

Lesson plan

School: High

Year: 4

Subject: Marketing

Topic: Marketing Mix (introduction)

CLIL language: English

Teacher / Teaching team profile

Teacher's role: Main Teacher

Subject taught: Business Economics

Student group profile (general) CEFR Level: A2

X Experiences of CLIL

English mother tongue

Other mother tongue

Migrant background

Special Educational Needs :

Other:

Timetable fit: Lesson (100 minutes)

Previous lessons: The role of marketing; The marketing plan (audit and objectives); The marketing plan (marketing strategy).

Future lessons: The Marketing mix (product); The Marketing mix (price); The marketing mix (place); The marketing mix (promotion); The marketing budget.

Resources & tools

Interactive whiteboard with Internet access; Colour-coded paper cut-outs (ideally laminated so that they can be reused); Colour-coded task cards

The role of marketing; PESTEL analysis, SWOT analysis; Porter's five forces.

Subject vocabulary like i.e. retailer, wholesaler, segment, USP, leafleting.

(Learners should have these in a glossary which is built up lesson after lesson and which they can access)

Learning Outcomes expected for this lesson

Cognitive-linguistic competencies to develop. E.g. see the document "Critical thinking skills".

Identification and recall of information

Comprehension (organisation and selection of facts and ideas)

Synthesis (combining ideas to form a new whole)

Methodology

How the teacher in a particular lesson manages to integrate language and content

- Usage of different materials in particular a music video which simultaneously provides both visual and auditory inputs and exposes learners to the English culture
- Tasks devised to also provide scaffolding to gradually access the content
- Cooperative learning

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
1	<p>The purpose of this activity is:</p> <ul style="list-style-type: none"> - to introduce learners to the concept of marketing mix - to develop their listening comprehension - to put them into contact with another culture (the music video was developed for English students) - to try to capture their interest 	<p>The teacher briefly explains to the students that:</p> <ul style="list-style-type: none"> - they are going to be shown a music video. - the title of the song is “The marketing mix song” <p>- at the end of this lesson they should know which four elements make up the marketing mix and their significance.</p>	<p>- Listening comprehension</p>	<ul style="list-style-type: none"> o <i>Whole</i> o <i>Group</i> o <i>Pair</i> o <i>x</i> 	<p>The following music video is shown on the interactive whiteboard:</p> <p>https://www.youtube.com/watch?v=m_GMY-p9WbY</p> <p>(Should the link above not work it is easily found by googling “the marketing mix song”)</p>	<p>- 10 minutes (4 for the explanation, 6 listening time)</p>	<p>The assessment is implicit in that listening to the song should provide learners with the scaffolding needed to execute the next task.</p>
2	<ul style="list-style-type: none"> - to help learners to access the content of the lesson - to develop knowledge by identification and recall of information 	<ul style="list-style-type: none"> - The students (ideally 15) are divided into 5 groups of 3. - The teacher provides 4 groups with one different scrambled up verse of the song each; the 5th group is provided with the scrambled up text of the chorus 	<ul style="list-style-type: none"> - Reviewing vocabulary and learning new vocabulary through cooperative learning. - Reviewing grammar structures by putting words in the right sequence. 	<ul style="list-style-type: none"> o <i>Whole</i> o <i>x</i> o <i>Pair</i> o <i>Individ</i> 	<p>Colour-coded paper cut-outs of the verses and chorus of the song.</p>	<p>- 15 minutes</p>	<ul style="list-style-type: none"> - To assess content the teacher takes note of which groups have successfully completed the task in the allotted time. - To assess learners' communication skills, cognitive skills and attitudes

(as the chorus is sung several times, this group has a slightly easier task and could therefore include weaker students)
 - The teacher tells the students that they must unscramble the verse of the song that they were given.
 - While the students work at their task the teacher circulates the groups to check their progress and provide help where needed.

towards learning, the teacher uses assessment sheets (such as the one provided in the enclosures which was taken from p. 86 of the volume “The TKT course – CLIL module; Cambridge University Press). (While the students work at their task the teacher notes down which learners meet each criteria).

- 3** - to develop comprehension by making learners organise and select facts and ideas
 - to develop learners' communication skills through group interaction
- The teacher provides all learners with a colour-coded task card (different for each group). On each card is the text of the verse that they have just unscrambled and a few questions (between 3 and 5) on the text that they must answer. The students of each group work together but each student must write down the answers on
- Oral production to decide on a common answer
 - Written production
- o *Whole* Colour-coded task cards with the texts of the song and the questions that learners must answer.
 - o *x*
 - o *Pair*
 - o *Individ*
- 20 minutes
- Some peer assessment on agreeing on the written output.
 - Assessment sheets (as in activity 2)

		his/her own task card. - While the students work at their task the teacher accesses the groups to check their progress and provide help where needed.				
4	- to develop listening comprehension	The teacher shows the music video a second time telling the student to make notes of the sequence of the verse of their respective group.	- Listening comprehension	<ul style="list-style-type: none"> o <i>Whole</i> o <i>x</i> o <i>Pair</i> o <i>Individ</i> 	Same material as in activity 1 and 3 respectively.	- 5 minutes -
5	- to consolidate learning - to develop cooperative skills	- The students are divided into 3 groups of 5 each so that each new group is made up of 5 "experts" (each of a different verse). - In turn each "expert" (starting with the one that has the first verse and so on) illustrates his verse to the other members of his group which take notes, ask for clarification and eventually provide their feedback.	- Oral production - Some possible peer revision of the previous written production	<ul style="list-style-type: none"> o <i>Whole</i> o <i>x</i> o <i>Pair</i> o <i>Individ</i> 	Some colour-coded sheets of paper to take notes.	- 25 minutes - Assessment sheets (as in activity 2)

- While the students work at their task the teacher circulates the groups to check their progress and provide help where needed.

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- to develop synthesis skills by combining ideas to form a new whole.
- to develop cooperative learning skills

The teacher provides each learner with a new colour-coded task card and tells them that now they must synthesise each verse of the song (in the right sequence) so that they have a summary of the song.
- While the students work at their task the teacher accesses the groups to check their progress and provide help where needed.

- Written production

- o *Whole*
- o *x*
- o *Pair*
- o *Individ*

New colour-coded task cards

- 25 min

- Teacher assessment of the written output
- Assessment sheets (as in activity 2)