## LESSON PLANNING

Student: Julio Peraza Classes per week: 3

Level: A2+

Materials for classes:

■ Material Business Interactions 2

## **Decompress:**

Notes on Client (Changes on new curriculum, suggestions, needs another curriculum, etc.):

Remember to notify your leader when decompress is completed, or contact directly with Jaime via Slack

### Week 1 - EFFECTIVE COMMUNICATION

Aims: To effectively handle communication within a professional environment.

<b>TOPIC &amp; CONTENT</b>	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS
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## Date/teacher:

Lesson 1: Analyzing general workplace communication

- Grammar: question making present
- Vocabulary: communication
- Client is able to analyze and ask about the current communication in the workplace.

Survey generator app
What is Effective
Communication? Definition,
Characterstics, Skills,
Significance, Barriers - The
Investors Book

Comments/ Suggestions for next lesson:

Date/teacher: October 31, 2024 Dowse

Lesson 2: Dealing with workplace discussions	<ul> <li>Grammar: Reporting verbs</li> <li>Vocabulary: Business communication.</li> </ul>	<ul> <li>Client is able to discuss in a polite way.</li> </ul>	Direct Discussion – How to Approach a Co-Worker   Managing Workplace Conflict Vancouver Island University Canada

Date/teacher:			
Lesson 3: Agreeing and disagreeing	<ul> <li>Grammar: Present         Continuous and             simple review         Vocabulary: agree             and disagree     </li> </ul>	Client is able to agree and disagree with what was said.	Useful phrases for discussions
Comments/ Suggestions for	next lesson:	•	

Week 2 - Constructive Feedba Aims: To maintain positive con	nck mmunication in a business envirc	onment using the adequate inton	ation to confirm it.
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS

Date/teacher:			
Lesson 4: Praising coworkers	<ul> <li>Grammar:Adjectives</li> <li>Vocabulary: praise, pep talk</li> </ul>	<ul> <li>Client is able to give positive feedback to team</li> <li>The client is able to give constructive feedback to co workers and speak up about his/her own opinions.</li> </ul>	The Importance of Praising Your Employees - MIBluesPerspectives

Date/teacher:			
Lesson 5: Giving and managing compliments	<ul> <li>Conjunctions / cause         <ul> <li>/ linkers</li> </ul> </li> <li>Raising and falling         <ul> <li>intonation in</li> <li>statements / Would</li> <li>have</li> </ul> </li> <li>Vocabulary : Useful         <ul> <li>phrases</li> </ul> </li> </ul>	Client is able to give and receive compliments.	■ Best Compliment

Date/teacher:			
Lesson 6: Using rising and falling intonation	<ul> <li>Skills: Raising and falling intonation in statements</li> <li>Characteristics of a pep talk</li> <li>Grammar: questions - present, past and future</li> <li>Vocabulary: feedback</li> </ul>	<ul> <li>Client is able to use appropriate intonation when speaking and asking questions.</li> <li>Client is able to give correct intonation lectures.</li> </ul>	Learn the English term  11 Best Inspirational Pep Talks In Movies   ScreenRant  https://www.johnmillen.com/ blog/how-to-give-a-winning-p ep-talk

Week 3 - Conflict Resolution Aims: To acquire all necessary	resources to mediate and solve	conflicts and further report the s	ituation and agreements held.
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS

Date/teacher:	
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reaching compromises  comparative and superlatives  Vocabulary: compromises  di scomparative and superlatives  ccompromises	Client is able to discuss mediating and compromising. Client is able to express goals and deliverables of a project.  Conflict Resolution: Definition, Process, Skills, Examples
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Date/teacher:			
Lesson 8: Solving a conflict	<ul> <li>Grammar: Linking words</li> <li>Modals</li> <li>Reported Speech</li> <li>Vocabulary: solving a problem</li> </ul>	Client solves a conflict with a coworker through giving details about his/her perspective of the situation.	Section 6. Training for Conflict Resolution.

Comments/ Suggestions for next lesson:

Date/teacher:			
Lesson 9: Giving full details	<ul> <li>Grammar:Reported speech</li> <li>Vocabulary: Reporting and emails.</li> </ul>	<ul> <li>Client is able to report on a conflict and its resolution.</li> <li>Client is able to give full details and report what others say.</li> </ul>	Joey doesn't share food, Friends 1080p

Week 4 - Cultivating Empathy

**Aims:** To fully understand how to manage emotions in a business environment.

TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS
Date/teacher:			
Lesson 10: Identifying emotions, complex feelings and tendencies in others	<ul> <li>Grammar: adjectives, feelings, -ed and -ing adjectives</li> <li>Vocabulary: feelings</li> </ul>	Client is able to Identify emotions, complex feelings and tendencies in coworkers.	Emotions and Types of Emotional Responses
Comments/ Suggestions for ne	xt lesson:		

Date/teacher:			
Lesson 11: Introvert vs. Extrovert	<ul> <li>Grammar: comparatives and superlatives / adverbs</li> <li>Vocabulary: intro and extroverts</li> </ul>	<ul> <li>Client is able to discuss and compare the difference between extroverts and introverts.</li> <li>Client is able to place themselves into the spectrum and describe what an introvert or extrovert is like.</li> </ul>	Explanation: Introvert vs. Extrovert by Simon Sinek   Educational Speech   BillionaireBehaviour

Date/teacher:				
Lesson 12: Using tone to express intentions in a real life situation	<ul> <li>Grammar: tone, intonation, pitch, pronunciation</li> <li>Intonation in formal and informal contexts</li> </ul>	<ul> <li>Client is able to use tone to express intentions in a real life situation.</li> <li>Client is able to differentiate between one tone and another and also notice which one works for what situation.</li> </ul>	Tone Is Hard to Grasp Online Can Tone Indicators Help?	

Week 5 - Strengthening Relation Aims: To identify work relation	onships ships and get the best results fro	om them.	
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS

Date/teacher:				
<ul> <li>Grammar: Present         perfect: life experiences</li> <li>Vocabulary;:         relationships at work</li> </ul>	Client is able to describe past .and current work relationships	10 Types of Workplace Relationships and How To Improve Them   Indeed.com Improving Workplac		
	<ul><li>perfect: life experiences</li><li>Vocabulary;:</li></ul>	<ul> <li>Grammar: Present past and current work</li> <li>Vocabulary;:</li> </ul>		

Lesson 14: Polite statements and intonation	<ul> <li>Grammar: conditionals zero and first</li> <li>Vocabulary: Persuasive expressions</li> </ul>	<ul> <li>Client is able to give an educated point of view with the right intonation.</li> <li>Client is able to use tone to express polite intentions in a real life</li> </ul>	Pronunciation: Want to be Polite? Learn English Intonation – Guest Post   English with a Twist
		situation.	

Date/teacher: 2			
Lesson 15: Identifying and activating mutual team member interests.	<ul> <li>Grammar: modals,</li> <li>Skills: tone, intonation, pitch, pronunciation</li> <li>Vocabulary for Persuasive expression</li> </ul>	<ul> <li>Client is able to identify mutual interests and persuade the other party.</li> <li>Client is able to communicate with coworkers to work as a team.</li> </ul>	Successful teamwork: A case study

Week 6 - Apology Process Aims: To know and handle situ	uations that require a formal apo	logy.	
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS

Date/teacher:			
Lesson 15: Identifying and activating mutual team member interests.	<ul> <li>Grammar: modals,</li> <li>Skills: tone, intonation, pitch, pronunciation</li> <li>Vocabulary for Persuasive expression</li> </ul>	<ul> <li>Client is able to identify mutual interests and persuade the other party.</li> <li>Client is able to communicate with coworkers to work as a team.</li> </ul>	Successful teamwork: A case study

Comments/ Suggestions for next lesson:

Date/teacher:			
Lesson 16: Formal Apologies	<ul> <li>Grammar: Modals, formal expressions</li> <li>Vocabulary: apologies</li> </ul>	<ul> <li>Client is able to explain with reasons and supporting details fissures (e.g.delays and missed deadlines).</li> <li>Client is able to apologize formally with co-workers or owner of the company.</li> </ul>	How to say sorry at work

Comments/ Suggestions for next lesson:

Date/teacher:

Week 7 - Asking for help Aims: To identify how to req	uest and offer help in a business e	environment as well as accepting	or rejecting offers.
Comments/ Suggestions for n	ext lesson:		
Lesson 18: Writing an apology email	<ul> <li>Grammar: formal email writing</li> <li>Vocabulary: emails</li> </ul>	Client is able to write an email apologizing for a mistake in customer service.	How to Apologize to a Client (With Email Template!)   The Muse 6 excellent apology emails to send to your customers   Front
Comments/ Suggestions for n  Date/teacher:	ext lesson:		
client	<ul> <li>Grammar: Expressing result: therefore, thus, so, as a result, due to, etc.</li> <li>Vocabulary: apologizing in a formal context.</li> </ul>	<ul> <li>Client is able to describe the procedure or guideline for amending or apologizing to a client.</li> <li>Client is able to apologize to a client and manage conflict conversations.</li> </ul>	How to Apologize Like a Professional  How to apologize to a customer: A 3-step plan   RingCentral

Date/teacher:				
<ul> <li>Grammar: Modals,</li> <li>Vocabulary: useful expressions</li> <li>Making polite requests</li> </ul>	•	Client is able to request help from others in a polite way. Client is able to ask for help around the office.	https://www.themuse.com/advice/the-right-way-to-ask-for-help-at-work	
	<ul> <li>Vocabulary: useful expressions</li> </ul>	Vocabulary: useful expressions	<ul> <li>Grammar: Modals,</li> <li>Vocabulary: useful expressions</li> <li>Making polite requests</li> <li>help from others in a polite way.</li> <li>Client is able to ask for</li> </ul>	

Date/teacher:
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Lesson 20: Offering help to coworkers	Grammar: conditionals review, 2nd conditional	Client is able to offer help and support to others in a polite way	10 Ways To Help and Support Colleagues at Work   Indeed.com		
Comments/ Suggestions for next lesson:					
Date/teacher:					
Lesson 21: Accepting and rejecting formally	<ul> <li>Grammar: passive voice - present and past</li> <li>Vocabulary: formal expressions</li> </ul>	Client is able to accept and reject in a formal way requests and offers.	How to Make, Accept and Reject Offers in English-Bespeaking Blog		
Comments/ Suggestions for ne	ext lesson:				
	Week 8 - Review Aims: Review previous lessons				
	ons				
	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS		
Aims: Review previous lesso		PRODUCTION	MATERIALS / SKILLS		
Aims: Review previous lesso		PRODUCTION	MATERIALS / SKILLS		
Aims: Review previous lesson  TOPIC & CONTENT		PRODUCTION	MATERIALS / SKILLS		
Aims: Review previous lesson  TOPIC & CONTENT  Date/teacher:	■ Review topics 1, 2, 3.	PRODUCTION	MATERIALS / SKILLS		
Aims: Review previous lesson  TOPIC & CONTENT  Date/teacher:  Lesson 22: Eval prep 1	■ Review topics 1, 2, 3.	PRODUCTION	MATERIALS / SKILLS		
Aims: Review previous lesson  TOPIC & CONTENT  Date/teacher:  Lesson 22: Eval prep 1	■ Review topics 1, 2, 3.	PRODUCTION	MATERIALS / SKILLS		

Comments/ Suggestions for next lesson:			
Date/teacher:			
Lesson 24: Eval prep 3	Review topics 6, 7		
Client's comments about evalu	uation/next curriculum:		
Lesson 25: Final speaking eval	uation -		
Date/consultant:			
Observations:			
Next curriculum (learner's path):			
	LESSON PL	ANNING	
Student: Julio Peraza Classes per week: 3 Position: Level: Curriculum: A2+ Busines	s Interactions 2 Curriculur	n	
Current topic: 3-8	5cractions 2 carriedian		
Materials for classes:  Material Business Intera	actions 2		

Decompress:

Here's the template: ■ Needs analysis/Decompress template

Notes on Client (Changes on new curriculum, suggestions, needs another curriculum, etc.):

Remember to notify your leader when decompress is completed, or contact directly with Jaime via Slack

Week 1 - Effective Communication				
	TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS

# DEAR CONSULTANT: JULIO WILL TAKE A 1.5 HOURS CLASS, SO PLEASE TAKE 2 TOPICS

-Qu -Pre	nmmar: Jestion making esent tenses porting verbs	Client is able to make and answer questions about communication issues.	What is Effective Communication? Definition Characterstics, Skills, Significance, Barriers - The Investors Book  Direct Discussion - How to Approach a Co-Worker   Managing Workplace Conflict   Vancouver Island
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DEAR CONSULTANT: JULIO WILL TAKE A 1.5
HOURS CLASS, SO PLEASE TAKE 2 TOPICS

Date/teacher: April 25, 24/ Tere				
Lesson 2: Praising coworkers: Agreeing and disagreeing with them	Grammar:  -Present simple and progressive - Coordinating conjunctions	Client is able to agree or disagree with co-workers while giving feedback to them	Useful phrases for discussions The Importance of Praising Your Employees - MIBluesPerspectives	
Comments/ Suggestions for ne	xt lesson:			

Week 2 - Constructive feedback			
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS

## DEAR CONSULTANT: JULIO WILL TAKE A 1.5 HOURS CLASS, SO PLEASE TAKE 2 TOPICS

Lesson 5: Giving and managing compliments with correct intonation  Grammar  - Raising and falling intonation in statements / Would have v3 - Characteristics of a pep talk		■ Best Compliment  ■ Learn the English term  11 Best Inspirational Pep Talks In Movies   ScreenRant  https://www.johnmillen.com/blo g/how-to-give-a-winning-pep-tal k
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Week 3 - Conflict Resolution			
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS

Date/teacher:			
Lesson 7: Mediating and reaching compromises	Grammar: -Comparatives and Superlatives	Client is able to express goals and deliverables of a project.	Conflict Resolution: Definition, Process, Skills, Examples
Comments/ Suggestions for	next lesson:		

Date/teacher:				
Lesson 8: Solving a conflict	Grammar: -Modals -Linking words Reported speech	•	Client is able to Give opinions Agree and Disagree	Section 6. Training for Conflict Resolution.
Comments/ Suggestions for r	next lesson:	•		

Date/teacher:				
Lesson 9: Giving full details	Grammar: -Modals review and reported speech	•	Client is able to give full details and report what others say	Joey doesn't share food. Friends 1080p
Comments/ Suggestions for r	ext lesson:	•		

Week 4 - Cultivating Empathy				
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS	

Date/teacher:							
Lesson 10: Identifying emotions, complex feelings and tendencies in others	Grammar: -ed and -ing adjectives	Client is able to identify and name different emotions and describe complex feelings.	Emotions and Types of Emotional Responses				
Comments/ Suggestions for next lesson:							

Date/teacher:			
Lesson 11: Introvert vs. Extrovert spectrum	Grammar: -Vocabulary to describe emotions	Client is able to place themselves into the spectrum and describe what an introvert or extrovert is like.	Explanation: Introvert vs. Extrovert by Simon Sinek   Educational Speech   BillionaireBehaviour
Comments/ Suggestions for	next lesson:		

Lesson 12: Using tone to express intentions in a real	mmar: onation in formal and ormal contexts	<ul> <li>Client is able to differentiate between one tone and another and also notice which one works for what situation.</li> </ul>	Tone Is Hard to Grasp Online. Can Tone Indicators Help?

Week 5 - Strengthening Relationships				
	TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS

Date/teacher:				
	Grammar:	•	Client is able to describe work	10 Types of Workplace Relationships and How To
Lesson 13: Workplace	-Present perfect: life		relationships.	Improve Them
relationships	experiences			Indeed.com
				■ Improving Workplac

Date/teacher:				
Lesson 14: Polite statements and intonation	Grammar: -Conditionals	•	Client is able to give an educated point of view with the right intonation.	Pronunciation: Want to be Polite? Learn English Intonation – Guest Post   English with a Twist
Comments/ Suggestions for ne	xt lesson:			

Date/teacher: 2				
Lesson 15: Identifying and activating mutual team member interests.	Grammar: -Vocabulary for Persuasive expression	•	Client is able to communicate with coworkers to work as a team.	Successful teamwork: A case study
Comments/ Suggestions for n	ext lesson:	•		

Topic 6 - Apology Process			
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS

Date/teacher:			
Lesson 16: Apologizing - formal.	Grammar: -Modals	Client is able to apologize formall with co-workers owner of the company.	·
Comments/ Suggestions for	next lesson:	•	•

Date/teacher: How to Apologize Like a Client is able to Grammar: apologize to a client **Professional** Lesson 17: Apologizing to a and manage conflict -Expressing result: therefore, client for not meeting conversations. How to apologize to a thus, so, as a result, due to, expectations. customer: A 3-step plan etc. RingCentral

Date/teacher:				
Lesson 18: Writing an apology email.	Grammar: - Writing: emails	•	Client is able to write an email apologizing for a mistake in customer service.	How to Apologize to a Client (With Email Template!)   The Muse  6 excellent apology emails to send to your customers   Front
Comments/ Suggestions fo	r next lesson:			

Topic 7 - Asking for help			
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS

Date/teacher:				
Lesson 19: Requesting help politely to coworkers.	Grammar: - Making polite requests	•	Client is able to ask for help around the office.	https://www.themuse.co m/advice/the-right-way-to -ask-for-help-at-work
Comments/ Suggestions for ne	xt lesson:			

Date/teacher:				
Lesson 20: Offering help.	Grammar: -Conditionals	•	Client is able to offer advice and support to other co-workers.	10 Ways To Help and Support Colleagues at Work   Indeed.com
Comments/ Suggestions for no	ext lesson:			

Date/teacher:				
Lesson 21: Accepting or rejecting help.	Grammar:  -Passive voice: simple past and simple present	•	Client is able to say yes or no depending on the situation.	How to Make, Accept and Reject Offers in English-Bespeaking Blog
Comments/ Suggestions for	next lesson:			

Week 8 - Review					
Aims: Review previous lessons					
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS		

Date/teacher:				

Lesson 22: Review week 1,2&3	• Review				
Comments/ Suggestions for nex	xt lesson:				
Date/teacher:					
Lesson 23: Review week 4,5&6	Review				
Comments/ Suggestions for nex	xt lesson:				
Date/teacher:					
Lesson 24: Review week 7&8	Review				
Client's comments about evalu	nation/next curriculum:				
Lesson 25: Final speaking evalu	Lesson 25: Final speaking evaluation -				
Date/consultant:					
Observations:					
Next curriculum (learner's pati	Next curriculum (learner's path):				

Classes per week: 3			
Position: Buyer at Coppel			
Level:			
Curriculum: Current week: 1/8			
Current week: 1/8			
DEAR CONSULTA	ANT: PLEASE ASI	K HIM ABOUT HI	S GOALS
AND OBJECTIVI	ES SO WE CAN A	SSIGN THE PRO	PER THE
<b>CURRICULUM</b>	FOR HIM. PLEAS	E SHOW HIM BU	<mark>JSINESS</mark>
	<b>INTERACTIO</b>	<mark>NS LP</mark>	
A2 Business I	Intorpotions 1 /1	E hours aloss ve	voice LD
AZ Business	interactions 1 (1	.5 hours class ve	ersion) LP
Decompress:			
Here's the template:   Needs	analysis/Decompress template		
Notes on Client (Changes on ne	ew curriculum, suggestions, nee	ds another curriculum, etc.):	
Remember to notify your leade	er when decompress is complete	ed, or contact directly with Jaim	e via Slack
Week 1 -			
Aims:			
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS
Date/teacher: April 24 - Camillo	e		
		Client is able to	
	Grammar:		

Lesson 1:

Comments/ Suggestions for next lesson:

SPECIALIZED CURRICULUM - LESSON PLANNING

Date/teacher: April 24 - Hour 2 - Camille					
Lesson 2:	Grammar:	Client is able to			
Comments/ Suggestions for next lesson:					
Date/teacher:					
Lesson 3:	Grammar:	Client is able to			
Comments/ Suggestions for ne	xt lesson:				
Week 2 -					
Aims:					
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS		
Date/teacher:					
Date/teacher:					
Date/teacher:  Lesson 4:	Grammar:	Client is able to			
		Client is able to			
Lesson 4:		• Client is able to			

Lesson 5:	Grammar:	Client is able to			
Comments/ Suggestions for next lesson:					
Date/teacher:					
Lesson 6:	Grammar:	Client is able to			
Comments/ Suggestions for ne	xt lesson:				
Week 3 - Aims:					
the state of the s					
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS		
TOPIC & CONTENT  Date/teacher:	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS		
	Grammar:	Client is able to	MATERIALS / SKILLS		
Date/teacher:	Grammar:		MATERIALS / SKILLS		
Date/teacher: Lesson 7:	Grammar:		MATERIALS / SKILLS		
Date/teacher: Lesson 7:	Grammar:		MATERIALS / SKILLS		
Date/teacher:  Lesson 7:  Comments/ Suggestions for next	Grammar:		MATERIALS / SKILLS		

Date/teacher:						
Lesson 9:	Grammar:	Client is able to				
Comments/ Suggestions for next lesson:						
Week 4 - Aims:						
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS			
Date/teacher:						
Lesson 10:	Grammar:	Client is able to				
Comments/ Suggestions for ne	xt lesson:					
Date/teacher:						
Lesson 11:	Grammar:	Client is able to				
Comments/ Suggestions for next lesson:						
Date/teacher:						
Lesson 12:	• Grammar:	Client is able to				
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Comments/ Suggestions for next lesson:						
Week 5 -						
Aims:						
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS			
Date/teacher:						
Lesson 13:	Grammar:	Client is able to				
Comments/ Suggestions for next	: lesson:					
Date/teacher:						
Lesson 14:	Grammar:	Client is able to				
Comments/ Suggestions for nex	kt lesson:					
Date/teacher:						
Lesson 15:	Grammar:	Client is able to				
Comments/ Suggestions for nex	kt lesson:					

Topic 6 -					
Aims:					
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS		
Date/teacher:					
Lesson 16:	Grammar:	● Client is able to			
Comments/ Suggestions for ne	xt lesson:				
Date/teacher:					
Lesson 17:	Grammar:	Client is able to			
Comments/ Suggestions for ne	xt lesson:				
Date/teacher:					
Lesson 18:	Grammar:	<ul> <li>Client is able to</li> </ul>			
Comments/ Suggestions for next lesson:					
Topic 7 -					
Aims:					

LANGUAGE FOCUS

**PRODUCTION** 

**TOPIC & CONTENT** 

MATERIALS / SKILLS

Date/teacher:				
Lesson 19:	Grammar:	<ul> <li>Client is able to</li> </ul>		
Comments/ Suggestions for nex	Comments/ Suggestions for next lesson:			
Date/teacher:				
Lesson 20:	• Grammar:	<ul> <li>Client is able to</li> </ul>		
Comments/ Suggestions for nex	xt lesson:			
Date/teacher:				
Lesson 21:	Grammar:	Client is able to		
Comments/ Suggestions for nex	xt lesson:			
Week 8 - Review				
Aims: Review previous lesso	ns			
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS	
Date/teacher:				
Lesson 22:	Review			

Comments/ Suggestions for next lesson:			
Date/teacher:			
Lesson 23:	Review		
Comments/ Suggestions for ne	xt lesson:		
Date/teacher:			
Lesson 24:	Review		
Client's comments about evaluation/next curriculum:			
Lesson 25: Final speaking evaluation -			
Date/consultant:			
Observations:			
Next curriculum (learner's path):			

## A2 Business Interactions 1 - LESSON PLANNING

Student: Julio Peraza Classes per week: 3 Position: Buyer at Coppel

Level: A2

Current week: 8/8

## he'll have one extra review class

## Week 1 - First Day Aims: TOPIC & CONTENT LANGUAGE FOCUS PRODUCTION MATERIALS / SKILLS

Date/teacher: August 2nd, Edgar			
Lesson 1: Present your educational background	<ul> <li>Grammar: Present tenses review</li> <li>Vocabulary: educational background</li> </ul>	Client is able to talk about their educational background	
Comments/ Suggestions for next lesson:			

Date/teacher: 08/07 Edgar			
Lesson 2: Explain your professional experience	Grammar:     sequencers , past review     Vocabulary: work     experience	Client is able to describe their past professional experience	
Comments/ Suggestions for n	ext lesson:		

Date/teacher: 08/10 Edgar			
Lesson 3: Discuss cultural differences between Mexico and the US	<ul><li>Grammar: comparatives</li><li>Vocabulary: work cultures, adjectives</li></ul>	Client is able to describe the differences/similarities and compare different work cultures	

Week 2 - Current Proj	ects
Aims:	

TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS
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Date/teacher: 08/14 Marisol

Lesson 4: Explain what projects you're currently working on

Grammar: Connecting words for cause and effect

Vocabulary: projects, cause and effect

Client is able to describe their current projects

Comments/ Suggestions for next lesson:

Date/teacher: 12/August Julio

Lesson 5: Offer your opinion on a project

strategy

Grammar:Expressi ons for personal opinion

Vocabulary: opinions

Client can give positive and negative opinions on project strategies

Comments/ Suggestions for next lesson:

Date/teacher: August 14th, Jaime

Lesson 6: Identify areas of growth in a results presentation

Grammar: modals Vocabulary: being polite

Client can politely point out areas of growth and suggest next steps

Comments/ Suggestions for nex	rt lesson:	
Commence, Subpostions for the		

Week 3 - Proposing a project Aims:			
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS

Date/teacher: 16/August Julio			
Lesson 7: Describe your strategy for creating a project proposal	<ul><li>Grammar:</li><li>Prepositions of time</li><li>Vocabulary: time</li><li>expressions</li></ul>	Client is able to detail the strategy of a project	

expressions for negotiating

Date/teacher: 18th/Aug - Edgar			
Lesson 8: Back up your proposal with substantial arguments	<ul><li>Grammar:</li><li>Argumentation</li><li>Vocabulary: useful expressions</li></ul>	Client is able to argue in favor of their proposal	
Comments/ Suggestions for next lesson:			

Date/teacher: 22nd / Aug - Rol	perto		
Lesson 9: Give feedback on a coworker's presentation	<ul> <li>Grammar: Glving feedback</li> </ul>	<ul> <li>Client gives         positive and         negative feedback         to others     </li> </ul>	

	<ul> <li>Vocabulary: positive and negative feedback</li> </ul>	
Comments/ Suggestions for next	: lesson:	

Week 4 - Negotiation Aims:			
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS

Date/teacher: Aug 24th / Orlando  Lesson 10: Analyze  • Grammar: cause • Clients discuss and				
different negotiation strategies	and effect  Vocabulary: negotiation steps	detail different negotiation strategies		
Comments/ Suggestions for	next lesson:			

Date/teacher: August 26th, Bernardo				
Lesson 11: Debate which strategy works best for a vendor/client/boss	<ul><li>Grammar:</li><li>superlatives</li><li>Vocabulary:</li><li>adjectives</li></ul>	Client is able to identify the best negotiation strategy for different situations		
Comments/ Suggestions for ne	Comments/ Suggestions for next lesson:			

Lesson 12: Useful	Grammar: phrasal	Client is able to	Role play
vocabulary and expressions for negotiating	verbs / prepositions  Vocabulary: useful expressions	conduct a successful negotiation	коїє ріау

Week 5 - Presentation strategies Aims:				
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS	

Lesson 13: Start a presentation efficiently	Grammar:     Intonation, tone and pace	Client is able to start a	
	<ul> <li>Skills: intonation and pronunciation</li> <li>Vocabulary: presentations - starting</li> </ul>	presentation and give an overview of the topics covered	

Lesson 15: Asking and answering questions	<ul> <li>Grammar:         questions forms</li> <li>Vocabulary:questions</li> </ul>	Client is able to ask and answer questions related to a presentation	
Comments/ Suggestions for ne	xt lesson:		

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Aims: Leading a meeting, participating in a meeting and covering some strategies how to politely interrupt, ask for clarification or jump to a different topic.

PRODUCTION MATERIALS / SKILLS

Date/teacher: September 12th, Bernardo				
Lesson 16: Meeting components	Meeting components and strategies     Conditionals	Discuss meeting components and strategies		

Comments/ Suggestions for next lesson:

Date/teacher: 13/September Julio				
Lesson 17: Leading a meeting	<ul> <li>Starting and finishing a meeting</li> <li>Leadership strategies</li> </ul>	<ul> <li>Leading a successful meeting from start to finish</li> </ul>		

Date/teacher: september 14th, Bernardo						
Lesson 18: Participating in meetings	<ul> <li>Interrupting politely</li> <li>Expressing your opinion</li> <li>Asking for clarification</li> <li>Changing the topic</li> </ul>	Effectively participating in a meeting				

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Aims: Focusing on numbers, tables, graphics and charts during meetings/presentations and describing and discussing these visuals

TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS

Date/teacher: 9/15 Maja					
Lesson 19: Reporting numbers	<ul> <li>Phrasal verbs for Statistics, percentages, trends</li> <li>Numbers - ordinal and cardinal, percentages,</li> </ul>	<ul> <li>Discuss and report         on numbers,         percentages and         trends</li> </ul>			

Comments/ Suggestions for next lesson:

Date/teacher: 9/18 Roberto						
Lesson 20: Charts and graphs	<ul> <li>Phrasal verbs for describing visuals</li> <li>discourse markers</li> <li>Comparison and contrast</li> </ul>	Discuss and report on visuals				

Date/teacher: 09/25 Orlando						
Lesson 21: Reports	<ul><li>Passive voice</li><li>Writing skills / reports</li></ul>	<ul> <li>Draft a report on your project/presentation /meeting</li> </ul>				
Comments/ Suggestions for next lesson:						

Week 8 - Review Aims: Review previous lesso	ns		
TOPIC & CONTENT	LANGUAGE FOCUS	PRODUCTION	MATERIALS / SKILLS

Date/teacher: 26 September Camille

Lesson 22:

Presenting a project in a meeting

Comments/ Suggestions for next lesson:

Date/teacher: Sept 27 Maja					
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Date/teacher: 9/28 Maja					
Lesson 24:	Dealing with risks and conflicts regarding the project				
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Date/teacher: 10/24 Roberto October 14th / Karel 10/13 Eka DNH Oct 10th / Orlando DNH					
OFF CURRICULUM	EXTRA REVIEW				
Client's comments about evaluation/next curriculum:					
Lesson 25: Final speaking evaluation - 26/October Julio					
Date/consultant:					
Observations:					
Next curriculum (learner's path):					
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