

MAP OF SESSIONS

INTRODUCTORY SESSION + Lead-in to Europass CV / Careers	Task to complete * Result to achieve	Transferrable skills * Language skills * Individual tasks
Getting to know: personalia - teacher	Essential numbers activity	Networking
- individual students	Who knows who and what ↔ essential numbers activity	SI
- curriculum/syllabus, time and space - concept of common time & common space, respect of common time and space	Metaphors: room is a clock-face/time-line/career ladder/map/Internet space, Moodle Value lines / (career) ladders	
Getting to know: “baseline study”		
- pooling experience in course topics / establishing individual and group baselines	“can do” statements – individual/group - grading	SI
- “my story”	Elaborating on “can-do’s” ↔ group baseline poster ↔ individual “can-do” contract Phrase-board: linking phrases	Cognitive abilities
Lead-in to TOPIC: CV ↔ Europass CV	Value line: about CV? Look at CAN-DO poster	
Text to skim and scan	Support-text: Unusual CV mistakes: https://www.linguahouse.com/esl-lesson-plans/business-english/unusual-cv-mistakes/worksheet/intermediate/unusual-cv-mistakes	INDIVIDUAL 1: Reading for detail
Website Website	Europass interoperability video, http://interop.europass.cedefop.europa.eu/ browse and negotiate for tasks Cover letter: https://europass.cedefop.europa.eu/editors/en/cl/compose	INDIVIDUAL 2: set up questions
	Browse the site and negotiate for tasks. Phrase-board: Negotiating and commenting phrases	ICT Self-awareness
Bridge: to careers	Metaphor: path/ladder/rails/rope, etc	

- “my story”		
Text to skim	Support-text: Wrong Career path: https://www.linguahouse.com/esl-lesson-plans/business-english/career-crossroads/worksheet/intermediate/career-crossroads	INDIVIDUAL 3: Reading for detail
End-of-session feedback:	Answer 2 reflection questions ↔ progress poster (to compare with baseline poster)	Awareness
SESSION 2: Job interview; Presentations	Task to complete * Result to achieve	Transferrable skills * Language skills * Individual tasks
Ice-breaker	Linking previous session feedback	
Lead-in: proceeding from the 3 individual reading/video questions	Roundtable/round-robin ↔ record a conclusion/possible issues	
	Value line	Cognitive abilities
“My story”	Follow-up of the value line	
Starting writing Europass CV	Explanation: https://europass.cedefop.europa.eu/editors/en/cl/compose	INDIVIDUAL 1: write Europass CV ↔ send to teacher
Lead-in to TOPIC: job interviews:	Bridge: from value line	
Interview questions	- mind-map (fun-metaphor) - questions slips in a bag (http://www.learn-english-today.com/business-english/interviews.html) Take one, look at it, and add one of your own / OR slips on tables, sts circulate and write / OR rate	WR
How to best present yourself	Hated questions: “Tell me about yourself.” Watch the video: https://www.youtube.com/watch?v=hQxaxt2hrk8	SI Communication skills
	Pair-drill	
	“What is your greatest weakness?” Watch the video: https://www.youtube.com/watch?v=i4LKoegE8P0	SI
Introduce behavioural interview	Support-text on video: Behavioural interviews. STAR technique:	INDIVIDUAL 1: watch to be able to

		explain
Grammar focus: questions	Q-matrix	
Lead-in: TOPIC: creating a presentation	Discussion: remind of “can-do”/types of presentations/formal-informal/public speaking/presenting oneself at job interview. Technical aids, challenges/scares	Self-management skills
Speaking in public	Support-video: speech that made Obama president https://www.youtube.com/watch?v=OFPwDe22CoY Focus on interim instructions	
Analysing and highlighting the message		SI
Using signposts in an informal presentation:	Follow the lesson plan from http://www.businessenglishresources.com/31-2/teachers-section/ (includes video about Steve Jobs’ exemplary presentation: http://www.youtube.com/watch?v=7vBUjiG7e20)	
		INDIVIDUAL 2: everybody creates a mini-presentation on <u>useful</u> on-line resources on job interviews
End-of-session feedback:	Answer 2 reflection questions ↔ progress poster (to compare with baseline poster)	
SESSION 3: Job interview; Presentations	Task to complete * Result to achieve	Transferrable skills * Language skills * Individual tasks
Ice-breaker	Linking previous session feedback (or weaknesses turned to strengths)	
Preparing for delivering presentations	Discussion about observation and note-taking skills	Interpersonal skills
Active listening concept	Active listening drill: paraphrase chain, response mode chips ↔ Q & A session	L, SI
Performing presentations on job interviews	Observation tasks	Interpersonal skills
Round-up: observations	What we noticed/learned about job interviews / presentation techniques	



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		INDIVIDUAL 1: everybody creates a presentation on a topic related to presentations, incl technical aids, etc (teacher selects themes) + what to observe
Present yourself Present your business/firm/company	Support video: http://www.careerexpo.com.au/attend/event-details/	
	Role-playing (job interview / career expo / job fair (e.g http://bogglesworldesl.com/introducingyourbusiness.htm)	
Writing a job application (= a type of business letter)	Vocab + practice: http://www.literacytools.ie/files/pdfs/Writing_application_letter.pdf	WR
Grammar clinic		
Vocabulary focus		INDIVIDUAL CUSTOMIZED GRAMMAR AND VOCABULARY DRILLS (individual feedback)
End-of-session feedback:	Answer 2 reflection questions ↔ progress poster (to compare with baseline poster)	
SESSION 4: Business letters / e-mails. Meetings. Presentations	Task to complete * Result to achieve	Transferrable skills * Language skills * Individual tasks
Ice-breaker	Value line: reaching a consensus? (small talk v. getting down to business)	
2 texts to skim and scan: Text 1 Small talk is the cement... Text 2 Let's stop wasting time...	Jigsaw reading; information pooling https://www.teachingenglish.org.uk/sites/teacheng/files/Meetings_1_Getting_down_to_business_worksheets.pdf , https://www.teachingenglish.org.uk/sites/teacheng/files/Meetings_1_Getting_down_to_business_lesson_plan.pdf	R
Bridge: to delivering presentations	E-mail announcement about it	WR

Preparing for delivering presentation	Observation tasks	Organisational skills
Delivering presentations on presentations	Observation tasks	
Round-up: observations	What we noticed/learned about the topic / presentation techniques	INDIVIDUAL 1: creating a presentation on TOPIC: BUSINESS LETTERS, E-MAILS (+ observation task)
Lead-in to TOPIC: Meetings		
Energizer: Successfully conveying your message	Match Mine structures: drill	
Effective meeting	Support text: time cost clock http://www.effectivemeetings.com/diversions/meetingclock.asp	
Getting involved in the meeting: challenges	Handouts: discussion and advice worksheets: https://www.teachingenglish.org.uk/article/meetings-2-getting-involved-meetings	SI
Grammar clinic		
Vocabulary focus		
		INDIVIDUAL CUSTOMIZED GRAMMAR AND VOCABULARY DRILLS (individual feedback)
End-of-session feedback:	Answer 2 reflection questions ↔ progress poster (to compare with baseline poster)	
SESSION 5: Business letters / e-mails. Telephoning. Meetings II	Task to complete * Result to achieve	Transferrable skills * Language skills
Ice-breaker	Chinese whispers / telephone game / Reaction-line: situation – the person you want to talk to is not in / other (irritating) situations	Communication skills SI
Lead-in TOPIC TELEPHONING	Video (a German caller) with errors + correction	Awareness L

	https://www.youtube.com/watch?v=zmuRyKBn12w	
Calling to arrange a meeting/appointment	Video is followed by WR task – e-mail confirming the appointment	WR
Leave a message	Role-play / Game: http://bogglesworldesl.com/business_telephone_roleplay.htm	SI
Arranging a team meeting	<ul style="list-style-type: none"> - Vocab lead-in pair activity: arrange a meeting/conference room (directions), then re-arrange (telephone call) - Activity: answering machine http://www.businessenglishonline.net/wp-content/uploads/2010/10/IC006WSP_Telephone.pdf - Video on regular procedures of a team meeting https://www.youtube.com/watch?v=9rQjC5CIYrI Role-play: situation: team leader has observed deficiencies in team members' writing skills, resulting in sloppy/messy business letters and e-mails sent out; a meeting to remedy the situation is taking place	Interpersonal skills SI L WR
Reflection on role-play outcomes	Reflection-circle (with time-keeping) Recording the outcomes	INDIVIDUAL 1: create a presentation on useful resources on meetings (source material by the teacher)
Delivering presentations on business letters and e-mails. (It will be acted out as one of the possible solutions of the role-played meeting)		Self-management Communication skills Cognitive abilities
Round-up: observations	Feedback round-robin (oral/written): suggestions for improvement	
Vocabulary focus	http://www.businessenglishresources.com/31-2/teachers-section/skill-based-lessons/writing-polite-emails-indirect-polite/	WR
Follow-up	Write an e-mail / a letter (to be collected by the teacher)	WR

		INDIVIDUAL 2: Read: Practical guidance unit and select 3 issues to point out http://www.ujaz.feec.vutbr.cz/texty/practical_english.pdf
Grammar clinic		LG skills
End-of-session feedback:	Answer 2 reflection questions ↔ progress poster (to compare with baseline poster)	
SESSION 6: Meetings III, Intercultural competence	Task to complete * Result to achieve	Transferrable skills * Language skills
Ice-breaker	Experiences, misconceptions, stereotypes	
“My story”		SI
Lead-in to TOPIC: Intercultural competence	Otherness - iceberg	
Concept: accepted and familiar	Brain-storming: other related concepts	Interpersonal skills
- “My story”		
Text to skim and scan	Jigsaw-reading of support texts on business culture website (about the BEATS countries): http://businessculture.org/eastern-europe/estonia/	R
Discussion and pooling of practical guidance unit revised at home	Role-play: task is carried out in a team-meeting format	
Preparing for presentations	Observation remedial tasks (collected from previous feedbacks)	
Delivering presentations on meetings and related issues		INDIVIDUAL 1: students make their own choices about any other issues that need to be (further) explored
Round-up: observations		Interpersonal skills
Lead-in to problem (conflict) solving	Likely situations	THIS SECTION CAN BE SKIPPED

Vocab focus: problem-solving	Phrase lists	
Problem solving → resolving	Pool of problems/conflicts (sts or teacher-provided); written: circle-mix-mingle in silence, oral: counselling session with timing	
Grammar clinic		
End-of-session feedback:	Answer 2 reflection questions ↔ progress poster (to compare with baseline poster)	
SESSION 7: Business etiquette. Presentations	Task to complete * Result to achieve	Transferrable skills * Language skills
Ice-breaker		
Text to skim and scan	Humour http://learnenglish.britishcouncil.org/en/magazine/funniest-jokes-world	R
“My story”		
Connecting	http://businessculture.org/business-culture/what-is-social-networking/top-social-media-sites/	Communication skills
Video: “accepted and familiar”	<u>Watch in full (check for understanding):</u> https://www.youtube.com/watch?v=YMyofREc5Jk	Awareness
Presentations on “any other issues” + analysis		Interpersonal skills
Preparing for final session: task allocation		Self-management
End-of-session feedback:	Answer 2 reflection questions ↔ progress poster (to compare with baseline poster)	
SESSION 8: ROUND-UP	Task to complete * Result to achieve	Transferrable skills * Language skills
Ice-breaker		
Ideally completely student-led		Group management
Entertainment: Left brain v. right brain myth	https://www.youtube.com/watch?v=ZMSbDwpIyF4	