# English for spesial Purposes

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# MAXSUS MAQSADLARGA YO'NALTIRILGAN INGLIZ TILI

**O'ZBEKISTON RESPUBLIKASI**
**OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI**

**OLIY TA'LIM TIZIMI PEDAGOG VA RAHBAR KADRLARINI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISHNI TASHKIL ETISH BOSH ILMIY-METODIK MARKAZI**

**2.2. "English for Specific Purposes"**
**"Maxsus maqsadlarga yo'naltirilgan ingliz tili"**
**moduli bo'yicha**

**O'QUV-USLUBIY MAJMUA**

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# I. CURRICULUM

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## Kirish

Dastur Oliy ta'lim muassasalaridan jalb qilingan kurs tinglovchilari dars beradigan fanlari bo'yicha kasbiy va pedagogik mahoratini o'sib borishini, shuningdek, o'qitishning interaktiv usullari bo'yicha kasbiy bilimlari, malaka va ko'nikmalarini yangilashni ta'minlash bilan bir qatorda, ularning nazariy bilim va amaliy ko'nikmalarini chuqurlashtirish, yangilash, ta'limning dolzarb muammolari, chet tili ta'limini tashkil etishning yangi tamoyillari, zamonaviy usullaridan mohirona foydalanishga o'rgatishni maqsad qiladi.

Shuningdek, dastur doirasida O'zbekistonda chet tillarni o'qitish sifati va darajasini muntazam ravishda oshirish, xorijiy til mutaxassislarining malakasini oshirish jarayonini takomillashtirish va ularning kasbiy-innovatsion tayyorgarligiga qo'yiladigan zamonaviy talablarni yoritishga alohida e'tibor qaratilgan.

Dastur mazmunida tinglovchilarga O'zbekiston Respublikasi Birinchi Prezidentining 2012 yil 10 dekabrdagi "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-1875-sonli Qaroridan kelib chiqadigan vazifalar, chet tilini egallash darajalarining Yevropa tizimi: CEFR, oliy ta'lim tizimida chet tillarni o'qitishning dolzarb masalalari, global Internet tarmog'idan foydalangan holda xorijiy tillarni o'rganish jarayoniga zamonaviy pedagogik va axborot texnologiyalarini joriy etish, chet tillar o'qituvchisining shaxsiy va kasbiy axborot maydonini loyihalash, pedagogik mahoratini oshirish hamda xorijiy tillarni o'qitishda zamonaviy pedagogik va psixologik yondashuvlardan foydalanish asosiy vazifalar sifatida belgilangan.

Chet tili darslari kasbiy yo'naltirilgan bo'lib, tinglovchilarning nafaqat til ko'nikmalarini amalda rivojlantirishga, balki ularning metodik tayyorgarligini ham oshirishga xizmat qiladi.

Til bo'yicha fanlarda barcha til ko'nikmalariga alohida e'tibor berilgan (o'qish, tinglab tushunish, og'zaki nutq, yozma nutq, leksika, grammatika). Shuningdek, bularni integrallashgan holda mashq qilish imkonini beruvchi *Integrallashgan til ko'nikmalari* kursi ham kiritilgan. Shuningdek, *Til aspektlari amaliyoti* fani kiritilgan bo'lib, u autentik matnlarni har taraflama: grammatik, fonetik, leksik, stilistik, pragmatik nuqtai nazardan tahlil qilish, ishtirokchilarni tilni tadqiq qilishga undaydi. Bundan tashqari *Til o'rganish xususiyatlari* fani ham chet tili, uni o'rganish va o'qitish, til o'rganuvchining xususiyatlari, til o'rganishdagi kognitiv omillar, chet tilini o'rganish uslublari va strategiyalar, til o'rganishda psixologik omillar, til o'rganishdagi xatolar, chet tilini o'rganishda

yosh xususiyatlaridan kelib chiqqan holda o'rgatadi.

Mazkur o'quv reja va o'quv dasturlar Respublika bo'ylab o'tkazilgan tadqiqotlar hamda ilg'or xorijiy tajribani o'rgangan holda tuzilgan. Qolaversa, bular Innovatsion ilmiy-amaliy markaz qoshida approbatsiyadan o'tkazilmoqda va tajriba natijalari asosida takomillashtirilib borilmoqda.

## Kursning maqsadi va vazifalari:

**Kursning maqsadi** – tinglovchilarning pedagogik faoliyatga nazariy va amaliy tayyorgarlik darajasini rivojlantirish, kasbiy kompetentlik darajasini oshirish asosida chet tillarni o'qitish jarayonini samarali tashkil etish va boshqarish bo'yicha mavjud bilim, ko'nikma va malakalarini takomillashtirish.

**Kursning vazifalari** – pedagogik kadrlar tayyorgarligiga qo'yiladigan zamonaviy talablar, ta'lim va tarbiya haqidagi hujjatlar, chet tillari bo'yicha davlat ta'lim standarti loyihasi, ta'lim texnologiyalari va pedagogik mahorat, chet tilini o'rganishning psixologik aspektlari, chet tili o'qituvchisining shaxsiy va kasbiy axborot maydonini loyihalash, chet tilini o'rganishning xorijiy tajribalari, madaniyatlararo kommunikatsiyada tilning o'rni, chet tilini o'rganishda til xususiyatlari va integrallashgan til ko'nikmalarini o'zlashtirishdan iborat.

## Kursning konsepsiyasi.

O'zbekiston Respublikasi "Ta'lim to'g'risida"gi Qonuni va "Kadrlar tayyorlash milliy dasturi", O'zbekiston Respublikasi Prezidenti asarlari, Vazirlar Mahkamasining qarorlari, Oliy va o'rta maxsus, kasb-hunar ta'limi muassasalari nopedagoglari va rahbar xodimlarining chet tilining to'rt asosiy ko'nikmalari: o'qish, gapirish, tinglash, yozish malakasini oshirishga qo'yiladigan Davlat talablari va umumiy malaka talablari.

## Modulni tashkil etish va o'tkazish bo'yicha tavsiyalar

"Maxsus maqsadlarga yo'naltirilgan ingliz tili" kursi amaliy mashg'ulotlar shaklida olib boriladi.

Kursni o'qitish jarayonida ta'limning zamonaviy metodlari, axborot-kommunikatsiya texnologiyalari qo'llanilishi nazarda tutilgan:

- o'tkaziladigan amaliy mashg'ulotlarda zamonaviy kompyuter texnologiyalari yordamida prezentatsion va elektron-didaktik texnologiyalardan, texnik vositalardan, test so'rovlari, aqliy hujum, guruhli fikrlash, kichik guruhlar bilan ishlash va boshqa interaktiv ta'lim usullarini qo'llash nazarda tutiladi.

## Modulning o'quv rejadagi boshqa modullar bilan bog'liqligi va uzviyligi

"Maxsus maqsadlarga yo'naltirilgan ingliz tili" moduli mazmuni o'quv rejadagi "Oliy ta'lim tizimida o'quv-jarayoni va o'quv-uslubiy faoliyatni modernizatsiyalash va innovatsion ta'lim texnologiyalarini joriy etish" o'quv

moduli bilan uzviy bog'langan holda rahbar xodimlarning ta'lim-tarbiya jarayonini sifatli va samarali tashkil etishda chet tillarining dolzarbligi va ahamiyatli ekanini yana bir bor ta'kidlaydi hamda ularning professional tayyorgarlik darajasini orttirishga xizmat qiladi.

## Modulning oliy ta'limdagi o'rni

Modulni o'zlashtirish orqali tinglovchilar ingliz tili bilim va ko'nikmalarini yanada chuqurlashtiradilar, kasblariga doir ingliz tilidagi ma'lumotlarni o'qish, tahlil qilish va tatbiq etish singari kompetentlikka ega bo'ladilar.

## 2.2. Maxsus maqsadlarga yo'naltirilgan ingliz tili.

Maxsus maqsadlarga yo'naltirilgan ingliz tili (English for Specific Purposes) – kasb sohasidan kelib chiqib ingliz tilini o'rgatish. Kasb soha vakillari tomonidan minimal grammatika (Present Indefinite Tense, Present Continuous Tense, Past Indefinite Tense, Future Indefinite Tense) hamda sohaga oid faol so'zlarni (minimal 400) yoddan bilishi. Grammatika va leksikani kommunikativ maqsadlarda o'rgatishga zamonaviy yondashuv. Ingliz tilida autentik vaziyatlarni tahlil qilish. Tinglovchilarda autentik vaziyatlarga oid: e-mail yozish, so'zlashish (ilmiy yo'nalishi haqida), tushunish (jarayonni tinglab tushunish) va o'qib tushunish (gazeta va jurnallardagi kasb sohasiga oid maqolani o'qish) ko'nikmalarini rivojlantirish.

Sohaga yo'naltirilgan mavzularda til ko'nikmalarini rivojlantirish, mutaxassislik fanlarini xorijiy tilda o'qitishni loyihalashtirish. Ilmiy tadqiqotlarga yo'naltirilgan til ko'nikmalarini o'zlashtirish, ilmiy matnlarning rezyumesini tayyorlash, xorijiy adabiyotlar bilan ishlash. Xorijiy mutaxassislar bilan muloqot stereotiplari. Elektron xatlar yozish, xorijiy tilda taqdimotlar tayyorlash.

Kundalik va ijtimoiy hayotga oid mavzular: Shaxs va shaxsiyat. Oziq-ovqat. Sihat-salomatlik. Oilaviy qadriyatlar. Shahar va qishloq hayoti. Dam olish va sport bilan shug'ullanish. Kasb-hunar va ishbilarmonlik. Ommaviy axborot. Munosabatlar. Tibbiyot, ilm-fan, zamonaviy texnologiyalar sohasidagi etika masalalari.

Rezyume to'ldirish, madaniy hordiq, telefonda suhbat. Sayohat va turizm, transport sohasi, biznes faoliyat, kashfiyotlar, san'at, fan, ta'lim va texnologiya sohasi, atrof-muhitni muhofaza qilish. Sohaga oid davrning eng dolzarb muammolarini o'rganish, muhokama va tahlil qilish

## 2.2. Maxsus maqsadlarga yo'naltirilgan ingliz tili modul bo'yicha soatlar taqsimoti

| № | Topics | In-class work load | | |
|---|---|---|---|---|
| | | | Contents | |
| | | Total | 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. | Travelling & culture | 2 | | 2 |
| | | **16** | | **16** |

### O'QITISH SHAKLLARI

Mazkur modul bo'yicha quyidagi o'qitish shakllaridan foydalaniladi:

- amaliy mashg'ulotlar (ma'lumotlar va texnologiyalarni anglab olish, aqliy qiziqishni rivojlantirish, nazariy bilimlarni mustahkamlash);

- davra suhbatlari (ko'rilayotgan loyiha yechimlari bo'yicha taklif berish qobiliyatini oshirish, eshitish, idrok qilish va mantiqiy xulosalar chiqarish);

- bahs va munozaralar (loyihalar yechimi bo'yicha dalillar va asosli argumentlarni taqdim qilish, eshitish va muammolar yechimini topish qobiliyatini rivojlantirish).

# 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.

### BAHOLASh metodi

Shaxsning qobiliyatini, o'qitish kursining sifati yoki muvaffaqiyatini o'lchash va baxolash demakdir. Shuningdek, baxolash test, suxbat o'tkazish, savol javob, kuzatish va xokazolar orqali amalga oshirish mumkin.

### 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.

### AUTENTIK VAZIFA

Mahalliy tilda so'zlashuvchi kishi kundalik xayotida bajaradigan doimiy vazifalar bo'lib, til o'rganuvchi ana shunday vaziyatlardan haqiqiy so'zlashuvda foydalansa, samaraliroq bo'ladi. Dars jarayonida tilni o'rganishda yeal xayotda uchraydigan voqea-xodisalar ifoda etilgan matnlarni qo'llash foydalidir. Autentik materiallar darsliklarda berilmaydi.

### 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.

### AQLIY XUJUM uslubi

Bevosita jamoa bo'lib "fikrlar xujumi" ni olib borish demakdir. Bu uslubdan maqsad, mumkin qadar katta miqdordagi g'oyalarni yig'ish, talabalarni ayni bir xil fikrlashdan holi qilish, ijodiy vazifalarni yechish jarayonida dastlab paydo bo'lgan fikrlarni yengishdir.

### 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)

### "KEYS-STADI"uslubi

Bu uslub aniq vaziyat, hodisaga asoslangan o'qitish uslubi hisoblanadi. Shuningdek, vaziyat bilan tanishish, axborotlarni umumlashtirish, axborot tahlili va har bir yechimning afzal va zaif jihatlarini belgilash demakdir.

### 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).

### TARMOQLAR uslubi

**F**ikrlarning tarmoqlanishi-pedagogik strategiya bo'lib, u talabalarning biron-bir mavzuni chuqur o'rganishiga yordam berib, ularni mavzuga taaluqli tushuncha yoki aniq fikrlarni erkin va ochiq uzviy bog'lagan ketma-ketlikda tarmoqlashni o'rgatadi.

### 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.

### BAHS-MUNOZARA

Usulida guruh a'zolari biror muammoni yechish maqsadida o'z g'oyalarini og'zaki taklif etadilar. Usuldan samarali foydalanish uchun ishtirokchilar muhokama predmetiga oid yetarli bilim va tajribaga ega bo'lishlari lozim. Bu usul kattalar ta'limida ko'proq samara beradi.

### ICE-BREAKER

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

### "MUZYoRAR"metodi

Qizdiruvchi, faoliyatga jalb qiluvchi mashq. Talabalarning o'zaro tanishishi va ishchi muhit yaratish maqsadida qo'llaniladi. Bu metod xonadagi ruhiy taranglikni yengish, guruxning shakllanish jarayonini tezlatish, muloqot va axborot almashinuvini yo'lga qo'yish, shuningdek, samimiylik va hamkorlik muhitini yaratishga yordam beradi.

### 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.

## AXBOROT ALMASHISH METODI

Bu uslub shundayki, talabalar juft yoki ikki gurux bo'lib turli xil axborotga ega bo'lishadi, yoxud biri bilgan axborotni ikkinchi talaba bilmaydi. Bu esa suxbatlashish uchun xaqiqiy maqsad paydo qiladi. Bu uslub asosan chet tilida gapirish, muloqotga kirish uchun yordam beradi. Shuningdek, rasmlardan ham foydalanish mumkin.

## INTERACTION PATTERN

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

## INTERFAOLLIK

O'zaro harakat qilmoq ma'nosini beradi. O'zaro harakat turlari:

O'qituvchi-talaba; talaba-talaba; o'qituvchi-talabalar; talalar-talabalar; talabalar-o'qituvchi.

## 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.

## "ARRA" METODI

Bu usulda asosan guruh bo'lib ishlanadi. Har bir guruh a'zosining qo'liga matnning bir bo'lagi beriladi, so'ngra mazmunini o'qib bilib olgandan so'ng, barcha qatnashchilar tomonidan butun matn tuziladi. Bunday metod o'qitishni o'rganishda qo'llaniladi.

## 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.

## KO'P TARMOQLI TANLOV TESTLARI

Bu metod asosan, testda qo'llaniladi. O'rganuvchi uchun tuziladigan testlardagi savolda 4 yoki 5 ta javoblar beriladi. Bitta berilgan savoldagi 4 yoki 5 ta javobining bittasi to'g'ri bo'ladi, qolganlari esa o'xshash javoblar tariqasida beriladi.

## PRESENTATION

The way which something is offered, shown or explained others. A formal monologue presents ideas, opinions or a business proposal.

### TAQDIMOT

**A**xborot, nazariya yoki tamoyillarni talabalarga yetkazish maqsadida ekspert tomonidan o'tkaziladigan tadbir. U turli (ma'ruza, savol berish, munozara yuritish) shakllarda o'tkazilishi mumkin. Taqdimotning mazmuni uslub sifatida o'qituvchiga ko'proq bog'liq bo'ladi.

### WARM-UP ACTIVITY

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

### "ChIGILNI YOZISH"

Darsga berilgan yangi mavzuni yoritish va talabalarni mavzuga jalb qilish maqsadida qo'llanadigan uslublardan biridir.

### 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.

### "TO'G'RI-NOTO'G'RI"

Talabalarni o'qitishda qo'llaniladigan shunday yondashuvki, unda o' talabaga berilgan bitta savolni ikkita turli xil tomonini taqqoslashiga imkon yaratadi. Shuningdek, bu metod talabalarga bir xil muammoga turli xil berilgan fikrlarni ko'rib chiqish va tanlashga huquq beradi. O'qitish usulini yana takomillashtirish va mavzuni yoritishga yordam beradi.

### 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.

### NUQTALAR O'RNIGA QO'YISH

Bu usul asosan, talabalarni matn bilan ishlash jarayonida gaplarda berilgan nuqtalar o'rniga kerakli so'zlarni qo'yish uchun ishlatiladi. Bu esa til o'rganuvchi uchun tushirib qoldirilgan so'zlarni mukammal o'rganishlari uchun foydali. Bunday mashqlar ko'pincha yopiq matnlarda beriladi.

# III. LESSON PLANS FOR PRACTICAL LESSONS

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## Lesson Plan 1: Self-introduction

| Lesson type: Practical | Background: Multicultural | Time: 80 min |
|---|---|---|
| **Content Objectives:**<br><br>• PWBAT learn how to introduce themselves in business;<br><br>• PWBAT use appropriate language to introduce; | **Language Objectives:**<br>**Listening:** PWBAT pick up the words from the video;<br>**Vocabulary:** PWBAT use the words for business introduction | **Speaking:** PWBAT create, answer questions & discuss the responses to those questions; |
| **Key Vocabulary:**<br>Let me introduce myself, I am…, My name is…, Who are you? | **Technology used:**<br>Laptop, LCD projector, speakers, mobile phones | |
| **Activities for students:**<br>Cooperative, individual work, Discussion, evaluation.<br>**Integrated skills:** List, read, writ, speak | **Types of assessment:**<br>**Formative way:**<br>Giving feedback after each activity. | **Summative way:**<br>Evaluating participants' achievements in tests |
| **Standards met:** | Common Core | |
| **Resources used:** | Journals: Study.com | |
| **Activities and timing** | **Lesson sequence** | |
| **Warm-up**<br><br>**Time: 10min** | **Objective:** To introduce the topic of the lesson to the participants.<br>**Teacher instructions:**<br>• Ask the participants to watch a short video about self-introduction in business & pick up the words & phrases used for introduction<br>Link to the video:<br>https://www.coursera.org/lecture/business-english-intro/video-introducing-yourself-bH0qh<br>**Student directions:**<br>• Watch a short video & pick up the words & phrases for introduction | |

| | |
|---|---|
| **Introduction Time:5 min** | **Teacher instructions:**<br>• Tell the participants that today, they are going to learn how to introduce themselves<br>**ICQ questions:**<br>1. How do you feel when you have to introduce yourself in conferences, meetings, etc?<br>2. How important do you think it is to make a good self-introduction?<br>3. Are there any specific rules that should be followed when making an introduction in your country? |
| **Pre-Activity Filling in a worksheet Time: 15 m** | **Objective:** To check background knowledge of participants on self-introduction.<br>**Teacher instructions:**<br>• Introduce your self to the class & ask them to fill in the worksheet about you;<br>• Ask them to introduce themselves to each other in pairs & fill in the information<br>**Student directions:**<br>• Fill in both worksheets for teacher & peer introduction |
| **Formal instruct Tion Time: 5 m** | **Explanation of the useful tips & vocabulary for introduction**<br>**1. Establish a connection with the listeners**<br>**2. Key points**: your experience, your company's name, your position in the company<br>**3. Be confident and friendly**<br>**4. Be attentive** |
| **While Activity: Situation cards Time: 20 min** | **Objective:** To fix the knowledge of related vocabulary in use.<br>**Teacher instructions:**<br>• Divide the participants into 4 groups;<br>• Give them cards with the situations for business introduction & make up the introductions;<br>• Ask all of them to use appropriate phrases for introduction;<br>• Ask others to make notes of the phrases used & discuss;<br>• Check the answers and provide feedback |

| | |
|---|---|
| | **Student directions:**<br>• Make up a business introduction according to the given situation;<br>• Use appropriate phrases for introduction;<br>• Listeners should make notes of the phrases used & discuss |
| **Post activity**<br>**Discussion**<br>**Time:**<br>**20 Min** | **Objective:** To review the gained knowledge on vocabulary<br>**Teacher instructions:**<br>• Arrange groups of four-five and ask them to prepare questions which they want to ask from each other while introducing themselves;<br>• Suggest them that they should select new phrases from the previous tasks;<br>• Ask them to write down the responses in order to report back to the whole group.<br>• When they finish, ask participants to choose a person whom they will present to the whole group. Warn them that everybody should be presented<br>**Student instructions:**<br>• Prepare questions which you want to ask from each other while introducing yourselves in business conferences;<br>• Ask those questions from each other & make notes;<br>• Present everybody to the class |
| **Time:**<br>**5 min** | **Feedback/Assessment**<br>• Discuss with the participants what they have acquired today;<br>• Provide a feedback to their cooperation during the class.<br>**CCQ questions:**<br>1. What was covered during today's session?<br>2. What phrases would you like to use in business introduction now?<br>3. What are some tips for business introduction? |

## Materials

A self-introduction explains who you are, what you do and what others need to know about you. You should provide a self-introduction any time you meet someone new and don't have a third party to introduce you.

Offer a self-introduction when you are:

☐ Beginning an interview
☐ Attending a hiring event
☐ Networking with new connections
☐ Giving a presentation
☐ Meeting people at a trade show

How to introduce yourself *professionally*

- Make your professional introduction relevant.
- Go beyond your professional title.
- Say what your contribution is.
- Be original.
- Prepare.
- Be careful when coming up with funny ways to introduce yourself.

A self-introduction should include your name and occupation (or desired occupation) and key facts that will help you make an impression on the person you're speaking to. In a few sentences, cover the most important things that others need to know about you.

- Ace the self-introduction in style
- Who you are?
- Where do you come from?
- What have you studied?
- Who you are (as a professional)?
- Self-introduction sample for freshers
- Self-introduction sample for experienced professionals
- Self-introduction sample to download
- General tips for self-introduction
- Things to avoid during self-introduction

You know yourself the best, yet giving a good self-introduction in an interview is quite a task.

A lot rides on how you introduce yourself in an interview. If your introduction goes well, you feel confident, and the interviewers also get a good impression of

you.

As morning shows the day, a good self-introduction sets a positive tone for your interview. This open-ended, familiar concept works as an ice-breaker for you and your hiring manager.

Ace the self-introduction in style

Let us break self-introduction for interview in parts.

Who you are

Greet your interviewers and tell your name to start the formal introduction. It is always a good idea to prepare for this most expected question beforehand. Do not hesitate to include some informal, personal information, such as your hobbies, or what you do on weekends.

| Useful expressions | |
|---|---|
| Let me introduce myself.<br><br>Allow me to introduce myself.<br><br>I don't think we've been introduced.<br><br>I work for "Future Innovation".<br><br>I believe we have something in common.<br><br>Let me give you my business card.<br><br>Here's my business card.<br><br>Please do not hesitate to contact me if there is anything I can help you with.<br><br>Feel free to ask any questions you might have. | • Let me introduce myself.<br>• The reason why I chose this work is...<br>• My main strengths are...<br>• I believe my strongest trait is...<br>• I am convinced that...<br>• What concerns my weaknesses sometimes I spend a bit too much time checking my own work. |
|  |  |

**Example:**

| |
|---|
| I have moved to this city three months ago. I love the street food here. On weekends, I explore new eating joints. This way, I get to learn the routes of this city and prepare myself professionally. Being a sales professional, my profile requires a lot of traveling. |
| Do not get carried away with personal details and glide into talking about professional life smoothly. |
| Where do you come from? |
| Mention the place you belong to, the location of your school, your college, and so |

on. Some people do not consider it worth mentioning, but it, surely, gives a lot about your background.

### Example:

I have been born and brought up in Yangiyul. I came to Tashkent 3 months ago to explore professional opportunities. I have already rented a place in Yunusabad and enjoying the Tashkent winters.

What have you studied?

Give a brief account of your educational background such as your school, graduation, post-graduation and so on. Mention extra-curricular activities you have been a part of.

Do not list all the courses and certifications you have done. Just include what is relevant to the specific job profile.

### Example:

I have done my schooling from Yangiyul. For my graduation, I chose GAP program at ABC University. It was a very enriching experience at the University as not only we were actively involved in practical projects, but also got opportunities to participate in a number of sports and other extra-curricular activities such as plays and skits.

Who you are (as a professional)?

It is always a good idea to identify some worth-mentioning professional traits before your interview.

Start with your current professional profile. You must present your previous work experience in a structured way.

### Example:

I have been working as a Sales Professional for 5 years now. I joined as a Sales executive and worked my way up to the position of Sales Manager within 3 years.

Highlight your personal and professional strengths by mentioning some previous projects.

### Example:

I have a thorough understanding of Sales planning and business development. I have been mostly involved in establishing effective client relationships.

I have also developed a superior understanding of customer service and customer relationship with the span of time.

To give you an example, I would like to talk about a relatively difficult and unique project that helped me increase the profitability and annual sales volume of the company (briefly mention the project).

### Self-introduction sample

**Hello Sir/Madam,**

*It's my pleasure to speak with you. I am (Your Name). Basically, I belong to (City Name). I have been living in (City Name) for (No. of years/months) now. I stay here with my family. Besides my parents, there is a younger brother in my family.*

*Currently, I am exploring job opportunities in the (Domain Name) as I have recently finished (Degree Name) from (University Name).*
*I am very interested in the (Domain of your interest). That was the reason I chose to pursue higher studies in (Program Name). Post that, my internship experience and other practical projects in the college further boosted my interest in (Field name) as a full-time career option.*
*Not only am I passionate about the field I graduated in (Mention field), I am also inclined towards creative activities such as dancing, painting, acting, etc. I have always been an active student in school and college. I have participated in many cultural events during my school and college days and have won many awards.*
*In my free time, I enjoy going out with friends and trying new cuisines. I also enjoy watching movies, listening to music, reading, working out, and going on road trips.*
*I am looking forward to knowing more about this opportunity and I will be happy to answer more questions.*

## Situation cards

| | |
|---|---|
| **Introduction in international conference in a foreign country** | **Introduction in the business meeting with new partners** |
| **Introduction of a new director to the staff of the company** | **Introduction of a new employee to the other staff** |

## Tests for consolidation:

1. Let me introduce myself.                      A.in terms of business interests

2.Allow me to introduce myself.               B.I am Lora Smith

3.I don't think we've been introduced.        C.so that you can address me any time

4.I work for "Future Innovation".             D.all the information is written here

5.I believe we have something in common.      E.I am always ready to help

6.Let me give you my business card.           F.and then you will introduce

7.Here's my business card.                     G.so that I no nothing about you

8.Please do not hesitate to contact me        H. if there is anything I can help you with.

9.Feel free to ask any questions you might have.    I.my employees

10.My main strength are                        J.I am IT specialist there

**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:**<br><br>• PWBAT learn about the types of technology;<br>• PWBAT summarize the information about technology and its types;<br>• PWBAT discuss the pros and cons of technology. | **Language Objectives:**<br>**Listening:** PWBAT complete a summary according to video;<br>**Vocabulary:** PWBAT use appropriate words on technology.<br>**Writing:** PWBAT write an online reflection on technology. | **Reading:** PWBAT skim and scan the text to find new words on technology;<br>**Speaking:** PWBAT discuss the advantages & disadvantages of technology ; |
| **Key Vocabulary:**<br>Technology, high-tech, technophile, Technophobe. | **Technology used:**<br>Laptop, LCD projector, speakers,mobile phones | |
| **Activities for students:**<br>Cooperative, individual work, Discussion, evaluation.<br>**Integrated skills:** List, read, writ, speak | **Types of assessment:**<br>**Formative way:**<br>Giving feedback after each activity. | **Summative way:**<br>Evaluating participants' achievements in tests |
| **Standards met:** | Common Core | |
| **Resources used:** | Journals: Study.com | |
| **Activities and timing** | **Lesson sequence** | |

| | |
|---|---|
| **Warm-up**<br><br>**Time: 10min** | **Objective:** To introduce the topic of the lesson to the participants.<br><br>**Teacher instructions:**<br><br>• Ask the participants to use the code of Quizezz and access the quiz;<br><br>• Ask them to click on the quiz and answer multiple-choice questions about technology as fast as possible;<br><br>Link: joinmyquiz.com. Join code: 832058<br><br>• The person answers the questions first will be the winner;<br><br>• Discuss shortly today's topic "Technology and its types" with the students.<br><br>**Student directions:**<br><br>• Go to quizzes, insert the code and do the quiz as quickly as possible;<br><br>• Participate in a small discussion on "Technology and its types". |
| **Introduction Time:5 min** | **Teacher instructions:**<br><br>• Tell the participants that today, they are going to acquire some knowledge by learning words to talk about "Technology and its types"<br><br>**ICQ questions:**<br><br>1. Are we going to talk about technology?<br>2. Do we differentiate the types of technology?<br>3. Do we learn words or phrases about technology? |
| **Pre-Activity Brain storming Time: 15 m** | **Objective:** To check background knowledge of participants on technology.<br><br>**Teacher instructions:**<br><br>• Divide the participants into initial 3 groups to work together;<br><br>• Ask them to go to read the given small texts about types of technology and choose the words related to technology from them;<br><br>• Ask them to make clusters and give definition to them;<br><br>• Give them some time to read and comment on each other's work;<br><br>• Check their answers and give feedback.<br><br>**Student directions:**<br><br>• Read small texts about types of technology (Group A: Education technology, Group B Medical technology, Group C Industrial technology);<br><br>• Choose the words related to technology and provide definitions to them;<br><br>• Read each other's work and discuss the differences. |
| **Formal instruct Tion** | **Explanation of the words related to technology**<br><br>• Pick up some words and phrases from the participants' clusters and discuss them; |

| Time: 5 m | • 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** | **Objective:** To fix the knowledge of related vocabulary in use.<br>**Teacher instructions:**<br>• Divide the participants into 4 groups;<br>• Ask the them to look through the provided MCQs of the video;<br>• Ask them to complete the MCQs while watching the video recording individually;<br>• After they complete MCQs, ask them to work in groups and discuss their answers;<br>• Check the answers and provide feedback<br>Link to the video:<br>**https://study.com/academy/lesson/different-types-of-classroom-technology.html**<br>**Student directions:**<br>• Look through the given MCQs;<br>• Watch the video and complete them individually;<br>• Work in groups of 3 and discuss your answers. |
| **Post activity Discus sion Time: 15 Min** | **Objective:** To review the gained knowledge on vocabulary<br>**Teacher instructions:**<br>• Ask the participants to go to discussions board in Zoom chatbox and provide their opinions about pros & cons of technology.<br>**Student instructions:**<br>• Go to discussions board and try to give your opinions about the pros & cons |
| **Time: 5 min** | **Feedback/Assessment**<br>• Discuss with the participants what they have acquired today;<br>• Provide a feedback to their cooperation during the class.<br>**CCQ questions:**<br>4. What was covered during today's session?<br>5. What types of technology do you know now?<br>6. What are the advantages and disadvantages of technology? |

## Materials

## What is Information Technology?

Information technology (IT) is the use of any computers, storage, networking and other physical devices, infrastructure and processes to create, process, store, secure and exchange all forms of electronic data. Typically, IT is used in the context of business operations, as opposed to technology used for personal or entertainment purposes. The commercial use of IT encompasses both computer technology and telecommunications.

Information technology (IT) is the use of computers to create, process, store, retrieve, and exchange all kinds of data and information. IT is typically used within the context of business operations as opposed to personal or entertainment technologies. IT forms part of information and communications technology (ICT). An information technology system (IT system) is generally an information system, a communications system, or, more specifically speaking, a computer system — including all hardware, software, and peripheral equipment — operated by a limited group of IT users. The term information technology in its modern sense first appeared in a 1958 article published in the Harvard Business Review; authors Harold J. Leavitt and Thomas L. Whisler commented that "the new technology does not yet have a single established name. We shall call it information technology (IT)."Their definition consists of three categories: techniques for processing, the application of statistical and mathematical methods to decision-making, and the simulation of higher-order thinking through computer programs.

The term is commonly used as a synonym for computers and computer networks, but it also encompasses other information distribution technologies such as television and telephones. Several products or services within an economy are associated with information technology, including computer hardware, software, electronics, semiconductors, internet, telecom equipment, and e-commerce.

Our daily work office is also technology-based. People no longer use pen and paper to complete their work. We keep our health by going to the gyms.

There are machines in the gym that help us reduce our weight and keep fit. We get to keep a lot of information in a small device and use it when we like. Cars have also become better with the use of technology.

Technology can not be appropriate in some tasks and has negative influences. Everyone determines and decides how to use this technology in a negative or positive way.

**MCQs**

**Tests for consodilation:**

| | |
|---|---|
| 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:**<br><br>• PWBAT find out what is Media and types of it;<br><br>• PWBAT match definitions, pieces of sentence and answer the questions about Media;<br><br>• PWBAT make and design breaking news and role-play. | **Language Objectives:**<br>**Listening:** PWBAT pick up the words for Media from the video and match with definitions;<br>**Vocabulary:** PWBAT use words for Media and its types; | **Reading:** PWBAT form the text and answer the questions related to the text;<br>**Speaking:** PWBAT make up news and present it in role-play. |
| **Key Vocabulary:**<br>Mass media, TV, radio, press, newspapers, the Internet. | **Materials used:**<br>Laptop, LCD projector, whiteboard, speakers, microphone | **Handouts:**<br>posters, flash cards, stickers, markers, article |
| **Activities for students:**<br>Cooperative, individual work, Discussion, evaluation, role-play.<br>**Integrated skills:** List, read, write, speak | **Types of assessment:**<br>**Formative way:**<br>Giving feedback after each activity. | **Summative way:**<br>Evaluating students' achievements in tests. |
| **Standards met:** | Common Core | |
| **Activities and timing** | **Lesson sequence** | |

| | | |
|---|---|---|
| **Warm-up**<br><br>**Time:**<br>**10 min** | **Objective:** To identify the main topic and tell about the types of Media they use.<br>**Jeopardy game on Mass Media.**<br>**Teacher instructions:**<br>• Divide the participants into 2 groups;<br>• Tell them that they will play a game of Jeopardy and ask to choose one number;<br>• Click on the number to show the question about the type of news;<br>• Ask them to answer the question and say how did they know about this news.<br>  **Student directions:**<br>• With your group choose a number, answer the question and say how did you get the news, discuss your answers. | |
| **Introduction**<br>**Time:** | **Teacher instructions:**<br>• Tell the participants that today they will learn about Mass Media and its types.<br>• Talk about the effects of Mass Media on people's life. | |

| 5 min | **ICQ questions:** |
|---|---|
| | 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? |
| **Pre-Activity Brain storming Time: 15 min** | **Objective:** To find and put the words in appropriate place. |
| | **Teacher instructions:** |
| | • 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) |
| | **Student directions:** |
| | • Find as many words as possible on the given topic and write them in the apples. |
| **Formal instruct Tion 1. Time: 5 m** | **Explanation of the words and phrases used for Mass Media.** |
| | • 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. |
| **While Activities: Note-Taking, matching Time: 10 min** | **Objective:** To pick-up learned words from the video and match with their definitions. |
| | **Teacher instructions:** |
| | • 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. |
| | **Student directions:** |
| | • Watch the video, pick-up new words, match with definitions with your partner. |
| **Story Splits, short-answer questions Time: 10 min** | **Objective:** To put together pieces of news from newspaper and answer the questions. |
| | **Teacher instructions:** |
| | • 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. |
| | **Student directions:** |

| | |
|---|---|
| | • With your group put the pieces of article together and answer the questions correctly. |
| **Post-activity** **Breaking news** **Time:** **20 min** | **Objective:** To make-up breaking news and present it.<br>**Teacher instructions:**<br>• Re-organize 4 groups each containing 3 people: announcer, reporter, reporter behind the scene;<br>• Ask each group to choose flash card with topic of news;<br>• Ask them to create news by using new vocabulary, simple and compound sentences;<br>• Give some time for preparation and ask the groups to role-play "Breaking news";<br>• After the performance provide feedback and announce the winner group.<br>**Student directions:**<br>• Choose flash card, make-up breaking news and role-play it. |
| **Time:** **5 min** | **Feedback/Assessment**<br>• Discuss with the partcipants what they have acquired today;<br>• Provide a feedback to their cooperation during the class.<br>**CCQ questions:**<br>1.What is Mass Media?<br>2.What types of media are available?<br>3.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 |
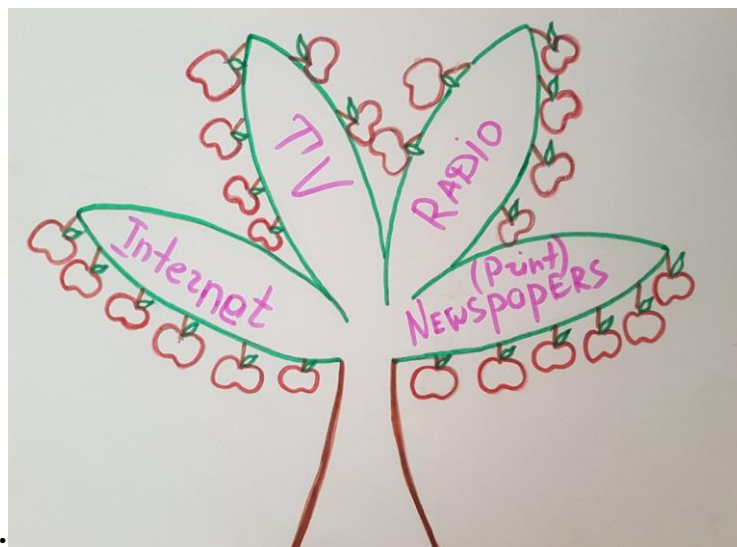
**Media tree:**

**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 |

Mass media refers to media technologies used to disseminate information to a wide audience. The key function of mass media is to communicate various messages through television, movies, advertising, radio, the internet, magazines, and newspapers.

- Contents
- Why is mass media important?
- Functions of Mass Media
- Characteristics of Mass Media
- Types of Mass Media
- Examples of Mass Media

In this article, we'll review the importance of mass media, explore the functions, types, and characteristics of mass media, and see several examples.

## Why is mass media important?

*Your favorite movies on streaming services like Netflix, Hulu, and Amazon Prime Video, news on TV and radio, and articles in newspapers and magazines make mass media an integral part of our everyday life. Since it has a vast influence on people all over the world, brands use various platforms to appeal to their leads and customers and pitch their goods. Companies run an endless marathon to reach success with the help of mass media. Brands use either traditional or digital media to connect with their target audience and build brand awareness. Entrepreneurs consider various platforms to convey a company's image and create a good reputation. With mass media, brands effectively promote their goods and services, reach broader audiences, boost brand engagement, and increase sales volume.*

Now that you know about the importance of mass media technologies, let's proceed to their functions.

## Functions of Mass Media

Mass media in written, spoken, or broadcast forms has a significant impact on the masses. Commercials on TV, billboards, and social media platforms allow brands to build brand awareness. Companies search for the most effective ways to



convey their message when it comes to      branding, including sites, social media channels, blogs, and forums. When they find the right type of mass media channel for their businesses, they can communicate their ideas and conduct branding campaigns.

Mass media informs, educates, and entertains people in a wide variety of ways. Brands can educate users to get the most out of their products. The majority of companies now use social media platforms, create blog posts on their sites, and launch commercials on YouTube to describe their best features, the problems their products can solve, and provide step-by-step guides.

Now that we have cleared that up, it's time to explore the characteristics. Characteristics of Mass Media Over the years, the impact of mass communication has increased drastically because of the improvements made. Hence, it's crucial to know the main characteristics of mass media, and they are as follows:

- it can appeal to a wide target audience;
- it communicates a public message;
- there's a distance between a source of information and those who obtain it;
- it can be transmitted through various channels, such as TV, the internet, radio, and newspapers;
- it has a heterogeneous audience;
- news or information communicated through TV, radio, and print media can't receive feedback.

It's essential not only to know these features but also to be aware of mass media types, so let's jump into the next section.

Types of Mass Media

Books, newspapers, radio, social media platforms, booklets, and streaming services are various forms of mass media. However, we distinguish four main types of mass media.

Print media. It can range from billboards to coupons and is one of the easiest and oldest ways to reach the masses. Originally, print media referred to newspapers, which were the primary sources of information. Further, this type of media expanded to journals, books, and magazines.

Outdoor media. Ambient marketing is an excellent example of modern outdoor media. Brands use unusual locations and items to promote their products. Let's take Folgers, for instance. This brand of coffee used manhole covers to promote coffee in a unique and eye-catching way. Therefore, places like bus stops, public transport, and buildings can serve creative companies as places for promotion.

**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:**<br>• PWBAT learn what is globalization and its effects;<br>• PWBAT answer multiple-choice questions;<br>• PWBAT write a summary. | **Language Objectives:**<br>**Listening:** PWBAT listen to the video and complete a summary<br>**Vocabulary:** PWBAT use appropriate words on globalization; | **Speaking:** PWBAT discuss what is globalization. |
| **Key Vocabulary:**<br>Globalization, global world, one threat, commerce | **Technology used:**<br>Laptop, LCD projector, Speakers, mobile phones | **Handouts:**<br>posters, flash cards, stickers, markers, texts, pictures, circles |
| **Activities for students:**<br>Cooperative, individual work, Discussion, evaluation.<br>**Integrated skills:**list, read, write, speak | **Types of assessment:**<br>**Formative way:**<br>Giving feedback after each activity. | **Summative way:**<br>Evaluating students' achievements in tests |
| **Standards met:** | Common Core | |
| **Resources used:** | Journals: Study.com | |
| **Activities and timing** | **Lesson sequence** | |

| | |
|---|---|
| **Warm-up**<br><br><br><br>**Time:**<br>**10 min** | **Objective:** To introduce the topic of the lesson to the students.<br>**Teacher instructions:**<br>• Show the participants some slides of different worldwide companies;<br>• Ask them what they have in common;<br>• Ask the them what is their opinion about globalization;<br>• Discuss and give feedback.<br>**Student directions:**<br>• Look through the slides and tell what the companies have in common;<br>Provide your opinions about globalization. |
| **Introduction**<br>**Time:**<br>**5 min** | **Teacher instructions:**<br>• Tell the students that today, they are going to acquire some knowledge by learning<br>words and phrases to talk about "Globalization".<br>**ICQ questions:**<br>1.Are we discussing globalization?<br>2.Do we talk about globalized world?<br>3.Do we learn words and phrases for globalization? |
| **Pre-Activity**<br>**Brain**<br>**storming**<br>**Time:**<br>**15 m** | **Objective:** To check background knowledge of participants on technology.<br>**Teacher instructions:**<br>• Divide the participants into initial 2 groups: advantages and disadvantages;<br>• Give them some time to make a list and give explanations;<br>• Ask them to organize a small discussion;<br>• Check their answers and give feedback.<br>**Student directions:**<br>• Think about the advantages and disadvantages of globalization;<br>• With your group make a list of advantages or disadvantages;<br>• Discuss pros and cons of globalization with another group. |
| **Formal**<br>**instruct**<br>**Tion**<br>**Time:5 m** | **Explanation of the words related to globalization**<br>• Give the participants the list of the words about globalization;<br>• Make up some sentences about globalization. |
| **While** | **Objective:** To fix the knowledge of related vocabulary in use.<br>**Teacher instructions:**<br>• Tell the participants that they are going to watch a video about globalization; |

| | |
|---|---|
| **Activity: Multiple-choice for video Time: 20 min** | • Provide them with multiple-choice questions related to the video and ask them to look them through before watching the video;<br>• Ask them to circle appropriate answers while watching the video;<br>• Check the answers and discuss with the class.<br>**Student directions:**<br>• Look through the question on the papers provided;<br>• Watch the video and complete multiple-choice questions;<br>• Discuss the answers with the group. |
| **Post activity Video summary Time: 20 min** | **Objective:** To review the gained knowledge on vocabulary<br>**Teacher instructions:**<br>• Ask the participants to write a short summary on the watched video about globalization;<br>• Ask them to use as many new words as possible in their answers.<br>**Student instructions:**<br>• Summarize the information you watched on the video about globalization;<br>• Write a short summary of the video by using the answers you provided before. |
| **Time: 5 min** | **Feedback/Assessment**<br>• Discuss with the students what they have acquired today;<br>• Provide a feedback to their cooperation during the class.<br>**CCQ questions:**<br>1.What was covered during today's session?<br>2.What kind of words are mostly used for globalization?<br>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

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

**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:**<br>• PWBAT learn how to deal with business meetings;<br>• PWBAT know how to answer business calls; | **Language Objectives:**<br>**Vocabulary:** PWBAT use appropriate words for telephone conversations; | **Speaking:** PWBAT make up & role-play telephone conversations. |
| **Key Vocabulary:**<br>Business meeting, business call, e-commerce, trade, bargain | **Technology used:**<br>Laptop, LCD projector, Speakers, mobile phones | **Handouts:**<br>posters, flash cards, stickers, markers, texts |
| **Activities for students:**<br>Cooperative, individual work, Discussion, evaluation.<br>**Integrated skills:**list, read, write, speak | **Types of assessment:**<br>**Formative way:**<br>Giving feedback after each activity. | **Summative way:**<br>Evaluating students' achievements in tests |
| **Standards met:** | Common Core | |
| **Resources used:** | Journals: Study.com | |
| **Activities and timing** | **Lesson sequence** | |

| | |
|---|---|
| **Warm-up**<br><br>**Time:**<br>**10 min** | **Objective:** To introduce the topic of the lesson to the students.<br>**Teacher instructions:**<br>• Show the participants some photos of people in business situations;<br>• Ask them what they have in common;<br>• Ask them what are these people doing;<br>• Discuss and give feedback.<br>**Student directions:**<br>• Look through the pictures and tell what they have in common;<br>• Provide your opinions about what is described |
| **Introduction**<br>**Time:**<br>**5 min** | **Teacher instructions:**<br>• Tell the students that today, they are going to acquire some knowledge by learning<br>words and phrases to talk about "Business interactions & telephone calls".<br>**ICQ questions:**<br>1. When was the last time you phoned any company?<br>2. Why did you call?<br>3. What about did you talk?<br>4. What kind of language did you use? |
| **Pre-Activity Brain storming**<br>**Time:**<br>**15 m** | **Objective:** To check background knowledge of participants on business interactions.<br>**Teacher instructions:**<br>• Divide the participants into initial 2 groups: formal & informal conversations;<br>• Give them some time to make a cluster of the words and give explanations;<br>• Ask them to organize a small discussion;<br>• Check their answers and give feedback.<br>**Student directions:**<br>• Think about the formal/informal business conversation language;<br>• With your group make a list of the words & phrases for formal/informal business;<br>• Discuss formal & informal language rules with another group. |
| **Formal instruct Tion**<br>**Time:5 m** | **Explanation of the words related to business interaction**<br>• Pick up some words & phrases for business interactions from group's clusters;<br>• Pre-teach them to some tips of how to organize a call. |

| | |
|---|---|
| **While activity Role-play Phone calls** <br><br> **Time: 20 min** | **Objective:** To fix the gained knowledge on vocabulary <br><br> **Teacher instructions:** <br> • Provide the participants with the list of how to organize customer calls; <br> • Ask them to make up telephone call conversations with them; <br> • Ask them to role-play them <br> • Ask them to use as many new words & phrases as possible in their answers <br> • Check the answers and discuss with the class <br><br> **Student instructions:** <br> • Make up telephone conversations by using topic vocabulary & following the tips <br> • Role-play them to the class |
| **Post Activity: Guessing game Time: 20 min** | **Objective:** To revise the knowledge of topic vocabulary in use. <br><br> **Teacher instructions:** <br> • Tell the participants to read the provided sections & decide if they are for telephoning or emailing language; <br> • Check the answers and discuss with the class. <br><br> **Student directions:** <br> • Look through the provided sections & decide if they are for telephoning or emailing; |
| **Time: 5 min** | <div align="center">**Feedback/Assessment**</div> <br> • Discuss with the students what they have acquired today; <br> • Provide a feedback to their cooperation during the class. <br><br> **CCQ questions:** <br> 1.What was covered during today's session? <br> 2.What kind of words are mostly used for business interactions? <br> 3.What are the phrases to use in business calls? |

# Materials

## Warm-up pictures:



## Tips for business calls

| | |
|---|---|
| **Greet the customer** | **Greet the customer** |
| **Ask what the problem is** | **Ask what the problem is** |
| **Listen carefully** | **Listen carefully** |
| **Define the problem** | **Define the problem** |
| **Suggest a solution** | **Suggest a solution** |
| **Confirm the solution** | **Confirm the solution** |
| **End the conversation** | **End the conversation** |

## Clusters:
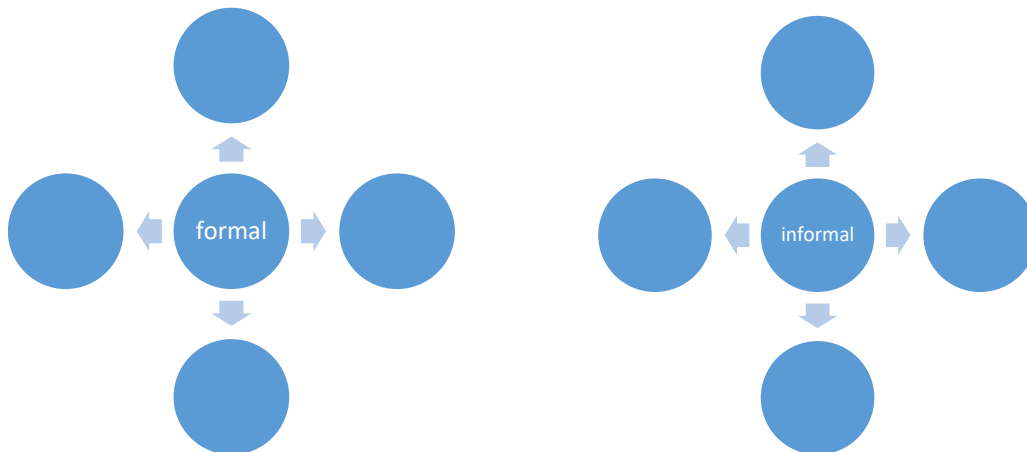


## Sections: Telephoning or emailing

## Useful telephoning and emailing language

### Business email language or telephone language?

**Section 1**
Can you spell you 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?
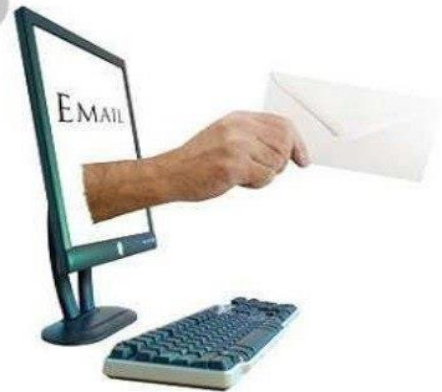
Put a cross in the correct column:

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

Tests for consodilation:

| | |
|---|---|
| 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:**<br>• PWBAT learn how to develop a CV;<br>• PWBAT learn the structure & language used in CVs; | **Language Objectives:**<br>**Listening:** PWBAT listen to the video and complete a summary<br>**Vocabulary:** PWBAT use appropriate words for telephone conversations; | **Speaking:** PWBAT make up & role-play telephone conversations. |
| **Key Vocabulary:**<br>Business meeting, business call, e-commerce, trade, bargain | **Technology used:**<br>Laptop, LCD projector, Speakers, mobile phones | **Handouts:** posters, flash cards, stickers, markers, texts |
| **Activities for students:**<br>Cooperative, individual work, Discussion, evaluation.<br>**Integrated skills:**list, read, write, speak | **Types of assessment:**<br>**Formative way:**<br>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**<br><br>**Time: 10 min** | **Objective:** To introduce the topic of the lesson to the students.<br><br>**Teacher instructions:**<br>• Provide the participants with the list of skills;<br>• Ask them to tick the ones they have;<br>• Ask them to discuss with the partner which ones are necessary;<br>• Discuss and give feedback.<br><br>**Student directions:**<br>• Look through the list of skills & tick what you have;<br>• Discuss with the partner which ones are important | |
| **Introduction Time: 5 min** | **Teacher instructions:**<br>• Tell the students that today, they are going to acquire some knowledge by learning<br>   words and phrases to write a CV<br><br>**ICQ questions:**<br>1.When do we need to write a CV?<br>2.What are the components of a CV?<br>3.How can we write a good CV? | |
| **Pre-CV complition Time: 15 m** | **Objective:** To check background knowledge of participants on CV writing.<br><br>**Teacher instructions:**<br>• Divide the participants into initial 2 groups;<br>• Give them a worksheet of CV completion;<br>• Ask them to complete the CV by using the given words;<br>• Discuss, check their answers and give feedback.<br><br>**Student directions:**<br>• Think about the parts of a CV;<br>• Complete the CV by using the given words<br>• Discuss with your partners | |
| **Formal instruct** | **Explanation of the words related to CV writing**<br>• Pick up some words & phrases for CV writing from the provided CV; | |

| | |
|---|---|
| **Tion Time:5 m** | • Pre-teach them to some tips of how to write a CV. |
| **While activity Developing a CV Time: 20 min** | **Objective:** To fix the gained knowledge on vocabulary<br><br>**Teacher instructions:**<br>• Provide the participants with the template of a CV;<br>• Ask them to complete the CV by inserting their info;<br>• Ask them to use as many new words & phrases as possible;<br>• Check the answers and organize peer-check<br><br>**Student instructions:**<br>• Complete the CV by inserting your info;<br>• Use as many new words & phrases as possible;<br>• Check the answers and peer-check |
| **Post Activity: CV observation Time: 20 min** | **Objective:** To revise the knowledge of topic vocabulary in use.<br><br>**Teacher instructions:**<br>• Give the participants a CV of a person;<br>• Ask them to discuss the parts of it & tell if there are some lacks;<br>• Check the answers and discuss with the class.<br><br>**Student directions:**<br>• Look through the provided CV;<br>• Discuss with the group the lacks of it |
| **Time: 5 min** | **Feedback/Assessment**<br>• Discuss with the students what they have acquired today;<br>• Provide a feedback to their cooperation during the class.<br><br>**CCQ questions:**<br>1.What was covered during today's session?<br>2.What parts should be included into the CV?<br>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 | |

**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.

iSLCollective.com

**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)
_____
_____
_____

## 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 necessaties

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:**<br>• PWBAT learn the difference between formal & informal emails;<br>• PWBAT learn the structure & language of formal & informal emails; | **Language Objectives:**<br>**Vocabulary:** PWBAT use appropriate words for writing email; | **Speaking:** PWBAT talk about writing email. |
| **Key Vocabulary:**<br>Business emails, personal emails, formal/informal emails | **Technology used:**<br>Laptop, LCD projector, Speakers, mobile phones | **Handouts:**<br>posters, flash cards, stickers, markers, texts |
| **Activities for students:**<br>Cooperative, individual work, Discussion, evaluation.<br>**Integrated skills:**list, read, write, speak | **Types of assessment:**<br>**Formative way:**<br>Giving feedback after each activity. | **Summative way:**<br>Evaluating students' achievements in tests |
| **Standards met:** | Common Core | |
| **Resources used:** | Journals: Study.com | |
| **Activities and timing** | **Lesson sequence** | |

| | |
|---|---|
| **Warm-up**<br><br>**Time: 10 min** | **Objective:** To introduce the topic of the lesson to the students.<br>**Teacher instructions:**<br>• Provide the participants with the table of social networking tools;<br>• Ask them to complete how often they use each of them;<br>• Ask them why they use emails so/not often;<br>• Discuss and give feedback.<br>**Student directions:**<br>• Complete the table by writing about how often you use these social networking sites<br>• Tell why do you use email so/not so often |
| **Introduction Time: 5 min** | **Teacher instructions:**<br>• Tell the students that today, they are going to acquire some knowledge by learning<br>          the structure of formal & informal emails.<br>**ICQ questions:**<br>1. What is formal/informal email?<br>2. When do we write formal/informal emails?<br>3. Whom do we write formal/informal emails to? |
| **Pre-avtivity Guessing Time: 15 m** | **Objective:** To check background knowledge of participants on email writing.<br>**Teacher instructions:**<br>• Divide the participants into initial 2 groups: formal & informal emails;<br>• Give each group one of 2 cut up strips of different emails;<br>• Ask each group to put the cut ups in appropriate order according to their email;<br>• Check their answers and give feedback.<br>**Student directions:**<br>• Put the cut ups in appropriate order according to their email;<br>• Discuss formal & informal language in emails with the whole group. |
| **Formal instruct Tion Time:5 m** | **Explanation of the structure & words related to email writing**<br>• Pre-teach them to the structure of how to write formal/informal emails;<br>• Provide them with topic vocabulary & phrases to write emails |
| **While activity Good or bad?**<br><br>**Time: 20 min** | **Objective:** To fix the gained knowledge on vocabulary<br>**Teacher instructions:**<br>• Give the participants the examples of Good & Bad emails;<br>• Ask them to decide which one is good or bad;<br>• Tell them to explain their choice;<br>• Ask the them to make a list of Dos & Don't in email writing;<br>• Check the answers and discuss with the class |

| | |
|---|---|
| | **Student instructions:** <br> • Decide which email is good or bad & explain your choice; <br> • Make a list of Dos & Don't in email writing; <br> • Check the answers and discuss with the class |
| **Post Activity: Email writing Time: 20 min** | **Objective:** To revise the knowledge of topic vocabulary in use. <br> **Teacher instructions:** <br> • Ask the participants to choose one of the cards with situations on the table; <br> • Ask them write a formal/informal email for the situation you have chosen by using the structure & vocabulary they have learned; <br> • When they finish, ask them to exchange their papers with peer & provide peer-feedback; <br> **Student directions:** <br> • Choose one of the cards with situations on the table; <br> • Use the the structure & vocabulary you have learned & write a formal/informal email for the situation you have chosen <br> • Once you finish exchange your papers with your peer & provide peer-feedback |
| **Time: 5 min** | **Feedback/Assessment** <br> • Discuss with the students what they have acquired today; <br> • Provide a feedback to their cooperation during the class. <br> **CCQ questions:** <br> 1.What was covered during today's session? <br> 2.Is there any difference between formal & informal emails? <br> 3.What is the structure of formal/informal emails? |

## Materials

**Warm-up:**

| Social networks | Always | Sometimes | Never |
|---|---|---|---|
| **Email** | | | |
| **Telegram** | | | |
| **IMO** | | | |

### Basic formal email structure

Before we get into different email templates, it's important to know how to build an email yourself. For the most part, every email, regardless of its contents, will follow the same structure with the same basic elements. You should get to know these elements in order to ensure proper and effective email writing as a whole.

**The basic elements of professional email writing:**
- Your email address
- Subject line
- Email opening
- Email body
- Email ending
- Email Sign off
- Email signature/footer
- Email address

Your email address is oftentimes out of your control. If you're working for a company or operate under the umbrella of a brand your email address will likely include the company or brand name domain.

*For example, the emails in Wise Stamp are all in the following format: [employee name]@wisestamp.com. This ensures that we all have a professional business email address. Since only the owner of wisestamp.com can issue email addresses under that domain name, this ensures our emails appear legitimate.*

*Imagine if each employee would have a random Gmail address like [name]wisestamp@gmail.com, which anyone can create, that would be a bit suspicious. Email open rates are first and foremost defendant on trust, so make sure you have a trustworthy email address or suffer very low open rates.*

### Subject lines:

Your subject line will be the single most important element in your formal email writing. It is the first thing your recipient will see and unless you convince her then and there that your email is safe, relevant, and high priority (in that order) it may never be opened. If this happens, any effort you put into the rest of the email elements will go to waste.

Your subject line will depend on the purpose or content of your email, but overall, you want it to be something engaging enough for a recipient to click on.

### Email subject line guidelines:

Be clear and specific – avoid using generic or clickbait subject lines that say nothing or make unrealistic promises, like "find out how to double your business in a week".

Be original – avoid using those all too common subject line templates you find on the internet. Instead make original subject lines that are relevant, personal, and concise.

Add relevancy – address something that the recipient will recognize, like an acquaintance name or a an article/ show/ book they appeared on.
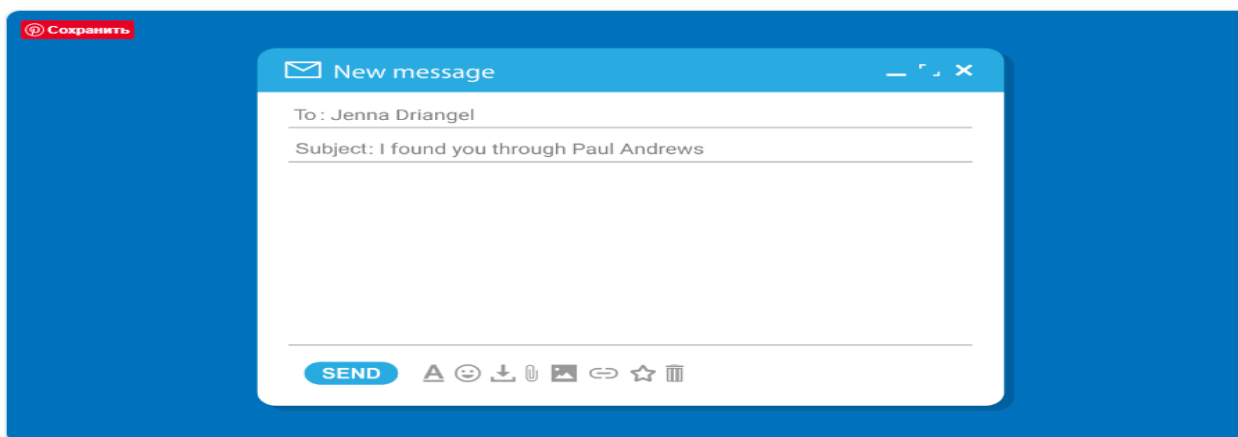
### Email opening:

The next most important way to hook a recipient into your email is by writing a strong email opening line. Like your subject line, the email opening is mostly used as another filtering stage for most people. If it fails to meet the promise made in the subject line, your readers will ditch.

Therefore, it's extremely important to define your main point in 1 or 2 paragraphs tops. If you clearly convey your request or question and your reader feels it's relevant and interesting, then they'll continue reading your email. If you manage to get them to stay after this point, in most cases, they'll return your email.

### Email opening guidelines:

*Address your recipient by their prefered name – look up an article they've written or their linkedin page and see what name they use. Some people will use their full name or their nickname accordingly (for example David vs Dave, or Anastasia vs Ana).*

*Establish a connection – connect your email to a personal experience that involves the recipient, like an article or a news piece you've read about them, or a conversation you had with an acquaintance.*

*Match the opening with the subject line – your opening message has to mirror the promise made in the subject line because this is how the reader validates relevancy. If you don't connect subject line to opening, readers will be confused and even assume clickbait.*



### Email body:

The body of your email is where you get into your main message. Whether you're composing an email to establish a new business connecting or just following

up on a meeting, the body of your email should be detailed enough that the reader isn't confused, but also brief and to-the-point. No one wants to sit and read a long-winded email when they have dozens of other unattended messages in their inbox.

### Email body writing guidelines:

*Be concise – detail only what's needed to get your point across.*

*Use words that convey (authentic) positive personal emotional – words like "glad", "excited", "intrigued", "confident".*

*Use the word "because" when asking for something – it's been scientifically shown that people are more easily convinced to do something if told why, and more so if the reason is important for them.*

*Show don't tell – if you can't explain something in few words, see if you can add a screenshot, a video or a link that explain it better.*

*Use headings to split long content into sub-topics – if you can't avoid writing a long email, make sure to break it up into subsections with headings. This will help your time-scarce readers to scan and find their points of interest.*

*Add your concrete request or question in bold text – to ensure your readers do not miss the most important piece of content (your request or question) – set it in a separate line and put it in bold. You can also use some color. If you do avoid light shades (you want high contrast between the text and the white background. Once you pick a color – stick with it.*

### Email ending:

After you've addressed all your main points in the body of your email, you'll want to end it with a respectful and brief salutation. You can either invite your recipient to reach out for more questions, wish them success, or ask a question. It all depends on the motive for your email. If it was a long email it could also be a good idea to gently reiterate your main request, question, or motivation.
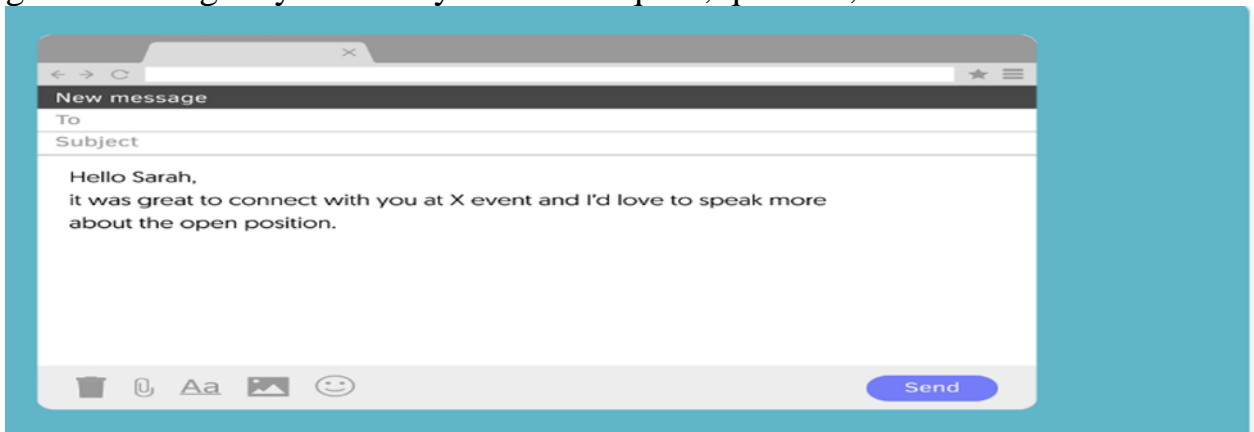


### Email sign-off:

When closing your email, you'll want to choose a suitable email sign-off. There are different sign-offs you can use for each occasion, such as "best regards," "sincerely," or "with love," but you obviously wouldn't want to send the last one to your manager. Make sure your signoff is appropriate to your email content and your recipient.

# Cut up splits for formal/informal emails:

**BRITISH COUNCIL**  TeachingEnglish | Lesson plans

**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 wouldprefer 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)

- It may be appropriate to start with a reference line *Re:..................................................*
- 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.
*Thank you, in advance, for taking time to respond to my ....*

Yours faithfully – (if greeting is to Sir/Madam)
Yours sincerely – (if name is given)

## Layout for an Informal letter

Sender's address

Date

Dear……………..

- 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: *can't* instead of can not; *haven't* instead of have not 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 spearate additional ideas/references…

Degree of intimacy with recipient will determine the way you sign off:
Best wishes / Kind regards / Yours truly / *With love…*

**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 |
|---|---|
| • Use an informative subject line, which says what the email is about.<br>• Write the most important information first.<br>• Use numbers and bullet points to make the message clearer.<br>• 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.)<br>• Write short sentences.<br>• Use paragraphs to keep the email clear and easy to understand | • Write 'hello' as your subject line.<br>• Write about irrelevant issues. The reader will soon hit 'delete' if the email doesn't get to the point.<br>• Give personal information that you don't want anyone else to know. (The email could end up in the wrong hands)<br>• Use capital letters to write whole words as in emails, this is considered shouting.<br>• Use different fonts in the email (the recipient's computer may not be compatible)<br>• Use Italics (the reason may be misunderstood, due to cultural differences).<br>• Use exclamation marks.<br>• Use abbreviations like coz and uni, as the recipient may not understand them.<br>• Use acronyms like BTW for the same reason.<br>• Use smileys. They may be misunderstood and come across as unprofessional. |

**Example of a formal email:**

Dear Sir or Madam,

I am writing to express my deepest disappointment regarding the cancellation of tomorrow's International Food Party due to unavailability of the local school kitchens. I am afraid I do not find your proposed solution acceptable and I intend to explain why. If the party is postponed to the further dates I will not ne able to attend as I will be on my business trip to France for 10 months.

Moreover, you assured that club's schedule is not going to change dramatically despite any circumstances.

I think it is better for you to persuade the school administration to make the kitchens available that day. If not, you should find another appropriate place as soon as possible.

I look forward to hearing your reply (from you soon).

Yours faithfully,

**Tests for consolidation:**

| | |
|---|---|
| 1.Accumption | 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:**<br>• PWBAT learn what is travelling and distinguish the places to go;<br>• PWBAT make an advertisement on travelling. | **Language Objectives:**<br>**Vocabulary:** PWBAT use appropriate words on technology and do online quiz. | **Speaking:** PWBAT discuss the types of technology online; |
| **Key Vocabulary:**<br>Travelling, hotel, check-in, check out, flight attendant, pilot | **Technology used:**<br>Laptop, LCD projector, Speakers, mobile phones | **Handouts:**<br>posters, flash cards, stickers, markers, pictures |
| **Activities for students:**<br>Cooperative, individual work,<br>Discussion, evaluation.<br>**Integrated skills:** List, read, write, speak | **Types of assessment:**<br>**Formative way:**<br>Giving feedback after each activity. | **Summative way:**<br>Evaluating students' achievements via rubric |
| **Standards met:** | Common Core | |
| **Resources used:** | Journals: Study.com | |

| Activities and timing | Lesson sequence | |
|---|---|---|
| **Warm-up**<br><br>**Time:<br>10 min** | **Objective:** To introduce the topic of the lesson to the students.<br>**Teacher instructions:**<br>• Show the participants some pictures of different cities of the world;<br>• Ask them to tell which city they want to travel and why;<br>• Discuss the purposes of travelling to certain cities.<br>**Student directions:**<br>• Look at the pictures of cities and think over which city you want to travel the most;<br>• Explain the reasons of going to them. | |
| **Introduction Time:<br>5 min** | **Teacher instructions:**<br>• Tell the participants that today, they are going to acquire some knowledge by learning<br> words and phrases to talk about "Travelling".<br>**ICQ questions:**<br>1.Are we discussing travelling? | |

| | |
|---|---|
| | 2.Do we talk about cities to travel?<br><br>3.Do we learn words and phrases for travelling? |
| **Pre-Activity Brain storming Time: 15 m** | **Objective:** To check background knowledge of students on technology.<br><br>**Teacher instructions:**<br>• Divide the participants into initial 3 groups: for historical, modern, seaside.<br>• Ask them to make a list of the cities for the given categories;<br>• Invite one candidate from each group and ask them to explain why these cities are in this category;<br>• Check their answers and give feedback.<br><br>**Student directions:**<br>• Think about the cities of historical, modern and seaside nature;<br>• Make the list of the cities and explain why they are in this category. |
| **Formal instruct Tion Time:5 m** | **Explanation of the words related to travelling**<br>• Give the participants the list of the words about travelling;<br>• Discuss the usage of some of them;<br>• Make up some sentences and provide the phrases to use for travelling. |
| **While Activity: Making advertise ments Time: 20 min** | **Objective:** To fix the knowledge of related vocabulary in use.<br><br>**Teacher instructions:**<br>• Divide the participants into 4 groups and ask them to choose the cards with the names of cities;<br>• Each group chooses one city and describes the facilities their;<br>• Ask them to present it as an advertisement;<br>• Check the answers according to rubric.<br><br>**Student directions:**<br>• Choose one card with the cities and describe the facilities of this city;<br>• Make an advertisement and present it to the class. |
| **Post activity Online game Time: 20 min** | **Objective:** To review the gained knowledge on vocabulary<br><br>**Teacher instructions:**<br>• Ask the participants to go to **Kahoot.it** and do the quiz on vocabulary on Travelling;<br>• Check their answers and discuss them with the group. |

| | |
|---|---|
| | Link to Kahoot: |
| | https://embed.kahoot.it/b911dbae-fbc8-4da5-9565-8fecfb196ec7 |
| | **Student instructions:** |
| | • Go to Kahoot.it, insert the given PIN and do the quiz on Travelling; |
| | • Explain your choice. |
| **Time:** **5 min** | **Feedback/Assessment** |
| | • Discuss with the participants what they have acquired today; |
| | • Provide a feedback to their cooperation during the class. |
| | **CCQ questions:** |
| | 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 |
|---|---|---|
|  |  |  |

**Travelling and types of travelling**

Almost all people are fond of travelling. It is very interesting to see new places, another towns and countries. People may travel either for pleasure or on business. There are various means of travelling. For me there is nothing like travel by air; it is more comfortable, more convenient and, of course, far quicker than any other means. There is none of the dust and dirt of a railway or car journey, none of the trouble of changing from train to steamer and then to another train.
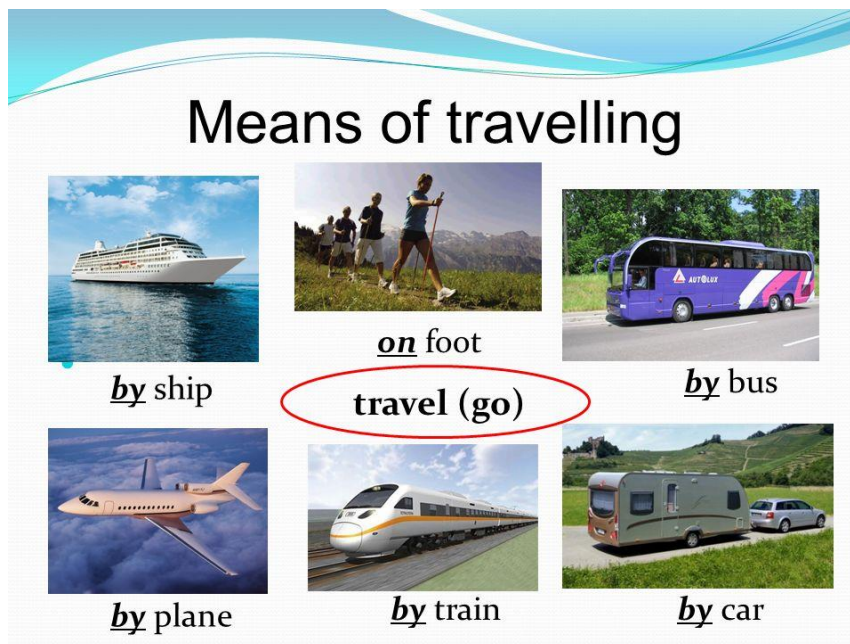


With a train you have speed, comfort and pleasure combined. From the comfortable seat of a railway carriage, you have a splendid view of the whole

countryside. If you are hungry, you can have a meal in the dining-car; and if a journey is a long one you can have a wonderful bed in a sleeper.

Travelling by ship is also very popular now. It is very pleasant to feel the deck of the ship under the feet, to see the rise and fall of the waves, to feel the fresh sea wind blowing in the face and hear the cry of the seagulls.

Many people like to travel by car. It is interesting too, because you can see many sights in a short time, you can stop when and where you like, you do not have to



Vocabulary: BOATS & SHIPS

Battleship, Destroyer, Ferry, Schooner, Ship, Barge, Boat, Catamaran, Canoe, Yacht, Gondola, Hovercraft, Sailboat, Trawler, Submarine
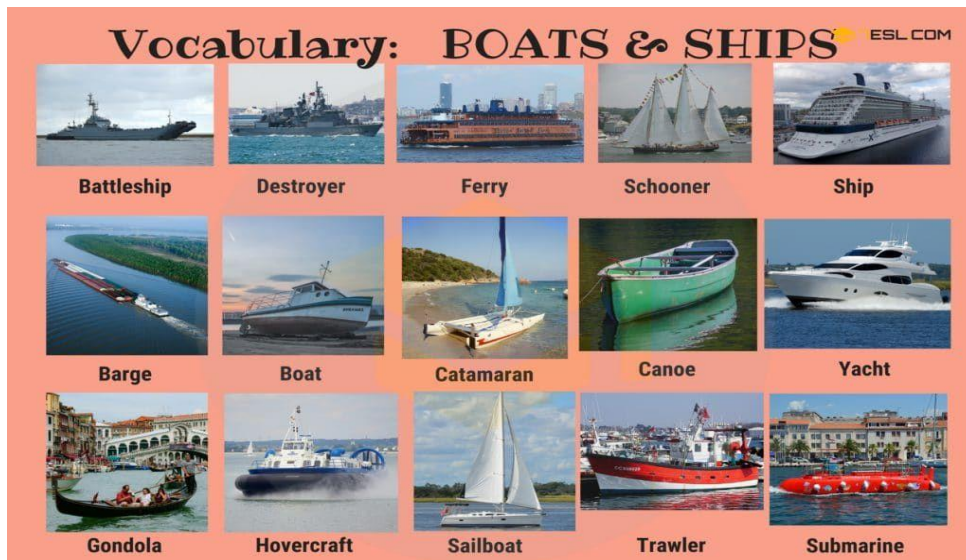
buy tickets or carry your suitcases.

A very popular means of travelling is hiking. It is travelling on foot. Walking tours are very interesting. Hitch-hiking is a very popular method of travelling among young people. But it is not as popular in our country as abroad.

There are many ways of spending holidays. Some people like going to the



cal Tourism

- Education
- Sports
- Adventure
- Health/Medical
- Dark
- Cultural/Religious
- Ecotourists
- Backpackers/Youth
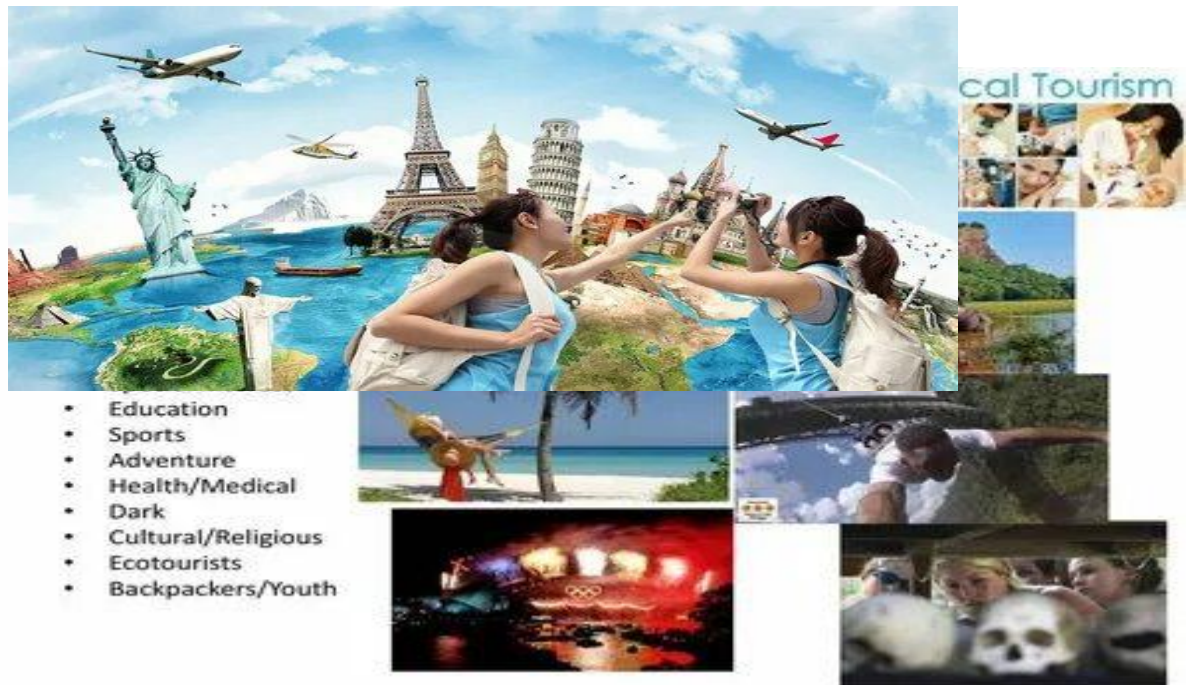
country, others prefer sitting at home and watching TV all day long. But more and more people travel. There are many reasons for travelling. Some people travel on business, others travel to visit their families, but most people travel to see the world and different countries.

There are also a lot of ways of travelling. People can travel by car, by plane, by ship, by train, by coach or on foot. Travelling by plane is the fastest way of travelling. This is the best way to get to a foreign country fast. Modern planes are comfortable and it is very nice to fly to the destination point.

The most comfortable way of travelling is by ship. Modern liners have everything to make people feel nice and comfortable. There are swimming-pools, bars, restaurants and even shops on board a modern liner. People enjoy spending time on the deck looking at the ocean and talking. Sunsets and sunrises are beautiful in the open sea. There are some disadvantages of travelling by ship. The main disadvantage is that travelling by ship is the most expensive way of travelling. Tickets cost a lot and some people cannot afford them. Some people can be sea-sick and this is another disadvantage.

Travelling by train is rather popular now, too. People go from one city to another by train if the distance between them is too big, or if they do not have a car. Modern trains are also rather comfortable and travelling by train is convenient and cheap.

Travelling by coach to Europe is rather cheap. There are special international tours by coach when you travel through several countries. Instead of one foreign country, you can see a few of them. However, it also has disadvantages. Some people feel sick in coaches and their trip can be spoilt. It is also not very comfortable to sleep on a seat. Sometimes tourists do not have enough time to see the sights of this or that city.

Many people tell us that they would love to travel like we do, but it just doesn't fit with their lifestyle. We agree that our style of long term travel would not work for everyone. However, we also think that there are so many different types of travel out there that you are bound to find something that works for you.

None of these types of travel are good or bad as they each have their own advantages and disadvantages. You will probably find that you will end up enjoying several different types of travel throughout your lifetime. Here are 10 examples of travel styles:

1. The Weekend Break

   So you love to travel, but you also love your 9-5 job and you don't want to give it all up to travel around the world for 6 months? Don't worry, you can still travel by taking short weekend getaways. Look for cheap airfare deals, fly out on Friday evening and return on Sunday and make the most of the short time you have.

   The ultimate expert on this is Justin from 48 Hour Adventure. He is an Australian living in London and working in IT and he spends his weekends jetting off to different destinations throughout Europe. Check out his fantastic blog for 48-hour



guides to lots of different cities.

2. The Package Holiday

   The beauty of a package holiday is that all the work is done for you. You simply pick which beautiful beach you would like to be lounging on and your travel agent will make sure that everything is arranged so that your hardest decision is whether to order a Pina Colada or a Margarita from your sun lounger.

   Although the package holiday is sometimes looked down upon by hardcore backpackers, there is nothing wrong with wanted to spend your hard earned two weeks holiday on a sunny beach partying with friends and family.

This is not one of the types of travel where you learn a lot about another culture or get to know the locals. It's all about spending a week or two having the time of your



life in paradise!

3. The Group Tour

Group tours can describe busloads of 20-year-olds who want to drink and party to groups of 80 year olds who want to visit historical monuments and everything in between. No matter what your interest, from art history to ghosts to cheese-making to fishing, there is a group tour out there for you. Your itinerary is usually packed with many different activities so you will never be bored.

The advantage of a group tour is that you will be automatically thrown into the mix with a lot of people who share your interests and you will probably make some new friends. However, some people just can't stand the thought of having all of their activities laid out for them and prefer the freedom of independent travel.

4. The Caravan/RV Road Trip

Buckle your seat-belt, put on some great tunes and hit the open road for a road trip!

When you own a caravan you will always have the option for a cheap holiday and whenever you get a free weekend you can pack up and drive somewhere new. This is a great way to explore the natural beauty that lies close to

home and is also one of the most child friendly types of travel.

5. Volunteer Travel

Whether you are helping to build a school in Africa, volunteering on an organic farm in Italy or working in an orphanage in Cambodia, volunteering around the world is another one of the popular types of travel.

While volunteering can be an incredibly rewarding experience, it's important to know that your efforts are really adding value to the community that you are visiting. Read this interesting piece about "Voluntourism" by one of our guest authors for a more in depth perspective on this.

6. Long Term Slow Travel

This describes the style of travel that Lee and I do most of the time. Long term slow travel is when you take several months or years to make your way around the world, staying in each location for long enough to really soak up the culture.

Long term travelers are often budget backpackers, trying to make their travel fund stretch for as long as possible by staying in hostels and looking for cheap food and attractions. Rather than other short term types of travel, long term travel often becomes more of a lifestyle choice.

Sometimes these types of travel experiences are funded by savings, or sometimes long term travel can be funded by working on the road.



7. The Gap Year

A Gap Year is when you take a year off usually to work, volunteer or study in another country.

When you hear the words "Gap Year" you might think of a University student

trekking around before they join the "real world". However, there is no reason why you can't take a "Gap Year" and travel at any point in your career no matter how old you are.

A Gap Year trip isn't as much about what you do on your trip, it's the fact that you are traveling for a longer period of time that differentiates it from other types of travel.

8. Visiting Friends or Relatives

Another one of the many types of travel is when you go to visit friends and family who live abroad. Because you have someone to stay with, you can probably afford to stay a longer than you could otherwise.

Your friends and family abroad are always offering for you to stay. So, why not take them up on the offer? Plus, the more you travel the more great people you meet around the world. You'll start to have many options for where to stay.

You'll get the insider perspective on the culture that comes with staying with a local. The only downside is when you are a guest in someone's home you won't always have the freedom to explore on your own.

9. Event Travel

This is when you travel to a destination specifically to attend an event. For example, it might be the Olympics, the World Cup, the Full Moon Party or Rio Carnaval. It might also include attending a music festival or following your favorite band around on tour.

10. Business Travel

The best thing about traveling for business is that usually your company is footing the bill. Being paid to fly first class and stay in luxurious hotels is a great way to see the world.

**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

**1**<u>st</u> **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**

_____

_____

_____

_____

**Thge 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)

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