**Weekly Aims & Teaching Methodologies: Module 12**

Introduction to Basic Vocational Writing Skills in English

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**Lesson Requirements:** 03 ECTS (90 hours) (1 academic hour is 60 minutes)

* 45 hours for in-class study;
* 45 hours for self-study

**Number of Lessons:** 15

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# LESSON 1

# Introduction of the Module

# Letters: Types of Business Correspondence (1)

**Lesson Requirements**: 3 hours for in-class study

**Lesson Aims:**

Participants will be better able to:

* describe the aims, learning outcomes, schedule, materials and assessment of the module
* recognize different types of business documents
* differentiate types of business documents
* use language of business documents

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Self-introduction | - Trainer introduces himself/herself.  - Participants get to know the person next to them, then they introduce that person to the whole class. |  | 20 minutes | Trainer - Participants get to know about each other |
|  | Introduction  of the module | - Participants work in pairs (A & B) and examine Module Description: A examines the aims and overview, and learning outcomes of the Module, while B examines the schedule, materials and assessment.  - Participants share and discuss with each other what they’ve examined  - Trainer summarizes the introduction of the Module  - Q&A | - Module Description | 30 minutes | Participants identify the objectives, lesson contents and various assessments in the module |
|  | Lead in | - Trainer shows slide for participants to discuss questions in pairs:  1. What are the business transactions you’ve done?  2. What are the different types of business documents you receive for each transaction?  - Trainer give prompts (go to store to purchase one item, purchase online…) and elicit types of transactions & documents  - Trainer writes participants’ responses on board | Board & markers,  Projector,  Laptop,  Introduction to Basic Vocational Writing Skills in English text book (IBVWSE) | 15 minutes | Participants recall their experience doing business transaction and working with business documents as a warm-up for next activity |
|  | Common types of Business Correspondence  - Types of Business Documents | - Trainers introduces types of business documents in p.41 of IBVWSE  - Participants work individually to explore the types: meaning, purpose, examples…  - Participants read aloud each type and have whole class discussion (meaning, purpose, examples) on each type for understanding  - Participants work individually to do Task 1 p.40 in IBVWSE  - Participant check answers with peers  - Whole class check | Basic Vocational Writing Skills in English text book (IBVWSE) | 60 minutes | Participants recognize, understand and differentiate the meaning and purpose of each  type of business documents |
|  | Common types of Business Correspondence  - Types of Business Documents | - Trainers delivers Lesson 1 Handout 1 examples of business documents  - Participants work in pairs to identify types of business documents  - Whole class check | Lesson 1 Handout 1 | 15 minutes | Participants practice identifying types of business documents |
|  | Common types of Business Correspondence  - Types of Business Documents | - Participants work in group of 3 - 4 to examine again types of business documents in p. 41. in IBVWSE  - Participants in each group take turn to say the definition of each type of business documents, members identify types  - Participants in each group take turn to say the type of business documents, members say the definition (in their own expressions preferred)  -Mini contest: participants divided into groups of 3 – 4. One student stand facing all groups, reading aloud the definitions of types. All groups say types aloud. Groups with fastest and more correct answers are winners (Trainer is the referee) | Basic Vocational Writing Skills in English text book (IBVWSE) | 40 minutes | Participants practice distinguishing types of business documents |
|  | Home assignment: Unit 1 (A Commonsense Guide to Grammar and Usage) |  |  |  |  |

# LESSON 2

# Letters: Letters of Enquiry and Correspondence Practice

# Using the phone: Telephone Enquiry (2)

**Lesson Requirements**: 3 hours for in-class study

**Lesson Aims:**

Participants will be better able to:

* deconstruct the layout and parts of letters of inquiry
* gain insight into the general rules for business correspondence
* write letters of enquiry
* apply language of using the phone to conduct business telephone calls

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1. | Letters of Enquiry and Correspondence Practice | - Participants work individually to read the two letters in p.42 & 43 in IBVWSE   * compare their layouts * compare their parts and functions of parts   - Participants work in pairs to discuss their answers  - Trainers note the parts on board and explain the parts and their functions | Board & markers  Basic Vocational Writing Skills in English text book (IBVWSE) | 20 minutes | Participants understand the layout & parts and their functions of business enquiry letter and application enquiry letter |
| 2. | Language use in formal business letters | - Participants work in pairs to do Task 3, p.44 in IBVWSE  - Whole class checking  - In the same pairs: one participant read English words, the other say Vietnamese equivalents and vice-versa  - Participants change partners, work in pairs to write two full sentences in business context for each of the word/phrases  - Some pairs write their sentences on board to have whole class check. | Introduction to Basic Vocational Writing Skills in English text book (IBVWSE) | 30 minutes | Participants understand expressions in formal letters |
| 3 | Language use in formal business letters & general rules for business correspondence | - Participants work in groups to do Task 4 p.44 in IBVWSE  - Whole class check  - Trainers elicit and show slides to summarize general rules for business correspondence p.44. IBVWSE | Board & markers, laptop, projector,  Introduction to Basic Vocational Writing Skills in English text book (IBVWSE) | 15 minutes | Participants practise using expressions in formal letters and understand  general rules for business correspondence |
| 4 | Letter of enquiry | Task 5 p.46 in IBVWSE  - Participants work individually to read task requirements  - Whole class check on task requirement.  - Trainer clarify task and instruct students to write. Refer participants to parts of letters of enquiry in Task 1 p.42 & 43 & Task 4 p.45 in IBVWSE  - Participants work individually to write the letter of enquiry  - Participants do peer-editing  - Participants rewrite 2nd draft based on peers’ comments  - Trainer facilitates  - Two participants write their letters on board  - Whole class check & feedback | Board & markers  Basic Vocational Writing Skills in English text book (IBVWSE) | 55 minutes | Participants practise writing letter of enquiry |
| 5 | Lead in: Using the telephone: Telephone Enquiry | - Participant watch video (00 – 1.19) and note down the parts in the telephone call  - Whole class check  - Trainers leads participants to parts in Calls out and Calls in in p.47 & p.48 in IBVWSE  - Participants work individually to explore the expressions for each part  - Trainers say aloud each part and participants say aloud the expressions | Video  Projector  Laptop  Basic Vocational Writing Skills in English text book (IBVWSE) | 20 minutes | Participants understand functional expressions in business phone calls |
| 6 | Practice: Using the telephone: Telephone Enquiry | - Trainers instruct participants to do Task 1 Role play in pairs in p.49 IBVWSE  - Participants work with the person next to them to role play the telephone calls and change roles in the same pairs  - Participants change partners to role play the telephone calls and change roles in the same pairs  - Participants stand up, go around the class to practice the role-play with at least 5 other partners and change roles in each pair  - Trainers invite pairs to perform in front of class & give whole class feedback | Basic Vocational Writing Skills in English text book (IBVWSE) | 25 minutes | Participants practise making business phone calls |
| 7. | Further practice: Using the telephone: Telephone Enquiry | - Trainers instruct students to do further practice based on prompts in Lesson 2 Handout 1  - Participants work in pairs and switch roles | Lesson 2 Handout 1 | 15 minutes | Participants further practise making business phone calls |
| 8. | Home assignment: Unit 2 (A Commonsense Guide to Grammar and Usage) |  |  |  |  |

# LESSON 3

# Terms of Payment

# Terms of Delivery (INCOTERMS)

**Lesson Duration**: 3 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be better able to:

* define and differentiate terms of payment
* define and differentiate terms of delivery (incoterms)
* use language of terms of payment and delivery

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1 | Review types of business documents | - Split the board into 3 – 4 columns.  - Participants line up in 3 - 4 teams of 5 – 7 participants each (each team is given a marker / chalk and a column)  - First participant from each team runs and writes on the board a type of business documents.  The participant then gives the marker / chalk to the 2nd participant in line and goes to the back of the line  Each team continues until time is up – team with most types written correctly is the winner  Feedback: T goes through the types - ask class / random participant to explain the types briefly | Board & markers  Basic Vocational Writing Skills in English text book (IBVWSE) | 20 minutes | Participant write down types of business documents and review them. |
| 2 | Introduction to terms of payment and delivery | - Participants work in groups of 3 – 4 to do Task 1 in p.50 in IBVWSE  - Participants explain the graph in groups  -Representatives of groups present their ideas in front of the class  - Whole class feedback | Board & markers  Basic Vocational Writing Skills in English text book (IBVWSE) | 20 minutes | Participant understand what is important when placing an order (esp. delivery obligations) |
| 3 | Introduction to terms of payment and delivery | - Participants work in pairs to do Task 2 in p.50 in IBVWSE  - Two pairs write their answers on board for whole class check | Basic Vocational Writing Skills in English text book (IBVWSE) | 30 minutes | Participant understand what is important when placing an order (esp. delivery obligations)  Participants learn the language of terms of payment |
| 4 | Introduction to terms of payment and delivery | - Participants work in the same pairs again, close the book and translate their Vietnamese version into English  - Compare the language in original English and their V-E translated versions  - Participants comment on their translations | Basic Vocational Writing Skills in English text book (IBVWSE) | 20 minutes | Participant understand what is important when placing an order (esp. delivery obligations)  Participants learn the language of terms of payment |
| 5 | Terms of payment | - Participants work individually to do Task 1 in p.51 in IBVWSE  - Participants check answers with peers  - Whole class check | Basic Vocational Writing Skills in English text book (IBVWSE) | 20 minutes | Participants learn the terms of payment |
| 6 | Terms of payment | - Participants work in pairs. One say explanation, the another say terms and switch role  - In the same pair, one say terms, the another explains term (preferred in his/her own word) and switch role  - Trainers call on some students to check understanding of terms & explanations | Basic Vocational Writing Skills in English text book (IBVWSE) | 20 minutes | Participants learn the terms of payment |
| 7 | Introduction: Terms of Delivery (INCOTERMS) | - Trainer shows slides to introduce what incoterms are  - Trainer show slides of different abbreviated incoterms and ask participants to write terms in full (refer to book)  - Participants put incoterms into different groups  - Participants check answers with peers (refer to book)  - Trainer shows slides to check answers & introduce groups of incoterms | Projector  Laptop  Basic Vocational Writing Skills in English text book (IBVWSE) | 20 minutes | Participants learn the terms of delivery: names (abbreviations and their full forms), and groups |
| 8 | Understanding of Terms of Delivery (INCOTERMS) | - Participants work in pairs to do Quiz Lesson 3 Handout 1  - Whole class check | Lesson 3 Handout 1 | 20 minutes | Participants learn the terms of delivery: names (abbreviations and their full forms), and groups |
| 9. | Wrap-up  - To summarize the points covered in Lesson 1 – Lesson 3  - Answers Ss’ questions if any   * Home assignment: Unit 3 (A Commonsense Guide to Grammar and Usage) | * Ask questions:   \* What are the different groups of incoterms?  \*Which groups are better off for the seller and the buyer?  - Exit slip: write down one thing you enjoyed learning  write down one thing you want to learn in the next lesson. |  | 10 minutes | Participant recall lessons’ knowledge and language.  Trainer knows what participants enjoy learning and their expectations |

# LESSON 4

# The Offer

**Lesson Requirements**: 3 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be better able to:

* deconstruct an offer letter
* describe two popular types of offer letters: quotation and job offer letters
* demonstrate how to write a price offer letter or a quotation letter
* demonstrate how to respond to a job offer letter

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Warm up and homework check | Pair check  Whole-class discussion  Interactive | Board & markers | 15 minutes | Participants check the homework of Lesson 3 *“Terms of Payment and Delivery”.* |
|  | Review of Lesson 1:  - Identify elements of letter writing  - Find suitable types of business documents for the definitions given | Participants work individually first. Then they compare the answers with their partners.  Whole-class discussion | - Handout 1  - Handout 2  Board & markers | 10 minutes | - Participants recall what they learnt about elements of a business letter.  - Participants recall some types of business documents they learnt: *offer, quotation, invoice*, etc. |
|  | Introduction of Lesson 4 (The Offer) objectives and contents | Trainer makes a short presentation.  Whole-class discussion  Q&A | Board & markers,  Projector,  Laptop | 5 minutes | Participants understand what they are going to learn in this lesson. |
|  | A price offer/ quotation letter example: Studying the letter and answer questions in the handout | Participants work in pairs to complete the task.  Then, whole-class discussion | Handout 3  Board & markers  Projector,  Laptop | 15 minutes | Participants understand what makes an offer letter: its format, purpose and elements. |
| **10-minute break** | | | | | |
|  | Correction of mistakes in an offer letter provided and analyzing this letter (its structure and language used) | Participants work in pair to complete the task.  Trainer correct the mistakes and analyze the letter with the whole class. | Textbook: Task 1-p.52  Board & markers, | 15 minutes | Participants have a better understanding of the structure and language use in an offer letter. |
|  | Analyzing an inquiry letter which is written to a firm for the price of mobile sets | Participants work in pairs to read the letter.  Then, whole-class discussion | Handout 4  Board & markers | 10 minutes | Participants understand an inquiry letter and why they need to write an offer letter. |
|  | Replying to this inquiry letter, i.e. providing a quotation. | Participants work individually.  Trainer walks around to facilitate. | Handout 4  Board & markers | 25  minutes | Participants practise writing a quotation letter |
|  | -Brainstorming about types of offer letters  - A short presentation of 2 main types of offer letters (quotation and job offer letters) by Trainer | - Participants worked in group of three to brainstorm about types of offer letters they know.  - Participants listen and take notes.  - Whole-class discussion  Q&A | Handout 5 (slides)  Board & markers  Projector,  Laptop | 10 minutes | Participants have a better understanding of different types of offer letters and the ones they are learning in this lesson. |
| **10-minute break** | | | | | |
|  | Analyzing a job offer letter example based on the questions in the handout. | Participants work in pairs to read the letter.  Then, whole-class discussion | Handout 6  Board & markers | 10 minutes | Participants understand the structure of a job offer letter. |
|  | Analyzing a job acceptance letter example based on the questions in the handout. | Participants work in pairs to analyze the letter.  Then, whole-class discussion | Handout 7  Board & markers | 10 minutes | Participants understand the structure and language use in a job acceptance letter. |
|  | Replying to the job offer letter (in Handout 6) by providing a an acceptance letter | Participants work individually.  Trainer walks around to facilitate. | Handout 6  Board & markers | 20 minutes | Participants practise writing a job acceptance letter. |
|  | Analyzing a job rejection letter example based on the questions in the handout. | Participants work in pairs to analyze the letter.  Then, whole-class discussion | Handout 8  Board & markers | 10 minutes | Participants understand the structure and language use in a job rejection letter. |
|  | - Wrap-up:  - Homework:  + Replying to the job offer letter (in Handout 6) by providing a job offer rejection letter.  + TASK 2: Join the abbreviations in the box with their equivalents.  + Unit 4 (A Commonsense Guide to Grammar and Usage) | Trainer asks questions about the contents of the lesson.  Whole-class discussion  Participants listen and take notes.  Q&A | Board & markers  + Handout 6  + Textbook:  Task 2-p.53 | 10 minutes | Participants provide a summary of all the points covered in the lesson and take notes of the homework assigned. |

# LESSON 5

# The Order

**Lesson Requirements**: 3 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be better able to:

* define an order
* differentiate types of orders in business
* demonstrate how to place an order in English

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Homework check and collection of job offer rejection letters. | Trainers collect the letters and corrects homework (task 2-p.53).  Whole-class discussion | Board & markers | 5 minutes | Participants correct the homework and then submit the homework of Lesson 4 (job offer rejection letter). |
|  | Trainer’s feedback to the quotation and job rejection letters students submitted in the previous lesson | - Trainer summarizes common mistakes in the letter on the board, then return the letters to participants.  - Whole-class activity | Board & markers | 20 minutes | Participants look at trainer’s comments in their letter and fix the problems by themselves. Participants know how to improve their letters. |
|  | Introduction of Lesson 5 (The Order) objectives and contents | - Trainer makes a short presentation of the lesson objectives and contents.  - Whole-class discussion  - Q&A | Board & markers,  Projector,  Laptop | 5 minutes | Participants understand what they are going to learn in this lesson. |
|  | Analyzing an order letter sample based on the questions in Handout 1. | - Participants work in pair to analyze the letter.  - Trainer discusses with the whole class to help them answer the questions. | Handout 1  Board & markers | 15 minutes | Participants understand what makes an offer letter: its format and elements. |
|  | Watching a video about what an order letter is and its purpose | - Trainer plays the video and pauses at some points to explain key points.  - Q&A | Video 1  Laptop  Projector | 15 minutes | Participants have an insight into what a letter for placing orders is and its purpose. |
| **10-minute break** | | | | | |
|  | - Completing definitions of order types.  - Further explanations about order types provided by Trainer | - Participants work individually to complete the task. Then they swap their book to cross check the answers.  - Trainer provide further explanations to help them understand each type of order. | Task 2-p.55  Board & markers | 20 minutes | Participants understand different types of orders in business. |
|  | - TASK 1: Re-arrange the paragraphs of an order correctly.  - Analyzing language use in this letter | - Trainer organizes a game: Participants work in pair to complete the task. Those who finish the task first with correct order will be the winners.  - Trainer discusses with participants about language use in the letter. | Textbook: Task 1-p. 54  Board & markers | 25 minutes | Participants participate in the game and understand how to use language in an order letter. |
|  | Watching a video about elements of an order letter | - Trainer plays the video and pauses at some points to explain key points.  - Participants take notes. They may ask Trainer questions. | Video 2  Board & markers  Projector  Laptop | 15 minutes | Participants have an insight into the structure of an order letter and know how to write this letter. |
| **10-minute break** | | | | | |
|  | Watching a video about tone and language, and useful phrases used in an order letter | - Trainer plays the video and pauses at some points to explain key points.  - Participants take notes. They may ask Trainer questions. | Video 3  Board & markers  Projector  Laptop | 15 | Participants take notes of the useful phrases and expressions. They have an insight into tone and language use in an order letter. |
|  | - Matching sentences in an order letter with their purposes  - Terms used in an order letter. | - Participants work in pair to do the task. Then whole class discussion.  - Trainer shows the terms. | - Handout 2 (slides 1-5)  - Handout 2 (slides 6-9)  Projector  Laptop | 10 | Participants analyze the sentences in the slides to understand their purposes.  They take notes of the terms used. |
|  | Writing an order letter based on guidelines in the textbook | Participants work individually.  Trainer walks around to facilitate. | Textbook: Task 3-p.55  Board & markers | 25  minutes | Participants practice writing an order letter. |
|  | - Wrap-up:  - Homework assigned:  + Revise the quotation and job rejection letters that Trainer has given feedback  + Complete the text about *DOS AND DON’T’S OF ORDER LETTER*  + Unit 5 (A Commonsense Guide to Grammar and Usage): Lessons 13-15. | - Trainer asks the whole class questions about the contents of the lesson. Participants summarized what they have learnt.  - Participants listen and take notes.  - Q&A | Handout 3  Projector  Laptop | 10 minutes | Participants provide a summary of all the points covered in the lesson and take notes of the homework assigned. |

# LESSON 6

# The Invoice and Export Documentation

**Lesson Requirements**: 3 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be better able to:

* define an invoice and describe essential elements of an invoice
* demonstrate how to create an invoice professionally and effectively
* define export documentation and list required documents
* use export and import terms correctly

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | | **Teaching Aids** | **Time** | **Expected results** |
|  | Homework check and correction: *Do’s and don’ts of order letter* | Pair check  Interactive  Whole class discussion | | Handout 3 (Lesson 5)  Board & markers | 15 minutes | Participants show the homework of Lesson 5 and correct the homework. |
|  | Trainer’s feedback to the order letter students submitted in the previous lesson: Show common mistakes on the board. | Trainers summarizes common mistakes on the board and returns the letters to participants.  Participants look at trainer’s comments in their letter and fix the problems by themselves (individual work). | | Board & markers | 20 minutes | Participants understand their mistakes and know how to improve their letter. |
|  | Introduction of Lesson 6 (The Invoice and Export Documentation) objectives and contents | Trainer gives a short presentation.  Whole class discussion  Q&A | | Board & markers,  Projector,  Laptop | 5 minutes | Participants understand what they are going to learn in this lesson. |
|  | Filling in the missing words in a definition of an invoice | Individual work first.  Then they work in pair to check the answers. | | Textbook: Task 1-p.56  Board & markers | 10 minutes | Participants have some first ideas about an invoice. |
|  | Analyzing a sample invoice and explain the purposes of each part in the invoice | Participants work in pair to do the task. Trainer goes around to facilitate. | | Textbook: 4.6-p.56  Board & markers | 10 minutes | Participants understand what an invoice or a bill from a business looks like. |
| **10-minute break** | | | | | | |
|  | Further explanations about invoices provided by Trainer | Trainer makes a presentation about *eight essential elements* of invoices.  Whole-class discussion  Q&A | | Handout 1 (slides)  Laptop, projector  Board & markers | 20 minutes | Participants have an insight into invoices and their essential elements. |
|  | Creating an invoice that are both professional and effective: *https://quickbooks.intuit.com/r/free-invoice-template/* | Trainer demonstrates using this website to create an invoice.  Participants’ practice (individual work) | | Laptop  Wifi  Projector  Board & markers | 25 minutes | Participants know how to use a free online template and create an invoice professionally and effectively. |
|  | Introduction of *export documentation* with illustrations (examples) by Trainer | Trainer makes a short presentation.  Whole-class discussion  Q&A | | Handout 2 (slides)  Laptop, projector  Board & markers | 15 minutes | Participants understand what export documentation is and some common export documents. |
| **10-minute break** | | | | | | |
|  | Studying a list of documents required in the export process | Participants work in pair to discuss.  Whole-class discussion | | Textbook-p.57  Board & markers | 20  minutes | Participants understand other special documents needed for export documentation. |
|  | Finding the export-import terms for the definitions given. | Participants work in pair to complete the task.  Whole-class discussion | | Handout 3  Board & markers | 20  minutes | Participants understand terms about import-export. |
|  | Completing a short text about *bill of lading* with suitable words or phrases | Game: Participants work in pair to complete the task and go to the board to write their answers.  Those with more correct answers are the winners. | | Handout 4  Board & markers | 10  minutes | Participants have a better understanding of export terminology. |
|  | - Wrap-up: Questions about the contents of the lesson raised by Trainer  - Homework assigned:  + Export documentation terminology  + Unit 5 (A Commonsense Guide to Grammar and Usage): Lessons 16-19. | | Whole-class activity  Participants listen and take notes.  Q&A | Board & markers  Handout 5 (Homework) | 10 minutes | Participants provide a summary of all the points covered in the lesson and take notes of the homework assigned. |

# LESSON 7

# Complaint procedure

**Lesson Requirements**: 3 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be better able to:

* Identify features of letters of complaint
* Write a letter of complaint

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Introduction to the context | - Trainers deliver a description of a specific context.  - Participants work in groups of three to analyse the context (product supplier, produce buyer, problem, other details). | ***Handout 1:*** Description of the context  Board & markers, projector, laptop | 10 minutes | Participants have a brief analysis of the context. |
|  | Exploration of the letter of complaint | - Trainers deliver the sample of the letter to participants  - Participants work in groups of three to answer the questions under the letter and identify the format, tone, and structures of the letter.  - Participants send representatives to report their answers to the whole class. | ***Textbook***: Sample letter of complaint, pp.58-59 | 35 minutes | Participants demonstrate their recognition of the purposes of each paragraph in the letter and its features. |
|  | Presentation of features of a letter of complaint | Trainers summarise the features of a letter of complaint (format, tone, and structure). Trainers may explain why the sample sounds quite stronger that the tips in the handout (possibly because all of the writer’s three products have problems and he might have written a complaint letter before this one). | ***Handout 2,*** ***textbook*** (pp.58, 59)  Board & Markers,  Projector,  Laptop | 15 minutes | Participants demonstrate their comprehension of the features of a letter of complaint. |
|  | Practice of language focus | Trainers deliver the worksheet.  Participants work individually to do the exercises.  Trainers check the answers with participants and summarise useful phrases and structures. | ***Handout 3***  Board & markers,  Projector,  Laptop. | 45 minutes | Participants demonstrate their recognition of phrases used in a letter of complaint. |
|  | Practice of writing a letter of complaint | Trainers refer to Task 4 to explore the context and analyse their tasks.  Trainers work in groups to analyse the context and language features for the letter. | ***Textbook,*** *p.59*  Board & markers,  Projector,  Laptop. | 10 minutes | Participants demonstrate their understanding of the context and language features used for the task. |
|  |  | Trainers work in groups of four to write four paragraphs based on the analysed sample and then combine them together to make a complete letter. | Laptop. | 30 minutes | Participants demonstrate their ability to write parts of a letter of complaint. |
|  |  | Trainers pick one letter as an example to show the class and ask for comments. Trainers summarise and give comments. | Board & markers,  Projector,  Laptop. | 30 minutes |  |
|  | Wrap-up | - Trainers summarise main points of the lesson.  - Trainers assign homework (three hours):  1) look for more phrases used in letters of complaints.  2) rewrite the letter they have done in groups.  3) Unit 6 (A Commonsense Guide to Grammar and Usage) | ***Textbook***, pp. 61-62.  Board & markers,  Projector | 5 minutes | Participants get a summary of the main points covered in the lesson |

# LESSON 8

# Email writing: Diverse tasks and practice

**Lesson Requirements**: 3 hours for in-class study

**Lesson Aims:**

Participants will be able to:

* Identify email style
* Identify elements of an email and their functions

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1. | Introduction to email writing | - Trainers play a video to warm up and ask some questions about what participants feel without emails.  - Participants watch and answer the questions. | ***Handout 2***  Projector, laptop | 10 minutes | Participants’ excitement to start the lesson. |
|  |  | - Trainers conduct a survey of participants’ experience in writing emails.  - Participants raise hands if they have experienced the problems.  - Trainers introduce the outline and objectives of the lesson with reference to participants‘ answers. | - ***Handout 1***, slides 2-4  - Board & markers,  Projector,  Laptop. | 20 minutes | Participants’ recognition of their problems in writing emails. |
| 2. | Presentation and analysis of elements of emails | - Trainers present elements of an email with reference to a sample email.  - Participants listen and respond to trainers when being asked to identify elements of a sample email.  - Participants complete Tasks 1 | - ***Handout 1***, slides 5-17  - ***Textbook***, pp.63-64  - Board & markers,  Projector,  Laptop. | 40 minutes | Participants’ recognition of elements of an email. |
| 3. | Presentation and analysis of email style | - Trainers present email style with reference to sample emails.  - Participants listen and respond to trainers when being asked to identify elements of a sample email. | - ***Handout 1***, slide 18  - ***Textbook***, p. 64  - Board & markers,  Projector,  Laptop. | 20 minutes | Participants’ recognition of email style. |
| 4. | Presentation and practice of using language features in writing emails | - Trainers present language features.  - Participants listen and complete tasks 2-5. | - ***Textbook***, pp. 65-66  - Board & markers,  Projector,  Laptop. | 50 minutes | Participants’ recognition and master of using phrases/ structures for different styles. |
| 5. | Wrap-up | - Trainers summarise main points of the lesson.  - Trainers assign homework (three hours):  1) complete remaining tasks  2) look for more, structures to be used in emails.  3) Unit 7 (A Commonsense Guide to Grammar and Usage) | ***Textbook***, pp. 61-62.  Board & markers,  Projector  ***Textbook***, pp. 65-70.  Board & markers,  Projector | 5 minutes  5 minutes | Participants get a summary of the main points |
| covered in the lesson |
| Participants get a summary of the main points covered in the lesson |

# LESSON 9

# Internal memo emails and review of terms and expressions in business documents

**Lesson Requirements:** 3 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be able to:

* Identify elements and language features of a memo email
* Write an internal memo email

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Revision of the previous lesson | - Trainer asks the participants to reflect what they like most and what they find the hardest to do in the previous lesson.  - Volunteers provide their reflection. | Board & markers, projector, laptop | 10 minutes | Participants’ reflection of the previous lesson. |
|  |  | - Trainers play a video for reviewing features of an email.  - Participants take notes and summarise the three important features mentioned in the video. | ***- Handout 2***  - Board & markers, projector, laptop | 20 | Participants’ revision of the old lesson in a new point of view. |
|  | Introduction and practice of an internal memo email | - Trainers deliver the handout and have students edit the memo.  - Participants work in pairs and edit the memo. Then | ***- Handout 3***  - Board & markers, projector, laptop (for both trainers and participants). | 30 minutes | Participants’ recognition of features of internal memo emails |
|  |  | - Trainers play the video.  - Participants watch the video to get the answer. | - Handout 4  - Handout 1 | 10 minutes |
|  |  | - Trainers go through the slides for the final revision. | - Board & markers, projector, laptop | 20 minutes |
|  |  | - Participants work individually to complete Tasks 11, 13, 14, 15  - Trainers check answers with participants. |  | 50 minutes | Participants’ master of using varied language features in writing an internal memo email. |
| 3. | Practice of terms and expressions used in business documents | - Trainers deliver the handout.  - Participants complete three exercises. | - ***Handout 5*** | 30 minutes | Participants’ master of using varied language features in writing an internal memo email and other business documents. |
| 4. | Wrap-up | - Participants summarise lesson 9.  - Trainers assign self-study work (three hours): Unit 9 (A Commonsense Guide to Grammar and Usage) | ***Textbook***, Tasks 12 and 16  Board & markers,  Projector | 10 minutes | Participants summary of the main points of the lesson and awareness of the final exam requirements. |

# LESSON 10

# Describing change: Data analysis and recommended structure

**Lesson Requirements**: 3 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be better able to:

* describe and differentiate types of charts and graphs
* describe the recommended structure and content of a written description of charts and graphs.
* plan an answer for a written task that requires a description of charts and graphs by analyzing the data and selecting relevant information to include.

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Homework check | Pair check  Whole-class discussion  Interactive | Board & markers | 10 minutes | Participants check the homework of Lesson 9 *“Internal memo emails and review of terms and expressions in business documents”.* |
|  | Warm up and lead in:  Bar graph bingo | Participants work in groups of four people and play a bingo game.  (See Teacher’s Notes for rules on how to play) | - Game Sheets 17a and 17b (one bingo sheet for each student)  - Game Sheets 17c and 17d (one for each group, cut into word cards and strips of information) | 20 minutes | - Participants are introduced to a task that requires analyzing data and describing trends in graphs and charts.  - Participants are familiarized with some vocabulary for describing trends in graphs. |
|  | Introduction of Unit 5 (Describing change) objectives and contents | Trainer makes a short presentation.  Whole-class discussion  Q&A | Board & markers,  Projector,  Laptop | 5 minutes | Participants understand what they are going to learn in this lesson. |
|  | Types of charts and graphs | Participants work in pairs to discuss different types of charts and graphs and the data they usually present.  Then, whole-class discussion. | Handout 1  Board & markers,  Projector,  Laptop | 25 mins | Participants understand different types of graphs and charts and the data they usually present. |
| **10-minute break** | | | | | |
|  | Analysis of a sample task | Participants work in pairs to complete the task.  Then, whole-class discussion. | Handout 2 & 3  Board & markers  Projector,  Laptop | 20 minutes | Participants understand how to analyze and interpret data in a table and charts. |
|  | Recommended structure of a written response to sample task | Participants work in pairs to discuss how they would structure their answer (how many paragraphs, what would be in each paragraph). Then, whole-class discussion | Board & markers,  Projector,  Laptop | 15 minutes | Participants have a better understanding of the structure of a typical description of charts and graphs. |
|  | Group writing | Participants work in small groups and collaboratively write an answer to the task. They can use the recommended writing frame and their information search answers to help them. Groups should discuss each sentence and agree on the content and grammar before writing it. | Handout 4  Board & markers | 25 minutes | Participants practice completing a short essay that describes the data in the sample task. |
| **10-minute break** | | | | | |
|  | Peer feedback on group writing | Groups share their writing with the class and get feedback from peers and trainer. | Board & markers  Laptop, projector | 20  minutes | Participants get feedback from their peers on their writing. |
|  | Model answer analysis | Participants work in groups to compare their answers to the model answer and identify strengths and weaknesses in their own answers.  Participants then analyze the model answer using Handout 5.  Then, whole-class discussion. | Handout 5 & 6  Board & markers | 30  minutes | Participants learn from the model answer and reflect on their own writing. |
|  | - Wrap-up:  - Homework:  + Handout 7  + Unit 9 (A Commonsense Guide to Grammar and Usage) | Trainer asks questions about the contents of the lesson.  Whole-class discussion  1 minute reflection | Board & markers  Sticky notes | 10 minutes | Participants provide a summary of all the points covered in the lesson and reflect on what they have learnt in the lesson. |

# LESSON 11

# Describing change: useful vocabulary and grammar

**Lesson Requirements**: 3 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be better able to:

* Use a wide range of vocabulary and language to describe trends in graphs and charts
* Produce a written text that describes a graph or chart.

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Homework check. | Trainers check homework.  Whole-class discussion | Board & markers | 10 minutes | Participants correct their homework. |
|  | Introduction of Lesson 11 objectives and contents | - Trainer makes a short presentation of the lesson objectives and contents.  - Whole-class discussion  - Q&A | Board & markers,  Projector,  Laptop | 5 minutes | Participants understand what they are going to learn in this lesson. |
|  | Warm up and lead in | Participants work in pairs to match the graphs to the descriptions. Then, whole-class discussion. Trainer draws attention to the language in the descriptions. | Cut up cards of the graph and the descriptions.  Projector,  Laptop | 15 minutes | Participants are introduced to the language for describing graphs. |
|  | Vocabulary for describing trends | - Participants work in pairs to work on Task 1 & 2 (page 80).  - Trainer discusses with the whole class. | Textbook page 80  Board & markers | 15 minutes | Participants are introduced to some vocabulary to describe change in trends. |
|  | Extension on language for describing change | - Trainer explains key language in providing an overview of a graph, describing basic trends and indicating the degree or the speed of change. | Laptop  Projector | 15 minutes | Participants learn some vocabulary to describe change in trends. |
| **10-minute break** | | | | | |
|  | Practice on describing graphs | - Participants work in pairs. Each student receives a graph and without showing it to their partners, they must take turns to describe their graphs in words to their partners so that they can draw an identical copy of the graphs.  Then, whole-class discussion and reflection on the activity. | Handout 1 (02 versions: Student A and Student B) | 30 minutes | Participants practice using the vocabulary in context. |
|  | Useful phrases | Trainer explains the use of useful phrases on page 81.  Participants work individually to analyze the sample on page 81.  Then, whole-class discussion. | Board & markers  Projector  Laptop | 30 minutes | Participants learn about useful phrases to use in writing. |
| **10-minute break** | | | | | |
|  | Group writing | - Participants work on Task 3 (page 82) in groups. | Text book page 82  Board & markers | 25 | Participants practice writing a complete short text that describes a graph or chart. |
|  | Peer feedback on group writing | Groups share their writing with the class and get feedback from peers and trainer. | Board & markers  Laptop, projector | 30  minutes | Participants get feedback from trainer and their peers on their writing. |
|  | - Wrap-up:  - Homework assigned:  + Handout 2  + Unit 10 (A Commonsense Guide to Grammar and Usage) | - Trainer asks the whole class questions about the contents of the lesson. Participants summarized what they have learnt.  - 1 minute reflection | Projector  Laptop | 5 minutes | Participants provide a summary of all the points covered in the lesson and reflect on what they have learnt in the lesson. |

# LESSON 12

# Describing change: a business scenario

**Lesson Requirements**: 3 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be better able to:

* Use a wide range of vocabulary to describe trends in graphs and charts
* Use relevant information to explain trends and predict future trends
* Produce a written text that describes trends in a business context.

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Homework check. | Trainers check homework.  Whole-class discussion | Board & markers | 10 minutes | Participants correct their homework. |
|  | Introduction of Lesson 12 objectives and contents | - Trainer makes a short presentation of the lesson objectives and contents.  - Whole-class discussion  - Q&A | Board & markers,  Projector,  Laptop | 5 minutes | Participants understand what they are going to learn in this lesson. |
|  | Warm up | Participants form 2 teams. One person from each team will have to mime the words or phrases (for describing trends) that the trainer gives him/her until his/her team members guess the word correctly. | Handout 1 (02 versions for Team A and Team B) | 15 minutes | Participants revise some vocabulary for describing trends. |
|  | Lead in | - Participants work in pairs to study the scenario that they are given. They must describe and discuss the trends, invent reasons for the changes in trends, predict future changes in the market and propose new ideas for new products.  Trainer monitors and provides help if needed. | Handout 2  Board & markers | 30 minutes | Participants use the knowledge they learnt in the previous 2 lessons to describe and discuss trends. |
| **10-minute break** | | | | | |
|  | Sharing of ideas and peer feedback | Participants switch partners and take turns to tell new partners about their company, their current situation as demonstrated by the data in the graphs, and their plan for the future. They must also provide constructive feedback to their partners’ interpretation of their graphs and their future plan.  Trainer monitors and provides help if needed. |  | 20 minutes | Participants share their work with peers and get feedback. |
|  | Presentations | - Participants present about their company, their current situation as demonstrated by the data in the graphs, and their plan for the future. They must also discuss the feedback they got from their peers and their evaluation of the feedback. | Board & markers  Projector  Laptop | 40 minutes | Participants use a wide range of vocabulary to discuss the trends. |
| **10-minute break** | | | | | |
|  | Presentations (continued) | - Participants present about their company, their current situation as demonstrated by the data in the graphs, and their plan for the future. They must also discuss the feedback they got from their peers and their evaluation of the feedback. | Board & markers  Projector  Laptop | 20 minutes | Participants use a wide range of vocabulary to discuss the trends. |
|  | Individual writing | Participants work individually to write a report on their company’s scenario, discussing the trends and prediction and plan for future trends. |  | 30  minutes | Participants get feedback from trainer and their peers on their writing. |
|  | - Wrap-up:  - Homework assigned: Unit 10 (A Commonsense Guide to Grammar and Usage) | - Trainer asks the whole class questions about the contents of the last 3 lessons. Participants summarized what they have learnt.  - 1 minute reflection | Projector  Laptop | 10 minutes | Participants provide a summary of all the points covered in the last 3 lessons and reflect on what they have learnt in the lesson. |

# LESSON 13

# Structure and process of progress report writing

**Lesson Requirements**: 3 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be better able to:

* Identify progress report features
* Recognize the process of progress report preparation
* Draft a progress report outline

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Introduction to progress report | - Trainer delivers sample of progress reports to the participants  - Participants work in groups of three to tell what a progress report looks. | ***Handout 1:*** Sample of progress report, p. 638  Board & markers, projector, laptop | 10 minutes | Participants brief description of progress report |
|  | Typical situations for progress report writing | - Trainer instructs participants to work in groups of three to discuss in three minutes the situations when progress reports are composed  - After 3 mins, they share with each other their opinions.  - After participants’ sharing, trainer describes the situations when a progress report is written. | Board & Markers,  Projector,  Laptop | 10 minutes | Participants recognition of typical writing situations for progress report |
|  | Features of progress reports | - Participants work out the features of progres report in pairs in 10 mins.  - After 10 mins of discussion in pairs, trainer asks volunteers to present the information to whole class (10 mins)  - Trainer presented the questions that readers ask most often about progress report and participants work in groups of three to discuss (20 mins): ‘*what work does your report cover? What is the purpose of the work, is your work progressing as planned or expected? What results have you produced? What progress do you expect during the next reporting period? How do things stand overall? What do you think we should do?’* | ***Handout 2*** (guideline 3, p. 105, Ch.4)  Board & markers,  Projector,  Laptop. | 10 minutes  10 minutes  20 minutes | Participants identification of progress report features |
|  | Structure of progress report | - Trainer introduces the structure of a progress report.  - Participants discuss in pairs what are included in the structure, specifically in the section of *introduction, problem, objectives, solution, methods, resources, schedules, qualifications, management.* | ***Handout 3***  (superstructure for proposal, p. 557)  Board & markers,  Projector  Laptop | 20 minutes | Participants  recognizing of progress report structure |
|  | The process of preparing progress reports | - Trainer asks participants to work indivually with ***Handout 4*** on the process of preparing the progress report in 10 mins.  - Participants discuss in pairs and present to the whole class the process. (20 mins)  - Trainer summarises the process with the whole class. (10 mins) | ***Handout 4***  (process of preparing progress report, p. 636)  Board & markers,  Projector,  Laptop | 10 minutes  20 minutes  10 minutes | Participants understanding of progress report preparing process |
|  | Practice on drafting a progress report outline | - Trainer sets the task for the participants to work individually in 20 mins ‘ *you are going to write a progress report about what you’ve done in the past week or few weeks on a personal effort or course project. To whom would you write? How would your reader use the information in your report? What would your main points be?’*  - Volunteers show their report outline and clarify the structure and main points of the report to the whole class (20 mins) | Board & markers,  Projector,  Laptop | 20 minutes | Participants drafting a progress report outline |
|  | Wrap-up | Participants revise the key points of the lesson in pairs:   * *What a progress report is* * *The features of a progress report* * *Structure of a progress report*   - Q & A  - Trainer assigns home work (three hours):  1) *participants imagine that he/she is writing the progress report to yourself, write a progress report on what you’ve done in the past few weeks.*  2) *Participants search google for more information about progress report crafting* *to prepare for the next lesson.* | Board & markers,  Projector | 20 minutes | Participants summary the main points covered in the lesson |

# LESSON 14

# The major elements and language of a progress report

**Lesson Requirements**: 3 hours for in-class study

**Lesson Aims:**

Participants will be able to:

* Identify the major elements of a progress report
* Determine the content and language of a progress report

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1. | Revision of the previous lesson | - Trainer asks the participants to crosscheck each other’s homework report draft  - The participants work in groups of three to describe what a progress report is | Board & markers, projector, laptop | 10 minutes | Participants revision and description of progress report |
| 2. | How to write different sections of a progress report. | - Trainer delivers a sample of progress report which are cut into halves, one for the details/content of each section and the other for the main heading of each section.  - Participants work in groups of three to put the cut pieces into a complete outline of the report. | - ***Handout 1*** (sample report outline, p. 640)  -Board & Markers,  Projector,  Laptop | 20 minutes | Participants recognizing of typical writing situation for progress report |
|  | - Participants discuss in groups of three the content to be included in each section, specifically what the report writer wants to communicate in each section and write the main ideas on an A2 paper.  - Representative of a group present to the whole class their discussion about the content for each section: *the introduction, Facts and discussion, conclusions, recommendations, tone in progress reports.* | A2 paper  Board & markers,  Projector,  Laptop. | 30 minutes | Participants identification of progress report features and structures |
| 3. | Analysing progress reports | - Trainer delivers handout 2 (2 reports) for participants to read individually and compare the structure of the two reports (10 mins)  - Participants work in pairs to explain *similarities and differences between the two reports, why and whom the reports were written* (20 mins)  - Trainer analyses the progress reports with the whole class (10 mins) | ***Handout 2***  (2 sample reports)  Board & markers,  Projector  Laptop | 20 minutes  20 minutes | Participants  Recognition of progress report structure |
| 4. | Language of a progress report | - Trainer asks participants to describe the language and to list terms that they could use in progress report in pairs. (10 mins.)  - Trainer discusses with whole class participants’ opinions of the language in progress report. (10 mins)  - Trainer delivers handout 3 and ask participants to find words and phrases (used in the sample reports) and translate them into their own language. (20 mins) | ***Handout 3***  (Task 1 about language of progress report)  Board & markers,  Projector,  Laptop | 10 minutes | Participants understanding of progress report preparing process |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5. | Practice of structuring a progress reports | - Trainer delivers ***Handout 4*** (Task 2) in which participants have to *write a progress report. Put all information into an appropriate structure. Check  your answers over yourself, then change with a neighbour and check his or her answer report. Discuss together. Any further questions you might have you can then discuss with  your trainer.* | ***Handout 4*** (Task 2)  Board & markers,  Projector,  Laptop | 20 minutes | Participants practice of progress report structuring. |
|
|
| 6. | Wrap-up | Participants revised the key points of the lesson in groups of three or four:   * *Major elements of a progress report* * *Language and content of a progress report*   - Q & A  - Trainer assigns home work (three hours): *Search for materials about revising progress report and examine points to revise after writing progress report.* | Board & markers,  Projector | 20 minutes  Participants summary of all the points covered in the lesson |
|
|
|  |  |  |  |  |  |

# LESSON 15

# Time management and techniques in report writing

**Lesson Requirements:** 3 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be able to:

* Manage the time in writing progres report
* Apply techniques of time management in progress report writing.

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1. | Revision of the previous lesson | - Trainer asks the participants to list the major elements of a progress report.  - Volunteers present the major elements of the progress report | Board & markers, projector, laptop | 10 minutes | Participants description of the elements of a progress report. |
| 2. | Time management in report writing | - Trainer asks participants to work with a partner to discuss the term *‘time management’, time management techniques, potential for improvement concerning personal time management, the most critical points that make time management difficult, if time management can be learnt.*  - After 5 mins, participants share with each other their opinions.  - After participants’ sharing, trainer emphasizes the situations when progress report is written (5 mins)  - Q&A | - Board & Markers,  Projector,  Laptop | 10 minutes | Participants discovery of time management techniques |
| 3. | Techniques for writing progress report. | - Trainer delivers Handout 1 to participants to read individually- (the practice reading text) in 10 minutes  - Participants work in pairs to discuss the questions and give answers (Handout 1) (20 mins)  -Trainer checks with the whole class the answers (Task 2) (10 mins) | ***Handout 1*** (Task 2)  Board & markers,  Projector,  Laptop. | 10 minutes | Participants identification of progress report features and structures |
| 4. | How to revise progress reports writing | - Trainer delivers Handout 2 (revising progress report) to participants so that they could peer-check their report. | ***Handout 2*** (Writer’s guide on revising progress report)  Board & markers,  Projector,  Laptop | 40 minutes | Participants’ revision of elements in progress report |
|  |
| 5. | Revision of vocational writing skills | - Trainer asks participants to work in groups of three to revise five units they have learnt in Module 12, *i.e., business correpondence, the offer, terms and expressions in business correspondence, describing changes, progress report*  - Trainer revises with each group and the whole class each unit. | Board & markers,  Projector,  Laptop | 30 minutes | Participants revision of vocational writing skills in English. |
| 6. | Wrap-up | - Participants summarise lesson 15 and the whole module content (5 mins).  - Trainer gives instructions on the final examination and marking assessment. (15 mins)  - Q & A  - Trainer assigns self-study work (three hours):  Plan your own report, revise the lessons about progress report writing.  Revise all lesson about vocational writing skills – Module 12 to prepare for the examination. | Board & markers,  Projector | 20 minutes | Participants summary of the main points of the lesson and awareness of the final exam requirements. |