



Бош илмий-методик марказ



**Махсус максалларга
йўналтирилган инглиз тили**

Саодат Таджибаева | Катта ўқитувчи

Алишер Назаров | Катта ўқитувчи

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

**ОЛИЙ ТАЪЛИМ ТИЗИМИ ПЕДАГОГ ВА РАЎБАР КАДРЛАРИНИ
ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШНИ
ТАШКИЛ ЭТИШ БОШ ИЛМИЙ-МЕТОДИК МАРКАЗИ**

**2.2. “English for Specific Purposes”
“Махсус мақсадларга йўналтирилган инглиз тили”
модули бўйича**

ЎҚУВ-УСЛУБИЙ МАЖМУА

Модулнинг ўқув-услубий мажмуаси Олий ва ўрта махсус таълим вазирлигининг 2020 йил 7 декабрдаги 648-сонли буйруғи билан тасдиқланган ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилган.

Тузувчилар: Саодат Таджибаева -Webster University, аджанкт профессори, катта қитувчи.
Алишер Назаров - ЎзДЖТУ хузуридаги РИАИМ бўлим бошлиғи

Тақризчилар: Халифа Палуанова -филология фанлари доктори
Мухаммадавас Ирискулов -филология фанлари номзоди

**Ўқув -услубий мажмуа Бош илмий-методик марказ Илмий методик Кенгашининг қарори билан нашрга тавсия қилинган
(2020 йил “30” декабрдаги 5/4-сонли баённома)**

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I. CURRICULUM

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Кириш

Дастур Олий таълим муассасаларидан жалб қилинган курс тингловчилари дарс берадиган фанлари бўйича касбий ва педагогик маҳоратини ўсиб боришини, шунингдек, ўқитишнинг интерактив усуллари бўйича касбий билимлари, малака ва кўникмаларини янгилашни таъминлаш билан бир қаторда, уларнинг назарий билим ва амалий кўникмаларини чуқурлаштириш, янгилаш, таълимнинг долзарб муаммолари, чет тили таълимини ташкил этишнинг янги тамойиллари, замонавий усулларидадан моҳирона фойдаланишга ўргатишни мақсад қилади.

Шунингдек, дастур доирасида Ўзбекистонда чет тилларни ўқитиш сифати ва даражасини мунтазам равишда ошириш, хорижий тил мутахассисларининг малакасини ошириш жараёнини такомиллаштириш ва уларнинг касбий-инновацион тайёргарлигига қўйиладиган замонавий талабларни ёритишга алоҳида эътибор қаратилган.

Дастур мазмунида тингловчиларга Ўзбекистон Республикаси Биринчи Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-1875-сонли Қароридан келиб чиқадиган вазифалар, чет тилини эгаллаш даражаларининг Европа тизими: CEFR, олий таълим тизимида чет тилларни ўқитишнинг долзарб масалалари, глобал Интернет тармоғидан фойдаланган ҳолда хорижий тилларни ўрганиш жараёнига замонавий педагогик ва ахборот технологияларини жорий этиш, чет тиллар ўқитувчисининг шахсий ва касбий ахборот майдонини лойиҳалаш, педагогик маҳоратини ошириш ҳамда хорижий тилларни ўқитишда замонавий педагогик ва психологик ёндашувлардан фойдаланиш асосий вазифалар сифатида белгиланган.

Чет тили дарслари касбий йўналтирилган бўлиб, тингловчиларнинг нафақат тил кўникмаларини амалда ривожлантиришга, балки уларнинг методик тайёргарлигини ҳам оширишга хизмат қилади.

Тил бўйича фанларда барча тил кўникмаларига алоҳида эътибор берилган (ўқиш, тинглаб тушуниш, оғзаки нутқ, ёзма нутқ, лексика, грамматика). Шунингдек, буларни интеграллашган ҳолда машқ қилиш имконини берувчи *Интеграллашган тил кўникмалари* курси ҳам киритилган. Шунингдек, *Тил аспекти амалиёти* фани киритилган бўлиб, у аутентик матнларни ҳар тарафлама: грамматик, фонетик, лексик, стилистик, прагматик нуқтаи назардан таҳлил қилиш, иштирокчиларни тилни тадқиқ қилишга ундайди. Бундан ташқари *Тил ўрганиш хусусиятлари* фани ҳам чет тили, уни

ўрганиш ва ўқитиш, тил ўрганувчининг хусусиятлари, тил ўрганишдаги когнитив омиллар, чет тилини ўрганиш услублари ва стратегиялар, тил ўрганишда психологик омиллар, тил ўрганишдаги хатолар, чет тилини ўрганишда ёш хусусиятларидан келиб чиққан ҳолда ўргатади.

Мазкур ўқув режа ва ўқув дастурлар Республика бўйлаб ўтказилган тадқиқотлар ҳамда илғор хорижий тажрибани ўрганган ҳолда тузилган. Қолаверса, булар Инновацион илмий-амалий марказ қошида апробациядан ўтказилмоқда ва тажриба натижалари асосида такомиллаштирилиб борилмоқда.

Курснинг мақсади ва вазифалари:

Курснинг мақсади – тингловчиларнинг педагогик фаолиятга назарий ва амалий тайёргарлик даражасини ривожлантириш, касбий компетентлик даражасини ошириш асосида чет тилларни ўқитиш жараёнини самарали ташкил этиш ва бошқариш бўйича мавжуд билим, кўникма ва малакаларини такомиллаштириш.

Курснинг вазифалари – педагогик кадрлар тайёргарлигига қўйиладиган замонавий талаблар, таълим ва тарбия ҳақидаги ҳужжатлар, чет тиллари бўйича давлат таълим стандарти лойиҳаси, таълим технологиялари ва педагогик маҳорат, чет тилини ўрганишнинг психологик аспекти, чет тили ўқитувчисининг шахсий ва касбий ахборот майдонини лойиҳалаш, чет тилини ўрганишнинг хорижий тажрибалари, маданиятлараро коммуникацияда тилнинг ўрни, чет тилини ўрганишда тил хусусиятлари ва интеграллашган тил кўникмаларини ўзлаштиришдан иборат.

Курснинг концепцияси.

Ўзбекистон Республикаси "Таълим тўғрисида"ги Қонуни ва "Кадрлар тайёрлаш миллий дастури", Ўзбекистон Республикаси Президенти асарлари, Вазирлар Маҳкамасининг қарорлари, Олий ва ўрта махсус, касб-ҳунар таълими муассасалари нопедагоглари ва раҳбар ходимларининг чет тилининг тўрт асосий кўникмалари: ўқиш, гапириш, тинглаш, ёзиш малакасини оширишга қўйиладиган Давлат талаблари ва умумий малака талаблари.

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

“Махсус мақсадларга йўналтирилган инглиз тили” курси амалий машғулотлар шаклида олиб борилади.

Курсни ўқитиш жараёнида таълимнинг замонавий методлари, ахборот-коммуникация технологиялари қўлланилиши назарда тутилган:

-ўтказиладиган амалий машғулотларда замонавий компьютер технологиялари ёрдамида презентацион ва электрон-дидактик технологиялардан, техник воситалардан, тест сўровлари, ақлий ҳужум,

гуруҳли фикрлаш, кичик гуруҳлар билан ишлаш ва бошқа интерактив таълим усуллари кўллаш назарда тутилади.

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

“Махсус мақсадларга йўналтирилган инглиз тили” модули мазмуни ўқув режадаги “Олий таълим тизимида ўқув-жараёни ва ўқув-услугий фаолиятни модернизациялаш ва инновацион таълим технологияларини жорий этиш” ўқув модули билан узвий боғланган ҳолда раҳбар ходимларнинг таълим-тарбия жараёнини сифатли ва самарали ташкил этишда чет тилларининг долзарблиги ва аҳамиятли эканини яна бир бор таъкидлайди ҳамда уларнинг профессионал тайёргарлик даражасини орттиришга хизмат қилади.

Модулнинг олий таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар инглиз тили билим ва кўникмаларини янада чуқурлаштирадilar, касбларига доир инглиз тилидаги маълумотларни ўқиш, таҳлил қилиш ва татбиқ этиш сингари компетентликка эга бўладilar.

2.2. Махсус мақсадларга йўналтирилган инглиз тили.

Махсус мақсадларга йўналтирилган инглиз тили (English for Specific Purposes) – касб соҳасидан келиб чиқиб инглиз тилини ўргатиш. Касб соҳа вакиллари томонидан минимал грамматика (Present Indefinite Tense, Present Continuous Tense, Past Indefinite Tense, Future Indefinite Tense) ҳамда соҳага оид фаол сўзларни (минимал 400) ёддан билиши. Грамматика ва лексикани коммуникатив мақсадларда ўргатишга замонавий ёндашув. Инглиз тилида аутентик вазиятларни таҳлил қилиш. Тингловчиларда аутентик вазиятларга оид: e-mail ёзиш, сўзлашиш (илмий йўналиши ҳақида), тушуниш (жараёни тинглаб тушуниш) ва ўқиб тушуниш (газета ва журналлардаги касб соҳасига оид мақолани ўқиш) кўникмаларини ривожлантириш.

Соҳага йўналтирилган мавзуларда тил кўникмаларини ривожлантириш, мутахассислик фанларини хорижий тилда ўқитишни лойиҳалаштириш. Илмий тадқиқотларга йўналтирилган тил кўникмаларини ўзлаштириш, илмий матнларнинг резюмесини тайёрлаш, хорижий адабиётлар билан ишлаш. Хорижий мутахассислар билан мулоқот стереотиплари. Электрон хатлар ёзиш, хорижий тилда тақдимотлар тайёрлаш.

Кундалик ва ижтимоий ҳаётга оид мавзулар: Шахс ва шахсият. Озиқ-овқат. Сихат-саломатлик. Оилавий қадриятлар. Шаҳар ва қишлоқ ҳаёти. Дам олиш ва спорт билан шуғулланиш. Касб-хунар ва ишбилармонлик. Оммавий ахборот. Муносабатлар. Тиббиёт, илм-фан, замонавий

технологиялар соҳасидаги этика масалалари.

Резюме тўлдириш, маданий ҳордиқ, телефонда суҳбат. Саёҳат ва туризм, транспорт соҳаси, бизнес фаолият, кашфиётлар, санъат, фан, таълим ва технология соҳаси, атроф-муҳитни муҳофаза қилиш. Соҳага оид даврининг энг долзарб муаммоларини ўрганиш, муҳокама ва таҳлил қилиш

2.2. Махсус мақсадларга йўналтирилган инглиз тили модул бўйича соатлар тақсимоти

№	Topics	In-class work load		
		Total	Contents	
			Lecture	Practical lessons
1.	Self-introduction in business	2		2
2.	Information technology & its types	2		2
3.	Mass media & its types	2		2
4.	Globalization & its effects	2		2
5.	Business interactions & calls	2		2
6.	CV writing	2		2
7.	Email writing	2		2
8.	Tarvelling & culture	2		2
		16		16

ЎҚИТИШ ШАКЛЛАРИ

Мазкур модул бўйича қуйидаги ўқитиш шаклларидан фойдаланилади:

- амалий машғулотлар (маълумотлар ва технологияларни англаб олиш, ақлий қизиқишни ривожлантириш, назарий билимларни мустаҳкамлаш);

- давра суҳбатлари (кўрилаётган лойиҳа ечимлари бўйича таклиф бериш қобилиятини ошириш, эшитиш, идрок қилиш ва мантикий хулосалар чиқариш);

- баҳс ва мунозаралар (лойиҳалар ечими бўйича далиллар ва асосли аргументларни тақдим қилиш, эшитиш ва муаммолар ечимини топиш қобилиятини ривожлантириш).



II. INTERACTIONAL METHODS USED IN TEACHING ESP

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ASSESSMENT

The measurement of the ability of a person, the quality or success of a teaching course. Assessment may be by test, interview, questionnaire, observation and so on.

БАҲОЛАШ методи

Шахсинг қобилиятини, ўқитиш курсининг сифати ёки муваффақиятини ўлчаш ва баҳолаш демакдир. Шунингдек, баҳолаш тест, суҳбат ўтказиш, савол жавоб, кузатиш ва хоказолар орқали амалга ошириш мумкин.

AUTHENTIC TASK

An authentic task is a task that native speakers of a language would do in everyday life. When learners do an authentic task they are doing something that puts real communicative demands on them. A task which replicates or resembles a real-life task, e.g. scanning an article for particular information; this may be contrasted with a task which is specifically designed for, and only relevant in, the classroom.

АУТЕНТИК ВАЗИФА

Маҳаллий тилда сўзлашувчи киши кундалик ҳаётида бажарадиган доимий вазифалар бўлиб, тил ўрганувчи ана шундай вазиятлардан ҳақиқий сўзлашувда фойдаланса, самаралироқ бўлади. Дарс жараёнида тилни ўрганишда еал ҳаётда учрайдиган воқеа-ходисалар ифода этилган матнларни кўллаш фойдалидир. Аутентик материаллар дарсликларда берилмайди.

BRAINSTORMING

(in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for another activity.

АҚЛИЙ ХУЖУМ услуби

Бевосита жамоа бўлиб “фикрлар хужуми” ни олиб бориш демакдир. Бу услубдан мақсад, мумкин қадар катта миқдордаги ғояларни йиғиш, талабаларни айна бир хил фикрлашдан ҳоли қилиш, ижодий вазифаларни ечиш жараёнида дастлаб пайдо бўлган фикрларни енгишдир.

CASE STUDY

It is about a person, group, or situation that has been studied over time. The case study method often involves simply observing what happens to, or reconstructing ‘the case history’ of a single participant or group of individuals (such as a school class or a specific social group)

“КЕЙС-СТАДИ” услуби

Бу услуб аниқ вазият, ҳодисага асосланган ўқитиш услуги ҳисобланади. Шунингдек, вазият билан танишиш, ахборотларни умумлаштириш, ахборот таҳлили ва ҳар бир ечимнинг афзал ва заиф жиҳатларини белгилаш демакдир.

CLUSTER

Is the task of grouping a set of objects in such a way that objects in the same group (called a **cluster**) are more similar (in some sense or another) to each other than to those in other groups (clusters).

ТАРМОҚЛАР услуги

Фикрларнинг тармоқланиши-педагогик стратегия бўлиб, у талабаларнинг бирон-бир мавзунини чуқур ўрганишига ёрдам бериб, уларни мавзуга таалуқли тушунча ёки аниқ фикрларни эркин ва очиқ узвий боғлаган кетма-кетликда тармоқлашни ўргатади.

DISCUSSION METHOD

It demands that students come to class well prepared. Compelling them to think out their arguments in advance and to answer their peers' questions and counter arguments, it sharpens their powers of reason, analysis and articulation. It thus provides them with fundamental skills necessary for success in any discipline or profession.

БАҲС-МУНОЗАРА

Усулида гуруҳ аъзолари бирор муаммони ечиш мақсадида ўз ғояларини оғзаки таклиф этадилар. Усулдан самарали фойдаланиш учун иштирокчилар муҳокама предметиға оид етарли билим ва тажрибаға эға бўлишлари лозим. Бу усул катталар таълимида кўпроқ самара беради.

ICE-BREAKER

An activity to make learners feel less nervous or inhibited when they first meet.

“МУЗЁРАР” методи

Қиздирувчи, фаолиятға жалб қилувчи машқ. Талабаларнинг ўзаро танишиши ва ишчи муҳит яратиш мақсадида қўлланилади. Бу метод хонадаги руҳий тарангликни енгитиш, гуруҳнинг шаклланиш жараёнини тезлатиш, мулоқот ва ахборот алмашинувини йўлга қўйиш, шунингдек, самимийлик ва ҳамкорлик муҳитини яратишға ёрдам беради.

INFORMATION GAP ACTIVITY

an activity in which a pair or two groups of students hold different information, or where one partner knows something that the other doesn't. This gives a real purpose to a communication activity. An information gap activity is an activity where learners are missing the information they need to complete a task

and need to talk to each other to find it.

АХБОРОТ АЛМАШИШ МЕТОДИ

Бу услуб шундайки, талабалар жуфт ёки икки гуруҳ бўлиб турли хил ахборотга эга бўлишади, ёхуд бири билган ахборотни иккинчи талаба билмайди. Бу эса суҳбатлашиш учун ҳақиқий мақсад пайдо қилади. Бу услуб асосан чет тилида гапириш, мулоқотга кириш учун ёрдам беради. Шунингдек, расмлардан ҳам фойдаланиш мумкин.

INTERACTION PATTERN

Mode of work (individual work, pair work, group work) used in learning or teaching.

ИНТЕРФАОЛЛИК

Ўзаро ҳаракат қилмоқ маъносини беради. Ўзаро ҳаракат турлари:

Ўқитувчи-талаба; талаба-талаба; ўқитувчи-талабалар; талалар-талабалар; талабалар-ўқитувчи.

JIG-SAW ACTIVITY

A type of co-operative activity in which each member of a group has a piece of information needed to complete a group task. Often used in reading work when each learner or group of learners reads and understands a part of a text, then takes part in pooling information to establish the meaning or message of the whole text.

“APPA” МЕТОДИ

Бу усулда асосан гуруҳ бўлиб ишланади. Ҳар бир гуруҳ аъзосининг қўлига матннинг бир бўлаги берилади, сўнгра мазмунини ўқиб билиб олгандан сўнг, барча қатнашчилар томонидан бутун матн тузилади. Бундай метод ўқитишни ўрганишда қўлланилади.

MULTIPLE-CHOICE

In testing or teaching: a device in which the learner is presented with a question along with four or five possible answers from which one must be selected. Usually the first part of a multiple-choice item will be a question or incomplete sentence. This is known as the stem. The different possible answers are known as alternatives. The alternatives typically include one correct answer and several wrong answers or distracters.

КЎП ТАРМОҚЛИ ТАНЛОВ ТЕСТЛАРИ

Бу метод асосан, тестда қўлланилади. Ўрганувчи учун тузиладиган тестлардаги саволда 4 ёки 5 та жавоблар берилади. Битта берилган саволдаги 4 ёки 5 та жавобининг биттаси тўғри бўлади, қолганлари эса ўхшаш жавоблар тариқасида берилади.

PRESENTATION

The way which something is offered, shown or explained others. A formal

monologue presents ideas, opinions or a business proposal.

ТАҚДИМОТ

Ахборот, назария ёки тамойилларни талабаларга етказиш мақсадида эксперт томонидан ўтказиладиган тадбир. У турли (маъруза, савол бериш, мунозара юритиш) шаклларда ўтказилиши мумкин. Тақдимотнинг мазмуни услуб сифатида ўқитувчига кўпроқ боғлиқ бўлади.

WARM-UP ACTIVITY

An activity used to orient learners to a new topic or area of focus in a lesson.

“ЧИГИЛНИ ЁЗИШ”

Дарсга берилган янги мавзуни ёритиш ва талабаларни мавзуга жалб қилиш мақсадида қўлланиладиган услублардан биридир.

TRUE-FALSE ACTIVITY

It is a strategy of teaching students, where a teacher allows students to compare two different historical perspectives to the same question. It allows students to see differing opinions to the same problem and go about doing history. It is designed to add inquiry into the teaching of history.

“ТЎҒРИ-НОТЎҒРИ”

Талабаларни ўқитишда қўлланиладиган шундай ёндашувки, унда ў талабага берилган битта саволни иккита турли хил томонини таққослашига имкон яратади. Шунингдек, бу метод талабаларга бир хил муаммога турли хил берилган фикрларни кўриб чиқиш ва танлашга ҳуқуқ беради. Ўқитиш усулини яна такомиллаштириш ва мавзуни ёритишга ёрдам беради.

GAP FILL ACTIVITY

A gap-fill is a practice exercise in which learners have to replace words missing from a text. These words are chosen and removed in order to practise a specific language point. Gap-fill exercises contrast with cloze texts, where words are removed at regular intervals, e.g. every five words.

НУҚТАЛАР ЎРНИГА ҚЎЙИШ

Бу усул асосан, талабаларни матн билан ишлаш жараёнида гапларда берилган нуқталар ўрнига керакли сўзларни қўйиш учун ишлатилади. Бу эса тил ўрганувчи учун тушириб қолдирилган сўзларни мукамал ўрганишлари учун фойдали. Бундай машқлар кўпинча ёпиқ матнларда берилади.



III. LESSON PLANS FOR PRACTICAL LESSONS

III. LESSON PLANS FOR PRACTICAL LESSONS

Lesson Plan 1: Self-introduction

Lesson type: Practical		Background: Multicultural	Time: 80 min
Content Objectives: <ul style="list-style-type: none"> PWBAT learn how to introduce themselves in business; PWBAT use appropriate language to introduce; 		Language Objectives: Listening: PWBAT pick up the words from the video; Vocabulary: PWBAT use the words for business introduction	Speaking: PWBAT create, answer questions & discuss the responses to those questions;
Key Vocabulary: Let me introduce myself, I am..., My name is..., Who are you?		Technology used: Laptop, LCD projector, speakers, mobile phones	
Activities for students: Cooperative, individual work, Discussion, evaluation. Integrated skills: List, read, writ, speak		Types of assessment: Formative way: Giving feedback after each activity.	Summative way: Evaluating participants' achievements in tests
Standards met:		Common Core	
Resources used:		Journals: Study.com	
Activities and timing		Lesson sequence	
Warm-up Time: 10min	Objective: To introduce the topic of the lesson to the participants. Teacher instructions: <ul style="list-style-type: none"> Ask the participants to watch a short video about self-introduction in business & pick up the words & phrases used for introduction Link to the video: https://www.coursera.org/lecture/business-english-intro/video-introducing-yourself-bH0qh Student directions: <ul style="list-style-type: none"> Watch a short video & pick up the words & phrases for introduction 		

<p>Introduction Time: 5 min</p>	<p>Teacher instructions:</p> <ul style="list-style-type: none"> • Tell the participants that today, they are going to learn how to introduce themselves <p>ICQ questions:</p> <ol style="list-style-type: none"> 1. How do you feel when you have to introduce yourself in conferences, meetings, etc? 2. How important do you think it is to make a good self-introduction? 3. Are there any specific rules that should be followed when making an introduction in your country?
<p>Pre-Activity Filling in a worksheet Time: 15 m</p>	<p>Objective: To check background knowledge of participants on self-introduction.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Introduce your self to the class & ask them to fill in the worksheet about you; • Ask them to introduce themselves to each other in pairs & fill in the information <p>Student directions:</p> <ul style="list-style-type: none"> • Fill in both worksheets for teacher & peer introduction
<p>Formal instruction Time: 5 m</p>	<p style="text-align: center;">Explanation of the useful tips & vocabulary for introduction</p> <ol style="list-style-type: none"> 1. Establish a connection with the listeners 2. Key points: your experience, your company's name, your position in the company 3. Be confident and friendly 4. Be attentive
<p>While Activity: Situation cards Time: 20 min</p>	<p>Objective: To fix the knowledge of related vocabulary in use.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Divide the participants into 4 groups; • Give them cards with the situations for business introduction & make up the introductions; • Ask all of them to use appropriate phrases for introduction; • Ask others to make notes of the phrases used & discuss; • Check the answers and provide feedback <p>Student directions:</p> <ul style="list-style-type: none"> • Make up a business introduction according to the given situation; • Use appropriate phrases for introduction; • Listeners should make notes of the phrases used & discuss

<p>Post activity</p> <p>Discussion</p> <p>Time: 20 Min</p>	<p>Objective: To review the gained knowledge on vocabulary</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Arrange groups of four-five and ask them to prepare questions which they want to ask from each other while introducing themselves; • Suggest them that they should select new phrases from the previous tasks; • Ask them to write down the responses in order to report back to the whole group. • When they finish, ask participants to choose a person whom they will present to the whole group. Warn them that everybody should be presented <p>Student instructions:</p> <ul style="list-style-type: none"> • Prepare questions which you want to ask from each other while introducing yourselves in business conferences; • Ask those questions from each other & make notes; • Present everybody to the class
<p>Time: 5 min</p>	<p style="text-align: center;">Feedback/Assessment</p> <ul style="list-style-type: none"> • Discuss with the participants what they have acquired today; • Provide a feedback to their cooperation during the class. <p>CCQ questions:</p> <ol style="list-style-type: none"> 1. What was covered during today’s session? 2. What phrases would you like to use in business introduction now? 3. What are some tips for business introduction?

Materials

Useful expressions

<p>Let me introduce myself.</p> <p>Allow me to introduce myself.</p> <p>I don't think we've been introduced.</p> <p>I work for "Future Innovation".</p> <p>I believe we have something in common.</p> <p>Let me give you my business card.</p> <p>Here's my business card.</p> <p>Please do not hesitate to contact me if there is anything I can help you with.</p>	<ul style="list-style-type: none"> • Let me introduce myself. • The reason why I chose this work is... <ul style="list-style-type: none"> • My main strengths are... • I believe my strongest trait is... • I am convinced that... • What concerns my weaknesses sometimes I spend a bit too much time checking my own work.
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<p>Feel free to ask any questions you might have.</p>																									
<p style="text-align: center;">Nice to meet you!</p> <p>Directions- write about the teacher in the <u>spaces</u>.</p> <p>Ex.) My favorite color is <u>red</u>.</p> <p>1.) My name is _____.</p> <p>2.) I am from _____.</p> <p>3.) My dad's name is _____ and my mom's name is Gloria.</p> <p>4-5.) I have two pets. I have a _____ and a _____.</p> <p>6.) My favorite food is _____.</p>	<p style="text-align: center;">Self Introduction</p> <p style="text-align: center;">Write about yourself.</p> <p style="text-align: center;">Talk to three friends!</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Who are you?</th> <th style="width: 25%;">Friend 1</th> <th style="width: 25%;">Friend 2</th> <th style="width: 25%;">Friend 3</th> </tr> <tr> <td>Hi, my name is _____</td> <td>Name _____</td> <td>Name _____</td> <td>Name _____</td> </tr> <tr> <td>Please call me _____</td> <td>Nickname _____</td> <td>Nickname _____</td> <td>Nickname _____</td> </tr> <tr> <td>I am from _____</td> <td>From _____</td> <td>From _____</td> <td>From _____</td> </tr> <tr> <td>My favorite food is _____</td> <td>Fav. Food _____</td> <td>Fav. Food _____</td> <td>Fav. Food _____</td> </tr> <tr> <td>Nice to meet you!</td> <td></td> <td></td> <td></td> </tr> </table>	Who are you?	Friend 1	Friend 2	Friend 3	Hi, my name is _____	Name _____	Name _____	Name _____	Please call me _____	Nickname _____	Nickname _____	Nickname _____	I am from _____	From _____	From _____	From _____	My favorite food is _____	Fav. Food _____	Fav. Food _____	Fav. Food _____	Nice to meet you!			
Who are you?	Friend 1	Friend 2	Friend 3																						
Hi, my name is _____	Name _____	Name _____	Name _____																						
Please call me _____	Nickname _____	Nickname _____	Nickname _____																						
I am from _____	From _____	From _____	From _____																						
My favorite food is _____	Fav. Food _____	Fav. Food _____	Fav. Food _____																						
Nice to meet you!																									

Situation cards

<p>Introduction in international conference in a foreign country</p>	<p>Introduction in the business meeting with new partners</p>
<p>Introduction of a new director to the staff of the company</p>	<p>Introduction of a new employee to the other staff</p>

Tests for consolidation:

- | | |
|---|---|
| <p>1. Let me introduce myself.</p> <p>2. Allow me to introduce myself.</p> <p>3. I don't think we've been introduced.</p> <p>4. I work for "Future Innovation".</p> <p>5. I believe we have something in common.</p> <p>6. Let me give you my business card.</p> <p>7. Here's my business card.</p> <p>8. Please do not hesitate to contact me with.</p> <p>9. Feel free to ask any questions you might have.</p> <p>10. My main strength are</p> | <p>A. in terms of business interests</p> <p>B. I am Lora Smith</p> <p>C. so that you can address me any time</p> <p>D. all the information is written here</p> <p>E. I am always ready to help</p> <p>F. and then you will introduce</p> <p>G. so that I know nothing about you</p> <p>H. if there is anything I can help you</p> <p>I. my employees</p> <p>J. I am IT specialist there</p> |
|---|---|

Answers:

1. B	6. C
2. F	7. D
3. G	8. H
4. J	9. E
5. A	10. I

Lesson Plan 2: Information technology & its types

Lesson type: Practical	Background: Multicultural	Time: 80 min
Content Objectives: <ul style="list-style-type: none"> • PWBAT learn about the types of technology; • PWBAT summarize the information about technology and its types; • PWBAT discuss the pros and cons of technology. 	Language Objectives: Listening: PWBAT complete a summary according to video; Vocabulary: PWBAT use appropriate words on technology. Writing: PWBAT write an online reflection on technology.	Reading: PWBAT skim and scan the text to find new words on technology; Speaking: PWBAT discuss the advantages & disadvantages of technology ;
Key Vocabulary: Technology, high-tech, technophile, Technophobe.	Technology used: Laptop, LCD projector, speakers, mobile phones	
Activities for students: Cooperative, individual work, Discussion, evaluation. Integrated skills: List, read, writ, speak	Types of assessment: Formative way: Giving feedback after each activity.	Summative way: Evaluating participants' achievements in tests
Standards met:	Common Core	
Resources used:	Journals: Study.com	
Activities and timing	Lesson sequence	

<p>Warm-up</p> <p>Time: 10min</p>	<p>Objective: To introduce the topic of the lesson to the participants.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Ask the participants to use the code of Quizizz and access the quiz; • Ask them to click on the quiz and answer multiple-choice questions about technology as fast as possible; <p>Link: joinmyquiz.com. Join code: 832058</p> <ul style="list-style-type: none"> • The person answers the questions first will be the winner; • Discuss shortly today’s topic “Technology and its types” with the students. <p>Student directions:</p> <ul style="list-style-type: none"> • Go to quizzes, insert the code and do the quiz as quickly as possible; • Participate in a small discussion on “Technology and its types”.
<p>Introduction</p> <p>Time:5 min</p>	<p>Teacher instructions:</p> <ul style="list-style-type: none"> • Tell the participants that today, they are going to acquire some knowledge by learning words to talk about “Technology and its types” <p>ICQ questions:</p> <ol style="list-style-type: none"> 1. Are we going to talk about technology? 2. Do we differentiate the types of technology? 3. Do we learn words or phrases about technology?
<p>Pre-Activity</p> <p>Brain storming</p> <p>Time: 15 m</p>	<p>Objective: To check background knowledge of participants on technology.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Divide the participants into initial 3 groups to work together; • Ask them to go to read the given small texts about types of technology and choose the words related to technology from them; • Ask them to make clusters and give definition to them; • Give them some time to read and comment on each other’s work; • Check their answers and give feedback. <p>Student directions:</p> <ul style="list-style-type: none"> • Read small texts about types of technology (Group A: Education technology, Group B Medical technology, Group C Industrial technology); • Choose the words related to technology and provide definitions to them; • Read each other’s work and discuss the differences.
<p>Formal instruction</p>	<p style="text-align: center;">Explanation of the words related to technology</p> <ul style="list-style-type: none"> • Pick up some words and phrases from the participants’ clusters and discuss them;

Time: 5 m	<ul style="list-style-type: none"> Refer to the list of words on Technology to group the vocabulary used for describing technology and its types
While Activity: Video summary Time: 15 min	<p>Objective: To fix the knowledge of related vocabulary in use.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> Divide the participants into 4 groups; Ask the them to look through the provided MCQs of the video; Ask them to complete the MCQs while watching the video recording individually; After they complete MCQs, ask them to work in groups and discuss their answers; Check the answers and provide feedback <p>Link to the video: https://study.com/academy/lesson/different-types-of-classroom-technology.html</p> <p>Student directions:</p> <ul style="list-style-type: none"> Look through the given MCQs; Watch the video and complete them individually; Work in groups of 3 and discuss your answers.
Post activity Discussion Time: 15 Min	<p>Objective: To review the gained knowledge on vocabulary</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> Ask the participants to go to discussions board in Zoom chatbox and provide their opinions about pros & cons of technology. <p>Student instructions:</p> <ul style="list-style-type: none"> Go to discussions board and try to give your opinions about the pros & cons
Time: 5 min	<p style="text-align: center;">Feedback/Assessment</p> <ul style="list-style-type: none"> Discuss with the participants what they have acquired today; Provide a feedback to their cooperation during the class. <p>CCQ questions:</p> <ol style="list-style-type: none"> What was covered during today's session? What types of technology do you know now? What are the advantages and disadvantages of technology?

Materials

Reading material

Technology is a gift of God. After the gift of life it is perhaps the greatest of God's gifts. It is the mother of civilizations, of arts and of sciences. Technology has certainly changed the way we live. It has impacted different facets of life and redefined living. Undoubtedly, technology plays an important role in every sphere of life. Several manual tasks can be automated, thanks to technology. Also, many complex and critical processes can be carried out with ease and greater efficiency with the help of modern technology. Thanks to the application of technology, living has changed and it has changed for better. Technology has revolutionized the field of education. The importance of technology in schools cannot be ignored. In fact, with the onset of computers in education, it has become easier for teachers to impart knowledge and for students to acquire it. The use of technology has made the process of teaching and learning all the more enjoyable.

The appropriate deployment of technology contributes to the improvement in the quality of healthcare delivered, the containment of cost, and to increased access to services offered by the healthcare system. Over the past one-hundred years, the dependence of the healthcare system on medical technology for the delivery of its services has continuously grown. In this system, the technology facilitates the delivery of the "human touch." Medical technology enables practitioners to collaboratively intervene together with other caregivers to treat patients in a cost-effective and efficient manner. Technology also enables integration and systems management in a way that contributes to improvements in the level of health indicators. Hospital and clinical administrators are faced with the expectation for return on investment that meets accounting guidelines and financial pressures. This article describes the emerging process for managing medical technology in the hospital and the role that clinical engineers are fulfilling.

MCQs

This technology is called a: 1. An interactive whiteboard is:



- Document camera
- Projector
- UV light
- Computer

- a. A reading program
- b. Interactive technology that allows students to move objects on the screen
- c. A math program
- d. A camera used to take pictures

2. A multimedia projector:

- a. Projects images, presentations or videos from a computer, laptop or document camera
- b. Takes pictures of student work
- c. Copies pages from books
- d. Keeps track of magazines and other internet sources

Tests for consolidation:

- | | |
|-----------------|--|
| 1. Printer | a. displays the images |
| 2. Laptop | b. helps to organize video calls |
| 3. Keyboard | c. scrolls up and down |
| 4. Mouse | d. sends important documents |
| 5. Fax machine | e. scans the documents with high quality |
| 6. Compact disk | f. contains letters |
| 7. Web cam | g. portable form of computer |
| 8. Stereo | h. copies any text |
| 9. Scanner | i. saves all the files |
| 10. Monitor | j. improves the quality of a sound |

Answers:

1.h	6.i
2.g	7.b
3.f	8.j
4.c	9.e
5.d	10.a

Lesson Plan 3: Mass media

Lesson type: Practical		Background: Multicultural	Time: 80 min.
Content Objectives: <ul style="list-style-type: none"> PWBAT find out what is Media and types of it; PWBAT match definitions, pieces of sentence and answer the questions about Media; PWBAT make and design breaking news and role-play. 		Language Objectives: Listening: PWBAT pick up the words for Media from the video and match with definitions; Vocabulary: PWBAT use words for Media and its types;	Reading: PWBAT form the text and answer the questions related to the text; Speaking: PWBAT make up news and present it in role-play.
Key Vocabulary: Mass media, TV, radio, press, newspapers, the Internet.		Materials used: Laptop, LCD projector, whiteboard, speakers, microphone	Handouts: posters, flash cards, stickers, markers, article
Activities for students: Cooperative, individual work, Discussion, evaluation, role-play. Integrated skills: List, read, write, speak		Types of assessment: Formative way: Giving feedback after each activity.	Summative way: Evaluating students' achievements in tests.
Standards met:		Common Core	
Activities and timing		Lesson sequence	
Warm-up Time: 10 min	Objective: To identify the main topic and tell about the types of Media they use. Jeopardy game on Mass Media. Teacher instructions: <ul style="list-style-type: none"> Divide the participants into 2 groups; Tell them that they will play a game of Jeopardy and ask to choose one number; Click on the number to show the question about the type of news; Ask them to answer the question and say how did they know about this news. Student directions: <ul style="list-style-type: none"> With your group choose a number, answer the question and say how did you get the news, discuss your answers. 		
Introduction Time:	Teacher instructions: <ul style="list-style-type: none"> Tell the participants that today they will learn about Mass Media and its types. Talk about the effects of Mass Media on people's life. 		

<p>5 min</p>	<p>ICQ questions:</p> <ol style="list-style-type: none"> 1. Is the lesson's aim Mass Media? 2. Are we going to talk about the types of Mass Media? 3. Are we going to investigate the effects of Mass Media?
<p>Pre-Activity</p> <p>Brain storming</p> <p>Time: 15 min</p>	<p>Objective: To find and put the words in appropriate place.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Divide the participants into initial 4 groups; • Ask them to choose the type of Media: TV, radio, press, the Internet; • Draw a big tree with 4 thick branches and some hanging apples on the blackboard and write 4 types of Media in the branches; • Ask the groups to run to the blackboard and write down the related words in the apples. • Check their answers and give feedback. (the winner writes the most number of words) <p>Student directions:</p> <ul style="list-style-type: none"> • Find as many words as possible on the given topic and write them in the apples.
<p>Formal instruct</p> <p>Tion 1.</p> <p>Time: 5 m</p>	<p>Explanation of the words and phrases used for Mass Media.</p> <ul style="list-style-type: none"> • Pick up some words and phrases from the students' trees and discuss them; • Refer to posters on the screen to show the vocabulary on Mass Media; • Ask them to tick the words for Media on their worksheets and discuss them.
<p>While Activities:</p> <p>Note-Taking, matching</p> <p>Time: 10 min</p>	<p>Objective: To pick-up learned words from the video and match with their definitions.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Provide the participants with blank table and definitions of some words (no words); • Ask them to pick-up the learned words from the video and write them in the table; • Now, ask them to work with their partners and match the words with definitions; • Check their works by reading aloud and provide feedback. <p>Student directions:</p> <ul style="list-style-type: none"> • Watch the video, pick-up new words, match with definitions with your partner.
<p>Story Splits, short-answer questions</p> <p>Time:</p>	<p>Objective: To put together pieces of news from newspaper and answer the questions.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Divide the participants into 3 groups; • Give each group pieces of split news from newspaper article about Mass Media; • Ask them to put the pieces together to make the article sense; • Ask them to read the article again and ask them some question; • The group first finished the article and answered the questions correctly is the winner.

10 min	<p>Student directions:</p> <ul style="list-style-type: none"> With your group put the pieces of article together and answer the questions correctly.
Post-activity Breaking news Time: 20 min	<p>Objective: To make-up breaking news and present it.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> Re-organize 4 groups each containing 3 people: announcer, reporter, reporter behind the scene; Ask each group to choose flash card with topic of news; Ask them to create news by using new vocabulary, simple and compound sentences; Give some time for preparation and ask the groups to role-play “Breaking news”; After the performance provide feedback and announce the winner group. <p>Student directions:</p> <ul style="list-style-type: none"> Choose flash card, make-up breaking news and role-play it.
Time: 5 min	Feedback/Assessment
	<ul style="list-style-type: none"> Discuss with the participants what they have acquired today; Provide a feedback to their cooperation during the class. <p>CCQ questions:</p> <ol style="list-style-type: none"> What is Mass Media? What types of media are available? What are the effects of Media?

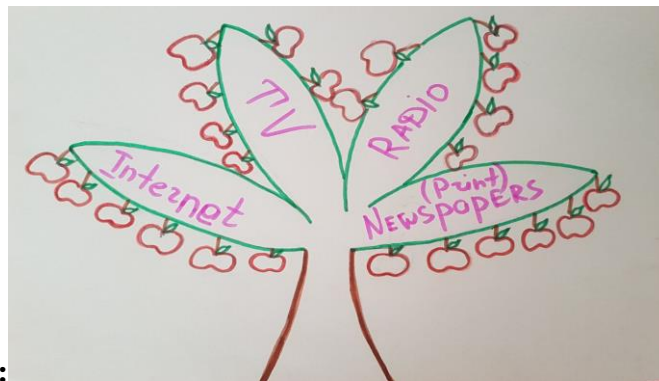
Materials

Warm-up activity. Questions for Jeopardy game:

1.	What is the most recent news?
2.	What is the funniest news you have recently heard?
3.	What is the most terrible news you have recently heard?
4.	What is the most important news you have recently heard?
5.	What is the most sensational news you have recently heard?

Pre-activity. Type of Media:

TV	Newspapers
Radio	The Internet



Media tree:

Vocabulary on Mass Media: source: busyteacher.org.

Vocabulary cards			
broadsheet	tabloid	article	column
Local newspaper	Daily newspaper	magazine	TV guide
headline	comic	gossip column	sports section
adverts	editor	journalist	columnist
correspondent	reporter	paparazzi	newsagent's
news vendor	paper boy/girl	crosswords	Dear Abby
station	channel	studio	cable
news	news flash	talk show	chat show
soap opera	sitcom	comedy	drama
documentary	sports program	game show	reality show
newsreader	presenter	host	commentator
anchor	weather presenter	broadcast	commercials
cartoon	film	subtitles	remote control
production	the press	photographer	cameraman

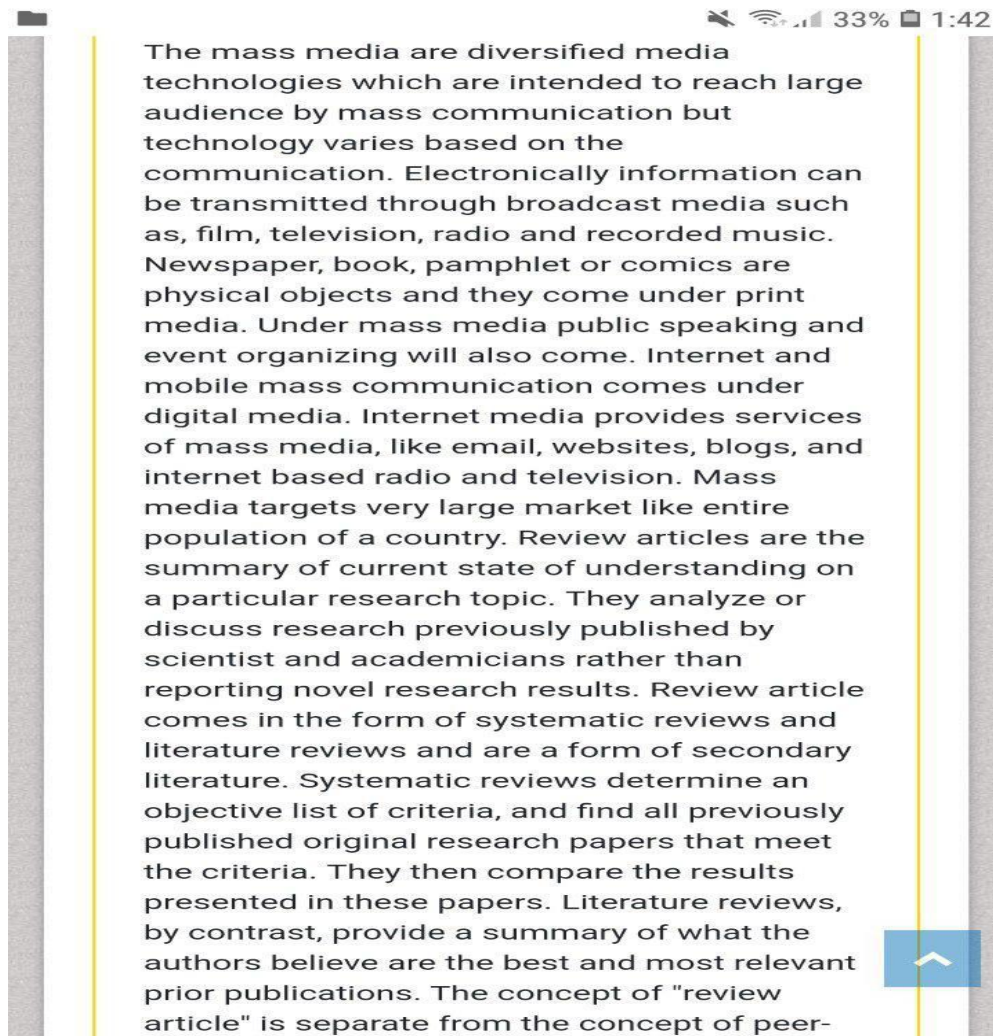
While-activity. Link to the video: <https://youtu.be/qvgYRfZMGoQ>

Table for words and definitions:

Words	Definitions
	Media helps to recall the events
	Media controls the information we get
	Media helps to shape opinions of the news
	Media helps to draw a line between reality and TV world

Words: Priming, Agenda setting, Framing, Cultivation

While-activity .Newspaper article: Source: <https://www.omicsonline.org/mass-media-review-articles.php>



Questions for article:

1. What are the main types of Mass Media?
2. What is Internet Media?
3. What is print Media
4. What are review articles?
5. What are the types of review articles?

Post-activity: Cards with topics of news:

1. A woman killed her child in her house	2. A man saved the lives of 2 people on the beach	3. A car crash killed 2 people
4. A natural disaster destroyed more than 10 houses	5. A man vandalized in the streets of the city	6. A lion takes care about a human child

Tests for consolidation:

- | | |
|---------------|---|
| 1.broadsheet | a. a text with information in papers |
| 2.editor | b.a broadcast with lots of programmes |
| 3.headline | c.mini newspaper with gossip |
| 4.channel | d.a room for recording broadcasts |
| 5.tabloid | e.a paper in a small area |
| 6.magazine | f.a paper with pictures |
| 7.article | g.journalist who writes mini articles |
| 8.columnist | h.the title on the first page of a newspaper |
| 9.local paper | i.the person who checks the quality of articles |
| 10.studio | j.the sheet with news |

Answers:

1.j	6.f
2.i	7.a
3.h	8.g
4.b	9.e

5c	10.d
----	------

Lesson Plan 4: Globalization

Lesson type: Practical		Background: Multicultural	Time: 80 min.
Content Objectives: <ul style="list-style-type: none"> • PWBAT learn what is globalization and its effects; • PWBAT answer multiple-choice questions; • PWBAT write a summary. 		Language Objectives: Listening: PWBAT listen to the video and complete a summary Vocabulary: PWBAT use appropriate words on globalization;	Speaking: PWBAT discuss what is globalization.
Key Vocabulary: Globalization, global world, one threat, commerce		Technology used: Laptop, LCD projector, Speakers, mobile phones	Handouts: posters, flash cards, stickers, markers, texts, pictures, circles
Activities for students: Cooperative, individual work, Discussion, evaluation. Integrated skills: list, read, write, speak		Types of assessment: Formative way: Giving feedback after each activity.	Summative way: Evaluating students’ achievements in tests
Standards met:		Common Core	
Resources used:		Journals: Study.com	
Activities and timing		Lesson sequence	
Warm-up	Objective: To introduce the topic of the lesson to the students. Teacher instructions: <ul style="list-style-type: none"> • Show the participants some slides of different worldwide companies; • Ask them what they have in common; • Ask the them what is their opinion about globalization; • Discuss and give feedback. Student directions: <ul style="list-style-type: none"> • Look through the slides and tell what the companies have in common; Provide your opinions about globalization. 		
Time: 10 min			
Introduction	Teacher instructions:		

Time: 5 min	<ul style="list-style-type: none"> Tell the students that today, they are going to acquire some knowledge by learning words and phrases to talk about “Globalization”. <p>ICQ questions:</p> <ol style="list-style-type: none"> 1.Are we discussing globalization? 2.Do we talk about globalized world? 3.Do we learn words and phrases for globalization?
Pre-Activity Brain storming Time: 15 m	<p>Objective: To check background knowledge of participants on technology.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> Divide the participants into initial 2 groups: advantages and disadvantages; Give them some time to make a list and give explanations; Ask them to organize a small discussion; Check their answers and give feedback. <p>Student directions:</p> <ul style="list-style-type: none"> Think about the advantages and disadvantages of globalization; With your group make a list of advantages or disadvantages; Discuss pros and cons of globalization with another group.
Formal instruction Time:5 m	<p style="text-align: center;">Explanation of the words related to globalization</p> <ul style="list-style-type: none"> Give the participants the list of the words about globalization; Make up some sentences about globalization.
While Activity: Multiple-choice for video Time: 20 min	<p>Objective: To fix the knowledge of related vocabulary in use.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> Tell the participants that they are going to watch a video about globalization; Provide them with multiple-choice questions related to the video and ask them to look them through before watching the video; Ask them to circle appropriate answers while watching the video; Check the answers and discuss with the class. <p>Student directions:</p> <ul style="list-style-type: none"> Look through the question on the papers provided; Watch the video and complete multiple-choice questions; Discuss the answers with the group.
Post activity	<p>Objective: To review the gained knowledge on vocabulary</p> <p>Teacher instructions:</p>

<p>Video summary</p> <p>Time: 20 min</p>	<ul style="list-style-type: none"> • Ask the participants to write a short summary on the watched video about globalization; • Ask them to use as many new words as possible in their answers. <p>Student instructions:</p> <ul style="list-style-type: none"> • Summarize the information you watched on the video about globalization; • Write a short summary of the video by using the answers you provided before.
<p>Time: 5 min</p>	<p style="text-align: center;">Feedback/Assessment</p> <ul style="list-style-type: none"> • Discuss with the students what they have acquired today; • Provide a feedback to their cooperation during the class. <p>CCQ questions:</p> <ol style="list-style-type: none"> 1.What was covered during today’s session? 2.What kind of words are mostly used for globalization? 3.What are advantages and disadvantages of globalization?

Materials

Warm-up slides:



Pre-task activity:

Advantages	Disadvantages

While-activity: link to the video: <https://youtu.be/Xc0bR9tiDyU>

Multiple-choice questions

<p>1.Globalization Leads to...</p> <p>A) Destroying barriers</p> <p>B) Working relatively</p> <p>C) Honesty</p>	<p>5. First disadvantage is that some companies can...</p> <p>A) Get lazy</p> <p>B) Only sell</p> <p>C) Only buy</p>
<p>2.International companies can have</p> <p>A) Cheap products</p> <p>B) Poor workforce</p> <p>C)Lower wages</p>	<p>6.Some countries want to have...</p> <p>A) Monopoly</p> <p>B) Money</p> <p>C) Workforce</p>
<p>3.Western consumers can gain</p> <p>A) High quality service</p> <p>B) Cheaper products</p> <p>C) Poverty</p>	<p>7.The government blames</p> <p>A) People</p> <p>B) Globalization</p> <p>C) Other countries</p>
<p>4.Some countries can...</p> <p>A) Import goods</p> <p>B) Close companies</p> <p>C) Export goods</p>	<p>8.In summary globalization should be</p> <p>A) Fair</p> <p>B) Suck</p> <p>C) Honest</p>

Tests for consolidation:

- | | |
|--|------------------------|
| 1.Globalization Leads to | a) Lower wages |
| 2.International companies can have | b) Working relatively |
| 3.Western consumers can gain | c) Cheaper products |
| 4.Some countries can | d) Close companies |
| 5. First disadvantage is that some companies can | e) Monopoly |
| 6.Some countries want to have... | f) Globalization |
| 7.The government blames | g) only sell |
| 8.Globalization | h) honest |
| 9.Some people | i) blame globalization |
| 10.In summary globalization should be | j) can be beneficial |

Answers:

1.b	6.e
2.c	7.f
3.a	8.j
4.d	9.i
5.g	10.h

Lesson 5. Business interactions & calls

Lesson type: Practical	Background: Multicultural	Time: 80 min.
Content Objectives: <ul style="list-style-type: none"> PWBAT learn how to deal with business meetings; PWBAT know how to answer business calls; 	Language Objectives: Vocabulary: PWBAT use appropriate words for telephone conversations;	Speaking: PWBAT make up & role-play telephone conversations.
Key Vocabulary: Business meeting, business call, e-commerce, trade, bargain	Technology used: Laptop, LCD projector, Speakers, mobile phones	Handouts: posters, flash cards, stickers, markers, texts
Activities for students: Cooperative, individual work, Discussion, evaluation. Integrated skills: list, read, write, speak	Types of assessment: Formative way: Giving feedback after each activity.	Summative way: Evaluating students' achievements in tests
Standards met:	Common Core	
Resources used:	Journals: Study.com	
Activities and timing	Lesson sequence	

<p>Warm-up</p> <p>Time: 10 min</p>	<p>Objective: To introduce the topic of the lesson to the students.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Show the participants some photos of people in business situations; • Ask them what they have in common; • Ask them what are these people doing; • Discuss and give feedback. <p>Student directions:</p> <ul style="list-style-type: none"> • Look through the pictures and tell what they have in common; • Provide your opinions about what is described
<p>Introduction</p> <p>Time: 5 min</p>	<p>Teacher instructions:</p> <ul style="list-style-type: none"> • Tell the students that today, they are going to acquire some knowledge by learning words and phrases to talk about “Business interactions & telephone calls”. <p>ICQ questions:</p> <ol style="list-style-type: none"> 1. When was the last time you phoned any company? 2. Why did you call? 3. What about did you talk? 4. What kind of language did you use?
<p>Pre-Activity Brain storming</p> <p>Time: 15 m</p>	<p>Objective: To check background knowledge of participants on business interactions.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Divide the participants into initial 2 groups: formal & informal conversations; • Give them some time to make a cluster of the words and give explanations; • Ask them to organize a small discussion; • Check their answers and give feedback. <p>Student directions:</p> <ul style="list-style-type: none"> • Think about the formal/informal business conversation language; • With your group make a list of the words & phrases for formal/informal business; • Discuss formal & informal language rules with another group.
<p>Formal instruction</p> <p>Time:5 m</p>	<p style="text-align: center;">Explanation of the words related to business interaction</p> <ul style="list-style-type: none"> • Pick up some words & phrases for business interactions from group’s clusters; • Pre-teach them to some tips of how to organize a call.

<p>While activity</p> <p>Role-play</p> <p>Phone calls</p> <p>Time: 20 min</p>	<p>Objective: To fix the gained knowledge on vocabulary</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Provide the participants with the list of how to organize customer calls; • Ask them to make up telephone call conversations with them; • Ask them to role-play them • Ask them to use as many new words & phrases as possible in their answers • Check the answers and discuss with the class <p>Student instructions:</p> <ul style="list-style-type: none"> • Make up telephone conversations by using topic vocabulary & following the tips • Role-play them to the class
<p>Post Activity:</p> <p>Guessing game</p> <p>Time: 20 min</p>	<p>Objective: To revise the knowledge of topic vocabulary in use.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Tell the participants to read the provided sections & decide if they are for telephoning or emailing language; • Check the answers and discuss with the class. <p>Student directions:</p> <ul style="list-style-type: none"> • Look through the provided sections & decide if they are for telephoning or emailing;
<p>Time: 5 min</p>	<p style="text-align: center;">Feedback/Assessment</p> <ul style="list-style-type: none"> • Discuss with the students what they have acquired today; • Provide a feedback to their cooperation during the class. <p>CCQ questions:</p> <ol style="list-style-type: none"> 1. What was covered during today's session? 2. What kind of words are mostly used for business interactions? 3. What are the phrases to use in business calls?

Materials

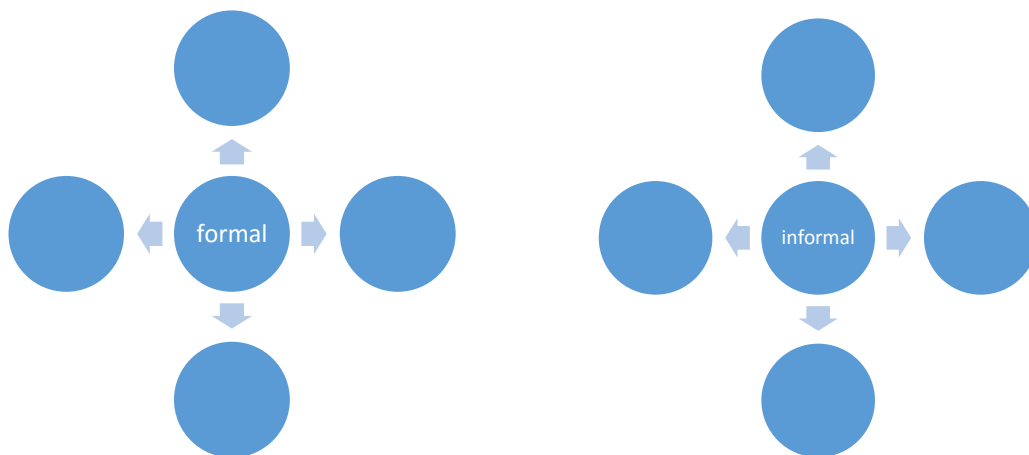
Warm-up pictures:



Tips for business calls

<p>Greet the customer</p> <p>Ask what the problem is</p> <p>Listen carefully</p> <p>Define the problem</p> <p>Suggest a solution</p> <p>Confirm the solution</p> <p>End the conversation</p>	<p>Greet the customer</p> <p>Ask what the problem is</p> <p>Listen carefully</p> <p>Define the problem</p> <p>Suggest a solution</p> <p>Confirm the solution</p> <p>End the conversation</p>
---	---

Clusters:



Sections: Telephoning or emailing

Useful telephoning and emailing language

Business email language or telephone language?**Section 1**

Can you spell your name please?
 I'm afraid he is out at the moment.
 Can you hold on please?
 He's in a meeting at the moment.

Section 2

Please find the documents attached.
 I look forward to hearing from you soon.
 Dear John

Re: our conversation last week

Section 3

Sorry to phone you so late.
 Can I speak to Mr Brown please?
 I hope I'm not disturbing you.
 Could you ask her to call me back?

Section 4

I'm putting you through.
 I'm afraid he's on another line.
 Can I take a message?
 Sorry to keep you waiting.
 Please speak after the tone.
 Has she got your number?

Section 5

This is just a quick note to say ...
 Please see the information below.
 Can you forward this message to Mr Smith please?
 This is to confirm in writing what we agreed by phone last week.
 Can you please confirm that you got this?

Section 6

Thanks for calling.
 Can I help you?
 Janet Smithers speaking ...
 I'm afraid the line is engaged.
 Can you repeat the number please?

Section 7

This is Brian Smith from Meridian Design and Management.
 It's seven double four, double two, treble three.
 Can I have extension 2441?



Put a cross in the correct column:

	Telephoning English	E-mailing English
Section 1		
Section 2		
Section 3		
Section 4		
Section 5		
Section 6		
Section 7		

Tests for consolidation:

- | | |
|------------|----------------------------|
| 1. Stage 1 | a) Ask what the problem is |
| 2. Stage 2 | b) Define the problem |
| 3. Stage 3 | c) Listen carefully |
| 4. Stage 4 | d) Greet the customer |
| 5. Stage 5 | e) re-define the problem |
| 6. Stage 6 | f) End the conversation |

- 7. Stage 7 g) Confirm the solution
- 8. Stage 8 h) Suggest a solution
- 9. Stage 9 i) Recall the situation
- 10. Stage 10 j) ----

Answers:

1.d	6.h
2.a	7.g
3.c	8.f
4.b	9.i
5.e	10.j

Lesson 6. CV(Curriculum Vitae) writing

Lesson type: Practical	Background: Multicultural	Time: 80 min.
Content Objectives: <ul style="list-style-type: none"> • PWBAT learn how to develop a CV; • PWBAT learn the structure & language used in CVs; 	Language Objectives: <p>Listening: PWBAT listen to the video and complete a summary</p> <p>Vocabulary: PWBAT use appropriate words for telephone conversations;</p>	Speaking: PWBAT make up & role-play telephone conversations.
Key Vocabulary: Business meeting, business call, e-commerce, trade, bargain	Technology used: Laptop, LCD projector, Speakers, mobile phones	Handouts: posters, flash cards, stickers, markers, texts
Activities for students: Cooperative, individual work, Discussion, evaluation. Integrated skills: list, read, write, speak	Types of assessment: Formative way: Giving feedback after each activity.	Summative way: Evaluating students' achievements in tests

Standards met:	Common Core	
Resources used:	Journals: Study.com	
Activities and timing	Lesson sequence	
Warm-up Time: 10 min	Objective: To introduce the topic of the lesson to the students. Teacher instructions: <ul style="list-style-type: none"> • Provide the participants with the list of skills; • Ask them to tick the ones they have; • Ask them to discuss with the partner which ones are necessary; • Discuss and give feedback. Student directions: <ul style="list-style-type: none"> • Look through the list of skills & tick what you have; • Discuss with the partner which ones are important 	
Introduction Time: 5 min	Teacher instructions: <ul style="list-style-type: none"> • Tell the students that today, they are going to acquire some knowledge by learning words and phrases to write a CV ICQ questions: <ol style="list-style-type: none"> 1. When do we need to write a CV? 2. What are the components of a CV? 3. How can we write a good CV? 	
Pre-CV completion Time: 15 m	Objective: To check background knowledge of participants on CV writing. Teacher instructions: <ul style="list-style-type: none"> • Divide the participants into initial 2 groups; • Give them a worksheet of CV completion; • Ask them to complete the CV by using the given words; • Discuss, check their answers and give feedback. Student directions: <ul style="list-style-type: none"> • Think about the parts of a CV; • Complete the CV by using the given words • Discuss with your partners 	
Formal	Explanation of the words related to CV writing	

instruct Tion Time:5 m	<ul style="list-style-type: none"> • Pick up some words & phrases for CV writing from the provided CV; • Pre-teach them to some tips of how to write a CV.
While activity Develo ping a CV Time: 20 min	<p>Objective: To fix the gained knowledge on vocabulary</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Provide the participants with the template of a CV; • Ask them to complete the CV by inserting their info; • Ask them to use as many new words & phrases as possible; • Check the answers and organize peer-check <p>Student instructions:</p> <ul style="list-style-type: none"> • Complete the CV by inserting your info; • Use as many new words & phrases as possible; • Check the answers and peer-check
Post Activity: CV observa tion Time: 20 min	<p>Objective: To revise the knowledge of topic vocabulary in use.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Give the participants a CV of a person; • Ask them to discuss the parts of it & tell if there are some lacks; • Check the answers and discuss with the class. <p>Student directions:</p> <ul style="list-style-type: none"> • Look through the provided CV; • Discuss with the group the lacks of it
Time: 5 min	<p style="text-align: center;">Feedback/Assessment</p> <ul style="list-style-type: none"> • Discuss with the students what they have acquired today; • Provide a feedback to their cooperation during the class. <p>CCQ questions:</p> <ol style="list-style-type: none"> 1.What was covered during today’s session? 2.What parts should be included into the CV? 3.How should the best CV look like?

Materials

List of skills:

Skills and Qualities – CV Writing

Do you know what your skills and qualities are? Choose 6 from the list below to help you when it comes to writing your CV.

Skill/Quality	✓
Hardworking	
Confident	
Good with money	
Honest	
Friendly	
Creative	
Uses own initiative	
Good with numbers	
Able to drive	
Patient	
Good at solving problems	
Organised	
Enthusiastic	
Flexible / adaptable	
Confident talking to people	
Good on the telephone	
Computer literate	
Trustworthy / reliable	
Ambitious	
Punctual	

Skills and Qualities – CV Writing

Do you know what your skills and qualities are? Choose 6 from the list below to help you when it comes to writing your CV.

Skill/Quality	✓
Hardworking	
Confident	
Good with money	
Honest	
Friendly	
Creative	
Uses own initiative	
Good with numbers	
Able to drive	
Patient	
Good at solving problems	
Organised	
Enthusiastic	
Flexible / adaptable	
Confident talking to people	
Good on the telephone	
Computer literate	
Trustworthy / reliable	
Ambitious	
Punctual	

Worksheet for CV completion:

A curriculum vitae

Complete the CV using the information on the right.

CURRICULUM VITAE

1. Surname _____
2. First names _____
3. Address _____
4. Tel. N°. _____
5. Mobile N°. _____
6. Email _____
7. Date of birth _____

Education

- Lycée St. Exupery
- Business School, Nice

8. Qualifications -
-
9. Work Experience -
-
10. Personal qualities _____

References: The Principal, Lycée St. Exupery
Head of Business School. Nice



- a) +33 141 58 96 20
- b) 20 November 1985
- c) Dupont
- d) jean.dupont@yahoo.com
- e) Baccalaureate Professionale :
BEP certificate in Tourism
- f) Sociable, conscientious, quick
worker & reliable
- g) +33 76031455267
- h) G.O. (Gentil Organisateur)
Club Med Ibiza

Front office - Hilton London -
2 years
- i) Jean Pascal
- j) 55 rue de France, 83600
Fréjus.

*Using the above CV as a model, write your own.
Invent if you have no qualifications or job experience.*

Template of a CV:

COMBINATION RESUME WORKSHEET

Name: _____
 Address: _____
 City, State, Zip: _____
 Home Phone: _____
 Work Phone: _____
 Email: _____

SUMMARY (Thirty words or less about your career, including your scope of responsibilities, industry, skills, personal traits, etc.) _____

RELEVANT ACCOMPLISHMENTS

Action verb (e.g., organized, developed), + what you did + outcome or result

- _____
- _____
- _____

WORK EXPERIENCE (Most recent employer first)

Employer: _____
 City & State: _____
 Job title: _____ From 19____ to 19____

Employer: _____
 City & State: _____
 Job title: _____ From 19____ to 19____

Employer: _____
 City & State: _____
 Job title: _____ From 19____ to 19____

EDUCATION

School: _____ Location: _____
 Degree: _____ Major: _____
 Certifications or licenses: _____

PROFESSIONAL TRAINING AND DEVELOPMENT (courses/seminars attended)

- _____
- _____

SPECIAL AWARDS (optional) _____

PROFESSIONAL AFFILIATIONS/COMMUNITY ORGANIZATIONS (optional)

COMBINATION RESUME WORKSHEET

Name: _____
 Address: _____
 City, State, Zip: _____
 Home Phone: _____
 Work Phone: _____
 Email: _____

SUMMARY (Thirty words or less about your career, including your scope of responsibilities, industry, skills, personal traits, etc.) _____

RELEVANT ACCOMPLISHMENTS

Action verb (e.g., organized, developed), + what you did + outcome or result

- _____
- _____
- _____

WORK EXPERIENCE (Most recent employer first)

Employer: _____
 City & State: _____
 Job title: _____ From 19____ to 19____

Employer: _____
 City & State: _____
 Job title: _____ From 19____ to 19____

Employer: _____
 City & State: _____
 Job title: _____ From 19____ to 19____

EDUCATION

School: _____ Location: _____
 Degree: _____ Major: _____
 Certifications or licenses: _____

PROFESSIONAL TRAINING AND DEVELOPMENT (courses/seminars attended)

- _____
- _____

SPECIAL AWARDS (optional) _____

PROFESSIONAL AFFILIATIONS/COMMUNITY ORGANIZATIONS (optional)

Tests for consolidation:

- | | |
|------------------------|----------------------------|
| 1. Computer literature | a) reliable person |
| 2. Punctual | b) knows digital work well |
| 3. Trustworthy | c) always on time |
| 4. Organized | d) sociable |
| 5. Confident | e) changable |
| 6. Enthusiastic | f) imaginative |
| 7. Patient | g) believes in himself |
| 8. Flexible | h) has all the necessities |
| 9. Creative | i) wants to learn |
| 10. Friendly | j) tolerant |

Answers:

1.b	6.i
2.c	7.j
3.a	8.e
4.h	9.f
5.g	10.d

Lesson 7. Email writing

Lesson type: Practical	Background: Multicultural	Time: 80 min.
Content Objectives: <ul style="list-style-type: none"> PWBAT learn the difference between formal & informal emails; PWBAT learn the structure & language of formal & informal emails; 	Language Objectives: Vocabulary: PWBAT use appropriate words for writing email;	Speaking: PWBAT talk about writing email.
Key Vocabulary: Business emails, personal emails, formal/informal emails	Technology used: Laptop, LCD projector, Speakers, mobile phones	Handouts: posters, flash cards, stickers, markers, texts
Activities for students: Cooperative, individual work, Discussion, evaluation. Integrated skills: list, read, write, speak	Types of assessment: Formative way: Giving feedback after each activity.	Summative way: Evaluating students' achievements in tests
Standards met:	Common Core	
Resources used:	Journals: Study.com	
Activities and timing	Lesson sequence	

<p>Warm-up</p> <p>Time: 10 min</p>	<p>Objective: To introduce the topic of the lesson to the students.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Provide the participants with the table of social networking tools; • Ask them to complete how often they use each of them; • Ask them why they use emails so/not often; • Discuss and give feedback. <p>Student directions:</p> <ul style="list-style-type: none"> • Complete the table by writing about how often you use these social networking sites • Tell why do you use email so/not so often
<p>Introduction</p> <p>Time: 5 min</p>	<p>Teacher instructions:</p> <ul style="list-style-type: none"> • Tell the students that today, they are going to acquire some knowledge by learning the structure of formal & informal emails. <p>ICQ questions:</p> <ol style="list-style-type: none"> 1. What is formal/informal email? 2. When do we write formal/informal emails? 3. Whom do we write formal/informal emails to?
<p>Pre-activity</p> <p>Guessing</p> <p>Time: 15 m</p>	<p>Objective: To check background knowledge of participants on email writing.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Divide the participants into initial 2 groups: formal & informal emails; • Give each group one of 2 cut up strips of different emails; • Ask each group to put the cut ups in appropriate order according to their email; • Check their answers and give feedback. <p>Student directions:</p> <ul style="list-style-type: none"> • Put the cut ups in appropriate order according to their email; • Discuss formal & informal language in emails with the whole group.
<p>Formal instruction</p> <p>Time: 5 m</p>	<p>Explanation of the structure & words related to email writing</p> <ul style="list-style-type: none"> • Pre-teach them to the structure of how to write formal/informal emails; • Provide them with topic vocabulary & phrases to write emails
<p>While activity</p> <p>Good or bad?</p> <p>Time:</p>	<p>Objective: To fix the gained knowledge on vocabulary</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Give the participants the examples of Good & Bad emails; • Ask them to decide which one is good or bad; • Tell them to explain their choice; • Ask the them to make a list of Dos & Don't in email writing;

<p>20 min</p>	<ul style="list-style-type: none"> • Check the answers and discuss with the class <p>Student instructions:</p> <ul style="list-style-type: none"> • Decide which email is good or bad & explain your choice; • Make a list of Dos & Don't in email writing; • Check the answers and discuss with the class
<p>Post Activity: Email writing Time: 20 min</p>	<p>Objective: To revise the knowledge of topic vocabulary in use.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Ask the participants to choose one of the cards with situations on the table; • Ask them write a formal/informal email for the situation you have chosen by using the structure & vocabulary they have learned; • When they finish, ask them to exchange their papers with peer & provide peer-feedback; <p>Student directions:</p> <ul style="list-style-type: none"> • Choose one of the cards with situations on the table; • Use the the structure & vocabulary you have learned & write a formal/informal email for the situation you have chosen • Once you finish exchange your papers with your peer & provide peer-feedback
<p>Time: 5 min</p>	<p style="text-align: center;">Feedback/Assessment</p> <ul style="list-style-type: none"> • Discuss with the students what they have acquired today; • Provide a feedback to their cooperation during the class. <p>CCQ questions:</p> <ol style="list-style-type: none"> 1.What was covered during today's session? 2.Is there any difference between formal & informal emails? 3.What is the structure of formal/informal emails?

Materials

Warm-up:

Social networks	Always	Sometimes	Never
Email			
Telegram			
IMO			

Cut up splits for formal/informal emails:



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Email writing

Worksheet 1

Formal letter, to be cut up into strips.

✂ _____

Dear Mr Jones,

✂ _____

I am writing to enquire about your language courses in the summer. I am a university student studying to become a translator.

✂ _____

I would like to know whether your school offers courses specifically for university level students as I would like to study techniques for essay writing in English. Could you also tell me how many hours of lessons there are per week?

✂ _____

With regards to accommodation, do you only provide homestay-style lodgings or are there any other possible alternatives? I feel I would prefer to stay in shared accommodation with self-catering facilities.

✂ _____

Finally, I was wondering if any extra-curricular activities such as lectures or excursions are offered at your school. If so, are these included in the price, or at an additional cost?

✂ _____

I would be grateful for any information you can give me and I look forward to hearing from you soon.

✂ _____

Yours sincerely,
Jaana Nikkinen
Jaana Nikkinen

✂ _____



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Worksheet 3

Informal email. To be cut up into strips.

✂ _____

Subject: Dani is back in Bournemouth

✂ _____

Hi Jack,

✂ _____

Remember me, Dani from last summer? How could u forget, we had such a good laugh every weekend, didn't we? How's it going?

✂ _____

Anyway, just writing to let u know that I'm coming back! I'm gonna be working in a hotel in Bournemouth from June till September. Brilliant, eh?

✂ _____

Actually, there was something else* Do u reckon it would be possible to have my old homestay family? We got on so well, and the mum was a fantastic cook! Dunno if it's possible, but just thought I'd ask.

✂ _____

Would be great to catch up sometime, so gimme a bell! I've still got the same SIM, so my number's the same: 0786 8757652.

✂ _____

Cheers, mate!

✂ _____

Dani

✂ _____

Templates for formal/informal emails:


Layout for a formal letter

	Sender's address and other contact info: Email Telephone Fax
	Date
Recipient's address Reference number if available	
Dear..... (If name is unknown use Sir/Madam)	
<ul style="list-style-type: none"> It may be appropriate to start with a reference line <i>Re:.....</i> Do not use contracted forms - write all words in full. Use formal standard English - no slang Keep sentences precise and get straight to the point Keep business letters focussed and do not waffle on! If complaining, be polite and use intelligent vocabulary. 	
Sum up your main point and state that you look forward to a response to your letter / query / complaint etc if appropriate. <i>Thank you, in advance, for taking time to respond to my ...</i>	
Yours faithfully - (if greeting is to Sir/Madam) Yours sincerely - (if name is given)	

Layout for an Informal letter

	Sender's address
	Date
Dear.....	
<ul style="list-style-type: none"> You may have more than 2 paragraphs. Depending on who the recipient is you will have varying levels of informality. It is generally accepted that in informal letters contracted forms can be used: <i>can't</i> instead of <i>cannot</i>; <i>haven't</i> instead of <i>have not</i> etc. You may also use a more colloquial language register - chatty tone that you might use in speech / mild slang words. Punctuation can be less formal: exclamation mark! used to signify shock or a joke; dashes - instead of commas; brackets used to separate additional ideas/references... 	
Degree of intimacy with recipient will determine the way you sign off: Best wishes / Kind regards / Yours truly / <i>With love</i> ...	

Examples of Good & Bad emails:

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Worksheet 2b

Model 'good email'.


Dear Mr Jones,
I'm a university student from Finland and I'm writing to get some information about your language courses this summer. I've got a few questions:

1. Do you do a course for university students, which helps them with their essay writing skills?
2. How many hours a week are the courses?
3. What sort of accommodation do you offer?
4. What after-school activities are there?
5. Do you do any trips to other towns in the UK?

I'm hoping to come over in June, so if you can get back to me as soon as possible, it would be great. Thanks for your help.

Best regards,

Jaana Nikkinen

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Worksheet 4

'Bad email'.

Subject: Hello!

Hi Jack!!!

My name's Jaana and I'M FROM FINLAND!!! I bet you haven't had students from here B4 ;-) ;-) That's probably coz we're so amazing at languages, that we don't need any xtra help?except me – I need all the help I can get!! FYI: the problem really started when I was in primary school, and my parents, who had been arguing non-stop since I was a little baby, got divorced and decided that I should be adopted as they couldn't decide who should have custody of me. If I had been in their situation, I think I probably wouldn't have known either!! Anyway, this was all a bit traumatic, so all my school subjects suffered, especially English. HAHAHAAA ONLY JOKING!!!! :-) (Actually, don't tell anyone, but I'm actually quite a good student?but if anyone found out, my reputation would be ruined, so shhhhhh!) BTW do u do courses for uni students? How many lessons/week? Is there any extra stuff after school, SO I CAN MEET SOME COOL PEOPLE? How about trips? Give me all the info you can, man.

Jaana (although all my mates call me Jakki!!)

DOS	DON'TS
<ul style="list-style-type: none"> • Use an informative subject line, which says what the email is about. • Write the most important information first. • Use numbers and bullet points to make the message clearer. • Use simple grammar. Avoid things like the passive. (As emails are a fast means of communication, they tend to be less wordy and complex than formal letters.) • Write short sentences. • Use paragraphs to keep the email clear and easy to understand 	<ul style="list-style-type: none"> • Write 'hello' as your subject line. • Write about irrelevant issues. The reader will soon hit 'delete' if the email doesn't get to the point. • Give personal information that you don't want anyone else to know. (The email could end up in the wrong hands) • Use capital letters to write whole words as in emails, this is considered shouting. • Use different fonts in the email (the recipient's computer may not be compatible) • Use Italics (the reason may be misunderstood, due to cultural differences). • Use exclamation marks. • Use abbreviations like coz and uni, as the recipient may not understand them. • Use acronyms like BTW for the same reason. • Use smileys. They may be misunderstood and come across as unprofessional.

Tests for consolidation:

- | | |
|-------------------------|-------------|
| 1.Accumtion | a) mean |
| 2.Accelerated | b) but |
| 3.Nevertheless | c) belief |
| 4.Assistance | d) help |
| 5.Indicate | e) sped up |
| 6.For the reason that | f) before |
| 7.Prior to | g) to |
| 8.Despite the fact that | h) although |
| 9.In order to | i) because |
| 10.Subsequent to | j) after |

Answers:

1.c	6.i
2.e	7.f
3.b	8.h
4.d	9.g
5.a	10.j

Lesson Plan 8: Travelling & Culture

Lesson type: Practical	Background: Multicultural	Time: 80 min.
Content Objectives: <ul style="list-style-type: none"> PWBAT learn what is travelling and distinguish the places to go; PWBAT make an advertisement on travelling. 	Language Objectives: Vocabulary: PWBAT use appropriate words on technology and do online quiz.	Speaking: PWBAT discuss the types of technology online;
Key Vocabulary: Travelling, hotel, check-in, check out, flight attendant, pilot	Technology used: Laptop, LCD projector, Speakers, mobile phones	Handouts: posters, flash cards, stickers, markers, pictures
Activities for students: Cooperative, individual work, Discussion, evaluation. Integrated skills: List, read, write, speak	Types of assessment: Formative way: Giving feedback after each activity.	Summative way: Evaluating students' achievements via rubric
Standards met:	Common Core	
Resources used:	Journals: Study.com	
Activities and timing	Lesson sequence	

<p>Warm-up</p> <p>Time: 10 min</p>	<p>Objective: To introduce the topic of the lesson to the students.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Show the participants some pictures of different cities of the world; • Ask them to tell which city they want to travel and why; • Discuss the purposes of travelling to certain cities. <p>Student directions:</p> <ul style="list-style-type: none"> • Look at the pictures of cities and think over which city you want to travel the most; • Explain the reasons of going to them.
<p>Introduction</p> <p>Time: 5 min</p>	<p>Teacher instructions:</p> <ul style="list-style-type: none"> • Tell the participants that today, they are going to acquire some knowledge by learning <p style="text-align: center;">words and phrases to talk about “Travelling”.</p> <p>ICQ questions:</p> <ol style="list-style-type: none"> 1.Are we discussing travelling? 2.Do we talk about cities to travel? 3.Do we learn words and phrases for travelling?
<p>Pre-Activity</p> <p>Brain storming</p> <p>Time: 15 m</p>	<p>Objective: To check background knowledge of students on technology.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Divide the participants into initial 3 groups: for historical, modern, seaside. • Ask them to make a list of the cities for the given categories; • Invite one candidate from each group and ask them to explain why these cities are in this category; • Check their answers and give feedback. <p>Student directions:</p> <ul style="list-style-type: none"> • Think about the cities of historical, modern and seaside nature; • Make the list of the cities and explain why they are in this category.
<p>Formal instruction</p> <p>Time:5 m</p>	<p style="text-align: center;">Explanation of the words related to travelling</p> <ul style="list-style-type: none"> • Give the participants the list of the words about travelling; • Discuss the usage of some of them; • Make up some sentences and provide the phrases to use for travelling.

<p>While Activity: Making advertisements Time: 20 min</p>	<p>Objective: To fix the knowledge of related vocabulary in use.</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Divide the participants into 4 groups and ask them to choose the cards with the names of cities; • Each group chooses one city and describes the facilities their; • Ask them to present it as an advertisement; • Check the answers according to rubric. <p>Student directions:</p> <ul style="list-style-type: none"> • Choose one card with the cities and describe the facilities of this city; • Make an advertisement and present it to the class.
<p>Post activity Online game Time: 20 min</p>	<p>Objective: To review the gained knowledge on vocabulary</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • Ask the participants to go to Kahoot.it and do the quiz on vocabulary on Travelling; • Check their answers and discuss them with the group. <p>Link to Kahoot: https://embed.kahoot.it/b911dbae-fbc8-4da5-9565-8fecfb196ec7</p> <p>Student instructions:</p> <ul style="list-style-type: none"> • Go to Kahoot.it, insert the given PIN and do the quiz on Travelling; • Explain your choice.
<p>Time: 5 min</p>	<p style="text-align: center;">Feedback/Assessment</p> <ul style="list-style-type: none"> • Discuss with the participants what they have acquired today; • Provide a feedback to their cooperation during the class. <p>CCQ questions:</p> <ol style="list-style-type: none"> 1.What was covered during today’s session? 2.What kind of words are mostly used for travelling? 3.What are the facilities people pay attention to while travelling?

Materials

Warm-up activity:



Tables for Pre-activity:

Historical	Modern	Seaside

Vocabulary list on travelling

Flight attendant	Travel agent	Motel	Concorse
Cruise trip	terminal	Departure	Arrival
Land	Luggage	Customs	Ticket
Take off	Hotel	Buggage claim	Pilot
passenger	Boarding pass	Lavatory	Check in(out)

Cards for while-activity:

London	New York	Singapore
---------------	-----------------	------------------

Tests for consolidation:

- | | |
|-----------------|----------------------------------|
| 1.Sightseeing | a) lead the people to the sights |
| 2.Voyage | b) school trip |
| 3.Admission fee | c) allowance for entrance |
| 4.Ticket | d) cruise |
| 5.Guide | e) places of interest |
| 6.Excursion | f) pay for entrance |
| 7.Destination | g) register |
| 8.Book | h) agency for tourism |
| 9.Tour agency | i) appointed location |
| 10.Sea view | j) near the sea |

Answers:

1.e	6.b
2.d	7.i
3.f	8.g
4.c	9.h
5.a	10.j



IV. CASE STUDY

IV. CASE STUDY

1st case. How to take an interview and bypass competitors? A premiere of the film with participation of a star of Hollywood is being passed in your city. You are the young, vigorous journalist constantly working over yourself. You know several foreign languages and have finished courses on psychology of the person. You work in one very popular publishing magazine. You know that in department where you work, the hidden conflict between employees for the right to interview influential people takes place. One of employees is you. All employees of your organization show identical level of the professional skills, comparable experience and formation. Before your department there is problem, to achieve an audience and to make the interview with the protagonist (leading character) of the film.

In the meantime, employees of other well known magazine had undertaken the attempts of a meeting with a star too. Advantage of this magazine before yours is that the star had already given the interview to this publishing house before. Having made monitoring of interest of your potential respondent, you learnt that both of you have identical preferences in meal, as well as he is found of riding as you.

After conversation with the editor-in-chief and offers to interview a star you understand that he actually is interested in other journalist.

However, you have all possibilities to convince star to come to you.

Questions and tasks:

1. How will you act in such situation?
2. How do you use language skills and knowledge received on courses?
3. As you are a young woman will you apply the female charm persuading the chief to allow to interview to you?
4. How will you motivate the respondent on conversation with you?
5. How will you eliminate competitors not only from your department, but also from other magazine?
6. Whether the information about celebrity's preferences will help you?

Guidelines:

Participant

Identify the problem

Conceptions

The right conceptions

The solution of the case

The suggestions in terms of solutions to Case Study



V. LITERATURE

V.GLOSSARY

1. Ability - (noun)
2. Accounting - (noun)
3. Addition - (noun)
4. Adequate - (adjective)
5. Administrator - (noun)
6. Advance - (noun / verb)
7. Analysis - (noun)
8. Analysts - (noun)
9. Analyze - (verb)
10. Annual - (adjective)
11. Application - (noun)
12. Architect - (noun)
13. Area - (noun)
14. Arise - (verb)
15. Associate - (noun / verb)
16. Background - (noun)
17. Business - (noun)
18. Carpal - (adjective)
19. Carrier - (noun)
20. Certification - (noun)
21. Chapter - (noun)
22. Chief - (noun)
23. Code - (noun / verb)
24. Common - (adjective)
25. Communicate - (verb)
26. Communication - (noun)
27. Competitive - (adjective)
28. Computer - (noun)
29. Computing - (noun)
30. Concentrate - (noun / verb)
31. Considerable - (adjective)
32. Consultant - (noun)
33. Consulting - (noun)
34. Coordinate - (verb)
35. Create - (verb)
36. Customer - (noun)
37. Cyber - (adjective)
38. Data - (noun)
39. Database - (noun)
40. Deal - (noun / verb)
41. Decline - (verb)
42. Demand - (noun / verb)
43. Design - (noun)
44. Designer - (noun)
45. Detailed - (adjective)
46. Determine - (verb)
47. Developer - (noun)
48. Development - (noun)
49. Discussion - (noun)
50. Effectively - (adverb)
51. Efficiency - (noun)
52. Electronic - (adjective)
53. Employ - (verb)
54. Engineering - (noun)
55. Engineer - (noun)
56. Enterprise - (noun)
57. Environment - (noun)
58. Equipment - (noun)
59. Expertise - (noun)
60. Eyestrain - (noun)
61. Finance - (noun)
62. Financial - (adjective)
63. Firm - (noun)
64. Force - (noun / verb)
65. Function - (noun)
66. Goal - (noun)
67. Graduate - (noun / verb)
68. Hardware - (noun)
69. Implementation - (noun)
70. Install - (verb)
71. Institution - (noun)
72. Instruction - (noun)
73. Insurance - (noun)
74. Integrate - (verb)
75. Intranet - (noun)
76. Introductory - (noun)
77. Involved - (adjective)
78. Keyboard - (noun)
79. Knowledge - (noun)
80. Laboratory - (noun)
81. Language - (noun)
82. Latest - (superlative adjective)
83. Lead - (noun / verb)
84. Leadership - (noun)
85. Level - (noun)
86. Location - (noun)
87. Lowest - (superlative adjective)
88. Maintain - (verb)
89. Maintenance - (noun)
90. Marketing - (noun)
91. Mathematics - (noun)
92. Matrix - (noun)
93. Median - (noun)
94. Mobile - (adjective)
95. Monitor - (noun / verb)
96. Nature - (noun)

97. Network - (noun)
98. Networking - (noun)
99. Officer - (noun)
100. Office - (noun)

1. Offshore - (adjective)
2. Order - (noun / verb)
3. Organization - (noun)
4. Outsourcing - (noun)
5. Oversee - (verb)
6. Pdf - (noun)
7. Perform - (verb)
8. Performance - (noun)
9. Period - (noun)
10. Plan - (noun / verb)
11. Prevailing - (adjective)
12. Problem - (noun)
13. Process - (noun / verb)
14. Product - (noun)
15. Program - (noun / verb)
16. Programmer - (noun)
17. Project - (noun)
18. Projections - (noun)
19. Promoted - (adjective)
20. Prospect - (noun)
21. Provide - (verb)
22. Publishing - (noun)
23. Rapid - (adjective)
24. Reduce - (verb)
25. Relevant - (adjective)
26. Remote - (adjective)
27. Replace - (verb)
28. Research - (noun / verb)
29. Resource - (noun)
30. Respond - (verb)
31. Rounded - (adjective)
32. Sales - (noun)
33. Science - (noun)
34. Scientific - (adjective)
35. Scientist - (noun)

36. Section - (noun)
37. Security - (noun)
38. Service - (noun)
39. Simultaneously - (adverb)
40. Site - (noun)
41. Software - (noun)
42. Sophisticated - (adjective)
43. Specialist - (noun)
44. Specialized - (adjective)
45. Specific - (adjective)
46. Spend - (verb)
47. Staff - (noun)
48. Statistic - (noun)
49. Substantial - (adjective)
50. Sufficient - (adjective)
51. Support - (noun / verb)
52. Syndrome - (noun)
53. System - (noun)
54. Task - (noun)
55. Technical - (adjective)
56. Technician - (noun)
57. Technological - (adjective)
58. Technology - (noun)
59. Telecommunications - (noun)
60. Title - (noun)
61. Tool - (noun)
62. Training - (noun)
63. Transfer - (noun / verb)
64. Uncommon - (adjective)
65. Understanding - (noun)
66. User - (noun)
67. Variety - (noun)
68. Vendor - (noun)
69. Web - (noun)
70. Webmaster - (noun)
71. Wireless - (adjective)
72. Worker - (noun)
73. Workplace - (noun)



VI. LITERATURE

VI. LITERATURE:

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