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Teaching Plan

Group 1: General information of Subject

- Bachelor's degree level, 2nd year students, Department of Language Pedagogy, Faculty of Education.
- Topic: Business Vocabulary in Use, Code: ENT 0910507.
- Duration: 64 hours per a semester.
- Credit: 3(2-2-0).
- Contact sessions: 4 hours / week.

Group 2: Aims of Course

- To teach students to know how to communicating to competence and communicating in English according to situation.
- To teach students to understand the organization, occupation and economic vocabulary.
- To teach students the words with Language as social-economic development, workplaces,
- Working week, socializing, attending meeting, trip attraction cities around the world, conference presentation and learning strategy.
- Generate knowledge and skills as well as meta-cognitive skills and Critical thinking, and attitudes.

Group 3: Learning Goal

After the completion of this course, students will be able to:

- Doing the basic business background knowledge and gain confidences by the working process.
- Guideline for working in organization or companies.
- Understand about communicating to competence and communicating in English according to situation.
- Improved the competence to perform for the occupational in the future.
- How to get the job as recruitment, selection procedure and applying.
- To know about the management organize, the issue at work, manufacturing and marketing service and know more about English business vocabularies.

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1. Discussion of The subject:

- This English Business Vocabulary book consist of 64 units and it covered for English business vocabulary, Writing, speaking skills, as well as improving communication and building business vocabularies. The function of this book were organization, products, marketing, finance and Economic.

Group 4: The development in learning of students By using the three natures five principle of Education.

1. Three natures

- The character: The character is a study aimed at learners in order to realize value from And students are feeling the love, and the preservation of cultural good and the push from the political theory
- The nature of science: The natures of science is to make students able to study and resolve empowered by, learners can communicate with and learn from foreign sources to find information empowered come to order.
- Mass manner, in order to focus on the student's ability to learn language International order consists of career development and empowered nation reached.

2. Five principle of education

- 1) Properties of Education: The properties of education could make the learner was able to conduct the discipline of School and respect from the school discipline plan.
- 2) Intellectual education: The intellectual education is to make learners are able to communicate with foreigners and can be used in everyday life, especially in the form of chips.
- 3) Arts of education: to make students aware of the skills that distinguishes them and rejoices achievements in the arts, both national and international categories.
- 4) Exercise of study: The exercise of education that make students are able to recognize when your class, party reduced to the benefit of their students
- 5) Labor of study: The labor of study is to make students appreciate the protection of workers and their employers respect their workers do not take advantage of others.

Group 5: Planning and Evaluation
1. Planning Course

Hours	Functions	Teaching Method and Learning activities	Supplementary /materials	Student Assessment / homework
6	<p>Unit 1 work and Job and Ways of working</p> <ol style="list-style-type: none"> 1. What do you do? 2. Word combination with “work” 3. Type of job and types of work 4. Old and new ways 5. Nice work if you can get it 6. Nature of work 	<p>• Teaching Method</p> <ul style="list-style-type: none"> - Teacher gives students to talk about their job and work. - Teacher give students understand the types of word and job and vocabularies. - Teacher gives students to complete the exercise - On learning activities (p 11, and 13). - Lecturer advises students use present simple tense. - Lecturer advises students use the words in front of job and work • Learning activities - Students be able to talk about their job and work each other. - Students will able to remember the words of job and work. - Students will be able to complete the exercise on learning activities (p 11, and 13). - Students will be able deeply use the present simple tense structure. 	<ul style="list-style-type: none"> - Projectors, - white board, - Marker and Computer. 	<ul style="list-style-type: none"> - Students write the sentence of type of job and work (10 sentences) - Describe about their job and work, (at least 50 words). - Students generally practice about personal information by pairs or groups.

4	<p>Unit 2 Recruitment and Selection and Applying a job</p> <ol style="list-style-type: none"> 1. Recruitment 2. Applying for a job 3. Selection procedures 	<ul style="list-style-type: none"> • Teaching Method - Teacher gives students to read information from recruitment, selection and applying for a job. - Teacher provides students understand the step of recruitment, selection and applying for a job. - Teacher advises students know vocabulary of recruitment and selection procedures. <ul style="list-style-type: none"> • Learning activities - Students will be able to know the meaning of recruitment, selection and applying for a job - Students will understand the step of recruitment, selection and applying for a job. - Students will be able know vocabulary of recruitment and selection procedures. - Students will be able to complete the exercise in page 15. 	<ul style="list-style-type: none"> - Text book - Computer - LCD - Power Points - Marker - White board 	<ul style="list-style-type: none"> - Students can remember the vocabularies - Students able to know the type of documents for applying the job - Students will be able to apply for a job.
4	<p>Unit 3 Skills and qualification, Pay and Benefits</p> <ol style="list-style-type: none"> 1. Education and training 2. Skilled and unskilled 3. The right person 4. Wage, salary and benefit 	<ul style="list-style-type: none"> • Teaching Method - Teacher gives students read and understand the information of skills and qualification in the textbook (p16). - Teacher advise students how to use skilled at and skilled in. 	<ul style="list-style-type: none"> - LCD - white board - marker and - Textbook 	<ul style="list-style-type: none"> - Students can practice to write their compensation in pairs or groups. - Write about skills and qualification as: <ul style="list-style-type: none"> • If you work: <ol style="list-style-type: none"> 1) What sort of people does your organization look for in its recruitment?

	<ul style="list-style-type: none"> - Teacher advises students to know the vocabulary that used for the right person - Teacher gives students understand difference the wages, salary and benefit in page 18. - Teacher tell students work in pair practicing conversation for their job • Learning activities - Students will be able to read and complete the exercise form page 17 and page 19. - Students will be know how to use skilled at and skilled in. - Students will be able to write about their wages, salary, and benefits - Students will be practice conversation for their job 	<ul style="list-style-type: none"> - Computer 	<p>2) What sort of person are you? - Do you think top executives too highly paid? Or do they deserve what they earn?</p>
<p>Unit 4 People and Workplace, Career leader</p> <ol style="list-style-type: none"> 1. Employee management and 2. Management function 3. Career ladder 4. Losing your job <p>4</p>	<ul style="list-style-type: none"> • Teaching Method - Teacher gives students look at the information from page 20, page 22. - Teacher gives students the lecture about the difference of people and workplace. - Teacher advises students to know the management function and career ladder. 	<ul style="list-style-type: none"> - Picture - Textbook - Computer - LCD - Chalk, - Marker and documents. 	<ul style="list-style-type: none"> - Students work in pairs or groups and think about Modco before and Modco after, what are the advantage and disadvantage? (at least 100 words)

		<ul style="list-style-type: none"> • Learning activities - Students work in pairs to think about the company you work for or one you would like to work for. - Students will be able to make the questions ask each other in classroom(also talk about their work or workplace) - Students read the texts of exercise in page 21 and page 22 and complete it. 		
6	<p>Unit 5 Problems at work, Managers, Executives and Directors</p> <ol style="list-style-type: none"> 1. Health and Safety and Harassment 2. Bulling 3. Discrimination 4. Managers. 5. Executives 6. Directors 	<ul style="list-style-type: none"> • Teaching Method - Teacher gives students to study the problems at work as health and safety, Bullying and harassment, and Discrimination. - Teacher gives students to read the texts of taking care of health. - Teacher gives the lecture about how to know the difference of manager, executive and director organize. • Learning Activities - Students will be to learn about the vocabularies of the problems at work as health and safety, Bullying and harassment, and Discrimination. - Students will be learning words that the difference of manager, executive and director organize. - Students complete the exercise in page 25 and page 27. 	<ul style="list-style-type: none"> - Textbook - LCD, - Laptop - Marker and whiteboard 	<ul style="list-style-type: none"> - Students write about the problems at work as what are the main health and safety issues in your job, or a job that you would like to do? - Students draw an organise structure. - Write about your health problem (at least 200 words).

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<p>4</p> <p>Unit 6 Businesspeople and business leader</p> <ol style="list-style-type: none"> 1. Businesspeople and entrepreneurs 2. Leaders and leadership 3. Magnates, moguls and tycoons 	<ul style="list-style-type: none"> • Teaching Method - Teacher gives students to read the content of businesspeople and business leader in page 28 - Teacher will be to give students remembering the vocabulary businesspeople and business leader. • Learning Activities - Students to read the content of businesspeople and business leader in page 28 - Students learn about some vocabularies of businesspeople and business leader. - Students will be able to complete the exercise in page 29. 	<ul style="list-style-type: none"> - Text book - Pictures - Laptop - Marker 	<ul style="list-style-type: none"> - Looking for business in the world: 1) Who are your country's most famous entrepreneurs? 2) What are they famous for?
<p>4</p> <p>Unit 7 Manufacturing and services</p> <ol style="list-style-type: none"> 1. Industry and manufacturing 2. Countries and their industries and Market research 	<ul style="list-style-type: none"> • Teaching Method - Teacher guides students to read content of manufacturing and services in page 34. - Teacher guides students to find out information manufacturing and services. - Teacher give students talk about the advantage and disadvantage of manufacturing and services. • Learning Activities - Students will read vocabulary of manufacturing and services. - Students are able to understand about the manufacturing and services. - Students will be work in group and debate the advantage and disadvantage of manufacturing and services together. - Students able to do exercise in the textbook page 35 	<ul style="list-style-type: none"> - Text Book. - LCD. - Computer - Marker 	<ul style="list-style-type: none"> - Look at the manufacturing in the situation and tell the trend to other one. - Is your organisation, or one you would like to work for, in manufacturing or service or a combination of both? Where are industries in your country based?. Are companies in different industries grouped in different?

4	<p>Unit 8 Development, Innovation and invention</p> <ol style="list-style-type: none"> 1. Market research 2. Development and Launch 3. Innovation and invention 4. Research and Technology 	<ul style="list-style-type: none"> • Teaching Method - Teacher helps and guides students to understand the development process as market research. - Teacher gives students to read the texts of research and technology in page 38. • Learning Activities - Students will be able to know and understand the step of development process, doing market research. - Students read the texts and understand clearly about research and technology and to remember the vocabulary in innovation and invention. 	<ul style="list-style-type: none"> - Text book - LCD - Laptop - Marker 	<ul style="list-style-type: none"> - Read about the three people talking about their in produce development in exercise in page 37 and 39 - Students answer the question a 1) Which is the most important innovation and invention of last 10 years?
6	<p>Unit 9 Marketing, Materials and Supplier</p> <ol style="list-style-type: none"> 1. Products 2. Mass Products 3. Capacity and output 4. Inputs 5. Suppliers and outsourcing 	<ul style="list-style-type: none"> • Teaching Method - Teacher advises students to read the texts and deeply understand about the products, mass production, Inputs and suppliers and outsourcing in page 40 and page 42. - Teacher guides students talk about the marketing products and materials and suppliers by pair work or group work. • Learning Activities - Students will be able to know the vocabulary of products, mass production, Inputs and suppliers and outsourcing in page 40 and page 42. - Students be able to make short talk about marketing products and materials and suppliers by pair work or group work. - Students can complete the exercise in page41 and 43. 	<ul style="list-style-type: none"> - Text book, - LCD, - Laptop - Marker, 	<ul style="list-style-type: none"> - Read this description of a language training market. Answer the questions. - Showing your opinion, What are the advantages and disadvantages of: 1) Outing sourcing? 2) Using outside suppliers? 3) Asking for components just in times? And lean production?

<p>4</p> <p>Unit 10 Buyers, Seller and The marketing</p> <ol style="list-style-type: none"> 1. Customers and clients 2. Buyers and sellers 3. Words combinations with market 	<p>• Teaching Method</p> <ul style="list-style-type: none"> - Teacher guides students to read the contents of buyer, seller and market in page 46 - Teacher guides and helps students to read and understand the word combinations with market in page 46 - Teacher guides students work group and make conversation talk about the service of selling and buying. • Learning Activities - Students will be able to read the text of buyer, seller and market in page 46 - Students will be understand the word combinations with market in page 46 - Students will be work group and make conversation talk about the service of selling and buying and practice. - Students can be do exercise in the page 47 	<ul style="list-style-type: none"> - Text book - LCD - Laptop - Marker - White board 	<ul style="list-style-type: none"> - Students would be answer the questions: What goods or services does your company, or one you like to work for, sell?, Does it sell to the public, or to other company?
<p>4</p> <p>Unit 11 Markets and Competitor</p> <ol style="list-style-type: none"> 1. Companies and market 2. Competitors and competitions 	<p>• Teaching Method</p> <ul style="list-style-type: none"> - Teacher guides students to find out more word combinations with 'market' in page 48 - Teacher guides and helps students to remember the following are the basic types of competitor: • Learning Activities - Students will be able to understand and use the word combinations with 'market' - Students will be work group to talk about the basic types of competitor - Students can complete the exercise in page 49. 	<ul style="list-style-type: none"> - Text book - LCD - Laptop - Marker - White board 	<ul style="list-style-type: none"> - Write their about how to compete other competitor in his / her life.

4	<p>Unit 12 Marketing and Market Orientation</p> <ol style="list-style-type: none"> Marketing The four PS Market orientation 	<ul style="list-style-type: none"> Teaching Method <ul style="list-style-type: none"> Teacher guides students to read the text of marketing and market orientation in page 50 Teacher guides and helps students to know about the four Ps. Learning Activities <ul style="list-style-type: none"> Students will be able to understand and know about vocabulary of marketing and market orientation Students will be work group to talk about four PS. Students can look at the contents of marketing and market orientation, and Read the article and answer the questions. 	<ul style="list-style-type: none"> - Text book - LCD - Laptop - Marker - White board 	<ul style="list-style-type: none"> - Students would be answer these question: <ol style="list-style-type: none"> Which of the four PS are mentioned here? Does the author think the four PS are a complete definition of marketing? Does the author think that marketing is only for marketers?
4	<p>Unit 13 Products and Brands</p> <ol style="list-style-type: none"> Word combinations with 'product' Goods Brands and branding 	<ul style="list-style-type: none"> Teaching Method <ul style="list-style-type: none"> Teacher guides students to read the text of the goods and brands and branding in page 52 Teacher guides and helps students to know more word combinations with 'product' in page 52 Learning Activities <ul style="list-style-type: none"> Students will be able to understand for completing the exercise in page 53. Students will be give the meaning of product (goods) and brand to other participants. 	<ul style="list-style-type: none"> - Text book - LCD - Laptop - Marker - White board 	<ul style="list-style-type: none"> - Write about their working of responding products or goods. (leave 200 words)
6	<p>Unit 14 Price, place and promotion</p> <ol style="list-style-type: none"> Pricing Mass markets and niches Distribution: wholesalers, retailers and customers 	<ul style="list-style-type: none"> Teaching Method <ul style="list-style-type: none"> Teacher guides students to find out the definition of price and words combination with price. Teacher guides and helps students to read the distribution: wholesalers, retailers and customers and promotional activities. 	<ul style="list-style-type: none"> - Text book - LCD - Laptop - Marker 	<ul style="list-style-type: none"> - Write about their experience of working (leave 200 words) - What are the advantage and disadvantage promotional activities does your company or your school use

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<p>4. Direct marketing 5. Advertising 6. The sales force 7. Promotional activities</p>	<p>• Learning Activities</p> <ul style="list-style-type: none"> - Students will be to find out the definition of price and words combination with price. - Students will be to understand the customers and promotional activities. - Students will be able to complete the exercise in page 59 by Complete the crossword using expressions from the contents. - Students will be able to look at the price list. Are the statements below true or false? 		
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2. Evaluation and mark

Group 6: Material of Teaching

1. Books:

- English for specific purpose
- Communication skills, Management Book
- Resources information of this subjects
- www.google.com (How to teach English Business)
- www.google.com (English business)
- Walker and Keith Harding (2006) English Tourism. Oxford English for careers
- Bill Mascull (2002) Business Vocabulary in Use, Cambridge University Press.

Luang Prabang, Date: 01/ 10 /2019

Lecturer's Signature

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Department of Academic Affairs

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Dean, Faculty of Education

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