

STUDENT'S GUIDE

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A fantastic project!! You had a lot of very interesting ideas. Very professional student book.

Checklist



Below is a checklist to help you remember what you need to submit to make sure your LES is complete.

Make sure you hand in the following	Tick the box when done and submitted (✓)
Worksheet 1 <i>Watching an infomercial</i>	—
Worksheet 2 <i>Delving into an infomercial</i>	—
Worksheet 3 <i>Focus on form</i>	—
Worksheet 4 <i>Exploring a script</i>	—
Worksheet 5 <i>Storyboard</i>	—
FINAL TASK <ul style="list-style-type: none">• A script• A storyboard• A video	— — —

Worksheet 1: Watching an Infomercial



PART 1 - BEFORE YOU WATCH

1. The word *infomercial* is a compound, which means that it is composed of **two words**. Which two words do you think it might be? (E.G BRUNCH = Breakfast + Lunch)

Word 1: _____ + Word 2: _____ = infomercial

2. Now that you know what the two words are, what do you think *infomercial* means?

3. Do you know any infomercials? If so, write the titles in the space below. If not, invent a catchy title for a product you would like to buy.

PART 2 - WHILE YOU WATCH

1. Use a dictionary to find the definitions of the words in the table below.

WORD BANK

Words	Definitions
1) Nod	1)
1) Convincing	2)
3) Warranty	3)
4) Manoeuvrable	4)
5) Allocated	5)

6) Lifetime	6)
7) Effective	7)

2. Click on the picture below and watch the infomercial on *Pocket Hose*. Tick the box that corresponds to the right answer.



Statements on the Pocket Hose infomercial	True	False
Traditional hoses tend to be heavy		
The Pocket Hose has a lifetime warranty		
The host, or the presenter, talks in a convincing and confident manner.		
The Pocket Hose is not easily manoeuvrable		
You get a <i>nod</i> when you purchase the pocket hose within the allocated time		
The phone number to call in order to buy the product is found at the end of the infomercial		

3. Answer the following questions with a **short answer**:

1) What are some of the problems with traditional hoses?

2) Name three features of the Pocket Hose that can be solutions to the problems described above.

_____ , _____ , _____ .

3) How does the Pocket Hose expand?

PART 3 - AFTER YOU WATCH

(Think-Pair-Share)

Now that you have watched the infomercial, read over the questions below and answer them. Once you are done, pair up with the person sitting next to you and discuss your answers.

1. After having watched this infomercial, **would you consider buying** the Pocket Hose? Why or why not? Explain.

2. In light of what you have seen so far, **would you think that infomercials are an effective way to sell a product?** Justify your answer.

Worksheet 2: Delving into an Infomercial



PART 1 - BEFORE YOU WATCH **Nice idea.**

1. Draw a line from the word bank to the appropriate definition.

1	host	9	A person employed to take an actor's place in performing dangerous stunts.
2	role	4	A person who receives or entertains other people as guests.
3	expert	3	The function assumed or part played by a person or thing in a particular situation.
4	customer	1	A person who has a comprehensive and authoritative knowledge of or skill in a particular area.
5	exposition	7	A person or organization that buys goods or services from a store or business.
6	testimonial	5	A comprehensive description and explanation of an idea or theory.
7	stuntman	8	An article or substance that is manufactured or refined for sale.
8	product	10	A recording of the musical accompaniment to a movie.
9	soundtrack	2	A speech that is given in order to persuade someone to buy something.
10	sales pitch	6	A formal statement testifying to someone's character and qualifications.

2. Write down, on the lines below, what you remember from the ad (Pocket Hose) viewed last class.

PART 2 - WHILE YOU WATCH



1. Re-watch the infomercial [Pocket Hose infomercial](#) and fill in the chart below. You are allowed to watch the video more than once.

Analysis of an Infomercial	
Questions	My Answers
What is the title of the infomercial?	
What are the four roles seen in the infomercial?	- - - -
How is the product shown?	
What is demonstrated with the product? Name three uses .	- - -
What are the technical features ? (camera shots, visual appeal of the product, setting).	

PART 3 - AFTER YOU WATCH

- 1) Answer the questions below in a team of four (Round Robin)
- 2) First, think of a product you know well and that could be sold in an infomercial.



- 3) Choose a role from the choices below and write down **at least two sentences** that would fit the role you have chosen. (tip: keep in mind what the role is about, what the role entails)

- The host

- 1) _____
- 2) _____

- The expert

- 1) _____
- 2) _____

- The satisfied customer

- 1) _____
- 2) _____

- The satisfied customer #2

- 1) _____
- 2) _____

- 4) Practice saying your sentences with your assigned team.



Worksheet 3: Infomercial Language



PART 1 Excellent way to focus on the imperative!

1. Read the sentences below. Note that they are in the simple past. Rewrite the equivalent sentence in the **imperative form**. Use the verbs in **bold**.

Example:

Simple Past: I **wore** a red shirt for an entire week.

Becomes

Imperative: **Wear** a red shirt for an entire week.

Sentence in the Simple Past	Sentence in the Imperative Form
1. Henry bought this amazing product on the website.	
2. I acted quickly because it was a limited time offer!	
3. We went on the website and found a lot of information.	
4. They placed their order as quickly as possible.	
5. They emailed the company upon seeing the advertisement.	
6. We signed up for the monthly subscription of the magazine.	
7. He jumped on this offer as soon as he saw the incredible price.	
8. Amy posted her cheque in the mail the final day for the offer.	
9. She rushed to the phone to get more information.	
10. They hurried to purchase the	

product before it was too late.	
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PART 2

1. Think of a product or a company you personally enjoy. Once chosen, write down the best description you can come up with in **1-2 lines using the imperative**. Be clear and concise since you will have your colleagues guess which item you described.

1) Name of the product or company:

- a) Think of why you like that product or company. What are some keywords you could use to sell it?

- b) Write down 1 sentence using the **imperative** to sell your product or company and reuse some of the keywords from a).

2. Now, sit with a partner and have them guess the item/object by reading the description you wrote above. Once guessed, switch roles and try to guess your partner's object based on his/her description. Write down what you guess your partner's object/item is. Once completed, find another partner and repeat the process a second time.

Partner 1)

Guess: (What you think the item/object is) _____

Answer: (What the item/object really is) _____

Partner 2)

Guess: (What you think the item/object is) _____

Answer: (What the item/object really is) _____

PART 3

1. How do you think the imperative will be useful for the writing of the script?

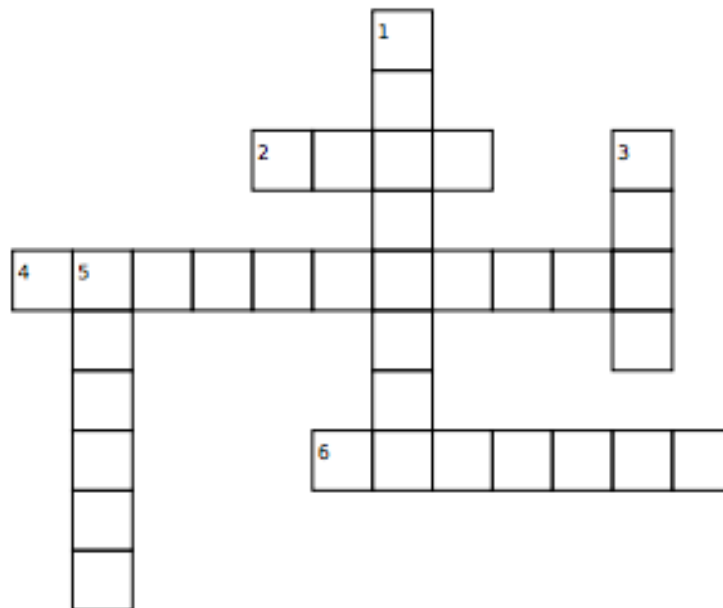
Worksheet 4: Exploring a Script for an Infomercial



BEFORE YOU READ

1. **Revisit** the most important terms from worksheet #2 by **reading** over the definitions located below the crossword puzzle. Then, **complete** the crossword puzzle below by using the appropriate term.

Introduction to the World of Infomercials



Down:

1. a person or organization that buys goods or services from a store or business.
3. the function assumed or part played by a person or thing in a particular situation.
5. a person who has a comprehensive and authoritative knowledge of or skill in a particular area.

Across:

2. a person who receives or entertains other people as guests.
4. a formal statement testifying to someone's character and qualifications.
6. an article or substance that is manufactured or refined for sale.

WHILE YOU READ

1. Click [HERE](#) and take a look at the Instant Genius Glasses script. Pay attention to the annotations in the columns. Ensure that you understand all the different **technical features**. You can **zoom in** by clicking the little “+” sign under the picture of the script.
2. Once you are familiar with the **technical features**, **fill in the blanks** below, with at least **2 examples of each element**.
 - ACTORS: _____
 - VISUAL DIRECTIONS: _____
 - SETTINGS: _____
 - CAMERA SHOT: _____
 - DIALOGUES: _____
 - SECTIONS: _____
3. Once you have completed it, get in a pair and write down one example, for each line, from your partner.

AFTER YOU READ

1. Based on the roles you have come across so far (*host, expert, customer, film crew*), **which role** would suit you best and why?

2. If you were asked to take on one of the roles above, what qualities do you think you would need to fulfill that role?

Worksheet 5: Exploring a Storyboard

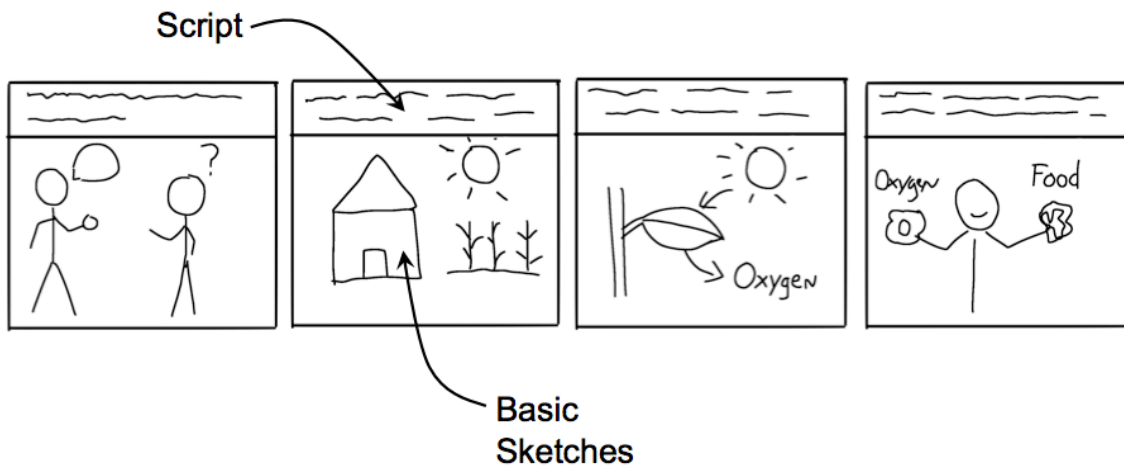


BEFORE YOU WATCH

1. The term “storyboard” is a compound composed of two words. What are those words?

_____ + _____ = **Storyboard**

2. Take a look at the picture below.



3. According to the illustration above, **what do you think** a storyboard is?

WHILE YOU WATCH **Excellent**

1. Click [HERE](#) to watch this short video and answer the questions below.

a) **What is** the purpose of a storyboard?

b) Name **three aspects** that a storyboard illustrates.

2. Click [HERE](#) to see the functional language repertoire and answer the questions below. Get in a team of four and answer the questions below. Each of you should take turns answering one question (Round-Robin cooperative learning structure).

a) **What production feature** would be used to **show the actors how to stand and act** when filming?

b) **What production feature** would be used to indicate **where the camera will be and how it will film the shots**?

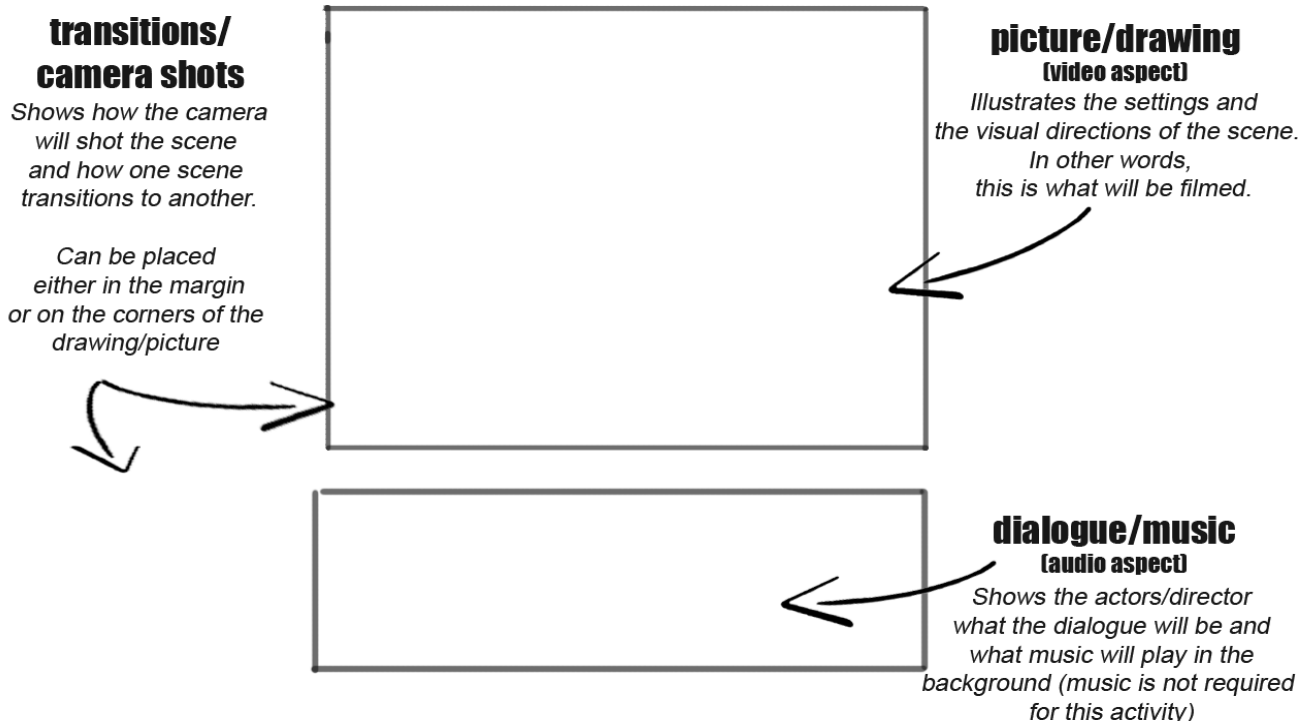
c) **What production feature** would be used to **describe the set** on which the actor will stand and perform?

d) **What aspect** of a storyboard is used to show the actors **what to say** when filming?

3. Click [HERE](#) to watch the short video below. This is **one scene** from the official *Minecraft Trailer*.



a) Use all the information you learned and **draw** how you would **illustrate** this scene on a storyboard. On a sheet of paper, draw a big square and a smaller rectangle like the example below.



AFTER YOU WATCH

1. Now that you have completed one square of a storyboard, answer the reflection questions below.

a) **How did you find** the process of making a storyboard?

b) **Do you think** making a storyboard is an important step in the process of shooting a video? Explain your answer.

c) According to your experience, **what** was the **most difficult aspect** of creating a storyboard?

d) According to your experience, **what** was **the easiest aspect** of creating a storyboard?



Final LES Worksheet: Final Task

CONGRATULATIONS

You have made it to the final task of this LES. Now it is your turn to create an infomercial to sell your innovative product!

Here is an overview of the main steps you need to carry out in order to complete this final task:

1) Writing a script	2) Creating a storyboard
3) Creating a video	4) Presenting your project

Step 1: Writing a script

Your script is fantastic! Nice use of comments to draw attention to the components!!

- A. To write a script, you need to **brainstorm** with your teammates about ideas and topics related to a product you wish to sell in your infomercial. Collaborate with your group using a Round Robin cooperative learning structure and come to a consensus. Record your idea below and make sure you **get your idea approved by the teacher**.
- B. Now that you have a cool product in mind, it is time to **write the draft of the script**. Refer to the [*Instant Genius Glasses script*](#) outline in order to see the **structure of a script**. It is important to follow the same structure.

In your script, you will need the following elements:

- Characters/actors + short description
- Transitions
- Dialogues
- Visual directions
- Camera effects
- Settings
- The four main sections
 - Exposition, demonstration, satisfied customers, how to buy.

- C. Now is the time to **revise your script**. To do so, you are asked to share your draft with another team. Provide feedback to the team using the [peer feedback form](#). When you receive their form, revise your script accordingly.
- D. Now that you have revised your script, edit it by focusing on spelling, punctuation, capitalization and sentence structure.
- E. It is now the time to publish your script using a storyboard. To do so, read the instructions under the header *Step 2: Creating a Storyboard*.

Step 2: Creating a Storyboard

Your storyboard is fantastic. Just looking at it I realized this could be an option for actually doing the video project if videotaking is not possible -- the storyboard with the script could be shared by students. Comic Life to the rescue!!

- A. With your teammates, take a look at the [Instant Genius Glasses storyboard](#) to know how to organise your script. (Do not forget that a storyboard panel has [three main features](#)).
- B. Use the computer software called [ComicLife](#) in order to create your storyboard. To do so, [watch this tutorial](#) and proceed to the creation of the storyboard using a **Round robin** cooperative learning structure. Precisely, each team member should take turns organizing one aspect of the script.
- C. When creating the storyboard, remember to:
 - a. Use pictures that you find on the internet to create your ComicLife, **as long as they have been approved by your teacher**. If you do not know how to find awesome pictures, you can use [this website](#).
 - b. Put everything in **one folder** and **properly label** each and every **picture**.
 - c. **Save your project often**.
 - d. **Export in JPEG format**.

Step 3: Creating a Video

Filming an infomercial involves different steps. Read over the steps below to know exactly what you have to do in order to film a professional infomercial.

#1 - PRE-PRODUCTION

First, you need to **rehearse** your infomercial. Rehearsing implies that each person in the team has to learn his or her lines by heart. To do so, start rehearsing with **your script** in your hands first. Then, the more you practice, the easier you will remember your lines.

#2 - PRODUCTION

- A. When each team member knows his or her lines, **take a computer** from the computer trolley. Open **the camera application** and film your infomercial according to your script.
- B. Use the storyboard you created in order to know how to shoot the scenes you prepared. Pay attention to what you wrote in the **visual directions, camera shots, and settings**. These sections show you exactly **how to shoot all of your scenes**.

#3 - POST PRODUCTION

- A. When your team is done shooting the infomercial, edit the video with **IMovies** by adding:
 - a. [Sound effects.](#)
 - b. [Voices/music.](#)
 - c. [Transitions.](#)
- B. Watch [this tutorial](#) if you need help with **IMovies**.

Step 4: Presenting our Infomercial

- A. Now that your infomercial is ready to be enjoyed by your teammates, post it on the class website.
- B. Watch your peers' infomercials and comment below on their videos mentioning one element you particularly liked about their production.

