



**Clil course 2008**

**(University of Nottingham)**

**Materials course presentation**  
**STARTING A BUSINESS**

*Rosa Domingo Calpe*

**IES FRANCESC XAVIER LLUCH I RAFECAS**

# THE TEACHING CONTEXT OF MY SCHOOL

- I am working in the main town of El Garraf, Vilanova i La Geltru, in a secondary school called IES Francesc Xavier LLuch i Rafecas.
- It has around 750 students distributed in the four courses of ESO (nearly 240 students) and the rest between “Batxillerat” and the medium grade and high grade of vocational education

# THE TEACHING CONTEXT OF MY SCHOOL

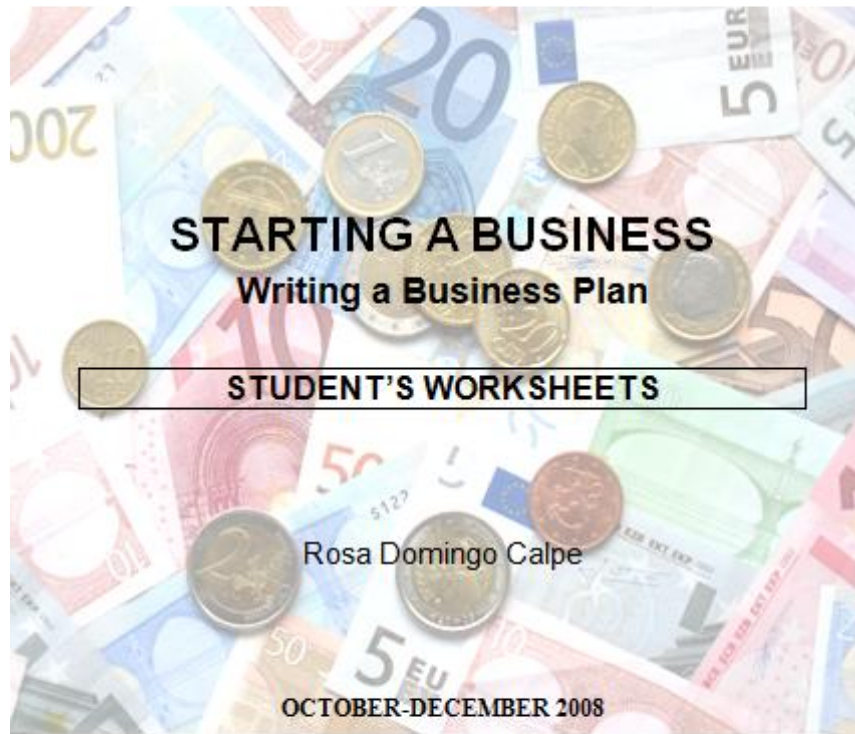
- The student community consists of boys and girls from 12 to 18 years old, mainly from the middle class established in Vilanova during the 1940s.
- Approximately 15% are immigrants who come from Morocco and South America.
- This is the first year that the Pla Experimental de Llengües Estrangeres is being developed.

# VILANOVA I LA GELTRU



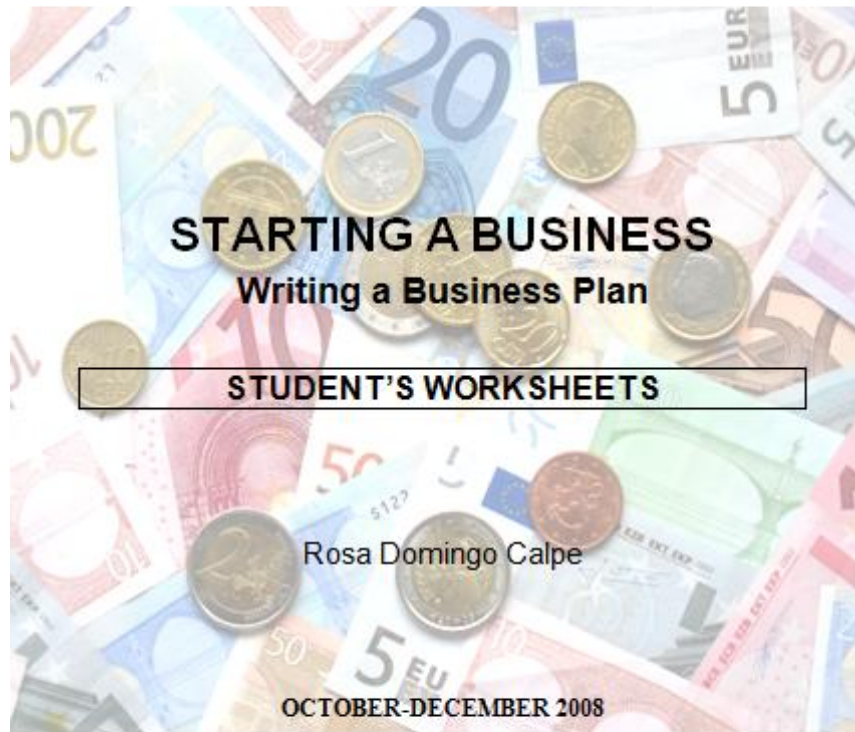
- Vilanova i la Geltrú is 40 kms from Barcelona and it is well linked by motorway, bus and train.
- It is 33,6 km<sup>2</sup> in area and has approximately 60.000 inhabitants.
- The main source of wealth is focused on services (including residential construction).
- It has also one of the most important fishing fleets of Catalonia and there is still some remaining agriculture.

# OVERVIEW OF THE MATERIALS



- Aim: to get students thinking about some of the issues surrounding a new business start up.
- Group: 4<sup>th</sup> of ESO as an introduction to what business is about.

# OVERVIEW OF THE MATERIALS



- Consist of 3 Units in which they will try to act as businessmen/businesswomen:

1. THE IDEA
2. MARKET RESEARCH
3. PRACTISING BUSINESS



## UNIT 1 SUMMARY

<ul style="list-style-type: none"> <li>➤ Topic: THE IDEA</li> <li>➤ Subject: BUSINESS</li> <li>➤ Level: 4<sup>th</sup> OF ESO</li> <li>➤ Materials for students: STUDENTS WORKSHEET AND SUPPLEMENTARY MATERIAL</li> </ul>			
LESSON	TIMING	SUPPLEMENTARY MATERIALS	ROOM
Lesson 1: Deciding what is best	1,2 hours	ACTIVITY 1: <i>THE IDEA power point</i> <i>ACTIVITY 1 power point</i>	Classroom
Lesson 2: Writing down what you are planning	1,2 hours	ACTIVITY 2: <i>SKILLS handout</i> <i>SOURCE OF FINANCE handout</i>	Computer room
Lesson 3: Explaining your idea	1,2 hours	ACTIVITY 3: <i>HOW TO DO AN EFFECTIVE POWER POINT PRESENTATION power point</i> <i>PRESENTATION SELF-ASSESSMENT SHEET handout</i> <i>BUSINESS IDEA EVALUATION handout</i>	Computer room

## unit 1 plan: the idea

**KEY SKILLS:** Students will be able to identify a business opportunity and to evaluate a project

**TRANSFERABLE SKILLS**

- **Communicative skills:** Students will be able...
  1. To relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument.
  2. To interpret and understand the situations she/he will encounter in everyday contexts and beyond.
- **Methodological skills:** Students will be able...
  1. To access and communicate information using different supports including ICT information handling tools to learn.
  2. To apply study skills including strategic thinking and cooperation and self-evaluation skills.
- **Personal skills:** Students will be able...
  1. To create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

**PERSONAL, SOCIAL AND CIVIC SKILLS:** Students will be able...

To understand the social context where she/he lives, cooperate, exercise and share democratic values in a plural society and engage effectively with others in its improvement.

**Aim:** Students will learn how to evaluate a business idea and how to describe the idea in both ways: writing and speaking.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE
<b>CONTENT</b>	<b>CONTENT</b>		
<ul style="list-style-type: none"> <li>➤ Personal skills</li> <li>➤ good business opportunities</li> <li>➤ economic environment</li> <li>➤ product or service features</li> </ul>	<ul style="list-style-type: none"> <li>➤ understand the economic environment</li> <li>➤ be aware of their abilities to be an entrepreneur</li> <li>➤ understand what a good product or service is</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Language of learning</b> Key concepts. Vocabulary for describing themselves and skills, ideas, products and services. Vocabulary for justification, evaluation and summarising.</li> <li>➤ <b>Language for learning</b> Discussing and expressing ideas or suggestions</li> <li>➤ <b>Language through learning</b> Spontaneous and unpredictable language that comes up when they work on their own business choice.</li> </ul>	Be aware of the variables that affect a start up business in a competitive and globalized world.
<b>COGNITION</b>	<b>COGNITION</b>		
To offer opportunities for students to use their previous knowledge in a practical way, and to make them able to think of themselves as entrepreneurs.	<ul style="list-style-type: none"> <li>➤ Evaluate through discussion, summarization and agreement on a specific issue.</li> <li>➤ Evaluate general advantages and general disadvantages.</li> </ul>		

**ASSESSMENT CRITERIA:** Pupils should be able to describe and evaluate a business idea using IT tools.



## UNIT 2 SUMMARY

- Topic: MARKET RESEARCH
- Subject: BUSINESS
- Level: 4<sup>th</sup> OF ESO
- Materials for students: STUDENTS WORKSHEET AND SUPPLEMENTARY MATERIAL

LESSON	TIMING	SUPPLEMENTARY MATERIALS	ROOM
Lesson 1: Get ready for research!	1,2 hours	ACTIVITY 1: <i>LOCATION power point</i> ACTIVITY 2: <i>KNOW YOUR CUSTOMERS</i> <i>handout</i>	Computer room
Lesson 2: Investigating your competitors.	1,2 hours	ACTIVITY 3: <i>Marketing Mix power point</i> <i>Product differentiation</i> <i>handout</i>	Computer room
Lesson 3: Pricing methodologies.	1,2 hours	ACTIVITY 4: <i>Product life cycle power point</i> <i>Methods of pricing handout</i> <i>PRICE power point.</i>	Classroom
Lesson 4: Differentiating your product and identifying your audience.	1,2 hours	ACTIVITY 5: <i>CREATING YOUR MARKETING STRATEGY</i> <i>handout</i> <i>PRODUCT DIFFERENTIATION</i> <i>handout</i> <i>THE LANGUAGE OF ADVERTISEMENT</i> <i>handout</i> <i>ADVERTISEMENTS</i> <i>handout</i>	Classroom
Lesson 5: Starting a promotional campaign.	2,3 hours	ACTIVITY 6: <i>TIPS FOR A PROMOTIONAL VIDEO</i> <i>handout</i>	Computer room

## unit 2 plan: market research

**KEY SKILLS:** Students will be able to make a market research and to design a promotional campaign.

### TRANSFERABLE SKILLS

- **Communicative skills:** Students will be able...
  3. To relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument.
  4. To interpret and understand the situations she/he will encounter in everyday contexts and beyond.
  5. To understand, perceive and value, critically, different cultural and artistic forms of expression.
  6. To apply the techniques, resources and conventions of the different artistic languages.
  7. To make use of the aesthetic different resources of production and performance to carry out individual or social artistic activities.
- **Methodological skills:** Students will be able...
  3. To access and communicate information using different supports including ICT Information handling tools to learn.
  4. To apply study skills including strategic thinking and cooperation and self-evaluation skills.
  5. Can transform information into knowledge activating thinking skills in order to organize, relate, analyze, synthesize, make inferences and deduct at different levels of complexity.
  6. Can use and relate the tools and the forms of expression of mathematical thought and to reason mathematically in order to produce and interpret different types of information as well as to broaden knowledge on quantitative aspects.
- **Personal skills:** Students will be able...
  1. To create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

**PERSONAL, SOCIAL AND CIVIC SKILLS:** Students will be able...  
To understand the social context where she/he lives, cooperate, exercise and share democratic values in a plural society and engage effectively with others in its improvement.

**Aim:** Students will learn how to do a market research and how to use this information to design a marketing plan.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE
<b>CONTENT</b>	<b>CONTENT</b>	<ul style="list-style-type: none"> <li>➤ <b>Language of learning</b> Key concepts. Vocabulary and grammar structures for making questions, for explaining the specifications of a product or service and for designing a promotional campaign.</li> <li>➤ <b>Language for learning</b> Analysing, concluding, summarising, discussing, expressing ideas or suggestions and persuading.</li> <li>➤ <b>Language through learning</b> Spontaneous and unpredictable language that comes up when they work on their own business choice.</li> </ul>	<p>Be aware of the necessities of the people and how culture affects consumers' decisions.</p> <p>Be aware of how influential are people to a publicity message, and how images and topics are so important.</p>
To understand: <ul style="list-style-type: none"> <li>➤ market research</li> <li>➤ types of competitors</li> <li>➤ pricing methodologies</li> <li>➤ product differentiation</li> <li>➤ promotional campaign</li> </ul>	<ul style="list-style-type: none"> <li>➤ design a consumer questionnaire</li> <li>➤ use the information collected to design a marketing plan</li> <li>➤ design a promotional campaign</li> </ul>		
<b>COGNITION</b>	<b>COGNITION</b>		
To offer opportunities for students to use their previous knowledge in a practical way, apply new understood concepts and to use their creative abilities.	<ul style="list-style-type: none"> <li>➤ Collect data and analyse it to make decisions.</li> <li>➤ Discuss, suggest, summarize and agree on a specific issue.</li> <li>➤ Evaluate advantages and disadvantages.</li> <li>➤ Create and design ads.</li> </ul>		

**ASSESSMENT CRITERIA:** Pupils should be able to make a market research, to design a marketing plan and to create a promotional campaign.





## UNIT 3 SUMMARY

- Topic: PRACTISING BUSINESS
- Subject: BUSINESS
- Level: 4<sup>th</sup> OF ESO
- Materials for students: STUDENTS WORKSHEET AND SUPPLEMENTARY MATERIAL

LESSON	TIMING	SUPPLEMENTARY MATERIALS	ROOM
Lesson 1: Are you able to sell your product or service?	1,2 hours	ACTIVITY 4: <i>Assessment sheet 1 handout</i>	Classroom
Lesson 2: Business roles.	1,2 hours	ACTIVITY 8: <i>Assessment sheet 2 handout</i>	Classroom
Lesson 3: Solving problems.	1,2 hours	ACTIVITY 9: <i>How to write a letter of complaint handout</i> ACTIVITY 10: <i>How to reply a letter of complaint handout</i>	Computer room/ classroom
Lesson 4: Hiring employees (the CV)	1,2 hours	ACTIVITY 12: <i>Tips for writing a CV power point</i> <i>Sample of a CV handout</i>	Computer room
Lesson 5: Hiring employees (the interview)	1, 2 hours	ACTIVITY 5: <i>Job interview power point</i> <i>Skills handout</i> <i>Assessment sheet 3 handout</i>	Classroom

## unit 3 plan: practising business

**KEY SKILLS:** Students will be able to confront real life business situations, dealing with real problems and trying to solve them by role playing

### TRANSFERABLE SKILLS

- **Communicative skills:** Students will be able...
  1. To interact with other people and approach other cultures in an adequate way.
  2. To relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument.
  3. To interpret and understand the situations she/he will encounter in everyday contexts and beyond.
  4. To reflect on how the language functions and on how to use the communicative resources specific of each curricular subject as well use language as object of observation and analysis
- **Methodological skills:** Students will be able...
  1. To access and communicate information using different supports including ICT information handling tools to learn.
  2. To apply study skills including strategic thinking and cooperation and self-evaluation skills.
  3. To transform information into knowledge activating thinking skills in order to organize, relate, analyze, synthesize, make inferences and deduct at different levels of complexity.
  4. To gain, process and assimilate new knowledge and skills (intellectual, emotional and physical) as well as seek and make use of guidance.
  5. To handle effectively an array of resources to transform information into personal knowledge.
- **Personal skills:** Students will be able...
  1. To create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

**PERSONAL, SOCIAL AND CIVIC SKILLS:** Students will be able...

To understand the social context where she/he lives, cooperate, exercise and share democratic values in a plural society and engage effectively with others in its improvement.

**Aim:** To confront real life business situations: sales, job interview, complaints, and difficulties with the staff or with suppliers. Using writing or speaking.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE
<b>CONTENT</b>	<b>CONTENT</b>	<ul style="list-style-type: none"> <li>➤ <b>Language of learning</b> Key concepts. Vocabulary and grammar structures for making questions, for explaining problems and finding solutions.</li> <li>➤ <b>Language for learning</b> Apologizing, asking for information, being persuasive, expressing opinions, defining themselves, closing a sale</li> </ul>	<p>Be aware of the difficulties of running a business, the inconvenience of working with people, the necessity of fixing problems and finding creative solutions.</p> <p>Be aware of what a job interview is so important.</p>
<p>To understand:</p> <ul style="list-style-type: none"> <li>➤ Problematic business situations</li> <li>➤ What is important in a job interview</li> <li>➤ What is important in a CV</li> <li>➤ How to deal with complaints</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>➤ Write a CV</li> <li>➤ Write and reply a letter of complaint</li> <li>➤ answer the telephone</li> <li>➤ perform a job interview</li> <li>➤ Find solutions to hypothetical but realistic business problems.</li> </ul>		
<b>COGNITION</b>	<b>COGNITION</b>	<ul style="list-style-type: none"> <li>➤ <b>Language through learning</b> Spontaneous and unpredictable language that comes up when they work on their own business choice.</li> </ul>	
<p>To offer opportunities for students to use their previous knowledge in a practical way, confronting real life situations, apply new understood concepts and to use their creative abilities.</p>	<ul style="list-style-type: none"> <li>➤ answer a letter of complaint, applying previous knowledge</li> <li>➤ deal with a problem on the telephone by analyzing previous knowledge</li> </ul>		

**ASSESSMENT CRITERIA:** Pupils should be able to identify the stages of a sale, to close a sale being persuasive, to answer the phone, to make a letter of complaint and reply it; to do a CV and to perform a job interview.



# The four C's framework

## STARTING A BUSINESS

### 1 CONTENT

1. THE IDEA
2. MARKET RESEARCH
3. PRODUCTION PLAN
4. FINANCIAL PLAN
5. SWOT ANALYSIS
6. BUSINESS FORMATS
7. PRACTISING BUSINESS
8. PREPARE A BUSINESS PLAN

### 2 COGNITION

- REMEMBERING
  - BASIC CONCEPTS
- UNDERSTANDING
  - STAGES OF THE PROCESS
  - WHY EACH STAGE IS NECESSARY
- APPLYING
  - SOLVE DIFFERENT PROBLEMS USING WORKSHEETS
- ANALYSING
  - MAKE DIFFERENT RESEARCHES
- EVALUATING
  - SELECT AND JUSTIFY IN TERMS OF VIABILITY
- CREATING
  - DESIGN A BUSINESS PLAN
  - MAKE A GOOD PRESENTATION

### 3 COMMUNICATION

- LANGUAGE OF LEARNING
  - VOCABULARY RELATED TO BUSINESS AND ECONOMY
  - VOCABULARY FOR NUMERACY AND MATHEMATIC CALCULATIONS
  - VOCABULARY FOR USING COMPUTERS APPLICATIONS
- LANGUAGE FOR LEARNING
  - DISIGNING A DIAGRAM
  - WRITING A BUSSINES PLAN
  - SOLVING PROBLEMS
  - EXPRESSING DOUBTS
  - EXPLAINING PROCESS
  - DISCUSSING
  - MAKING CONCLUSIONS AND AGREEMENTS
  - ANALYSING AND EVALUATING ALTERNATIVES
- LANGUAGE THROUGH
  - SPONTANEUS AND UNPREDICTABLE LANGUAGE THAT COMES UP WHEN THEY WORK ON THEIR OWN BUSINESS CHOICE.

### 4 CULTURE

- GLOBALITATION
  - GLOBAL MARKET
  - COMPETITIVITY
  - NEW PRODUCTS
  - GLOBAL WARMING
  - CONTINUOUS CHANGES
  - TECHNOLOGY (INTERNET)
- DIVERSITY
  - CULTURAL
  - RELIGIOUS
  - LINGUISTIC

# SCAFFOLDING

A tall, complex metal scaffolding structure under construction against a light blue sky. The structure is made of many interconnected metal beams and cross-braces, forming a dense grid-like pattern. Several workers are visible on different levels of the scaffolding, working on the structure. The background is a clear, light blue sky.

- The materials are scaffolded in order to:
- Motivate the students.
- Simplify the tasks to make them more manageable and achievable.
- Provide some direction in order to help the students focus on achieving the goal.
- Reduce frustration and risk.
- Make them comfortable using English.

# Scaffolding examples

- Some examples of scaffolding I used are:

## LOW ORDER THINKING

1. Introductory power point:
  - A: SCAFFOLDING LANGUAGE
  - B: SCAFFOLDING CONTENT
2. Fill in the gaps.

## HIGH ORDER THINKING

1. Writing frames
2. Role plays.
3. Jigsaws.



# INTRODUCTORY POWERPOINT (language for)

## DESCRIBE

- I believe...
- I think that...
- In my opinion...
- Firstly it...
- Secondly it...
- Finally it...

## EXPLAIN

- This means that...
- This will cause...
- Because...
- As a result of this...
- For example...

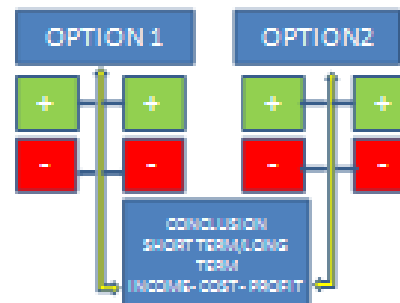
## DISCUSS

- On the other hand...
- However...
- Compared with...
- Therefore...

## CONCLUDE

- On the whole...
- In conclusion...
- In the short term...
- In the long term...
- The most important factors are...

## DECIDING BETWEEN TWO OPTIONS



# INTRODUCTORY POWERPOINT (CONTENT)

## THE IDEA

STARTING UP A NEW BUSINESS



### Finding and developing your idea

- A new idea is often the basis for starting up a business.
- Many entrepreneurs spot a gap in the market and start businesses that provide a product or service that fills it.
- Others come up with ways to improve an existing product.

### Coming up with a new idea

- If you want to start a business but don't yet have an idea to work with, there are many ways to go about identifying one.
  - The following questions may help:
1. Do you have any particular skills that could form the basis of a new business?
  2. Are you aware of a gap in the market in the industry that you currently work in?

### Coming up with a new idea

1. Do you have a hobby that could be turned into a business?
2. Has there ever been a time when you needed a particular service or product that nobody else provided? If you needed it, there is a good chance that other people will too.

### Developing your idea

- Once you've got a business idea, take time to refine it.
- This will help you to decide whether it could be the foundation of a successful business.
- There are various established methods of developing a business idea.

### Developing your idea



# FILL IN THE GAPS

**With the words given below complete the following paragraph.**

Customers    Government    skill and cost    information    technology    Transport

When deciding on a location a business will consider where its..... are. The ..... might offer some form of financial support to businesses for locating in certain areas. These are some factors that influence the location of businesses. However the ..... and..... of labour can also be a factor in deciding where to locate. Some businesses need to have access to good ..... links to deliver their products to customers. Today, the location of business is starting to matter less in some cases because of the influence of .....



# WRITING FRAME

## Lesson 2: Writing down what you are planning.



### ACTIVITY 2:

Write a rough draft about your idea:

- About me: background, skills, studies, experience, motivation, aims and objectives.

You can use some of this vocabulary:

#### Describing yourself:

accurate active adaptable adept broad-minded competent conscientious creative dependable determined	diplomatic discreet efficient energetic enterprising enthusiastic experienced fair firm genuine	honest innovative logical loyal mature methodical motivated objective outgoing personable pleasant positive	practical productive reliable resourceful self-disciplined sense of humour sensitive shrewd successful tactful trustworthy
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#### Describing your skills:

Communication	Application of Number	Information Communication Technology	Working with others	Improving own learning and performance	Problem solving
speaking, listening, reading and writing skills	interpreting information involving numbers, carrying out calculations, interpreting results and presenting findings.	finding, exploring, developing and presenting information including text, images and numbers.	includes process and interpersonal skills to support working cooperatively with others to achieve shared objectives, work cooperatively and have regard for others.	target-setting, planning, learning, reviewing and interpersonal skills, e.g. communicating own needs, accepting constructive feedback, negotiating opportunities and support.	ability to tackle problems systematically.

Complete this writing frame.

<b>Background</b>	I was born in..... in.....  My family is from..... My parents/I have lived here from..... My father/mother work as a..... My brother/sister.....  As for my town it is situated..... It has..... (Population). It is (area). The main economic wealth comes from (industry- services-agriculture..)
<b>Studies</b>	I have been studying at (school) till now. My favourite subjects are..... I am planning to study..... (in order to become).....
<b>Skills</b>	My principal skills are...  I think that my weaknesses are..... But I can deal with them by.....
<b>Motivation</b>	My idea of business is..... and I chosen it because..... I believe I can succeed because..... This project is important for me because.....
<b>Aims, objective</b>	In the future I want to.....

- The product or service: describe the product and justify your choice.

#### a) Describe your product:

- Performance:** e.g. the speed of a car, the power of a microwave.
- Features:** the extras, e.g. air conditioning or sunroof on a car-
- Ease of servicing:** How easy is it to fix?
- Reliability:** How likely is it to go wrong in, say, the first year?
- Durability:** how long will it last?
- Aesthetics:** What does it look like?
- Economics:** What does it cost to produce? Can it be sold at a profit?

- Ease of manufacture**

You can also use these expressions to describe your product:

This is our (newest) product. It is made of... It can be used for... You can use it to... You can... with it This has/contains...	This one feature... This comes with... This is equipped with... This particular model... This is priced at... This costs...
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#### b) Justify your choice:

- Why?** Identify the opportunities.
- How?** Explain the process necessary to make your product or to offer your service.
- Where?** Describe the location of your business.
- Target market:** describe the customers your product or service is targeting.

Use the following writing frame:

<b>The product or service</b>	Our product/service is..... with these features..... It is.....
<b>How?</b>	The process of manufacturing has the following stages:  First:.....  Second:.....  .....
<b>Where?</b>	We are going to sell through the internet or through a location, or both.  It is located in a (centric/peripheral), and well/body connected, main/non-main street





# ROLE PLAY

STARTING A BUSINESS

UNIT 3: PRACTISING BUSINESS

## Lesson 3: Solving problems.

Accidents do happen. Sometimes things are not as good as we want them to be. Clients complain, suppliers are not on time, workers have problems, machines don't work properly, the organization fails... You have to deal with all of this.



### ACTIVITY 9

Write a letter of complaint. Imagine you are a dissatisfied client, and you want your problem to be solved or your money to be refunded. If you don't know how to write it follow the instructions below:

### ACTIVITY 10

Answer the letter of complaint, accepting or rejecting it. Use the supplementary material if you don't know how to do it.

### ACTIVITY 11

Role play: make the same complaint but now using the telephone. Here you have some useful expressions.

#### ANSWERING THE TELEPHONE

How can I help?  
Can I speak to ..., please?  
Who's calling, please?  
Please hold  
I'll just put you through  
Could I speak to....please?  
Who shall I say is calling?  
Just a second  
I'll see if he's in  
I've got .....on the phone for you  
Hang on a moment

STARTING A BUSINESS

UNIT 3: PRACTISING BUSINESS

#### EXPLAINING THE PROBLEM

I want to make a complaint about...  
I ask for... and I receive...  
You promise/assure me that...  
It doesn't work properly...  
First...second...and finally...  
This is not what you tell me...  
The amount is not correct...  
I have been having problems since...  
I haven't received the product yet  
There is a mistake in the invoice  
The color is not the correct one  
I felt sick after eating your menu  
My hair is falling down after you put me color  
The internet connection is not working since yesterday  
You didn't tell me that I need an extra product to make this works

#### DEALING WITH THE PROBLEM

You can explain to me what actually is the problem..  
Can I take your name?  
I understand you are having a few problems  
Would you like to just explain from the beginning what's happened?  
I'm sorry for that wait  
I don't know what the problem was  
As you can imagine...  
I'm sorry about this, Mr Anderson  
I can actually look into that for you ...  
I'm sorry for the inconvenience  
I can assure you  
Let me check for you

#### GIVING BAD NEWS

I'm sorry, but we found the missing item here in our factory.  
I'm afraid we can't send them immediately.

#### SAYING SORRY

I'm very sorry about that.  
I apologize for the mistake.

#### PROMISING TO DO SOMETHING

I'll look into the problem.  
I'll ship the missing items today.



# JIGSAW

## ACTIVITY 1

Jigsaw activity, each member of the group will be an expert in three of the nine price methodologies.

Then the first group of experts must join together, study the text they have below and fill in the grid.

### Price skimming.

High initial price to cover initial research and development costs quickly. Suitable for an innovative or protected product (e.g. patent) and where demand is price inelastic.

### Penetration pricing.

Low price to gain market share quickly. Suitable when there are substantial economies of scale or when demand is price sensitive

### Competitor based pricing:

Suitable when the market is competitive and price comparisons are easy, e.g. shopping goods.

METHODOLOGY	DEFINITION	ADVANTAGES	DISADVANTAGES
price skimming			
penetration pricing			
competitor based pricing			

The second group of experts must study the following text and fill in the grid.

### Demand based or perceived value pricing:

Firm tries to estimate what people are willing to pay. This is the most market oriented approach, but it can be difficult to discover what people are willing to pay.

### Cost plus pricing:

The firm adds an amount on to unit costs to decide on the price. This is a simple and, therefore, popular pricing method, but ignores demand conditions.

### Predatory pricing:

A firm undercuts competitors to remove competition; once competitors leave, the price is increased again. This policy can lead to a price war in which all firms try to undercut each other.

METHODOLOGY	DEFINITION	ADVANTAGES	DISADVANTAGES
demand based or perceived value pricing			
cost plus pricing			
predatory pricing			

The third group of experts must study the following text and fill in the grid.

### Price discrimination:

Charging different prices for the same product/service, e.g. some taxis charge different prices late at night, rail fares are often higher at peak times; and some bars have 'happy hours? ~~When drinks are cheaper~~. The firm will increase the price in segments where demand is price inelastic and decrease the price when demand is price elastic.

### Loss leader:

Product sold below cost to generate orders for other product e.g. retailers put well known brand in shop windows and sell at a loss to attract people into the store.

### Psychological pricing:

Focuses on consumer's perception of price, e.g. charging high prices to convey quality, charging £2.99 rather than £3.00 because people regard it as 'over £2' rather than in the £3 band, and stressing a reduction in price (e.g. was £20, now £12).

METHODOLOGY	DEFINITION	ADVANTAGES	DISADVANTAGES
price discrimination			
loss leader			
psychological pricing			



# CONCLUSION

- The 4Cs framework provides a wide range of opportunities to develop strategies for language learning, integrating content and language.
- Scaffolding is necessary to design tasks in order to engage all the students (diversity).
- I really believe that improving English will make our students more competitive in the labour market, besides letting them have a multicultural and richer vision of our world.

# CONCLUSION

- We use language in order to define ourselves, to plan our future, to offer what we have and to demand what we need; it is in this context that CLIL is going to be developed, allowing the students to have enough confidence in their language skills as to play a role in the economy and social activity.