

BUSINESS ENGLISH LESSON PLAN FOR THE 2nd YEAR STUDENTS: II
SEMESTER OF 2012-2013 ACADEMIC YEAR

Compiled by: A.S. Matveeva

Edited by: L.N. Vygonskaya

This business English lesson plan has been designed for students of the Faculty of Mechanics and Mathematics who need to improve their business and social English skills rapidly, effectively and efficiently.

The course is made up of **6 seminars** of teaching in a group from an English language teacher; **4 academic hours** of self-paced studying and **1 academic hour** of a full assessment test including a 15 minute interview and report.

The plan also includes an access to the site of the English language department at the Faculty of Mechanics and Mathematics where the students can find additional information on the subject.

This course focuses on developing business English skills for use in a professional environment both inside and outside the company. It focuses on the specific areas outlined below and the student can also suggest areas that they would like to focus on should they have a particular requirement or area of interest. At each seminar the teacher will present to the students a specific vocabulary set which will be used to extend and strengthen the student's vocabulary.

The course covers the following:

- Familiarising the students with the **core business English vocabulary. Recruitment;**
- Writing a **CV/ resume** and **letters of application;**
- **Telephoning** skills;
- How to behave at an **interview;**
- **Listening comprehension** (telephone conversations, interviews, etc);
- Fulfilling an assessment **test** and preparing an **interview** or **report**.

Basic textbooks:

1. G. Tullis, T. Trappe. New Insights into Business – Student's Book. Longman, 2007.
2. Д. С. Мухортов. My Everyday English. Либроком, 2009 г.
3. M. McCarthy, F. O'Dell. Academic Vocabulary in Use. Cambridge University Press, 2008.

4. M. Ockenden. Situational Dialogues. Longman, 2005.

Additional sources:

1. Т. Б. Назарова. Английский язык делового общения. Курс лекций и практикум / Business English: A Course of Lectures with Exercises, Activities and Tasks. 2009.
2. G. Tullis, T. Trappe. New Insights into Business – Teacher’s Book. Longman, 2009.

Course outline

1. Subject: General Business English Vocabulary. Recruitment.

Textbook: New Insights into Business.

P. 14-15. “Recruitment”.

Key Vocabulary. This short text familiarises students with the theme of the unit and provides explanations of core vocabulary. The subject can be presented orally and students can be asked to contribute any relevant vocabulary they may already have. Attention should be drawn to the words highlighted in the Key vocabulary section by, for example, writing them on the board. Students’ comprehension of these words must be checked before going any further into the unit. The **Lead-in** section encourages students to reflect on the unit topic. It can take various forms, from listening exercises to speaking activities that involve either pair work or discussion. Students may be asked to contribute any relevant personal experience or knowledge they may already have.

P. 16-17

Reading section. Text “Fit for Hiring? It’s Mind over Matter” by Judith H. Dobrzynsky. The text is borrowed from the American newspaper New York Times. Providing an overview of the subject of the unit, this text also presents the people and issues involved from the individual perspective. This passage may either be read in class or prepared beforehand. Comprehension can be checked using the exercise including the true/false activity that follows.

P. 18

The third exercise in **Vocabulary** section activates the vocabulary of the unit by providing a context in which students can demonstrate that they are able to use new words.

Home Task. Texts “How to Apply for a Job” and “How to Choose a Suitable Job Position” borrowed from the Internet (<http://www.wikihow.com/Apply-for-a-Job>) may be proposed for a

home task. The texts contain the vocabulary necessary for students to consolidate their knowledge on the subject “Recruitment” stated at the seminar. Moreover, these texts may be of practical use for the students, since they provide the information useful in the process of job-hunting.

2. Subject: CV/ resume and the letter of application. How to Write a Resume?

Source: http://esl.about.com/cs/englishworkplace/ht/ht_resume.htm.

Writing a resume in English can be very different from that in Russian. The article “How to Write a Resume?” provides an outline of the subject. The most important step is to take the time to prepare materials thoroughly. Taking notes on one’s career, educational and other accomplishments and skills will ensure that one can shape the resume to a wide variety of professional opportunities.

After the students are familiarised with the concept and structure of a typical resume they may be supplied with the relevant sample texts and asked to write resumes on their own. Alternatively, the students may be provided with further recommendations and sample texts and asked to prepare a resume of an imaginary person at a seminar.

After the concept of “application letter” is introduced and the students are provided with some essential information about the structure of letters of this kind, they may be asked to compile the letters of application on their own at a seminar, or at home.

Besides, the textbook “New insights into Business” (p. 21) may be used to find a sample resume, and the students may also be asked to do exercise 1, in which it is required to place necessary headings in front of each paragraph of the proposed resume by Fiona Scott.

3. Subject: Applying For a Place at a UK College or University.

Textbook: Academic Vocabulary in Use.

Pp. 42-43. “Applications and Application Forms”

Students may be interested in searching for positions at colleges and universities. Unit 17 of the textbook “Academic Vocabulary in Use” focuses on applying for a place at a UK college or university. **Getting Information** section includes a test providing the information about preparing an application for postgraduate study. Besides, the passage contains key vocabulary: the core words are highlighted and the definitions are given below the text.

Students may be asked to look at a sample email in the **application process** section. It is followed by email the exercises aimed at mastering the vocabulary of the texts of this unit. Students may also be asked to logically arrange steps of the process of applying for a position at a university (17.4). Finally, students may be asked to fill in the gaps in the email given in assignment 17.5.

Home task.

The text “Career Related Article”(<http://www.ams.org/profession/employment-services/emp-crannell>) may serve as a text for self-study. Besides, the students may be asked to write a resume at home using the samples offered in the textbook and recommendations given at a seminar.

4. Subject: Key Business English Vocabulary.

Textbook: My Everyday English.

Pp. 54-60. **Topical Vocabulary** section contains the table of basic words specific for different stages of job-hunting. The words are arranged according to the following topics: job search, interview, at work etc. After having mastered the table of key words, the students may be asked to fulfill the exercises found in **Vocabulary Drills** section. The teacher may chose which exercises are more useful for the students according to the aims of studying and the level of students (pp. 61-68). After practicing on translation of different words and collocations both from and into English students can be asked to translate sentences from exercise VI (pp. 68-69). On pages 70-74 of the textbook a passage in Russian is offered for translation into English.

5. Subject: At an Interview.

Textbook: New Insights into Business.

Pp. 23-24. In **Listening** section students are asked to listen to a dialogue (Listening 1), in which the personnel manager David Smyth tells a journalist about the way he interviews and selects candidates. In **Listening 2** David Smyth is talking about the stages of an interview. Students may be asked to do exercises after listening to the tape and interview each other in **Speaking** section. **Practice** (p. 20) is another section that can be useful for students. In this assignment students are asked to read a report that a personnel manager wrote after interviewing a candidate for a position in a company. This exercise is aimed at working on the Present Simple and Present Continuous tense, at the same time providing students with the recurrent patterns and enriching their vocabulary.

Home task.

From the Materials (the present programme contains some exercises and activities that can be helpful for students who want to feel free at job interviews – p. 17).

6. Subject: Teaching Telephone English.

Manual: Situational Dialogues.

For a start, the students may be exposed to a set of simple dialogues and contexts from the manual “Situational Dialogues”. From this book one can borrow some recurrent patterns and set expressions to study and memorize in order to feel free at such situations as “Finding a Job” (p. 36) and “At a Bank” (p. 38).

To study telephone English students should practice their skill as often as possible in order to improve their comprehension skills. Once they have mastered the basic phrases used in telephoning, the students may find it difficult to communicate without visual contact. This lesson plan suggests several ways to get students to practice their telephoning skills (From the Materials).

Home task.

Textbook: Английский язык делового общения. Курс лекций и практикум.

The teacher may use this book as an extra source to prepare for seminars. **Lecture 2** (p. 28) of this book is devoted to telephoning and socializing. This course of lectures may also be used as a reference book by the advanced students, since it contains a collection of recurrent patterns that may be used in business communication. **Lecture 2** provides recommendations concerning language usage and also includes the description of a number of recurrent situations observed in business communication. **Practical assignments** offered in the end of the lecture (p. 43) may be prepared by students at home.

7. Test.

From the Materials.

+ a 15 minute report or an interview