English communication II  Teaching Plan

1. Textbook • Lesson
Grove English communication II (BUN-EIDO) Lesson 7 “Which Jam would you like? By Sheena Iyengar”

2. Targeted students
The 3rd grade students in general course (30 students, proficiency level: basic)
* Basically, two classes are divided into three groups according to students’ proficiency level. This is the advanced class.
Though their English level is basic, most of them have a positive attitude toward learning English.

3. Objectives
• Students will be able to get the main idea and details from the text.
• Students will be able to summarize information on the poster based on what they have read.
• Students will be able to get many vocabularies from the text.

4. Time allotment
1st period: Introduction of the topic / get the main idea
2nd period: Review of last lesson / Part 1 details
3rd period: Review of last lesson / Part 2 details
4th period: Review of last lesson / Part 3 details
5th period: Review of last lesson / Part 4 details
6th period: Summarizing details & Mini poster session
7th period: Vocabulary practice
8th period: Preparation for presentation
9th period: Sales presentation*
10th period: Sales presentation
*students will be a jam maker and make a presentation to a supermarket manager (ALT).

5. Teaching procedure (1st period: 50 minutes) : Introduction of the topic / get the main idea

<table>
<thead>
<tr>
<th>Procedure (Time)</th>
<th>Students(Ss)</th>
<th>Activities</th>
<th>Teacher(T)</th>
<th>Points of evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of the topic (5)</td>
<td>Listen to the question and guess.</td>
<td>Introduce the question of selecting</td>
<td></td>
<td>Whether Ss comprehend the main question of this topic.</td>
</tr>
<tr>
<td>Think-Pair-share (5)</td>
<td>Talk with the partner and share their ideas</td>
<td>Encourage Ss to talk in English</td>
<td></td>
<td>Whether Ss try to talk in English.</td>
</tr>
<tr>
<td>Check the new words (10)</td>
<td>Watch the pictures and catch the image of meaning</td>
<td>Show and explain the new words</td>
<td></td>
<td>Whether Ss comprehend the new words.</td>
</tr>
<tr>
<td>Reading by themselves (10)</td>
<td>Read the shortened version of text and draw a line under the answer part</td>
<td>Have Ss read the passages and draw a line</td>
<td></td>
<td>Whether Ss read appropriately and draw the line under the answer part.</td>
</tr>
<tr>
<td>Pair share &amp; write down the answer (10)</td>
<td>Check the underlined part</td>
<td>Encourage Ss to talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check the answer (10)</td>
<td>Check their answers</td>
<td>Give them a model answer</td>
<td></td>
<td>Whether Ss understand the points.</td>
</tr>
</tbody>
</table>
Lesson 7 Which jam would you like?

1. Think-Pair-Share

Which is better for customers to choose jam?

<table>
<thead>
<tr>
<th>Your opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think (A/B) is better because ____________________________</td>
</tr>
<tr>
<td>Partner’s opinion</td>
</tr>
<tr>
<td>Name ( ) : (A/B) Reason ____________________________</td>
</tr>
</tbody>
</table>

2. Read and get the main idea

Q. Which is better for customer to choose jam, A or B?
   Read the text and underline the result of the experiment!

Lesson 7 “Which Jam Would you like?”

1) We enjoy having many options. But are more choices always good? The writer designed an experiment to see if it is true or not. She and her assistants set up a jam-tasting booth at a supermarket.

2) They switched between a large 24-flavor assortment of jams and a small 6-flavor assortment. They found that 60 percent of the customers stopped to try the large assortment, but only 40 percent stopped to try the small one. Which assortment helped to make the most sales?

3) 30 percent of the people who stopped at the small assortment bought a jar. But, only 3 percent of people who stopped at the large assortment bought one. They found that people who tried many samples looked confused and left without buying anything.

4) The supermarket manager was surprised at these findings. Too many options can be confusing! So with something important, try to limit your options.

Answer.

Your final answer is (A/B) because ____________________________
LESSON 7  Which Jam Would You Like?  by Sheena Iyengar

part 1

We all know that we want a choice and like having options. The word "choice" almost always carries a positive meaning. So we believe that, if having a choice is good, having more choices must be better. But is that true? In order to find an answer, I designed an experiment.

I chose Draeger's in San Francisco as the setting for my experiment. Draeger's is a famous supermarket whose wide variety and good selection of goods are a source of pride.

My assistants and I pretended to represent a famous jam maker. A tasting booth was set up near the entrance. Irene and Stephanie encouraged customers to taste the jams.

part 2

Every few hours, we switched between two types of jam assortments. The large assortment contained 24 flavors. The small assortment consisted of six jams which were picked from the large assortment: kiwi, peach, black cherry, lemon curd, red currant, and three-fruit marmalade.

Another assistant, Eugene, watched people entering the store and walking up to the booth. He counted how many stopped to try the jams. We found that 60 percent were drawn to the large assortment but only 40 percent to the small one.

Attracting many people is important. But what is more important for a store is to turn visitors into paying customers. Which assortment helped to make more sales?

part 3

Thirty percent of the people who had seen the small assortment actually bought a jar of jam. But only three percent bought a jar after seeing the large assortment. Even though the large assortment attracted more attention, more than six times as many people made a purchase when we displayed the smaller assortment.

Mike, another assistant positioned at the jam aisle, watched how the customers behaved after they had sampled one or the other assortment. According to him, many of those who had sampled the large assortment looked quite puzzled. After examining different jars or discussing the relative merits of the flavors, they left the jam aisle without buying anything.

part 4

I shared the findings from our experiment with the manager of Draeger's. He was very surprised at them. He realized that, up till then, his tasting booths had been nothing but a sideshow. After that, he decided to limit the options from which customers could choose.

This jam study has become very famous and, since then, a catchphrase has been widely used: More is less. That is, more choices can lead to less satisfaction or fulfillment. A wide variety of choices doesn't always help us.

Too many options can be confusing and overwhelming. Just try to find a way to narrow the range of choices, and you can focus on things that really matter.
Use this from 2\textsuperscript{nd} period to 5\textsuperscript{th} period to get details.

**Worksheet**  
To get details

**Part 1** Setting

- **The purpose:** Is it true that having (①)(②) is (③)?
- **Place:** Draeger's in (④)
- **Preparation:** a (⑤)(⑥)
- **Role of Irene and Stephanie:** encourage (⑦) to (⑧) the (⑨)

**Part 2, 3**

<table>
<thead>
<tr>
<th></th>
<th>large assortment</th>
<th>small assortment</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of flavors</td>
<td>(     ) flavors</td>
<td>(     ) flavors</td>
</tr>
<tr>
<td>customers drawn</td>
<td>(     )%</td>
<td>(     )%</td>
</tr>
<tr>
<td>to the tasting booth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>customers bought the</td>
<td>(     )%</td>
<td>(     )%</td>
</tr>
<tr>
<td>assortment</td>
<td></td>
<td></td>
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</tbody>
</table>

**Part 4**

- Why is smaller assortment better?
- What does this experiment tell us?

Based on this summary, students will make posters.