

Business English Proficiency (C2)



Preface

¡Hola! Hello Spanish speakers!

Thank you for your interest in my classes. My goal is for my students to open up incredible new career and business opportunities for themselves by improving their Business English.

When you become a member of Club de Inglés, you will not only have access to all of my On-Demand Resources, you will also have direct personal access to me via office hours, email and 1:1 personal coaching.

I am here to help you achieve your goals and to support you on your English language journey.

Bienvenidos Amigos!

A handwritten signature in black ink that reads "Dale". The signature is written in a cursive, flowing style.

Introduction

Dear Student,

I hope that you find this Business English course both useful and enjoyable.

The language in these lessons directly addresses teachers, and this is because I chose teacher-oriented lessons so that my students could have the option of learning independently and being able to check their own answers. This is why you'll find an **Answer Key** at the end of the last lesson. Here you'll find the answers for each lesson in the course, ordered from the first lesson to the last.

You'll also notice that at the start of each lesson, there's a QR code. This is for Expemo, a mobile app that gives you access to flashcards that you can use to review what you learn in each lesson by asking you questions and then showing you the correct answer, allowing you to self-evaluate as you progress through the course. If you're interested in using this app, please email me and I'll arrange for you to have access to it at no extra charge.

Please also note that these lessons are worded in such a way as to reflect the fact that they can be used either as independent learning tools or in group sessions. Please also be aware that some lessons are accompanied by video/audio content that is not available in PDF format. If you'd prefer to have the lesson with audio and video, please email me and we will setup a 1:1 lesson.

If there is anything that you have questions about, please don't hesitate to reach out to me, I am happy to help you.

Happy Learning!

A handwritten signature in black ink that reads "Dale". The signature is written in a cursive, flowing style with a large initial "D".

Contents

Preface

Introduction

Part I

Unit 1.1 - Monkey business

Unit 1.2 - Writing a business proposal

Unit 1.3 - Harvard principles of negotiation

Unit 1.4 - Can the economy keep growing?

Unit 1.5 - Mastering negotiations

Unit 1.6 - The buttoned-up world of LinkedIn

Unit 1.7 - A case study for negotiations

Unit 1.8 - Fixing conflict at work

Unit 1.9 - The benefits of conflict

Unit 1.10 - Clearing the air

Unit 1.11 - Professional love bomb

Unit 1.12 - Project management methodologies

Unit 1.13 - Delivering a great elevator pitch

Unit 1.14 - Behave yourself: Mastering business etiquette

Unit 1.15 - Blowing your own Horn

Unit 1.16 - Unusual recruitment techniques

Unit 1.17 - Writing a killer project report

Unit 1.18 - Microsoft expands its AI operations

Unit 1.19 - Nailing your job application

Unit 1.20 - Two case studies of project management failures

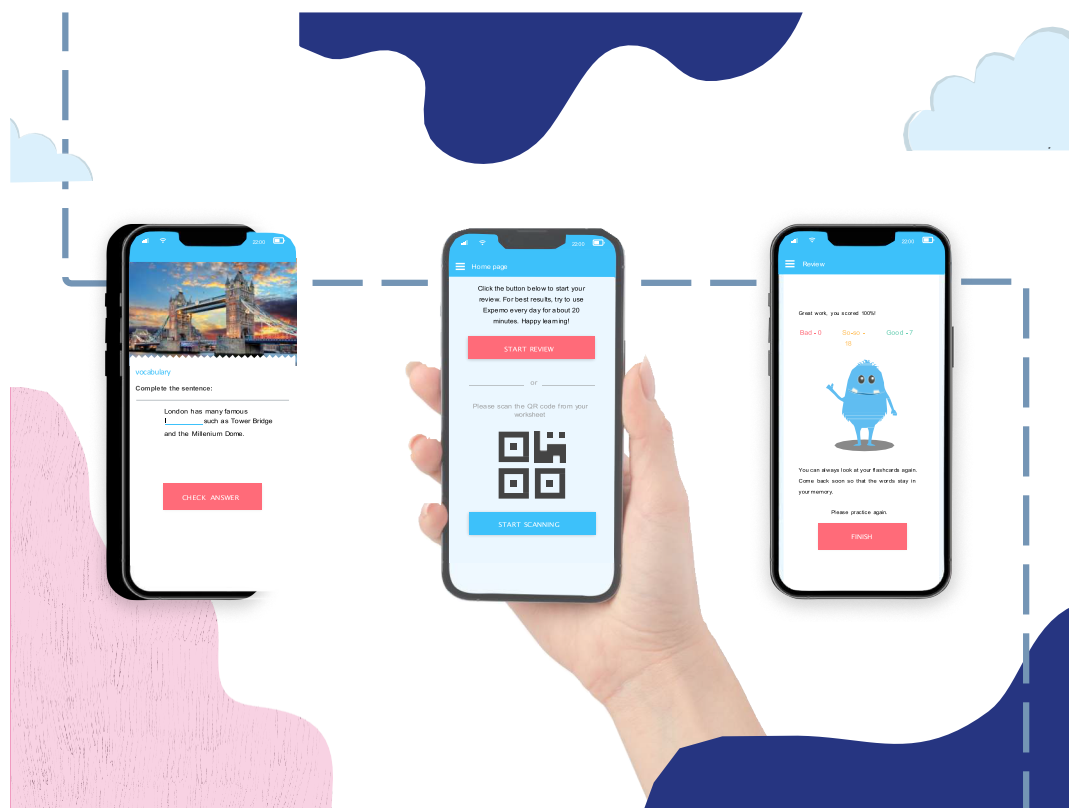
Unit 1.21 - Winning over important clients

ANSWER KEY

Expemo App

Expemo app - learning without forgetting

Using our Expemo app accelerates language acquisition and helps learners remember what they learn, even after many years.



1. DISPLAY A QUESTION

Expemo displays a question or task. Try to recall the correct response from memory. Then click 'Show Answer' to display the correct answer.

2. RATE YOUR RESPONSE

Compare your response to the correct answer by pressing one of the three grade buttons.

3. BAD | SO-SO | GOOD

If you click 'Bad', don't worry. You will see the same flashcard again after a few more questions, so you will have another chance to answer correctly.



MONKEY BUSINESS



Scan to review worksheet

Expemo code:
1GSL-H3ZB-A632

1

Warm up

Look at the photos and discuss the questions below.

1. What type of negotiation do you think each one shows?
2. Which stage of the negotiation are they at?
3. What do their body language and facial expressions say?
4. Do you think the negotiations had a favorable outcome?



Watch the video of a negotiation. What techniques could you see?



2

Vocabulary

Read the sentences. What do the parts in bold mean? Match them to the definitions below. Then discuss in pairs if you agree with the sentences.

1. It's worth using **hardball tactics** in a negotiation if you want to get what you want.
 2. Some strategies only **antagonize** the other person.
 3. You should never let the other **party** know what you are prepared to offer.
 4. It's important to make **concessions** if you want to make demands.
 5. You should never agree to something that you still have to **run past** your boss.
 6. Being too aggressive can **jeopardize** a negotiation.
 7. Sometimes it's better to give your best offer at the beginning to **expedite** a negotiation.
-
- a. put at risk
 - b. make something happen more quickly
 - c. get authorization for
 - d. strategies that are harsh
 - e. a side of the negotiation
 - f. something that you offer to make a situation easier
 - g. do something to make someone angry



3

Reading 1

Read the blog post about dirty negotiation techniques. Match the techniques to the headings.

- | | |
|-----------------------------|----------------------|
| a. Stretching it out | b. The lowball |
| c. The nuclear button | d. Good cop, bad cop |
| e. 'I can't authorize that' | |

Dirty Negotiation Tricks – and What to Do About Them

The world is hardly ever fair, and less so around the negotiating table. So, any good negotiator must be aware of the different hardball tactics out there, and how to best counter them.

1. _____

That's when the other side brings forward a proposal which is too low to take seriously, with an aim to set the bar very low and eventually reach a deal still well under what would be reasonable. This trick is less employed as it's too easy to spot and more likely to simply antagonize the other party.

Solution: Your gut instinct might be to walk away, which you would of course be entitled to do. But try instead to take a deep breath and politely explain that the offer has done little else than damage the negotiation, which you are happy to resume when they are more serious about it.

2. _____

You've probably seen a lot of this one in police movies. The other side comes in with two negotiators: one acts aggressively and is unwilling to make any concessions, while the other has a much friendlier tone and seemingly does your job for you, 'persuading' their colleague to accept some terms. You feel so grateful that don't realize that the deal is far from favorable to you.

Solution: As with other tricks, dealing with this one usually requires calling it out. Once they realize you know what they're up to, they'll be much more likely to drop the act and get back to business.

3. _____

In negotiations, one side might have a higher sense of urgency than the other. One party might be keen to close a deal before a certain day to reach a sales target, for example. If the other side catches wind of that, they might try to take advantage of it to gain concessions. So, they would be willing to close the deal today provided you throw in an extra discount, for example.

Solution: The best strategy here is to stick to your guns and highlight the benefits of closing the deal earlier or any negative consequences of procrastinating. You might tell them that new prices will be in place next month, and they would gain from striking a deal before then.

4. _____

That's a very common phrase to hear at a negotiating table: one side makes a demand the other doesn't have the authority to concede before running it past someone higher up first. The problem is when this becomes a weapon to dismiss your requirements until theirs are seen to.

Solution: Negotiators who employ this tactic are counting on you carrying on the negotiation and circling back to that point later. So simply refuse to go any forward until they have got the authorization. If it's an act, they are likely to drop it. If it's not, you need to be negotiating with someone with a higher level of authority.

5. _____

That's a rather drastic name for a last-minute strategy many negotiators resort to, especially if they feel they are not getting the best deal. It usually comes at the end of a long negotiation, and goes along the lines of "If I don't get at least X, the whole deal is off". What they are doing is counting on you not wanting to jeopardize the whole deal with something minor.

Solution: A key point of this one is the element of surprise, so it might be worth getting ahead and making clear early on you will not be going back to this point later. Should that happen, stand your ground and call their bluff, even if that means walking away.

If you think it's worth trying out some of the techniques yourself, bear in mind that the best outcome of any negotiation will always be a win-win situation. Even if you do pull it off, it is unlikely that they will give you another chance of doing so, meaning you win the negotiation, but lose the business relationship.

4

Reading 2

Read again and complete the sentences with words or phrases from the text.

1. The blog post describes what can be done to _____ dishonest negotiation tactics.
2. The lowball is considered very _____ by the author.
3. Abandoning the negotiation after a lowball might be the person's _____.
4. The 'bad cop' usually doesn't want to offer _____.
5. The best way to deal with the 'Good cop, bad cop' strategy is _____.
6. Having to meet a _____ might put you in a bad position at the negotiating table.
7. Although needing to get authorization is normal, quite often it is used as a _____ to gain time.
8. For 'The nuclear button' to work, the other party has to be unwilling to _____ the negotiation because of a small detail.
9. The author ends by recommending to search for a _____ outcome in a negotiation.

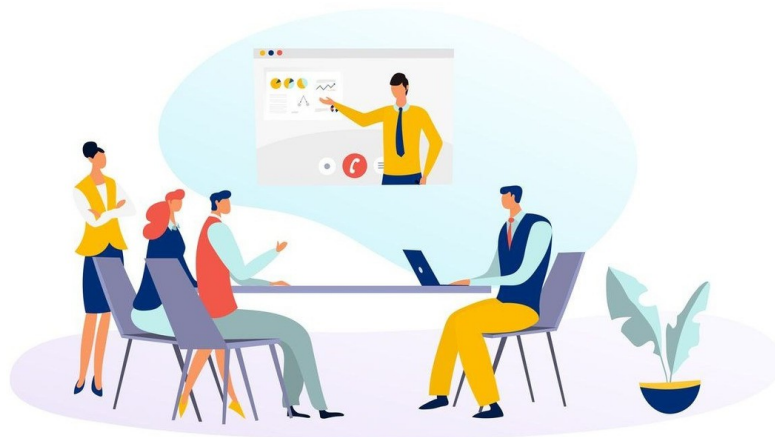
5

Vocabulary

Read the sentences from the blogpost. What do the underlined expressions mean? Complete the questions below using them. You might have to make changes to them.

- 1 *too low to take seriously, with an aim to set the bar very low and reach a deal still well under what would be reasonable.*
2. *Once they realize you know what they're up to, they'll be much more likely to drop the act and get back to business.*
3. *If the other side catches wind of that, they might try to take advantage of it to gain concessions.*
4. *The best strategy here is to stick to your guns and highlight the benefits of closing the deal earlier ...*
5. *counting on you carrying on the negotiation and circling back to that point later.*
6. *If it does happen, then stand your ground and call their bluff, even if that means walking away.*

1. If you don't agree on a point, do you often _____ to it later on?
2. Have you ever _____ in a negotiation and couldn't bring it back up?
3. What do you do when you know the other party _____, but you're not sure what?
4. What happens when investors _____ that a company is doing badly?
5. Have you ever pretended to have an advantage, and they _____?
6. Have you ever told someone to _____ to their face?
7. When is it time to _____ and when is it time to make a concession in a negotiation?



6 Grammar 1

Read the Grammar box. Then complete the second sentence using an inversion so that it has a similar meaning to the first.

Grammar Box: Inversion in conditionals

In conditional sentences, we can omit *if* by using inversion, as below:

1st conditional: *Should that happen, stand your ground and call their bluff. ...*

2nd conditional: *Were you to throw in free air conditioning, I'd buy the car right now!*

3rd conditional: *Had you told me that was non-negotiable at the beginning, I would've saved you time. Sorry, no deal!*

1. I would have closed the deal with you if you hadn't thrown that low-ball at the beginning.

2. If you buy exclusively from us, I'm sure we can bring that price down even further.

3. I'd be able to deliver the first order by the end of the week if we signed the contract today.

4. I'd be happy to give the 10% discount if you bought at least 1000 items.

5. I'll give you a raise if your team meets the annual target.

6. I bet they would have extended the payment if you had asked for it.

7 Speaking 1

Imagine you have a colleague who is trying to improve their negotiation skills. Send a voice message talking about the blog post you read and outlining its main points.

8 Speaking 2

You are going to role-play a negotiation. In pairs, discuss in advance the context (what is being negotiated, who's the client and who's the supplier, etc.). Then read the role card your teacher gives you.

9

Extension activity 1

Complete the phrases with the words below. What is the meaning of the underlined idioms?

backwards bargain court stalemate line sticking wool

1. We've made our terms very clear. Now the ball is in their _____ .
2. I think they're trying to pull the _____ over our eyes.
3. You drive a hard _____ ! OK, \$1,500 it is!
4. The bottom _____ is that I can't guarantee to deliver when you're asking, but I'll do my very best.
5. It seems we have reached a _____ : I don't think we can strike a deal today.
6. I'm bending over _____ to meet their demands, but they're not making any concessions.
7. There were a couple of _____ points that we weren't able to get over, I'm afraid.

10

Extension activity 2

In pairs, write a dialogue using some of the expressions above. Then perform your dialogue to the class.



WRITING A BUSINESS PROPOSAL



Scan to review worksheet

Exemo code:
1GSL-H3ZB-3A37

1

Warm up

In groups, discuss the questions below. Then watch the video and compare your answers.

1. What is a business proposal?

2. What are the different parts of a business proposal?

3. What should you include regarding your pricing in the proposal?

4. What should you do before and after sending a proposal?



Replace the underlined parts of the questions with the correct form of the words in the box. You might also have to add words and change their order. Then answer the questions in pairs.

concise (adj.)

left out (pv)

prospective (adj.)

unsolicited (adj.)

navigate (v)

meaty (adj.)

encapsulate (v)

fix (n)

follow-up (adj.)

1. How do you feel about receiving business proposals that you didn't request?

2. Do you always make a call afterwards to a client after a visit?

3. Do you prefer reports that only give essential information or ones full of details?

4. What's the best way to help a potential client find a simple solution to a problem they have?

5. Could you express the key parts of the essence of your business in one sentence, with excluding any important elements?

6. Do you ever have problems finding the way to deal with the bureaucracy in your country?



2

Reading 1

Read the text about proposals and match the headings to the paragraphs.

1. Helping the reader navigate your proposal
2. Types of business proposal
3. Wrap it up with a punch
4. What goes into a proposal?
5. Be the fix

How to Write a Winning Proposal

A business proposal is an offer in writing of your product or service to a potential customer. As it's often your first contact with a client, it's vital to get it right in order to make a strong first impression.

A. _____

A proposal, as with any modern business communication, needs to be clear and concise. There are, however, certain elements that can't be left out, such as who you are and what you can do to solve your prospective client's problem. Another key element is what is required to implement your solution, which includes your pricing and payment terms, but also any other conditions on the buyer's side.

B. _____

Proposals will vary enormously according to the context, as they should be as specific and personal as possible. They will, however, fall into three main categories: unsolicited, when you're contacting the client out of the blue; informally solicited, which is when there has been a previous contact with the lead; formally solicited, which is often in response to a published open requirement for proposals. Having clear in mind which type it is will guide the writing process. For example, in a formally solicited business proposal, you should consider the client is likely to be analyzing multiple proposals.

C. _____

A thorough proposal might be quite meaty, so it's essential to use clear headings and include an initial outline so that the reader can decide to go over it from cover to cover or dip into the parts that are most relevant to them. The outline can contain a small section for each step with the main ideas. Don't forget to also include an executive summary that encapsulates the proposal in one paragraph and describes your business in a nutshell.

D. _____

Your main point in writing a proposal is to show you can effectively solve a problem your prospective client has. So, make clear what that problem is, how you are going to solve it and what makes you think you have what it takes to solve it. In three words: Problem, solution, qualifications.

E. _____

End the proposal strongly, with a clear call to action. You will obviously provide all your contact details, but rather than just making yourself available, which puts the ball in their court, it might be better to propose a concrete next step, such as a suggested time and date for a follow-up call or even a face-to-face meeting.

Sources: *technicalwriterhq.com*, *businessnewsdaily.com*, *business.com*

3

Reading 2

Read the article again. Are these sentences true (T), false (F) or not given in the text (NG)?

1. The author believes that a business proposal can help shape your client's opinion of your company. _____
2. A proposal should include a description of your business. _____
3. Business proposals should only be sent if requested by the client. _____
4. Informally solicited proposals have a better chance of leading to a deal. _____
5. You should explain what qualifies you to resolve the client's difficulties. _____

4

Vocabulary 2

Complete the sentences below with an expression from the article that has a similar meaning to the definition in brackets. You may have to change the expression to fit the sentence. Then discuss in pairs if the sentence is true for you.

1. My business has a financial reserve to deal with situations that come _____. (*unexpectedly*)
 2. There's a business magazine that I always read _____. (*entirely*)
 3. I think I'm a good salesperson, but I sometimes struggle to _____ the deal. (*conclude*)
 4. I always provide all the information to my client, and then _____. (*it's their decision*)
 5. I always make sure my presentations end _____. (*effective energy*)
 6. I think even the most complex concepts can be explained _____. (*briefly*)
-

5 Writing 1

Complete the proposal below with the correct form of the words in the box.

balance / benefit / content / entire / equip / experience / exclusive / opportunity / outline / propose / provide / set / specialize / term



Lemons *photography*

Event photography proposal

Client: Caesar Boutique

Date submitted: Caesar Boutique

Submitted to: Caesar Boutique

Table of

- 1 Executive summary
- 2 Problem statement
- 3 Proposed solution
- 4 Qualifications
- 5 Payment information

Executive summary

This proposal a plan to photograph the opening day of the Caesar Boutique on Broad Street. As a result, we will you with high-quality photos that can be subsequently used on your website and social media.

Most photography companies cover events of any nature, but Lemons Photography in the clothing industry. Our portfolio, part of which can be seen on our website, us apart from our competitors.

Problem statement

We would like to congratulate Caesar Boutique for expanding its premises and moving to such a prestigious location. We believe it would be a lost if Caesar Boutique did not make use of their opening day to generate photographic material that would be very for their marketing in the future.

Proposed solution

Given the specific nature of your event, we the following:

- a pre-event consultation to discuss the vision for the event so that it is fully captured in the photographs.
- the event photo shoot, with two of our best professionals at the site for the of the event.
- a post-event meeting, when the photos will be shown and 200 will be jointly selected for post-production.
- delivery of the photos in varied formats for different uses.

Qualifications

We have 18 years of in the photography market, 10 of which focused on the clothing industry. Over this period, we have helped over 500 satisfied clients show the very best angle of their products and services.

Our approach is to hire experienced professionals and them with state-of-the-art technology so that the final result is tasteful and highly appealing. The images can then be used on the client's webpage and social media, as well as printed material.

Payment information

- pre-event consultation: \$200
- event photo shoot: \$90/hour (per photographer)
- post-event meeting: \$200
- delivery of photos: \$900 for 200 edited images

Payment : 10% deposit. 30 days after delivery of images.

6

Writing 2

Read the notes below and write a proposal.

Student A	Student B
<p>You have a business called <i>Onsite</i> that builds websites for corporate clients.</p>	<p>You have a business called <i>Prime SEO</i> that improves your clients' SEO (search engine optimization), so they can be found more easily on search engines.</p>
<p>You are targeting a prospective client: a company called <i>Prime SEO</i> that helps companies with their SEO (search engine optimization), so they can be found more easily on search engines.</p>	<p>You are targeting a prospective client: a company called <i>Onsite</i> that build websites for corporate clients.</p>
<p>You have identified a number of problems with their website and would like to propose a solution for them.</p>	<p>You have identified a number of problems with their SEO and would like to propose a solution for them.</p>
<p>Write an unsolicited business proposal to them.</p>	<p>Write an unsolicited business proposal to them.</p>

7

Extension activity 1

In pairs, roleplay a follow-up call for your prospective client about the proposal you wrote in Writing 3.

Student A: you are calling Student B about your proposal. Try to take the deal to the next level, e.g., by arranging a meeting.

Student B: you have some queries about Student A's proposal. Make notes about them to ask when they call.

Reverse roles and repeat the task.

8

Extension activity 2



Think of a word for each gap to complete the script from the video in Warm up. The initial letter has been given. Then watch again to check.

In this video, we are going to learn how to write a business proposal. A business proposal is a formal document that one business submits to another to **e** _____¹ their business through a specific project, sale of goods or services.

Generally, a business proposal includes an **e** _____² summary, a problem statement, a proposed solution, and payment information. To offer an informed proposal, **t** _____³ research the business you are approaching. This will help when **I** _____⁴ out details like hard costs, equipment, staff and labor, taxes, legal requirements and your fees.

The layout of your business proposal should include a title page, table of contents, executive summary, problem statement, problem solution and pricing. Having already assembled your research and costs, you will have a **f** _____⁵ grasp of the information needed to write a short but powerful executive summary.

Explain the problem to the business you are pitching to by including statistics and other important **d** _____⁶. Demonstrate the problem without belittling the current business operations. Summarize your **u** _____⁷ solution to the problem that you've just identified. Explain how you plan to implement your solution, list your qualifications and benchmarks.

Though pricing structures can vary **w** _____⁸ based on what industry you are in, strive to be transparent with your pricing and clearly show your mark-up percentage as well as all goods and services proposed. Once the client feels safe and understands the pricing structure, generating a profit is likely even if the scope of the project changes. In some cases, you would need to arrange payment and **s** _____⁹ off after each proposed benchmark before moving onto the next phase. Be sure to add detail on how payments should be made.

T _____¹⁰ some time to review your proposal to ensure accuracy and add any **f** _____¹¹ information that makes it stronger. Finally, check with the business to find out if they prefer a **h** _____¹² copy or an emailed version. Either way, allow your **p** _____¹³ client some time to review it and **w** _____¹⁴ through any questions.



HARVARD PRINCIPLES OF NEGOTIATION



Scan to review worksheet

Exemo code:
1GSL-H3ZB-A649

1

Warm up

How might these words be related to negotiating?

principles	interest	sympathetic	Enemy	pumpkin
compromise	restaurant	criteria	options	sustainable

2

Video: Part 1

Watch the video (00:00 – 02:41) and put the topics in the order they are mentioned. There is one extra topic.

- 1 how to beat the other party in a negotiation
- focus on each party's interest
- don't go straight to solutions
- each person wanting a *different* thing
- don't mix the person with the problem
- make a list of choices
- create a list of criteria for both sides
- how what we think of the other person might *affect* the negotiation
- why principles, not rules



3 Video comprehension

Watch the first part of the video again (00:00 – 02:41). Complete the sentences below with a word or short phrase.



1. The speaker starts by explaining that talking about principles is better because they are more _____ than rules.
2. There are _____ ways of dealing in a negotiation.
3. If you don't like the other person, you might feel inclined to reach a _____ situation.
4. The *first* Harvard principle refers to separating the person from the issue so that the _____ with them doesn't interfere.
5. He makes clear the other party is your partner, not your _____.
6. The second principle is illustrated by an example using a _____.
7. The second principle dictates that the focus should be on the people's _____, not position.

4 Video: Part 2

Now watch the second part (02:42 – 05:10) and correct the sentences below using words and phrases from the video. There is one correct sentence.



1. The third principle can help you reach a win-lose situation.

2. If you go straight to solutions, the best outcome will be a commitment.

3. He illustrates the third principle by using a café as an example.

4. With both sides having a list of demands, you can reach a favorable outcome.

5. People prefer having varied choices before reaching an outcome.

6. When people have made a choice from *different* options, the solution tends to be more susceptible.

7. Applying the four principles, you are likely to reach confrontation, rather than competition.

5

Grammar

Read the Grammar box and complete the sentences below with the words in the box. You might have to make some changes. Then decide if you agree with them or not.

Grammar Box: Nominalization

Read the sentence. What is the grammatical function of the underlined word in this sentence?

Build a solid rationale for why you are above average and thus deserving of that ask.

In formal English, we often use a verb as a noun, which is called nominalization, or nouning. The intention with this use is usually to look fresher and more concise than the traditional noun.

ask

fail

invite

reveal

takeaway

tell

1. After a tough negotiation, it's always a good idea to send an _____ for a happy hour, just to lighten the mood.
2. Some negotiators have a _____ when they're bluffing.
3. When negotiating your salary, it's better to build up to your big _____ than blurt it out straight away.
4. Sometimes the tiniest detail can turn an otherwise successful negotiation into an epic _____.
5. Even when things don't go as you planned in a negotiation, there's always a _____, even if it's just the experience accumulated for the next one.
6. It pays *off* to have a small concession up your sleeve, ready for a big _____ if needed.



6

Vocabulary

Read the text below and choose the best option to complete each gap.

Negotiation Lingo

Knowing your negotiation terminology can show the other party that you mean business. Here are a few terms you must be familiar with before sitting around the negotiation table.

Due _____¹ – before sitting down to negotiate you should do everything within reason to make sure the other party is trustworthy and able to keep up their side of the deal.

Bargaining power – also known as _____², it consists of your ability to influence a negotiation in your favor. It's key to know what cards you're holding beforehand.

_____³ - this type of compromise usually means giving something up in order to get something else. That's why it's important to have your priorities straight.

_____⁴ - this means to delay request usually by being evasive. In negotiations, it can buy time while you consider making a concession, for example.

Non-_____⁵ agreement (NDA) – when the negotiation requires a certain degree of confidentiality, it might be necessary to get the parties to sign a document to ensure there are no leaks.

_____⁶ - sometimes things get ugly and you might need a third party to step in and resolve a dispute.

_____⁷ - straight from the game of chess, this word means a situation in which neither side can further the negotiation.

Best _____⁸ To a Negotiated Agreement, or BATNA – When things don't go as we planned, we can still make the best of the situation. Your BATNA is what you can get out of a failed deal.

- | | | | |
|-------------------|----------------|----------------|-------------------|
| 1. A delegation | B diligence | C dilatation | D deliberation |
| 2. A leverage | B attachment | C anchorage | D weightage |
| 3. A Play-off | B Knock-off | C Trade-off | D Stand-off |
| 4. A Drywalling | B Stonewalling | C Brickwalling | D Steelwalling |
| 5. A disaccord | B discharge | C discernment | D disclosure |
| 6. A Conciliation | B Appeasement | C Arbitration | D Pacification |
| 7. A En passant | B Checkmate | C Castling | D Stalemate |
| 8. A alternative | B application | C attribution | D acknowledgement |

7 Talking point

In groups, rate the following negotiation tactics from 1 – most important to 10 – least important.

- Do your research ___
- Analyze your BATNA ___
- Build rapport ___
- Listen actively ___
- Search for smart trade-offs ___
- Look out for dirty tricks ___
- Think of the big picture ___
- Show confidence ___
- Monitor your body language ___
- Be assertive ___

8 Extension activity

In small groups, choose the most useful information from this lesson, adding your own personal experience, and record a short video about negotiations for staff training.





CAN THE ECONOMY KEEP GROWING?



Scan to review worksheet

Expemo code:
1GSL-H3ZB-4B65

1 Warm up

In pairs, discuss the following questions.

1. Which industries in your country create the most money for the economy?
2. What difficulties does your country face economically?
3. What challenges do you think there will be in the future?

2 Focus on vocabulary

Part A: Match the vocabulary to the definitions.

- | | |
|--------------------------------|---|
| 1. <u>consequential</u> (adj.) | a. a problem which delays progress |
| 2. <u>exponentially</u> (adv.) | b. creating a lack of confidence about doing a task |
| 3. <u>snag</u> (n) | c. to slowly stop doing a particular thing |
| 4. <u>wean</u> from (phr. v) | d. happening as a result of a previous event |
| 5. <u>daunting</u> (adj.) | e. in a way that constantly increases the speed |



Part B: complete the following sentences with a different part of speech from the same family as the Part A word in brackets.

1. Darren fell behind on his rent and _____ was forced to move out of his apartment. (consequential)
2. Since we moved into the Latin American markets, our company has seen _____ growth, it's really been quite amazing. (exponentially)
3. I can't believe it. I've just _____ my new dress on the door and ripped it. I'm going to have to go home and change. (snag)
4. Sandra will be back in the office next month after her pregnancy. Her baby has already started _____ and she'll be back three days a week. (wean)
5. I'm not surprised you're nervous. Presenting at such a large conference would _____ even the most experienced of people. (daunting)

3**Watching for details**

Watch the video and write down the numbers that correspond with the meanings below.



1. _____ → The number of years the hypothetical magic coin takes to double.
2. _____ → The number of coins in your possession after 75 years.
3. _____ → The number of years required for the coins to weigh more than the observable universe.
4. _____ → The percentage of growth Germany's GDP saw between 2000 and 2014.
5. _____ → The percentage drop in emissions that Germany saw between 2000 and 2014.
6. _____ → The number of degrees Celsius that we need to keep the global increase in temperature below.

4

Understanding the video: part 1

Choose the correct answer for each question.

1. What does the metaphor of the gold coin illustrate?
 - a. how much money investments can make over a period of time
 - b. how the speed at which wealth is built can increase over time
 - c. the amount of money that can be made available is unlimited

 2. Which view is held by many economists according to the video?
 - a. the economy needs to be limited to avoid damaging the environment
 - b. when the economy grows, wealth will slowly be made available to all
 - c. if the economy slows, people will not create new ways of making money

 3. According to the video, how do we know if an economy is growing?
 - a. by measuring the value of everything a particular area creates and sells
 - b. by tracking the number of people who own property
 - c. by recording the number of people who do not have enough to live on

 4. Which of the following is NOT mentioned as a reason for a smartphone being valuable?
 - a. the way in which they are marketed
 - b. the cost of the components it takes to create one
 - c. the loss of advantages you experience if you don't have one

 5. How can people increase *financial* value?
 - a. working harder and saving money
 - b. creating new products and starting new businesses
 - c. inventing new things to buy and creating more of them

 6. What does an economy require to create value?
 - a. investment and opportunities
 - b. work, money and natural resources
 - c. energy, work and investment
-

7. What problem is the world facing regarding growing the global economy?
 - a. the drive for resources is destroying natural areas which are vital for human survival
 - b. the planet doesn't contain enough resources for our needs
 - c. we don't yet understand how to produce the goods we need efficiently

8. What do the majority of economists believe is the answer to our problems?
 - a. finding new ways of creating energy that protect our resources
 - b. future innovation that we can't yet predict
 - c. slowing growth while we address climate issues

5**Understanding the video: part 2**

According to the video, which four of the following are mentioned as features of a post-growth economy?

- a) Stopping the use of *finite* energy sources
 - b) Reducing the gap between rich and poor people
 - c) Lowering consumption of meat products
 - d) Ensuring everyone has a salary that is enough to live on
 - e) Creating better public transport systems and reducing car usage
 - f) Providing access to health services for everyone
-

6

Scanning for vocabulary

Find vocabulary in the article on page six which has the same meaning as the following definitions.

1. _____ : a way of using products and resources that does not damage the environment (n, para. A)
2. _____ : a situation which causes problems and stops something from continuing in the way that was planned (n, para. A)
3. _____ : protecting your own country's businesses by putting a tax on goods and services imported from abroad (adj., para. A)
4. _____ : give support to something and keep it at a higher level (v, para. B)
5. _____ : do well or develop quickly in a particular situation (v, para. B)
6. _____ : something that gives you a lot of help and makes life easier (n, para. B)
7. _____ : the process of cleaning something up and making it look and work similar to when it was new (n, para. B)
8. _____ : easily able to move and change according to the situation (adj., para. C)

7

Reading for gist

Complete the gaps 1-8 in the article on page six with the nouns in the box. There are more nouns than gaps.

A) capabilities

B) revenues

C) nations

D) advancement

E) instability

F) function

G) task

H) transportation

I) division

J) innovation

The Economic Landscape of the Future

Considerations for leadership

- A. As the world moves towards the future, there are three main trends which will affect it economically: technological advancement, sustainability and the realignment of the geopolitical landscape. Recent world events, from the pandemic, to the Russian invasion of Ukraine, and the effect that these events have had on supply and demand of key products and resources around the world has created _____¹ and uncertainty. Many countries have seen considerable inflation as a result which has forced a response from governments and financial institutions in an attempt to reduce the damage. Given past disruptions, many countries are looking to create ties with markets which are geographically closer as they are lower risk in an unstable global environment. This is creating tighter economic blocks and protectionist policies which are unlikely to promote growth, leading poorer _____² to suffer more acutely than they already are, particularly those dependent on trade with more distant nations.
- B. As far as technological _____³ is concerned, it is clear that this must continue. We have seen significant increases in revenue around the world due to the capabilities that technology has created. E-commerce buoyed many businesses during the pandemic, notably creating vast wealth for many of the larger companies, such as Amazon, but also allowing smaller enterprises to keep the wolf from the door. Food delivery and _____⁴ services flourished during this time too. Yet with the digital age, we have also seen more rampant inequality. The fortunes created by tech companies are invariably concentrated into the hands of a few, and globally, the tech boom is still beyond the reach of many millions of people. Without the education or capital required to operate within the digital arena, what is a boon for richer nations is a wall to others. Furthermore, the disposable nature of much of the tech we use is an in-built factor in its design, providing vastly increased _____⁵ for the companies which make them. Laptops, smartphones and tablets all age quickly, with companies often not supporting updates or support for older models. Meanwhile, newer models are heavily pushed via marketing and expensive ad campaigns. Whatever you have, the newer, shinier model is only a few months away. There are companies such as Backmarket.co.uk whose core business is the refurbishment of computers, but regardless, many items end up in landfills. All of this means that digital _____⁶ and sustainability are, in practice, at odds with each other, despite being of equal value economically.
- C. So, this presents political leaders with a very difficult problem. Embrace sustainability over an agile digital economy, and you risk slowing economic growth. This will of course affect everyone, even those not in the tech industries. Yet focusing on the digital capabilities of your country and the connected industries risks creating social _____⁷. We've already seen controversy with firms like Uber benefiting greatly from contracts which favor them over their drivers who often end up working unpaid overtime with no paid time off or sick pay in some countries. The digital revolution has been similar to the industrial revolution in many regards in that much wealth has been made for a few on the backs of the many. Steering a path between these two economic posts, while simultaneously managing in a deeply unpredictable world is the thankless _____⁸ that our leaders now face.

Based on: imd.org, imf.org

8

Reading comprehension

Decide which paragraphs A-C the following ideas can be found in.

1. The technology we use increasing the amount of waste created. _____
2. The reorganization of global markets due to world events. _____
3. Online business providing a lifeline for businesses of various sizes during the global pandemic. _____
4. History repeating itself in terms of who *benefits* from economic innovations. _____
5. The *effect* that policies focused on preserving the environment may have on the economy. _____
6. The way in which current events *affect* developing nations. _____
7. A cause of *inflation* in some countries around the world due to armed conflict. _____
8. A choice presented to political leaders. _____

9

Talking point

In pairs, discuss the following questions.

1. At the end of the video, the presenter mentioned two *different* approaches to the global economy: one based on changing the economy to *benefit* everyone and focus less on growth, the other based on believing that we will *find* answers to our problems in the future. Which approach do you think is best? Why?
 2. Do you believe that the concerns about the damage we are doing to the planet are something that should cause us to change the way we act economically? Why/Why not?
 3. What approach do you think the leaders of your country will take economically in the future?
 4. How have developments in technology changed the way people work in your country in the past 20 years?
 5. Which groups of people have been left behind by those developments? What do you think can be done to address this?
-

10

Extended activity/Homework**Read the question.**

Throughout history, mankind has always found answers to difficulties it has faced. It's vital that we fuel the global economy as that is what we all need to survive and live the lives we want. The environment will survive and what is damaged, we will *find* ways to heal in the future as we have already done. Slowing our economic power to save some trees is utter madness.

To what extent do you agree with the above statement?**You should:**

- Write at least 250 words
 - Check your grammar, spelling and punctuation.
-



MASTERING NEGOTIATIONS



Scan to review worksheet

Exemo code:
1GSL-H3ZB-8998

1

Warm up

In pairs, discuss the following questions.

1. What type of situations might you need to negotiate in?
2. What advice would you give to someone who was about to have their *first* negotiation?
3. Do you think you are good at negotiating? Why/Why not?

2

Focus on vocabulary

Part A: Match the vocabulary to the definitions.

- | | |
|-------------------------|---|
| 1. in sync (idiom) | a. say or do something at the same time as someone else |
| 2. in unison (idiom) | b. the reasons behind taking a particular action |
| 3. yardstick (n) | c. a person who teaches someone else how to do a particular job or function |
| 4. <u>rationale</u> (n) | d. move at the same speed and same time |
| 5. <u>mentor</u> (n) | e. a series of actions where one action creates an <i>effect</i> , which creates another <i>effect</i> , etc. |
| 6. ripple effect (n) | f. a measure to judge how much progress something is making or how good it is |

Part B: Complete the following sentences with vocabulary from Part A.

1. Alice wasn't just my manager, but she was also my _____ during my early years in marketing.
2. When they pulled out of the European market, it created a _____ with several other companies following their example.
3. I don't think *profit* should be the only _____ we should use to judge our company's progress. Employee satisfaction also needs to be taken into consideration.
4. We're a really great team and are able to anticipate each other's needs and are able to work _____ with each other.
5. She seems to think the presentation is really important, but I don't really understand the _____ behind it. I think we have more pressing matters to deal with at the moment.
6. The demonstrations outside the company were very loud with protestors chanting slogans _____ calling for investigations into their *finances*.

Now in pairs, discuss the following questions.

1. What **yardsticks** do you use to decide whether or not you are successful?
2. What was the **rationale** behind your choosing your current career?
3. Who do you consider to be a **mentor** to you in your career?



3

Video comprehension

Part A: You are going to watch a video about successful negotiation (00:00 - 05:00). Complete the following summary of the video with one, two or three words to complete the script.



Negotiations are often thought of as a battle, when in fact, they are more like a dance, with each side creating a relationship. First of all, ahead of a negotiation, you need to _____¹. Be certain about what you want and what your limits are. Ensure there is a good _____² behind what you are asking for and talk to friends and _____³ about your ideas. If you're obviously well prepared, you are more likely to get a favorable result. Secondly, you need to be aware that the negotiation may get _____⁴ and prepare to manage your reactions. Know that there will be _____⁵ and it may not go the way you want it to. Allow yourself to take some time out from the negotiation if you feel the need to so you can give it more thought. The third strategy is to see the situation from the other person's point of view. Think of their _____⁶ and think about what you can do to make it easier for them, showing that you have _____⁷ for them will help. Listen carefully to what they are saying and this should maximize your opportunity to create a _____⁸ situation.

Part B: In pairs, discuss the following questions about the video.

1. Do you think of negotiations as a battle or a dance? Why?
2. Are you comfortable in a negotiation situation? Why/Why not?
3. Are you good at seeing a situation from someone else's point of view? Why? /Why not?
4. Do you agree with the advice the speaker gave about negotiations? Why/Why not?
5. Is there anything you would add to the advice?

4

Skimming for gist

Match the following titles to paragraphs A – D. There are two extra titles.

Being uncomfortable with money talk

Crush it

No exit plan

Thinking you'll be automatically rewarded

No pay strategy

Get promoted

Salary Negotiation Mistakes

What not to do when negotiating pay

So, you've been offered a job? Congratulations! Obviously, one of the key factors in people's minds, when they are going through the hiring process, is the salary. We take a look at some of the most common mistakes people make when discussing their salary, whether it's for a new job with a new company, or as a result of a promotion with your existing one.

A. _____

Few people enter into a job with a clear plan in mind of what it is they actually want to earn. This is understandable. Companies rarely openly advertise their compensation strategy either externally or internally, so it can be difficult to determine what they are prepared to pay. This is, of course, quite deliberate. However, doing your homework on this is worthwhile. There are ways of finding what equivalent jobs are paid and you should also have a good idea of what your skills are worth. It might be best to put it in terms of where you are, where you want to be, and what you think you should be earning in five years from now.

B. _____

It's easy to think that if you do well in your job and accomplish goals that benefit the company, you will be paid in kind. It would only be fair, right? Wrong. Management is generally not concerned with finding ways to increase employees' paychecks. It's up to you to tag your achievements. This doesn't mean you have to arrogantly toot your own horn to anyone who will listen, but it does mean making sure that your triumphs are noted. This could mean underlining them in weekly updates ('I have done X and as a result, the company has now got X') or during your

appraisal, ('This year, I have achieved X, X and X...'). If these aren't part of your work routine, you may want to ask if you can create a time to see your manager so you can talk about what you have done, possibly framing it as a chance for input from them (I've done X, was there anything I could have done better?). This gives them a chance to register your accomplishment, but also shows a willingness to learn.

C. _____

In many cultures, talking about money is frowned upon. Let's face it, most people aren't comfortable with the subject, even with their closest friends. How many people you know would tell you their income? You must remember that this is a culture that is encouraged by the people who control the money though. Raises and bonuses are usually based on a percentage of your salary. So, a failure to get their best offer not only costs you at the time, but it continues to cost you for many years to come.

D. _____

'Know when to walk away, know when to run...' go the lyrics of the Kenny Rogers's song, The Gambler. You don't have to be gambling to take that advice. Accepting that your negotiations may not go the way you want them to is part of it. You have to decide what your breaking point is and what you will do if you can't get past it. As tough as it is to turn down a job because the salary isn't enough, it's even harder to accept it and then do the job with misgivings about your situation. You may need to look elsewhere for work, or get some more training. The point is, having a plan B will give you more strength in your position. Make a plan B.

source: fastcompany.com, bbc.com

5

Finding vocabulary

Find vocabulary in the article on page four which means the same as the following.

1. _____ (n): pay
2. _____ (idiom): show *off* about your skills or things you have achieved
3. _____ (n): victory
4. _____ (n): achievement
5. _____ (phr. v): disapprove of something
6. _____ (n): the stage where something is too difficult or problematic to continue

6

Reading comprehension

Complete the following summary with one, two, or three words from the article on page four.

When entering into _____¹, a key factor to consider is salary. There are several common mistakes that people make when negotiating this and here are some of them. Firstly, make sure you know what you want to earn and what is possible.

Checking out the pay structure of _____² is an ideal way of ensuring you have a good basis for your demands. Secondly, don't assume that once you're in a job, you will automatically get rewarded for good work.

Making sure management is aware of _____³ is a vital step to continued increases in salary. This can be done during an _____⁴ or even in weekly updates if it's appropriate. Asking for their _____⁵ on your work can be a subtle way of underlining that you have hit your goals and also a useful chance for them to see you want to learn.

Another point is that, although talking about money is uncomfortable for many people, don't let this work against you. Remember that any _____⁶ you receive are based on your current salary, so not getting their best *offer* will cost you for some time to come.

Finally, be aware that negotiations may not go your _____⁷. Know what you will do if this happens and always make sure you have a _____⁸.

7 Talking point

In pairs, discuss the following questions.

1. Have you ever negotiated your salary? Why/Why not? What happened?
2. Do people talk about money in your culture? Is it an uncomfortable topic? Why/Why not?
3. Do you know what other people in your company earn? Is there a clear pay structure? Do you think there should be if not?
4. What would you point to as your achievements if your manager were to ask you?
5. Have you worked in a job where you felt you weren't getting paid enough? What did you do about it?

8 Extended activity / homework

Write an email to your manager asking for a pay increase.

Consider the following questions:

1. What are your achievements?
2. What pay do people in your line of work normally get?
3. What do you want to be earning in *five* years from now?
4. What will your manager's reaction be to this request?
5. What can you do to make them more likely to say yes?

You should:

- write at least 150 words
 - check your grammar, spelling and punctuation.
-



THE BUTTONED-UP WORLD OF LINKEDIN



Scan to review worksheet

Exemo code:
1GSL-H3ZB-BCFC

**1**

Warm up

Discuss the questions in pairs or small groups.

1. How did you *find* your current or most recent job?
2. Have you ever had a job interview online? If so, how did it go?
3. Are you a member of LinkedIn? If so, how often do you use it?
4. In general, do you think people have a positive, negative or neutral attitude towards LinkedIn?
5. Which social network do you think is most popular with people under the age of twenty-five?

2

Pre-listening task: vocabulary focus

Match words with the correct definitions.

- | | |
|----------------------------|--|
| 1. <u>amass</u> (v) | a. be similar to what somebody thinks or believes |
| 2. <u>resonate</u> (v) | b. get rid of something/somebody because you no longer want or need it/them |
| 3. <u>backlash</u> (n) | c. a strong negative reaction by a large number of people, for example to something that has recently changed in society |
| 4. <u>relatable</u> (adj.) | d. making you feel that you can understand and have sympathy with somebody/something |
| 5. <u>stuffy</u> (adj.) | e. collects something, especially in large quantities over a period of time |
| 6. <u>ditch</u> (v) | f. not fun or interesting; boring and old-fashioned |
| 7. <u>opt</u> (v) | g. very serious, formal, boring or old-fashioned |
| 8. <u>staid</u> (adj.) | h. choose to take or not to take a particular course of action |

3

Listening for specific information



Listen to the report. Write down the number mentioned next to the things they relate to.

- a. _____ the age of LinkedIn
- b. _____ the number of members LinkedIn has
- c. _____ the number of followers Kelsall has
- d. _____ the number of years that Kelsall has been a user of LinkedIn for
- e. _____ the number of job ads that LinkedIn handles each minute

4

Listening for comprehension

Listen to the report again. Answer the questions true (T), false (F) or not given (NG).

1. LinkedIn has a reputation for being staid and professional. _____
 2. LinkedIn users are often censored by moderators. _____
 3. Posts have begun to change, with users opting to share family news or personal failures. _____
 4. Dan Kelsall was *offended* by the new kinds of posts he has been seeing on LinkedIn recently. _____
 5. According to Kelsall, consumers are losing trust in big brands. _____
 6. Facebook was launched a year after LinkedIn. _____
 7. LinkedIn is owned by Microsoft. _____
 8. Unlike other social networks, LinkedIn is shifting away from the younger generation by focusing on written articles rather than video clips and podcasts. _____
 9. According to LinkedIn, every minute, six users *find* a new job. _____
-

5 Reading: general vocabulary

Part A: Match the words in bold with the correct definitions.

Group 1

1. Some websites still allow you to **conceal** your identity online. (v)
 2. Ted is a **gregarious** boy. He certainly has more friends than I did at his age! (adj.)
 3. Kim spent years gradually developing a new **persona**. I don't recognize her at all, now. (n)
 4. Many young people come to Los Angeles seeking **stardom**. (n)
 5. I've been trying to take a photo of the fox that visits our garden, but he's an **elusive** little guy! (adj.)
 6. It's better to **embrace** change than to fear it. (v)
 7. Since she was **propelled** to fame overnight, we haven't seen Jackie at all. Hopefully she'll come to visit one day! (v)
-
- a. force somebody to move in a particular direction or to get into a particular situation
 - b. accept an idea, a proposal, a set of beliefs, etc., especially with enthusiasm
 - c. liking to be with other people
 - d. hide somebody/something
 - e. the state of being famous as an actor, a singer, etc.
 - f. difficult to *find*, *define* or achieve
 - g. the aspects of a person's character that they show to other people, especially when their real character is *different*



Group 2

1. If companies began to **harness** their worker's imaginations rather than discourage them from thinking creatively, everyone would benefit. (v)
 2. We threw an **impromptu** party for June to celebrate her retirement. She didn't look very happy when she arrived. (adj.)
 3. Our boss has developed a sense of **notoriety** after reducing several employees to tears during the end of year review. (n)
 4. James seems very shy at work, but he's got an **alter ego**. I bumped into him at a karaoke bar. He's such a good singer that everyone stood up to applaud after his performance! (n)
 5. We told Claire about our **grievances**, and she said she would discuss them with the director. (n)
 6. In truth, I'm **indebted** to my grandfather for my career as an artist. He helped me to discover my love of art. (adj.)
 7. In the end, our company was a **casualty** of the pandemic – one of many. (n)
-
- a. the part of someone's personality that is not usually seen by other people
 - b. the state of being famous for being bad in some way
 - c. describing the state of owing something to somebody
 - d. without preparation or planning
 - e. a person who *suffers* or a thing that is destroyed when something else takes place
 - f. something that you think is unfair and that you complain or protest about
 - g. control and use the force or strength of something to produce power or achieve something



Part B: Complete the text below with the words and phrases from the above exercise. You may need to change the tense of the word or phrase.

When I started my *first* job, I wasn't exactly _____¹. In fact, I found other people very difficult to talk to, and would try to avoid conversations in general. Things changed for me rather quickly, due to an _____² encounter at the airport with a woman called Angie. Angie was two years older than me and much more successful. She told me that she had also been timid when she was younger, but had realized that, in order to achieve her goals, she would need to _____³ her inner courage and become a people person.

Angie developed an _____⁴, who she called Maria. Maria was *confident*, outgoing and charismatic. In order to become Maria, Angie changed her accent and the way she dressed. She told me that the best way to adopt a new _____⁵ was to _____⁶ it completely. She even started her own YouTube channel, in which she *offered* business advice – as Maria – to graduates. One of her videos went viral, and _____⁷ followed.

Angie's story took a dark turn when individuals on certain social media sites started to dig into her past. Photos of her as Angie, rather than Maria, were published. She was accused of _____⁸ her past, and gained _____⁹ as a liar and a fraud. At this point, she told me, she felt like another _____¹⁰ of the cruel online world, but she didn't give up. She posted an honest video about her story, which _____¹¹ her to new heights. She was *offered* a job at a successful corporation, and, a year later, left to start her own business.

Although I am _____¹² to Angie for my own success, it took me a while to build up my confidence around people. At *first*, the ability to talk to strangers proved _____¹³, despite Angie's inspiring words. Then, one day I heard some of my colleagues discussing their _____¹⁴ about our boss, Dan. I *offered* to approach Dan on their behalf to see if we could *find* a solution. They agreed, and, to my surprise, Dan was very impressed by my initiative. He *offered* me a promotion, and, four years on, I have my own company, just like Angie.

Part C: Discuss these questions in pairs.

1. If you had a **grievance** at work, what would you do?
2. Should companies focus on **harnessing** their employees' creativity rather than suppressing it?
3. If you were **propelled to stardom** overnight, how would you react? Do you think you would handle fame easily, or would it be difficult for you?
4. In your working life, do you **embrace** changes to your routine, or do you *find* them annoying?

6

Pre-reading task: reading for general understanding

You are going to read a text about the way in which the internet has changed professionalism. Scan the text quickly and match the headings to the correct paragraphs. One heading cannot be matched to any of the paragraphs in the text and should be marked 'Not given'.

1. A useful tool for everyday life * _____
2. The arrival of the Internet * _____
3. From the nineteenth century to the twenty-first * _____
4. The new normal? * _____
5. Leaving the office behind us * _____
6. Defining professionalism * _____
7. A vital element of our careers * _____

Do you wear a suit or uniform for work? Do you think employees should be allowed to wear whatever they like in the workplace? Discuss in pairs.



The Changing Face of Business

How has the Internet changed professionalism?

- A. What is professionalism? How does the way we act at work differ from our personal lives? In the twentieth century, it was easy to define boundaries between work and home, with the majority of employees traveling to work by foot or vehicle, and returning home at the end of the day. For many, a business suit or uniform would help them to set aside their domestic lives and take on the role of a professional, greeting customers, clients and colleagues with a smile and an appropriate tone. With the rise of the digital age and our growing dependence on the Internet, are we becoming less professional? If so, how will this impact the way in which we do business?
- B. Establishing a separate persona for work has long been seen as a crucial step on the path to maturity. Setting aside your grievances, emotions and worries in order to prioritize your job is part of working life. Some jobs require employees to project a sense of calm and authority. A pilot, for example, should appear to be in complete control of the situation. We would rather not hear the person who is flying the plane chatter about current affairs. Similarly, just as a uniform at school can help to mask divisions, the costume of professionalism allows us to conceal our own views on matters that could cause rifts or arguments in the workplace.
- C. Slipping into your professional alter ego often feels natural. It is, after all, an example of code-switching; something that all of us do in our daily lives. We act in a different manner depending on a variety of social situations, such as when with parents, grandparents or friendship groups. We change the way we speak, moderating our language and behavior accordingly. Prior to the arrival of the Internet, the majority of our conversations would take place in person. Here, body language and visual cues become vital. We are, after all, a gregarious species, and most of us are highly sensitive to subtle changes in posture, eye contact or vocal tone.
- D. When the Internet exploded into our lives, we discovered a new way to express ourselves; an anonymous outlet for all the things we couldn't say at work. As technology improved and companies started harnessing the power of the Internet for their own means, we started to moderate our online personas, with social media in particular making it more difficult to post incognito. Websites such as LinkedIn encouraged users to carefully curate their profiles, while Twitter enabled members to conduct impromptu witch hunts, with trolls exposed for the whole world to see.
- E. The Internet ticked along in this manner for decades: indebted to its anonymous beginnings, but offering rewards to those who excelled at self-promotion, with some individuals propelled to online stardom – or notoriety – through the creation of their own personal brands. Then, Covid hit, and, almost overnight, remote working became the new trend. Inner city apartments were sold as workers fled to the countryside, with webcams and headsets becoming more and more elusive during the first year of the pandemic. Domestic and professional lines began to blur, business suits were cast aside in favor of tracksuits and pajamas, and the daily commute became a story of the past.
- F. When society began to open up again, workers emerged from their homes blinking in the light of a new world. Many refused to return to the office, with some big-name companies forced to compromise, offering split-shift working arrangements. Others embraced a return to old norms, but there have undoubtedly been casualties. The tie, a mainstay office attire for more than a century, fell out of fashion. Casual-smart looks set to replace the full suit, and younger generations in particular have begun to challenge traditional working conditions, questioning business practices that seemed set in stone. In this always-connected world, will professionalism, too, become a casualty?

Sources: BBC, The Guardian, New York Times

7

Reading comprehension

Read the article again. Complete the sentences with between ONE to THREE words from the article.

1. Boundaries between _____ were easier to *define* in the past.
2. The ability to set aside your problems and _____ your job is a vital part of working life.
3. By putting on the _____ of professionalism, we can hide parts of ourselves that may cause problems at work.
4. All of us engage in _____ during our day-to-day lives.
5. The way we speak and behave, and the _____ we use changes depending on our audience.
6. Most of us can perceive even the most _____ changes in body language.
7. In the beginning, the Internet was an _____, allowing us to share thoughts we couldn't express at work.
8. With Covid, the new trend was _____, with people fleeing cities in search of peace and quiet.
9. We set aside our suits and ties, favoring _____ instead.
10. Young people are beginning to _____ the way we work, questioning practices previously thought to be set in stone.

8

Talking Point

In pairs or small groups, discuss the following questions.

1. Have you ever applied for a job through LinkedIn? If not, would you be interested in doing so?
 2. Do you think people will still use LinkedIn in ten years?
 3. In which ways has recruitment changed over the last *fifty* years?
 4. Do you think it is easier or more difficult to *find* a job than it was before the pandemic?
 5. Should social networks focus more on video and audio sharing rather than written articles? Why/why not?
 6. Are people moving away from lifelong careers? If so, is this a good or bad thing?
 7. When interacting with people online, are you careful to present yourself in a professional way? Why/why not?
-

9

Extended activity/writing homework

In groups, create your own social network aimed at professionals. This could be a website or app entirely aimed at building business connections, or a network designed to blend business and personal interactions. Think of a name for your new network. What is the target audience? People in work already, or people looking for jobs? Business owners or employees? How will the website work? Will there be a focus on video content, or written articles? Present your social network to the class.

Alternative extended activity:

You are looking for a new job, and have discovered the perfect role in an online job ad. Write an application letter, explaining why you think you're the perfect fit for the position, and asking for further details. You may wish to write a formal letter, or to try a more relaxed, informal approach. Letters should be between 280-340 words.



A CASE STUDY FOR NEGOTIATIONS



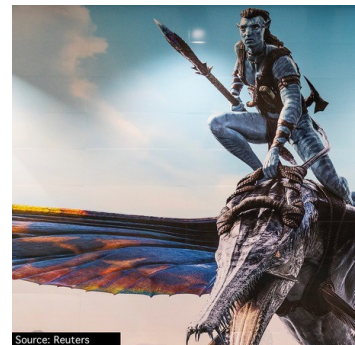
Scan to review worksheet

Expemo code:
1GSL-H3ZB-CFF3

1

Warm up

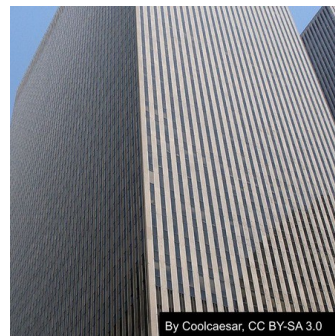
Look at the photos. What do they have in common? What business deal brought these elements together?



Source: Reuters



By Eva Rinaldi, CC BY-SA 2.0



By Coolcaesar, CC BY-SA 3.0

2 Video



Watch the video about the Disney/Fox acquisition. Discuss the questions in pairs.

1. What will the deal change?

2. Which fans were mentioned and what could the deal mean for them?

3. What does Disney CEO, Bob Iger, say consumers will get?

4. What will happen to Fox News?

5. What was former President, Donald Trump's reaction?

3 Speaking 1

Based on what you now know about the deal, how do you think the negotiations went? Discuss in groups. Think about:

- who initiated it
- the level of secrecy
- the tone (aggressive, friendly)
- other competitors



4 Reading 1

Read the article on the Disney/Fox deal. What is said on each of the topics above?

The Billionaire Disney/Fox Deal

A case study

1. It all started with a low-key chit-chat over a glass of wine between Disney CEO, Bob Iger and 21st Century Fox chairman, Rupert Murdoch at the latter's winery in Bel-Air. Amid discussions about the future of entertainment, Iger got a feeling Murdoch might be willing to put up some of his assets for sale.
2. A phone call between them a few weeks later confirmed Iger's suspicions, and more serious talks began. At first, the negotiations, later described by Iger as 'cordial and smooth', were kept under wraps. Only top-level management was involved, with big shots in both companies left out of the loop in order to protect the interests of the parties. However, one month into the talks, a journalist from CNBC reported that the two companies had been negotiating. The cat was out of the bag, and other companies started circling. Comcast, Sony Pictures, and Verizon were among the mega corporations interested in outbidding Disney.
3. Iger had got ahead of the game by then though, and on December 14th – before dawn to beat the stock market opening – the \$52.4bn deal was officially announced. It by far overshadowed previous megadeals Disney struck, including buying Pixar out in 2006 for over \$7bn dollars, Marvel in 2009 for more than \$4bn dollars, and Lucasfilm in 2012 for around \$4bn. The acquisition was considered instrumental for Disney to compete on a level playing field with Netflix and lay the groundwork for its own platform, Disney+, in 2019.
4. By the time all the details were worked out and the deal officially took effect, on March 20, 2019, it had grown even bigger to \$71.3bn, putting it way up into the list of the largest acquisitions in history. In January 2020, Disney changed the name of 21st Century Fox to 21st Century Studios. While many speculate whether this was to steer away from the stigma associated with Fox News, others attribute it to reducing brand confusion, as the remaining Fox media vehicles went on and were incorporated into a new company, The Fox Corporation.

Sources: *nytimes.com*, *variety.com*, *wsj.com*

5 Reading 2

Complete the sentences with up to THREE words from the text in each gap.

1. Initial talks about the deal were made at a _____ that belonged to one of the parties.
2. A high level of secrecy was necessary in order to _____ of both sides.
3. Disney closed the deal, even though there were other media organizations keen on _____ them.
4. Disney's acquisition of Fox assets significantly _____ other negotiations it had made previously.
5. The deal was important to _____ that was needed for them to launch Disney+.
6. There were speculations that Disney changed the name of 21st Century Fox to avoid the _____ of the name.

6 Speaking 2

What negotiation lessons can be drawn from this case? Discuss in small groups, make a list of rules and think of at least one more example of each tip, either public or from your own experience.

7 Vocabulary 1

What does the underlined expression from the text mean?

The acquisition was considered instrumental for Disney to compete on a level playing field with Netflix and lay the groundwork for its own platform, Disney+, in 2019.

Replace the underlined parts of the questions with the correct form of the business idioms from sports in the box. Then discuss the questions in pairs.

approach the <i>finishing line</i>	be in a league of their own
drop the ball	game plan
knock the ball out of the park	learn the ropes
on the ball	on the ropes

1. Have you ever failed to do your part in a negotiation?

 2. How did you gain experience of how things work in your company?

 3. What's your usual strategy when negotiating?

 4. When was the last time you were extremely successful at work?

 5. Are you always alert when it comes to new developments in your *field*?

 6. Have you lost a negotiation when you were nearly concluding it?

 7. Who in your *field* is so good that they have no close competitors?

 8. What do you do when you are having difficulties in a negotiation?

-

8 Speaking 2

In groups, imagine you are either Disney or Fox at the negotiating table. Role play the decisive meeting.

9 Vocabulary consolidation

Find a word or phrase in the text on page three that means...

1. _____ (adj, para. 1) not attracting a lot of attention
2. _____ (n, para. 1) informal conversation
3. _____ (phr, para. 2) maintained *confidential*
4. _____ (phr, para. 2) people of importance or *influence*
5. _____ (phr, para. 2) not included in something
6. _____ (phr, para. 2) a secret was revealed
7. _____ (v, para. 2) *offering* to pay more for something than another party
8. _____ (v, para. 3) made something look less *significant*
9. _____ (phr, para. 3) make the necessary preparations for something
10. _____ (n, para. 4) a negative image that society or a group of people have about something

Now use the correct form of the words and phrases below. You may need to change the form.

1. If you don't want to attract attention to a deal, it's better to keep the negotiation _____ so as to not let _____.
2. If you fail to _____ a negotiation _____, you might have a competitor _____ you.
3. It's always better to bring a _____ of your company to the negotiating table to try to _____ the other party.
4. Many major negotiations start with a trivial _____, then, once the _____, the deal is sealed.
5. If someone in your company has a _____ of being bad-tempered, it's better to _____ in important negotiations.

10

Extension activity 1

Complete the extract from the script in the Warmer with one word in each gap. Then watch again and check.

To that blockbuster deal announced today involving our parent company Disney spending more _____¹ 52 billion dollars to buy a significant portion of 21st Century Fox. Disney CEO Bob Iger sealing the deal with Rupert Murdoch _____² built the Fox global empire. Tonight how this deal could change the _____³ many families watch movies, TV, sports, choosing when and where they'll watch, and the list of choices suddenly multiplying. Here's ABC's chief business correspondent Rebecca Jarvis tonight:

Tonight it's the blockbuster 52.4 billion-dollar deal that expands Disney's universe from childhood classics _____⁴ *Frozen*, *Finding Nemo* and the *Star Wars* legacy _____⁵ include Fox franchises with broad appeal like *The Simpsons* and *Avatar*. _____⁶ superhero fans, it could mean big matchups ahead like the X-Men and *Fantastic Four* with Marvel. For sports fans, it also enhances ESPN's offerings, adding 22 regional sports networks. But perhaps _____⁷ significant for the future, it gives Disney a majority stake _____⁸ Hulu, and lays the groundwork for Disney's own streaming platform in 2019 for tailor-made viewing. All _____⁹ the aim of giving American families what they want, when they want it. Disney CEO Bob Iger announcing the historic agreement with Fox's co-chairman Rupert Murdoch:

The consumer not _____¹⁰ will be getting more great content, high quality content, but they'll be getting it in ways that they demand.

And Rebecca Jarvis covering this all day _____¹¹. We know one piece of the Murdoch Empire not in this deal is Fox News. That's being spun _____¹² a separate company that will be led _____¹³ the Murdochs. Curious though all day today how President Trump would respond to this blockbuster deal and the White House responded.

That's right, David. Sarah Sanders was asked _____¹⁴ this today at the briefing. She said President Trump called Rupert Murdoch at Fox to congratulate him _____¹⁵ the deal and President Trump believes this could be a great thing _____¹⁶ jobs, David.

Rebecca Jarvis with us tonight. Rebecca thank you.

11

Extension activity 2

In groups, research and present to the class another case study of a major merger or acquisition.



FIXING CONFLICT AT WORK



Scan to review worksheet

Expemo code:
1GSL-H3ZB-D78B

1

Warm up

These words are from a talk about conflict in the workplace. How do you think they are related to the topic? Look up any words you don't know.

annoying digging beliefs iceberg incompetent patterns
aligned allies habits lizard evil elephant



2

Vocabulary 1

Replace the underlined parts of the sentences with the correct form of the words below. You might also have to add words and change their order. Then discuss in pairs whether you agree with the sentences and why.

excavate (v)

dysfunctional (adj)

bind (v)

well-meaning (adj)

interpersonal (adj)

misconstrue (v)

reframe (v)

impermissible (adj)

1. Something you say in an email might be understood wrongly more easily than face-to-face.

2. An agreement is not always possible because people are limited by their own beliefs.

3. It's important to be honest in a conflict, but there are still some things that are not allowed to be said.

4. Sometimes you need to uncover the real source of a conflict to solve it.

5. There's no negotiating with some people because they are just incapable of operating normally in the workplace.

6. In the middle of a conflict, even a person with good intentions can be seen as an enemy.

7. Some people have very few skills related to relationships.

8. Sometimes all it takes to solve a problem is to express or see it differently.

3

Video 1

Watch the first part of the video (00:00-04:19). Would the speaker agree with the following statements or not?



1. Conflict at the workplace is usually the result of differences between people. _____
 2. Conflict is quite similar in any type of organization. _____
 3. To truly resolve conflict, it is necessary to get to the bottom of the matter. _____
 4. Amy and Bill's conflict was mostly due to bad communication between the two of them. _____
 5. Most conflicts actually have very simple solutions. _____
-

4

Video 2

In the next part of the video, the conflict expert mentions five steps (below). In what order do you think they should be taken? Watch the second part of the video (04:20-10:48) and check.



- ___ Make sure the conflict isn't directly related to one individual.
- ___ Find employees that can support you to make the necessary changes.
- ___ Ensure there is an alignment of goals in the organization.
- ___ Talk to the staff, addressing them with adequate questions.
- ___ Teach new techniques and habits to deal with the negative aspects of any future conflict.

5

Video 3

Watch the final part of the video (10:49 – 15:44). Complete the sentences below with a word or short phrase.



1. Liz explains that our brain mistakenly perceives some feelings as if we were in _____.
 2. She says that even very _____ can be interpreted wrongly in a conflict.
 3. She asks a person in a conflict whether they believe the other person is _____ in essence.
 4. By trying to understand why someone did something, we may start feeling _____ for them.
 5. Elephant cards are used to bring up a topic that is important, but rather _____ to discuss.
 6. Playing the card makes it clear to everyone the _____ of the matter.
 7. She finishes by saying that taking these steps requires a lot of bravery and _____.
-

6

Vocabulary 2

Read the text below and choose the best option to complete each gap.

Conflict management terms

Do you have problems with co-workers at the office? Suddenly found yourself in the boss' bad _____¹? Or maybe two members of your team had a shouting _____² and it's up to you to calm things down? Either way, before you get down to it, make sure you know these useful terms for talking about and dealing with conflict.

_____³ – that's when someone tries to persuade someone to do something by means of force or threats.

_____⁴ - this is one of my favourites (the word, not what it describes!). It's a wordplay on a very common business word to describe the practice of trying to find someone to place the responsibility on for mistakes made.

Fight or _____⁵ response – this instinctive reaction is something we all experience under stress, but learning to identify it can help us deal much more appropriately with conflict.

_____⁶ criticism - it is fine to be critical, as long as it is done with respect for the person and the content is relevant. Destructive criticism, the opposite of that, should not be tolerated anywhere.

_____⁷ - in any business, lots of beliefs and values are shared by everyone – well, nearly everyone. Sometimes a very small number of workers that go against these values can poison the whole atmosphere.

_____⁸ - sometimes you need help to resolve a conflict. This person, especially if professionally trained, can defuse any tricky situation.

- | | | | |
|---------------------|-------------------|------------------|--------------------|
| 1. a. files | b. side | c. notepads | d. words |
| 2. a. game | b. match | c. dispute | d. fight |
| 3. a. Compulsion | b. Coercion | c. Constraint | d. Curtailment |
| 4. a. Faultstorming | b. Guiltstorming | c. Blamestorming | d. Accountstorming |
| 5. a. height | b. run | c. escape | d. hee |
| 6. a. Profitable | b. Advantageous | c. Formative | d. Constructive |
| 7. a. Deculture | b. Counterculture | c. Contraculture | d. Anticulture |
| 8. a. Umpire | b. Surveyor | c. Arbitrator | d. Reviewer |
-

7 Talking point

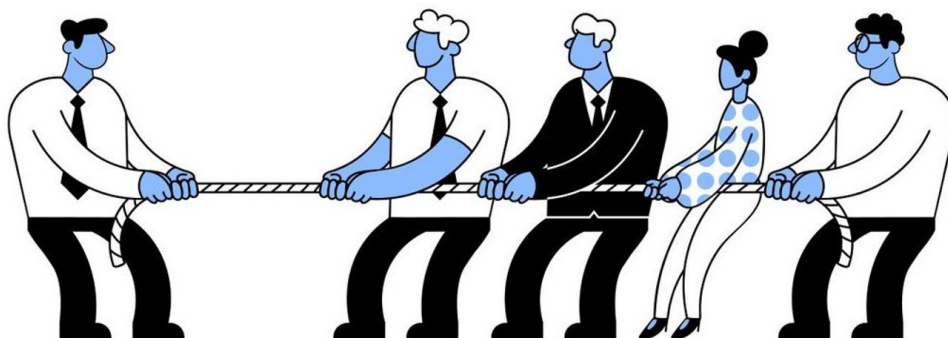
Think about a conflict you have either been involved in or witnessed at work. Based on the speaker's five rules and techniques (below), what could have been done to reach a more positive outcome? Tell your partner.

Rules

1. Make sure the conflict isn't directly related to one individual.
2. Talk to the staff, addressing them with adequate questions.
3. Ensure there is an alignment of goals in the organization.
4. Find employees that can support you to make the necessary changes.
5. Teach new techniques and habits to deal with the negative aspects of any future conflict.

Techniques

- "Lizard listening"
- Evil-logic check
- Elephant cards



8

Extension activity 1

Complete the script of part of the video with one word in each gap. Then watch again and check.

We usually think _____¹ conflict as something that happens between people. After all, who's there when things go wrong? People. And people can be very annoying. But they're really just the part of the story that's easiest _____² see. In almost 30 years of working with employees at every level, from warehouse associates and service reps to CEOs, I've seen _____³ and over what happens when we hold the mistaken belief that conflict would not exist if those annoying people would just get themselves _____⁴ and work things out.

Unfortunately, when we operate _____⁵ of that belief, we tend to say and do things that cause conflict to persist and to create even more damage to both organizations and the people in them. And that's true _____⁶ we're talking about businesses or non-profits, schools, even families, and entire societies.

If we want to solve conflict, we've got to do some digging. We have to look at the structures that _____⁷ underneath the conflict, and I am going to give you an example and then five steps that you can take to fix conflict _____⁸ you are.

So, a couple of years ago, a CEO brought me in to work with two senior executives. I'll call them Amy and Bill. And they were locked in a serious conflict. And the CEO described it to me as a communication problem, and it looked something _____⁹ this. Now, I interviewed Amy and Bill, and they told me a different story. _____¹⁰ their description, the conflict actually looked more like this.

They didn't see it _____¹¹ a communication problem. They saw it as differences in departmental opinions about how the work should _____¹² done in the company, based on their beliefs about each other's functional roles. But then I interviewed Bill and Amy's team members and other people in the organization. And it turned out that the situation really looked like this.

9

Extension activity 2

Imagine a friend is having a conflict with someone at work. Record a WhatsApp message to a friend talking about the video you watched and recommending one or more of the techniques the speaker suggested (below).

- "Lizard listening"
 - Evil-logic check
 - Elephant cards
-



THE BENEFITS OF CONFLICT



Scan to review worksheet

Expemo code:
1GSL-H3ZB-FB08

1

Warm up

Look at the photo below. In pairs, discuss the following questions.



1. What problems can conflict in a professional environment bring?
2. Can conflict in the workplace bring any benefits?

2

Language focus 1

Replace the underlined parts of the sentences with the correct form of the words in the box. You might also have to add words and change their order. Then discuss in pairs if you agree with the sentences.

nip in the bud (phr)	<u>squabble</u> (n)
under <u>lie</u> (v)	buy-in (n)
disengag <u>ement</u> (n)	<u>petty</u> (adj)
detr <u>imental</u> (adj)	<i>haw</i> (n)
name and shame (phr)	bottle up (phr v)

1. The real issues behind an office disagreement are not always clear.

 2. Not letting out your feelings can be harmful to your mental health.

 3. A hostile work environment can quickly lead to an employee no longer wanting to be involved.

 4. A good way to deal with conflict is to focus on the situation, not the faults of the people involved.

 5. It's always better to suppress any conflict between employees early.

 6. A manager shouldn't get involved in minor arguments between their team members.

 7. If someone makes a dishonest mistake, they should be identified.

 8. A key part of any new initiative within a company is the employees' willingness to support it.

-

3 Listening 1

Listen to a talk in a staff training session. Put the topics in the order they are mentioned.

- ___ Learning from our mistakes
- ___ Creating through conflict
- ___ Getting the problem out in the open
- ___ Identifying bigger problems early on
- ___ Better decision-making
- ___ Not bottling it up



4

Listening 2

Listen again and choose the correct option.

1. What does Amanda specialize in?
 - a. ending work conflict early
 - b. seeing the positive side of conflict
 - c. *finding* the origin of a conflict

 2. What can conflict be a sign of?
 - a. inefficient management
 - b. an invisible opportunity
 - c. a larger hidden issue

 3. What happens when not all employees are heard?
 - a. They are less willing to participate.
 - b. There is less conflict.
 - c. People make better decisions.

 4. What is the 'elephant in the room' that Amanda refers to?
 - a. the cause of the conflict
 - b. the lack of productivity
 - c. the increased tension

 5. What is harmful to our mental health, according to Amanda?
 - a. having physical problems
 - b. having to conceal our emotions
 - c. being involved in a conflict

 6. How can conflict help someone develop personally?
 - a. by being ourselves in a conflict
 - b. by reinforcing our beliefs
 - c. by learning from our mistakes

 7. What does Amanda ask participants not to do in the roleplaying stage?
 - a. role play a conflict that actually happened
 - b. show the group members how upset you are
 - c. identify the people involved
-

5

Language focus 2

Read the extract from the script. What does the underlined expression mean?

This means that conflict can often lead to increased productivity because once the elephant in the room is addressed, workers stop wasting time with petty gossip and dealing with the tension in the office.

Complete these other business idioms with the animals below. Then discuss the questions.

bear
cow

bull
lion

bull

cat

1. When there's a problem at work, is it better to take the _____ by the horns or ignore it to see if it goes away?
2. Have you ever let the _____ out of the bag regarding important information about your company?
3. What should an investor do when it's a _____ market (i.e., when share prices are falling)? And in a _____ market, when the opposite happens?
4. Which product or service is your company's cash _____?
5. Who gets the _____'s share of your company's profits?



6

Language focus 3

Complete the second sentence so that it has the same meaning as the first, using the word given. Use up to five words.

1. Employees who would like to *file* a complaint can *file* a complaint at the HR department. **SO**

2. He compared the experience to the experience of swimming with sharks. **THAT**

3. Many of his current co-workers complained of his behavior, and co-workers from his previous job complained too. **THOSE**

4. She is the manager, and as the manager, has the prerogative of deciding who does what. **SUCH**

5. You can complain to HR, and he can complain to HR too. **AS**

7

Speaking 1

Think of an example of conflict in the workplace that you experienced. Did it result in any of the benefits described in the talk (below)?

1. Identifying bigger problems early on
2. Better decision-making
3. Increased innovation
4. Getting the problem out in the open
5. Not bottling it up
6. Learning from our mistakes

8

Speaking 2

In small groups, discuss the questions below.

1. Is conflict in the workplace predominantly positive or negative? Why?
 2. What is the best way to deal with conflict?
 3. What type of co-worker is most detrimental to a work environment?
 4. In which cases is it better to ignore a provocation?
 5. Would you consider changing jobs solely due to a bad work atmosphere?
-

9

Extension activity 1

Complete the extract from the script with one word in each gap. Then listen again and check.

Thanks, Jake. I believe most _____¹ you know me already, but for _____² who don't, I have made conflict in the workplace my area of expertise and am concluding a PhD on it, so I feel I have _____³ to say about it. Most talks about conflict revolve _____⁴ identifying its source and nipping it in the _____⁵. My research, however, is mostly about another side of conflict: its *benefits*. We don't often hear conflict and *benefit* in the _____⁶ breath, but there are many possible upsides to conflict, as _____⁷ as well managed. So in a minute, we're going to be doing a bit of role-playing, but *first*, I want to give you six major advantages of having the right type of conflict in the office.

First of all, conflict often raises a red _____⁸ about a much more serious problem in the work environment. A little squabble _____⁹ co-workers can often be just the visible part, the _____¹⁰ of the iceberg, of a larger underlying problem developing, and that conflict allows the manager to identify that problem early and deal _____¹¹ it.

The second point I want to make is that an office _____¹² people feel encouraged to speak their mind, even if that may _____¹³ to some degree of conflict, is certainly one better _____¹⁴ to make important decisions. All too often there are one or two dominant voices in the office, leaving little space _____¹⁵ others to participate. This leads to poor decisions, _____¹⁶ buy-in to new initiatives and general disengagement.

10

Extension activity 2

Write and perform a dialogue about a conflict in the workplace using words and expressions from the worksheet. Here are some of them:

*nip in the bud**squabble**underlie**buy-in**disengagement**petty**detrimental**fla**name and shame**take the bull by the horns**the elephant in the room**let the cat out of the bag**a dog's dinner**to put the cat among the pigeons**bear/bull market**cash cow**the lion's share*



CLEARING THE AIR



Scan to review worksheet

Exemo code:
1GSL-H3ZB-750A

1

Warm up

Watch the video below. Answer the questions in pairs.

1. According to the video, what are the four main drivers of conflict?
2. What can be done in the workplace to resolve conflicts stemming from each one?



2

Vocabulary 1

Replace the underlined parts of the questions with the correct form of the words in the box. You might also have to add words and change their order. Then answer the questions in pairs.

microaggression (n)	put-down (n)
consensus (n)	mediator (n)
manageable (adj)	compromise (v)
reframe (v)	detrimental (adj)
point of contention (phr)	escalate (v)

1. Have you ever been the target of subtle insults or hostility at the office?

 2. Is it always better to reach an opinion that everyone agrees with at work?

 3. How can you avoid a conflict in the workplace becoming more serious?

 4. Do you think you would be a good person that tries to get agreement between people? Why (not)?

 5. How do you react when someone makes a remark that was clearly intended to make you look bad?

 6. Is conflict always damaging?

 7. Is it better to deal with one reason for arguing at a time, or deal with everything together?

 8. Is it better when both sides have to give up something to end a conflict?

 9. Would you say most conflicts at work are possible to deal with? When are they not?

 10. Are you usually able to express differently something that came out the wrong way?

-

3

Reading 1

Read the article and match the headings to the paragraphs.

- a. Work style conflicts
- b. Beneficial conflicts
- c. Personality conflicts
- d. Interdependence conflicts
- e. Leadership conflicts



Conflict in the Workplace: What Types There Are and What to Do in Each Case.

According to a survey by ACAS (the Advisory, Conciliation and Arbitration Service), conflict in the workplace costs companies around \$36.4 billion a year in the UK alone. So, what can be done to reduce destructive conflict at work? (A) Here are five major types and what can be done in each one:

1. _____

Quite often two or more employees rely on each other's work to be able to do their own and a very common form of conflict is generated when one side drops the ball, causing problems for the other. If this happens repeatedly over time, the conflict can escalate and involve other co-workers.

As with most types of conflicts, empathy is key. Rather than resorting to microaggressions or put-downs, try *first* to understand why this person has failed or is constantly failing to deliver. (B) Then establish a shared goal with them moving forward. If that fails, then it might be the case of getting both your managers involved.

2. _____

People are very *different* from one another, and personality styles can often clash. In our personal lives, we might consciously or unconsciously distance ourselves from those whose personalities don't agree with ours. (C)

Communication can be helpful in these circumstances. If you don't manage to bury the hatchet, you can at least clear the air and reach a consensus to not let your *differences affect* each other's work. (D) Whether that's your manager or a colleague, it is always better if they are trained as such.

3. _____

There's often more than one way to get a job done, and often employees don't see eye-to-eye about the best approach. For instance, some might prefer to tackle a task in one go. (E) That's *fine* when you're doing something on your own, but when it comes to working together, *differences* in personality might compromise an entire project.

You might want to start by *finding* common ground: identifying what you both want. From there, you can reframe the point of contention in a more constructive manner and *find* a suitable compromise.

4. _____

Managers are usually those who have to step in to resolve conflict, but what happens when they are responsible for creating it in the *first* place? (F) While some employees might thrive under your way of managing, others might struggle.

As a manager, the *first* step is to be aware of your own leadership style and the *effect* it has on each person in your team. (G) Although it's not always an easy process, it's much more preferable to constantly being at odds with someone you should be managing.

5. _____

It's also worth remembering that not all conflicts in the workplace are detrimental. (H) If treated in the right way and used productively, *differences* in opinion can lead to progress and innovation within an organization.

Sources: *leaders.com, shrm.org, business.com*

4

Reading 2

Seven sentences have been removed from the article above (A-G above). Choose from the sentences below the correct ones to complete the text. There is one extra sentence that you do not use.

1. In the workplace, however, quite often we don't have that luxury. _____
2. In fact, lack of disagreement, often called groupthink, can be just as or even more damaging. _____
3. Others would rather break it down into more manageable pieces. _____
4. The *first* step is to identify the kind of conflict it is. _____
5. While your intentions might be the best, that might be a costly mistake. _____
6. By understanding yourself better, you can make adjustments that will bring out the best in your team. _____
7. It might be a good idea to involve a third person to act as a mediator. _____
8. At the same time, make clear to them the *effect* that it has on your work. _____
9. There are a range of leadership styles, and employees respond in *different* ways to them. _____

5

Vocabulary 2

Part A: Look at these sentences from the article. What do you think the underlined words and expressions mean?

- *If you don't manage to bury the hatchet, you can at least clear the air and reach a consensus to not let your differences affect each other's work.*
 - *There's often more than one way to get a job done, and often employees don't see eye-to-eye about the best approach.*
 - *You might want to start by finding common ground: identifying what you both want.*
 - *... it's much more preferable to constantly being at odds with someone you should be managing.*
-

Part B: Complete the sentences below with one word from below. Then discuss the sentences in pairs.

advocate
pick

at
set

bad
slate

fence
splitting

1. It's always better not to _____ a bone with someone in a higher position in the company.
2. Sometimes you have to resort to a bit of *hattery* when you're in your manager's _____ side.
3. It's useful to ask someone to play the devil's _____ in a discussion to make sure you're considering all angles.
4. If you are dead _____ against something at work, you should make it clear from the beginning.
5. It's never worth being always _____ odds with someone in the office.
6. If you don't have enough information about a controversial topic, you're on the _____ about it and don't take either side.
7. Some people can't get beyond a conflict because they insist on _____ hairs about unimportant issues.
8. Even though you have solved the conflict, it's not always easy to wipe the _____ clean.

**6****Language focus 3**

Read the Language focus box. Then use hedging techniques to make the sentences below more diplomatic.

Language focus box: Hedging

Hedging is a technique that is used to sound more diplomatic, especially in situations like managing conflict. Examples of hedging include:

Modals

There might have been a mistake with the report.

You may want to consider the implications of that decision.

That clauses

It might be that this is not the best option.

It would seem that your view is mistaken.

I sentences (instead of You sentences)

I'm struggling to understand the situation here.

I feel I'm not getting the message across here.

Adverbs and adverbials

Presumably he had a good reason for doing that.

It's a fairly good result.

She was right to some extent.

1. Your productivity hasn't been satisfactory lately.

2. You're not making sense.

3. Your proposition is absurd.

4. She did it on purpose.

5. This report is trash.

6. You're not listening to me.

7**Speaking 1**

In groups of three, role play the situations below. In each situation, change the roles.

Situation 1

Student A	Student B	Student C
Student B has been constantly late in delivering their work, which <i>affects</i> your productivity and makes you look bad. You have spoken to them repeatedly, without any results.	A colleague left the company recently and you have taken over some of their work. For that reason, you have been late with some things. Student A doesn't understand that and is constantly bothering you, which makes the problem worse.	You are the manager of the department. Two of your <i>staff</i> members were involved in a discussion and it is <i>affecting</i> the work atmosphere. You have decided to have a meeting with them to address the issue.

Situation 2

Student A	Student B	Student C
<p>You are the manager of the department. Two of your staff members were involved in a discussion and it is <i>affecting</i> the work atmosphere. You have decided to have a meeting with them to address the issue.</p>	<p>You and Student C are involved in a project, but you think it would be better to work together on it, while they think you two should just split the tasks and do it separately. They seem very individualistic and stubborn.</p>	<p>You and Student B are involved in a project, but you don't have the time to have endless meetings with them about it. Whenever you meet, they just want to talk about office gossip. You think it's better to split the tasks and work individually.</p>

Situation 3

Student A	Student B	Student C
<p>Student C has joined the company recently, and you have been having issues with them. They refuse to do things the way they've always been done. You have been in the company for a long time, and have <i>offered</i> several times to help them, but they refuse.</p>	<p>You are the manager of the department. Two of your staff members were involved in a discussion and it is <i>affecting</i> the work atmosphere. You have decided to have a meeting with them to address the issue.</p>	<p>You have joined the company recently and have <i>identified</i> ways to optimize several processes. Student A insists on you doing things the 'old way' though, but you think there's more than one way to get a task done, and Student A's methods are old-fashioned.</p>

8**Talking point**

Here are some ideas from this worksheet. In small groups, discuss if you agree with them.

1. Conflicts are always generated by either the need for appreciation, the need for affiliation, the need for autonomy, or the need for status.
2. Conflict is only negative when it is not resolved adequately.
3. With some types of conflict, it is better to get management level involved.
4. Sometimes it isn't possible to solve a conflict completely, but you can reach a consensus so it doesn't *affect* work.
5. Managers should adapt their leadership style to individual team members.
6. *Groupthink* is extremely damaging to any work environment.

9

Extension activity 1

How many words from the worksheet can you remember? Test yourself! The write a paragraph summarizing the main ideas from the worksheet. Use as many words below as possible.

1. What N is part of the phrase in a ... and means a condensed version of something? _____
2. What A means a feeling of belonging to something? _____
3. What R means express or think of something *differently*? _____
4. What E means become more serious? _____
5. What M means possible to deal with? _____
6. What M is a person that tries to get agreement between others? _____
7. What C is part of the phrase point of ...? _____
8. What P is a remark that was clearly intended to make you look bad? _____
9. What I is a cause of conflict when one person's work relies on another? _____
10. What B is part of the phrase drop the ...? _____
11. What H is part of the expression to bury the ...? _____
12. What S is part of the expression to wipe the ... clean? _____
13. What B is part of the expression to pick a ... with someone? _____
14. What O is part of the expression to be at ... with someone? _____
15. What F is part of the expression to be on the ...? _____

10

Extension activity 2

Imagine you work at the Human Resources department of your company. Record a video for a training session on conflict management based on the concepts in the worksheet and your own ideas.



PROFESSIONAL LOVE BOMB



Scan to review worksheet

Expemo code:
1GSL-H3ZB-16A2

1

Warm up

In pairs, discuss the following questions.

1. Have you ever used a recruiter to get a job? If yes, was the job the same as you expected it to be. If not, why not?
2. What has your experience of looking for jobs been like so far? Good and bad?
3. Do you have any plan for the types of jobs you want to do in future? Why/Why not?



2

Focus on vocabulary

Complete the vocabulary with the missing vowels (a, e, i, o, u).

1. b _ dg _ r (v) - pressure someone by asking them repeatedly to do something
2. c _ _ rc _ (v) - pressure someone to do something by threatening them
3. _ ns _ d _ _ _ s (adj.) - quietly causing problems or harm
4. s _ _ t _ r (n) - a man who has the desire to marry a particular woman
5. w _ _ (v) - persuade someone into do something for us
6. c _ nstr _ _ n _ d (adj.) - being controlled or limited
7. _ v _ rt _ r _ (n) - an action someone takes to initiate a business or personal relationship with someone
8. t _ t _ ll _ t _ ng (adj.) - interesting and exciting
9. m _ l _ c _ _ _ s (adj.) - having the intention to cause harm



3

Idioms

Match the idioms in bold in the questions to their definitions.

1. What has someone said to you in the past that **inflated your ego**?
2. Are you able to perform well **under pressure**?
3. Have you ever had a teacher or boss who you felt did **not have your best interests at heart**? How did you know?
4. Would you say that your colleagues and your friends are **one and the same**? Why/Why not?
5. Who do you know who has **the gift of the gab**?
6. Would you say that long hours are **par for the course** in your industry?
7. What would you say you are sometimes guilty of **pinning all your hopes** for happiness on?
 - a. being pushed to take an action by an authority
 - b. emphasize that two *different* things are the same
 - c. being easily able to persuade people
 - d. make someone feel overly proud of what they have done by being overly complimentary about it
 - e. want to see someone fail even though it doesn't appear as such
 - f. rely on one particular thing in order to be successful
 - g. being what is expected, even if it is not ideal

Now in pairs, answer the questions.

4

Reading for gist

Match the titles to paragraphs A - E. You do not need all of the titles. Afterwards, listen to the recording to check your answers.

1. The potential impact
2. Why does it happen in a professional context?
3. Forewarned is forearmed
4. What is a headhunter?
5. Who invented the term 'love bombing'?
6. What is 'love bombing'?
7. Recruiting and headhunting



Opportunity Knocks

The rise of professional love bombing

A. _____

'Love bombing' is a fairly modern term that has come into use in the context of dating. It describes a person who, at the outset of a relationship, has a tendency to excessively *hatter* their partner, perhaps buy them extravagant gifts and generally badger them into committing more time and energy to the relationship than they would have otherwise done. It's often as a result of a need to feel wanted. By its nature, it is controlling behavior and love bombers can often engage in more direct and less pleasant ways to coerce their partner into behaving in the way they desire later.

B. _____

Similarly, the term has also started to be used in the context of recruitment. Job applicants have found themselves the target of a campaign of emails and texts espousing their talents and qualifications and strongly hinting at potential *offers* of career fulfillment. Although the nature of it in a professional environment is less insidious than its romantic counterpart, the potential for unexpected outcomes is still present. Tasked with *filling* a position, recruiters can often act like suitors and woo multiple candidates simultaneously. It's not uncommon for people doing this work to receive a base salary, but receive a commission for each role that they *find*. So while they're turning your head with *hattery* and upping the feel-good factor, their endgame may not involve what you consider as a success as they are under pressure to perform and may not have your best interests at heart.

C. _____

Frequently, recruiters are thought to be one and the same as headhunters, but this isn't so. The latter operates in a consultant capacity outside of the company and is often tasked with *finding* the perfect person for a *specific*, often management-level, role. Using their web of contacts, they will often approach candidates who are gainfully employed and haven't been having thoughts of leaving, until the headhunter sows the seeds of moving on to pastures new. Recruiters, on the other hand, generally operate within a company and recruit and arrange training and introductions for new starters. The *first* interaction with a potential employee will only happen once they have already applied for a job with the company. Thus they are somewhat more constrained than a headhunter.

D. _____

However, love bombing tactics can be used by either one. The *effect* on the candidate can be problematic in a couple of possible ways. The *first* possibility is that despite the positive overtures, the job isn't ultimately *offered*. The *effects* of this can range from confused disappointment to lost opportunities if other prospects have been turned down in favor of the potentially more titillating option. Secondly, recruiters can oversell the suitability factor in their drive to place a person in the role. New employees have been known to *find* themselves in companies that are not a good *fit* in terms of their skills, culture and background.

E. _____

This is not to say that this behavior is malicious or that recruiters and headhunters have ill intent. It's simply that if they come knocking, their aims and objectives aren't ultimately about your career progression. People in these roles tend to be natural optimists and have the gift of the gab when it comes to persuasion. Their methods are par for the course in any job where minds have to be made up. However, it's worth being aware of this. We're all susceptible to people saying nice things about us, but before you go pinning all your hopes and dreams on the words of a recruiter, make sure you're convinced yourself that you're making the right move.

Sources: health.clevelandclinic.org, bbc.com, investopedia.com, recruitment.com, psychologytoday.com

5 Reading comprehension 1

Complete the following sentences with one, two or three words from the article on page four.

1. Although compliments are usual at the beginning of romantic relationships, should your new partner _____ you, it may be an indication that you are the target of love bombing.
2. This _____ is intended to make the target feel indebted to their new love interest and can spell trouble for the future.
3. The term has come to be used when talking about methods of _____ that are overly aggressive, with the target being heavily complimented on their achievements.
4. Most people enjoy the accolades they receive, but unbeknownst to them, it could be motivated more by the _____ the recruiter receives than their outstanding work history.
5. Where a recruiter will only show interest once an application has been received, a headhunter can target the _____ with attempts to get them to leave their current company.
6. A candidate who had their hopes raised with *hattery* may assume they have the job only to be turned down, leaving them looking at _____ with other employers feeling deeply disenchanting.
7. Equally, candidates who do get the job may find that it's far below their expectations having had it oversold by an overzealous recruiter.
8. As nice as it is to be approached, the moral of this is that regardless of what they say, you have to ensure that any job you decide to take is _____ for you based on your personal criteria, not because you've had your ego *inhated*.

6 Finding vocabulary

Find vocabulary in the letters on page six which have the same meaning as the following definitions.

1. _____ (v) express something that is large by representing it with a smaller amount of something else (Letter 1)
2. _____ (v) improve and develop something over a period of time (Letter 1)
3. _____ (adj.) unable to ignore or get rid of something (Letter 1)
4. _____ (n) an attempt to take a particular action, often that is new or challenging (Letter 2)
5. _____ (v) give up something that is valued to get something else that is also valuable (Letter 2)
6. _____ (n) the desire to do, create or have something (Letter 3)
7. _____ (adj.) having had a lot of experience in a particular position or activity (Letter 4)
8. _____ (adj.) deeply important because other things need it (Letter 4)

7

Reading comprehension 2

Decide which of the letters 1 - 4 is the answer to each of the questions.

Which letter

1. was sent to someone who is no longer working?

2. is aimed at someone with management experience in a digital *firm*?

3. is targeting a recent graduate?

4. is for someone who is approaching retirement?

5. does not *offer* the possibility of a full-time position?

6. is presenting the opportunity as an opportunity to learn?

7. is for someone who is mid-career?

8. is *offering* the opportunity to pass knowledge on to others?

Letter 1

Dear Mr. Reed,

I hope this email finds you well and thriving. As you approach the close of your career, we are excited to present you with a unique prospect that encapsulates your years of dedication and expertise.

We work for a prestigious organization in the industry which recognizes the value of individuals like you who have honed their skills over decades. They are seeking a candidate who can provide strategic insights, mentorship, and a wealth of knowledge to their team.

Your achievements have left an indelible mark on your field, and this role offers a chance to continue that legacy. We'd be honored to discuss how your insights and experiences can contribute to this esteemed organization's growth.

Please use the contact details below to start a conversation about this opportunity and how it aligns with the future you envision.

Best regards,

Letter 2

Dear Mrs. Lowndes,

I hope retirement has been treating you well and providing you with the relaxation you deserve. We wanted to introduce you to an exciting chance that combines the benefits of retirement with the opportunity to contribute your skills and expertise on a flexible basis.

Our client is in search of a part-time professional who can provide invaluable insights and guidance to their projects. Your wealth of experience and the wisdom you've gained over the years can significantly enhance their endeavors.

We understand that flexibility is key at this stage, and this role allows you to choose the level of commitment that suits your lifestyle. We would hope to discuss how this position could fit in with your goals and how you can make an impact without sacrificing your well-deserved retirement.

Warm regards,

Letter 3

Dear Tyrese,

I hope this email finds you well. We are thrilled to present you with a unique job opportunity that aligns perfectly with your skills and aspirations. Our client is a dynamic company at the forefront of innovation, seeking a talented individual who shares their passion for growth and success.

Your impressive results have caught our attention, and we believe you have the potential to make a significant impact in this role. This is a chance to work alongside industry leaders and contribute your fresh perspectives to the team.

If you're ready to take the next step in your career journey and embrace new challenges, we encourage you to explore this exciting opportunity. Please reply to this email or give us a call at the number below to discuss the details further.

Best regards,

Letter 4

Dear Ms. Bowens,

I trust this message finds you in good health. We understand that at this stage of your career, you're seeking challenges that match your level of expertise and experience. We're pleased to introduce you to an opportunity that promises just that.

Our client, a renowned organization in the tech industry, is actively searching for a seasoned professional to join their team. Your wealth of experience and accomplishments make you a prime candidate for this pivotal role. Your track record of leadership and industry insight can truly contribute to their continued success.

We'd love to discuss how this position fits in with your goals and how your skills can be a significant asset to the team. Please reply to this email at your earliest convenience.

Warm regards,

8

Talking point

In pairs, discuss the following questions.

1. Have you, or anyone you know, been approached by a headhunter? What happened?
 2. Which recruitment techniques do companies in your industry use?
 3. Which do you think is the most important aspect of getting a job: what you know? Or who you know?
 4. What is your reaction to the article on love bombing? Do you think it's a potential problem or is it just the normal way that companies now function? Why?
 5. What was the process of getting your current or last job like?
 6. What are the most important things you need to know about a company before you consider working for them or not?
-

9

Extended activity

Write a recruitment letter that would be aimed at you.

Consider the following questions:

1. What could a recruiter say about your experience so far?
2. What could a recruiter *offer* that would interest you?
3. What kind of job would they likely *offer* you?
4. What could that say to *hatter* you?

You should:

- Write at least 200 words
- Check your grammar, spelling and punctuation.



PROJECT MANAGEMENT METHODOLOGIES



Scan to review worksheet

Expemo code:
1GSL-H3ZB-2F3F

1

Warm up

How many of these concepts related to project management have you heard of? What do you know about each one? Do you know of any others?

- Agile
- Kanban
- Scrum
- Waterfall



2

Language focus 1

Read the sentences below. Match the underlined words and phrases to their meanings. Then tell a partner whether the sentences are true for you.

1. What umbrella term can *define* your area of activity?
2. Do you prefer projects that have many variables, or more straightforward ones?
3. Do you receive incremental pay raises?
4. What projects are you involved in that are cross-functional? What other departments are involved?
5. Are the staff at your office close-knit, or is the relationship just professional?
6. Can you list the most important events of your last day at work in chronological order?
7. What's the *difference* between a task that is iterative and one that is just repetitive?
8. How often do you get into a sticky situation at work?
9. What is the biggest downside of working on projects with large teams?

1. _____ following the order in which events take place
2. _____ that increases regularly
3. _____ that involves *different* teams in an organization
4. _____ repeating a process over and over and applying the result in the next stage
5. _____ difficult, unpleasant
6. _____ a broad concept that covers a category of things
7. _____ having strong relationships with each other
8. _____ disadvantage
9. _____ an element that is not *fixed*

3**Video**

Watch both parts of the video and put the pictures in the correct order.





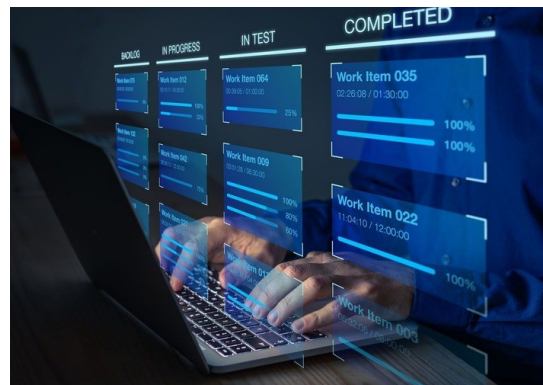
Picture A



Picture B



Picture C



Picture D

4

Video: Part 1

Watch the first part of the video again (00:00-01:40). Are these sentences true (T), false (F) or not given (NG)?

1. In the waterfall methodology, you *finish* one task before starting another. _____
2. The waterfall works better with reduced groups of people. _____
3. It is easier to return to previous tasks in the waterfall methodology. _____
4. In Agile, several processes take place at the same time. _____
5. The Agile framework is better than waterfall to save costs. _____
6. The author says that Agile is more than just a methodology. _____



5

Video: Part 2

Watch the second part of the video again and complete the sentences below with a word or short phrase.



1. The name Scrum comes from _____.
2. A feature in Scrum is a _____ where participants don't sit.
3. The priority in Kanban is the _____ of tasks rather than working in teams.
4. For the Kanban methodology to work well, it's important that there is _____ in the processes.
5. Which methodology to adopt depends on the _____ of each project, such as budget and resources.



6

Language focus 2

Read the sentences from the video. What do the underlined phrasal verbs mean?

- So you start a task once you've wrapped up the previous one.
- Kanban tends to go down well with those who like organization and control...
- So, in short, it's not that one is necessarily better than the others, it really all comes down to the type of project you have and its many variables, ...

Now complete the sentences with the correct word. Then discuss in pairs if you agree with the sentences.

1. Team members should _____ any changes to the project by the scrum master.
2. In the waterfall methodology, it is easier to zero _____ on any problems and *fix* them.
3. It's always better to bring _____ a project meeting than put it *off* or cancel it.
4. In project meetings, it's a good idea to jot _____ important *stuff* for your tasks, even if someone's taking minutes.
5. If the project manager is holding back the team, they should _____ down and let someone else run the project.
6. You should pencil in the next stages of the project _____ your calendar, even if they might change.
7. A project only works if everyone _____ in and does their part.

7**Speaking**

Think of a project you were involved in recently and choose one of the methodologies in the video, researching further if necessary. What would have been done differently following this methodology? Would the outcome have been more favorable? In small groups, tell the other students about your project.

8**Talking point**

In pairs, discuss the questions below.

1. Do you have any experience with these methodologies? What was it like?
 2. Which methodology would you prefer to use as a project manager? Why?
 3. Which methodology would you prefer to use as a team member? Why?
 4. What skills and qualities does a project manager need to have in each of the methodologies?
-

9

Extension activity 1

Complete the extract from the script with one word in each gap. Then watch the first part of the video again and check.

Hello, and thanks _____¹ coming today. Project management is a very complex activity, with many methodologies and frameworks. We're going to be looking at four of these in _____², with their strengths and weaknesses.

The *first* project management framework I want to talk about today is Waterfall. It's a more classic _____³ of managing projects, essentially with tasks following a strict chronological _____⁴. So you start a task once you've _____⁵ up the previous one. In _____⁶ of pros, it's fairly straightforward, so easy to implement, especially with large teams. However, _____⁷ the name suggests, once the water's flowing on that waterfall, there's no _____⁸ back, meaning you can't really go back to previous stages. Therefore it's essential to plan carefully _____⁹ and keep thorough documentation of each stage.

Then we have the Agile framework. When you think Agile, think incremental, collaborative and cross-functional. _____¹⁰ Waterfall, it allows for simultaneous workflows and course corrections mid-way _____¹¹. That's because it breaks projects into smaller cycles, which are iterative. So if you've got a sticky project, with _____¹² of variables and constant changes, Agile might be your best _____¹³.

Agile is often referred _____¹⁴ as a methodology in its own _____¹⁵, but I prefer to see it as an _____¹⁶ term that comprises different methodologies. In _____¹⁷, the next two concepts I'm going to talk about can be considered to be situated within that umbrella.

10

Extension activity 2

The notes below refer to the second part of the video. In small groups, rebuild the script using the words. Then watch the video again to check.

first methodology / Agile framework / Scrum.

Rugby / idea quickly: concept / moment, / not familiar / sport, / when / gather closely / forward.

basic idea / Scrum: / close-knit / communication channels.

common feature / Scrum / stand-up meeting / report / progress made / steps.

last framework / Kanban.

methodology / visual nature / task completion / teamwork / other aspect / .

term / storyboard / format of columns / work is divided: / to be done, in-progress / completed sections.

Kanban / down well / organization and control / when well-implemented, it / time and resource-saving.

downside, / Waterfall, / not / most flexible / process stability.

short, / not / one / necessarily better / others, / comes down / type of project / many variables, / budget and resources, / human and material.

recommend / thought / best methodology / particular project / hands dirty.





DELIVERING A GREAT ELEVATOR PITCH



Scan to review worksheet

Exemo code:
1GSL-H3ZB-D04F

1

Warm up

Look at the picture and discuss the questions in pairs.



1. What is an elevator pitch?
2. In what situations would someone do one?
3. When was the last time you did one?
4. What makes a great elevator pitch?

2

Vocabulary 1

Replace the underlined parts of the questions with the correct form of the provided words. You might also have to add words and change their order. Then answer the questions in pairs.

brush <u>u</u> p on (phr v)	in a <u>nut</u> shell (phr)	<u>a</u> cronym (n)
<u>p</u> ain points (n)	<u>a</u> nalogy (n)	nitty- <u>g</u> ritty (n)
<u>p</u> ivot (v)	<u>a</u> loof (adj)	wow (v)

1. Why is it important to know your interlocutor's complaints when pitching a business idea?

2. In which cases should you change direction when pitching an idea?

3. What's the best way to quickly improve a language you haven't spoken in a long time?

4. In a business pitch, is it better to go over just the main idea or get into the details of your concept?

5. Would you be able to put your biggest achievement in very few words?

6. How can comparisons of one thing with another thing help explain a complex idea?

7. What words formed by the first letters of other words do you use a lot at work?

8. How can you tell if your audience is very impressed with your pitch?

9. What body language might make you seem uninterested when pitching an idea?

3

Video 1

Watch the video about elevator pitches and put the topics in the order you hear them.



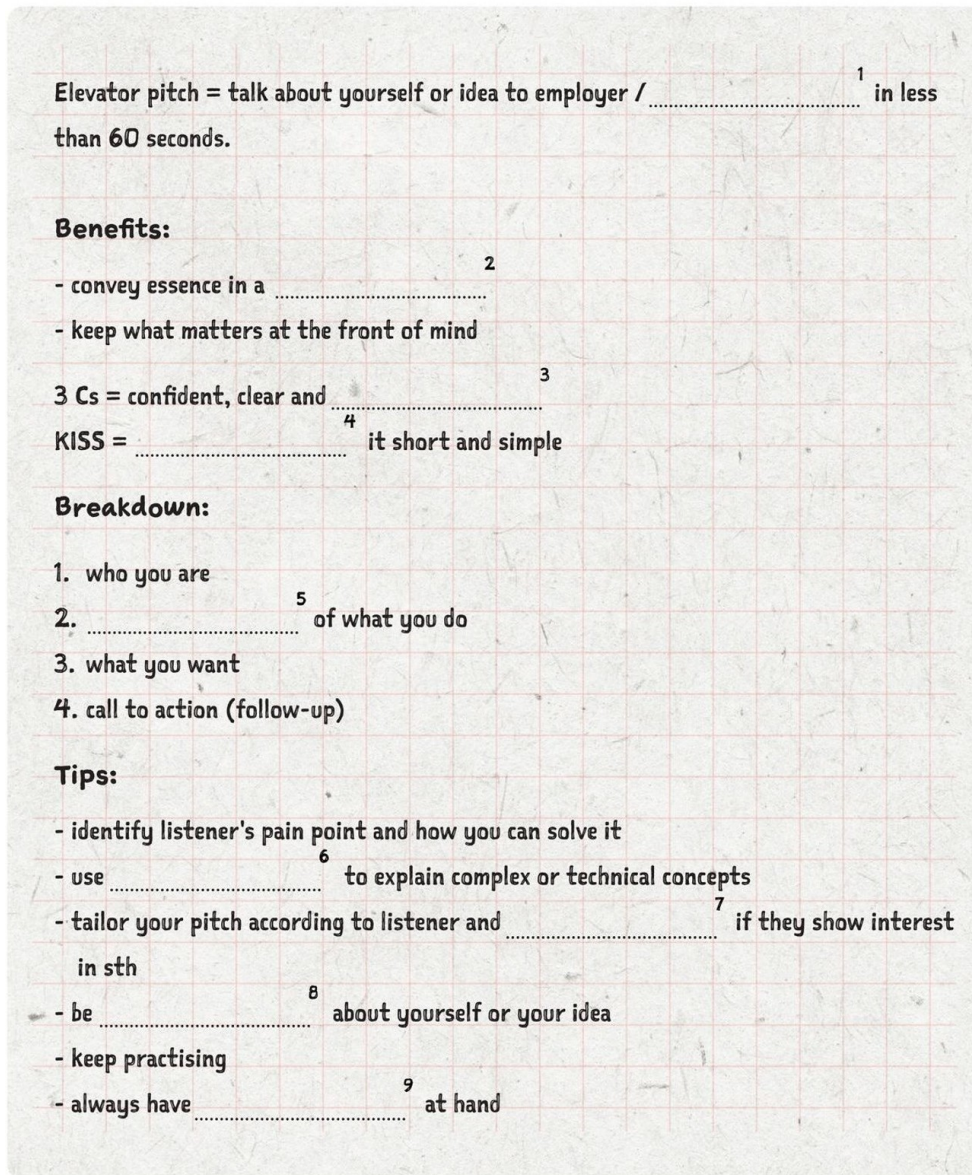
- _____ what an elevator pitch is
- _____ making the pitch fit the listener

- ___ showing your passion
- ___ solving their problem
- ___ different parts of an elevator pitch
- ___ don't forget your business card
- ___ practice, practice, practice
- ___ an acronym that helps with elevator pitches
- ___ two benefits of elevator pitches



4 Video 2

Listen to the video again and complete the notes with a word or short phrase.



5 Vocabulary 2

What does the underlined expression from the video mean?

... also help keep at the forefront of your mind what really matters to you.

Complete the underlined business expressions with the provided words. Then tell a partner if the sentences are true for you.

blows
right

fence
sieve

piece
slipping

put
springs

1. I have a technique to avoid important things _____ my mind.
2. When they ask me about a weakness in job interviews, nothing _____ to mind.
3. I'm on the _____ about applying for a job or not at the moment.
4. I think people who spend their whole career in one company are not in their _____ mind!
5. I once had a job interview where the interviewer was really rude. I wish I had given them a _____ of my mind!
6. Why we still have old-fashioned selection processes with interviews _____ my mind!
7. I once missed a job interview because I forgot all about it. I have a mind like a _____!
8. I wish job interviewers said what they thought at the end, just to _____ your mind at ease.

6

Pronunciation

Read the following extract from the video. How do you pronounce the underlined words?

Luckily, elevator pitches are one of those situations where practice does make perfect. Keep perfecting your pitch until you're really happy with it.

Some words have the same adjective/noun and verb form, but their pronunciation is different. As a general rule, the noun or adjective form has a stress on the first syllable, while the verb is stressed on the second syllable.

Complete the sentences with the provided words. Then underline the stressed syllable in each.

conduct
subject

conflict
survey

contrast
details

present
increase

reject
update

1. I'm afraid some _____ in your CV _____ with the information we have.
2. I'm going to _____ my report after I consider his _____ in the interview.
3. Your bonus is _____ to an _____ in productivity.
4. We had to _____ the candidate because of the _____ between his behavior in the interview and with the other applicants.
5. We are going to _____ all the applicants _____ today to improve our application process.

7 Speaking 1

Prepare and deliver an elevator pitch. Follow the tips in the video. It can be:

- about yourself, to a potential employer
- about a business idea, to a potential investor

8 Talking point

In small groups, discuss the questions below.

1. Which tip from the video did you find most useful?
2. Which do you already use?
3. What other tips for an elevator pitch can you think of?

9 Extension activity 1

Complete the extract from the script with one word in each gap. Then listen again and check.

When was the last time you brushed _____¹ on your elevator pitch skills? An elevator pitch is _____² you talk about yourself or your business idea to a potential employer or investor _____³ the time of an elevator ride. Say, around 60 seconds or less. Business experts say that, _____⁴ from being able to convey the essence of who you are or what you do in a _____⁵, elevator pitches also help keep at the forefront of your mind _____⁶ really matters to you. So what makes a great elevator pitch?

There are lots of formulas and acronyms to help you build a great elevator pitch. You have the three Cs, for example: be confident, _____⁷ and concise when delivering it and you can't _____⁸ wrong. The acronym KISS, or 'keep it short and simple', _____⁹ also well-known.

It helps to break your pitch _____¹⁰ into sections. First, say who you are, then a summary of what you do, _____¹¹ by a clear explanation of what you want. Then finish with a call to action. Something that allows you to _____¹² up later.

10 Extension activity 2

In groups, prepare a short video on elevator pitches. You can use tips from the video and your own.



BEHAVE YOURSELF: MASTERING BUSINESS ETIQUETTE



Scan to review worksheet

Expemo code:
1GSL-H3ZB-1185

1

Warm up

In pairs, answer the following questions.

1. Should business etiquette evolve to accommodate changing societal norms, or is it essential to maintain traditional standards?
2. Do you think businesses should bring in training to ensure that employees follow codes of conduct?
3. How do you think etiquette has changed since the arrival of remote work and advanced technology?



2

Focus on vocabulary: expressions for communication

Part A: You are going to watch a video which provides guidance on navigating challenging social situations. Complete the expressions below by adding a missing word from the box, and then match them with the corresponding definitions.

borrower

check

downward

drop

jab

1. a _____ **spiral** - a continuous and worsening sequence of events or circumstances
2. **put someone in** _____ - assert control or limit someone's actions, often to ensure proper behavior
3. _____ **a hint** - subtly suggest or imply something without explicitly stating it
4. **neither a lender nor a** _____ **be** - advice advocating against financial transactions with others to maintain healthy relationships
5. **have a** _____ **at someone** - make a light and usually playful or teasing remark about someone

Part B: Select the idioms from part A that could be used in the following situations.

1. _____ a colleague has repeatedly been dismissive of a junior colleague and then taken credit for their work
2. _____ someone you know has forgotten the name of the person they are talking to at a dinner
3. _____ at a conference, workers from a competitor are playfully criticizing your company
4. _____ following a series of bad decisions, your business has had to let some people go and might even be facing bankruptcy
5. _____ a colleague at work has asked you for a significant amount of money and your boss is giving you advice

3

Watching for comprehension

Watch the video and decide whether the statements below are true (T) or false (F), according to the information presented.

1. You should let impolite friends know that you are not submissive. _____
2. It is always best to own up if you are in an embarrassing situation. _____
3. It is never acceptable to lie in a social setting. _____
4. Do not always expect your colleagues to pick up on your subtle clues. _____
5. It is acceptable to have friendly disputes with some members of your family. _____

4

Email Etiquette

Look at the email below, sent from a junior worker to their superior. Identify and discuss any instances of poor etiquette and come up with possible alternatives.

To: Gary Mortimer

From: Mark Hirst

Hi Gary,

I hope you're good. Just wanted to give you a quick heads-up about the project. So, yeah, we kinda hit a snag, and we're a bit behind schedule. My bad on that. Seems like the team's slacking *off* a bit, and it's getting hard to get things moving, you know what I mean?

We really need your help to sort things out. Can we maybe chat sometime this week? Let me know what you think.

Cheers,

Mark



5

Focus on vocabulary

You are going to read an article about modern business etiquette. Match the words and phrases underlined with the correct definitions.

1. Understanding and respecting social mores is crucial when interacting in diverse cultural settings.
 2. The history and culture of the region are intertwined, making it challenging to study one without considering the other.
 3. The political situation turned into a quagmire, with conflicting interests and no clear solution in sight.
 4. While discussing the project, the manager focused on the minutiae, ensuring that even the smallest details were addressed.
 5. The contract was iron-clad and provided security and assurance for both parties involved.
 6. Addressing the sensitive topic with tact, she managed to convey her concerns without causing *offense*.
 7. The investigation revealed a venal practice within the organization, leading to a loss of trust among stakeholders.
 8. The quotidian tasks of checking emails and attending meetings are essential components of professional life.
 9. The enduring popularity of the classic novel showcased its staying power, captivating readers across generations
- a. susceptible to bribery or corruption, often used to describe individuals or systems that can be easily influenced for personal gain
 - b. the ability of someone or something to maintain relevance, *effectiveness*, or popularity over an extended period
 - c. something that is highly secure, well-established, or resistant to challenge or change
 - d. small or trivial details that are often considered *insignificant* or minor aspects of a larger issue
 - e. a difficult or complicated situation often likened to a swamp or marsh
 - f. routine, or commonplace; relating to the ordinary aspects of daily life
 - g. accepted customs or conventions within a society, governing acceptable behavior and values
 - h. the ability to handle situations delicately and diplomatically, without causing *offense*
 - i. be closely connected or woven together, often referring to complex relationships or situations
-

6

Reading comprehension

Read the following extracts from the article about politeness (below) and decide which gaps (1-5) they should go in.

A) *However, given the evolving notions of gender roles, someone's sex is the least important factor in an office setting.*

B) *Thus, the staying power of the etiquette advice genre.*

C) *To be sure, there are many experts out there, with sometimes questionable authority.*

D) *Let me answer that question with a polite "Yes."*

E) *The rules of work are changing.*

Politeness in Practice**The evolving rules of business etiquette**

- I. Let's admit it. We all slip up occasionally. Maybe we don't respond promptly to every email, or we swear under our breath from time to time. Do we really need to worry about the *finer* points of correct behavior? _____¹ In an age when offices have given way to cubicles, when electronic devices keep us in constant communication, and when the boundaries between our professional and personal lives are dissolving, we need the rules of etiquette more than ever. Etiquette, after all, is just a code of conduct that allows us to live and work together with relative ease, fosters good relationships, and reduces the social frictions that impede our happiness and even our professional success.
- II. Indeed, social mores are changing so quickly and home and office becoming so intertwined that even the most well-mannered people are probably confused. _____² Consider: Should a female manager stand to shake hands with a younger male associate? The core rules still apply generally: Women don't rise for men, older people don't rise for younger ones, and higher-ranking people don't rise for those of lower rank. But if you're an older, higher-ranking woman, and you're meeting in your office, then you should probably stand to shake hands. _____³
- III. Given the quagmire of competing theories about the minutiae of social interactions, how should you approach the common petty annoyances of the modern workplace? Is it acceptable to tell your colleague to stop bellowing into their phone? Can you complain that your emails keep going unanswered? _____⁴ Does that mean that the basics of good manners are changing, too? Emphatically not. Good business etiquette is not a set of iron-clad rules. In fact, it is really little more than common sense driven by being considerate, respectful, and honest with others in your business life. So, manners don't change, but etiquette evolves. You shouldn't use speakerphone unless you're behind closed doors, and there are *inoffensive* ways to let your cubicle mate know he talks too loudly on the phone.
- IV. _____⁵ But, at its core, business etiquette exists to maintain personal dignity and to show respect for others; to maintain a pleasant demeanor without invading others' privacy; to balance competitiveness with cooperation; to take responsibility but remain flexible; to be both attentive and discreet; and to combine honesty and tact. It helps us be less annoying and, to be venal about it, get what we want. It can save us from the quotidian nuisances office life. Most importantly, it allows us to redraw the boundaries that *define* civility and ensure our own sanity.

Sources: *hbr.org, bizjournals.com*

7

Talking point

Discuss the following questions.

1. Is there a need for explicit guidelines to address common workplace annoyances, or can businesses rely on individuals' common sense?
2. How do you address workplace irritations similar to those discussed in the article?
3. Is the rise of remote work and constant electronic communication creating a need for a new code of online etiquette?

8

Speaking practice: roleplay

In this exercise, you will participate in role-play conversations featuring scenarios similar to those covered in the class. Use vocabulary and ideas from the lesson to address the following situations. Alternate playing the roles of A and B.

Scenario 1: Consistently being late to team meetings

- **Student A:** You have consistently arrived late to meetings. Initially, be unaware of the impact of your actions, then respond to the feedback and adjust your behavior accordingly.
- **Student B:** You are the team member who has observed A consistently arriving late. Approach the conversation with the aim of maintaining a positive working relationship while addressing the punctuality issue.

Scenario 2: Lack of contribution to group projects

- **Student A:** You have not been actively participating in group projects, and allowing other people to shoulder the burden. Respond in a receptive manner to the advice you receive.
- **Student B:** You are the team member who has observed A's limited contribution in group projects. Attempt to advise A in a non-accusatory manner on how they might want to act in future meetings.

Scenario 3: Talking loudly on the phone

- **Student A:** You have earned a reputation around the office for speaking loudly on your phone in public places. Although you do not believe B's concerns are shared by everyone, try to take their advice on board.
- **Student B:** You are the team member who feels most strongly about student A's behavior. Encourage them to be more considerate without making them feel victimized.



TOOTING YOUR OWN HORN



Scan to review worksheet

Expemo code:
1GSL-H3ZB-204C

1

Warm up

Look at the pictures. What idioms in English do they illustrate?

- a) rock the boat b) toot your own horn c) my hands are tied d) elephant in the room
e) red tape f) on the same page g) think outside the box h) down the drain



1. _____



2. _____



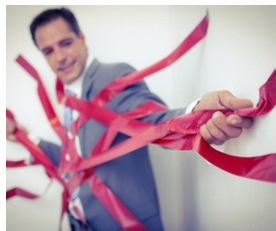
3. _____



4. _____



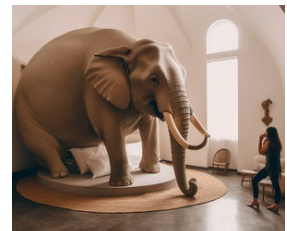
5. _____



6. _____



7. _____



8. _____

Now match the photos to the sentences below. What do the idioms mean?

- a. Let's not make any changes to the product now. We don't want to rock the boat with the market like this. _____
- b. I can't believe they turned down our project! Months of work down the drain! _____
- c. I'm glad we're on the same page about the merger. _____
- d. I don't want to toot my own horn, but I was managing the department nearly single-handedly. _____
- e. There's not much I can do about it, I'm afraid. My hands are tied. _____
- f. Ok, let's talk about the elephant in the room. Who's eating other people's stuff from the fridge?! _____
- g. There's so much red tape to open a business in this country! _____
- h. That's an excellent suggestion, Mateo. Well done for thinking outside the box! _____

**2****Language focus 1**

Replace the underlined parts of the questions with the correct form of the words in the box. You might also have to add words and change their order.

Later, work in pairs and discuss if you agree with the sentences below.

Group 1

<u>backfire</u> (v)	a catch-22 situation (phr)	egotistical (adj.)
reality check (n)	stem (v)	<u>judgmental</u> (adj.)

1. Young people can't get a job without experience but can't get experience without working. It's an impossible condition!

2. People who think they can keep their jobs just based on past achievements in the current market need to consider the situation carefully.

3. Praising yourself in the office to get the attention of management can have the opposite effect to what was intended.

4. People are usually overly critical when they see someone promoting themselves.

5. Many people try to promote themselves to get a promotion, but others are just self-centered.

6. The need to talk about ourselves comes from the desire to be accepted.

Group 2

blatantly (adv.)

admissible (adj.)

reciprocate (v)

downplay (v)

deflect (v)

graciously (adv.)

1. Some people make their accomplishments appear less important than they really are to try to be humble.

 2. Self-promotion has to be done subtly: if it's done too obviously, it can cause a bad impression.

 3. When people receive a compliment, it is natural to prevent it from being about you by mentioning other people who helped you.

 4. Talking about yourself is not acceptable in any circumstances.

 5. The best thing to do when you receive a compliment is to say thank you in a pleasant manner.

 6. If someone praises your work on social media, you should try to do the same back.

-

3

Listening 1

Listen to a person talking about self-promotion. Put the topics in the order they are mentioned.

- ___ reflect on your reasons to self-promote
- ___ benefits of self-promoting
- ___ getting others to promote you
- ___ self-promoting by helping others
- ___ knowing how to accept praise
- ___ when trying to mask your self-promotion makes things worse
- ___ talking about your accomplishments, not yourself
- ___ contexts where self-promoting is acceptable
- ___ why self-promotion is tricky



4

Listening 2

Listen to the talk again. Are these sentences true (T), false (F) or not given (NG)?

1. Self-promotion is tricky because you can go wrong either by doing it or not doing it. _____
2. It is better to try to hide self-promotion by appearing humble. _____
3. Most people self-promote because they need to be accepted. _____
4. The speaker believes that self-promotion isn't advantageous in any circumstances. _____
5. Boomerasking is asking someone a question, so they repeat the question to you. _____
6. In some places and contexts, self-promotion is the norm. _____
7. Many professionals prefer to not share their secrets because they don't want other people to copy what they're doing. _____
8. Other people promoting you is considered more acceptable than promoting yourself. _____
9. Many people need to learn how to acknowledge it adequately when someone makes a positive remark about them. _____

5

Language focus 2

Read these extracts from the script. What do the underlined phrasal verbs mean?

- Self-promotion is often frowned upon, and if badly done can easily back re...
- If they don't promote themselves, they miss out on promotion opportunities, ...
- Studies show that others talking you up is much more accepted than you doing it yourself.
- Before I wrap up, a last word of advice: ...

Now complete the questions with the correct form of these phrasal verbs. Then discuss the questions in pairs.

branch out

step down

push back

bail out

go under

pull out

zero in on

1. Can you give an example of a CEO who _____ from their role due to a scandal?
 2. Are banks in your country often _____ by the government?
 3. What's the best way to _____ the real cause of a problem?
 4. Does your company have plans to _____ to other markets?
 5. Which large company has _____ recently due to financial difficulties?
 6. Do you always follow your manager's orders without questioning them, or do you sometimes _____?
 7. Have you ever _____ of a negotiation because the other party was disrespectful?
-

6

Language focus 3

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

1. As a manager, I always try to praise someone when they deserve it. **DUE**

2. I don't understand people who try to hide their intentions for fear of others stealing their ideas. **CARDS**

3. I *find* it really hard to brag because my parents told me it was wrong. **BEEN**

4. People can be suspicious of those who are overly humble in the workplace. **RAISE**

5. Knowing how to take praise is just as important as knowing how to give it. **EQUALLY**

6. She kept bragging about the deal she secured because she didn't know that her boss hated that kind of behavior. **KNOWING**

7

Speaking

In groups, prepare two role plays involving self-promotion in the workplace, one badly done, and another well done.

8

Talking point

In pairs, discuss the questions below.

1. What do you think of self-promotion in the workplace?
 2. How easy do you *find* it to promote yourself?
 3. Do you know anyone who is always tooting their own horn?
 4. Which technique(s) from the talk do you think you can use?
 5. What do you think of *boomerasking*? And *humblebragging*?
-

9

Optional extension / homework

Part 1: Complete the extract from the script with one word in each gap. Then listen again and check.

Hello, everyone. It's great to be here to talk about this topic I'm fascinated _____¹.

Self-promotion is often _____² upon, and if badly done can easily _____³, so many professionals *find* themselves in a catch-22 situation. If they don't promote themselves, they miss _____⁴ on promotion opportunities or see others _____⁵ credit for their work. If they do, they risk being seen _____⁶ bragging and coming _____⁷ as egotistical or insecure.

People are often _____⁸ of that, but when attempting to disguise self-promotion, the cure is worse than the _____⁹. A good example is humblebrag. I'm sure you've all come across this on social media. It's _____¹⁰ someone says something like 'Can't believe I was made salesperson of the month. With so many amazing colleagues, I can _____¹¹ feel deserving.' Studies show that this type of statement actually causes a more negative reaction _____¹² just plain bragging.

So, what can you do to self-promote? First of all, do a reality _____¹³ of your reasons: is it instrumental, in the _____¹⁴ that you want to achieve something out of it? Say a bonus or a promotion? Or is it emotional, _____¹⁵ from your insecurity or need for acceptance? If the former, you might want to consider other ways of doing _____¹⁶, or maybe let your work speak for itself. If the _____¹⁷, then maybe you should *find* other ways of fulfilling those needs.

Part 2: In groups, prepare a short video about self-promotion.



UNUSUAL RECRUITMENT TECHNIQUES



Scan to review worksheet

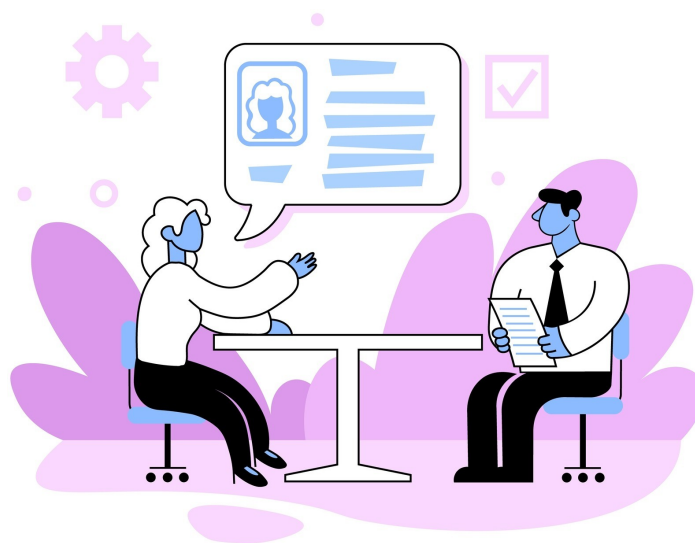
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1GSL-H3ZB-5513

1

Warm up

What do you know about these companies? Do you know anything about how they recruit?

- Red Bull
- Google
- Dyson
- McKinsey
- Menlo Innovations



2 Speaking 1

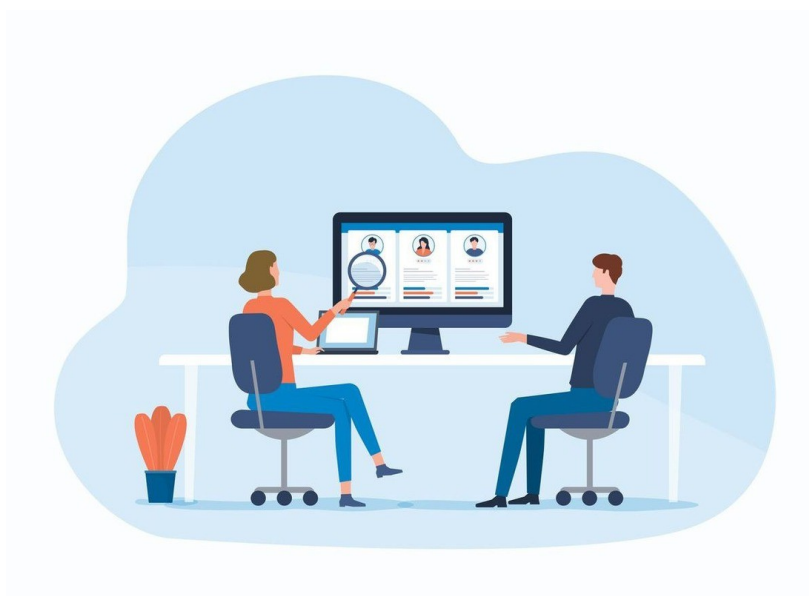
Discuss the following questions in pairs.

1. Have you ever been through an unconventional selection process? What happened?
2. What's the most surprising question you've been asked in a job interview? How did you answer it?

3 Reading 1

Read the article about unusual recruitment techniques. Match the companies to their main unique aspect.

- | | |
|-------------|---|
| 1. Red Bull | a. Recruiting early and training extensively |
| 2. Google | b. Prioritizing applicants' ability to work with colleagues |
| 3. Dyson | c. Using technology and games to assess applicants |
| 4. McKinsey | d. Identifying features that match the company's ethos |
| 5. Menlo | e. Applying a personality evaluation |



Wacky Recruitment Techniques

You've been to one job interview, you've been to them all, right? Not if you're applying for one of these companies! Here are major businesses that use unorthodox hiring techniques to keep applicants on their toes.

A. Red Bull

As their drink famously gives you wings, Red Bull's recruiters asked themselves how they could incorporate that spirit into the company's recruitment process. The answer? Wingfinder, a personality assessment based on psychometrics. By making the tool publicly available online for free, they not only made their recruitment more transparent but added value for the applicants, who, regardless of the outcome, receive a strengths report and coaching plan.

B. Google

Google has a well-established reputation for being a very unique work environment, with their HQ offering free food and a range of other perks (including a dog park). This innovative approach starts even before employees join the staff. Perhaps more important than technical skills for recruiters is what is called 'Googleness': a set of traits, experiences and beliefs that includes intellectual humility, brave paths in your personal life and being comfortable with ambiguity.

C. Dyson

Dyson is not only well-known for ground-breaking hairdryers, vacuum cleaners and other products. It also innovates when it comes to recruiting its new talents, not the least where it pools them: usually fresh graduates or even students straight out of high school. The Dyson Institute gives these youngsters not only a Bachelor's Degree in engineering but also a lot of practical experience in the company's R&D department.

D. McKinsey

This global management consulting firm has introduced in its application process a stage called 'Solve', consisting of an online game which uses algorithms and evaluates your mouse clicks and movements in order to assess your reasoning skills, metacognition, situational awareness and decision-making process. So, although time management is a factor, it's a lot more about how you got to a decision than what decision you made.

E. Menlo

You may not have heard of this software design and development company, but their recruitment process will blow your mind! They hold mass auditions which replicate the company's daily operations. The catch here is that the applicants are paired up and have the specific goal of making their partner look good. The pairs are assessed by Menlo staff members (or Menlonians) based on authentic collaboration, confidence and humility. They are then re-paired twice more with different partners for more tasks. After the audition finishes, the three Menlonians who assessed each candidate compare impressions and the applicants who get three thumbs-up go straight to the next stage.

Sources: hiringsuccess.com, medium.com, inc.com, caseinterview.com

4

Reading 2

Read the article again and choose the correct option.

1. What is the main purpose of the article?
 - a. to criticize conventional recruitment methods
 - b. to present exceptions to conventional recruitment
 - c. to prove that recruitment processes tend to be uniform

 2. Which of these is NOT presented as a benefit of Wingfinder?
 - a. Candidates gain even if they're not hired.
 - b. There is more clarity about how the company hires.
 - c. Candidates can train for the actual evaluation.

 3. Which of these is considered a sign of 'Googleness'?
 - a. pursuing the one correct answer
 - b. making bold decisions outside work
 - c. thinking highly of your intellect

 4. What phrase better replaces 'not the least' in the text?
 - a. in particular
 - b. except
 - c. including

 5. What does the article say about McKinsey's 'Solve'?
 - a. It evaluates a number of different cognitive skills.
 - b. The main goal is to reach the correct outcome.
 - c. There is no time limit in the game.

 6. What is unusual about Menlo's recruitment?
 - a. Either the pair is hired, or neither of them.
 - b. Each candidate has to compete directly with another.
 - c. The company's employees help choose the new hires.
-

5

Speaking 2

How do you think you would fare applying for each of these companies? How could an applicant excel in each case?

6

Language focus

Part A: Look at these sentences from the report. What do the underlined words and expressions mean? What do they have in common?

- Here are major businesses that use unorthodox hiring techniques to keep applicants on their toes.
- You may not have heard of this software design and development company, but their recruitment process will blow your mind!
- After the audition finishes, the three Menlonians who assessed each candidate compare impressions and the applicants who get three thumbs-up go straight to the next stage.

Part B: Complete the sentences below with the parts of the body in the box. Then discuss with a partner whether these sentences are true for you or not.

brain
head

foot
heart

foot
neck

hands
teeth

1. In a job interview, I once started off on the wrong _____ with the recruiter, but I managed to turn things around.
2. I don't have any say in terms of who my company hires. My _____ are tied!
3. Off the top of my _____, I can't think of an unusual recruitment process I've been through right now.
4. When I'm applying for a job, I always try to find someone who works there so I can pick their _____.
5. I've had a change of _____ and withdrawn from a selection process mid-way.
6. I think it's always better to stick your _____ out and take risks when it comes to a job interview.
7. I've conducted a job interview with a candidate who was so shy it was like pulling _____!
8. If you really want to work in a company, I think sometimes it's worth doing something unusual to get your _____ in the door.

7 Speaking 3

In pairs, research further into the recruitment process of one of the companies in the text and roleplay an interview.

8 Talking point

In pairs, discuss the questions below. Try to use the words and phrases in the box when suitable.

wacky	unorthodox	assessment	traits
ground-breaking	pool	catch	blow your mind

1. Which recruitment technique did you find most interesting? Why?
2. What are the pros and cons of thinking outside the box in terms of recruitment?
3. What other companies do you know of that have unusual recruitment techniques?
4. How well do you perform out of your comfort zone?



9 Extension activity 1

Record a TikTok video on unusual recruitment techniques. Talk about the companies in the article or research other ones.

10

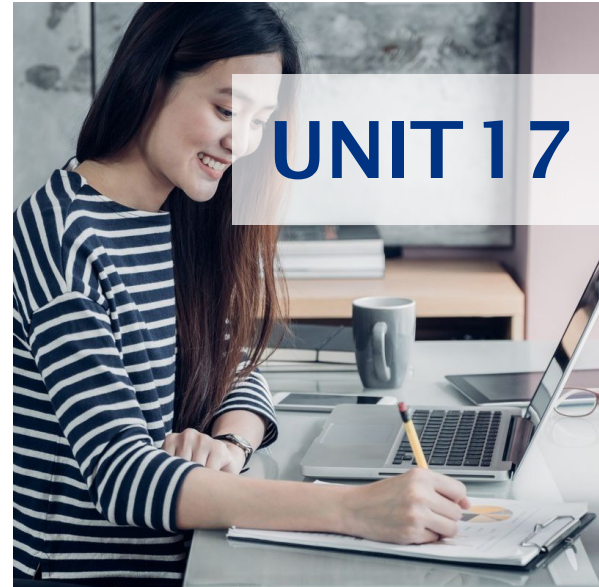
Extension activity 2

Complete the following idioms related to the body. Research if necessary. Then in pairs, prepare short dialogues using the idioms.

1. You've hit the nail on the _____!
 2. Since you're twisting my _____, I'll help you.
 3. She went behind my _____ and ...
 4. We don't really see _____ **TO** _____ on that matter.
 5. I shouted at the top of my _____: ...
 6. Alright, I'm all _____. What's the plan?
-



WRITING A KILLER PROJECT REPORT



Scan to review worksheet

Exemo code:
1GSL-H3ZB-9977

1

Warm up

In small groups, discuss the questions below.

1. What is a project report?
2. Why would you write a report about a project? Make a list of purposes.



2

Focus on vocabulary

Replace the underlined parts of the questions with the correct form of the words and phrases in the box. You might also have to add words and change their order. Then answer the questions in pairs.

Group A:

*numerous (adj.) / in the loop (phrase) / mitigate (v) / timely (adj.) /
milestones (n) / come in all shapes and sizes (phrase)*

1. How does your team celebrate when you reach an important stage of a project?

2. What other purpose can a report have, apart from keeping stakeholders informed?

3. Should a report focus on one aspect, or can it encompass a lot of topics?

4. What can be done to reduce the impact of mistakes during a project?

5. Is there an ideal profile for a project manager, or are there a large number of different ones?

6. Can you give an example of how an intervention at the right moment can save a project?

Group B:

staple (adj.) / gist (n) / readability (n) / undermine (v) / commonplace (adj.) / tweak (v)

1. In which part of a report can you have a good idea of its general idea?

 2. Why should you proofread your report and make small changes to it if necessary?

 3. Do you think reports should be a key document in every company?

 4. Do you think automated reports generated by AI will become very usual in the near future?

 5. What type of problem can affect the quality of a report being easy to read?

 6. Do you think typos can compromise the effectiveness of a report?

-

3

Reading comprehension

Part A: Read the article below and put the topics in the order they are mentioned.

- ___ The *different* sections of a project report
- ___ Kinds of project report
- ___ Benefits of writing a project report
- ___ Who produces and who receives project reports
- ___ The growing role of technology in report writing
- ___ Practical advice on writing a project report

Part B: Read the article again. Are these sentences true (T), false (F) or not given in the text (NG)?

1. According to the writer, informing stakeholders is the main purpose of a project report. _____
2. Project reports can be useful before, during and after a project. _____
3. The author suggests project reports are solely internal documents. _____
4. The author claims that, despite reports varying a lot in format, they should all have some elements.

5. The author recommends including as much data as possible in a report. _____
6. The author always checks the reports that they write. _____
7. The author advises against using reports generated automatically by project management tools.



Getting the Project Report Right

A guide to effective communication and presentation

1. Communication is key to the success of any project, and among the numerous media formats that can be employed to convey information, the project report is one of the most *effective*. Apart from keeping stakeholders in the loop, it can help identify and mitigate risk, track progress, manage costs and allow for timely interventions in an ongoing project. The two main types of reports while the project is underway are the status report and the progress report. The former gives a broad overview of a project compared to its plan, whilst the latter has a focus on *specific* milestones. However, project reports can also be useful before a project even begins, in order to secure funding or approval, or after it is concluded, also called a project completion report.
2. Anyone taking part in a project might be asked to report on their particular progress, but it is usually the role of the project manager to put all that data together in one document. On the receiving end, project reports can be sent to any stakeholders, including the board of directors, sponsors, contractors and clients.
3. In terms of format, project reports come in all shapes and sizes depending on their purpose, but there are some staple components:
 - **Executive summary:** as with most types of reports, this has the purpose of *briefing* anyone who needs to know the gist of the report but doesn't have the time to read it from cover to cover at that moment.
 - **Introduction:** this section usually *offers* background information on the project, including its scope and methodology employed.
 - **Findings:** the main part of the report will include its main *findings*, including, but not limited to the progress of the project, risk management, budget, timelines, resources and team performance
 - **Recommendations:** based on the *findings* in the previous section, the author makes *specific* guidance as to how to address any issues.
 - **Conclusion:** here are the author's *final* thoughts.
4. When writing a project report, it's important to bear in mind some basic guidelines. First of all, consider your goal in writing the document, as well as your target reader. Both these factors will guide the tone and content of the document. Collect all the necessary information to support your points but be aware of data overload: the key points can easily get buried under endless graphs and tables. Think about structure before you start and choose your headings carefully. Finally, once you're done, spend a few minutes proofreading the document to assess its readability and ensure that silly typos don't undermine the *effectiveness* of the report.
5. For those short of time, project management tools *offer* interesting report-writing features, and now that AI is becoming commonplace, it is likely to improve further the quality of automated reports. However, it is still better to make use of these technologies to generate a draft that you can tweak and personalize, giving it a human touch. Otherwise, the readers might realize how little thought and *effort* was put into the report and will also give it little attention.



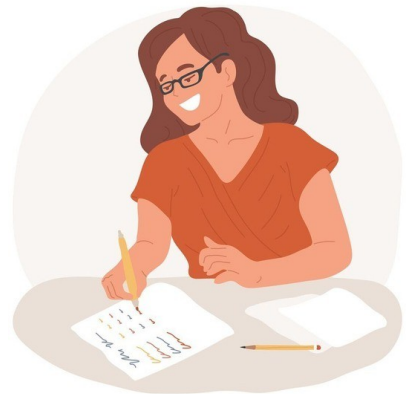
4

Focus on vocabulary

Part A: Complete the sentences with the correct form of the words below.

advise / aim / consider / find / highlight / investigate / justify / shortcoming / virtual

1. The main _____ that led to this scenario are easily identifiable.
2. Its cost is _____ the same as the current platform, but its efficiency is considerably higher.
3. This report _____ to address the concerns expressed by the board and make recommendations for improvements in the ongoing project to improve HR processes.
4. All things _____, I conclude by reassuring all stakeholders that, with these adjustments, we will still be able to conclude the project within budget and schedule.
5. It is also _____ to implement weekly project meetings, even if online.
6. Further _____ revealed that it is very unlikely that we will remain within budget.
7. For all the reasons _____ above, it is clear that this project is far from being on the right path.
8. I, therefore, feel _____ in recommending that we replace our current communication system.
9. The most significant _____ was that not only are we already two weeks late, but at the current rate, we will be even further behind schedule.



Part B: Match each sentence (1-9) to the purposes. Use only the number of the sentences.

- 1. stating general purpose: _____
- 2. referencing to data: _____
- 3. describing problems: _____
- 4. making suggestions: _____
- 5. comparing results/options: _____
- 6. drawing conclusions: _____



5 Writing practice

Part A: Use the sentences A-I below to complete the project report (page seven).

- A - The main shortcomings that led to this scenario are easily identifiable.
- B - Its cost is virtually the same as the current platform, but its efficiency is considerably higher.
- C - The report targets board concerns, offering HR project improvement recommendations.
- D - Considering all factors, I reassure stakeholders: with adjustments, project will stay on budget and schedule.
- E - It is also advisable to implement weekly project meetings, even if online.
- F - Further investigation revealed that it is very unlikely that we will remain within budget.
- G - For all the reasons highlighted above, it is clear that this project is far from being on the right path.
- H - I therefore feel justified in recommending that we restructure our current workflow.
- I - Not only are we already two weeks late, but at the current rate, we will be even further behind schedule.

Executive summary

Regarding the restructuring of the HR department, a number of issues were identified, including lack of accountability and issues with communication. As a direct result, the project is already two weeks behind schedule and the prediction is that it will surpass the budget by 20%. It is recommended that a more clearly defined workflow is implemented to increase accountability and that a new platform is introduced to improve communications, as well as increase the periodicity of meetings.

Introduction

_____ ¹ To that end, a comprehensive analysis of the current status of the project was carried out, identifying two main issues as well as their causes.

Findings

An analysis of the current status of the project that is implementing the overhaul in the HR department has uncovered some worrying issues. _____ ²

_____ ³ We are already 10% over the allocated resources for this stage, and it can be predicted that this *figure* will double by the end of the project.

_____ ⁴ The *first* one is a lack of proper communication channels. The platform currently being used is out of date and does not serve its purpose, and the current rate of one project meeting per month does not keep team members suitably updated. The second one refers to a general lack of accountability. Tasks are shared among too many team members, resulting in none of them being directly responsible for their execution.

Recommendations

With regard to the problems with communications, it is imperative that the portal used to control the workflow is replaced with a more suitable one. I recommend Oneday.com.

_____ ⁵ This exchange mid-project might prove somehow troublesome, but the cost of remaining with the current one will inevitably be higher.

_____ ⁶ Progress meetings on a monthly basis have proven insufficient.

As for the lack of accountability, task sharing has proven to be *hawed*, as it leads to team members pushing work onto colleagues and an exchange of accusations when there are issues.

_____ ⁷ This would include mainly assigning tasks to one team member only, or with a larger task, assembling a small team with a designated team leader that is accountable for its execution.

Conclusion

_____ ⁸ For that reason, I urge the board members to approve the recommended actions immediately so they can be implemented without further delay.

_____ ⁹

Part B: Imagine you are the project manager of an important project. Write a report based on the notes you made below. Add any other details as necessary.

Project: opening a new branch

Findings: two months behind schedule (main reason: problems with suppliers); currently within budget (can accommodate an increase in costs); project team overloaded (project not adequately staffed)

Recommendations: replace supplier (others are slightly more expensive, but the cost of remaining with the current one is much higher); bring two more team members onto the project (one in HR and one in Purchases)

Part C: Send or hand in your project report to a classmate, who should provide feedback following the instructions below.

1. Read the report as a member of the board of directors of the company. What impression did you have of the report?
2. Read the report again from a linguistic perspective. What improvements would you suggest? Why?

6**Extension activities / homework**

Task A: In new pairs, role-play a meeting between the project manager and CEO of the company based on the report that was written.

Task B: Listen to the teacher's instructions.



MICROSOFT EXPANDS ITS AI OPERATIONS



Scan to review worksheet

Exemo code:
1GSL-H3ZB-159A

1

Warm up

Complete the quiz below. Is any of the information surprising?

- Who came up with a test of machine intelligence called The Imitation Game?
 - Alan Turing
 - Isaac Asimov
 - Stephen Hawking
- In 1997, which IBM-developed program made history by defeating the world chess champion, Gary Kasparov?
 - Deep Thought
 - Deep Green
 - Deep Blue
- What is the name of Microsoft's cloud computing platform?
 - Azure
 - SkyNet
 - CloudOS
- What was the original name of Microsoft's search engine before it was rebranded as Bing?
 - MSN Search
 - Lycos
 - AltaVista
- Why did Microsoft shut down Tay, its Twitter chatbot, just 16 hours after it was launched?
 - it became too popular
 - it posted *offensive* tweets
 - it required a lot of electricity

2

Vocabulary

Put a tick next to the sentence where the underlined word or phrase is used correctly.

1.

- a. The leading stake involved implementing an excellent customer service center.
- b. She had a stake in the success of the project, having contributed significant funds.
- c. The company's position in the stake market is expected to rise in the next quarter.

2.

- a. By starting the assignment early, she gained a head start and was able to complete it well ahead of time.
- b. The bad decisions made by his superiors led to the team reaching a head start.
- c. Sometimes, a head start can be avoided by outsourcing certain activities.

3.

- a. They showed their intentions for the future by locking up a number of plans they no longer found necessary.
- b. The future of locking up strategies is believed to involve investment in environmental policies.
- c. He secured his position in the company by locking up several clients with long-term contracts.

4.

- a. The new restaurant aims to run a sustainable business model that prioritizes eco-friendly practices.
- b. To run a customer successfully, you need to obtain personal details as quickly as possible.
- c. They aren't sure at present if the appointment will run as there are too many unknowns.

5.

- a. Establishing a foothold in the market required innovative strategies.
- b. Henry was able to *find* a foothold in the document that stated the original use.
- c. The foothold of the group was Harry, who was always unpredictable.

6.

- a. The infrastructure seemed extremely friendly, at least when I visited.
 - b. Most infrastructure depends on how many people leave comments on social media.
 - c. The company invested in upgrading its digital infrastructure to support the growing demand.
-

3 Listening for comprehension

Watch the first part of the video (00:00 – 01:25) and answer the questions true (T) or false (F).



1. Microsoft is spending \$1.5 billion on different AI projects around the world. _____
2. Microsoft will own the majority of the UAE-based company. _____
3. A combined investment from both companies will be put towards AI training. _____
4. Microsoft has invested in AI technology in Asia. _____
5. Microsoft's involvement in the deal doesn't definitely mean revenue growth for Azure Cloud. _____

4 Focus on vocabulary

Part A: The following quotations are taken from the second part of the video. Before watching this section, complete the extracts below with the appropriate words and expressions.

blissing **congressional** **field** **geopolitical** **on board with** **parent**

- a. And of course, it has the _____ of commerce secretary, Gina Raimondo.
- b. ...they're an investor in ByteDance, the Chinese _____ of TikTok...
- c. A _____ committee earlier this year flagged G42...
- d. A _____ angle is also part of this deal, and it's kind of unusual.
- e.we might put some export limits on what technology US companies can do, and they open up this _____.
- f. The US and UAE governments are _____ the deal...

Part B: Match the definitions to the words and phrases from Part A.

1. _____ : a *specific* area of study, activity, or expertise
2. _____ : approval, support, or endorsement given by an authority *figure*
3. _____ : in agreement or supportive of a decision, plan, or action
4. _____ : relating to the legislative branch of the United States federal government
5. _____ : relating to the interactions between nations or states, particularly in terms of locations, resources, and boundaries
6. _____ : an entity, such as a corporation or organization, that controls or owns another entity



Part C: Now, watch the second part of the video (01:25 – 02:35) and put the completed sentences from part A in the correct order.

- _____ e.we might put some export limits on what technology US companies can do, and they open up this *field*.
- ___1___ d. A geopolitical angle is also part of this deal, and it's kind of unusual.
- _____ b. ...they're an investor in ByteDance, the Chinese parent of TikTok...
- _____ a. And of course, it has the blessing of commerce secretary, Gina Raimondo.
- _____ f. The US and UAE governments are on board with the deal...



5

Vocabulary 2

Add vowels to create words that match the definitions.

1. **st _ ck | pr _ c _ | g _ _ ns** (n phrase): increase in company share values on the stock market
2. **l _ mp | _ t | _ ll | _ nt _** (v phrase): combine various items into one category
3. **ph _ s _** (n): a distinct period or stage
4. **b _ ck - _ f-th _ - _ nv _ l _ p _ | m _ th** (n. phrase): rough or approximate calculation
5. **l _ g | _ p** (n phrase): advantage or assistance for success
6. **_ nsl _ _ ght** (n): a large number of things
7. **_ nd | s _ | f _ rth** (phrase): continuing in the same way
8. **t _ k _ n | t _ | t _ sk** (v phrase): criticized or reprimanded

6

Watching for comprehension

Watch the final part of the video about Microsoft (02:35 – 04:19). Answer the multiple-choice questions below.



1. What was the reason for Microsoft's increase in market value?
 - a. its research and development program
 - b. its cloud computing service
 - c. its aggressive methods of buying other companies
2. Why is it difficult to know the real value of Azure?
 - a. Microsoft's failure to follow reliable methods of accounting
 - b. Microsoft's refusal to provide a value on an annual basis
 - c. Microsoft's practice of putting its revenue with that of other services
3. What is the consequence of Microsoft's investment in AI?
 - a. a rise in competition from other technology companies
 - b. increased demand for other products
 - c. higher operating costs
4. What is helping US businesses to get an advantage?
 - a. protection provided by the government
 - b. increased investment on a national level
 - c. legislation designed to protect foreign businesses
5. What has been a reason for concern for Microsoft lately?
 - a. a focus on internal procedures
 - b. threats to online security
 - c. its perfect record in preventing cyberattacks

7

Talking point

Discuss the following questions in pairs or groups.

1. Should governments invest in AI to keep up with other nations, even if they don't fully understand the risks?
 2. Is Microsoft's involvement in global AI initiatives beneficial for technological progress?
 3. Should there be international agreements to prevent countries from controlling innovation?
-

8

Writing

Read the quote below and do the task that follows.

"The development and deployment of AI technologies should be guided by ethical considerations rather than profit."

To what extent do you agree with the above statement?

You should:

- write at least 250 words,
- check your grammar, spelling and punctuation.



9

Optional extension / homework

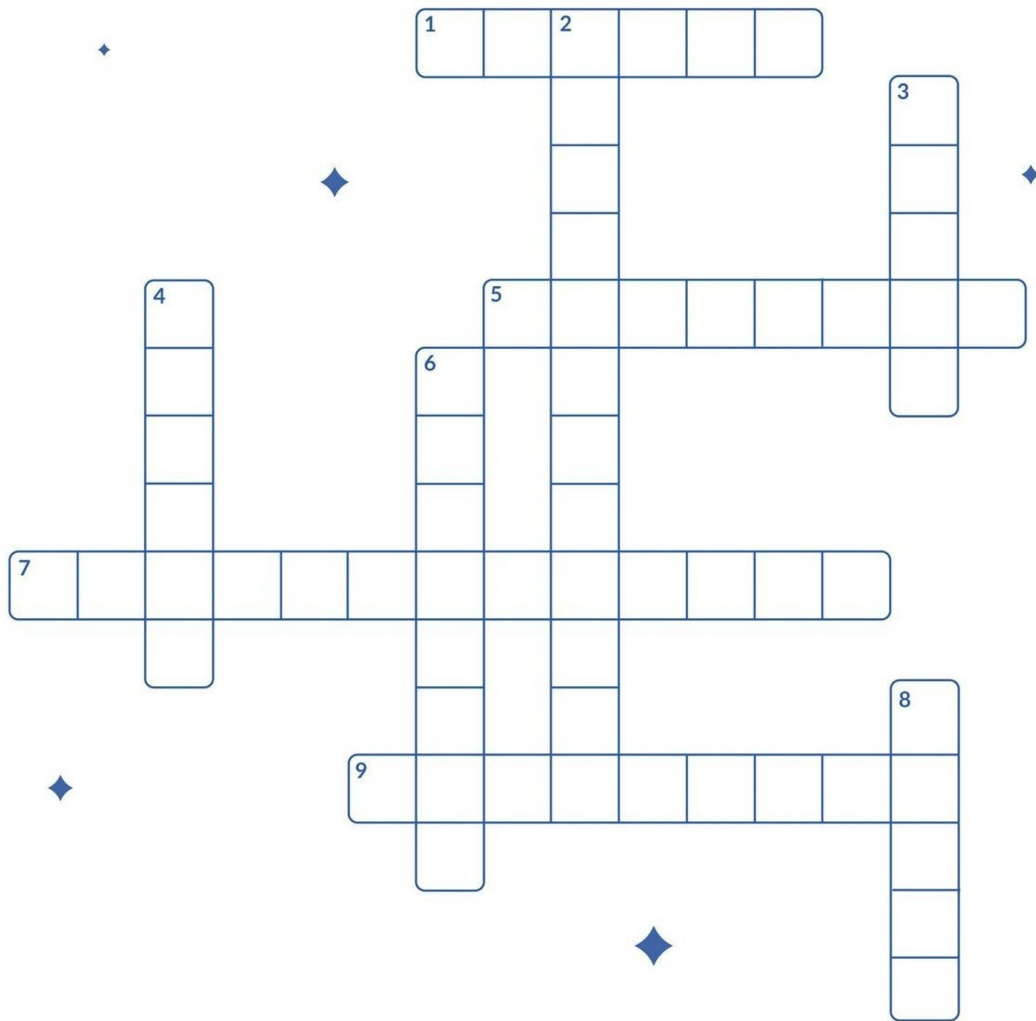
Read the clues and fill in the crossword.

Across

1. an advantage or assistance for success (3-2)
5. a secure position or initial presence in a particular area or market (8)
7. relating to the legislative branch of the United States federal government (13)
9. a violent or intense attack (9)

Down

2. relating to the interactions between nations or states, particularly in terms of locations, resources, and boundaries (12)
3. a specific area of study, activity, or expertise (5)
4. an entity, such as a corporation or organisation, that controls or owns another entity (6)
6. approval, support, or endorsement given by an authority figure (8)
8. a vested interest or share in the ownership or success of something (5)





NAILING YOUR JOB APPLICATION



Scan to review worksheet

Expemo code:
1GSL-H3ZB-5671

1

Warm up

Put the different stages of an application process in the correct order (more than one correct order is possible). Then, in pairs, discuss good practices for each step.

- ___ do an interview
- ___ submit your applications
- ___ prepare your CV or resume
- ___ send a follow-up email
- ___ allow background checks
- ___ write cover letters
- ___ receive an *offer*
- ___ search for openings



2

Vocabulary 1

Replace the underlined parts of the questions with the correct form of the words in the box. You might also have to add words and change their order. Then answer the questions in pairs.

slip-up (n)

tailor (v)

first-hand (adj)

flawless (adj)

sloppy (adj)

embellish (v)

showcase (v)

eager beaver (phr)

1. Why is it important for a resume and a cover letter to be without mistakes?

2. Is it OK to make your resume more interesting by adding details that are not always true?

3. What should you present in an attractive way in your resume?

4. How can you convey on your resume that you are a very enthusiastic person?

5. How can you get an opinion coming from personal experience about what it's like working for a company?

6. Why is it important to adapt the resume and cover letter to the *specific* opening you are applying for?

7. What should you say if the interviewer asks for an example of a careless mistake in the interview?

8. What can make you look like you don't care in the application process?

3

Reading 1

Read the article about job applications and match the headings to the paragraphs.

1. Only you
 2. Tailor your resume or CV too
 3. Show your true colors
 4. Be persistent
 5. Be a STAR
 6. Be nosy
 7. Get the wording right
-

Nailing the Application Process

Applying for that dream job? Make sure silly slip-ups and minor oversights don't get your application in the 'rejected' pile!

A. _____

I'm sure I don't need to tell you that you need to tailor your application to the company you are applying for. The problem is that for most people that means just checking out their website for their values and missions, then copying and pasting some of it in their cover letter. Dig deeper: follow them on social media to get a better feeling of what they're about. If possible, reach out to people who work there to get a *first-hand* and insider impression. You can even *find* out what their competitors are up to, to see how they're doing things *differently*. Most importantly: don't be shy about letting them know you've done your homework.

B. _____

Once you know a lot about them, you can *figure* out what you and only you can do for them. What unique contributions can you make to the company? Make clear in your communication what you bring to the table with examples from your professional history, especially accomplishments and how you overcame difficulties.

C. _____

Needless to say, the resume or CV and cover letter have to be flawless: the smallest typo will scream that you are sloppy. If you can't be bothered to proofread such important documents, what kind of attention to detail are you going to have on the job? Apart from that, make sure your resume or CV lists your accomplishments, not your responsibilities. "Responsible for..." just says what you were asked to do, not how well you did it.

D. _____

Most people, for some reason, think that their resume or CV is set in stone and that the cover letter should be *specific* for every job - actually, many people just re-use the same cover letter over and over again! My point is that your resume or CV should also reflect that *specific* job you are applying for – read the job description carefully and highlight those professional experiences that show you're the perfect *fit*.

E. _____

This isn't about shining bright – well, that's also important, but this is actually an acronym to remember at all times. It's a very *effective* way to communicate information about your accomplishments. The S stands for Situation: describe the context in which you faced a challenge. T is for task: what was your role or responsibility. A is for action: exactly how you rose to the challenge. And *finally*, R for Result: what your actions led to. You can't go wrong.

F. _____

This one goes two ways: *first*, never outright lie, or even embellish your resume or CV. Lies tend to be short-lived and will hinder your chances. The other way of seeing this is that you are much more than just your professional experience. Show what you are really about – you'd be surprised how activities not even remotely related to the job will showcase skills and traits that your future employer values.

G. _____

Many candidates are afraid to follow up and seem too desperate, but most employers like an eager beaver. It sets you apart from all the candidates who are shooting in all directions and giving up at the *first* obstacle. Depending on the circumstances, a call to the recruiter *confirming* receipt of your resume or CV might help. Find what makes you the ideal candidate and be ready to sum it up in a very few words if the opportunity arises.

Sources: *forbes.com, michaelpage.com.au, linkedin.com*

4

Reading 2

Read the article again and decide if the following sentences are true (T), false (F) or not given in the text (NG).

1. The writer claims that most applicants only do a superficial background check on the company they're applying for. _____
2. You should not show the interviewer how much you've researched the company. _____
3. Challenges that you overcame are more relevant than your accomplishments for recruiters. _____
4. Mistakes on your resume or CV can be indicative of your future performance at the company. _____
5. All applicants tailor the cover letter, but not their resume or CV. _____
6. STAR is a reminder of how you can talk about your achievements. _____
7. The mention of activities not directly related to the job should be avoided. _____
8. Most candidates apply to many jobs at the same time. _____

5

Vocabulary 2

What does the underlined expression from the text mean?

Make clear in your communication what you bring to the table with examples from your professional history.

Complete the underlined business expressions with the words in the box. Then tell a partner if you agree with the sentences and why.

arm
ground

basket
mile

board
picture

book
shot

1. It always pays *off* to do things by the _____ in business.
 2. It's always worth applying for promotion, even if it's a long _____.
 3. It's often better to go back to the drawing _____ than to insist on an idea that isn't working.
 4. If you focus too much on details, you miss the big _____.
 5. Managers don't often recognize employees who go the extra _____.
 6. It's better to have several sources of income than put all your eggs in one _____.
 7. If you know that you are right, you should always stand your _____ when talking to managers.
 8. You shouldn't let your manager twist your _____ into doing something that's not in your job description.
-

6

Grammar 1

Read the Grammar Box below.

Grammar Box: Grammar of phrasal verbs

Phrasal verbs can be transitive (with an object) or intransitive (without an object).

Transitive: *The problem is that for most people that means just checking out their website*

Intransitive: *... and give up at the first obstacle.*

Transitive phrasal verbs can be **separable** or **not separable**.

Separable: *It sets you apart from all the candidates who are shooting in all directions...*

Not separable: *A is for action: exactly how you rose to the challenge.*

If the phrasal verb is separable and the object is a pronoun, it must come between the **verb** and the **particle**.

Find what makes you the ideal candidate and be ready to sum it up in a very few words if the opportunity arises.

~~Find what makes you the ideal candidate and be ready to sum up it in a very few words if the opportunity arises.~~



Now, complete the sentences with the correct form of the phrasal verbs in the box. Add pronouns if needed.

call in

catch up on

give in

run by

set up

stick up for

turn to

work out

1. My manager sometimes _____ to do work at weekends. Nobody else, just me!
2. They made a lower offer, but I didn't _____. I told them it was a 20% raise or I would leave the company.
3. My colleague and I often have disagreements, but we usually _____ with an honest discussion.
4. In your *first* week, before sending emails to clients, _____ me, OK?
5. Our manager always _____ in board meetings.
6. The problem in this company is that, whenever you have a serious problem, you don't know who to _____.
7. I spent the whole morning in a meeting and didn't have a chance to read my emails, so now I need to _____.
8. I need a meeting with this client. Can you _____ as soon as possible?

7

Speaking 1

Imagine you have a friend who is currently job-seeking. Send them a voice message with the main ideas from the article and your own.

8

Talking point

In small groups, discuss the questions below.

1. What do you think of the tips in the article?
 2. What other tips would you have for someone applying for a job?
 3. What are common job interview questions?
 4. What question do you dread being asked in a job interview?
 5. Do you keep your resume or CV constantly updated?
 6. What is the job market in your country currently like?
-

9

Extension activity 1

How many words from the worksheet can you remember? Test yourself!

1. What S-word is a careless mistake? _____
2. What S-word means *present in an attractive way*? _____
3. What E-word means *make your resume or CV more interesting by adding details that are not always true*? _____
4. What F-word means *without mistakes*? _____
5. What B-word completes the phrase *eager ...* and means *a very enthusiastic person*? _____
6. What S-word is an adjective to describe someone who doesn't care? _____
7. What B-word completes the idiom *by the ...* and means *to do something according to the rules*?

8. What G-word completes the idiom *stand your ...* and means *to refuse to give in*? _____
9. What M-word completes the idiom *go the extra ...* and means *to make a special effort*? _____
10. What T-word completes the idiom *... your arm* and means *to coerce you to do something*?

11. What C-word completes the phrasal verb *... up on* and means *to make up for lost time*? _____
12. What R-word completes the phrasal verb *... by* and means *to show someone something*?

13. What S-word completes the phrasal verb *... up for* and means *to defend someone*? _____

10

Extension activity 2

In groups, prepare a short video giving tips for job applicants.





TWO CASE STUDIES OF PROJECT MANAGEMENT FAILURES



Scan to review worksheet

Expemo code:
1GSL-H3ZB-EEC5

1

Warm up

Read the descriptions of projects below. What could go wrong with them?

The government of a developed country launches a nationwide website to improve its healthcare.

A giant discount supermarket chain hires a large software company to redesign its inventory control system.

2

Reading / listening for gist

In pairs, read or listen to one of the case studies. Then report the main ideas to your partner. Don't forget to mention the following aspects.

- The background to the project
- The main goal of the project
- What happened
- The main reasons for shortcomings



Project Flops

We've all been there: being involved in a project that doesn't meet its goals, or worse, falls flat on its face, leaves a bitter taste in our mouths, especially if we had a part in its downfall. However, we can take solace from these projects that failed more spectacularly than anything we could ever mess up!

1. Obama's Healthcare website

A) Barack Obama was elected in 2009 with a vow to bring affordable healthcare to millions of uninsured citizens, and once he was inaugurated, he showed he meant business. He signed the Affordable Care Act, also known as Obamacare, and invested heavily in healthcare from the first year of his term. The crown jewel of his campaign was the website Healthcare.gov, a one-stop shop where Americans would be able to sign up for the insurance of their choice.

B) After a long period of growing expectations, the website was finally launched on October 1, 2013. On its first day, the website had four million unique visitors, but a series of mistakes resulted in only six of them managing to successfully register. Yes, you read that right: not six hundred or six thousand, six! Visitors experienced all sorts of crashes, delays and errors that rendered the portal virtually impossible to use. The following period didn't prove much better: eight million people visited the website in the next few days, with a sign-up rate of about 1%. The portal was eventually improved and 10 million Americans were able to become insured through it in 2014 alone, but its disastrous roll-out remains one of the most incredible failures in IT projects.

C) There were a series of notable mistakes in this project, not the least of them the fact that the scale of such a nationwide project was seriously underestimated, leading to management mistakes at all levels. Political interference was also claimed to have been an issue, with pressure to include features and rush deadlines in order to appease politicians. Finally, as a number of governmental departments were involved in the project, there was a lack of centralized leadership, which contributed to project management failures.

2. Lidl's failed inventory control system

D) Lidl is a chain of supermarkets that has around \$106 billion in annual revenue. It is known for its low-staffing and zero-waste approach that allows them to keep prices very low. As many of its products are made in a single country and shipped to its supermarkets worldwide, logistics are key to the company, which makes up 80% of the revenue of its parent company, the Schwarz Group, the fifth largest retailer in the world.

E) In 2011, supermarket giant Lidl teamed up with German software company SAP to develop a revolutionary inventory control system. It was called eLWIS (pronounced 'Elvis' in German), an acronym for electronic Lidl merchandise management and information system. Despite its cute name, the project failed dismally and seven years and \$534 million later, Lidl was forced to revert to its original inventory system.

F) The first and arguably biggest problem in this project was what is called the 'requirements gap', a difference between what the program does and what the client wants it to do. In this case, Lidl was used to inputting goods based on their purchase prices in its previous system, while the SAP program was based on retail prices. What seemed initially a minor glitch proved to be a nightmare. The fact that the project was dragged over seven years certainly didn't help in such a dynamic and ever-changing industry as discount retail, especially given that Lidl experienced high executive turnover in the period. When the client's management changes mid-project, there are bound to be some issues resulting from a degree of misalignment with the new executive views.

Sources: henricodolng.com

3 Reading / listening comprehension

Read/listening the article again and answer the questions below.

1. Why does the author believe this article will make readers feel better?

2. Why was Healthcare.gov so important for the Obama administration?

3. Why were there so few registrations on the website after its initial launch?

4. How many factors does the author present for the Healthcare.gov failure?

5. Why is logistics key to Lidl's operations?

6. What was the outcome of the project to implement Lidl's new inventory system?

7. How many factors does the author present for the failure of eLWIS?



4

Focus on vocabulary

Find a word or phrase in the text that means the following.

Group 1:

1. _____ (phrase, introduction): fails miserably
2. _____ (n, introduction): the failure of something or someone important
3. _____ (v, para. A): introduced as a public officer
4. _____ (n, para. A): an organization that provides a range of services or goods
5. _____ (v, para. B): caused something to be something
6. _____ (n, para. B): when a company or government introduces a new product or service

Group 2:

1. _____ (adj., para. C): deserving of attention
2. _____ (v, para. C): please someone or make them calmer
3. _____ (adv., para. E): in a very bad way
4. _____ (v, para. E): go back to
5. _____ (n, para. F): a small technical problem
6. _____ (n, para. F): the rate at which employees are replaced in a company

5

Talking point

In small groups, discuss the questions below.

1. What project management lessons can be drawn from each of these cases?
 2. What could have been done differently?
-

6

Focus on vocabulary: collocations

Part A: Match the words to create common project management terms.

- | | |
|----------------|------------------|
| 1. lag | a. estimating |
| 2. bottom-up | b. baseline |
| 3. decision | c. time |
| 4. contingency | d. tree analysis |
| 5. Murphy's | e. plan |
| 6. schedule | f. criteria |
| 7. positive | g. variance |
| 8. acceptance | h. law |



Part B: Now complete the definitions with the collocations from Part A.

- _____ → an alternative course of action in the event of problems
- _____ → a necessary delay between tasks
- _____ → the extent to which actual project performance is better than previously planned
- _____ → the requirements expected from the deliverables in a project
- _____ → a technique to consider the implications of decisions and predict their outcomes
- _____ → a popular belief that 'what can go wrong will go wrong', which reinforces the need for risk management
- _____ → a calculation of total time and cost based on adding each project activity
- _____ → the original timeframe against which performance is assessed

7

Speaking practice

Part A: In small groups, choose one of the case studies and role-play a meeting to put the project back on track.

Part B: In pairs, put the following factors in order of relevance towards the failure of a project.

Lack of planning

Lack of communication

Unrealistic expectations

Lack of monitoring and control tools

Scope creep

Lack of funding

Lack of transparency

Poor risk management

8

Extension activities / homework

Task A: Research and present to your classmates another case study of a major project failure.

Task B: How many words from the worksheet can you remember? Test yourself!

Group 1:

1. What F-word completes the phrase *fall fat on your ...* and means fail completely? → _____
 2. What S-word completes the phrase *one-stop ...* and means an organization that provides a range of services or goods? → _____
 3. What N-word means deserving of attention? → _____
 4. What R-word is when a company or government introduces a new product? → _____
 5. What G-word means a small technical problem? → _____
 6. What T-word is the rate at which employees are replaced in a company? → _____
 7. What D-word means in a very bad way? → _____
-

Group 2:

1. What C-word completes the collocation ... *plan* and is an alternative course of action? → _____
 2. What V-word completes the collocation *positive* ... the extent to which actual project performance is better than previously planned? → _____
 3. What M-word completes the collocation ... *law* and means 'What can go wrong will go wrong'? → _____
 4. What B-word completes the collocation *schedule* ... and means the original timeframe against which performance is assessed? → _____
 5. What L-word completes the collocation ... *time* and means a necessary delay between tasks? → _____
 6. What B-word completes the collocation ... *estimating* and means a calculation of total time and cost based on adding each project activity? → _____
-



WINNING OVER IMPORTANT CLIENTS



Scan to review worksheet

Exemo code:
1GSL-H3ZB-1318

1

Warm up

How can you define 'an important client'?

Now, watch the video and put the events in order.

- ___ Grant asks the client what he hopes the product will do for his company.
- ___ Grant hangs up and makes a joke about that being a friend's father.
- ___ The client explains it's not the right time but would like to start in September.
- ___ Grant calls a lead.
- ___ Grant asks why he didn't buy his product from his salesperson.
- ___ The client agrees and closes the deal.
- ___ The client says he hopes it will generate \$2-3m more sales a year.
- ___ Grant calculates that waiting will cost the client about \$1.6m to wait.



2

Vocabulary 1

Replace the underlined parts of the sentences with the words below by putting them in the gaps. You might have to make further changes. Then decide if you agree with the sentences or not.

Compromise

playing up

swoops in

leads / pipeline

quota

wholesale

pain point

slash

1. Having lots of potential customers in the sales system is always a healthy sign for a business.

2. Salespeople who meet their monthly sales target should receive additional commission.

3. Delay in delivery is a very common complaint of suppliers. _____
4. Sometimes you work very hard to win over a client, and someone else comes in unexpectedly and closes the deal. _____
5. Many companies now are making their commitment to sustainability seem bigger than it is in order to look good. _____
6. It is always better to buy in large quantities than to buy in small quantities. _____
7. It's never a good idea to reduce drastically your prices to win over an important client.

8. If you reduce prices too much, it is inevitable that you will have to make concessions on quality.

3

Listening for gist 1

Listen to Anisha, a sales manager, talk to her team and say if the sentences below are true (T), false (F) or not given (NG).



1. Anisha was responsible for finding the two new leads. _____
2. The first lead is a multinational paper company. _____
3. They will meet their target this month if they close the deal. _____
4. Anisha doesn't want to lower their price further than their competitor to win, Inspire! _____
5. Anisha wants the proposal to focus on sustainability. _____
6. Endrox will want them to supply for the whole country if they can cope well with the state operation. _____
7. Anisha wants to reduce their price significantly, even if that means a slight concession on quality.

8. Anisha wants both proposals ready by tomorrow morning. _____

4 Listening 2

Listen again and complete the notes a salesperson made about the two leads with a word, number or short phrase.

Lead 1: Inspire!	Lead 2: Endrox
Human rights NGO (_____ ¹ countries)	_____ ² company
2,000 boxes last year	Only buy wholesale (_____ ³ boxes/year)
Try a _____ ⁴ deal to meet quota	Reduce price for _____ ⁵
Current supplier: Paperama (\$ _____ ⁶ /box)	No _____ ⁷ on quality
Pain points: delays in _____ ⁸ / payments terms	
Highlight _____ ⁹	



5

Vocabulary 2

Look at the sentences from the listening. What do you think the underlined expressions mean? Use the idioms to complete the sentences below. Make changes as necessary.

We don't have much inside information, so we're going to have to play it by ear and see how it goes.

We really need to bend over backwards to get them, and that will possibly mean slashing our price for an initial period.

We're not going to make much profit, but at least we get our foot in the door.

Exactly, Enzo. You've hit the nail on the head there!

You're our newest recruit, but you've definitely hit the ground running!

So, to get the ball rolling, what I need you to do is put your heads together and draft a winning proposal for each prospect.

1. I'm a big fan of planning ahead, but sometimes you just have to _____.
 2. I know you're new here, but I really need you to _____ and get this done today.
 3. Josh _____ when he said that we can't afford to lose this client.
 4. I don't expect to close a deal with them today: I just want to _____.
 5. Right, this meeting, as you know, is to _____ on our new marketing campaign.
 6. We've been _____ to get this client, but we still can't get them to sign a contract.
 7. We need to _____ and come up with a new strategy. How about a quick meeting?
-

6

Grammar 1

Rephrase the sentence using the word given. Write between three and eight words.

1. If you hadn't given him that extra discount, he would have walked away. **GIVEN**

2. We couldn't have closed the deal if the client hadn't offered that last-minute compromise. **BUT**

3. It was really unexpected that they accepted all our terms. **TIME**

4. If the negotiation breaks down, it's always good to have a card up your sleeve. **OF**

5. If you need help preparing the proposal, you know where to find me. **SHOULD**

6. Even though her offer wasn't quite as high as we expected, it was still favorable for us. **IF**

In small groups, discuss the questions below.

1. How can you lower your price without compromising on quality?
2. What should a good business proposal contain?
3. What's the best way to generate leads?
4. How should you deal with leads already in the pipeline?
5. Is it better to plan meetings with prospective clients or play it by ear?
6. Should you always bend over backwards to get important clients, or should you draw the line somewhere?

7

Extension activity 1

Complete the extract from the script with one word in each gap. Then listen again and check.



Anisha: Listen up everyone: we've got two high-value leads _____¹ the pipeline. The first one is called Inspire! and they're a human rights NGO that operates in 48 countries. They bought 2,000 boxes of paper last year, and that's just paper: we can also push envelopes and other products. So if we manage to close at _____² a two-year deal with them before the end of the week, we'll absolutely smash this month's quota. They're currently buying from Paperama at \$19.50 a box, _____³ I understand. We can't really beat them _____⁴ price, but the lead has expressed some key pain points, specifically delays in delivery and unfavorable payments terms. So I think we can swoop in and win them _____⁵. They seem very big on sustainability, so play _____⁶ our green credentials, OK? I think they'd be _____⁷ interested in our recycled line.

Enzo: What else do we know about them?

Anisha: We don't have much inside information, so we're going to have to play it by _____⁸ and see how it goes. The other one is an _____⁹ bigger fish: a pharmaceutical company called Endrox who's looking _____¹⁰ replacing their paper supplier for the entire state. They only buy wholesale, and in big numbers: over 20,000 boxes last year, apparently. We really need to _____¹¹ over backwards to get them, and that will possibly mean slashing our price for an initial period. We're not going to make much profit, but at least we get our _____¹² in the door.

8

Extension activity 2

Choose one of the leads from the listening and, in pairs, discuss what the business proposal should contain. Then role-play a meeting with the client.

- | | | |
|----------------|-------------------|-----------------|
| 1. counter | 2. easy to spot | 3. gut instinct |
| 4. concessions | 5. calling it out | 6. sales target |
| 7. weapon | 8. jeopardize | 9. win-win |

5. Vocabulary

10 mins.

Ask students to read the sentences and think of the meaning of the expressions. They then complete the questions. After correction, students discuss the questions. Elicit some ideas as a whole class.

- | | | | |
|----------------------|-------------------------|-----------------------|---------------|
| 1. circle back | 2. set the bar very low | 3. is up to something | 4. catch wind |
| 5. called your bluff | 6. drop the act | 7. stick to your guns | |

6. Grammar 1

10 mins.

Read the Grammar box with the students or allow them some time to read it on their own. Students then complete the sentences. Correct as a whole class, eliciting what the sentence would be like using if.

1. I would have closed the deal with you had you not thrown that low-ball at the beginning.
2. Should you buy exclusively from us, I'm sure we can bring that price down even further.
3. I'd be able to deliver the first order by the end of the week were we to sign the contract today.
4. I'd be happy to give the 10% discount were you to buy at least 1000 items.
5. I'll give you a raise should your team meet the annual target.
6. I bet they would have extended the payment had you asked for it.

7. Speaking 1

5 mins.

Ask students to make note of the main points of the article, then record a voice message on their phone to a friend talking about it. They can start again if they're not happy with it, or refer to the text, but they can't read directly from it. At the end, they should ask another student to listen to it.

8. Speaking 2

10 mins.

Form pairs and ask students to decide on the context of their negotiation. Then hand out a card to each student, asking them to not show it to their partner. After they have finished, ask the students to identify what technique their partner used, as well as the words they have to use. Were they successful in their dirty tactics?

Student A: You have to use either the '**Lowball**' or the '**I can't authorize that**' technique.

You must also include at least four of the following words or phrases in your negotiation (not necessarily in this order):

- concession
- drop the act
- stick to my guns
- run it past
- hardball

Student B: You have to use either the '**Stretching it out**' or the '**Nuclear button**' technique. You must also include at least four of the following words or phrases in your negotiation (not necessarily in this order):

- jeopardize
- circle back
- call out your bluff
- you're up to
- antagonize

9. Extension activity 1

15 mins.

Ask students to complete the sentences with the words provided. When correcting, elicit the meanings and other sentences using them.

Meanings of phrases:

the ball is in one's court. - the next action is theirs

pull the wool over one's eyes. - trick someone

drive a hard bargain - be a tough negotiator

the bottom line is - the most important things is

reach a stalemate - arrive at an impasse, where no-one can win

bend over backwards - make a big effort

sticking points - obstacles to progress the negotiation

1. court
2. wool
3. bargain
4. line
5. stalemate
6. backwards
7. sticking

10. Extension activity 2

15 mins.

Ask students to write and perform a dialogue using the phrases from the previous exercise, as well as others from the worksheet. Students then choose the best ones.

Unit 2

1. Warm up

5 mins.

Form small groups and ask students to discuss the questions. Then play the video for students to compare their answers. Elicit ideas as a whole class. Ask if they agree with the video (there may be cultural differences) and have anything to add.

Possible answers:

1. A formal document that one business submits to another to earn their business through a specific project, or sale of goods or services.
2. Title page, table of contents, executive summary, problem statement, problem solution and pricing
3. Your mark-up percentage as well as all goods and services proposed.
4. Before: take some time to review your proposal to ensure accuracy and add any further information that makes it stronger. Finally, check with the business to find out if they prefer a hard copy or an emailed version.

5 mins.

Ask students to look at the words and think about what they mean. They then replace the underlined parts of the questions with the words in the box. Remind them that they may have to change some of the words, as well as their order. After correction, students answer questions in pairs, and then elicit some ideas as a whole class.

1. How do you feel about receiving unsolicited business proposals?
2. Do you always make a follow-up call to a client after a visit?
3. Do you prefer concise reports or meaty ones?
4. What's the best way to help a prospective client find a simple fix to a problem they have?
5. Could you encapsulate the essence of your business in in one sentence, with leaving out any important elements?
6. Do you ever have problems navigating the bureaucracy in your country?

2. Reading 1

10 mins.

Ask students to read the article and match the headings to each section. Correct as a whole class.

- A. What goes into a proposal?
- B. Types of business proposal
- C. Helping the reader navigate your proposal
- D. Be the fix
- E. Wrap it up with a punch

Sources:

<https://technicalwriterhq.com/writing/proposal-writing/business-proposal-examples/>

<https://www.businessnewsdaily.com/10417-writing-business-proposal.html>

<https://www.business.com/articles/write-your-way-to-a-win-business-proposal-101/>

3. Reading 2

10 mins.

Ask students to read the article again and decide if the sentences are true or false. Remind them that some of them are not mentioned in the text. Correct as a whole class, eliciting more details.

- 1. T (It can make a good first impression.)
- 2. T (It should say who you are.)
- 3. F (They can be solicited or unsolicited.)
- 4. NG (The author describes the types of proposals but gives no indication of which are more successful.)
- 5. T (you should say what makes you think you have what it takes to solve their problem)

4. Vocabulary 2

5 mins.

Ask students to complete the sentences with phrases from the article. Correct as a whole class, then ask students to say if they agree with the sentences or not.

- 1. out of the blue
- 2. from cover to cover
- 3. wrap up
- 4. the ball is in their court
- 5. with a punch
- 6. in a nutshell

5. Writing 1

10 mins.

Ask students to read the proposal and think of the word missing in each gap. Then refer them to the word box and ask them to complete the sentences. Remind them that some words need to be changed. Correct as a whole class.

1) contents 2) outlines 3) provide 4) specializes 5) sets 6) opportunity 7) beneficial 8) propose 9) entirety 10) experience 11) exclusively 12) equip 13) terms 14) balance

6. Writing 2

15 mins.

Depending on the size of the class, form two groups (A and B) or smaller groups, assigning A or B to each group (ideally with the same overall number of students for each letter). Ask students to discuss what their proposal should contain. Encourage them to make up any necessary details. Students then write their proposals individually. Once they have finished, form pairs, with a Student A and a student B in each. Students exchange proposals, read them and provide feedback.

7. Extension activity 1

15 mins.

In the same pairs as step Writing 3, students roleplay a follow-up call about their proposals. Ask them to read their cues and make notes, but encourage them not to write down every word of what they want to say. While they are roleplaying, monitor and assist when necessary. After they have finished the first call, students reverse roles for the second call.

8. Extension activity 2

- | | | | |
|---------------|--------------|---------------|-----------|
| 1. earn | 2. executive | 3. thoroughly | 4. laying |
| 5. firm | 6. data | 7. unique | 8. widely |
| 9. sign | 10. take | 11. further | 12. ard |
| 13. potential | 14. work | | |

Unit 3

1. Warm up

5 mins.

In pairs or small groups, students relate the words to negotiating. Elicit some ideas, but don't provide much information from the video at this stage.

2. Video: Part 1

8 mins.

Students watch the video and put the topics in order. When correcting, elicit further details.

how to beat the other party in a negotiation

why principles, not rules

how what we think of the other person might affect the negotiation

don't mix the person with the problem

each person wanting a different thing

focus on each party's interest

don't go straight to solutions

create a list of criteria for both sides

make a list of choices

3. Video comprehension

10 mins.

Ask students to read the sentences and try to remember the information missing. They then watch the first part of the video again and complete the sentences.

- | | | | |
|------------|------------|-------------|----------------------------|
| 1. organic | 2. five | 3. win-lose | 4. quality of relationship |
| 5. enemy | 6. pumpkin | 7. interest | |

4. Video: Part 2

7 mins.

Ask students to read the sentences and try to think why they are incorrect. Remind them that one sentence is already correct. They then watch the video again and correct the false sentences. Ask them to compare answers in pairs and correct as a whole class.

1. The third principle can help you reach a win-win situation.
2. If you go straight to solutions, the best outcome will be a compromise.
3. He illustrates the third principle by using a restaurant as an example.
4. With both sides having a list of criteria, you can reach a favorable outcome.
5. correct
6. When people have made a choice from different options, the solution tends to be more sustainable.
7. Applying the four principles, you are likely to reach cooperation, rather than competition.

5. Grammar

10 mins.

Read the Grammar box with the students or allow them time to read it on their own. Elicit the function of the underlined word (noun). Refer students to the verbs in the box and elicit how they can be nominalized. Students complete the sentences. After correction, they discuss the sentences in pairs.

- | | | |
|-----------|---------|--------|
| 1. invite | 2. tell | 3. ask |
|-----------|---------|--------|
-

4. fail

5. takeaway

6. reveal

6. Vocabulary

10 mins.

Students choose the best option to complete the text. Ask them to compare answers and discuss the meaning of the words they chose. Then correct as a whole class, asking if they agree with what the texts says.

1. diligence

2. leverage

3. Trade-off

4. Stonewalling

5. disclosure

6. Arbitration

7. Stalemate

8. Alternative

7. Talking point

5 mins.

In small groups, students decide which negotiation skills are more important. Write keywords and phrases from the lesson on the board and encourage students to use them. Elicit some ideas as a whole class.

8. Extension activity

15 mins.

In groups, students discuss the content of a video for staff training. They then record it on one of the student's phones and show it to other students. The class can then elect the best video.

Unit 4

1. Warm up

5 mins.

This opens by asking the students to think generally about the economic situation in their own countries. Ask the students to discuss and then you may want to bring it back to the class to share ideas. Particularly if it's an international class.

2. Focus on vocabulary

5 mins.

Ask the students to complete the task unaided in the first instance, but allow them to use a reference later if needed. Be sure the students can correctly pronounce the target language.

Part A:

1. * d.

2. * e.

3. * a.

4. * c.

5. * b.

5 mins.

The focus of this exercise is to encourage students to expand their vocabulary by considering other parts of speech connected to the target language. They are likely to need a dictionary for this exercise.

Part B:

1. consequently (adv.)

2. exponential (adj.)

3. snagged (v)

4. weaning (v)

5. daunt (v)

3. Watching for details

5 mins.

Ask the students to read all the options closely and then watch the video while listening carefully for the numbers. You may want to encourage them to look away and listen for the first time to make them more reliant on what they hear than the visual aspects.

You may need to teach or elicit the following vocabulary:

Aluminum (n) - a light, silver grey metal used for making pans and tools

gallium (n) - a soft, silver-white metal

Silicon (n) - an element found in rocks and sand

Turtleneck (n) - a style of sweater with a high neck

1. 25

2. 8

3. 4,600

4. 16

5. 12

6. 1.5

4. Understanding the video: part 1

10 mins.

Parts 1&2. Ask the students to complete the questions after the first viewing. Then watch again to check their answers.

1. b.

2. c.

3. a.

4. c.

5. c.

6. b.

7. a.

8. b.

5. Understanding the video: part 2

5 mins.

Instructions in the previous section.

Answers: a, b, d, f

6. Scanning for vocabulary

5 mins.

This focuses on some of the higher-level vocabulary in the article and will aid students with comprehension later.

- | | |
|-------------------------|-------------------|
| 1. sustainability (n) | 2. disruption (n) |
| 3. protectionist (adj.) | 4. buoy (v) |
| 5. flourish (v) | 6. boon (n) |
| 7. refurbishment (n) | 8. agile (adj.) |

7. Reading for gist

5 mins.

You may want to set a time limit on this exercise to encourage skim reading.

Article

- | | | | |
|----------------|---------------|----------------|-------------------|
| 1. instability | 2. nations | 3. advancement | 4. transportation |
| 5. revenues | 6. innovation | 7. division | 8. task |

Sources: <https://www.imd.org/news/the-future-of-the-world-economy-the-price-of-our-values/#>

<https://www.imf.org/en/Blogs/Articles/2023/01/30/global-economy-to-slow-further-amid-signs-of-resilience-and->

8. Reading comprehension

10 mins.

Ask the students to read the text more carefully and identify which paragraphs the ideas can be found in.

- | | | | |
|----------------|----------------|----------------|----------------|
| 1. Paragraph B | 2. Paragraph A | 3. Paragraph B | 4. Paragraph C |
| 5. Paragraph C | 6. Paragraph A | 7. Paragraph A | 8. Paragraph C |

9. Talking point

10 mins.

Ask the students to discuss the questions in pairs or small groups. Circulate and help as needed.

10. Extended activity/Homework

40 mins+.

Ask the students to plan, write and edit their essays based on their work and discussions during the lesson. Be sure to give them feedback on their work.

Unit 5

1. Warm up

5 mins.

This opens up the topic with some questions to help the students think about negotiation and their own experiences.

2. Focus on vocabulary

Part A

5 mins.

Ensure students can correctly pronounce the target vocabulary. Ask the students to complete the exercise unaided in the first instance, but allow them to use a reference later if needed.

Note: You may also need to check students understand the following vocabulary:

brandish (v) – hold or to wave something around in an excitable or aggressive way (this is used at the beginning of the talk in a metaphorical way, e.g., "We charge in like it's a battle, brandishing our influence and our power moves" - meaning to show how important we think we are.

win-win – (adj.) to describe a situation where both sides come out with something they are happy with.

- | | | |
|---------|---------|---------|
| 1. * d. | 2. * a. | 3. * f. |
| 4. * b. | 5. * c. | 6. * e. |

Part B

10 mins.

This helps the students put the target vocabulary in context and then gives them the opportunity to answer questions to practice using some of the vocabulary.

- | | |
|--------------|------------------|
| 1. mentor | 2. ripple effect |
| 3. yardstick | 4. in sync |
| 5. rationale | 6. in unison |

3. Video comprehension

Part A

5 mins.

Ask students to fill in the gaps with their own ideas ahead of watching the video, then watch the video to check their answers. You may want to pause the video at intervals as you progress to give

lower-levels learners a chance to process the information. This can also be done as a reading exercise using the script if desired.

1. do your research
2. rationale
3. mentors
4. emotional
5. obstacles
6. needs and challenges
7. a concern
8. win-win

Part B

5 mins.

Ask students to discuss the questions and reflect on the video. Circulate and help as needed.

4. Skimming for gist

5 mins.

You may want to set a strict time limit on this task to encourage skimming rather than reading in detail.

- A. No pay strategy
- B. Thinking you'll be automatically rewarded
- C. Being uncomfortable with money talk
- D. No exit plan

Article source:

<https://www.fastcompany.com/90367959/5-things-not-to-do-in-a-negotiation>

5. Finding vocabulary

5 mins.

This offers extra support with vocabulary and can be done before or after the comprehension.

1. compensation
 2. toot your own horn
 3. triumph
 4. accomplishment
 5. frown upon
 6. breaking point
-

6. Reading comprehension

10 mins.

Ask students to read the article more carefully and complete the gaps with one, two, or three consecutive words.

1. the hiring process
2. equivalent jobs
3. your achievements
4. appraisal
5. input
6. raises and bonuses
7. way
8. plan B

7. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

8. Extended activity / homework

40 mins+.

Ask students to plan, write and edit their emails using the questions to help. Point out that they are not expected to actually send the email, it's an exercise in thinking what they would say if they did ask. Ensure you give students feedback on their work.

Unit 6

1. Warm up

5 mins.

Tell the students they will be listening to a report about the ways in which social network LinkedIn is changing, and reading an article focusing on professionalism. The discussion activity is suitable for pairs or small groups.

Optionally, you can cut out these questions and distribute them to your class so that students work in small groups or pairs.



How did you find your current or most recent job?

Have you ever had a job interview online? If so, how did it go?

Are you a member of LinkedIn? If so, how often do you use it?

Do you think people have a positive/negative/neutral attitude towards LinkedIn?

Which social network do you think is most popular with young people?

2. Pre-listening task: vocabulary focus

10 mins.

Ask students to match the words and phrases with the correct definitions.

Ensure students know how to pronounce target vocabulary.

Glossary:

guerrilla marketing: An advertising approach that uses the element of surprise to communicate with target audiences, often relying on shocking content in order to get attention.

1. * e. 2. * a. 3. * c. 4. * d. 5. * g. 6. * b.
7. * h. 8. * f.

3. Listening for specific information

5 mins.

Individually or in pairs, ask students to listen to the report and write down the numbers they hear mentioned next to the correct answer.

- a. 20 b. 900 million c. 66,000 d. 7 e. 4,500

note:

shake off (phr. v) - free yourself from something that is limiting you

tick away (phr. v) - continue in a regular manner as time passes

4. Listening for comprehension

5 mins.

Students should answer the questions true, false or not given.

1. True. "The long-running employment platform, which hosts over 900 million members, has a reputation for being staid and professional..."
2. False. "...with users self-censoring in order to make themselves seem more appealing to prospective employers and customers."
3. True. "Posts are becoming more personal, with some opting to share updates from their family lives or even admissions of failures."
4. False. "Dan Kelsall, who founded a guerrilla marketing company called 'Offended'."
5. True. Kelsall "says that consumers are becoming 'less and less trusting' of big brands."
6. Not given. Although true, we are only told that LinkedIn has been around longer than Facebook.
7. True. "Although LinkedIn has been around longer than Facebook and is owned by Microsoft..."
8. False. "...there are signs that the platform is shifting towards the younger generation, with an emphasis on video content and podcasts rather than written articles."
9. True. "After all, the website handles 4,500 job ads a minute, and claims that six people find a new job every sixty seconds, too."

5. Reading: general vocabulary

15 mins.

Part A

Students should match the words in bold with the correct definitions. Ensure students know how to pronounce target vocabulary. For Part B, students should read through the short text and choose the most suitable word from Part A for each space. Students may need to change the form of the word. For the discussion activity, students can complete the task in pairs or groups.

Group 1

1. * d. 2. * c. 3. * g. 4. * e. 5. * f. 6. * b. 7. * a.

Group 2

1. * g. 2. * d. 3. * b. 4. * a. 5. * f. 6. * c. 7. * e.

Part B

1. gregarious 2. impromptu 3. harness 4. alter ego 5. persona
-

- | | | | | |
|---------------|--------------|---------------|----------------|--------------|
| 6. embrace | 7. stardom | 8. concealing | 9. notoriety | 10. casualty |
| 11. propelled | 12. indebted | 13. elusive | 14. grievances | |

6. Pre-reading task: reading for general understanding

5 mins.

Ask students to skim through the text quickly to find the given words in each paragraph. You may want to do this as a strictly-timed exercise.

- | | | | |
|----------------|----------------|----------------|----------------|
| 1. Paragraph C | 2. Paragraph D | 3. Not given | 4. Paragraph F |
| 5. Paragraph E | 6. Paragraph A | 7. Paragraph B | |

Sources:

www.bbc.com/news/business-65123115

www.theguardian.com/technology/2022/mar/13/linkedin-gen-z-social-media-revival

www.nytimes.com/2019/08/08/style/linkedin-social-media.html

7. Reading comprehension

10 mins.

Students should complete the task individually or in pairs. Students should read the article again, and complete the sentences with between one to three words from the text itself.

- | | |
|---------------------------|-------------------|
| 1. work and home | 2. prioritize |
| 3. costume | 4. code-switching |
| 5. language | 6. subtle |
| 7. anonymous outlet | 8. remote working |
| 9. tracksuits and pajamas | 10. challenge |

8. Talking Point

5 mins.

Ask students to discuss the questions in pairs or small groups.

9. Extended activity/writing homework

At least 40 mins.

For the first option, students should work in groups to create their own social network. You may wish to emphasize the creative aspect of this task and encourage students to design logos or even a mock-up front page for the website/app. For the second option, students should imagine that they are applying

for their dream job. Encourage students to explain what they have to offer their prospective company, and to ask further questions. You may wish to elicit examples on the board beforehand. Letters should be between 280 – 340 words.

Unit 7

1. Warm up

5 mins.

In pairs or small groups, students discuss what the pictures show and what the relation between them is (they're all related to Disney and 21st Century Fox, which became one in 2019). Elicit some ideas as a whole class, but avoid giving too much detail at this stage, as they will see a lot about it in the next tasks.

2. Video

5 mins.

Students watch the video and answer the questions. Elicit the correct answers and further details.

1. The way many families watch movies, TV, sports, choosing when and where they'll watch
2. Superhero fans (big matchups) and sports fans (more regional networks)
3. Great content in ways that they demand.
4. It will be spun into a separate company that will be led by the Murdochs.
5. He called Murdoch to congratulate him and said it could be a great thing for jobs.

3. Speaking 1

5 mins.

In small groups, students talk about how they think the negotiations went. Elicit some ideas, but avoid providing any further information at this stage.

4. Reading 1

5 mins.

Students read the text and make notes on the topics in the previous task. Ask students to compare notes in pairs, then correct as a whole class.

who initiated it: Disney (Iger)

the level of secrecy: high at first, but then became public

the tone: 'cordial and smooth'

other competitors: Comcast, Sony Pictures, and Verizon tried, but were too late

Sources:

<https://www.nytimes.com/2019/03/20/business/media/walt-disney-21st-century-fox-deal.html>

<https://variety.com/2019/biz/news/disney-fox-deal-complete-1203167374/>

<https://www.wsj.com/articles/disney-completes-buy-of-foxs-entertainment-assets-11553074200>

5. Reading 2

10 mins.

Students read the text again and locate the missing information in the sentences. Correct as whole class.

- | | | |
|-----------------|--------------------------|---------------|
| 1. winery | 2. protect the interests | 3. outbidding |
| 4. overshadowed | 5. lay the groundwork | 6. stigma |

6. Speaking 2

10 mins.

Form small groups and ask students to make a list of useful tips for negotiation that were exemplified in the case study. Students then think of other examples for each tip/rule. Groups take turns in presenting their lessons, giving examples.

Answers may vary, but possible answers include: *grasp an opportunity when you see it / secrecy is important to protect interests / get ahead of other bidders / be ready to outbid competitors / timing is key / plan ahead / branding is important*

7. Vocabulary 1

10 mins.

Read the sentence from the text and elicit the meaning of the idiom (in a fair situation and able to compete). Students rewrite the questions including the idioms. Remind them that they might have to change some parts of it. After correction, ask them to answer the questions in pairs.

1. Have you ever dropped the ball in a negotiation?
 2. How did you learn the ropes in your company?
 3. What's your usual game plan when negotiating?
 4. When was the last time you knocked the ball out of the park at work?
 5. Are you always on the ball when it comes to new developments in your field?
 6. Have you lost a negotiation when you were approaching the finishing line?
 7. Who in your field is in a league of their own?
 8. What do you do when you are on the ropes in a negotiation?
-

8. Speaking 2

10 mins.

Divide the class into small groups, and assign either Disney or Fox to each (an even number of groups in order to have the same number for each party). Students research in preparation for the meeting (e.g., which assets, how much the company is worth, and previous deals in the industry). After preparation, match a Disney group with a Fox group and ask them to role-play the negotiation meeting that sealed the deal. Monitor and give assistance as necessary.

9. Vocabulary consolidation

10 mins.

Students find words and phrases in the text that match the definitions provided. Correct as a whole class, then ask them to use the words and phrases to complete the sentences below. After correcting, ask them to discuss in pairs whether they agree with the sentences.

Definitions:

- | | |
|-------------------------|-------------------------------|
| 1. low-key | 2. chit-chat |
| 3. kept under wraps | 4. big shots |
| 5. left out of the loop | 6. the cat was out of the bag |
| 7. outbidding | 8. overshadowed |
| 9. lay the groundwork | 10. stigma |

Gaps:

- | | |
|--|-----------------------------------|
| 1. low-key o the cat out of the bag | 2. keep o under wraps o outbid |
| 3. big shot o overshadow | 4. chit-chat o groundwork is laid |
| 5. stigma o leave them out of the loop | |

10. Extension activity 1

15 mins.

Ask students to complete the extract with one word in each gap. They can rely on what they remember from watching the video, as well as which words fits grammatically. They then watch the video again and check. After correcting, you can use the extract to practice shadowing, i.e., play the extract one more time and students read out along with the speaker (not afterwards).

- | | | | |
|---------|-----------|----------|----------|
| 1. than | 2. who | 3. way | 4. like |
| 5. to | 6. For | 7. most | 8. in |
| 9. with | 10. only | 11. long | 12. into |
| 13. by | 14. about | 15. on | 16. for |
-

11. Extension activity 2

15 mins.

In small groups, students research and plan a presentation about another major business deal. Encourage them to find out about the details of the negotiations, and what lessons can be extracted from it. Students take turns in presenting their case studies to their peers, who vote for the best presentation.

Unit 8

1. Warm up

7 mins.

In pairs or small groups, students relate the words to conflict. Elicit some ideas, but don't provide much information from the video at this stage (if necessary, you can refer to the script to see the context in which the words are used).

2. Vocabulary 1

8 mins.

Ask students to look at the words and think about what they mean. They then replace the underlined parts of the sentences with the words in the box. Remind them that they may have to change some of the words, as well as their order. After correction, students discuss the sentences. Elicit some ideas as a whole class.

1. Something you say in an email might be misconstrued more easily than face-to-face.
2. An agreement is not always possible because people are bound by their own beliefs.
3. It's important to be honest in a conflict, but there are still some things that are impermissible to be said.
4. Sometimes you need to excavate the real source of a conflict to solve it.
5. There's no negotiating with some people because they are just dysfunctional in the workplace.
6. In the middle of a conflict, even a well-meaning person can be seen as an enemy.
7. Some people have very few interpersonal skills.
8. Sometimes all it takes to solve a problem is to reframe it.

3. Video 1

8 mins.

Students watch the first part of the video and decide if the speaker would agree with the sentences. When correcting, elicit why she would agree or disagree (from what she said in the video).

1. No
 2. Yes
 3. Yes
 4. No
 5. No
-

4. Video 2

7 mins.

Students watch the video and put the steps in order. When correcting, elicit further details.

Make sure the conflict isn't directly related to one individual.

Talk to the staff, addressing them with adequate questions.

Ensure there is an alignment of goals in the organization.

Find employees that can support you to make the necessary changes.

Teach new techniques and habits to deal with the negative aspects of any future conflict.

5. Video 3

10 mins.

Ask students to read the sentences and predict the information missing. They then watch the last part of the video again and complete the sentences. Elicit the correct answers and check spelling.

1. physical danger
2. good intentions
3. evil
4. compassion
5. uncomfortable
6. significance
7. commitment

6. Vocabulary 2

10 mins.

Students choose the best option to complete the text. Ask them to compare answers and discuss the meaning of the words they chose. Then correct as a whole class, asking if they agree with what the texts say.

- | | | | |
|-----------|-----------------|-------------------|------------------|
| 1. side | 2. match | 3. Coercion | 4. Blamestorming |
| 5. height | 6. Constructive | 7. Counterculture | 8. Arbitrator |

7. Talking point

10 mins.

In small groups, students decide which negotiation skills are more important. Write keywords and phrases from the lesson on the board and encourage students to use them. Elicit some ideas as a whole class.

8. Extension activity 1

15 mins.

Ask students to complete the extract with one word in each gap. They can rely on what they remember from watching the video, as well as which words fits grammatically. They then listen again and check. After correcting, you can use the extract to practice shadowing, i.e., play the extract one more time and students read out along with the speaker (not afterwards).

- | | | | |
|---------|------------|---------|-------------|
| 1. of | 2. to | 3. over | 4. together |
| 5. out | 6. whether | 7. lie | 8. wherever |
| 9. like | 10. From | 11. as | 12. be |

9. Extension activity 2

15 mins.

In groups, students record a voice message talking about the video to a friend. Encourage them to plan what they want to say (without writing out every word), and re-record if they're not happy with the result. After they have finished, the classmates can play the recordings to each other for peer feedback.

Unit 9

1. Warm up

5 mins.

Students look at the photo and discuss the questions. Elicit some ideas as a whole class, but avoid providing too much information at this stage because they will listen to relevant content in the next tasks.

2. Language focus 1

5 mins.

Ask students to look at the words and think about what they mean. They then replace the underlined parts of the sentences with the words in the box. Remind them that they may have to change some of the words, as well as their order. After correction, students discuss the sentences in pairs, and then elicit some ideas as a whole class.

1. The real issues underlying an office disagreement are not always clear.
 2. Bottling up your feelings can be detrimental to your mental health.
 3. A hostile work environment can quickly lead to an employee's disengagement.
 4. A good way to deal with conflict is to focus on the situation, not the haws of the people involved.
 5. It's always better to nip any conflict between employees in the bud early.
 6. A manager shouldn't get involved in petty squabbles between their team members.
-

7. If someone makes a dishonest mistake, they should be named and shamed.
8. A key part of any new initiative within a company is the employees' buy-in.

3. Listening 1

5 mins.

Students listen to the talk and put the topics in order. Correct as a whole class, eliciting more details of what was said.

Identifying bigger problems early on

Better decision-making

Creating through conflict

Getting the problem out in the open

Not bottling it up

Learning from our mistakes

4. Listening 2

10 mins.

Students read the questions and try to remember the correct option. They then listen again and check. Before correcting as a whole class, ask students to compare answers in pairs, as well as their reasons for choosing the option.

1. b. 2. c. 3. a. 4. a. 5. b. 6. c. 7. b.

5. Language focus 2

10 mins.

Read the sentence from the script out and elicit the meaning of the elephant in the room (a big problem which is obviously present, but people avoid talking about it). Students then complete the questions with an animal from the box. Correct as a whole class, eliciting the meaning of the whole idiom. Students then discuss the question in pairs. Encourage them to use the idioms in their answers too.

1. bull 2. cat 3. bear o bull 4. cow
5. lion

6. Language focus 3

10 mins.

Students complete the sentences using the keywords. After correcting, elicit what they all have in common (different ways of avoiding repetition).

1. Employees who would like to file a complaint can do so at the HR department.
2. He compared the experience to that of swimming with sharks.
3. Many of his current team members complained of his behavior, as did those from his previous job.
4. She is the manager, and as such, has the prerogative of deciding who does what.
5. You can complain to your manager, as can he.

7. Speaking 1

5 mins.

In small groups, students remember past experiences with conflict and consider whether there was any positive outcome from them. Elicit some examples as a whole class.

8. Speaking 2

10 mins.

Students discuss the questions in pairs. Elicit some ideas as a whole class.

9. Extension activity 1

15 mins.

Ask students to complete the extract with one word in each gap. They can rely on what they remember from listening, as well as which words fits grammatically. They then listen again and check. After correcting, you can use the extract to practice shadowing, i.e., play the extract one more time and students read out along with the speaker (not afterwards).

- | | | | |
|------------|----------|--------------|-----------|
| 1. of | 2. those | 3. something | 4. around |
| 5. bud | 6. same | 7. long | 8. hag |
| 9. between | 10. tip | 11. with | 12. where |
| 13. lead | 14. able | 15. for | 16. low |

10. Extension activity 2

15 mins.

In pairs, students write a dialogue using words and expressions from the lesson. They then perform it to the other pairs.

Unit 10

1. Warm up

5 mins.

Ask students what they know about workplace conflict. Elicit some ideas and put them on the board, but do not provide much information at this stage. Students watch the video and discuss the questions. Elicit the answers as a whole class.

1. The need for appreciation, the need for affiliation, the need for autonomy, and the need for status.
2. Appreciation - do something to make them feel more appreciated, e.g. positive acknowledgement, confirming that you understand their concerns; Affiliation - do something positive that gives them a better sense of belonging; Autonomy - find ways to include them more in the decision-making process; Status - find ways to recognize them and their achievements.

2. Vocabulary 1

5 mins.

Ask students to look at the words and think about what they mean. They then replace the underlined parts of the questions with the words in the box. Remind them that they may have to change some of the words, as well as their order. After correction, students answer questions in pairs, and then elicit some ideas as a whole class.

1. Have you ever been the target of microaggressions at the office?
2. Is it always better to reach a consensus at work?
3. How can you avoid a conflict in the workplace escalating?
4. Do you think you would be a good mediator? Why (not)?
5. How do you react when someone makes a remark that was clearly a put-down?
6. Is conflict always detrimental?
7. Is it better to deal with one point of contention at a time, or deal with everything together?
8. Is it better when both sides have to compromise to end a conflict?
9. Would you say most conflicts at work are manageable? When are they not?
10. Are you usually able to reframe something that came out the wrong way?

3. Reading 1

5 mins.

Ask students to read the article (ignoring the letters in brackets for now) and match the headings to each section. After correcting as a whole class, elicit some personal reactions to the text, such as: Have you ever experienced or witnessed these types of conflicts?

1. Interdependence conflicts
2. Personality conflicts
3. Work style conflicts
4. Leadership conflicts
5. Beneficial conflicts

Sources:

<https://leaders.com/articles/productivity/workplace-conflict/>

<https://www.shrm.org/> "How to Identify and Address Conflict in the Workplace"

4. Reading 2

10 mins.

Students complete the article with the missing sentences. When correcting, ask students why they chose that particular sentence (e.g., reference words, meaning, etc).

- | | | |
|------|-------------|------|
| 1. C | 2. H | 3. E |
| 4. A | 5. Not used | 6. G |
| 7. D | 8. B | 9. F |

5. Vocabulary 2

5 mins.

In pairs, students discuss the meanings of the underlined expressions. Elicit the correct meanings (below) and tell students to complete the other idiomatic expressions to do with conflict. When correcting, elicit the meaning of the phrases and further examples. Then they discuss the sentences, saying if they agree or not with them.

bury the hatchet = overcome definitively a conflict

clear the air = defuse a tense situation

not see eye-to-eye = not agree on something

find common ground = reach a compromise

be at odds = be constantly in conflict with someone

Part B

- | | | | |
|---------|----------|--------------|----------|
| 1. pick | 2. bad | 3. advocate | 4. set |
| 5. at | 6. fence | 7. splitting | 8. slate |

6. Language focus 3

10 mins.

Read the Grammar box with the students or give them time to read it on their own. Then ask them to complete the sentences below using the techniques learnt.

(The answers below are suggested. Other answers are possible.)

1. It would seem that your productivity has dropped lately.
 2. I can't seem to understand this.
 3. It's a rather unorthodox proposition.
-

4. Presumably, she had a good reason for doing it.
5. The report has a few good points but still needs some work.
6. I'm not managing to get the message across to you.

7. Speaking 1

10 mins.

Form groups of three and ask students to prepare for each situation. Ask them to make notes and encourage them to think of ways of hedging to sound more diplomatic. While students role-play, monitor and assist when necessary. As a whole class, elicit some reactions and outcomes from each group.

8. Talking point

10 mins.

Students discuss the ideas from the Warmer video and the reading text in small groups. Elicit some ideas as a whole class.

9. Extension activity 1

15 mins.

This task revises language from the worksheet. You might decide to ask students to put away the worksheet and do it orally. It can also be done individually, in pairs or in small groups. Ideally, there should be an element of competition. For example, it could be used for a running dictation, or you could have a point system (one point for each correct word and an extra point if only one student/pair/group got it right). After correction, ask students to use the words to summarize the ideas in the worksheet.

- | | | |
|---------------|----------------|--------------------|
| 1. nutshell | 2. affiliation | 3. reframe |
| 4. escalate | 5. manageable | 6. mediator |
| 7. contention | 8. put-down | 9. interdependence |
| 10. ball | 11. hatchet | 12. slate |
| 13. bone | 14. odds | 15. fence |

10. Extension activity 2

15 mins

In small groups, students prepare and record a training video about conflict management. They should include what they have seen in this worksheet but can add ideas of their own. Play the videos for the class to see and hold a vote to decide which is the best video.

Unit 11

1. Warm up

5 mins.

This task gets the students to think about the process of finding a job and recruitment which will be looked at in more detail in the reading text. Ask the students to discuss the questions in pairs or small groups. Circulate and help as needed.

2. Focus on vocabulary

5 mins.

This task focuses on some of the higher-level vocabulary in the first reading task. Ask students to complete the task unaided in the first instance, but allow them to use a reference later if needed. Be sure students can correctly pronounce the target language.

- | | | |
|-------------|----------------|----------------|
| 1. badger | 2. coerce | 3. insidious |
| 4. suitor | 5. woo | 6. constrained |
| 7. overture | 8. titillating | 9. malicious |

3. Idioms

10 mins.

This task looks at some of the idioms which are used in the article. Ask the students to identify the meaning of the idioms in bold in the questions, then discuss the questions in pairs or small groups. Circulate and help as needed.

1. * d. 2. * a. 3. * e. 4. * b. 5. * c. 6. * g. 7. * f.

4. Reading for gist

5 mins.

You may want to set a strict time limit on this activity to encourage the students to skim-read rather than read in detail. Students can check the answers with the teacher and optionally listen to the recording.

- | | |
|-------------------------------|--|
| A. Love bombing defined | B. Why does it happen in a professional context? |
| C. Recruiters vs. headhunters | D. The potential impact |
| E. Forewarned is forearmed | |

Sources:

<https://health.clevelandclinic.org/love-bombing/>

<https://www.bbc.com/worklife/article/20230705-work-love-bombing-when-companies-come-on-too-strong>

<https://www.investopedia.com/terms/h/headhunter.asp>

<https://recruitment.com/process/headhunters-recruiters>

<https://www.psychologytoday.com/us/basics/love-bombing>

5. Reading comprehension 1

10 mins.

Ask the students to read the article more carefully and complete the sentences with one, two or three consecutive words from the article.

- | | | | |
|-----------------------|-------------------------|----------------|-------------------|
| 1. excessively hatter | 2. controlling behavior | 3. recruitment | 4. commission |
| 5. gainfully employed | 6. lost opportunities | 7. suitability | 8. the right move |

6. Finding vocabulary

5 mins.

This task highlights some of the key vocabulary in the letters and will help with comprehension.

- | | | | |
|----------------|---------------|--------------|-------------|
| 1. encapsulate | 2. hone | 3. indelible | 4. endeavor |
| 5. sacrifice | 6. aspiration | 7. seasoned | 8. pivotal |

7. Reading comprehension 2

10 mins.

Ask students to read the letters and underline where they find the answers to each of the questions.

1. Letter 2 - I hope retirement has been treating you well and providing you with the relaxation you deserve.
2. Letter 4 - a renowned organization in the tech industry, is actively searching for a seasoned professional ... Your track record of leadership and industry insight can truly contribute to their continued success.
3. Letter 3 - Your impressive results have caught our attention
4. Letter 1 - As you approach the close of your career,
5. Letter 2 - Our client is in search of a part-time professional
6. Letter 3 - This is a chance to work alongside industry leaders
7. Letter 4 - We understand that at this stage of your career, you're seeking challenges that match your level of expertise and experience.
8. Letter 1 - They are seeking a candidate who can provide strategic insights, mentorship, and a wealth of knowledge to their team.

8. Talking point

10 mins.

Ask the students to discuss the questions in pairs or small groups. Circulate and help as needed.

9. Extended activity

40 mins +.

Ask the students to consider themselves as targets and write a letter that would be appropriate for them to receive. Considering language that they could use to flatter themselves can be a fun and interesting activity. You may want them to discuss ideas in pairs or groups ahead of completing the writing. Be sure to give them feedback on their work.

Unit 12

1. Warm up

5 mins.

In small groups, students compare their current knowledge of the concepts that they will watch a video about. Elicit some ideas as a whole class but avoid providing any further information at this point so as to not pre-empt the video.

2. Language focus 1

5 mins.

Ask students to read the underlined words and phrases in the box and think of their meanings. Students then match the words and phrases to their meanings. Ask them to compare answers in pairs, then correct them as a whole class. Then, in pairs, students discuss if the sentences are true for them or not, giving reasons. Encourage students to use the words and phrases when answering.

- | | | |
|------------------|----------------|---------------------|
| 1. chronological | 2. incremental | 3. cross-functional |
| 4. iterative | 5. sticky | 6. an umbrella term |
| 7. close-knit | 8. downside | 9. variable |

3. Video

7 mins.

Ask students to look at the picture and think of how they relate to project management. Students then listen and put them in order. Correct as a whole class.

Correct order:

- 1 - Picture B
 - 2- Picture D
 - 3 - Picture C
 - 4 - Picture A
-

4. Video: Part 1

9 mins.

Students read the sentences and try to remember if they are true or not. Remind them that some are not mentioned. They then listen again to complete the task. When correcting, play the recording again and pause at the key parts.

1. T 2. F 3. F 4. T 5. NG 6. T

5. Video: Part 2

9 mins.

Students read the sentences and try to complete them based on what they remember. They then listen again to check and complete the remaining ones. When correcting, play the recording again and pause at the key parts.

1. rugby 2. meeting 3. completion 4. stability 5. variables

6. Language focus 2

10 mins.

Go over the sentences with the students and elicit the meanings of the three phrasal verbs (finish, be popular with and depend on a single point, respectively). Students then complete the sentences with one word in each gap. Correct as a whole class, eliciting the meaning of the phrasal verbs (below). Then, in pairs, students discuss if they agree with the sentences. Encourage them to use the phrasal verbs when discussing.

run by = check with someone before doing something

zero in on = fix your attention on something

bring forward = move to a closer date or time

jot down = write down quickly

step down = leave a job

pencil in = schedule something provisionally

chip in = contribute

1. run 2. in 3. forward 4. down
5. step 6. in 7. chips

7. Speaking

10 mins.

Students recall a project they were involved in and think how it would be different if one of these methodologies had been used. If one of these was actually used in the project, they should choose a different one. They then talk about their project and their considerations in small groups.

8. Talking point

10 mins.

Students discuss the questions in pairs. Elicit some ideas as a whole class.

9. Extension activity 1

15 mins.

Ask students to complete the extract with one word in each gap. They can rely on what they remember from watching the video, as well as which words fit grammatically. They then listen again and check. After correcting, you can use the extract to practice shadowing, i.e., play the extract one more time and students read out along with the speaker (not afterwards).

- | | | | | | |
|----------|---------------|-----------|--------------|-------------|-----------|
| 1. for | 2. particular | 3. way | 4. order | 5. wrapped | 6. terms |
| 7. as | 8. turning | 9. ahead | 10. Unlike | 11. through | 12. loads |
| 13. shot | 14. to | 15. right | 16. umbrella | 17. fact | |

10. Extension activity 2

15 mins.

Students use the notes to rebuild the script of the second part of the video. You might want to let them watch the video mid-way through the task, but without them making any notes, to assist them. Once they have completed their scripts, they watch the video again to compare.

Unit 13

1. Warm up

5 mins.

In pairs, students discuss the questions. Elicit some ideas as a whole class but avoid providing too much information about the last question at this stage as they will watch a video about it.

2. Vocabulary 1

5 mins.

Ask students to look at the words and think about what they mean. They then replace the underlined parts of the questions with the words in the box. Remind them that they may have to change some of the words, as well as their order. After correction, students answer questions in pairs and then elicit some ideas as a whole class.

1. Why is it important to know your interlocutor's pain points when pitching a business idea?
 2. In which cases should you pivot when pitching an idea?
 3. What's the best way to brush up on a language you haven't spoken in a long time?
-

4. In a business pitch, is it better to go over just the main idea or get into the nitty-gritty of your concept?
5. Would you be able to put your biggest achievement in a nutshell?
6. How can analogies help explain a complex idea?
7. What acronyms do you use a lot at work?
8. How can you tell if your audience is wowed with your pitch?
9. What body language might make you seem aloof when pitching an idea?

3. Video 1

5 mins.

Students watch the video and put the topics in order. Correct as a whole class, eliciting more details of what was said.

what an elevator pitch is

two benefits of elevator pitches

an acronym that helps with elevator pitches

different parts of an elevator pitch

solving their problem

making the pitch fit the listener

showing your passion

practice, practice, practice

don't forget your business card

4. Video 2

10 mins.

Students try to remember the information to complete the notes. Play the video again and students check their answers and complete the remaining ones. Correct as a whole class.

1) investor; 2) nutshell; 3) concise; 4) Keep; 5) summary; 6) analogies; 7) pivot; 8) passionate; 9) business card

5. Vocabulary 2

10 mins.

Read the sentences from the text and elicit the meaning of the idiom (something you think about a lot because it is important). Students complete the expressions with the words in the box. Correct as a whole class, eliciting the correct meaning of each expression (below), then ask students to say whether the sentences are true for them.

slip my mind = forget / spring to mind = think of / on the fence = unsure about / not in their right mind = not thinking clearly / give someone a piece of my mind = speak angrily / blow my mind = amaze me / put your mind at ease = help you stop worrying / have a mind like a sieve = to be very forgetful

- | | | | |
|-------------|------------|----------|----------|
| 1. slipping | 2. springs | 3. fence | 4. right |
| 5. piece | 6. blows | 7. sieve | 8. put |

6. Pronunciation

10 mins.

Students read the sentences and find the stress in the underlined words. Read the explanation with the whole class. Students then complete the sentences and underline the tonic syllables. Elicit the correct answers and pronunciations. As an extension activity, you can ask students to write sentences using the other form of the words.

- | | |
|------------------------|----------------------|
| 1. details of conflict | 2. update of conduct |
| 3. subject to increase | 4. reject o contrast |
| 5. survey o present | |

7. Speaking 1

10 mins.

Students prepare an elevator pitch. Encourage them to think not only of content but also of delivery. They then deliver it, either to the whole class (time permitting) or to a small group. Students then choose the best elevator pitch.

8. Talking point

10 mins.

Students discuss the questions in pairs. Elicit some ideas as a whole class.

9. Extension activity 1

15 mins.

Ask students to complete the extract with one word in each gap. They can rely on what they remember from listening, as well as which words fits grammatically. They then listen again and check. After correcting, you can use the extract to practice shadowing, i.e., play the extract one more time and students read out along with the speaker (not afterwards).

- | | | | |
|-------------|----------|--------------|------------|
| 1. up | 2. when | 3. within | 4. apart |
| 5. nutshell | 6. what | 7. clear | 8. go |
| 9. is | 10. down | 11. followed | 12. follow |

10. Extension activity 2

15 mins.

In small groups, students prepare and record a video about elevator pitches. They should include what they have seen in this worksheet but can add ideas of their own. Play the videos for the class to see and hold a vote to decide which is the best video.

Unit 14

1. Warm up

5 mins.

Encourage students to share their views and develop their ideas, correcting any mistakes.

2. Focus on vocabulary: expressions for communication

Part A:

5 mins.

Explain to students that they should attempt the exercise unaided at first, checking the pronunciation of the phrases and asking them to give examples. Explain that the expression "*neither lender nor borrower be*" derives from Shakespeare's "*Hamlet*".

1. downward 2. check 3. drop 4. borrower 5. jab

Part B:

5 mins.

Check students' understanding of each idiom, then practice using them by role-playing the various scenarios.

1. put someone in check 2. drop a hint 3. have a jab at someone
4. a downward spiral 5. neither lender nor borrower
be

3. Watching for comprehension

5 mins.

Students should listen for synonyms for words in the statements below.

1. T – "You're letting them know that they cannot walk all over you, but you're being nice at the same time."
 2. F – "If you've met somebody multiple times, but still cannot remember their name, you should never let on that you've forgotten their name."
 3. F – "You know, I got a new phone recently and all my contacts were wiped out. Can you put in your number again?"
 4. T – "If the same coworker is asking you out for lunch all the time and you don't want to go, and they're not getting the hints that you're dropping when you say you're busy, or you have a call during lunch..."
-

5. T – "If it's your siblings or your cousins that you grew up with, it's fine to have a bit of a jab here and there."

4. Email Etiquette

5 mins.

Students should look for errors in tone, formality, and choice of language. Discuss the issues, then develop a new email in a more professional manner.

Example email in which the errors have been rewritten in a more professional tone:

To: Gary Mortimer

From: Mark Hirst

Dear Mr. Mortimer,

I trust this email finds you well. I hope you don't mind this brief update on the project. Regrettably, we've hit an unexpected snag, resulting in a minor setback that has put us behind schedule. I take full responsibility for this, and I'm actively working to rectify the situation.

It appears that the team is encountering challenges, and I am addressing these issues to improve our overall efficiency. Your guidance and support would be invaluable during this process. Could we possibly schedule a meeting sometime this week to delve into the details and discuss potential solutions? Your insights will play a crucial role in ensuring a successful outcome.

Thank you for your understanding, and I look forward to your guidance.

Kind regards,

Mark

5. Focus on vocabulary

5 mins.

Explain to students that they should attempt the exercise unaided at first, checking the pronunciation of difficult words and asking them to give examples.

- | | |
|---------|---------|
| 1. * g. | 2. * i. |
| 3. * e. | 4. * d. |
| 5. * c. | 6. * h. |
| 7. * a. | 8. * f. |
| 9. * b. | |

6. Reading comprehension

10 mins.

Look for transitional phrases that indicate relationships between sentences, context clues, and logical flow, as well as the words surrounding the gap.

1. **D)** Let me answer that question with a polite "Yes."
2. **B)** Thus, the staying power of the etiquette advice genre.
3. **A)** However, given the evolving notions of gender roles, someone's sex is the least important factor in an office setting.
4. **E)** The rules of work are changing.
5. **C)** To be sure, there are many experts out there, with sometimes questionable authority.

7. Talking point

5 mins.

Monitor the students' conversations and encourage them to expand on their ideas.

8. Speaking practice: roleplay

10 mins.

Divide the class into pairs and monitor the discussions. Encourage them to use vocabulary from the lesson. If desired, you can turn the debate into a game, awarding points for the use of vocabulary from the lesson or making a persuasive argument.

Unit 15

1. Warm up

10 mins.

Elicit what an idiom (also called an idiomatic expression) is and ask students to list the ones they can remember. Then ask which photo illustrates the title of the worksheet, as well as its meaning (talk

about your own achievements). Students then work out what idioms the other sentences illustrate. Finally, they match them to the sentences. Correct as a whole class.

1. **toot your own horn** = talk about your own achievements
2. **think outside the box** = be creative, think of something unconventional
3. **my hands are tied** = I can't do anything about it
4. **down the drain** = lost, wasted
5. **on the same page** = in agreement
6. **red tape** = bureaucracy
7. **rock the boat** = do something that will cause problems
8. **elephant in the room** = a problem that no one wants to discuss

Label the pictures:

- | | | | |
|-----------------------------|--------------------------------|-------------------------|-------------------------------|
| 1. b) toot your own
Horn | 2. g) think outside the
box | 3. c) my hands are tied | 4. h) down the drain |
| 5. f) on the same page | 6. e) red tape | 7. a) rock the boat | 8. d) elephant in the
room |

Sentence match:

- | | | | |
|------|------|------|------|
| a. 7 | b. 4 | c. 5 | d. 1 |
| e. 3 | f. 8 | g. 6 | h. 2 |

2. Language focus 1

10 mins.

Ask students to look at the words and think about what they mean. They then replace the underlined parts of the questions with the words in the box. Remind them that they may have to change some of the words, as well as their order. After correction, students discuss the sentences in pairs. Elicit some ideas as a whole class.

Group 1

1. Young people can't get a job without experience but can't get experience without working. It's a catch-22 situation!
 2. People who think they can keep their jobs just based on past achievements in the current market need to do a reality check.
 3. Praising yourself in the office to get the attention of management can backfire.
 4. People are usually judgmental when they see someone promoting themselves.
 5. Many people try to promote themselves to get a promotion, but others are just egotistical.
 6. The need to talk about ourselves stems from the desire to be accepted.
-

Group 2

1. Some people downplay their accomplishments to try to be humble.
2. Self-promotion has to be done subtly: if it's done too blatantly, it can cause a bad impression
3. When people receive a compliment, it is natural to deflect it by mentioning other people who helped you.
4. Talking about yourself is not admissible in any circumstances.
5. The best thing to do when you receive a compliment is to graciously say thank you.
6. If someone praises your work on social media, you should try to reciprocate.

3. Listening 1

10 mins.

Students listen and put the topics in order. Correct as a whole class, eliciting more details of what was said.

why self-promotion is tricky

when trying to mask your self-promotion makes things worse

reflect on your reasons to self-promote

benefits of self-promoting

contexts where self-promoting is acceptable

talking about your accomplishments, not yourself

self-promoting by helping others

getting others to promote you

knowing how to accept praise

4. Listening 2

10 mins.

Students read the sentences and try to remember if they are true or not. Remind them that some are not mentioned in the talk, and should therefore be marked Not Given (NG). They then listen again to complete the task. When correcting, play the recording again and pause at the key parts.

- | | | |
|-------|------|-------|
| 1. T | 2. F | 3. NG |
| 4. F | 5. T | 6. T |
| 7. NG | 8. T | 9. T |

5. Language focus 2

10 mins.

Ask students to read the extracts and think about the meaning of the phrasal verbs (frowned upon = criticized; miss out on = not be able to experience; talk someone up = say good things about them; wrap up = conclude). Students then complete the sentences with the phrasal verbs in the box. When correcting, elicit the meanings. After correction, ask students to discuss the questions. Encourage them to use the phrasal verbs in their answers too.

- | | | | |
|-----------------|---------------|---------------|---------------|
| 1. stepped down | 2. bailed out | 3. zero in on | 4. branch out |
| 5. gone under | 6. push back | 7. pulled out | |

6. Language focus 3

5 - 10 mins.

Explain to students that this is a common task type in examinations. Students complete the second sentence so that it means the same as the first one. Before correcting, ask them to compare answers in pairs. Remind them to check they have not left any element of the original sentence out. Correct as a whole class.

1. As a manager, I always try to give credit where credit is due.
2. I don't understand people who try to keep their cards close to their chests for fear of others stealing their ideas.
3. Having been told by my parents that bragging is wrong, I find it really hard to do so.
4. Being overly humble can raise suspicions in the workplace.
5. Knowing how to take and give praise is equally important.
6. Not knowing that her boss hated that kind of behavior, she kept bragging about the deal she secured.

7. Speaking

10 mins.

In small groups, students prepare dialogues involving successful and unsuccessful self-promotion. They then enact their role plays to the other students, who vote for the best ones.

8. Talking point

10 mins.

Students discuss the questions in pairs. Elicit some ideas as a whole class.

9. Optional extension / homework

Part 1

15 mins.

Ask students to complete the extract with one word in each gap. They can rely on what they remember from listening, as well as which words fits grammatically. They then listen again and check. After

correcting, you can use the extract to practice shadowing, i.e., play the extract one more time and students read out along with the speaker (not afterwards).

- | | | | |
|------------|------------|--------------|----------|
| 1. about | 2. frowned | 3. backfire | 4. out |
| 5. take | 6. as | 7. across | 8. aware |
| 9. disease | 10. when | 11. hardly | 12. than |
| 13. check | 14. sense | 15. stemming | 16. so |
| 17. latter | | | |

Part 2

15 mins.

In small groups, students prepare and record a video about self-promotion. They should include what they have seen in this worksheet but can add ideas of their own. Play the videos for the class to see and hold a vote to decide which is the best video.

Unit 16

1. Warm up

5 mins.

In pairs or small groups, students compare what they know about the companies (e.g. history, products and services, market, etc.) and whether they know anything about their recruitment process. Elicit some ideas as a whole class.

2. Speaking 1

5 mins.

In pairs, students discuss the questions. Elicit answers as a whole class.

3. Reading 1

5 mins.

Students scan the text to identify what each company does differently. Correct as a whole class.

1. * e. 2. * d. 3. * a. 4. * c. 5. * b.

Sources:

<https://hiringsuccess.com/how-red-bull-gives-their-candidates-wings/>

[https://medium.com/ \"What to Expect During Google's Recruitment Process\"](https://medium.com/ \)

<https://www.inc.com/john-brandon/the-unconventional-hiring-process-at-dyson-explained.html>

<https://caseinterview.com/mckinsey-problem-solving-game>

4. Reading 2

10 mins.

Students read the questions and choose the correct answer based on what they remember. They then read the text again to check their answers. When correcting, elicit what was said in the text about the correct option, and whether the incorrect options were mentioned at all.

1. b. 2. c. 3. b. 4. a. 5. a. 6. c.

5. Speaking 2

10 mins.

Students discuss in pairs or small groups how candidates could succeed in each of the companies' recruitment processes. Elicit ideas as a whole class.

6. Language focus

5 mins.

In pairs, students discuss the meanings of the underlined expressions (below) and identify what they have in common (they are idioms related to parts of the body). They then complete the sentences below with the parts of the body in the box. Correct as a whole class, eliciting the meaning of each phrase. Students then discuss in pairs if those sentences are true for them.

keep someone on their toes = keep someone attentive, alert

blow someone's mind = impress someone very strongly

get a thumbs-up = be approved

- | | | | |
|----------|----------|----------|----------|
| 1. foot | 2. hands | 3. head | 4. brain |
| 5. heart | 6. neck | 7. teeth | 8. foot |

start off on the wrong foot = have a bad start

my hands are tied = there's nothing I can do

off the top of my head = without thinking much

pick someone's brain = obtain information from someone better informed

a change of heart = a change of opinion

stick your neck out = say or do something that might turn out to be wrong

like pulling teeth = something very difficult, especially regarding obtaining information from someone

get your foot in the door = make a small but successful start at a company

7. Speaking 3

10 mins.

Students research one of the companies in the text to find out more about its recruitment process (if possible, assign a company to each group to ensure variety). They then plan and role-play an interview for a role in that company. Choose a couple of pairs to perform for the whole class.

8. Talking point

10 mins.

Students discuss the questions in pairs. Elicit some ideas as a whole class.

9. Extension activity 1

15 mins.

In small groups, students research for, plan and record a short video talking about unusual recruitment techniques. They then show their video to the other students, who vote for the best one.

10. Extension activity 2

15 mins.

Students find out the missing part of the body, then write and role-play short dialogues using them.

- | | | |
|---------------|----------|---------|
| 1. head | 2. arm | 3. back |
| 4. eye to eye | 5. lungs | 6. ears |

Unit 17

1. Warm up

3 mins.

Students discuss the questions. Elicit some ideas as a whole class but avoid providing input at this stage as they will read about reports next.

2. Focus on vocabulary

5 mins.

Ask students to look at the words and phrases and think about what they mean. They then replace the underlined parts of the questions with the words in the box. Remind them that they may have to change some of the words, as well as their order. After correction, students answer questions in pairs and then elicit some ideas as a whole class.

Group A:

1. How does your team celebrate when you reach an important milestone in a project?
2. What other purpose can a report have, apart from keeping stakeholders in the loop?
3. Should a report focus on one aspect, or can it encompass numerous topics?
4. What can be done to mitigate the impact of mistakes during a project?
5. Is there an ideal profile for a project manager, or do they come in all shapes and sizes?
6. Can you give an example of how a timely intervention can save a project?

Group B:

1. In which part of a report can you have a good idea of its gist?
2. Why should you proofread your report and tweak it if necessary?
3. Do you think reports should be a staple document in every company?
4. Do you think automated reports generated by AI will become commonplace in the near future?
5. What type of problem can affect the readability of a report?
6. Do you think typos can undermine the effectiveness of a report?

3. Reading comprehension

Part A:

7 mins.

Students read the text and put the topics in the correct order. Remind them that two topics are not mentioned. Ask students to compare answers in pairs and correct as a whole class, eliciting further details.

Benefits of writing a project report

Kinds of project report

Who produces and who receives project

reports. The different sections of a project

report Practical advice on writing a project

report

The growing role of technology in report writing

Part B:

10 mins.

Ask students to read the article and decide if the sentences are true, false or not given. Remind them that some of them are not mentioned in the text. Correct as a whole class.

1. NG - A number of purposes are mentioned, but none of them are presented as the most important.
2. T - The article mentions these three contexts.
3. F - They mention reports being sent to clients.
4. T - The executive summary, introduction, body and conclusion are said to be staple components.
5. F - They warn about data overload.
6. NG - Although it can be presumed, the author never mentions their personal experience with report writing.
7. F - they suggest using them as drafts and giving them a human touch.

4. Focus on vocabulary

Part A:

5 mins.

Ask students to look at the words in the box and think of their possible variations. They then complete the sentences with the correct form of the words. Correct as a whole class.

- | | | |
|-----------------|--------------|------------------|
| 1. shortcomings | 2. virtually | 3. aims |
| 4. considered | 5. advisable | 6. investigation |
| 7. highlighted | 8. justified | 9. finding |

Part B:

5 mins.

Students match the sentences to the correct categories. Circulate and help if needed.

1. STATING GENERAL PURPOSE: **3)** This report aims to address the concerns expressed by the board and make recommendations for improvements in the ongoing project to improve HR processes.
 2. REFERENCING TO DATA: **6)** Further investigation revealed that it is very unlikely that we will remain within budget. o **9)** The most significant finding was that not only are we already two weeks late, but at the current rate, we will be even further behind schedule.
 3. DESCRIBING PROBLEMS: **1)** The main shortcomings that led to this scenario are easily identifiable.
 4. MAKING SUGGESTIONS: **5)** It is also advisable to implement weekly project meetings, even if online. o **8)** I, therefore, feel justified in recommending that we replace our current communication system.
 5. COMPARING RESULTS/OPTIONS: **2)** Its cost is virtually the same as the current platform, but its efficiency is considerably higher.
 6. DRAWING CONCLUSIONS: **4)** All things considered, I conclude by reassuring all stakeholders that, with these adjustments, we will still be able to conclude the project within budget and schedule. o **7)** For all the reasons highlighted above, it is clear that this project is far from being on the right path.
-

5. Writing practice

Part A:

10 mins.

Ask students to use the sentences from the previous exercise to complete the model project report below. Correct as a whole class.

1. C - The report targets board concerns, offering HR project improvement recommendations.
2. I - Not only are we already two weeks late, but at the current rate, we will be even further behind schedule.
3. F - Further investigation revealed that it is very unlikely that we will remain within budget.
4. A - The main shortcomings that led to this scenario are easily identifiable.
5. B - Its cost is virtually the same as the current platform, but its efficiency is considerably higher.
6. E - It is also advisable to implement weekly project meetings, even if online.
7. H - I therefore feel justified in recommending that we restructure our current workflow.
8. G - For all the reasons highlighted above, it is clear that this project is far from being on the right path.
9. D - Considering all factors, I reassure stakeholders: with adjustments, project will stay on budget and schedule.

Part B:

10 mins.

Ask students to read the notes and draft a project report. Encourage them to add details of their own, for example, what type of business it is. While students write, monitor their progress and assist as needed.

Part C:

5 mins.

Ask students to read the notes and draft a project report. Encourage them to add details of their own.

6. Extension activities / homework

Task A:

15 mins.

Students take turns in playing the roles of project manager and CEO. Encourage them to discuss the pain points and think of possible solutions.

Task B:

15 mins.

Choose a paragraph from the text to do a dictogloss task: first, tell students to put the worksheet away and open their notebooks. Then read out the paragraph at a slow but natural pace, while students just listen. Once you have finished, they have to try to reconstruct the paragraph as closely as possible. Read the paragraph again, this time students can make notes while you speak. Ask them to compare their versions in pairs, then read out the paragraph one last time. Students then compare their versions with the ones in the worksheet.

Unit 18

1. Warm up

5 mins.

Discuss the answers as a class. Information taken from: <https://sitn.hms.harvard.edu/hash/2017/history-artificial-i>

1. a. 2. c. 3. a. 4. a. 5. b.

2. Vocabulary

5 - 10 mins.

Students put a tick next to the sentence where the underlined word or phrase is used correctly. Explain to students that they should attempt the exercise unaided at first. Ask students to give examples using the words and phrases.

1. * b. 2. * a. 3. * c. 4. * a. 5. * a. 6. * c.

3. Listening for comprehension

5 mins.

Play the first part of the video (00:00 – 01:25) and ask the students to answer the questions true (T) or false (F). Students should listen for synonyms for words in the statements below.

1. F – "Microsoft is spending one and a half billion dollars for...an AI startup based in the UAE."
2. F - "...a minority stake in G42..."
3. T – "An additional billion dollars from the two companies together will also go towards training a local AI workforce."
4. T – "...a \$2 .9 billion investment in AI infrastructure in Japan..."
5. F – "...it's also a guarantee of more business for its Azure Cloud unit in the Middle East."

4. Focus on vocabulary

10 - 15 mins.

Part A

Ask the students to complete the extracts with the appropriate words and expressions. This exercise is to be completed before watching the video, with students using the context of each sentence to guide their answers.

- | | |
|------------------|------------------|
| a. blessing | b. parent |
| c. congressional | d. geopolitical |
| e. field | f. on board with |

Part B

Students match the definitions to the words and phrases from Part A. Assist them if they struggle to answer the questions from the context.

- | | |
|------------------|------------------|
| 1. Field | 2. blessing |
| 3. on board with | 4. congressional |
| 5. geopolitical | 6. parent |

Part C

Play the second part of the video (01:25 – 02:35) and ask the students to put the completed sentences from part A in the correct order. If students prefer, they can attempt the exercise before watching the video and then use it to check their answers.

- d. A geopolitical angle is also part of this deal, and it's kind of unusual.
- f. The US and UAE governments are on board with the deal...
- a. And of course, it has the blessing of commerce secretary, Gina Raimondo.
- b. ...they're an investor in ByteDance, the Chinese parent of TikTok...
- e. we might put some export limits on what technology US companies can do, and they open up this field.

5. Vocabulary 2

5 mins.

Students add vowels to create words that match the definitions. Inform students that they should first try to complete the exercise independently, checking the pronunciation of any challenging words. Additionally, encourage them to provide examples of how to use the vocabulary.

- | | |
|----------------------|------------------------------|
| 1. stock price gains | 2. lump it all into |
| 3. phase | 4. back-of-the-envelope math |
| 5. leg up | 6. onslaught |
| 7. and so forth | 8. taken to task |

6. Watching for comprehension

10 mins.

Students watch the final part of the video about Microsoft (02:35 – 04:19) and answer the multiple-choice questions. They should complete the exercise individually at first. If they are unsure, suggest them to try a process of elimination.

1. b.

2. c.

3. b.

4. a.

5. b.

7. Talking point

5 mins.

Guide students as they discuss the following questions in pairs or as a class.

8. Writing

20 mins.+

This task can be done as an optional extension / homework. Encourage students to use vocabulary they have learnt in today's lesson. Brainstorm some ideas in the class if there is time.

9. Optional extension / homework

10 mins.

Assist students if necessary, giving them additional clues. The answers relate to vocabulary and information they have come across in the lesson.

ACROSS:

1. leg up

5. foothold

7. congressional

9. onslaught

DOWN:

2. geopolitical

3. field

4. parent

6. blessing

8. stake

Unit 19

1. Warm up

5 mins.

Students order the stage of the application process. Tell them that there are different possible orders. They go on to discuss best practices in each step. Elicit ideas as a whole class, but don't provide much information at this stage as they will read about it.

Please note that resumes are more common in the US. CVs are generally only used when apply to academic or research-based positions.

prepare your CV or resume

search for openings

write cover letters

submit your applications

do an interview

send a follow-up email

allow background checks

receive an offer

2. Vocabulary 1

5 mins.

Ask students to look at the words and think about what they mean. They then replace the underlined parts of the questions with the words in the box. Remind them that they may have to change some of the words, as well as their order. After correction, students answer questions in pairs and then elicit some ideas as a whole class.

1. Why is it important for a resume and a cover letter to be flawless?
2. Is it OK to embellish your resume?
3. What should you showcase in your resume?
4. How can you convey on your resume that you are an eager beaver?
5. How can you get a first-hand opinion about what it's like working for a company?
6. Why is it important to tailor the resume and cover letter to the specific opening you are applying for?
7. What should you say if the interviewer asks for an example of a slip-up in the interview?
8. What can make you look sloppy in the application process?

3. Reading 1

7 mins.

Ask students to read the article about job applications and match the headings to each section. After correcting as a whole class, elicit some personal reactions to the text, such as: Which was the most interesting / surprising piece of information? Which have you put into practice already?

- | | |
|--------------------------|---------------------------------|
| A. Be nosy | B. Only you |
| C. Get the wording right | D. Tailor your resume or CV too |
| E. Be a STAR | F. Show your true colors |
| G. Be persistent | |

Sources:

<https://www.forbes.com/sites/carolinecastrillon/2022/03/29/how-to-make-your-job-application-stand-out/>

<https://www.michaelpage.com.au/advice/career-advice/resume-and-cover-letter/how-make-your-job-applica>

<https://www.linkedin.com/pulse/how-stand-out-when-applying-job-what-avoid-while-process-up-baker/>

4. Reading 2

8 mins.

Ask students to read the sentences and try to remember if they are true or not. Remind them that some sentences are not mentioned in the text. Students then read the text to check and compare answers in pairs. Correct as a whole class, eliciting correct versions of the sentences that are wrong.

- | | | | |
|------|------|-------|-------|
| 1. T | 2. F | 3. NG | 4. T |
| 5. F | 6. T | 7. F | 8. NG |

5. Vocabulary 2

10 mins.

Read the sentence from the text and elicit the meaning of the idiom (can contribute). Students complete the expressions with the words in the box. Correct as a whole class, eliciting the correct meaning of each expression (below), then ask students to discuss the sentences in pairs.

by the book = following rules; a long shot = an attempt not likely to succeed; back to the drawing board = start over again; the big picture = the situation as a whole; go the extra mile = make a special effort; put all your eggs in one basket = depend on a single thing for your success; stand your ground = refuse to give in when in an argument; twist your arm = coerce you to do something

- | | | | |
|---------|-----------|-----------|------------|
| 1. book | 2. shot | 3. board | 4. picture |
| 5. mile | 6. basket | 7. ground | 8. arm |

6. Grammar 1

10 mins.

Read the Grammar box with the students or give them time to read it on their own. Tell them that *give up* can also be transitive (i.e., give something up), but in this example it's intransitive. Then ask them to complete the sentences using the correct form of the phrasal verbs. Remind them to include the correct pronoun when necessary. When correcting, elicit whether the phrasal verb is transitive or not, and if transitive, whether it's separable or not.

- | | | | |
|---------------------|------------|---------------------|----------------|
| 1. calls me in | 2. give in | 3. work them out | 4. run them by |
| 5. sticks up for us | 6. turn to | 7. catch up on them | 8. set it up |

7. Speaking 1

10 mins.

Tell students they are going to record a voice message about the topic of the worksheet. Allow them some time to prepare but encourage them not to write down everything they're going to say. Once they're ready, they can record themselves. Tell them they can either start again if they're not happy with the result or record it in parts. Once they're ready, ask them to exchange messages with another student, who should listen to it and give feedback.

8. Talking point

5 mins.

Students discuss the questions in pairs. Elicit some ideas as a whole class.

9. Extension activity 1

15 mins.

This task revises language from the worksheet. You might decide to ask students to put away the worksheet and do it orally. It can also be done individually, in pairs or in small groups. Ideally, there should be an element of competition. For example, it could be used for a running dictation, or you could have a point system (one point for each correct word and an extra point if only one student/pair/group got it right).

- | | | | |
|------------|-------------|--------------|-------------|
| 1. slip-up | 2. showcase | 3. embellish | 4. flawless |
| 5. beaver | 6. sloppy | 7. book | 8. ground |
| 9. Mile | 10. twist | 11. catch | 12. run |
| 13. stick | | | |

10. Extension activity 2

15 mins.

In small groups, students prepare and record a video about job applications. They should include what they have seen in this worksheet but can add ideas of their own. Play the videos for the class to see and hold a vote to decide which is the best one.

Unit 20

1. Warm up

5 mins.

In pairs or small groups, read the descriptions and list what problems these projects might possibly have. Elicit some ideas as a whole class, but avoid providing much input at this stage as they will read more about these two cases next.

2. Reading / listening for gist

5 mins.

Students read or listen to one of the case studies and report it to their partner. Encourage them to refer to the worksheet whenever necessary, but avoid reading directly from it. You can also ask the student listening to repeat the main points to check comprehension.

Sources:

<https://www.henricodolfing.com/2022/12/case-study-launch-failure-healthcare-gov.html>

<https://www.henricodolfing.com/2020/05/case-study-lidl-sap-debacle.html>

3. Reading / listening comprehension

10 mins.

Students read or listen to the questions and answer them in pairs. Alternatively, you can assign the questions pertinent to the text they haven't read or listened to, to test how thorough their accounts were (the first question refers to the introduction, questions 2-4 to the first case study, and questions 5-7 to the second).

1. Because, according to them, we have all been in failed projects, but not as bad as these ones.
 2. Because he was elected promising to offer affordable healthcare.
 3. Due to technical problems such as crashes and delays.
 4. Three - underestimating, political interference and lack of a centralized leadership
 5. Because they typically manufacture a product in a single country and ship it to all their outlets worldwide.
 6. They had to revert to the original one.
 7. Three - requirements gap, a lengthy implementation period, and high executive turnover in Lidl over the period
-

4. Focus on vocabulary

10 mins.

Students find words or phrases in the text with the meanings provided. When correcting, elicit other examples with the words and phrases.

Group 1:

- | | | |
|---------------------------|-------------|----------------|
| 1. falls flat on its face | 2. downfall | 3. inaugurated |
| 4. one-stop shop | 5. rendered | 6. roll-out |

Group 2:

- | | | |
|------------|------------|-------------|
| 1. notable | 2. appease | 3. dismally |
| 4. revert | 5. glitch | 6. turnover |
-

5. Talking point

10 mins.

Students discuss in pairs or small groups how the outcomes in these case studies could have been avoided (possible answers below). Elicit ideas as a whole class.

The Healthcare.org case study: more detailed preparation would have led to a more adequate estimation of the scope of the project and more realistic expectations; stronger leadership on behalf of the main company in charge of the project might have resulted in more resistance to external influence and a postponement of the rollout until the portal was ready.

The Lidl / SAP case study: a careful evaluation could have pointed out at a very early stage that SAP's program was not suitable for Lidl; there were also several other moments when the project could have been interrupted, at a much smaller cost; rather than adapting an existing product, it would have been better to choose one that was tailor-made; when there is a change of management it is important that the new one buys into the ongoing projects.

6. Focus on vocabulary: collocations

Part A:

5 mins.

When correcting, eliciting examples with the collocations and whether they can be applied to the case studies above.

1. * c. 2. * a. 3. * d. 4. * e. 5. * h. 6. * b. 7. * g. 8. * f.

Part B:

5 mins.

In pairs, students complete the definitions with the terms created in part A.

- | | | | |
|---------------------------|-----------------|-------------------------|------------------------|
| 1. contingency plan | 2. lag time | 3. positive variance | 4. acceptance criteria |
| 5. decision tree analysis | 6. Murphy's law | 7. bottom-up estimating | 8. schedule baseline |

7. Speaking practice

Part A:

10 mins.

Students do further research into one of the case studies and role-play a project meeting to decide on changes in order to prevent the outcome of the project. Encourage them to use the collocations from the previous task.

Part B:

10 mins.

Students discuss in pairs the relevance of each item for the failure of a project, then rank them from the most to the least impactful. Remind them that there isn't one correct order, and their choices should be mostly based on their opinion and experience. Elicit some ideas as a whole class.

8. Extension activities / homework

Task A:

15 mins.

In small groups, students research for, plan and present another real-life project hop. Students vote for the best presentation.

Task B:

15 mins.

This task revises language from the worksheet. You might decide to ask students to put away the worksheet and do it orally. It can also be done individually, in pairs or in small groups. Ideally, there should be an element of competition. For example, it could be used for a running dictation, or you could have a point system (one point for each correct word and an extra point if only one student/pair/group got it right).

Group 1:

- | | | | |
|-----------|-------------|-------------|-------------|
| 1. face | 2. shop | 3. notable | 4. roll-out |
| 5. glitch | 6. turnover | 7. dismally | |

Group 2:

- | | | |
|----------------|-------------|--------------|
| 1. contingency | 2. variance | 3. Murphy's |
| 4. baseline | 5. lag | 6. bottom-up |

Unit 21

1. Warm up

5 mins.

Ask students if they know the person in the video (Grant Malone) and tell them he is demonstrating how to close a deal, if necessary teaching what 'close a deal' and 'winning over' mean. Ask students to watch the video and order the events. After correcting, ask if they noticed anything odd about the

conversation. Some may have noticed already, but Grant's math seems a bit off!



Grant calls a lead.

Grant asks why he didn't buy his product from his salesperson.

The client explains it's not the right time but would like to start in September.

Grant asks the client what he hopes the product will do for his company.

The client says he hopes it will generate \$2-3m more sales a year.

Grant calculates that waiting will cost the client about \$1.6m to wait.

The client agrees and closes the deal.

Grant hangs up and makes a joke about that being a friend's father.

2. Vocabulary 1

5 mins.

Students replace the underlined parts with the words in the box. Ask them to check whether further changes are necessary. After correction, in pairs, students discuss whether they agree with the sentences.

5) Many companies are now playing up their commitment to sustainability in order to look good.

- | | |
|---------------------|---------------|
| 1. leads / pipeline | 2. quota |
| 3. pain point | 4. swoops in |
| 5. playing up | 6. wholesale |
| 7. slash | 8. compromise |

3. Listening for gist 1

5 mins.

Students listen and decide if the sentences are true or false. Before correcting as a whole class, ask them to compare answers in pairs and try to remember other details.

1. NG (She mentions them, but doesn't say how they got in the pipeline.)
 2. F (They're a human rights NGO)
 3. T
 4. T
 5. T
 6. NG (there is no mention of expansion afterwards)
 7. F (She doesn't want to compromise on quality)
 8. F (by the end of the day)
-

4. Listening 2

10 mins.

Students read the notes and try to complete them based on what they remember. They then listen again to check and complete the remaining ones. When correcting, play the recording again and pause at the key parts.

- | | | |
|---------------|----------------------|----------------------|
| 1. 48 | 2. Pharmaceutical | 3. 20,000 |
| 4. two-year | 5. an initial period | 6. 19.50 |
| 7. compromise | 8. delivery | 9. green credentials |

5. Vocabulary 2

5 mins.

In pairs, students discuss the meanings of the underlined expressions. They then use them to complete the sentences. Remind them they might have to change some parts like possessives or the form of the verbs. When correcting, elicit the meaning of the phrases and further examples.

Meanings of the idioms:

bend over backwards = do everything you can to achieve something

get the ball rolling = start an activity, set something in motion

put your heads together = think in order to find a solution to a problem

play it by ear = improvise

hit the ground running = start something very well, at fast pace

hit the nail on the head = say something that is exactly right

get our foot in the door = have an opportunity to start doing business with someone

- | | |
|-----------------------------|----------------------------|
| 1. play it by ear | 2. hit the ground running |
| 3. hit the nail on the head | 4. get my foot in the door |
| 5. get the ball rolling | 6. bending over backwards |
| 7. put our heads together | |

6. Grammar 1

10 mins.

Explain to students that this is a common task type in examinations and that this one is focused on conditionals. Students complete the second sentence so that it means the same as the first one. Before correcting, ask them to compare answers in pairs. Remind them to check they have not left any element of the original sentence out. Correct as a whole class.

1. Had you not given him that extra discount, he would have walked away.
-

2. But for the client offering that last-minute compromise, we couldn't have closed the deal.
3. At no time did I expect them to accept all our terms.
4. It's always good to have a card up your sleeve in case of a breakdown in the negotiation.
5. You know where to find me should you need a hand preparing the proposal.
6. Her offer, if a little lower than expected, was still favorable for us.

10 mins.

Students discuss the questions in pairs. Elicit some ideas as a whole class.

7. Extension activity 1

15 mins.

Ask students to complete the extract with one word in each gap. They can rely on what they remember from listening, as well as which words fits grammatically. They then listen again and check. After correcting, you can use the extract to practice shadowing, i.e., play the extract one more time and students read out along with the speaker (not afterwards).

- | | | | |
|---------|----------|-----------------|----------|
| 1. in | 2. least | 3. as | 4. on |
| 5. over | 6. up | 7. particularly | 8. ear |
| 9. even | 10. into | 11. bend | 12. foot |

8. Extension activity 2

15 mins.

Form pairs and ask each one to choose one of the two leads discussed in the listening. Students discuss the contents of the proposal, then role play a meeting with the client. Discuss the contents of the proposal as a whole class and ask some pairs to present their role play to the class.

