burn more calories and body fat). You will feel better and the weight will come off, perhaps more slowly than you would like, but it will happen.

KRS

Source: Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4-6) (2007)

Activity 2

Read the following article about unhealthy eating habit.

Binge Eating Most Common Eating Disorder

Author:

Karen Barrow

Medically Reviewed On: May 18, 2007

With waif-like, thinning actresses being accused of it left and right, anorexia has probably become the best-known eating disorder. But new data show that this eating disorder noted for low caloric intake is not the most popular.

Binge eating, also known as compulsive-eating disorder, is the intake of too many calories at one time. It is in fact the most common form of eating disorder in the United States, say researchers. This disease, defined as periods of uncontrollable eating, seems to affect 3.5 percent of women and 2 percent of men at some point in their lives.

“Everybody knows about anorexia and bulimia; however binge eating disorder affects more people, is often associated with severe obesity and tends to persist longer,” said Dr. James I. Hudson, lead study author from McLean Hospital in Belmont, Massachusetts.

Anorexia nervosa, a disease defined by the intake of too few calories, by contrast affects fewer than 1 percent of women and much fewer men. Bulimia, another eating disorder defined by the “purging” of food after it is consumed, affects 1.5 percent of women and 0.5 percent of men.

“Binge eating has a higher incidence than either one of the other eating disorders,” said Dr. John Bunnell, the director of outpatient clinical services at the Renfrew Center in Wilton, Connecticut.

An eating disorder is defined as an unhealthy eating habit. Though most eating disorders involve limiting food intake, binge eating is the complete opposite. It is the uncontrolled intake of food well past the point of hunger.

People with a binge eating problem may eat when they are experiencing emotional difficulties: stress, anger or hurt. And while food can serve as a comfort, often it is their only way of dealing with their problems.

“Binge eating is more equally distributed across genders,” said Bunnell.

In a nation with ever-expanding waistlines, binge eating, of course, puts people at risk for piling on the pounds. Moreover, it increases your risk of diabetes, heart disease, high blood pressure and stroke.

It is not understood why some people turn to binge eating, but experts believe that it is a combination of factors, including genetics, emotions and eating behaviors that are learned during childhood.

Someone with a binge eating disorder tends to eat very rapidly until uncomfortably full, often these periods occur more than twice a week. And these symptoms are combined with a tendency to eat alone out of embarrassment, and feel depressed, guilty or disgusted after a binge.

Less research has been done on binge eating than anorexia and bulimia, but treatment for a binge eating disorder can be successful. With time and the work of doctors, nutritionists and psychiatrists, said Bunnell, any eating disorder can be overcome.

Source: <http://townnews.healthology.com/diet/diet-news/article4251.htm>

Comprehension Questions

After reading the article, answer the following questions.

1. Which is the most common form of eating disorder?

2. How can it affect people?

3. How do you know that someone has this kind of eating disorder?



Activity 3

SITUATION CARDS

What advice would you give for the following inquiries? Write down the key points at the back of the card.

SITUATION 1

<p>Dear MTR,</p> <p>I like to buy a Gucci purse so I have to save up for it. I started skipping my lunch since last week so that I can get my purse earlier. But today, I have a serious stomach-ache. But I really need to get my purse. What should I do?</p> <p>Gucci</p>	<p>KEY POINTS★</p>
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SITUATION 2

<p>Dear MTR,</p> <p>I always play basketball for 3 hours after school. I am so hungry when I get home that I often just throw something together quickly. Do you have any suggestions for me?</p> <p>Basketball lover</p>	<p>KEY POINTS★</p>
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SITUATION 3

<p>Dear MTR,</p> <p>I love to snack. At school, I am able to control what I eat during the day but when I get home I am starving and love to eat snacks all night. Unfortunately, I love so much that I getting fatter and fatter. What else can you suggest that I snack on? I would love to get your help.</p> <p>Loves to Snack</p>	<p>KEY POINTS★</p>
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Activity 4

What kinds of dieting problem do think students may face? (e.g. eating disorder)
Work together with your partner, think of a situation and fill in the note form.

Student A

Advice-seeker

salutation	
purpose	
information about what you have done to try to solve the problem	
information about why you have not been successful at solving the problem	
a closing that makes a final request for help	
signature	

Student B

Advice-giver

salutation	
restatement of the problem	
reaction to the problem	
concrete solution	
closing that wishes the reader good luck or encourages him/her	

Activity 5

Work on your final product. Write either an advice-seeking letter or an advice-giving letter below.

ROLE: _____

PEER COMMENTS

1. Any spelling mistakes? (e.g.)

2. Any grammatical mistakes? (e.g.)

3. Any punctuation missing? (e.g.)

Comment:

Think about:

- Content
- Creativity

Lesson Plan

Poster

Activity 1

Teacher shows the characteristics of designing a poster followed by a group discussion. During the discussion, students have to analyze the posters provided by the teacher on the features of a poster. This helps students to understand the basic criteria of making a poster.

Activity 2

Give students a situation and ask them to design a slogan for their group. Before the group work, students can go through the steps of designing a slogan. They can first start to brainstorm the idea of a healthy diet.

Source: http://www.lousywriter.com/how_to_write_better_slogans.php

Situation

The school has held a slogan competition on having healthy diet. Design a slogan in your group on promoting healthy diet to enter the competition.

After designing the slogan, students have to present their work.

Activity 3

During the presentation, other students have to fill-in the feedback form and choose the best slogan among groups.

Activity 4

Students have to make a poster in a group of 4. They can either draw or use the computer to make the poster. After that, each group has to present their work and explain how they came up with the design.

Other students have to vote for the best poster and they also need to give reasons for their choice.

Activity 1



CHARACTERISTICS OF MAKING A POSTER



A poster is a visual tool for communication. There are various purposes of a poster which may be used:

- 🐾 To announce an event
- 🐾 To sell a product
- 🐾 To change or develop an attitude
- 🐾 To promote a person, place, thing or idea

A good designed poster should be

- 🐾 Simple (focus on a single message)
- 🐾 Attractive (with graphs and images)
- 🐾 memorable

Group Discussion

Below are some posters. Study the posters below. Analyze and define what you like best and the least. Answer the following questions.

1. Who is the target audience?
2. Does it tell the story in a brief, clear way?
3. What is the message?
4. Does it get your attention? How?
5. Does it make you want to participate in the poster's theme?
6. Is the combination of colors, lettering, and design pleasing to the eye?
7. Is there any slogan?



POSTER 1



POSTER 2



POSTER 3



POSTER 4



Activity 2



HERE ARE SOME STEPS FOR CREATING A SLOGAN:

STEP 1

Start by brainstorming the idea of 'healthy diet'. Write down everything you can think of that relates to healthy diet. You may even start with a narrative description in paragraph form.



STEP 2

Now, make a list of the top 25 or 30 things that are important and worth mentioning.

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.
21.	22.	23.	24.	25.
26.	27.	28.	29.	30.

STEP 3

Narrow that list down to 8 or 10 of the most important things you wish to say.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

STEP 4

Now eliminate repetition or things that are not really necessary.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

STEP 5

Get your list of words or phrases down to 3 or 4 central elements.

1.
2.
3.
4.

STEP 6

Based on your final core selection, make up some phrases that will serve as your slogan for consideration. Keep them short and use simple language.

1.
2.
3.

STEP 7

Which of these slogans would you remember best?

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Activity 3

Feedback Form of The Slogan

Give feedback for each group. When you watch their performance, tick the appropriate boxes.

	Group							
	1	2	3	4	5	6	7	8
1. Is the slogan memorable?								
2. Does it include a key benefit?								
3. Is it believable?								
4. Is it competitive?								
5. Is it original?								
6. Is it not in current use by others?								

Which group do you think is the best? _____



Activity 4



Poster Design



Design a poster in your group. Present your poster with explanation – (How did you come up with the ideas? What is the message you want to audience know?).

Making A Poster : Healthy Eating-Poster

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.

Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Title	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.

Source: http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1272676&