#### CLIL Module Plan

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School	Itet Fontana- R	et Fontana- Rovereto						
School Grade	O Primary	O Primary O				High		
School Year	01	O 2	03 04		0 4		<b>©</b> 5	
Subject	Economia	onomia <b>Topic</b>			Digital and content marketing			
<b>CLIL Language</b>	<ul><li>English</li></ul>	English O Deutsch						

#### Personal and social-cultural preconditions of all people involved

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.

Students' prior
knowledge,
skills,
competencies

#### Subject

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.

#### Language

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.

Timetable fit	odule Len	gth 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

Unit: 1

UNIT 1. Fundamentals of Marketing

**Unit length:** 1 h per lesson (5 hours)

Lesson 1

LESSON 1. The STP process

Lesson 2

LESSON 2. Define your target market

Lesson 3

LESSON 3. Marketing mix: 4 P's vs 4

C's

Unit: 2

DIGITAL MARKETING: what is new in Marketing? Traditional marketing versus innovative mar

**Unit length:** 1 h per lesson (3 hours)

Lesson 1

Lesson 1. Traditional marketing vs Innovative marketing

Lesson 2

lesson 2. Understanding digital marketing

Lesson 3

lesson 3. Understanding digital marketing: revision and quiz

**Unit:** 3

UNIT 3. DIGITAL MARKETING PLAN

**Unit length:** 1 h per lesson (5 hours)

Lesson 1

LESSON 1.DIGITAL MARKETING PLAN. Tools in action

Lesson 2

LESSON 2. DIGITAL MARKETING PLAN: situation analysis

Lesson 3

LESSON 3. DIGITAL MARKETING PLAN: social media and strategy

Unit: 4

UNIT 4. WORKING ON YOUR SCHOOL DIGITAL MARKETING PLAN

**Unit length:** 1 h per lesson (5 hours)

Lesson 1

LESSON 1. working on your presentation

Lesson 2

Lesson 2. working on your presentation

Lesson 3

LESSON 3. working on your presentation and peer assessment

**Unit:** 5

UNIT 5. PRESENTATION AND EVALUATION

**Unit length:** 1 h per lesson (2 hours)

Lesson 1

PRESENTATION AND EVALUATION

Unit number 1 Lesson number 1 Title LESSON 1. The STP process

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	Key vocabulary Vocabulary reeded in the first unit: Segmentation, targeting, positioning, buying motives, digital marketing plan  Communicative structures Have you ever heard of?	■ Whole class □ Group work □ Pair work □ Individual work	Module plan	Informal assessment: - Student observation

2	15 min	- Ordering the STP process; - Reviewing fundamentals of marketing - Listing words/verbs/sentences related to "marketing"	warm-up activity. It is a "silent	Skills  L S R W  Key vocabulary Advertising, product, price, market,	■ Whole class ■ Group work □ Pair work □ Individual work	• FDLaoG (1).pdf	Informal assessment: - Student observation - Checking for understanding
			support"; 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	Communicative structures 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?			

3	20 min	- Reviewing fundamentals of marketing - Identifying new vocabulary	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 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).	Key vocabulary Nouns: geographic segmentation, behavioral segmentation, psychographic segmentation, marketing mix. Verbs: to win over competition, to be a company's main focus  Communicative structures What do you notice? What do you think it means? Can you give other example?	■ Whole class ■ Group work □ Pair work □ Individual work	ACTIVITY 1     activating     english.docx  link to the video: link	Informal assessment: - Student observation - Checking for understanding
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4	10 MIN	- Defining buying motives; - Summarizing content	WHAT DOES TEACHER DO: - Teacher present examples of reasons driving people to buy products and define	Skills  L S R W  Key vocabulary Rational motives and emotional motives;	■ Whole class □ Group work □ Pair work □ Individual work	SmartBoard Prezi Presentation Students notes	Informal assessment: - Student observation - Checking for understanding
			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.	Communicative structures Will you state in your own words? How would you summarize?			

5	10 MIN	- Identifying vocabulary - Predicting meaning of words and expression based on what the content of the video is	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.	Key vocabulary Target market; segmentation; strategy  Communicative structures Who knows what does this mean?	■ Whole class □ Group work □ Pair work □ Individual work	ACTIVITY 1     activating     english.docx  Unit 1, lesson 1,     activity 1.  Material designed by the teacher (based on this video: link	Informal assessment: - Student observation Checking for understanding
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6	25 min	- Analyzing the information given - Identifying the mistake - Comparing and discussing with classmates	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.	Key vocabulary Target market; segmentation; strategy  Communicative structures I believe I think Why would you think that	■ Whole class ■ Group work □ Pair work □ Individual work	ACTIVITY 1     activating     english.docx  Unit 1, lesson 1,     activity 2 Material     designed by the     teacher     Blackboard	Informal assessment: - Student observation - Checking for understanding
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7	10 min	- Generating ideas on businesses' keys to success - Discussing ideas and opinions - Revising today's content by summarizing and producing a map	WHAT DOES TEACHER DO: - Teacher invites	Skills  L S R W	■ Whole class	<ul> <li>ACTIVITY 1         activating         english.docx</li> </ul>	Informal assessment: - Student
		Revising today's content by	students to discuss what they have learned about McDonald's	<b>Key vocabulary</b> Target market; segmentation; strategy	work □ Pair work □ Individual work	Unit 1, lesson 1, activity 3 Material designed by the teacher	observation - Checking for understanding
		producing a map	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.	Communicative structures I believe In my opinion		Blackboard	

Unit number 1 Lesson number 2 Title LESSON 2. Define your target market

Activity	Timing	Learning Outcomes	<b>Activity Procedure</b>	Language	Interaction	Materials	Assessment
1 10 min	vocabulary	WHAT DOES TEACHER DO: - Teacher asks: "what do you remember	Skills  L S R W	■ Whole class		Pre and post assessment: in order to see how much students can recall of the last class and how much they have	
		from last class	3	Key vocabulary Segmentation, Targeting profile, positioning of the product	work  Pair work  Individual  work		
			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.	Communicative structures What do you remember? What did we discuss last week?			improved.

2	35 min	- Producing a target market profile	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	Key vocabulary Segmentation type, target market profile  Communicative structures We decided Our target market is Based on our product	■ Whole class Group work ■ Pair work ■ Individual work	UNIT 1 LESSON     2.docx     ACTIVITY 1.     PRODUCTS.docx  Products activity sheet Unit 1, lesson 2 activity 1 (for instructions)	Informal assessment - Checking for understanding
3	5 MIN	Revising today's content by summarizing and producing a map.	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	Skills  L S R W  Key vocabulary Segmentation, Targeting profile, positioning of the product  Communicative	■ Whole class □ Group work □ Pair work □ Individual work	BLACKBOARD	Informal assessment: - Student observation Post assessment: - how much students have improved in terms of vocabulary use

structures

market...

Segmentation is... In

order to define a target

and

skills.

communication

Unit number 1 Lesson number 3 Title LESSON 3. Marketing mix: 4 P's vs 4 C's

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5 min	Recalling vocabulary from last class and introducing new topic	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. WHAT DO THE STUDENTS DO: - They recall vocabulary: - They report their previous knowledge about new content.	Key vocabulary Vocabulary they have learned about marketing mix  Communicative structures What do you remember? How do you spell that?	■ Whole class □ Group work □ Pair work □ Individual work	BLACKBOARD	Informal assessment: checking for understanding

2	15 min	- Understanding the fundamentals marketing mix: 4 P's and 4 C's	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 WHAT DO THE STUDENTS DO: - They take note - They try and predict meaning, based on what they recall about the	Key vocabulary Product, Place, Price, Promotion, Consumer, Convenience, Cost and Communication  Communicative structures What does it indicate? Can you give an	■ Whole class Group work Pair work Individual work	Blackboard Students' notes	Student observation
			content (if previously introduced in their English classes)	example of?			

3	50 MIN	- Identifying 4 P's and 4 C's	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	Key vocabulary Product, Place, Price, Promotion, Consumer, Convenience, Cost and Communication  Communicative structures what way would you design a marketing mix? How would you apply what you learned to develop?	■ Whole class ■ Group work □ Pair work □ Individual work	• UNIT 1 LESSON 2.docx • ACTIVITY 1. PRODUCTS.docx 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 link - Web using smartphones (BYOD)	informal assessment - Student observation - Group presentation - Checking for understanding
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4	20 MIN	- Outlining fundamentals of marketing mix	WHAT DOES TEACHER DO: - Teacher will invite students to summarize what they have been working on using the blackboard WHAT DO THE STUDENTS DO: - Students will create a map on the blackboard	L S R W  Key vocabulary Product, Place, Price, Promotion, Consumer, Convenience, Cost and Communication	■ Whole class ■ Group work □ Pair work □ Individual work	Blackboard	Informal assessment - Student observation - Group presentation - Checking for understanding
			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)	Communicative structures Can you make a distinction between the 4 P's and 4 C's?			

5	10 min	Reviewing contest through a quiz on line	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	L S R W  Key vocabulary Product, Place, Price, Promotion, Consumer, Convenience, Cost and Communication	■ Whole class □ Group work □ Pair work □ Individual work	Kahoot quiz	checking for understanding quiz results
	Students p Kahoot qu Then, they what their about the "Fundame	STUDENTS DO: - Students play the Kahoot quiz in teams; - Then, they self-assess what their knowledge about the topic "Fundamentals of marketing" is	Communicative structures which is the best answer?				

Unit number 2 Lesson number 1 Title Lesson 1. Traditional marketing vs Innovative marketing

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	Skills  L S R W  Key vocabulary Success Digital Marketing Innovation Customer wants and needs New perspectives  Communicative structures	■ Whole class □ Group work □ Pair work □ Individual work	Teacher Presentation	Student observation

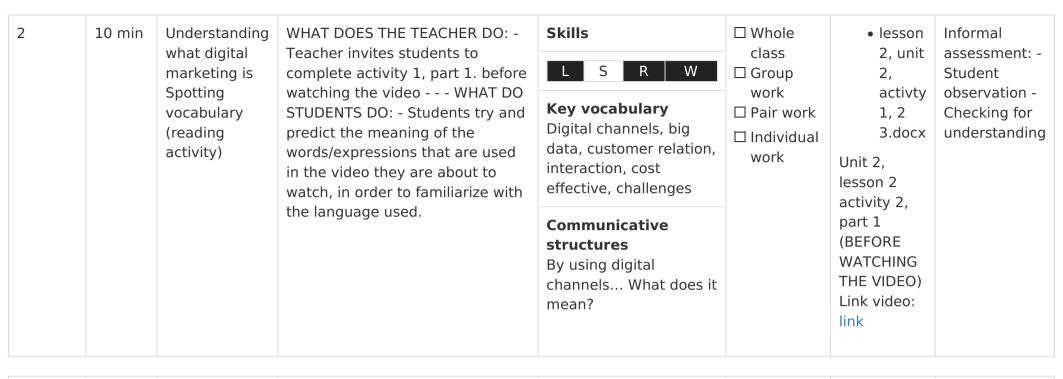
2	15 min	Comparing marketing campaigns Noticing how marketing has evolved	WHAT DOES TEACHER DO: - Teacher shows different picture from different marketing campaign (from vintage advertisements to modern ones) and invite students to notice what the differences are. The learning aim is to notice how marketing has evolved WHAT DO THE STUDENTS DO: - Students observe the pictures and take	Key vocabulary Product oriented strategy, customer oriented strategy, customer wants and needs, promotion and communication	■ Whole class ■ Group work □ Pair work □ Individual work	• UNIT 2 LESSON 1.docx Unit 2, lesson 1, activity 1	Informal assessment: - Student observation - Checking for understanding
			notes on what they are noticing completing activity 1 in the activity sheet.	Communicative structures Can you identify differences between?			

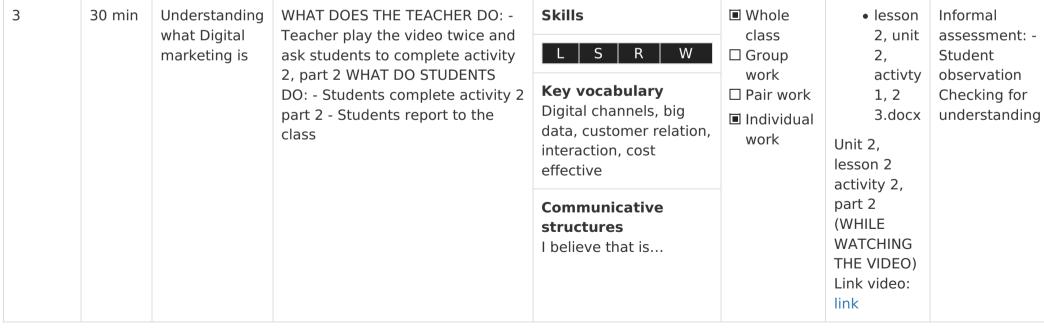
3	25 min	Debating and supporting	WHAT DOES TEACHER DO: - Teacher invites students to complete activity 2: Role playing	Skills  L S R W	<ul><li>Whole class</li><li>Group</li></ul>	• UNIT 2 LESSON 1.docx	Informal assessment: - Student
		ideas and opinion about what makes a	game Teacher writes on the blackboard the come communicative structures that students can use in the game.	<b>Key vocabulary</b> Success, customer centricity, innovation	work Pair work Individual work	Unit 2, lesson 1, activity 2	observation - Checking for understanding
		marketing campaign great, by playing the role of a team of marketers.	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".	Communicative structures How would you improve? what is your opinion?			

4	5 MIN	Checking learning aims	WHAT DOES THE TEACHER DO: - Teacher will revise class's content with the help of the students,	Skills  L S R W	■ Whole class	blackboard	self assessment
	using a check list on the blackboard WHAT DO THE STUDENTS DO: - Students self-assess their learning process for today's class.	Key vocabulary Customer centricity, product orientation, pricing strategy, marketing strategy	work □ Pair work □ Individual work				
			Communicative structures What did we learn today?				

Unit number 2 Lesson number 2 Title lesson 2. Understanding digital marketing

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5 MIN	Predicting ideas on Digital Marketing	WHAT DOES THE TEACHER DO: - Teacher invites students to work in pair and brainstorm ideas on what they think digital marketing is about WHAT DO STUDENTS DO: - In pair, students brainstorm ideas, then report to the class	Key vocabulary Internet, social media, communication, web, SEO, evolution of marketing  Communicative structures I believe that Has something to do with digital marketing? What about?	■ Whole class □ Group work ■ Pair work □ Individual work	- Students notes	Informal assessment - Checking for students answer on the task assigned



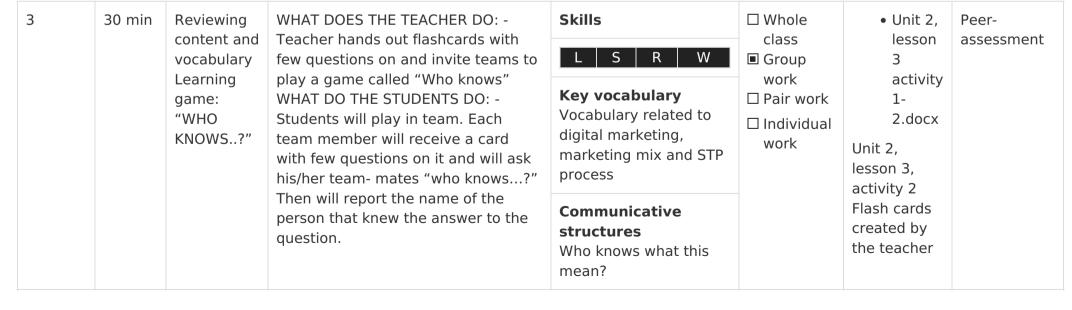


4	5 MIN	Formulating answers to 2 questions (homework assignment	WHAT DOES THE TEACHER DO: - Teacher assigns homework. WHAT DO THE STUDENTS DO: - Students will work on two questions at home, trying to formulate the answers based on want they have learned and report their answers to the class next week	L S R W  Key vocabulary Digital channels, big data, customer relation, interaction, cost effective	☐ Whole class ☐ Group work ☐ Pair work ■ Individual work	• lesson 2, unit 2, activty 1, 2 3.docx Unit 2, lesson 2, activity 3.	- Self- assessment
				Communicative structures 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?			

Unit number 2 Lesson number 3 Title lesson 3. Understanding digital marketing: revision and quiz

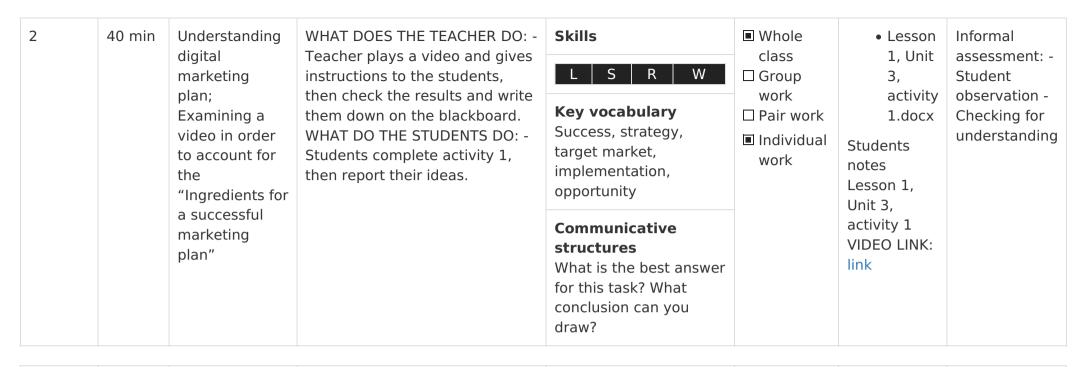
Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 MIN	Formulating answers to 2 questions (homework assignment	WHAT DOES THE TEACHER DO: - Teacher invites students to work in pair and compare their homework - Teacher checks and hear when students are speaking during pair work activity WHAT DO THE STUDENTS DO: - Students report to the class the answers they have formulated	Key vocabulary Digital channels, big data, customer relation, interaction, cost effective  Communicative structures In my opinion What do you think about What if	□ Whole class □ Group work ■ Pair work □ Individual work	• lesson 2, unit 2, activty 1, 2 3.docx Unit 2, lesson 2, activity 3.	peer assessment

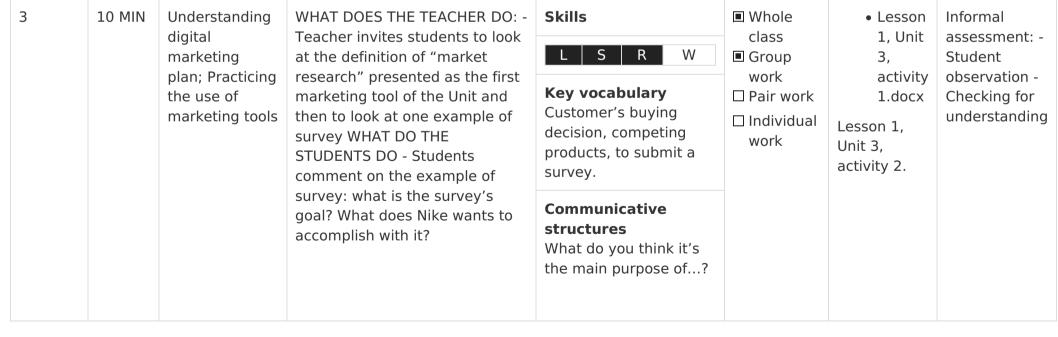
this word is relevant	group and create a list of words/ verbs that they believe are relevant to Digital Marketing, then ask them to write the words/verbs on pieces of paper - Teacher gather all the words/verbs that students have written WHAT DO THE STUDENTS DO: - Students writes on pieces of paper every word or verb they think it's important in Digital Marketing.	data, customer relation, interaction, cost effective, Internet, social media, communication, web, SEO, to innovate, to promote, target market, customer centricity.  Communicative structures What about I think	□ Group work □ Pair work □ Individual work		
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Unit number 3 Lesson number 1 Title LESSON 1.DIGITAL MARKETING PLAN. Tools in action

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 MIN	LISTING NEW VOCABULARY	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	Key vocabulary Plan, objectives, strategy, to set up, to aim at, to maximize, to increase, market share, target market, implementation  Communicative structures What is a marketing plan?	■ Whole class □ Group work □ Pair work □ Individual work	Teacher presentation	Informal assessment - Checking for understanding



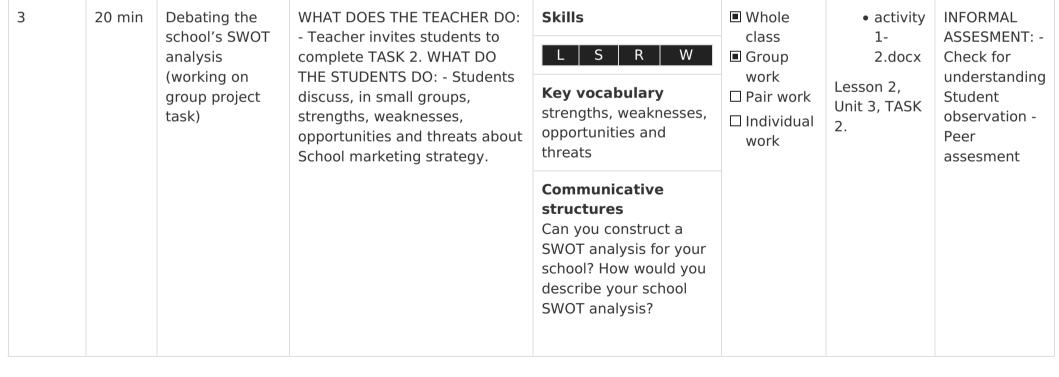


4	40 min	Understanding digital marketing plan; Practicing the use of marketing tools (working on the group project task).	Itigital Teacher invites students to complete TASK 1 in small groups WHAT DO THE STUDENTS DO - Students discuss, in small groups, a series of questions working on the group project Submit to the youngest students	Key vocabulary School management and marketing, preferences, issue, school paths	■ Whole class ■ Group work □ Pair work □ Individual work	• Lesson 1, Unit 3, activity 1.docx Lesson 1, Unit 3 task 1.	Informal assessment: - Student observation - Checking for understanding
		questions they have come up with and choose the best 10 questions that will form the survey.	Communicative structures Can you elaborate a series of questions for a survey? What way would you ask?				

 Unit number
 3
 Lesson number
 2
 Title
 LESSON 2. DIGITAL MARKETING PLAN: situation analysis

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 MIN	Understanding SWOT analysis in marketing: Interpreting data; Reporting results	WHAT DOES THE TEACHER DO:  - Teacher invites students to work in groups and search information about SWOT analysis on the web (activity 1)  - Teacher reports on the blackboard what the students have found out about the topic. WHAT DO THE STUDENTS DO - Search on the web info about SWOT ANALYSIS and report to the class and teacher.	Key vocabulary strengths, weaknesses, opportunities and threats, marketing strategy, tool, process  Communicative structures What definition can you find of? What is the main idea of?	■ Whole class ■ Group work □ Pair work □ Individual work	Blackboard, Students' smartphones (BYOD) .	INFORMAL ASSESMENT: - Check for understanding

2	20 min	Practicing	WHAT DOES THE TEACHER DO:	Skills	■ Whole	<ul><li>activity</li></ul>	INFORMAL
		marketing tools Discussing a case study; Pointing out	- Teacher explains what activity 2 is about. WHAT DO THE STUDENTS DO: Students play the "DESIRED END-STATE"	L S R W  Key vocabulary	class Group work Pair work	1- 2.docx Lesson 2,	ASSESMENT: - Check for understanding - Student
		strengths, weaknesses, opportunities	GAME discuss results with your class.	strengths, weaknesses, opportunities and threats	□ Individual work	Unit 3, activity 2	observation
		and threats in a case study		Communicative structures can you list strengths, weaknesses, opportunities and threats in this case?			



Unit number 3 Lesson number 3 Title LESSON 3. DIGITAL MARKETING PLAN: social media and strategy

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	Skills  L S R W  Key vocabulary strengths, weaknesses, opportunities and threats	■ Whole class □ Group work □ Pair work □ Individual work	STUDENTS NOTES	Informal assessment: - Student observation
				Communicative structures We believe that As far asconcerns			

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	Key vocabulary Social media marketing, successful stories, digital tools  Communicative structures What do you think What is your opinion on? How would you rate	■ Whole class ■ Group work □ Pair work □ Individual work	• Unit 3, lesson 3 activity 1, task 1.docx Students notes UNIT 3, LESSON 3, ACTIVITY 1	Informal assessment: - Student observation
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.	Skills  L S R W  Key vocabulary	■ Whole class ■ Group work □ Pair work	• Unit 3, lesson 3 activity 1, task 1.docx	Student observation

structures

LESSON 3,

task 1.

4	10 MIN	Cooperative learning: group project	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:   Editor	Skills  L S R W  Key vocabulary GROUP ROLES	☐ Whole class ☐ Group work ☐ Pair work ☐ Individual
			Recorder   Webmaster   Liaison   Spokesperson: WHAT DO STUDENTS DO: - Students choose their own role in the group and discuss assignment	Communicative structures What is the role of? Based on these roles, how would you organize your group project task?	work

Unit number 4 Lesson number 1 Title LESSON 1. working on your presentation

Activity	Timing	Learning Outcomes	<b>Activity Procedure</b>	Language	Interaction	Materials	Assessment
1	20 min	Revising content	WHAT DOES THE TEACHER DO: - Teacher invites students to	Skills	■ Whole class	Kahoot	self assessment
			revise class's content through	L S R W	☐ Group	quiz	
			STUDENTS DO: - Students	<b>Key vocabulary</b> Module's vocabulary revision	work  Pair work  Individual work		
				Communicative structures which is the best answer to?			

2	group	3	WHAT DOES THE TEACHER DO: - Teacher facilitates group's work. WHAT DO STUDENTS	Skills  L S R W	□ Whole class ■ Group	Students authentic materials.	Informal assessment: Student
		marketing plan planning for objectives	DO: - Students work in team at their presentation	<b>Key vocabulary</b> Task project vocabulary	work ☐ Pair work ☐ Individual	materials.	observation Check for understanding
		producing a final document		Communicative structures what data is used to make this conclusion? What information would you use to support?	work		

Unit number 4 Lesson number 2 Title Lesson 2. working on your presentation

Activity	Timing	Learning Outcomes	<b>Activity Procedure</b>	Language	Interaction	Materials	Assessment
1	50 MIN	designing a digital marketing plan planning for objectives	WHAT DOES THE TEACHER DO: - Teacher facilitates group's work. WHAT DO	Skills  L S R W	□ Whole class ■ Group	Students' authentic materials.	Students' observation
		integrating information amongst groups producing a final	STUDENTS DO: - Students work in team at their presentation	<b>Key vocabulary</b> Module's vocabulary	work □ Pair work □ Individual	materials.	
		document		Communicative structures 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?	work		

Unit number 4 Lesson number 3 Title LESSON 3. working on your presentation and peer assessment

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	80 min	designing a digital marketing plan for	WHAT DOES THE TEACHER DO: - Teacher	Skills	□ Whole class	students'	Informal assesment: -
		your school	facilitates group's work.	L S R W	■ Group work	authentic materials	student observation
	Planning for WHAT DO STUDENTS objectives DO: - Students work in team at their	<b>Key vocabulary</b> module's vocabulary	□ Pair work		observation		
		integrating	presentation	-	☐ Individual work		
		amongst groups producing a final product	communicative structures what data is used to make this conclusion? What information would you use to support?	WOIK			

2	20 min	evaluating and assessing your group	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	Skills  L S R W  Key vocabulary	□ Whole class □ Group work □ Pair work ■ Individual work		peer assessment
				Communicative structures			

 Unit number
 5
 Lesson number
 1
 Title
 PRESENTATION AND EVALUATION

Activity	Timing	Learning Outcomes	<b>Activity Procedure</b>	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	Skills  L S R W  Key vocabulary MODULE'S VOCABULARY  Communicative structures	□ Whole class ■ Group work □ Pair work □ Individual work	<ul> <li>evaluation grid 5 a rim.docx</li> <li>Students' authentic materials.</li> </ul>	Formal assessment using and evaluation grid for the group presentation.