

# CLIL Module Plan

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<b>School</b>	Itet Fontana- Rovereto				
<b>School Grade</b>	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
<b>Subject</b>	Economia	<b>Topic</b>	Digital and content marketing		
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The class has 19 students, none of whom presents special needs. Class registered previous experience with Clil methodology with me as teacher. They present very heterogeneous knowledge of the English language. Most of the students showed a satisfactory level of understanding and use of English, very few student were showing clear difficulties, particularly with speaking skills. This heterogeneity has been the most challenging part of working in this class, together with this class general attitude towards tasks and requests from the teacher. Nevertheless, I was able to overcome most of the class initial difficulties, BY including, in my teaching process, more interactive activities, discussion activities, learning games and problem solving oriented tasks.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	<p>Based on my observation, the majority of the students showed a fair knowledge of the fundamentals of marketing in L1. This helped me to move ahead with the materials I have designed in order to pursue this course's objectives in terms of content and language as well.</p>	<p>In terms of language skills, students in this class do present different levels of understanding and speaking competences. Most of the students have a basic knowledge of the language; few of them showed a rather excellent level of competence; some students believed their level of English hindered their active participation instead.</p>

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 20 classes/ 1 hour each
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**Description of teaching and learning strategies**

Considering the expected learning outcomes and my teaching aims, these are the methodological approaches and techniques that I have found suitable for my classes: - Task based learning; - Brainstorming; - Think-pair-share strategy - Peer tutoring; - Cooperative learning; - Learning activities connected to expected learning outcomes - Group work; - Promoting Discussion activities; - Using ICT learning tools - Providing materials to support content and language scaffolding.

# Overall Module Plan

<p><b>Unit: 1</b></p> <p>UNIT 1. Fundamentals of Marketing</p> <p><b>Unit length:</b> 1 h per lesson (5 hours)</p>	<p><b>Lesson 1</b></p> <p>LESSON 1. The STP process</p> <p><b>Lesson 2</b></p> <p>LESSON 2. Define your target market</p> <p><b>Lesson 3</b></p> <p>LESSON 3. Marketing mix: 4 P's vs 4 C's</p>
<p><b>Unit: 2</b></p> <p>DIGITAL MARKETING: what is new in Marketing? Traditional marketing versus innovative mar</p> <p><b>Unit length:</b> 1 h per lesson (3 hours)</p>	<p><b>Lesson 1</b></p> <p>Lesson 1. Traditional marketing vs Innovative marketing</p> <p><b>Lesson 2</b></p> <p>lesson 2. Understanding digital marketing</p> <p><b>Lesson 3</b></p> <p>lesson 3. Understanding digital marketing: revision and quiz</p>
<p><b>Unit: 3</b></p> <p>UNIT 3. DIGITAL MARKETING PLAN</p> <p><b>Unit length:</b> 1 h per lesson (5 hours)</p>	<p><b>Lesson 1</b></p> <p>LESSON 1.DIGITAL MARKETING PLAN. Tools in action</p> <p><b>Lesson 2</b></p> <p>LESSON 2. DIGITAL MARKETING PLAN: situation analysis</p> <p><b>Lesson 3</b></p> <p>LESSON 3. DIGITAL MARKETING PLAN: social media and strategy</p>

<p><b>Unit: 4</b></p> <p>UNIT 4. WORKING ON YOUR SCHOOL DIGITAL MARKETING PLAN</p> <p><b>Unit length:</b> 1 h per lesson (5 hours)</p>	<p><b>Lesson 1</b></p> <p>LESSON 1. working on your presentation</p>
	<p><b>Lesson 2</b></p> <p>Lesson 2. working on your presentation</p>
	<p><b>Lesson 3</b></p> <p>LESSON 3. working on your presentation and peer assessment</p>

<p><b>Unit: 5</b></p> <p>UNIT 5. PRESENTATION AND EVALUATION</p> <p><b>Unit length:</b> 1 h per lesson (2 hours)</p>	<p><b>Lesson 1</b></p> <p>PRESENTATION AND EVALUATION</p>
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# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	LESSON 1. The STP process
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 MIN	UNDERSTANDING FUNDAMENTALS OF MARKETING	WHAT DOES TEACHER DO: - Teacher introduces the aim of the module WHAT DO THE STUDENTS DO: - Students listen to the introductory class	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary needed in the first unit: Segmentation, targeting, positioning, buying motives, digital marketing plan</p> <p><b>Communicative structures</b> Have you ever heard of...?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Module plan	Informal assessment: - Student observation
L	S	R	W								

2	15 min	- Ordering the STP process; - Reviewing fundamentals of marketing - Listing words/verbs/sentences related to “marketing”	<p>WHAT DOES TEACHER DO: - Teacher supports students while they participate to a warm-up activity. It is a “silent support”;</p> <p>WHAT DO THE STUDENTS DO: - Students work in small groups; - Students put in order the STP process using flashcards that the teacher has provided them with</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1070 164 1406 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Advertising, product, price, market,</p> <p><b>Communicative structures</b> Can you list...? Can you use that word in a sentence? How do you spell that? Why do you think that is related to marketing? How would you classify that word?</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• FDLaoG (1).pdf</li> </ul>	<p>Informal assessment: - Student observation - Checking for understanding</p>
L	<b>S</b>	R	W								

3	20 min	- Reviewing fundamentals of marketing - Identifying new vocabulary	<p>WHAT DOES TEACHER DO: - Teacher asks student to work on a list of words/verbs related to the STP process - Teacher will list the words on the blackboard and ask randomly for some word spelling</p> <p>WHAT DO THE STUDENTS DO: - Students brainstorm concepts related to Segmentation, Targeting and Positioning and categorize the list of words they came up with and report to the class (verbs and nouns).</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1070 167 1406 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Nouns: geographic segmentation, behavioral segmentation, psychographic segmentation, marketing mix. Verbs: to win over competition, to be a company's main focus</p> <p><b>Communicative structures</b> What do you notice...? What do you think it means? Can you give other example?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>ACTIVITY 1 activating english.docx</li> </ul> <p>link to the video: <a href="#">link</a></p>	<p>Informal assessment: - Student observation - Checking for understanding</p>
L	S	R	W								

4	10 MIN	<p>- Defining buying motives; - Summarizing content</p>	<p>WHAT DOES TEACHER DO: - Teacher present examples of reasons driving people to buy products and define them as “buying motives” - Then she asks student to work on their list of rational and emotional buying motives. WHAT DO THE STUDENTS DO: - they take notes; - they work on their list in small groups - they discuss the list with the class - they summarize it in their notes.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1066 165 1408 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Rational motives and emotional motives;</p> <p><b>Communicative structures</b> Will you state in your own words...? How would you summarize?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>SmartBoard Prezi Presentation Students notes</p>	<p>Informal assessment: - Student observation - Checking for understanding</p>
L	S	R	W								

5	10 MIN	<p>- Identifying vocabulary - Predicting meaning of words and expression based on what the content of the video is</p>	<p>WHAT DOES TEACHER DO: - Teacher invites students to participate to an activity called “spot the vocabulary”, in order to assess vocabulary knowledge and to introduce new words that are used in the video that class is about to watch. WHAT DO THE STUDENTS DO: - They circle words that they already know and they try to guess meanings of the expression they do not know, challenging each other in class.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1066 165 1406 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Target market; segmentation; strategy</p> <p><b>Communicative structures</b> Who knows what does this mean?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• ACTIVITY 1 activating english.docx</p> <p>Unit 1, lesson 1, activity 1. Material designed by the teacher (based on this video: <a href="#">link</a>)</p>	<p>Informal assessment: - Student observation Checking for understanding</p>
L	S	R	W								

6	25 min	<p>- Analyzing the information given -          Identifying the mistake -          - Comparing and discussing with classmates</p>	<p>WHAT DOES TEACHER DO: -          Teacher plays twice a video about "Segmentation strategy at McDonald's and invite students to participate at activity 2. WHAT DO THE STUDENTS DO:          - Students watch the video twice and complete activity 2, then compare their results with the class.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1066 165 1408 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>          Target market; segmentation; strategy</p> <p><b>Communicative structures</b>          I believe... I think...          Why would you think that....</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class  <input checked="" type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work</p>	<p>• ACTIVITY 1 activating english.docx</p> <p>Unit 1, lesson 1, activity 2 Material designed by the teacher          Blackboard</p>	<p>Informal assessment: -          Student observation -          Checking for understanding</p>
L	S	R	W								

7	10 min	<p>- Generating ideas on businesses' keys to success - Discussing ideas and opinions - Revising today's content by summarizing and producing a map</p>	<p>WHAT DOES TEACHER DO: - Teacher invites students to discuss what they have learned about McDonald's successful strategy and what can be generalized as "key to success" WHAT DO THE STUDENTS DO: - Students work in group and brainstorm ideas; each group will present their ideas on the blackboard and, with the help of the teacher, will produce a map summarizing today's content.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1066 165 1406 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Target market; segmentation; strategy</p> <p><b>Communicative structures</b> I believe... In my opinion..</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• ACTIVITY 1 activating english.docx</p> <p>Unit 1, lesson 1, activity 3 Material designed by the teacher Blackboard</p>	<p>Informal assessment: - Student observation - Checking for understanding</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	LESSON 2. Define your target market
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Recalling vocabulary from last class	<p>WHAT DOES TEACHER DO: - Teacher asks: “what do you remember from our last class?”</p> <p>WHAT DO THE STUDENTS DO: - They recall vocabulary and they use it in sentences</p> <p>WHAT DOES TEACHER DO: - Teacher divides class in small groups; then assigns “a product” to each group and ask them to produce a target market profile, based on what they have learned on the STP process.</p> <p>WHAT DO THE STUDENTS DO: - Students work on the activity and report their results.</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Segmentation, Targeting profile, positioning of the product</p> <p><b>Communicative structures</b> What do you remember? What did we discuss last week?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Pre and post assessment: in order to see how much students can recall of the last class and how much they have improved.
L	S	R	W								

2	35 min	- Producing a target market profile	<p>WHAT DOES THE TEACHER DO: - Teacher divides class in small groups; then assigns “a product” to each group and ask them to produce a target market profile, based on what they have learned on the STP process. WHAT DO THE STUDENTS DO: - Students work on the activity and report their results</p>	<p><b>Skills</b></p> <table border="1" data-bbox="999 165 1339 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Segmentation type, target market profile</p> <p><b>Communicative structures</b> We decided ... Our target market is... Based on our product...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• UNIT 1 LESSON 2.docx • ACTIVITY 1. PRODUCTS.docx</p> <p>Products activity sheet Unit 1, lesson 2 activity 1 (for instructions)</p>	<p>Informal assessment - Checking for understanding</p>
L	S	R	W								
3	5 MIN	Revising today’s content by summarizing and producing a map.	<p>WHAT DOES TEACHER DO: - Teacher checks with students understanding of the STP process and helps them summarizing content WHAT DO THE STUDENTS DO: - Revise language and content</p>	<p><b>Skills</b></p> <table border="1" data-bbox="999 799 1339 842"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Segmentation, Targeting profile, positioning of the product</p> <p><b>Communicative structures</b> Segmentation is... In order to define a target market...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>BLACKBOARD</p>	<p>Informal assessment: - Student observation Post assessment: - how much students have improved in terms of vocabulary use and communication skills.</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	3	<b>Title</b>	LESSON 3. Marketing mix: 4 P's vs 4 C's
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5 min	Recalling vocabulary from last class and introducing new topic	<p>WHAT DOES TEACHER DO: - Teacher asks students to recall relevant vocabulary they have learned - Teacher writes on the blackboard today's learning aims in terms of vocabulary and content, asking students if they recall any of it from previous classes.</p> <p>WHAT DO THE STUDENTS DO: - They recall vocabulary: - They report their previous knowledge about new content.</p>	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> R <b>W</b></p> <p><b>Key vocabulary</b> Vocabulary they have learned about marketing mix</p> <p><b>Communicative structures</b> What do you remember? How do you spell that?</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	BLACKBOARD	Informal assessment: checking for understanding

2	15 min	<p>- Understanding the fundamentals marketing mix: 4 P's and 4 C's</p>	<p>WHAT DOES TEACHER DO: - Teacher introduces Marketing Mix using the blackboard - Teacher asks students to predict the meaning of the words she is writing on the blackboard</p> <p>WHAT DO THE STUDENTS DO: - They take note - They try and predict meaning, based on what they recall about the content (if previously introduced in their English classes)</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1010 164 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Product, Place, Price, Promotion, Consumer, Convenience, Cost and Communication</p> <p><b>Communicative structures</b> What does it indicate? Can you give an example of...?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	Blackboard Students' notes	Student observation
L	S	R	W								

3	50 MIN	- Identifying 4 P's and 4 C's	<p>WHAT DOES TEACHER DO: - Teacher presents a study case on Google  - Class will be divided in small groups and each group will receive a part of the case study (part 1. product, part 2. price, part 3. promotion, part 4. place) - WHAT DO THE STUDENTS DO: - They work in group to complete the assignment; - GROUP DISCUSSION: Each group will analyze different mix of P's and C's and will answer some questions. then each group will report to the class. Research on the web is allowed - Every group must take notes of what the other groups have reported during the group discussion</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1010 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  Product, Place, Price, Promotion, Consumer, Convenience, Cost and Communication</p> <p><b>Communicative structures</b>  what way would you design a marketing mix? How would you apply what you learned to develop...?</p>	L	S	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input checked="" type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input type="checkbox"/> Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• UNIT 1 LESSON 2.docx</li> <li>• ACTIVITY 1. PRODUCTS.docx</li> </ul> <p>Unit 1 Lesson 2- Activity sheet prepared by the teacher based on the following article: Google's Marketing Mix (4Ps), by Roberta Greenspan, January 28 2018 <a href="#">link</a> - Web using smartphones (BYOD)</p>	<p>informal assessment - Student observation - Group presentation - Checking for understanding</p>
L	S	R	W								

4	20 MIN	- Outlining fundamentals of marketing mix	<p>WHAT DOES TEACHER DO: - Teacher will invite students to summarize what they have been working on using the blackboard</p> <p>WHAT DO THE STUDENTS DO: - Students will create a map on the blackboard to outline what they have learned about 4 P's and 4 C's. Students reporting on the blackboard will be chosen from each group and will have to report another group's findings (not his/her own)</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1010 169 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Product, Place, Price, Promotion, Consumer, Convenience, Cost and Communication</p> <p><b>Communicative structures</b> Can you make a distinction between the 4 P's and 4 C's?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard	<p>Informal assessment - Student observation - Group presentation - Checking for understanding</p>
L	S	R	W								

5	10 min	Reviewing contest through a quiz on line	<p>WHAT DOES TEACHER DO: - At the end of Unit 1, teacher invites students to participate to a Kahoot quiz about Unit'1's content - Teacher asks students to self- assess what they have been learning</p> <p>WHAT DO THE STUDENTS DO: - Students play the Kahoot quiz in teams; - Then, they self-assess what their knowledge about the topic "Fundamentals of marketing" is</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1010 165 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Product, Place, Price, Promotion, Consumer, Convenience, Cost and Communication</p> <p><b>Communicative structures</b> which is the best answer?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	Kahoot quiz	checking for understanding quiz results
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	Lesson 1. Traditional marketing vs Innovative marketing
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 MIN	Learning about new trends in Marketing	WHAT DOES TEACHER DO: - Teacher introduces new topic WHAT DO THE STUDENTS DO: - Students take notes	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Success Digital Marketing Innovation Customer wants and needs New perspectives</p> <p><b>Communicative structures</b></p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Teacher Presentation	Student observation
L	S	R	W								

2	15 min	Comparing marketing campaigns Noticing how marketing has evolved	<p>WHAT DOES TEACHER DO: - Teacher shows different picture from different marketing campaign (from vintage advertisements to modern ones) and invite students to notice what the differences are. The learning aim is to notice how marketing has evolved</p> <p>WHAT DO THE STUDENTS DO: - Students observe the pictures and take notes on what they are noticing completing activity 1 in the activity sheet.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1131 167 1471 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Product oriented strategy, customer oriented strategy, customer wants and needs, promotion and communication</p> <p><b>Communicative structures</b> Can you identify differences between...?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• UNIT 2 LESSON 1.docx</li> </ul> <p>Unit 2, lesson 1, activity 1</p>	<p>Informal assessment: - Student observation - Checking for understanding</p>
L	S	R	W								

3	25 min	<p>Debating and supporting ideas and opinion about what makes a marketing campaign great, by playing the role of a team of marketers.</p>	<p>WHAT DOES TEACHER DO: - Teacher invites students to complete activity 2: Role playing game. - Teacher writes on the blackboard the come communicative structures that students can use in the game.</p> <p>WHAT DO THE STUDENTS DO: - Students will work in group and participate to a role playing game: each group will play the role of a team of marketers who has been assigned with a task "what makes a marketing campaign great?" "what do you need to focus on".</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1131 167 1473 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Success, customer centricity, innovation</p> <p><b>Communicative structures</b> How would you improve? what is your opinion?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>• UNIT 2 LESSON 1.docx</p> <p>Unit 2, lesson 1, activity 2</p>	<p>Informal assessment: - Student observation - Checking for understanding</p>
L	S	R	W								

4	5 MIN	Checking learning aims	<p>WHAT DOES THE TEACHER DO: - Teacher will revise class's content with the help of the students, using a check list on the blackboard</p> <p>WHAT DO THE STUDENTS DO: - Students self-assess their learning process for today's class.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1131 167 1471 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Customer centricity, product orientation, pricing strategy, marketing strategy</p> <p><b>Communicative structures</b> What did we learn today?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	blackboard	self assessment
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	lesson 2. Understanding digital marketing
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 MIN	Predicting ideas on Digital Marketing	<p>WHAT DOES THE TEACHER DO: - Teacher invites students to work in pair and brainstorm ideas on what they think digital marketing is about</p> <p>WHAT DO STUDENTS DO: - In pair, students brainstorm ideas, then report to the class</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Internet, social media, communication, web, SEO, evolution of marketing</p> <p><b>Communicative structures</b> I believe that.... Has something to do with digital marketing? What about...?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- Students notes	Informal assessment - Checking for students answer on the task assigned
L	S	R	W								

2	10 min	Understanding what digital marketing is Spotting vocabulary (reading activity)	WHAT DOES THE TEACHER DO: - Teacher invites students to complete activity 1, part 1. before watching the video - - WHAT DO STUDENTS DO: - Students try and predict the meaning of the words/expressions that are used in the video they are about to watch, in order to familiarize with the language used.	<b>Skills</b> <div style="border: 1px solid black; display: flex; justify-content: space-around; padding: 2px;">L S R W</div> <b>Key vocabulary</b> Digital channels, big data, customer relation, interaction, cost effective, challenges  <b>Communicative structures</b> By using digital channels... What does it mean?	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• lesson 2, unit 2, activity 1, 2 3.docx</li> </ul> Unit 2, lesson 2 activity 2, part 1 (BEFORE WATCHING THE VIDEO) Link video: <a href="#">link</a>	Informal assessment: - Student observation - Checking for understanding
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3	30 min	Understanding what Digital marketing is	WHAT DOES THE TEACHER DO: - Teacher play the video twice and ask students to complete activity 2, part 2 WHAT DO STUDENTS DO: - Students complete activity 2 part 2 - Students report to the class	<b>Skills</b> <div style="border: 1px solid black; display: flex; justify-content: space-around; padding: 2px;">L S R W</div> <b>Key vocabulary</b> Digital channels, big data, customer relation, interaction, cost effective  <b>Communicative structures</b> I believe that is...	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• lesson 2, unit 2, activity 1, 2 3.docx</li> </ul> Unit 2, lesson 2 activity 2, part 2 (WHILE WATCHING THE VIDEO) Link video: <a href="#">link</a>	Informal assessment: - Student observation - Checking for understanding
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4	5 MIN	Formulating answers to 2 questions (homework assignment)	<p>WHAT DOES THE TEACHER DO: - Teacher assigns homework.</p> <p>WHAT DO THE STUDENTS DO: - Students will work on two questions at home, trying to formulate the answers based on what they have learned and report their answers to the class next week</p>	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> <b>R</b> <b>W</b></p> <p><b>Key vocabulary</b> Digital channels, big data, customer relation, interaction, cost effective</p> <p><b>Communicative structures</b> 1. What are consumers more likely to be influenced by today? 2. Why do you need access to all of the customers and market data?</p>	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>• lesson 2, unit 2, activity 1, 2 3.docx</p> <p>Unit 2, lesson 2, activity 3.</p>	- Self-assessment
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	3	<b>Title</b>	lesson 3. Understanding digital marketing: revision and quiz
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 MIN	Formulating answers to 2 questions (homework assignment)	<p>WHAT DOES THE TEACHER DO: - Teacher invites students to work in pair and compare their homework - Teacher checks and hear when students are speaking during pair work activity</p> <p>WHAT DO THE STUDENTS DO: - Students report to the class the answers they have formulated</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Digital channels, big data, customer relation, interaction, cost effective</p> <p><b>Communicative structures</b> In my opinion... What do you think about... What if...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• lesson 2, unit 2, activity 1, 2 3.docx</li> </ul> <p>Unit 2, lesson 2, activity 3.</p>	peer assessment
L	S	R	W								

2	10 MIN	Reviewing vocabulary	<p>WHAT DOES THE TEACHER DO: - Teacher invites students to work in group and create a list of words/verbs that they believe are relevant to Digital Marketing, then ask them to write the words/verbs on pieces of paper - Teacher gather all the words/verbs that students have written</p> <p>WHAT DO THE STUDENTS DO: - Students writes on pieces of paper every word or verb they think it's important in Digital Marketing.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1160 167 1496 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Digital channels, big data, customer relation, interaction, cost effective, Internet, social media, communication, web, SEO, to innovate, to promote, target market, customer centricity.</p> <p><b>Communicative structures</b> What about... I think this word is relevant...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	students notes	self assesment
L	S	R	W								

3	30 min	Reviewing content and vocabulary Learning game: "WHO KNOWS..?"	<p>WHAT DOES THE TEACHER DO: - Teacher hands out flashcards with few questions on and invite teams to play a game called "Who knows"</p> <p>WHAT DO THE STUDENTS DO: - Students will play in team. Each team member will receive a card with few questions on it and will ask his/her team- mates "who knows...?" Then will report the name of the person that knew the answer to the question.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1160 986 1496 1031"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary related to digital marketing, marketing mix and STP process</p> <p><b>Communicative structures</b> Who knows what this mean?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>Unit 2, lesson 3 activity 1- 2.docx</li> </ul> <p>Unit 2, lesson 3, activity 2 Flash cards created by the teacher</p>	Peer- assessment
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	LESSON 1.DIGITAL MARKETING PLAN. Tools in action
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 MIN	LISTING NEW VOCABULARY	<p>WHAT DOES THE TEACHER DO: - Teacher introduces new topic: what is a marketing plan? WHAT DO THE STUDENTS DO: - Students take notes of the vocabulary that it's going to be used in class related to a marketing plan</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Plan, objectives, strategy, to set up, to aim at, to maximize, to increase, market share, target market, implementation</p> <p><b>Communicative structures</b> What is a marketing plan?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Teacher presentation	Informal assessment - Checking for understanding
L	S	R	W								

2	40 min	Understanding digital marketing plan; Examining a video in order to account for the “Ingredients for a successful marketing plan”	WHAT DOES THE TEACHER DO: - Teacher plays a video and gives instructions to the students, then check the results and write them down on the blackboard. WHAT DO THE STUDENTS DO: - Students complete activity 1, then report their ideas.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>Lesson 1, Unit 3, activity 1.docx</li> </ul> Students notes Lesson 1, Unit 3, activity 1 VIDEO LINK: <a href="#">link</a>	Informal assessment: - Student observation - Checking for understanding				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
<b>Key vocabulary</b> Success, strategy, target market, implementation, opportunity											
				<b>Communicative structures</b> What is the best answer for this task? What conclusion can you draw?							

3	10 MIN	Understanding digital marketing plan; Practicing the use of marketing tools	WHAT DOES THE TEACHER DO: - Teacher invites students to look at the definition of “market research” presented as the first marketing tool of the Unit and then to look at one example of survey WHAT DO THE STUDENTS DO - Students comment on the example of survey: what is the survey’s goal? What does Nike wants to accomplish with it?	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>Lesson 1, Unit 3, activity 1.docx</li> </ul> Lesson 1, Unit 3, activity 2.	Informal assessment: - Student observation - Checking for understanding				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
<b>Key vocabulary</b> Customer’s buying decision, competing products, to submit a survey.											
				<b>Communicative structures</b> What do you think it’s the main purpose of...?							

4	40 min	Understanding digital marketing plan; Practicing the use of marketing tools (working on the group project task).	<p>WHAT DOES THE TEACHER DO: - Teacher invites students to complete TASK 1 in small groups</p> <p>WHAT DO THE STUDENTS DO - Students discuss, in small groups, a series of questions that would form a survey to submit to the youngest students in your school - In class, each group will report the series of questions they have come up with and choose the best 10 questions that will form the survey.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1144 167 1482 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> School management and marketing, preferences, issue, school paths</p> <p><b>Communicative structures</b> Can you elaborate a series of questions for a survey? What way would you ask...?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>Lesson 1, Unit 3, activity 1.docx</li> </ul> <p>Lesson 1, Unit 3 task 1.</p>	<p>Informal assessment: - Student observation - Checking for understanding</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	LESSON 2. DIGITAL MARKETING PLAN: situation analysis
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 MIN	Understanding SWOT analysis in marketing: Interpreting data; Reporting results	<p><b>WHAT DOES THE TEACHER DO:</b></p> <ul style="list-style-type: none"> <li>- Teacher invites students to work in groups and search information about SWOT analysis on the web (activity 1)</li> <li>- Teacher reports on the blackboard what the students have found out about the topic.</li> </ul> <p><b>WHAT DO THE STUDENTS DO -</b></p> <ul style="list-style-type: none"> <li>- Search on the web info about SWOT ANALYSIS and report to the class and teacher.</li> </ul>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> strengths, weaknesses, opportunities and threats, marketing strategy, tool, process</p> <p><b>Communicative structures</b> What definition can you find of..? What is the main idea of...?</p>	L	S	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input checked="" type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input type="checkbox"/> Individual work</li> </ul>	Blackboard, Students' smartphones (BYOD) .	<p><b>INFORMAL ASSESMENT:</b> - Check for understanding</p>
L	S	R	W								

2	20 min	Practicing marketing tools Discussing a case study; Pointing out strengths, weaknesses, opportunities and threats in a case study	WHAT DOES THE TEACHER DO: - Teacher explains what activity 2 is about. WHAT DO THE STUDENTS DO: - - Students play the “DESIRED END-STATE” GAME - - discuss results with your class.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>activity 1-2.docx</li> </ul> Lesson 2, Unit 3, activity 2	INFORMAL ASSESMENT: - Check for understanding - Student observation				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
<b>Key vocabulary</b> strengths, weaknesses, opportunities and threats											
				<b>Communicative structures</b> can you list strengths, weaknesses, opportunities and threats in this case?							

3	20 min	Debating the school’s SWOT analysis (working on group project task)	WHAT DOES THE TEACHER DO: - Teacher invites students to complete TASK 2. WHAT DO THE STUDENTS DO: - Students discuss, in small groups, strengths, weaknesses, opportunities and threats about School marketing strategy.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>activity 1-2.docx</li> </ul> Lesson 2, Unit 3, TASK 2.	INFORMAL ASSESMENT: - Check for understanding Student observation - Peer assesment				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
<b>Key vocabulary</b> strengths, weaknesses, opportunities and threats											
				<b>Communicative structures</b> Can you construct a SWOT analysis for your school? How would you describe your school SWOT analysis?							

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	3	<b>Title</b>	LESSON 3. DIGITAL MARKETING PLAN: social media and strategy
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 min	Reporting results of a group discussion	WHAT DOES THE TEACHER DO: - Teacher invites students to discuss in class each group's SWOT analysis WHAT DO THE STUDENTS DO: - Students in class discuss school's SWOT ANALYSIS	<b>Skills</b> <table border="1" style="margin-left: 20px;"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> strengths, weaknesses, opportunities and threats  <b>Communicative structures</b> We believe that... As far as...concerns...	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	STUDENTS NOTES	Informal assessment: - Student observation
L	S	R	W								

2	30 min	Analyzing Social media marketing characteristics Debating reasons for success	WHAT DOES THE TEACHER DO: - Teacher shows some interesting pictures of successful social media marketing example and invites students to try and capture the main features of it. WHAT DO THE STUDENTS DO: - Students in class observe and take notes - Students in group complete activity 1	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>Unit 3, lesson 3 activity 1, task 1.docx</li> </ul> Students notes UNIT 3, LESSON 3, ACTIVITY 1	Informal assessment: - Student observation				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
<b>Key vocabulary</b> Social media marketing, successful stories, digital tools											
				<b>Communicative structures</b> What do you think... What is your opinion on..? How would you rate							

3	40 min	Applying social media marketing to the group project	WHAT DOES THE TEACHER DO: - Teacher invites students to complete task 1. WHAT DO THE STUDENTS DO: - Students in group complete task 1.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>Unit 3, lesson 3 activity 1, task 1.docx</li> </ul> UNIT 3, LESSON 3, task 1.	Student observation				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
<b>Key vocabulary</b>											
				<b>Communicative structures</b>							

4	10 MIN	Cooperative learning: group project	<p>WHAT DOES THE TEACHER DO: - Teacher gives students guideline for the group project. After dividing the class in groups, the teacher gives instructions about the following roles: <input type="checkbox"/> Editor <input type="checkbox"/> Recorder <input type="checkbox"/> Webmaster <input type="checkbox"/> Liaison <input type="checkbox"/> Spokesperson: WHAT DO STUDENTS DO: - Students choose their own role in the group and discuss assignment</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1160 167 1496 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> GROUP ROLES</p> <p><b>Communicative structures</b> What is the role of...? Based on these roles, how would you organize your group project task?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	1	<b>Title</b>	LESSON 1. working on your presentation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 min	Revising content	<p>WHAT DOES THE TEACHER DO: - Teacher invites students to revise class's content through a Kahoot quiz and repeat each group assignment</p> <p>WHAT DO STUDENTS DO: - Students discuss assignment</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Module's vocabulary revision</p> <p><b>Communicative structures</b> which is the best answer to...?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Kahoot quiz	self assessment
L	S	R	W								

2	80 min	Working on the group project designing a digital marketing plan planning for objectives producing a final document	<p>WHAT DOES THE TEACHER DO: - Teacher facilitates group's work. WHAT DO STUDENTS DO: - Students work in team at their presentation</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1176 167 1514 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Task project vocabulary</p> <p><b>Communicative structures</b> what data is used to make this conclusion? What information would you use to support...?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	Students authentic materials.	<p>Informal assessment: Student observation Check for understanding</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	2	<b>Title</b>	Lesson 2. working on your presentation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 MIN	designing a digital marketing plan planning for objectives integrating information amongst groups producing a final document	WHAT DOES THE TEACHER DO: - Teacher facilitates group's work. WHAT DO STUDENTS DO: - Students work in team at their presentation	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Module's vocabulary</p> <p><b>Communicative structures</b> what choice have you made about..? How would you prioritise? what data is used to make this conclusion? What information would you use to support...?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Students' authentic materials.	Students' observation
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	3	<b>Title</b>	LESSON 3. working on your presentation and peer assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	80 min	designing a digital marketing plan for your school Planning for objectives integrating information amongst groups producing a final product	WHAT DOES THE TEACHER DO: - Teacher facilitates group's work. WHAT DO STUDENTS DO: - Students work in team at their presentation	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> module's vocabulary</p> <p><b>Communicative structures</b> what data is used to make this conclusion? What information would you use to support...?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	students' authentic materials	Informal assesment: - student observation
L	S	R	W								

2	20 min	evaluating and assessing your group	<p>WHAT DOES THE TEACHER DO: - Teacher distributes a “peer assessment” form and invites students to complete it. WHAT DO STUDENTS DO: - Students work on a peer assessment</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1077 164 1420 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td><b>W</b></td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	L	S	<b>R</b>	<b>W</b>	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>• PEER EVALUATION 5 A RIM.docx</p> <p>Peer assessment form.</p>	peer assessment
L	S	<b>R</b>	<b>W</b>								

# CLIL Lesson Plan

<b>Unit number</b>	5	<b>Lesson number</b>	1	<b>Title</b>	PRESENTATION AND EVALUATION
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	100 MIN	Evaluating your group project	WHAT DOES THE TEACHER DO: - Teacher evaluates students presentation WHAT DO STUDENTS DO: - Each group present their work	<b>Skills</b> <table border="1" style="margin-left: 20px;"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> MODULE'S VOCABULARY  <b>Communicative structures</b>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>evaluation grid 5 a rim.docx</li> </ul> Students' authentic materials.	Formal assessment using and evaluation grid for the group presentation.
L	S	R	W								