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4)

0706-1

FL 508
Assignment 1
5/6/2008

Marketing and Media through Bicycle Safety

In this short lesson, students will be required to analyze the effectiveness of various publicities aimed at promoting bicycle safety, and subsequently create an outline of their own commercial that would target similar or possibly different objectives. This lesson will fit within the larger curriculum of marketing, and will be designed for students at the college level with an

ACTFL rating of Intermediate-Mid to Intermediate-High. At this age and level of language ability students will be able to discuss and support opinions regarding a variety of topics

including communication and marketing as will be presented in this lesson. Since this lesson fits

into a broader curriculum it will be assumed that the students have already learned much of the vocabulary necessary to analyze and design different types of media. Therefore, the primary goal

of this lesson is to force students to expand their text type by supporting their arguments or making comparisons.

The lesson will begin with the teacher introducing two different commercials from competing companies that focus on the same topic about which the students (who have by now

assumed the role of studio executives) must create a short advertisement to sell to a local government agency. The first clip can be found on you-tube at the following link:

<http://www.youtube.com/watch?v=cXANqfK045k>. After viewing the first clip, the instructor

would engage the students by asking them questions about the clip; ie. who the intended

audience is, what effect the advertisement might have on the audience, what the mood of the piece is, as well as technical questions regarding the way the clip was filmed. After becoming

familiar with the first clip, the teacher would then introduce the second clip (which can be found

you have the teacher "becoming familiar" when what you mean is "After the students become familiar" ("After eating lunch, our cruise ship left port.")

good - the framework is present

See - where & how? I don't see it, but you could try to convince me. Or maybe you could use realia to provide it on the spot.

IH, yes (with scaffolding); IM, no

same syntax?

Goes right to the heart of the teaching we need to do - and it also sets the subject area + its own function

break sentence

will need a lot of support

0706-2

maybe some help with "because" & "although" (but go light on the subjunctive!)

This -ing construction is correct

at the following link: <http://www.youtube.com/watch?v=47LCLoidJh4>). After fielding similar questions to the discussion of the first clip, the teacher would then ask students to compare and contrast the two clips, and require them to support their claims with sound reasoning. In order to further solicit comparisons, the teacher could create a simple table that would require the students to list and discuss the pros and cons of each clip.

as would be done in a real business meeting - say! you could have the stranger learn to conduct the meeting!

Good for you! You understand how to build one structure on another functionally rather than just morphologically

After about 30 minutes of discussion using the present tense (and pushing the text type) the instructor would switch the grammatical focus to that of the conditional tense by asking the students what they would do differently if they were the directors of each advertisement.

Then for the final 10-15 minutes, they would lower the text type as well as the grammatical focus of the lesson in order to brainstorm ideas and situations for the advertisement that they are required to produce. The amount of time devoted to each element of the lesson plan remains malleable in order to meet the language and content needs of the students.

really no functional help at all)

This lesson will obviously favor the development of listening and speaking skills, as students will be actively engaged in open discussion. Their listening comprehension will be targeted not only by the video clips but also by their instructor and fellow peers.

But you can easily add reading & writing

Items to be placed in the CBI box:

- 1) two video clips - hopefully I could find the French equivalent of the second one
- 2) discussion questions for each clip
- 3) vocabulary list of marketing and film production terms - these would be built up from previous lessons that lead into this one, but would be useful for the instructor to have
- 4) brief outline of the conditional form for review in case students are struggling with the concept

assessment?