

- **Course Title:** General Business English (**Student Success Introduction**)
 - **CEFR Level:** B1
 - **Lesson Number:** 1
 - **Topic:** How Do I Learn Best?
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - Can describe how they prefer to learn
 - Can explain habits that help them study
 - Can write a short paragraph about their learning style
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Materials

- Handouts / Worksheets:
 - [Learning Styles Quiz](#)
 - [Sentence Practice](#)
 - [Pair Interview Worksheet](#)
 - [Writing Task – My Learning Style](#)
- Audio/Video Files:
 - [Visual, Auditory, and Kinesthetic Learning Styles](#)
- Required Tech:
 - Whiteboard and markers
 - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
habit	something you do regularly	"I have a habit of studying every morning."	N
strategy	a way or method to do something	"My strategy is to use flashcards."	Y
improve	to make something better	"I want to improve my listening."	Y
focus	to give attention to something	"I focus better when I study alone."	Y
prefer	to like something more	"I prefer learning with music."	N

Lesson Structure (PPP)

- Warm-Up Review (10 mins): Study Habit Charades
 - Step 1: Write 4–5 study habits on the board: reading, writing, listening, speaking, reviewing notes.
 - Say: “Today we’re going to act! One student acts out a study habit. No words. Your team will guess!”
 - Step 2: Model with one: Pretend to write. Ask: “What am I doing?” → Elicit: “You are writing.”
 - Step 3: Divide class into 2–3 groups. Each group sends one student to act, the group guesses aloud. Rotate.
 - Teacher can praise with quick feedback.

I. Presentation

- Vocabulary Introduction (10-15 mins):
 - Write the 5 key words on the board: habit, strategy, improve, focus, prefer.
 - Say each word, have students repeat 2–3 times.
 - Write example sentences on the board. Ex: “I focus better when I study at night.”
 - Ask students: “Can you give me your own sentence?” (E.g., “I prefer studying with music.”).
 - Correct gently and repeat the correct form.
- Grammar/Function Focus (10-15 mins):
 - How to Explain It to Students (in B1-friendly language):
 - “Now we’re going to practice speaking in the present simple to describe learning habits, but in a fun way! It’s called Popcorn. Here’s how it works:
 - One student will say a sentence like: ‘I usually study at night.’
 - Then they say ‘Popcorn, David!’ and choose another student.
 - That student says a new sentence, like: ‘She watches videos to learn.’
 - Then they say ‘Popcorn...’ and pick someone new.
 - You can use your real name or make it up. Ready?”
 - How to Run It (Step-by-Step):
 - Do 2–3 Examples with You and Volunteers to model the rhythm and idea. Be playful and supportive.
 - Begin the Game
 - Choose one confident student to start.
 - That student says a sentence and then “popcorns” another student.
 - Continue around the room until everyone has gone.
 - Offer Praise + Correction Supportively
 - Repeat correct models when needed.
 - Use positive reinforcement: thumbs up, claps, “Nice one!”
 - Optional Variations:
 - Let them use their own name, or workplace roles for personalization.

- Hold up a flashcard (e.g., picture of a computer) to prompt a sentence using “He prefers learning on a computer.”
 - For quiet classes, prepare cards they can draw from if they don’t know who to popcorn.
- Mini-Lecture & Guided Discussion: What Are Learning Styles? (10-15 mins)
 - Step 1: Introduce the Concept
 - Write on the board: Visual, Auditory, Kinesthetic
 - Ask: “What do these mean? Can you guess? (Accept ideas, even if incorrect)”
 - Step 2: Show Slide or Video
 - Use a short video or slide deck showing examples:
 - Visual = learning by seeing (pictures, charts, colors)
 - Auditory = learning by hearing (talking, music, discussion)
 - Kinesthetic = learning by doing (movement, hands-on)
 - Step 3: Students complete the Learning Styles Quiz (handout).
 - Students read the statements (checkbox style).
 - They tick what applies to them.
 - Teacher asks: “Which one are you?” and students share briefly in pairs.
 - **Materials:** Whiteboard and markers, projector, Learning Styles Quiz handout, [Visual, Auditory, and Kinesthetic Learning Styles](#)

II. Practice

- Controlled Practice Activities (gap fills, interviews) (5-10 mins)
 - Distribute worksheet. Students complete fill-in-the-blank sentences with study habit phrases “I learn best when...”, “My strategy is...”, “I want to improve...”
 - Review answers orally together. Encourage students to check with a partner.
 - **Materials:** Sentence Practice handout

[20-Minute Break]

- Pair Interviews: Learning Styles (5-10 mins)
 - Step 1:
 - Teacher models with a student:
 - A: “Hi, I’m Sara. I’m a kinesthetic learner. I learn by doing. What is your learning style?”
 - B: “I’m a visual learner. I focus when I see pictures.”
 - Step 2: Students interview partners.
 - Rotate partners once.
 - Teacher monitors, assists with vocabulary.
 - **Material:** Pair Interview handout
- Reflection (5 mins)
 - Ask students to share one thing they learned about their partner. Write 2–3 strong examples on the board. Praise clarity and vocabulary use.

III. Production

- Paragraph Writing: My Learning Style (15-20 mins)
 - Students respond to handout prompts, or teacher writes prompts on the whiteboard ("What is your learning style? What habits help you study? What would you like to improve?").
 - On handout, or in notebook, students write responses in a short paragraph (5-6 sentences).
 - Walk around to assist.
 - Peer Feedback: Give the class a simple checklist on board:
 - Did they identify their learning style?
 - Did they explain their habits?
 - Did they have an improvement goal?
 - Students review each other's work in pairs and offer positive feedback.
 - **Materials:** Writing Task - My Learning Style handout
- Error Correction and Recap (5 mins):
 - Go over 2-3 common errors heard during group work. Write corrected versions on the board. Practice correct versions together.

IV. Digital Tool Introduction - Digital Tool (45 mins)

- To provide students with the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually, for example:
 - Provide a tutorial on the digital tool and its functions
 - Show students how to login
 - Try different activities with teacher support

V. Wrap-Up

- Vocabulary Review Game (5 mins)
 - Teacher says definition. Students shout the word.
 - Example: Teacher: "To make something better." Students: "Improve!"
- Self-Reflection (5 min)
 - Hand-out slips or paper, or have each student say aloud:
 - Students write "Today I learned how to..." and "Now I can say..."
 - Collect or students read aloud.

Optional Independent Practice

- Watch a short video on “How do you learn best?” (link provided)
- Write 5 sentences about your learning style

Notes for the Instructor

- Keep pace to stay within time limit
- Model all tasks briefly but clearly
- Recycle vocabulary during wrap-up

- **Course Title:** General Business English (**Student Success Introduction**)
 - **CEFR Level:** B1
 - **Lesson Number:** 2
 - **Topic:** Setting SMART Language Goals
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe my short and long-term business goals.
 - I can write goals using SMART structure.
 - I can discuss plans for improving my English.
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Materials

- Handouts / Worksheets:
 - [SMART Goals](#)
- Audio/Video Files:
 - [How to Set SMART Goals: Goal Setting for Businesses](#)
- Required Tech:
 - Whiteboard and markers
 - Projector or screen

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
goal	something you want to achieve	“My goal is to improve my speaking skills.”	Y
SMART	Specific, Measurable, Achievable, Relevant, Time-bound	“I set SMART goals to be successful.”	Y
specific	clear and detailed	“My goal is specific: I want to learn 20 new words this week.”	N
measurable	easy to measure or check	“I can measure my progress by taking tests.”	Y
achievable	possible to do	“It’s achievable if I study every day.”	Y
relevant	related to my needs	“Improving business English is relevant to my job.”	Y

time-bound	having a deadline	"I want to reach my goal in three months."	Y
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Lesson Structure (PPP)

- Warm-Up Review (10-15 mins): How Do I Learn Best?
 - Step 1: Write on the board: "Learning Style, Study Habits, Improvement Goals"
 - Ask students to work in pairs to discuss: "What is your learning style?", "What is one good habit that helps you study?", "What do you want to improve in your English?"
 - Step 2: Give sentence starters on the board:
 - "My learning style is ____."
 - "A good habit I have is ____."
 - "I want to improve ____."
 - Step 3: After 7–8 minutes, ask 3 pairs to share one answer with the class.
 - Model good pronunciation and sentence structure as they speak.
 - Encourage students: "Great! Remember, knowing how you learn will help you set good goals."

I. Presentation

- Vocabulary Introduction (10-15 mins):
 - Use board to introduce 7 key vocabulary words (goal, SMART, specific, measurable, achievable, relevant, time-bound). Say each word, have students repeat 2–3 times.
 - Ask student volunteers to write the words in simple sentences on the board, and to suggest icons for the words. Example: "I can measure my progress with tests."
 - Ask students to give their own example for each word. Example: "I want to learn twenty new words every month."
 - Check understanding by asking concept questions:
 - "What does 'time-bound' mean?"
 - "Can a goal be achievable but not relevant? Why?"
- Grammar/Function Focus (10-15 mins):
 - Explain that today's focus is on talking about future plans and intentions using "will" and "going to."
 - Model the difference, and write model sentences on the board:
 - "I will study more vocabulary." (decision made now)
 - "I'm going to take a speaking class." (planned action)
 - Controlled practice:
 - Students complete sentence starters in notebooks or orally:
 - "I will ____ to improve my English."
 - "I'm going to ____ next month."
 - Use pair practice. Students ask and answer:
 - "What will you do?"

- “What are you going to do?”
 - Offer Praise + Correction Supportively
 - Provide error correction by repeating correct versions.
 - Encourage students to use new vocabulary words in their sentences.
- Mini-Lecture & Guided Discussion: What Are SMART Goals? (10-15 mins)
 - Step 1: Introduce the Concept (play the SMART Goals video: [How to Set SMART Goals: Goal Setting for Businesses](#))
 - Explain each SMART element with simple examples on whiteboard:
 - Specific: “I want to learn 20 new business words.”
 - Measurable: “I will test myself every Friday.”
 - Achievable: “I can learn 20 words in a week.”
 - Relevant: “These words help me at work.”
 - Time-bound: “I will do this in one month.”
 - Show an example SMART goal on the board, or with printable handout ([SMART Goals](#)) and read aloud.
 - Ask: “Why is this goal good?” (Accept ideas, even if incorrect)
 - Step 2: Pair activity:
 - Students write 2-3 SMART goals about their English learning
 - Circulate and check for understanding.
 - Invite some students to share their goals with the class.
 - Provide positive feedback, model corrections gently, and prompt further discussion.
 - “What does ‘specific’ mean in your goal?”
 - “How can you make your goal measurable?”
 - “Is your goal achievable? Why or why not?”

II. Practice

- Controlled Practice Activities (20 mins)
 - Distribute goal-setting worksheet
 - Step 1: Students brainstorm ideas for short-term and long-term goals.
 - Step 2: Using sentence starters and vocabulary, write goals in SMART format.
 - Step 3: Pair work: Exchange goals and give feedback using prompts:
 - “Is your partner’s goal specific?”
 - “Can they measure their progress?”
 - Monitor and assist pairs with vocabulary, grammar, and pronunciation.
 - After pairs revise goals, some share with the whole class.
- Reflection (5 mins)
 - Individually, students write a short paragraph answering:
 - “What is my most important goal?”
 - “How will I achieve it?”
 - “What challenges might I face?”

- Encourage use of target vocabulary and future tense structures:
 - “My most important goal is ____.”
 - “I will achieve it by ____.”
 - “The challenge might be ____.”
- Volunteers read paragraphs aloud.

[20-Minute Break]

III. Production

- Goal-Setting Interviews (20 mins)
 - In pairs, students interview each other about their goals using a question list. Write on board (“What is your short-term goal?”, “How will you achieve it?”, “What will you do if it is difficult?”).
 - Model a sample interview with a volunteer to demonstrate flow and language.
 - Encourage follow-up questions for deeper conversation:
 - “Why is this goal important?”
 - “How often will you practice?”
 - Peer Feedback: Give the class a simple checklist:
 - Can I summarize my partner’s goal?
 - Did they explain it clearly?
 - Did they make it SMART?

IV. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

V. Wrap-Up

- Vocabulary Review Game (10 mins)
 - Word match or quiz using today’s 7 key vocabulary words
 - Play a vocabulary quiz or matching game with target words.
- Self-Reflection (5 mins)
 - Hand-out slips of paper, or have each student respond to speaking prompt:
 - Students write or say “Today I learned how to...”
 - Collect or students read aloud.

Optional Independent Practice

- Write three SMART goals for English learning.

- Track your progress on these goals daily or weekly.

Notes for the Instructor

- Model all tasks clearly and slowly.
- Use repetition and drilling for vocabulary.
- Support weaker learners with sentence starters.
- Encourage detailed answers in speaking and writing.
- Praise all attempts to build confidence.

- **Course Title:** General Business English (**Student Success Introduction**)
 - **CEFR Level:** B1
 - **Lesson Number:** 3
 - **Topic:** Tracking Your Progress
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe my study routine
 - I can talk about how my English has improved
 - I can reflect on progress using learning logs
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Materials

- Handouts / Worksheets:
 - [Student Learning Log](#)
- Required Tech:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
monitor	to observe or check something regularly	"I monitor my progress using a weekly checklist."	Y
outcome	the result of an action or process	"The outcome of daily practice is better fluency."	Y
adjust	to change slightly to improve something	"I adjusted my schedule to include more speaking time."	Y
record	to write down or keep track of information	"I record new vocabulary in my notebook."	N
pattern	a repeated or regular way in which something happens	"I noticed a pattern in my grammar mistakes."	N
reflection	careful thinking about what you have done or learned	"Reflection helps me understand what works in my study."	Y

Lesson Structure (PPP)

- Warm-Up Review (15 mins): SMART Goals Pair Activity
 - Step 1: SMART Goals Review (5 mins)
 - Say to students: “Last lesson, we talked about SMART goals — specific, measurable, achievable, relevant, and time-based. You each created your own short- and long-term language goals. Today, we’re going to focus on tracking your progress and describing your routines.”
 - Write the SMART acronym on board or show slide, and briefly review what each part means:
 - S = Specific
 - M = Measurable
 - A = Achievable
 - R = Relevant
 - T = Time-based
 - Ask students to volunteer or call on students to answer in one word or short phrases what each part means in their own words, and elicit examples (e.g., “Achievable means I can do it.”).
 - Step 2: Goal Review (7 mins)
 - Say: “Now, with your partner, share one of the SMART goals you wrote last class. Try to explain why it’s important and what actions you plan to take to reach it.”
 - Provide the following sentence frames on the board or screen:
 - One of my goals is to...
 - This goal is important because...
 - To reach this goal, I plan to...
 - Circulate and listen to pairs. Prompt students to use their notes from Lesson 2 if they can’t remember their goal.
 - Step 3: Class Debrief (3 mins)
 - Ask 2–3 students to share their SMART goal. Use follow-up questions like:
 - “How will you know you’re making progress?”
 - “What challenges might you face?”
 - Write good examples on the board.
 - Step 4: Transition to Lesson 3:
 - Say: “Great, now that we’ve reviewed your goals, it’s time to talk about how to track your progress and describe what you’re doing to reach those goals. Today we’ll also practice talking about your routines and how they’ve changed over time.”

I. Presentation

- Vocabulary Introduction (15 mins)
 - Use the board to introduce six key vocabulary words: monitor, outcome, adjust, record, pattern, reflection:
 - Say each word clearly and have students repeat 2–3 times.

- Write or show a quick visual or example for each to make the meanings concrete:
 - monitor – eye icon or graph screen (watch or check regularly)
 - outcome – checklist with result mark (final result or effect)
 - adjust – edit or settings icon (change something slightly)
 - record – notebook or app icon (write down or save information)
 - pattern – small chart showing a trend (something that repeats)
 - reflection – mirror or thought bubble icon (thinking about what worked)
 - Ask students to connect each word to their own learning or work habits:
 - “Can anyone give a sentence using *monitor* in your learning or at work?”/“Which of these words connects to how you study or manage your tasks each week? How?”
 - For students who need more support, model sentence frames:
 - “I monitor my progress using an app.”/“I record my results in a notebook.”/“I adjust my plan when I’m too busy.”
- Grammar/Function Focus (15 mins):
 - Describe study/work habits and routine:
 - Practice using the *present simple* and *present perfect* to describe work habits and routines, the way we do in short team updates or stand-up meetings at the office. Each person will give a short status update about something they usually do at work and something they’ve done recently.
 - Example:
 - “I usually check my email in the morning.”
 - “I have checked all my emails today.”
 - Step 1: Set the scene
 - Tell students: “You’re in a short team meeting. Each person gives a quick update about their daily or weekly tasks.”
 - Optional: Assign roles to make it realistic (e.g., *Project Manager, Analyst, Team Lead, Marketing Assistant*).
 - Step 2: Model 2–3 Example:
 - Teacher: “I usually send reports every Friday.”
 - Volunteer: “I have sent three reports this week.”
 - Emphasize tone, clarity, and natural rhythm (avoid overly playful delivery).
 - Step 3: Begin the Round
 - Choose one confident student to start.
 - Each student says a present simple sentence about a routine work habit, then calls on another student to give a similar sentence in the present perfect.
 - Continue around the room until everyone has participated.
 - Offer Feedback & Reinforcement:
 - Correct gently and naturally: “Good, *I’ve sent three reports this week.*”
 - Use professional praise: “Nice update,” “Clear summary,” “That sounds realistic.”
 - Optional Variations:

- Use study prompts (e.g., “I have studied English three times this week.” / “I’ve written three English emails today.”).
 - For quieter groups, use a name list or draw cards to decide who speaks next instead of “popcorn.”
- Mini-Lecture & Guided Discussion: Why Tracking Progress Matter (10-15 mins)
 - Step 1: Introduce the Concept
 - Say: “Tracking helps us know what’s working and where we need to improve. If we don’t track, we may repeat the same mistakes.”
 - Ask: “What are the benefits of tracking your progress? Can you guess? (Accept ideas, even if incorrect)
 - Step 2: Gather ideas on the board. Guide students toward key benefits if not mentioned:

Benefit	Why It Helps
Motivation	Seeing improvement increases confidence
Accountability	Reminds you to stay on track with your goals
Personalization	Helps you adapt study techniques based on results
Focus	Keeps your learning goals clear and organized

II. Practice

- Controlled Practice Activities (Learning Log practice) (15 mins)
 - Distribute log template worksheet, or display digitally. Students complete log entries using these guided prompts. Ask students to write in full sentences using today’s vocabulary if possible:
 - What did I study this week?
 - What helped me learn?
 - What didn’t work well?

- What do I want to do differently next week?
 - Prompt students by saying: “Think about your listening, speaking, reading, or writing; what stands out to you?”
- **Materials:** Student Learning Log handout

[20-Minute Break]

- **Pair Interviews: Learning Log reflections (5 mins)**
 - Pair students to share at least one reflection from their log.
 - Prompt them to ask follow-up questions like:
 - “What surprised you?”
 - “What would you change about your study habits?”
 - Students work in pairs. Rotate pairs after a few minutes to practice with a new person. Monitor and assist, offering help with pronunciation or missing vocabulary.
- **Reflection (5 mins)**
 - Ask students to share one thing they learned about their partner. Write 2–3 strong examples on the board. Praise clarity and vocabulary use.

III. Production

- **Speaking Activity: Learning Interview Roleplay (25 mins)**
 - In pairs, students respond to prompts. One is a podcast interviewer, the other a language learner.
 - Provide prompt cards, or write or display on the board (“What do you do to improve your English? How has your learning changed this year? What’s your study routine like?”).
 - Students switch roles when finished.
- **Error Correction and Recap (5 mins):**
 - Go over 2-3 common errors heard during group work. Write corrected versions on the board.
 - Choose 2–3 pairs to perform a short excerpt for the class.

IV. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

V. Wrap-Up

- **Vocabulary Review Game (5 mins)**
 - Word match using today’s 6 key vocabulary words
 - Call on students to define words or match definitions

- Self-Reflection (5 min)
 - Hand-out slips or paper, or have each student say aloud:
 - “Today I learned _____.”
 - “One strategy I will try next week is _____.”
 - “My study routine is changing because _____.”
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Optional Independent Practice

- Keep a daily learning log for one week.
- Prepare one highlight to share in the next lesson.

Notes for the Instructor

- Monitor language accuracy during role-play and Padlet posts.
- Provide differentiated log prompts as needed.
- Consider pairing stronger students with those who need more support.
- Reinforce Present Perfect in feedback moments (“You’ve really started to use new vocabulary!”).

- **Course Title:** General Business English (**Student Success Introduction**)
 - **CEFR Level:** B1
 - **Lesson Number:** 4
 - **Topic:** Overcoming Challenges
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe a challenge and how I dealt with it.
 - I can ask for and give advice about studying English.
 - I can write a paragraph about learning difficulties and solutions.
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Materials

- Handouts / Worksheets:
 - [Roleplay: Giving and Receiving Advice](#)
- [How To Overcome Challenges in Learning English \(Tips & Tricks\)](#)
- Required Tech:
 - Whiteboard and markers
 - Sticky notes







Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
obstacle	something that makes progress difficult	“Time was my biggest obstacle to studying daily.”	Y
barrier	a circumstance preventing progress	“Lack of resources is a major barrier to learning.”	Y
persistence	the quality of continuing despite difficulty	“Her persistence helped her succeed.”	Y
distraction	something that prevents concentration	“My phone is a common distraction when studying.”	N
solution	a way to solve a problem	“My solution was to join a speaking club.”	Y

Lesson Structure (PPP)

- Warm-Up Review (10 mins): Tracking Your Progress
 - Step 1: Keywords (5 mins)
 - Write these keywords on the board or display (track, goal, progress, routine).
 - Ask for volunteers or call on a student to give one word or short answer describing what each word means to them.
 - In pairs, students answer and discuss:
 - “What did you do this week to track your progress?”
 - “What strategy worked best?”
 - Step 2: Call on 2-3 volunteers to share their answers. (5 mins)
 - Prompt with:
 - “What did you use to track your learning?”
 - “Was it easy to follow your plan? Why or why not?”

I. Presentation

- Vocabulary Introduction (10 mins):
 - On the board to introduce 6 key vocabulary words (obstacle, barrier, persistence, strategy, distraction, solution). Say each word, have students repeat 2–3 times.
 - Display a simple visual or icon next to each word to support understanding:
 - obstacle – roadblock or mountain image  (something that makes progress difficult)
 - barrier – wall or fence  (something that stops movement or communication)
 - persistence – person climbing stairs  (continuing even when it’s hard)
 - strategy – chess piece or plan diagram  (a planned way to reach a goal)
 - distraction – phone or noise symbol  (something that takes attention away)
 - solution – light bulb or puzzle piece  (the answer to a problem)
 - Write each word and a clear example sentence on the board:
 - “A big obstacle in my learning is time.”
 - “My strategy is to study early in the morning.”
 - “Noise is a distraction when I read.”
 - Ask students to give their own example sentence for each word, linking to their workplace or study experience.
- Listening Activity (15 mins):
 - Introduce the video: Dealing with Learning Challenges ([How To Overcome Challenges in Learning English \(Tips & Tricks\)](#))
 - Explain that they’ll listen for challenges and solutions.
 - Set two key questions:
 - “What challenge does each speaker describe?”
 - “How did they solve the problem?”
 - How to Run It (Step-by-Step):
 - First play-through for general understanding. Pairs discuss answers.

- Second play-through students complete a chart, give example on the board:

Challenge	Solution

- Follow-up Discussion Questions:
 - “Which strategy would you like to try?”
 - “Did anything surprise you?”
- Mini-Lecture & Guided Discussion: Common Learning Challenges (15 mins)
 - Step 1: Introduce the concept
 - Write five categories on the board: Time, Confidence, Memory, Environment, Other.
 - Explain: “These are common areas where people face learning challenges — at work, in training, or in language study.”
 - Step 2: Brainstorm in pairs or groups
 - Give each group a small set of sticky notes or slips of paper.
 - Ask students to write one challenge per note and place or tape it under the correct category on the board or wall.
 - Example prompts:
 - Time: “I don’t have enough time to study after work.”
 - Confidence: “I’m afraid to speak English in meetings.”
 - Memory: “I forget new vocabulary quickly.”
 - Environment: “My office is too noisy to concentrate.”
 - Other: “I get distracted by my phone.”
 - Step 3: Review and discuss as a class
 - Read a few examples from each category aloud.
 - Guide the discussion using questions such as:
 - “Which challenge is most common in our class?”
 - “Do you see any patterns?”
 - “What strategies could help overcome these challenges?”
 - Step 4: Conclude the discussion
 - Summarize main ideas on the board (for example: better scheduling, more practice time, study in quiet places).
 - Connect the discussion to upcoming lessons on learning strategies and personal development plans.

II. Practice

- Roleplay: Giving and Receiving Advice (15 mins)

- Give each student the Roleplay: Giving and Receiving Advice worksheet, and explain the instructions.
 - Students work in pairs:
 - Student A explains the challenge.
 - Student B gives 2–3 pieces of advice using modals (should, could, might want to).
 - After 3–4 minutes, rotate pairs.
 - Display or write model sentence starters on the board:
 - “You might want to…”
 - “Maybe you could…”
 - “Have you tried…?”
 - “You should try…”

[20-Minute Break]

- Individual Writing Practice: Personal Challenge & Solution (10 mins)
 - Students respond to this prompt:
 - “Write about one challenge you’ve had learning English. What caused it? How did you deal with it or how do you plan to deal with it?”
 - Use at least two new vocabulary words
 - Write 4-5 full sentences
 - Optional: Peer exchange and give one helpful comment using modals. For example:
 - “You could explain the reason more clearly.”
 - “You might want to add another sentence.”
 - “You should check the verb tense here.”
- Reflection (5 mins)
 - Ask students to share one thing they “learned” about their partner in the roleplay. Write 2–3 strong examples on the board. Praise clarity and vocabulary use.

III. Production

- Fluency Activity: Help Me Out! (15 mins)
 - Students form two lines or two circles (facing each other):
 - Partner A describes a real or imaginary learning challenge.
 - Partner B gives advice using modal verbs.
 - After 2-3 minutes, rotate and repeat with a new partner.
 - Display or write challenge prompts on board:
 - “I always forget vocabulary.”
 - “I don’t understand fast speakers.”
 - “I’m too tired after work to study.”
 - Before and during the activity, prompt students with:
 - “Let’s give advice that’s useful and realistic.”
 - “Remember to use full sentences with modals.”

- Error Correction and Recap (5 mins):
 - Go over 2-3 common errors heard during the activity. Write corrected versions on the board. Practice correct versions together.

IV. Mini-Project: Success Strategies & Goals Wall (45 mins)

- Step 1: Introduce the task
 - Explain that students will create a poster titled “Success Strategies & Goals Wall.”
 - Frame the activity as building a professional “team knowledge base” or “learning playbook,” where each participant contributes useful insights and goals.
- Step 2: Explain what to include
 - Each poster should have three clear sections written in complete sentences:
 - Personal Learning Strategy
 - Describe one method or habit that helps you learn English or work more effectively. Example: “I review new business vocabulary every morning before work.”
 - Two SMART Goals
 - Write two goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. Example: “I will learn ten new business words every week for the next month.”
 - One Challenge and Planned Solution
 - Describe a current challenge and explain how you plan to overcome it. Example: “Challenge: I often forget to study after work. Solution: I’ll review my notes for ten minutes during my coffee break.”
- Step 3: Support language variety
 - On the board, create a simple “Modal Variety Meter” to encourage alternatives to *should*:
 - could / might / can / have you tried... / one way to...
 - Remind students to use these modals when giving advice or writing solutions.
- Step 4: Create posters (30 mins)
 - Students create their posters individually or in pairs using paper or digital slides.
 - Remind them to use clear headings, full sentences, and organized sections.
 - Circulate and check that their goals connect to the SMART model.
- Step 5: Share and discuss (15 mins)
 - Display all posters around the room for a gallery walk.
 - Students read two or three others’ posters and write one follow-up question or suggestion on a sticky note.
 - Discuss as a class:
 - “What common challenges did you notice?”
 - “Which strategies might help you the most?”
- **Materials:** Large paper or poster sheets, markers, sticky notes, tape.
- Teacher Prompts (throughout the activity)
 - “What do you want to achieve in the next month?”
 - “What strategy has helped you the most so far?”
 - “What might stop you from reaching your goal — and what could help?”
 - “How can we support each other in reaching our goals?”

V. Wrap-Up

- Vocabulary Review Game (5 mins)
 - Word match on board using today's 6 key vocabulary words
 - Call on students to define words or match definitions
 - Self-Reflection (5 min)
 - Hand-out slips or paper, or have each student say aloud:
 - Students write:
 - “Today I learned...”
 - “One strategy I will use in my real life is...”
 - “A challenge I feel more ready for is...”
 - Collect or students read aloud.
-

Optional Independent Practice

- Watch the TED-Ed video “The Psychology of Self-Motivation” by Scott Geller (5:40 min): [The psychology of self-motivation | Scott Geller | TEDxVirginiaTech](#)

Notes for the Instructor

- Ensure activities stay within time to allow for the full mini-project.
- Model examples of giving advice using modals (“You could...”, “You might want to...”) during the Practice stage.
- Monitor pair and group work to check that learners are using functional language for describing challenges and offering advice.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 5
- **Topic:** Workplace Small Talk (Unit 1: Communicating Professionally)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can start and maintain short, polite conversations at work.
 - I can use natural expressions to connect with colleagues.
 - I can close a conversation professionally and appropriately.

Materials

- Handouts / Worksheets:
 - [Dialogue Completion](#)
 - [Listening Task Worksheet](#)
- Audio/Video Files:
 - [Ep 10: Small talk](#)
- Required Tech:
 - Whiteboard and markers
 - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
rapport	a positive, friendly connection between people	“Building rapport with clients helps long-term partnerships.”	Y
remark	a brief spoken comment	“His opening remark was friendly and confident.”	Y
courteous	showing respect and good manners	“It’s courteous to ask before joining a conversation.”	N
engage	to participate actively or show interest	“She engaged her colleagues in small talk before the meeting.”	Y
transition	to move smoothly from one topic or activity to another	“He transitioned from small talk to the main agenda naturally.”	Y
wrap up	to finish or bring something to an end	“Let’s wrap up this chat and start the meeting.”	Y

Lesson Structure (PPP)

Warm-Up Review (10 mins): Error Hunt – Review of Previous Unit’s Final Project

- Step 1: Write a short “unprofessional” message from a fictional workplace email.

- Example: “Hey guys, where’s that report? I need it now.”
- Say: “What makes this unprofessional? Discuss with your partner.”
- Step 2: Pairs identify at least two errors (tone, word choice, politeness) and rewrite the message.
 - Example improvement: “Hello team, could you please send me the report by noon today? Thanks!”
- Step 3: Elicit answers and discuss how tone and phrasing affect professionalism.
 - Transition: “Good. Small talk can also show professionalism—it’s how we build rapport before business begins.”
 - **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Vocabulary Exploration (10–15 mins)**
 - Step 1: Write the six target words on the board. Ask: “Which of these do you already know from work?” Students mark familiar/unfamiliar words with a check or question mark.
 - Step 2: Divide class into groups of three. Each group writes an example situation from their workplace using one or two words.
 - Example: “I engage my team by asking about their weekend before the meeting.”
 - Step 3: Ask groups to share their examples aloud.
 - Encourage paraphrasing and clarification questions.
 - Briefly note collocations (e.g., *build rapport*, *wrap up a conversation*).
 - **Materials:** Whiteboard and markers
- **Grammar / Function Focus (10–15 mins)**
 - Step 1: Write two short exchanges on the board:
 - “Hi! How was your weekend?” – “Good, thanks. Yours?” – “Great. Ready for Monday?”
 - “Morning. Report ready?” – “Yes.” – “Good.”
 - Ask: “Which sounds more natural in a business setting? Why?”
 - Step 2: Highlight conversational structures: opening → topic → transition → closing.
 - Explain that effective small talk is brief, polite, and sets a friendly tone.
 - Step 3: Students write and underline openings and closings in their own examples.
 - Model: “rapport and tone come from small, simple choices.”
 - **Materials:** Whiteboard and markers
- **Video Activity (10 mins)**
 - Step 1: Introduce the video: “Notice how colleagues manage tone and transitions in short workplace chats.”
 - Play once for general understanding. Ask: “What topics do they use to start and end politely?”

- Step 2: Play again. Students complete the Listening Worksheet (Opening–Topic–Closing).
- Step 3: Debrief as a class.
 - Ask: “How did they move naturally from small talk to business?”
 - Highlight key expressions, for example: “*By the way,*” “*Anyway,*” “*Good catching up.*”
- **Materials:** Listening Worksheet, video link ([Ep 10: Small talk](#)), projector

II. Practice (30–40 mins)

- **Controlled Practice: Dialogue Building**
 - Step 1: Distribute dialogue handout (e.g., greeting, topic, transition, closing).
 - Students complete dialogue fragments.
 - Step 2: Compare results and discuss different natural sequences.
 - Ask: “Which opening sounds friendlier?” “Which closing is most natural?”
 - Step 3: Read dialogues aloud with attention to rhythm and tone.
 - **Materials:** Dialogue Completion Handout
- **Pair Activity: Small Talk Swap**
 - Step 1: Students form pairs and choose a workplace scenario written on the board (e.g., before a client call, during lunch break, waiting for a meeting).
 - Each pair performs a 1-minute small talk exchange.
 - Step 2: Partners switch roles and vary tone (formal / neutral / relaxed).
 - Classmates guess which tone they used.
 - Step 3: Class feedback—Which sounded most natural in a professional setting?
 - **Materials:** Whiteboard and markers

[20-Minute Break]

III. Production (45–55 mins)

- **Roleplay: Networking Mixer Simulation (25–30 mins)**
 - Step 1: Explain the context: “You’re at a company networking event. Practice meeting new colleagues.”
 - Step 2: Ask students for examples of job titles and write on board (e.g., “Marketing Specialist, Assistant Director, Project Manager”).
 - Students mingle and hold 1–2 minute conversations with at least three partners.
 - Encourage openings (“Hi, I’m Alex from Finance”), neutral topics (travel, workload), and closings (“Nice meeting you. Let’s connect later.”).
 - Step 3: Reflect as a group on what felt natural vs. forced.
 - Ask: “Which phrases helped keep conversations going?”
 - **Materials:** Whiteboard and markers

- **Fluency Challenge (15–20 mins)**
 - Step 1: Write prompts on the board: weekend, travel, team updates, new projects.
 - Step 2: Pairs hold a 2-minute dialogue, using at least two new vocabulary words.
 - If they pause, prompt: “Add a follow-up question or polite remark.”
 - Step 3: Invite 1–2 pairs to perform.
 - Highlight examples of clear tone and natural transitions.
 - **Materials:** Whiteboard and markers

- **Error Correction and Recap (5 mins)**
 - Write 2–3 recurring mistakes heard during activities.
 - Example: “How you spend your weekend?” → “How did you spend your weekend?”
 - Example: “You are busy?” → “Are you busy?”
 - Repeat corrected versions as a class.
 - **Materials:** Whiteboard and markers

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary recall quiz—Teacher gives definition, students call out term.
 - Example: “What word means to build a friendly connection?” → “Rapport.”
- Step 2: Reflection questions:
 - “When can small talk help you build trust at work?”
 - “How can you transition politely into business topics?”
- Step 3: Preview the next lesson: “Next time, we’ll develop *Active Listening Skills* to strengthen communication.”
- **Materials:** Whiteboard and markers

Optional Independent Practice

- Watch a short English business interview or podcast.
- Note three phrases used for starting or ending casual conversation.
- Write a short journal entry describing one successful small talk exchange you had at work this week.
- Explain how it improved communication.

Notes for the Instructor

- Model natural tone and phrasing—avoid scripted delivery.
- Encourage realistic, adult examples from professional life.
- Balance fluency practice with reflection on tone and register.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 6
- **Topic:** Active Listening Skills (Unit 1: Communicating Professionally)
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can show understanding during conversations by using active listening strategies.
 - I can respond appropriately to colleagues to show attention and interest.
 - I can use clarifying and confirming questions in a professional discussion.

Materials

- Handouts / Worksheets:
 - [Clarifying Questions Practice](#)
 - [Listening Reflection](#)
- Required Tech:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
paraphrase	to repeat someone's ideas in your own words	"She paraphrased the client's request to confirm understanding."	Y
clarify	to make something clear or easier to understand	"Could you clarify the next steps, please?"	Y
confirm	to make sure that something is correct	"Let me confirm the meeting time for tomorrow."	Y
interrupt	to stop someone from speaking	"It's best not to interrupt during a client presentation."	Y
feedback	information about how well something was done	"He gave useful feedback on the team's presentation."	Y
acknowledge	to show that you heard or understood someone	"She nodded to acknowledge the speaker's point."	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Quick Quiz – Review of Previous Lesson

- Step 1: Teacher reads three short workplace situations aloud.
 - "You meet a colleague in the elevator. What's a friendly way to start a conversation?"
 - "You need to end a chat politely before a meeting. What could you say?"
 - "You want to sound professional but relaxed. Which phrase fits?"

- Step 2: Students write answers on their handout and share quickly.
- Step 3: Elicit correct phrases and transition: “Now let’s practice how to listen and respond so conversations flow naturally.”

I. Presentation (30–40 mins)

- **Vocabulary and Concept Introduction (10–15 mins)**
 - Step 1: Write the six vocabulary words on the board. Ask: “Which of these do you already use at work?”
 - Step 2: Introduce each word with short real-life examples and students note them on their handout.
 - Example: *Paraphrase* – “So you’re saying the report is delayed, right?”
 - Example: *Clarify* – “Could you clarify what you mean by ‘draft’?”
 - Step 3: Pairs write one sentence for each word based on their own jobs or study tasks.
 - Step 4: Brief pronunciation check and peer feedback.
- **Listening Strategies Mini-Lecture (10–15 mins)**
 - Step 1: Write on board: “Active Listening = Show Interest + Confirm Understanding.”
 - Step 2: Brainstorm ways to show listening:
 - Verbal: “I see,” “That’s right,” “Absolutely.”
 - Non-verbal: nodding, eye contact, slight smile.
 - Step 3: In pairs, students list three situations where active listening helps (e.g., team meetings, client calls).
 - Step 3: Elicit answers and summarize why these signals build trust and avoid errors.

II. Practice (30–40 mins)

- **Controlled Practice – Clarifying and Confirming**
 - Step 1: Students complete gapped sentences on their handout using target vocabulary.
 1. “Just to _____, you need the figures by Friday?”
 2. “So you’re saying we should _____ the timeline?”
 3. “Could I _____ what you mean by ‘update’?”
 - Step 2: Pairs compare answers and read aloud to check intonation and tone.
 - Step 3: Teacher elicits a few complete sentences and corrects formality as needed.
 - **Materials:** Clarifying Questions Handout
- **Pair Dialogue – Responding and Acknowledging**
 - Step 1: Students read mini-dialogues on their handout and fill in the missing listener responses (“Right,” “I understand,” “Exactly,” etc.).
 - Step 2: Pairs practice each dialogue twice, switching roles to practice listener and speaker.
 - Step 3: Quick whole-class review of tone and clarity.
 - **Materials:** Listening Reflection

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – The Misunderstanding Fix**
 - Step 1: Write a short ambiguous message on the board (e.g., “Please finish the presentation soon.”).
 - Step 2: Groups discuss what the message might mean and how they would clarify it.
 - Step 3: Each group writes an improved version on poster paper and presents it briefly to the class.
 - Step 4: Compare and highlight effective clarifying phrases.

- **Listening Relay – Paraphrase Chain**
 - Step 1: Teacher reads a short professional statement: “The client requested to move the meeting to Thursday afternoon.”
 - Step 2: Student A paraphrases it; Student B rephrases what A said, and so on around the group.
 - Step 3: Final student reports the last version aloud. Class checks how much the message changed.
 - Step 4: Brief discussion: “How did paraphrasing help accuracy?”

- **Error Correction and Recap (5 mins)**
 - Teacher writes common issues from activities on the board and elicits corrections.
 - “Say me again?” → “Could you say that again?”
 - “I repeat for you.” → “Let me repeat that to confirm.”

IV. Wrap-Up (10–15 mins)

- Step 1: Quick vocabulary review quiz on the board.
 - “What word means to check if something is correct?” → “Confirm.”
- Step 2: Reflection discussion: “When do you need to clarify most often at work?”
- Step 3: Preview: “Next lesson, we’ll learn how to *Give and Receive Feedback* in professional situations.”

Optional Independent Practice

- Listen to an English business video or meeting recording, and write two examples of clarifying or confirming questions you hear.
- At work or school, try paraphrasing someone’s instructions to check understanding.

Notes for the Instructor

- Reinforce listening behaviors (eye contact, acknowledgement, short verbal signals).

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 7
- **Topic:** Giving and Receiving Feedback (Unit 1: Communicating Professionally)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can give constructive feedback in a polite and professional way.
 - I can respond positively to feedback from others.
 - I can use language for suggestions and improvement in workplace discussions.

Materials

- Handouts / Worksheets:
 - [Vocabulary Introduction](#)
 - [Feedback](#)
 - [Giving Feedback and Responding](#)

- Audio / Video Files:
 - [Giving feedback – 14 – English at Work shows you how](#)

- Required Tech:
 - Whiteboard and markers
 - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
feedback	comments about someone's work or performance	"My manager gave me useful feedback after the presentation."	Y
suggestion	an idea or advice for improvement	"Can I make a suggestion about your slide design?"	Y
improvement	a change that makes something better	"We made several improvements to the report."	Y
appreciate	to recognize and be thankful for something	"I really appreciate your feedback on my work."	Y
tone	the way of speaking that shows feeling or attitude	"Use a calm tone when discussing performance issues."	Y
constructive	helpful and meant to improve something	"Her feedback was constructive and specific."	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Role Re-run – Review of Previous Lesson

- Step 1: Say: “Last time, we practiced active listening. Let’s do a quick re-run.”
 - Ask students to return to their *Active Listening* dialogues from last lesson (from the handout).
 - This time, they will perform the same short dialogues again — but faster, and with a new twist.
- Step 2: Write the twist options on the board:
 - A polite interruption.
 - Clarify something twice.
 - End the conversation naturally.
- Step 3: Pairs choose one twist and re-perform their conversation.
 - Volunteers perform for class feedback.
 - Transition: “Good — active listening helps us prepare for our next skill: how to give and receive feedback.”

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10–15 mins)**
 - Step 1: Write today’s six vocabulary words on the board.
 - Ask: “Which of these do you use when talking about performance or projects?”
 - Step 2: Read each aloud and provide context:
 - “Feedback” — comments on how you did something.
 - “Suggestion” — polite idea to help improve.
 - “Constructive” — not just what’s wrong, but how to fix it.
 - Step 3: Students complete a matching exercise on their handout (word → definition → example).
 - Step 4: Check as a class, then ask pairs to use 3–4 words in short sample sentences.
 - **Materials:** Vocabulary Handout
- **Grammar / Function Focus (10–15 mins)**
 - Step 1: Write on board: “Giving feedback politely” vs. “Receiving feedback positively.”
 - Step 2: Model a few sentence frames:
 - Giving: “I think you could...,” “Maybe next time you can...,” “Have you considered...?”
 - Receiving: “Thanks, that’s helpful.” / “I’ll definitely try that.” / “I appreciate your suggestion.”
 - Step 3: Students copy the frames into their handout chart and write one of their own.
 - Step 4: Quick pronunciation check for tone (friendly, not critical).
- **Video Activity (10 mins)**
 - Step 1: Say: “Let’s watch how professionals give feedback clearly and politely.”
 - Play the video once for overall understanding.
 - Step 2: Play again. Students complete a table on their handout noting:

- One example of good feedback
 - One example of poor feedback
 - How the speaker's tone changed the message
- Step 3: Review as a class.
 - Ask: "What made the good feedback sound helpful?"
 - Highlight key language (e.g., "I liked your idea, and...").
- **Materials:** [Giving feedback – 14 – English at Work shows you how](#)

II. Practice (30–40 mins)

● Controlled Practice – Completing Feedback Statements

- Step 1: Students complete partial sentences on their handout:
 1. "One thing I liked about your report is _____."
 2. "Next time, you might want to _____."
 3. "I really appreciate how you _____."
- Step 2: Pairs compare and discuss which phrases sound polite or too direct.
- Step 3: Whole-class check and correction on tone.
- **Materials:** Feedback handout

● Pair Practice – Giving and Responding

- Step 1: Pairs take turns giving feedback on fictional workplace tasks listed on their handout (e.g., a short report, a team meeting summary, a presentation outline).
- Step 2: Listener responds positively using polite feedback language.
 - Example:
 - A: "I think your report is clear, but maybe you can shorten the introduction."
 - B: "Thanks! I'll look at that section again."
- Step 3: Rotate pairs and repeat with a new topic each time.
- **Materials:** Giving Feedback and Responding

[20-Minute Break]

III. Production (45–55 mins)

● Group Discussion – Constructive Feedback Wall

- Step 1: Give each group a piece of poster paper or sticky notes.
- Step 2: Students write one example of *effective feedback* and one example of *ineffective feedback* they've heard or given.
- Step 3: Groups post their examples on the wall.
- Step 4: Review examples together and discuss:
 - "What made feedback helpful?"
 - "How could the negative example be improved?"
- Step 5: Write top "dos and don'ts" on the board as a class summary.

● Role Practice – Feedback Scenarios

- Step 1: Write three workplace contexts on the board:
 - Manager to employee
 - Colleague to colleague
 - Team leader to client
 - Step 2: Pairs choose one context and create a short (4–5 line) feedback dialogue on their handout.
 - Step 3: Perform for another pair and exchange feedback using the sentence frames from earlier.
 - Step 4: Debrief briefly: “Which phrases sounded most natural?”
- **Error Correction and Recap (5 mins)**
 - Write common tone or structure mistakes on the board:
 - “You did bad job.” → “You could improve this part by...”
 - “That’s wrong.” → “Maybe another option could be...”
 - Review and repeat correct versions as a class.

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary check—Teacher says definition; students call out word.
 - “What means ‘helpful advice for improvement?’” → “Constructive feedback.”
- Step 2: Reflection: “How can giving feedback respectfully help at work?”
 - “How can you respond well when feedback feels difficult?”
- Step 3: Preview next lesson: “Next time, we’ll work on *Handling Difficult Conversations* professionally.”

Optional Independent Practice

- Watch a short workplace video or podcast where feedback is given.
 - Write down one positive phrase and one that could be improved.
- Think of one situation from your week where you could give feedback.
 - Write two sentences you could use next time.

Notes for the Instructor

- Model tone that is polite but direct—avoid overly soft or overly critical phrasing.
- Encourage students to personalize examples for realism.
- Balance accuracy and fluency during open practice.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 8
- **Topic:** Handling Difficult Conversations (Unit 1: Communicating Professionally)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can express disagreement or criticism politely in a professional context.
 - I can use language for resolving problems or misunderstandings at work.
 - I can plan and take part in a short roleplay that demonstrates effective communication in a difficult conversation.

Materials

- Handouts / Worksheets:
 - [Polite Disagreement Phrases](#)
 - [Mini-Project Instructions](#)
- Audio / Video Files:
 - [Disagreeing - 10 - English at Work gives you the language to disagree](#)
- Required Tech:
 - Whiteboard and markers
 - Projector
 - Poster paper or sticky notes (for group planning)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
disagreement	a situation where people have different opinions	"There was a disagreement about project deadlines."	Y
conflict	serious discussion or argument between people	"They resolved the conflict by reviewing priorities together."	Y
negotiate	to discuss in order to reach an agreement	"We negotiated a new delivery date with the supplier."	Y
compromise	an agreement where each side gives up something	"We found a compromise that worked for both departments."	Y
apologize	to say sorry for a problem or mistake	"He apologized for missing the meeting."	Y
resolve	to fix a problem or reach a solution	"The manager resolved the issue quickly."	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Ranking Task – Review of Previous Lesson

- Step 1: Write four phrases from Lesson 3 on the board:
 1. “You did a great job.”
 2. “Maybe next time you could...”
 3. “That’s not correct.”
 4. “I appreciate your effort.”
- Step 2: In pairs, students rank them from **most polite** → **least polite**.
 - Discuss: “Why is this one more polite?” / “Which would you use with your manager vs. your colleague?”
- Step 3: Brief share-out. Summarize: “Today we’ll focus on how to handle situations where opinions differ — while staying polite and professional.”

I. Presentation (30–40 mins)

- **Vocabulary & Context Introduction (10–15 mins)**
 - Step 1: Write the six vocabulary words on the board. Ask: “Which of these are common in your workplace?”
 - Step 2: Read each aloud and give short examples:
 - “We had a disagreement about budget priorities.”
 - “They resolved the conflict after discussing expectations.”
 - “Sometimes compromise is better than winning.”
 - Step 3: Students match each word to a short situation on their handout.
 - Step 4: Class check and quick pronunciation practice.
- **Functional Language Focus (10–15 mins)**
 - Step 1: Write two columns on the board: *Polite Disagreement* / *Problem-Solving Language*.
 - Polite Disagreement: “I see your point, but...,” “I’m afraid I disagree,” “You may be right, however...”
 - Problem Solving: “What if we...,” “Let’s look for another option,” “Maybe we can compromise.”
 - Step 2: Pairs complete polite expressions example sentences.
 - Step 3: Elicit when and why each type is useful (meetings, email replies, negotiations).
- **Video Activity (10 mins)**
 - Step 1: Say: “You’ll watch how two colleagues manage a difficult talk professionally.”
 - Play once for overall understanding.
 - Step 2: Play again. Students complete a chart on their handout noting:
 - What was the problem?
 - What polite language did they use?
 - How was the issue resolved?

- Step 3: Class discussion: “Which expressions could you use in your own job?”
- **Materials:** Video link [Disagreeing - 10 - English at Work gives you the language to disagree](#)

II. Practice (30–40 mins)

- **Controlled Practice – Polite Disagreement Drill**
 - Step 1: Students complete short gap-fill sentences on their handout:
 - Step 2: Check answers together.
 - Step 3: Pairs practice reading the completed lines aloud with correct tone.
 - **Materials:** Polite Disagreement Phrases handout

- **Pair Activity – Workplace Problem-Solving**
 - Step 1: On the board, write three workplace problems:
 1. A coworker is late submitting a report.
 2. Two team members disagree on meeting times.
 3. A client isn’t happy with a proposal.
 - Step 2: Pairs choose one situation and discuss how to resolve it politely.
 - They must use at least two polite disagreement phrases and one solution phrase.
 - Step 3: Volunteers share solutions aloud; class notes useful expressions on handout.

[20-Minute Break]

III. Production (45–55 mins)

- **Mini-Project: “Workplace Conversation Role-Plays”**
 - Step 1: Explain: “This project brings together everything we’ve learned about communication — small talk, listening, feedback, and problem-solving.”
 - Step 2: Groups of 3–4 choose or create a short realistic workplace scenario such as:
 - Two colleagues disagreeing on priorities
 - A manager giving critical feedback
 - A customer complaint
 - Step 3: Using the project section of the handout, groups plan their dialogue:
 - Step A – Define the problem.
 - Step B – Use active listening and feedback phrases.
 - Step C – Reach a polite resolution.
 - Step 4: Groups rehearse for 10–15 minutes.
 - Step 5: Perform for the class. After each presentation, classmates complete a short feedback section on their handout (“Was the tone polite? Did they solve the issue?”).
 - Step 6: Debrief: “Which language worked best for resolving tension?”
 - **Materials:** Mini-Project Instructions handout

- **Error Correction and Recap (5 mins)**
 - Write 2–3 examples from student language and correct together:
 - “You wrong.” → “I see it differently.”
 - “It’s not my fault.” → “I understand, but let’s find a solution.”

IV. Wrap-Up (10–15 mins)

- Step 1: Quick vocabulary check—Teacher gives definition, students call out term.
 - “To fix a problem or reach agreement?” → “Resolve.”
 - Step 2: Reflection: “How can polite language change a difficult situation?”
 - “Which expressions will you use next time there’s conflict at work?”
 - Step 3: Transition: “Next unit, we’ll begin *Presenting Your Ideas Clearly*.”
-

Optional Independent Practice

- Watch a workplace drama clip in English.
 - Write one example of polite disagreement you hear.
- Reflect on a real-life difficult conversation you had.
 - Write what you said, and how you could say it more professionally next time.

Notes for the Instructor

- Encourage calm, professional tone throughout the project.
- Give timing cues so all groups present.
- Provide balanced feedback on both language and teamwork.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 9
- **Topic:** Scheduling Meetings (Unit 2: Meetings and Time Management)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can suggest meeting times and dates clearly and politely.
 - I can confirm or reschedule meetings using appropriate language.
 - I can check availability and agree on meeting details in professional conversations.

Materials

- Handouts / Worksheets:
 - [Vocabulary Introduction](#)
 - [Dialogue Completion](#)
 - [Calendar Planner](#)
- Required Tech:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
schedule	to plan or arrange an event	“Let’s schedule the meeting for next Tuesday.”	Y
confirm	to make sure something is correct or agreed	“Could you confirm the meeting time?”	Y
postpone	to delay or move something to a later time	“We need to postpone the call until Friday.”	Y
available	free or able to attend	“Are you available at 10 a.m. tomorrow?”	Y
agenda	a list of topics to be discussed	“I’ll send the meeting agenda this afternoon.”	Y
reschedule	to change the date or time of something	“Let’s reschedule for next week if that works better.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Error Hunt – Review of Unit 2 Mini-Project (“Handling Difficult Conversations”)

- Step 1: Display a short, “problematic” example of a workplace email from the previous unit:
 - > “Hi, we need talk about mistake. Come to my office 9 am. Don’t be late.”

- Step 2: Pairs identify and correct at least two issues (tone, clarity, professionalism).
 - Example correction: “Hi Alex, could we meet at 9 a.m. to review the report? Please let me know if that time works for you.”
- Step 3: Review together and discuss: “Why does the new version sound more professional?”
 - Transition: “Today we’ll use this polite, clear tone to schedule and confirm meetings.”
 - **Materials:** Whiteboard and markers or projector (slide with sample email)

I. Presentation (30–40 mins)

- **Vocabulary and Context Introduction (10–15 mins)**
 - Step 1: Write the six target words on the board. Ask: “Which of these do you use when planning meetings?”
 - Step 2: Give short example sentences and elicit paraphrases from students:
 - “We can **postpone** until Thursday if needed.”
 - “Let’s **confirm** the time before we send the invitation.
 - “What’s on the **agenda** for today?”
 - Step 3: Students complete a matching task (word → definition → example) on their handout.
 - Step 4: Check answers together.
 - **Materials:** Vocabulary Matching handout
- **Functional Language – Making and Changing Arrangements (10–15 mins)**
 - Step 1: Write on the board two example dialogues:
 - A: “Are you available Tuesday morning?”
 - B: “Sorry, I have a meeting then. How about Wednesday?”
 - A: “That works. I’ll confirm by email.”
 - Step 2: Elicit polite alternatives and phrases from students.
 - Suggesting: “Could we meet on...?” “Would Thursday work for you?”
 - Confirming: “Let’s confirm for...” “I’ll send a calendar invite.”
 - Rescheduling: “Something’s come up — can we move it to...?”
 - Step 3: Students note these phrases and mark them by function (suggest, confirm, reschedule).
 - **Materials:** Whiteboard and markers

II. Practice (30–40 mins)

- **Controlled Practice – Scheduling by Phone**
 - Step 1: Students complete gapped dialogues on their handout using target phrases:
 - A: “Are you _____ on Thursday afternoon?”
 - B: “I’m afraid I’m not. Can we _____ for Friday instead?”
 - A: “Sure, I’ll _____ by email.”
 - Step 2: Pairs read completed dialogues aloud with polite tone and rhythm.
 - Step 3: Volunteers act out one exchange for quick feedback.
 - **Materials:** Dialogue Completion handout

- **Pair Activity – Meeting Calendar Planning**
 - Step 1: Provide a weekly calendar chart on the handout with busy/free slots.
 - Step 2: In pairs, students ask and answer to find a time that works for both.
 - Example: A: “Are you available on Tuesday afternoon?” B: “I’m in meetings then. How about Thursday morning?”
 - Step 3: Write the final confirmed meeting time and short confirmation message below the chart.
 - **Materials:** Meeting Calendar handout

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Team Meeting Roleplay**
 - Step 1: Groups of three simulate planning a real meeting. Roles: Organizer, Colleague, Manager.
 - Step 2: Groups record their chosen date, time, and agenda.
 - Step 3: One group presents its scheduling dialogue to the class.
 - Step 4: Peers give brief feedback: “Was it polite? Was it clear?”
- **Writing Extension – Follow-Up Email Practice**
 - Step 1: Students write a short follow-up email confirming the meeting.
 - Example: “Dear Sara, Thanks for meeting today. Let’s confirm our next meeting for Tuesday at 10 a.m. Please let me know if any changes. Best, Alex.”
 - Step 2: Pairs exchange emails and check for tone and clarity.
- **Error Correction and Recap (5 mins)**
 - Write 2–3 real student errors on the board and correct together:
 - “We will meeting next week.” → “We will meet next week.”
 - “I want change time.” → “I’d like to change the time.”

IV. Wrap-Up (10–15 mins)

- Step 1: Quick vocabulary review on the board.
 - “To delay something?” → “Postpone.”
 - “A list of meeting topics?” → “Agenda.”
- Step 2: Reflection: “What language helps make scheduling polite?” “When do you usually reschedule meetings at work?”
- Step 3: Preview next lesson: “Next time, we’ll learn how to *Participate Effectively in Meetings.*”

Optional Independent Practice

- Listen to a short meeting-scheduling clip online and write three useful phrases.
Write one short email to confirm or reschedule a meeting for next week.

Notes for the Instructor

- Encourage polite tone and natural pacing during roleplays.
- Model professional email language on the board.
- Recycle target phrases frequently during feedback.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 10
- **Topic:** Participating in Meetings (Unit 2: Meetings and Time Management)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can participate actively in work meetings using clear and polite language.
 - I can ask for clarification and confirm understanding during discussions.
 - I can agree and disagree appropriately and contribute my opinion.

Materials

- Handouts / Worksheets:
 - [Vocabulary Context](#)
 - [Meeting Expressions](#)
 - [Dialogue Completion](#)
 - [Meeting Roleplay Template](#)
- Required Tech:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
chairperson	the person leading a meeting	“The chairperson opened the meeting and introduced the agenda.”	Y
participant	someone who takes part in a meeting	“All participants were encouraged to share ideas.”	Y
interrupt	to stop someone while they are speaking	“Please don’t interrupt while I’m explaining the report.”	Y
clarify	to make something clear or easier to understand	“Could I clarify what you mean by ‘new procedure’?”	Y
agree	to share the same opinion	“I completely agree with your point.”	Y
disagree	to have a different opinion	“I see your point, but I disagree about the timing.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Quick Quiz – Review of Lesson 1 (“Scheduling Meetings”)

- Step 1: Teacher reads three short scheduling scenarios aloud.
 1. “You can’t attend Monday’s meeting. What phrase can you use to change the time?”

2. "You want to confirm tomorrow's meeting. What could you say in an email?"
 3. "Your colleague suggests Tuesday, but you're busy. How can you politely respond?"
- Step 2: Students shout or write answers on the board: "Can we reschedule for...?", "I'd like to confirm...", "I'm afraid I'm not available then."
 - Step 3: Review answers and praise correct phrasing.
 - Transition: "Excellent — today we'll practice how to speak up and contribute in meetings."
 - **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Vocabulary and Context Introduction (10–15 mins)**
 - Step 1: Write the six new words on the board.
 - Step 2: Elicit examples from students:
 - "Who usually leads your meetings?" (chairperson)
 - "What should you do if you don't understand?" (clarify)
 - Step 3: Students complete a quick matching task on their handout (word → definition → example).
 - Step 4: Class check with pronunciation practice (stress on first syllable for "chairperson," "participant").
 - **Materials:** Vocabulary and Context handout
- **Functional Language – Expressing Opinions and Agreement (10–15 mins)**
 - Step 1: Write on the board: *Agreeing – Disagreeing – Clarifying*.
 - Agreeing: "I completely agree." / "That's a good point."
 - Disagreeing: "I see your point, but..." / "I'm not sure I agree."
 - Clarifying: "Could you explain that again?" / "Just to clarify, do you mean...?"
 - Step 2: Students choose the polite and professional phrases on their handout.
 - Step 3: Class pronunciation drill (intonation for polite disagreement).
 - **Materials:** Meeting Expressions handout

II. Practice (30–40 mins)

- **Controlled Practice – Sentence Building**
 - Step 1: Students complete short dialogue gaps on their handout, for example:
 - A: "I think we should extend the deadline."
 - B: "_____, but it may delay other projects."
 - A: "Good point. So, _____ we could start earlier?"
 - Step 2: Compare answers in pairs, then review together.
 - Step 3: Repeat with emphasis on polite tone.
 - **Materials:** Dialogue Completion
- **Pair Practice – Mini-Meeting Simulation**
 - Step 1: Write on the board: "Topic: Improving team communication."

- Step 2: In pairs, students take turns acting as meeting participants using target language for agreeing, disagreeing, and clarifying.
- Step 3: Each pair presents one exchange to another pair for feedback.
- **Materials:** Whiteboard and markers

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Department Meeting Roleplay**
 - Step 1: Divide class into groups of 4–5. Assign roles: Chairperson, Timekeeper, Recorder, Participants.
 - Step 2: Provide meeting scenario options on the handout:
 - Planning a company event
 - Solving a scheduling problem
 - Improving internal communication
 - Step 3: Groups hold a 5–6 minute simulated meeting, using language from the previous sections.
 - Step 4: After each roleplay, groups complete a short reflection: “Who agreed politely? Who asked for clarification?”
 - **Materials:** Meeting Roleplay Template

- **Error Correction and Recap (5 mins)**
 - Write 2–3 examples from student roleplays on the board and correct together:
 - “I not agree.” → “I don’t agree.”
 - “Can you repeat please?” → “Could you repeat that, please?”

IV. Wrap-Up (10–15 mins)

- Step 1: Quick review quiz – Teacher gives definition, students call out the word.
 - “Someone who leads a meeting?” → “Chairperson.”
 - “To make something clear?” → “Clarify.”
- Step 2: Reflection: “Which phrases help make meetings productive?” “What’s difficult about disagreeing politely?”
- Step 3: Preview next lesson: “Next time, we’ll learn to *Manage Time in Meetings* and keep discussions on track.”

Optional Independent Practice

- Watch a short business meeting video in English, and write one example of agreeing, one of disagreeing, and one of clarifying.
- Reflect on a recent meeting in your job or studies, and write three sentences describing how you participated.

Notes for the Instructor

- Encourage equal speaking time during simulations.
- Monitor for tone and interrupting politely.
- Reinforce functional language for clarity and respect.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 11
- **Topic:** Taking Meeting Notes (Unit 2: Meetings and Time Management)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can identify main ideas in discussions.
 - I can write concise meeting notes.
 - I can summarize meeting outcomes clearly.

Materials

- Handouts / Worksheets:
 - [Key Points](#)
 - [Summary Template](#)
- Required Tech:
 - Whiteboard and markers
 - Optional poster paper or sticky notes for group task

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
minutes	the official written record of a meeting	"I'll send the minutes by tomorrow."	Y
action item	a task that someone agrees to complete after a meeting	"An action item is to follow up with the supplier."	Y
key point	the most important idea from a discussion	"A key point was improving response time."	Y
attendee	a person who is present at a meeting	"All attendees introduced themselves first."	Y
decision	an agreed choice or conclusion	"The final decision is to move forward with Plan A."	Y
follow-up	later action after a meeting	"We'll have a follow-up call next week."	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Role Re-run – Review of Lesson 2 “Participating in Meetings”

- Step 1: On the board, write a short sample exchange from the previous lesson showing agreement and clarification:

A: "I think we should move the meeting to Monday."

B: "I see your point, but Monday's too soon. How about Tuesday?"

- Step 2: In pairs, students re-run this dialogue, adding a closing line (e.g., "So we'll meet Tuesday at 2 p.m.").
- Step 3: Two pairs perform for the class. Discuss: "Why is ending with an agreement helpful for taking notes later?"
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Identifying Key Points (10–15 mins)**
 - Step 1: Read a short meeting paragraph aloud twice: one with filler phrases ("um," "like," "you know") and one with concise points.
 - Step 2: Ask: "Which version is easier to write notes for? Why?"
 - Step 3: On the board, list what counts as *key points* — decisions, actions, numbers, names, and dates.
 - Step 4: Students open notebooks and write two sentences:
 1. What a "key point" is
 2. One example from their own work or studies
- **Abbreviations and Shorthand (10–15 mins)**
 - Step 1: Teach simple, practical abbreviations on the board:
 - ASAP = as soon as possible
 - FYI = for your information
 - w/ = with
 - → = leads to
 - @ = at
 - Step 2: Students copy into notebooks and add one abbreviation they use in daily life (English or their language).
 - Step 3: Quick oral quiz: Teacher says "with," students shout "w/"; teacher says "as soon as possible," students shout "ASAP."
 - **Materials:** Key Points handout

II. Practice (30–40 mins)

- **Board Practice – Spot the Main Idea (10–15 mins)**
 - Step 1: Write three short sentences from a fictional meeting:
 1. "We talked about coffee prices."
 2. "We decided to buy from a local supplier."
 3. "It was very interesting."
 - Step 2: Ask: "Which one should go in meeting notes?" (Answer: #2)
 - Step 3: Repeat 3–4 rounds quickly to train focus on what matters.
- **Controlled Writing – Summarizing Notes (15–20 mins)**

- Step 1: Dictate or read a brief 60-second meeting summary aloud (about three main points).
- Step 2: Students take short notes in their notebooks (no handout).
- Step 3: Have students compare with a partner, then write a 3–4 line summary on their own.

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Real-Time Meeting Simulation (25–30 mins)**
 - Step 1: Groups of 4 choose or are assigned a simple scenario:
 - Planning a team outing
 - Solving a late delivery issue
 - Dividing project tasks for next week
 - Step 2: One student acts as chair, another as note-taker, the rest as participants.
 - Step 3: Run the 5-minute meeting while the note-taker records decisions and action items.
 - Step 4: Rotate roles so everyone takes notes once.
- **Turning Notes into a Summary (10–15 mins)**
 - Step 1: Using their own notes from the roleplay, students write a short “meeting summary” (who, what, key points, next steps).
 - Step 2: Exchange summaries with another student and give one comment on clarity.
 - **Materials:** Meeting Summary Template
- **Error Correction and Recap (5 mins)**
 - On the board, show a few student note examples and discuss corrections:
 - “Talked about project.” → “Discussed timeline for new project.”
 - “Decided maybe send email.” → “Decision: Send client update by Friday.”

IV. Wrap-Up (10–15 mins)

- Step 1: Quick oral quiz—Teacher calls out a phrase; students identify type: “decision,” “action item,” or “key point.”
- Step 2: Reflection questions:
 - “How can you decide what’s important when people speak fast?”
 - “Which abbreviations helped you save time?”
- Step 3: Preview next lesson: “Next class we’ll focus on *Time Management Strategies* to plan work and meetings efficiently.”

Optional Independent Practice

- Watch or listen to a short meeting video online, and write 3 key points and 1 decision from it.

- Review your notes from another class or job meeting, rewrite them using bullet points and abbreviations.

Notes for the Instructor

- Alternate between handout, board, and oral tasks to maintain energy.
- Emphasize identifying main ideas, not perfect grammar.
- Reinforce professional vocabulary (decision, action item, follow-up).

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 12
- **Topic:** Time Management Strategies (Unit 2: Meetings and Time Management)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe my daily and weekly work priorities.
 - I can explain and discuss strategies for managing time effectively.
 - I can plan and present a short time-management strategy as part of a team.

Materials

- Handouts / Worksheets:
 - [Mini-Project Time-Management Plan](#)
- Required Tech:
 - Whiteboard and markers
 - Poster paper or sticky notes for Mini-Project

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
deadline	the date or time when something must be finished	“The project deadline is Friday.”	Y
priority	something more important than others	“Meeting with the client is my top priority today.”	Y
postpone	to delay something to a later time	“We had to postpone the training until next week.”	Y
schedule	a plan of when things will happen	“I’ll send the schedule for next week’s meetings.”	Y
multitask	to do more than one thing at the same time	“I can’t multitask well when I’m on the phone.”	Y
organize	to arrange things in a clear order	“I try to organize my tasks before I start work.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Ranking Task – Review of Lesson 3 “Taking Meeting Notes”

- Step 1: Write four statements on the board:
 1. “Write every word.”
 2. “Use abbreviations.”

3. "Focus on key points."
 4. "Record all small details."
- Step 2: Students rank them from *most useful* → *least useful* for taking notes in real meetings.
 - Step 3: Discuss results: "Why are some more effective than others?"
 - Transition: "Just like taking good notes saves time, today we'll focus on how to manage time efficiently in daily work."
 - **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Vocabulary and Discussion (10–15 mins)**
 - Step 1: Write the six vocabulary words on the board.
 - Step 2: Ask: "Which of these do you use most at work or in your studies?"
 - Step 3: Elicit sample sentences from students. Correct for tone and context.
 - Step 4: Quick notebook exercise: "Write two things you have to finish by a deadline this week."
- **Strategies for Time Management (10–15 mins)**
 - Step 1: Write three headings on the board: *Prioritize, Plan, Avoid Distractions*.
 - Step 2: Ask students to brainstorm examples in pairs and share one per category.
 - Step 3: On the board, build a short list of real strategies (e.g., "check email twice a day," "use a to-do list," "take short breaks").
 - Step 4: Emphasize business contexts: meetings, reports, daily planning.

II. Practice (30–40 mins)

- **Controlled Practice – Prioritizing Tasks (10–15 mins)**
 - Step 1: On the board, list four sample work tasks:
 1. Reply to client email
 2. Prepare monthly report
 3. Join team meeting
 4. Print documents for tomorrow's event
 - Step 2: Ask: "Which should come first? Why?"
 - Step 3: Pairs create their own short priority list for their week and justify it to another pair.
- **Pair Practice – Time-Management Challenges (15–20 mins)**
 - Step 1: Give each pair a scenario orally (no handout):
 - "You have three deadlines on the same day."
 - "Your manager adds a last-minute task."
 - "You keep getting distracted during meetings."
 - Step 2: Students discuss what they would do and which strategy fits best.
 - Step 3: Share one idea per pair; write top strategies on the board.

[20-Minute Break]

III. Production (45–55 mins)

- **Mini-Project – “Time-Management Plan”**
 - Step 1: Explain: “This is your Unit 3 Mini-Project. You’ll work in small groups to create a short Time-Management Plan to improve your team’s productivity.”
 - Step 2: Divide class into groups of 3–4. Each group completes three stages:
 - **A. Identify a common workplace problem:** e.g., “Too many emails,” “Long meetings,” “Poor planning,” etc.
 - **B. Plan solutions:** Choose at least three strategies (e.g., “daily task lists,” “shared calendar,” “set time limits for meetings”).
 - **C. Present the plan:** 2–3 minutes presentation per group.
 - Step 3: Groups prepare their plan using either poster paper or the Mini-Project Planner section of their handout.
 - Step 4: Each group presents; classmates note one idea they liked and one new strategy they learned.
 - **Materials:** Lesson 4 Handout (Mini-Project Planner) or poster paper
- **Feedback and Reflection (10–15 mins)**
 - After presentations, ask: “Which strategy do you think is easiest to start tomorrow?”
 - Write top five practical strategies on the board as a shared class list.
 - **Materials:** Whiteboard and markers, Mini-Project Planner handout
- **Error Correction and Recap (5 mins)**
 - Write and correct two or three student sentences from the project presentations:
 - “I don’t finish work on time because too many email.” → “I don’t finish on time because I get too many emails.”
 - “We should make short meeting.” → “We should make our meetings shorter.”

IV. Wrap-Up (10–15 mins)

- Step 1: Quick vocabulary review game:
 - “A date to finish something?” → “Deadline.”
 - “To do more than one task at once?” → “Multitask.”
- Step 2: Reflection: “Which strategies will you actually use this week?”
 - “What usually wastes your time most?”
- Step 3: Preview next unit: “Next, we’ll start Unit 3: Communicating in Writing—emails and professional messages.”

Optional Independent Practice

- Write your personal to-do list for tomorrow and mark 3 top priorities.
- Track your activities for one day—how many minutes do you spend on each?
 - Bring one insight to discuss in the next class.

Notes for the Instructor

- Keep all examples workplace-based and realistic.
- Encourage brief group presentations (2–3 minutes max).
- Highlight polite and professional tone during oral sharing.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 13
- **Topic:** Writing Professional Emails (Unit 3: Writing at Work)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can identify the parts and structure of a professional email.
 - I can write clear and polite business emails using the correct tone and format.
 - I can respond appropriately to different workplace email situations.

Materials

- Handouts / Worksheets:
 - [Email Structure](#)
 - [Formal/Informal Language](#)
 - [Practice Email Completion](#)
- Audio / Video Files:
 - [Writing an email – 18 – English at Work has the words for perfect emails](#)
- Required Tech:
 - Whiteboard and markers
 - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
greeting	the opening phrase in an email	“Dear Mr. Smith,” is a formal greeting.	Y
subject line	the title that tells the reader what the email is about	“Meeting Update – Wednesday 10 a.m.”	Y
signature	the closing section of an email with name and contact info	“Best regards, Maria Lopez, Sales Manager.”	Y
tone	the writer’s attitude or level of formality	“The tone of your email should be polite and professional.”	Y
attachment	a file sent with an email	“Please see the attached report.”	Y
reply	to answer an email	“I’ll reply to her message after the meeting.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Error Hunt – Review of Unit 3 Mini-Project (“Time Management Strategies”)

- Step 1: On the board, show a short, unprofessional sample email:
> *“Hi, I late for meeting. You wait me please. Sorry.”*
- Step 2: Students identify three things that need improvement (tone, grammar, clarity).
 - Example correction: “Dear Team, I’m running a few minutes late for today’s meeting. Thank you for waiting.”
- Step 3: Discuss: “Why does the second version sound more professional?”
 - Transition: “Today we’ll learn how to write clear, polite, professional emails for work.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Email Structure and Parts (10–15 mins)**
 - Step 1: Draw a sample email layout on the board (From, To, Subject, Greeting, Body, Closing, Signature).
 - Step 2: Ask: “Which part tells the reader the topic? Which part shows politeness?”
 - Step 3: Students label each part on their handout.
 - Step 4: Review as a class; highlight punctuation and spacing.
 - **Materials:** Email Structure handout
- **Formal vs. Informal Language (10–15 mins)**
 - Step 1: Write examples on the board:
 - Informal: “Hey, can you send me that file?”
 - Formal: “Could you please send me the file?”
 - Step 2: Pairs decide which is appropriate for business.
 - Step 3: Students complete a short matching task (phrases → formal/informal) on their handout.
 - Step 4: Discuss: “When do you use a more formal tone?” (e.g., new clients, management).
 - **Materials:** Formal/Informal Language handout
- **Video Activity (10 mins)**
 - Step 1: Say: “We’ll watch how professionals write emails clearly.”
 - Play once for general understanding.
 - Step 2: Play again. Students note three tips from the video: one about structure, one about tone, one about clarity.
 - Step 3: Share answers aloud and write best tips on the board.
 - **Materials:** Video link [Writing an email – 18 – English at Work has the words for perfect emails](#)

II. Practice (30–40 mins)

- **Controlled Practice – Email Completion**

- Step 1: Students complete a short, partially written email on their handout (missing greeting, closing, or tone correction).
 - Step 2: Compare answers with a partner and check for tone accuracy.
 - Step 3: Review together; underline polite phrases on the board.
 - **Materials:** Email Completion handout
- **Board Practice – Rewriting for Tone**
 - Step 1: On the board, write three short unpolished lines:
 1. “Send report now.”
 2. “Why you not reply?”
 3. “Meeting cancel.”
 - Step 2: Ask pairs to rewrite each sentence in a professional tone.
 - Step 3: Collect a few examples and write the best reformulations on the board:
 - “Could you please send the report as soon as possible?”
 - “Just following up on my last message.”
 - “The meeting has been cancelled. I’ll update you on the new date.”
 - **Materials:** Whiteboard and markers

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Mini Email Chain Roleplay**
 - Step 1: Groups of 3–4 receive a short scenario on board:
 - Scheduling a meeting with a client
 - Following up on an unpaid invoice
 - Requesting feedback on a proposal
 - Step 2: Each person writes one short message in the chain (sender → reply → confirmation).
 - Step 3: Exchange email chains with another group for peer review (check tone, structure, clarity).
 - **Materials:** Whiteboard and markers
- **Writing Practice – Compose Your Own Professional Email**
 - Step 1: Individually, students choose one workplace situation from their experience (requesting info, confirming a meeting, apologizing for delay).
 - Step 2: Write a complete professional email in notebook.
 - Step 3: Exchange with a partner and check:
 - Is the greeting formal?
 - Is the tone polite?
 - Is it clear and concise?
- **Error Correction and Recap (5 mins)**

- On the board, show two or three common student examples and correct together:
 - “Please reply me soon.” → “Please reply to me soon.”
 - “I write to inform you meeting.” → “I’m writing to inform you about the meeting.”

IV. Wrap-Up (10–15 mins)

- Step 1: Quick review quiz—Teacher reads description; students call the part:
 - “What is at the start of an email?” → “Greeting.”
 - “What’s at the end?” → “Signature.”
 - Step 2: Reflection: “What makes an email professional?” “What should you avoid in work emails?”
 - Step 3: Preview next lesson: “Next time, we’ll focus on *Writing Requests and Replies*.”
-

Optional Independent Practice

- Write one professional email tonight (to a teacher, colleague, or organization), and bring it next class for feedback.
- Read 2–3 real work emails in English and highlight polite phrases you could use.

Notes for the Instructor

- Use real-life examples to keep relevance high.
- Monitor tone and structure during writing tasks.
- Emphasize concise, polite, professional language.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 14
- **Topic:** Writing Reports and Summaries (Unit 3: Writing at Work)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can identify the purpose and structure of a short business report.
 - I can write short, clear summaries of information or meetings.
 - I can organize ideas logically using linking words and headings.

Materials

- Handouts / Worksheets:
 - [Report Structure Outline](#)
 - [Linking Words Chart](#)
 - [Report Completion](#)
- Required Tech:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
summary	a short statement of main points	“The manager asked for a summary of the meeting.”	Y
section	a part or division of a report	“Each section has a heading.”	Y
data	facts or information collected for reference	“The report includes data from customer surveys.”	Y
findings	results or information discovered through work	“The findings show an increase in sales.”	Y
conclusion	the final part that gives the result or opinion	“In conclusion, our sales improved by 15%.”	Y
heading	a short title at the start of a section	“Use clear headings in your report.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Quick Quiz – Review of Lesson 1 “Writing Professional Emails”

- Step 1: Ask: “What do you usually write at work besides emails?” Elicit: *reports, summaries, notes, messages.*
- Step 2: Quick three-question quiz on previous lesson:
 1. “What part comes first in a professional email?” → Greeting.

- 2. “What phrase is a polite closing?” → “Best regards.”
- 3. “What’s the purpose of a subject line?” → “To tell what the message is about.”
- Step 3: Transition: “Today, we’ll move from short emails to longer writing — reports and summaries.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Understanding Report Structure (10–15 mins)**
 - Step 1: Write these report parts on the board: *Title – Introduction – Findings – Conclusion – Recommendations.*
 - Step 2: Ask: “Which part tells what the report is about? Which gives the results?”
 - Step 3: Show a short example paragraph for each section (handout).
 - Step 4: Students label the sections on their handout.
- **Materials:** Report Structure Outline handout

- **Linking Words for Organizing Ideas (10–15 mins)**
 - Step 1: Write connectors on the board under two headings (same as handout):
Adding: “and,” “also,” “in addition,” “furthermore.”
Sequencing: “first,” “next,” “then,” “finally.”
 - Step 2: Students choose the best linking word to complete three sentences on their handout.
 - Step 3: Read answers aloud together and correct as a class.
 - **Materials:** Linking Words handout

II. Practice (30–40 mins)

- **Controlled Practice – Complete the Report (15–20 mins)**
 - Step 1: On the handout, students read a short, unfinished report and fill in missing sentences using linking words and headings.
 - Step 2: Compare answers with a partner.
 - Step 3: Review as a class and highlight common linking words.
 - **Materials:** Report Completion handout

- **Board Practice – Summarizing Main Points (10–15 mins)**
 - Step 1: Write this short paragraph on the board:
 > “Last week, the sales team met with three clients. Two clients confirmed new contracts. One requested a discount. The team plans follow-up calls next week.”
 - Step 2: Ask: “How can we summarize this in one or two sentences?”
 - Step 3: Model an example: “The sales team confirmed two new contracts and will contact clients again next week.”
 - Step 4: Students write their own short summaries in notebooks and share with a partner.
 - **Materials:** Whiteboard and markers

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Writing a Short Team Report**
 - Step 1: Divide class into groups of 3–4.
 - Step 2: Give each group a short business scenario (written on the board and read aloud):
 - Weekly sales results
 - Training session feedback
 - Office supplies audit
 - Step 3: Groups write a one-page team report including:
 - Title
 - Introduction (purpose)
 - Two findings
 - Conclusion or recommendation
 - Step 4: Groups exchange and read another team’s report, noting one clear strength and one suggestion for improvement.
 - **Materials:** Whiteboard and markers

- **Writing Task – Summary Paragraph**
 - Step 1: Each student writes a short summary of their group’s report (4–5 sentences).
 - Step 2: Exchange with a partner for brief feedback on clarity and structure.

- **Error Correction and Recap (5 mins)**
 - On the board, write a few common examples for correction:
 - “The report show good result.” → “The report shows good results.”
 - “In conclusion we recommend to change.” → “In conclusion, we recommend changing the schedule.”

IV. Wrap-Up (10–15 mins)

- Step 1: Quick vocabulary quiz:
 - “Information or facts collected?” → “Data.”
 - “The last part of a report?” → “Conclusion.”
- Step 2: Reflection: “Which part of a report do you find easiest? Which part is hardest?”
- Step 3: Preview next lesson: “Next time, we’ll learn how to write *Memos and Notices* for the workplace.”

Optional Independent Practice

- Write a short (6–8 sentence) summary of a meeting or article you read this week. Bring it to class to check structure and clarity.

Notes for the Instructor

- Keep all writing short and guided — focus on structure and clarity, not perfection.
Emphasize linking words to connect ideas.
Provide real-world examples (e.g., short team reports, client updates)

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 15
- **Topic:** Writing Memos and Notices (Unit 3: Writing at Work)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can identify the purpose and structure of short workplace memos and notices.
 - I can write clear, polite, and professional internal messages.
 - I can use correct tone and format for written communication inside a company.

Materials

- Handouts / Worksheets:
 - [Memo Practice](#)
 - [Memo & Notice Templates](#)
- Required Tech:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
memo	a short message for people within the same organization	“The manager sent a memo about the new policy.”	Y
notice	a written announcement or piece of information posted publicly	“The notice says the meeting room is closed today.”	Y
announcement	a formal public statement	“The announcement will go out at noon.”	Y
distribute	to share or send out to several people	“Please distribute the memo to all departments.”	Y
policy	an official rule or guideline	“Our company has a new vacation policy.”	Y
internal	within an organization, not public	“This memo is for internal use only.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Role Re-run – Review of Lesson 2 “Writing Reports and Summaries”

- Step 1: Write two short sentences from last lesson on the board:
 - > “In conclusion, we recommend adding one more training session.”
 - > “The findings show most staff prefer morning meetings.”
- Step 2: In pairs, students rephrase one line in a shorter form suitable for a memo or notice.
Example: “Staff prefer morning meetings. New training at 9:00 a.m.”
- Step 3: Discuss: “What makes a message clear and easy to read quickly?”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Structure and Purpose of Memos and Notices (10–15 mins)**
 - Step 1: On the board, write: *To – From – Date – Subject – Message*.
 - Step 2: Ask: “Who reads a memo? Where do you see notices?”
 - Step 3: Students identify what information each one gives (who, what, when, where).
 - **Materials:** Whiteboard and markers
- **Language and Tone for Internal Writing (10–15 mins)**
 - Step 1: Write two versions of the same sentence:
 1. “You must send reports now!”
 2. “Please send reports by 4 p.m. today. Thank you.”
 - Step 2: Ask: “Which one sounds more polite and professional?”
 - Step 3: On the board, list common polite words for memos and notices:
“please,” “thank you,” “reminder,” “note that,” “effective immediately.”
 - Step 4: Students write two short sample business/workplace context lines using polite phrasing.
 - **Materials:** Whiteboard and markers

II. Practice (30–40 mins)

- **Controlled Practice – Completing a Memo (15–20 mins)**
 - Step 1: Students receive a short, incomplete memo (missing subject line or closing).
 - Step 2: Fill in missing parts using correct format and tone.
 - Step 3: Compare answers in pairs and check as a class.
 - **Materials:** Memo Practice handout
- **Board Activity – Notice Writing Practice (10–15 mins)**
 - Step 1: Write a short scenario on the board: “The office will close early on Thursday for maintenance.”
 - Step 2: In pairs, students write a 2–3 line notice on the board.
 - Step 3: Display a few examples; correct spacing, punctuation, and tone.
 - **Materials:** Whiteboard and markers

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Writing Internal Messages**
 - Step 1: Divide class into small groups (3–4 people).
 - Step 2: Assign each group a workplace situation:
 - Announcing a new lunch schedule
 - Reminding staff of safety procedures
 - Informing staff about a new manager
 - Step 3: Groups write both a short *memo* and a short *notice* for their scenario.
 - Step 4: Groups read their work aloud. Peers identify:
 - clarity
 - polite tone
 - correct structure
 - **Materials:** Memo & Notice Templates

- **Writing Task – Personal Memo**
 - Step 1: Individually, students write a one-paragraph memo to their class or team. Topic ideas: “Classroom rules,” “Reminder about homework,” or “Group project update.”
 - Step 2: Exchange with a partner for quick peer review.
 - **Materials:** Notebooks

- **Error Correction and Recap (5 mins)**
 - Write two or three common examples on the board for correction:
 - “Send report today please urgent.” → “Please send the report today. It’s urgent.”
 - “All staff must to attend meeting.” → “All staff must attend the meeting.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary review game – teacher gives definitions, students give terms:
 - “A short message inside a company?” → “Memo.”
 - “A written announcement on a board?” → “Notice.”
- Step 2: Reflection: “When do you write memos or notices at work?” “Why is tone important?”
- Step 3: Preview next lesson: “Next time, we’ll learn *Editing and Proofreading* – checking and improving your writing.”

Optional Independent Practice

- Find or write two short notices in English (from your building, school, or office). Bring one example to next class.
- Write a 3–4 line memo reminding a colleague of a simple task.

Notes for the Instructor

- Reinforce format (To/From/Date/Subject).

- Encourage concise writing — short sentences, no long paragraphs.
- Highlight polite and professional phrasing.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 16
- **Topic:** Editing and Proofreading (Unit 3: Writing at Work)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can review and correct written work for grammar, punctuation, and tone.
 - I can edit reports, emails, and memos for clarity and accuracy.
 - I can produce a polished final draft suitable for professional communication.

Materials

- Handouts / Worksheets:
 - [Editing Checklist](#)
 - [Common Errors Guide](#)
 - [Mini-Project Portfolio Template](#)
- Required Tech:
 - Whiteboard and markers
 - Poster paper or sticky notes for group project

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
proofread	to check writing for spelling and grammar errors	“I proofread all emails before sending them.”	Y
edit	to improve a text by making changes	“Please edit the report for clarity before sharing.”	Y
clarity	the quality of being clear and easy to understand	“Editing helps improve clarity in writing.”	Y
accuracy	being correct and free of mistakes	“The email must be checked for accuracy.”	Y
consistency	keeping the same style throughout a document	“Use consistent headings and font sizes.”	Y
revision	the process of reviewing and improving a text	“The report needs one more revision before submission.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Ranking Task – Review of Lesson 3 “Writing Memos and Notices”

- Step 1: Write four tips on the board:

1. Keep it short.
 2. Use polite language.
 3. Add a clear subject line.
 4. Use lots of details.
- Step 2: Students rank them from *most important* → *least important* for memos and notices.
 - Step 3: Discuss: “Why are some tips more useful than others?”
 - Transition: “Good writing depends on editing and clarity. Today we’ll practice how to proofread and finalize professional documents.”
 - **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **What Does Editing Mean? (10–15 mins)**
 - Step 1: Ask: “What’s the difference between writing and editing?” Elicit: “Editing is improving writing after it’s done.”
 - Step 2: On the board, write two versions of a sentence:
 1. “*The meeting was long and everyone were tired.*”
 2. “*The meeting was long, and everyone was tired.*”
 - Step 3: Underline the correction and explain why.
 - Step 4: Students copy and correct two more example sentences from the board.
 - **Materials:** Whiteboard and markers
- **Common Error Types (10–15 mins)**
 - Step 1: Write three columns on board: *Grammar / Punctuation / Word Choice*.
 - Step 2: In pairs, students think of one example for each.
 - Step 3: Share and list correct examples on board (e.g., “their / there,” comma use after dates).
 - Step 4: Briefly demonstrate how to use the editing checklist from the handout.
 - **Materials:** Editing Checklist

II. Practice (30–40 mins)

- **Controlled Practice – Spot and Correct (15–20 mins)**
 - Step 1: Distribute handout with several errors (grammar, punctuation, tone).
 - Step 2: Students circle and correct errors individually.
 - Step 3: Check answers as a class; write three corrected examples on board.
 - **Materials:** Common Errors handout
- **Editing in Pairs (10–15 mins)**
 - Step 1: Students exchange their memo or report from a previous lesson.
 - Step 2: Partners use the Editing Checklist to find one grammar, one tone, and one clarity improvement.
 - Step 3: Discuss edits together and agree on final versions.

[20-Minute Break]

III. Production (45–55 mins)

- **Mini-Project – Polished Email and Memo Portfolio**
 - Step 1: Explain: “This is your Unit 4 Mini-Project. You’ll create a short portfolio of your best writing from this unit.” Each student chooses two texts to edit and improve:
 - one professional email (from Lesson 1)
 - one memo or notice (from Lesson 3)
 - Step 2: Students review their texts using the Editing Checklist and peer feedback from earlier lessons.
 - Step 3: They revise for:
 - grammar and spelling accuracy
 - clear structure and paragraphing
 - professional tone and word choice
 - Step 4: Students add a short reflection (3–4 sentences): “What did I change and why?”
 - Step 5: Optional gallery walk — students display final drafts on desks and read each other’s work.
 - **Materials:** Mini-Project Portfolio Template, Editing Checklist, poster paper (optional)

- **Feedback and Discussion (10–15 mins)**
 - Ask: “What was the most useful editing tip you used?” “Which changes improved clarity the most?”
 - Collect common phrases for a ‘Good Writing Habits’ poster on the board.
 - **Materials:** Whiteboard and markers

- **Error Correction and Recap (5 mins)**
 - Write two or three frequent mistakes on board:
 - “Everyone are busy.” → “Everyone is busy.”
 - “Your welcome to join.” → “You’re welcome to join.”

IV. Wrap-Up (10–15 mins)

- Step 1: Quick vocabulary recall:
 - “To check writing for mistakes?” → “Proofread.”
 - “Keeping the same style everywhere?” → “Consistency.”
- Step 2: Reflection: “How has your writing improved this unit?” “What do you still want to practice?”
- Step 3: Preview next unit: “Next, we’ll start Unit 5 – Speaking for Results: Presentations and Persuasion.”

Optional Independent Practice

- Choose one email you wrote recently (in English or your language). Edit and proofread it using the checklist.
- Find an English business article and underline examples of clear, concise sentences.

Notes for the Instructor

- Remind students that editing is a separate skill from writing.
- Give time for quiet revision before peer feedback.
- Encourage students to reflect on their growth across the whole unit.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 17
- **Topic:** Planning a Presentation (Unit 4: Presentations and Speaking Skills)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can plan a short presentation using a clear structure and main points.
 - I can choose key ideas and supporting details relevant to my audience.
 - I can write and organize notes or outlines to prepare for speaking.

Materials

- Handouts / Worksheets:
 - [Planning](#)
 - [Team Planning](#)
- Audio / Video Files:
 - [Opening a presentation – 12 – English at Work helps you start the right way](#)
- Required Tech:
 - Whiteboard and markers
 - Projector
 - Optional poster paper or sticky notes for group planning

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
objective	the goal or purpose of something	“The main objective of my presentation is to explain our project.”	Y
outline	a plan showing the main points and structure	“I made an outline before writing my slides.”	Y
audience	the people listening to or watching a presentation	“Know your audience before you prepare your talk.”	Y
introduction	the beginning section that welcomes and explains the topic	“In the introduction, I will explain our company’s goals.”	Y
main point	an important idea in a talk or text	“Each slide should include one main point only.”	Y
conclusion	the final part that summarizes the talk	“In conclusion, we plan to expand next year.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Error Hunt – Review of Unit 4 Mini-Project (“Editing and Proofreading”)

- Step 1: On the board, show a poorly written presentation note:
 - > “Hello I talk today about our new idea. It’s good project for company.”
- Step 2: In pairs, students find two or three mistakes (grammar, tone, clarity).
 - Example correction: “Hello, today I will talk about our new idea. It’s a good project for our company.”
- Step 3: Ask: “Why is planning important before presenting?” Write 2–3 student ideas on the board.
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Understanding Presentation Structure (10–15 mins)**
 - Step 1: Write the three parts of a basic presentation on the board:
 1. Introduction
 2. Main Points
 3. Conclusion
 - Step 2: Ask: “What should you say in each part?”
 - Introduction (greeting, purpose, overview etc.)
 - Main Points (2-3 clear ideas with examples)
 - Conclusion (summary, next steps, thanks)
 - **Materials:** Whiteboard and markers
- **Selecting Key Ideas (10–15 mins)**
 - Step 1: On the board, write: Topic: “Improving Customer Service.” Possible Ideas: training staff, faster responses, polite communication, more products, new uniforms.
 - Step 2: Students discuss in pairs: “Which 2–3 ideas are strongest for a short presentation?”
 - Step 3: Review as a class and underline clear, audience-focused points.
 - **Materials:** Whiteboard and markers
- **Video Activity (10 mins)**
 - Step 1: Say: “Let’s watch how professionals plan effective presentations.”
 - Play once for overall understanding.
 - Step 2: Play again; write on board that students should note three things:
 - What is the speaker’s purpose?
 - How do they organize their points?
 - What do they do before they start writing slides?
 - Step 3: Review notes and discuss answers.

- **Materials:** Video link [Opening a presentation – 12 – English at Work helps you start the right way](#)

II. Practice (30–40 mins)

- **Controlled Practice – Organizing Ideas (15–20 mins)**
 - Step 1: Students complete a simple chart on their handout with three columns:
 1. Introduction (purpose)
 2. Main Points (2–3 ideas)
 3. Conclusion (summary message)
 - Step 2: Use the topic “Improving Team Communication” as an example.
 - Step 3: Compare with a partner and check if each section is clear and short.
 - **Materials:** Planning handout
- **Board Practice – Writing a Strong Opening (10–15 mins)**
 - Step 1: On the board, write three opening sentences:
 1. “Hi, I’m talking about sales.”
 2. “Good morning. Today I’ll talk about how to improve sales in our region.”
 3. “I want show something.”
 - Step 2: Ask: “Which one is best? Why?” (Answer: #2 – clear, polite, professional.)
 - Step 3: Students write their own 1–2 sentence opening in notebooks for a topic of their choice.
 - Step 4: A few volunteers read aloud for feedback.
 - **Materials:** Whiteboard and markers

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Plan a Short Team Presentation**
 - Step 1: Divide class into groups of 3–4.
 - Step 2: Each group chooses or receives a workplace topic, for example:
 - “Introducing Our Department”
 - “Improving Workplace Safety”
 - “New Product Ideas”
 - Step 3: Using poster paper or handout templates, groups plan a 3-minute presentation including:
 - Clear title and purpose
 - 2–3 main points
 - One visual idea (chart, graph, or image they might use)
 - Closing sentence or call to action
 - Step 4: Groups prepare notes for delivery (they will present in a later lesson).
 - **Materials:** Team Planning Template

- **Reflection and Peer Feedback (10–15 mins)**
 - Step 1: Groups exchange outlines with another group.
 - Step 2: Write on board three things for students to check:
 - Is the purpose clear?
 - Are the main points easy to follow?
 - Is it realistic for a short talk?
 - Step 3: Groups make small edits based on feedback.
 - **Materials:** Whiteboard and markers

- **Error Correction and Recap (5 mins)**
 - Write a few student examples on the board and correct together:
 - “I will talking about...” → “I will talk about...”
 - “We explain our idea good.” → “We explain our idea clearly.”

IV. Wrap-Up (10–15 mins)

- Step 1: Quick vocabulary recall:
 - “A short list of your talk’s main points?” → “Outline.”
 - “Who listens to your presentation?” → “Audience.”
- Step 2: Reflection: “What makes a presentation plan successful?”
- Step 3: Preview next lesson: “Next time, we’ll learn how to *Use Visual Aids* to support your presentation.”

Optional Independent Practice

- Write a short outline for a 2-minute talk on a topic you know well.
- Identify your introduction, 2–3 main points, and conclusion. Bring it to class.

Notes for the Instructor

- Keep all speaking planning tasks short and visual.
- Emphasize clarity and structure, not memorization.
- Encourage collaboration and supportive peer feedback.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 18
- **Topic:** Using Visual Aids (Unit 4: Presentations and Speaking Skills)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can identify and describe common types of visual support used in business presentations.
 - I can select appropriate visuals to strengthen key messages.
 - I can explain charts, figures, and images clearly to an audience.

Materials

- Handouts / Worksheets:
 - [Visual Aid Types](#)
 - [Describing Data Practice](#)
 - [Group Planning Template](#)
- Required Tech:
 - Whiteboard and markers
 - Optional poster paper or printed visuals

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
visual aid	a chart, image, or slide that supports spoken information	“Each visual aid should focus on one key idea.”	Y
data	facts and figures used to support a point	“The data shows steady growth this quarter.”	Y
trend	a general direction or pattern of change	“This trend suggests increasing customer demand.”	Y
highlight	to draw attention to or emphasize	“I’d like to highlight our strongest market area.”	Y
overview	a general summary of key information	“This slide gives an overview of the new project.”	Y
clarify	to make something easier to understand	“A diagram can clarify how the process works.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Quick Quiz – Review of Lesson 1 “Planning a Presentation”

- Step 1: Ask: “What are the three main parts of a presentation?” → (Introduction, Main Points, Conclusion).
- Step 2: Read three mini-scenarios aloud and have students respond quickly:
 1. “You open your talk—what should you say?” → “Greeting and purpose.”
 2. “You’re in the middle—what do you do?” → “Present two or three key points.”
 3. “You’re closing—what should you include?” → “Summary and thank you.”
- Step 3: Transition: “Now that we can plan a talk, let’s learn how to use visuals to make ideas clear and memorable.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Recognizing Effective Visuals (10–15 mins)**
 - Step 1: Write a short list on the board: *charts, graphs, infographics, slides, product images.*
 - Step 2: Ask: “Which of these do you use at work or see in presentations?”
 - Step 3: Draw or show, and describe a few examples (bar chart, line graph, infographic)
 - Step 4: Students match descriptions with examples on the handout.
 - **Materials:** Visual Aid Types handout
- **Describing Charts and Images (10–15 mins)**
 - Step 1: On the board, write useful business phrases:
 - “This chart illustrates...”
 - “As you can see, sales increased slightly.”
 - “The figures indicate a strong upward trend.”
 - “This image represents our brand values.”
 - Step 2: Discuss which phrases fit numbers, pictures, or diagrams.
 - Step 3: Students complete short sentence stems on their handout using their own ideas.
 - **Materials:** Describing Data Practice handout

II. Practice (30–40 mins)

- **Controlled Practice – Interpreting Data (15–20 mins)**
 - Step 1: On the handout, students examine two short business visuals: a bar chart (sales) and a pie chart (market share).
 - Step 2: Individually, they write 3–4 sentences describing key points, trends, and comparisons.
 - Step 3: Compare in pairs and underline linking phrases (“in contrast,” “as shown here,” “overall”).
 - **Materials:** Interpreting Data Section
- **Board Practice – Choosing the Right Visual (10–15 mins)**
 - Step 1: Write three topics on the board:
 1. “Annual sales performance”

- 2. “Project timeline”
- 3. “Customer feedback results”
- Step 2: Ask: “Which visual best supports each topic?”
 - Chart / Timeline / Pie chart.
- Step 3: Students explain choices: “A timeline clarifies the schedule better than a chart.”
- **Materials:** Whiteboard and markers

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Visual Support Planning**
 - Step 1: Divide class into groups of 3–4.
 - Step 2: Assign or allow each group to choose a topic such as:
 - “Quarterly results summary”
 - “Improving internal communication”
 - “Introducing a new training program.”
 - Step 3: Groups decide:
 - Which type of visual(s) to use (chart, image, diagram).
 - What message or data it should highlight.
 - What short phrases they will use to explain it.
 - Step 4: Groups draw or sketch their visuals and prepare a 1–2 minute explanation.
 - **Materials:** Group Planning Template
- **Peer Review – Visual Clarity Check (10–15 mins)**
 - Step 1: Groups exchange visuals and read each other’s short explanations.
 - Step 2: Peers give one strength and one suggestion:
 - “Good use of color and labels.”
 - “Maybe simplify the chart title.”
 - Step 3: Groups revise visuals for clarity and conciseness.
 - **Materials:** Optional printed visuals or sketches
- **Error Correction and Recap (5 mins)**
 - Write two or three examples from student work on the board and correct together:
 - “This chart show increase.” → “This chart shows an increase.”
 - “As you can see, the number go down.” → “As you can see, the numbers go down slightly.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary quiz—teacher defines, students respond:
 - “Information in numbers or figures?” → “Data.”
 - “To make something easier to understand?” → “Clarify.”
- Step 2: Reflection: “Which visual aid do you prefer to use and why?”

- Step 3: Preview next lesson: “Next time, we’ll focus on *Delivering a Presentation* — speaking clearly, confidently, and engaging your audience.”
-

Optional Independent Practice

- Find one business visual online (chart, graph, or infographic). Write 3 sentences describing what it shows.
- Practice explaining a simple chart aloud for one minute, using key phrases from class.

Notes for the Instructor

- Reinforce that visuals must support—not replace—spoken ideas.
- Keep explanations concise and visual-focused.
- Encourage confident but simple language when describing data.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 19
- **Topic:** Delivering a Presentation (Unit 4: Presentations and Speaking Skills)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can speak clearly and confidently when presenting familiar business topics.
 - I can use body language, voice, and pacing to keep the audience engaged.
 - I can handle brief transitions and signpost ideas effectively during a presentation.

Materials

- Handouts / Worksheets:
 - [Presentation Practice Sheet](#)
- Audio / Video Files:
 - [Opening a presentation – 12 – English at Work helps you start the right way](#)
- Required Tech:
 - Whiteboard and markers
 - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
confidence	belief in one’s ability to do something well	“Good preparation builds confidence when presenting.”	Y
gesture	a movement of the body that helps communicate meaning	“Use open gestures to appear confident.”	Y
posture	the way someone stands or sits	“Keep an upright posture when speaking.”	Y
engage	to interest or involve someone’s attention	“Ask a question to engage your audience.”	Y
pace	the speed at which someone speaks	“Vary your pace to emphasize key points.”	Y
signpost	a phrase that helps the listener follow your ideas	“Use signposts like ‘first,’ ‘next,’ and ‘finally.’”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Role Re-run – Review of Lesson 2 “Using Visual Aids”

- Step 1: On the board, show a short sample:
 - > “This chart shows our results.”
 - > “You can see sales went up.”
- Step 2: In pairs, students take turns explaining a simple visual again, but this time focus on **eye contact** and **voice clarity** while speaking.
- Step 3: Ask: “How does body language change your message?”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Voice and Body Language (10–15 mins)**
 - Step 1: Ask: “What makes a good presenter?” Write student ideas on the board.
 - Step 2: Demonstrate examples:
 - Confident tone vs. flat tone
 - Eye contact vs. reading notes
 - Open vs. closed body position
 - Step 3: Students repeat one sentence after you (“Good morning, everyone...”) using clear voice, pauses, and gestures.
 - **Materials:** Whiteboard and markers
- **Signposting and Transitions (10–15 mins)**
 - Step 1: Write key phrases on the board out of order:
 - “First, let’s look at...”
 - “Now I’d like to move on to...”
 - “As you can see here...”
 - “Finally, to summarize...”
 - Step 2: Ask students to put the phrases in order of presentation.
 - Step 3: Students fill in short blanks on their handout with signposting phrases.
- **Video Activity (10 mins)**
 - Step 1: Say: “Let’s watch a short clip showing effective delivery skills.”
 - Play once for general understanding.
 - Step 2: Play again; students note:
 - One body language tip.
 - One voice or pacing tip.
 - One audience-engagement technique.
 - Step 3: Discuss as a class and list tips on the board.
 - **Materials:** Video link [Opening a presentation – 12 – English at Work helps you start the right way](#)

II. Practice (30–40 mins)

- **Controlled Practice – Signposting Practice (10–15 mins)**

- Step 1: On the board, write a mini-presentation: “Company sales grew this year. We improved marketing. We launched a new product.”
- Step 2: Ask students to add signposting phrases: “First, company sales grew this year. Next, we improved marketing. Finally, we launched a new product.”
- Step 3: Students repeat aloud, practicing pauses and tone.
- **Materials:** Whiteboard and markers

- **Pair Practice – 1-Minute Micro-Presentations (15–20 mins)**

- Step 1: Each student chooses one small topic (e.g., “My daily work routine,” “A recent project,” “A new idea for our company”).
- Step 2: They prepare a short 3-line outline: introduction, one key point, and conclusion.
- Step 3: Present to a partner using at least two signpost phrases and clear eye contact.
- Step 4: Partners give feedback on: clarity, tone, body language

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Team Presentation Practice**

- Step 1: Divide class into groups of 3–4.
- Step 2: Each group chooses a short, realistic business topic:
 - “Promoting a new service.”
 - “Improving customer satisfaction.”
 - “Presenting our company values.”
- Step 3: Groups prepare a 2–3 minute team presentation using:
 - Clear structure (introduction, main points, conclusion)
 - One visual aid (optional sketch or prop)
 - Signposting and confident delivery
- Step 4: Each group presents to another group and receives peer feedback.
- **Materials:** Team Practice Template

- **Reflection and Discussion (10–15 mins)**

- Step 1: Ask: “Which delivery skill helped most — voice, gestures, or pacing?”
- Step 2: Elicit specific examples from students’ own presentations.
- **Materials:** Team Practice Template

- **Error Correction and Recap (5 mins)**

- Write two or three examples on board for correction:
 - “He speak too fast.” → “He speaks too fast.”
 - “I not look audience.” → “I didn’t look at the audience.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary review:

- “A phrase that helps move between ideas?” → “Signpost.”
 - “The speed of your speech?” → “Pace.”
 - Step 2: Reflection: “What makes a presentation sound professional?”
 - Step 3: Preview next lesson: “Next, we’ll practice *Handling Q&A Sessions* — responding to audience questions confidently.”
-

Optional Independent Practice

- Record yourself giving a one-minute talk on a familiar work topic.
 - Check for clarity, pace, and confidence.
- Watch a short business presentation online and list 3 delivery techniques used.

Notes for the Instructor

- Model short, clear delivery before student practice.
- Give feedback on confidence and pronunciation, not just accuracy.
- Keep presentations short and supportive for all learners.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 20
- **Topic:** Handling Q&A Sessions (Unit 4: Presentations and Speaking Skills)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can respond clearly and politely to audience questions.
 - I can ask for clarification or more information during a presentation.
 - I can use expressions to agree, disagree, or defer a question professionally.

Materials

- Handouts / Worksheets:
 - [Practice Questions & Clarification](#)
 - [Mini-Project Evaluation Form](#)
- Required Tech:
 - Whiteboard and markers
 - Optional poster paper for Mini-Project presentation

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
clarification	an explanation that makes something easier to understand	“Could you please give a bit more clarification on that point?”	Y
interrupt	to stop someone while they are speaking	“Please don’t interrupt until the question is finished.”	Y
acknowledge	to show that you noticed or understood something	“Acknowledge each question before answering.”	Y
expand	to add more detail or explanation	“Could you expand on what you mean by that?”	Y
respond	to reply or react to something	“The speaker responded clearly to every question.”	Y
defer	to delay answering a question until later	“I’ll need to check that and get back to you.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Ranking Task – Review of Lesson 3 “Delivering a Presentation”

- Step 1: Write four statements on the board:
 1. Speak loudly and quickly.

2. Use clear structure and eye contact.
 3. Read directly from notes.
 4. Vary your tone and pace.
- Step 2: Students rank them from *most effective* → *least effective*.
 - Step 3: Discuss: “Why are structure and tone important when answering questions?”
 - Transition: “Now that you can deliver your presentation, today you’ll learn how to respond to audience questions professionally.”
 - **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Phrases for Responding to Questions (10–15 mins)**
 - Step 1: Write on the board: *Understanding – Agreeing – Disagreeing – Deferring*.
 - Step 2: Elicit or model useful expressions for each:
 - Understanding: “That’s a good question.” / “Could you repeat that, please?”
 - Agreeing: “Yes, I completely agree with that point.”
 - Disagreeing: “I understand your view, but I’d like to offer another perspective.”
 - Deferring: “I’ll need to check that and send the details later.”
 - Step 3: Students repeat a few examples aloud to practice polite tone.
- **Managing Difficult Questions (10–15 mins)**
 - Step 1: Ask: “What types of questions are difficult?” (e.g., unexpected, detailed, challenging).
 - Step 2: Demonstrate with a volunteer:
 - Teacher: “Why did your project fail last year?”
 - Student: “That’s an important question. I’d like to explain what we learned and how we improved.”
 - Step 3: Students work in pairs to create one “difficult” question and one polite response.
 - **Materials:** Whiteboard and markers

II. Practice (30–40 mins)

- **Controlled Practice – Question and Answer Roleplay (15–20 mins)**
 - Step 1: Write 2–3 sample questions on the board:
 - “How did you decide on this project?”
 - “Can you explain your main result again?”
 - “What is the next step for your team?”
 - Step 2: In pairs, Student A asks, Student B answers using polite tone and phrases.
 - Step 3: Switch roles; provide brief feedback.
 - **Materials:** Practice Questions & Clarification
- Pair Practice – Clarifying and Paraphrasing (10–15 mins)

- Step 1: Demonstrate asking for clarification:
 - A: “Could you explain what you mean by that?”
 - B: “Yes, I mean that we focused on customer feedback.”
- Step 2: Students practice two rounds of clarification dialogues using prompts from the handout.
- **Materials:** Practice Questions & Clarification

[20-Minute Break]

III. Production (45–55 mins)

● **Mini-Project – Presentation & Q&A Simulation**

- Step 1: Explain: “This is your Unit 5 Mini-Project. Each group will give a short presentation (2–3 minutes) and then take audience questions. Plan and organize the presentation with a clear structure (introduction, main points, conclusion). Each group prepares one familiar business or workplace topic:
 - Remote work
 - Team communication
 - A new product or idea
- Step 2: During the presentation, other students act as the audience and ask 2–3 questions each.
- Step 3: Presenters must respond politely, use signposting, and show confidence.
- Step 4: Afterward, groups fill in their evaluation form noting:
 - What went well in the presentation
 - How they handled questions
 - One improvement for next time
- **Materials:** Mini-Project Evaluation Form

● **Peer Feedback Discussion (10–15 mins)**

- Step 1: After all presentations, students share one compliment and one suggestion with their peers.
- Step 2: Collect the most common strengths and tips on the board.
- **Materials:** Whiteboard and markers

● **Error Correction and Recap (5 mins)**

- Write two or three real examples for class correction:
 - “I not sure answer.” → “I’m not sure of the answer.”
 - “Wait, I finish then you talk.” → “Please allow me to finish, and then I’ll answer.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary review quiz:
 - “To explain something more clearly?” → “Clarify.”
 - “To delay answering a question?” → “Defer.”
 - Step 2: Reflection: “How did you feel answering questions today?” “What helps you stay calm under pressure?”
 - Step 3: Preview next unit: “Next, we’ll move to Unit 6 – Negotiating and Persuading at Work.”
-

Optional Independent Practice

- Watch a short business presentation online with a Q&A session. Note three question types and how the speaker responded.
- Write three polite responses you could use in your own presentation.

Notes for the Instructor

- Keep Q&A practice short and supportive — focus on tone, not perfect grammar.
- Encourage confident posture and clear voice during responses.
- Reinforce politeness and professionalism under pressure.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 21
- **Topic:** Identifying Problems and Causes (Unit 5: Problem Solving and Decision-Making)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe a workplace problem clearly and give background details.
 - I can explain possible causes of a problem.
 - I can ask and answer questions to confirm understanding.

Materials

- Handouts / Worksheets:
 - [Problem Description](#)
 - [Cause-and-Effect](#)
 - [Question Prompts](#)
- Audio / Video Files:
 - [Dealing with difficult staff - 37 - English at Work helps you work with others](#)
- Required Tech:
 - Whiteboard and markers
 - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
issue	a problem or situation that needs attention	"We had an issue with late deliveries last month."	Y
cause	the reason why something happens	"The main cause of the delay was a system error."	Y
impact	an effect or influence on something	"Delivery delays impact customer satisfaction."	Y
delay	a situation in which something happens later than expected	"The meeting started late due to a delay in transport."	Y
root cause	the main or original reason for a problem	"We found the root cause of the error in the software."	Y
investigate	to look into a problem carefully	"The team will investigate the complaint."	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Error Hunt – Review of Unit 5 Mini-Project (“Handling Q&A Sessions”)

- Step 1: On the board, write a short, vague sentence:
> “There is a problem in the company.”
- Step 2: Ask: “What’s missing?” (Details, reason, effect.)
- Step 3: Students re-write it in pairs with more information:
> “There’s a delay in product delivery because the supplier is short on materials.”
- Step 4: Share examples and discuss: “What makes a problem statement clear?”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

● **Describing Problems Clearly (10–15 mins)**

- Step 1: Write on the board: *Who – What – When – Where – Why.*
- Step 2: Model an example: “Our team missed a client deadline last week because of poor communication.”
- Step 3: Ask: “What information does this include?” → (Problem, time, cause.)
- Step 4: Students complete one short description on the handout using these prompts.
- **Materials:** Problem Description Worksheet

● **Identifying Causes (10–15 mins)**

- Step 1: Write three types of causes on the board: *Human – Technical – Organizational.*
- Step 2: Give examples:
 - Human: “Staff didn’t check the order.”
 - Technical: “The printer broke down.”
 - Organizational: “The deadline wasn’t communicated.”
- Step 3: Pairs list one example cause from their own experience under each category.
- **Materials:** Whiteboard and markers

● **Video Activity (10 mins)**

- Step 1: Say: “Let’s see how professionals identify workplace problems.”
 - Play once for general understanding.
- Step 2: Play again. Students answer:
 - What was the main problem?
 - What caused it?
 - How did the speaker find the root cause?
- Step 3: Discuss and note good phrases on the board: “*The main issue was...*” / “*This happened because...*”
- **Materials:** Video link [Dealing with difficult staff - 37 - English at Work helps you work with others](#)

II. Practice (30–40 mins)

● **Controlled Practice – Cause and Effect (15–20 mins)**

- Step 1: Students read three short business problem statements on their handout.
- Step 2: They complete a handout showing *Problem* → *Possible Causes* → *Impact*.
- Step 3: Review one example together and discuss which cause seems most likely.
- **Materials:** Cause-and-Effect

- **Pair Practice – Clarifying Questions (10–15 mins)**

- Step 1: On the board, write examples of clarification questions:
 - “When did the problem start?”
 - “Who was affected?”
 - “Could you explain what caused it?”
- Step 2: In pairs, Student A explains a short problem from their handout; Student B asks 3–4 clarification questions.
- Step 3: Switch roles.
- **Materials:** Question Prompts Section

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Identifying and Describing a Workplace Problem**

- Step 1: Divide class into groups of 3–4.
- Step 2: Each group chooses a short scenario from the board (e.g., “Customer complaints increased,” “Low meeting attendance,” “Team project delayed”).
- Step 3: Groups identify:
 - What is the problem?
 - What are two possible causes?
 - Who is affected?
- Step 4: Groups prepare a short oral summary to share with the class.
- **Materials:** Whiteboard and markers

- **Group Sharing and Discussion (10–15 mins)**

- Step 1: Each group presents its summary (2–3 sentences).
- Step 2: Other students ask one clarification question.
- Step 3: Write useful problem-describing phrases on the board.
- **Materials:** Whiteboard and markers

- **Error Correction and Recap (5 mins)**

- Correct two or three real examples on the board:
 - “The problem is because communication.” → “The problem is caused by poor communication.”
 - “We late with report.” → “We were late with the report.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary recall quiz:
 - “The main reason for a problem?” → “Root cause.”
 - “To look into a problem carefully?” → “Investigate.”
 - Step 2: Reflection: “Why is it important to identify causes before solving a problem?”
 - Step 3: Preview next lesson: “Next time, we’ll *Brainstorm Solutions* to the problems we identified today.”
-

Optional Independent Practice

- Write a short paragraph describing a real or imagined problem at work.
 - Include what happened, who was affected, and what caused it.
- Read a short business article online and note one problem and its cause.

Notes for the Instructor

- Keep examples simple but authentic (office, service, communication issues).
- Model clear pronunciation of key terms like “issue,” “cause,” and “impact.”
- Encourage logical reasoning and clear sentence structure.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 22
- **Topic:** Brainstorming Solutions (Unit 5: Problem Solving and Decision-Making)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can suggest different ways to solve a problem.
 - I can build on others’ ideas respectfully.
 - I can use phrases to propose and discuss options.

Materials

- Handouts / Worksheets:
 - [Brainstorming Prompts](#)
 - [Phrases for Proposing Ideas](#)
 - [Group Task Worksheet](#)
 - [Dialogue Practice](#)
- Required Tech:
 - Whiteboard and markers
 - Optional poster paper or sticky notes for group brainstorming

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
brainstorm	to think of many ideas quickly without judging them	“Let’s brainstorm ways to reduce customer wait times.”	Y
suggestion	an idea or proposal for consideration	“That’s a useful suggestion — let’s write it down.”	Y
feasible	possible and practical to do	“Your idea is creative, but is it feasible?”	Y
priority	something that is more important than other things	“Our main priority is improving communication.”	Y
collaborate	to work together with others	“Different teams collaborated to find a solution.”	Y
implement	to put a plan or idea into action	“We need to implement one of these ideas this week.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Quick Quiz – Review of Lesson 1 “Identifying Problems and Causes”

- Step 1: Write three example workplace problems on the board:
 1. “Too many emails every day.”
 2. “Team meetings run too long.”
 3. “Late product deliveries.”
- Step 2: Students work in pairs to name one possible cause for each.
- Step 3: Ask: “Which problem would you fix first, and why?”
 - Transition: “Today we’ll brainstorm possible solutions together.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Introducing Brainstorming (10–15 mins)**
 - Step 1: Write the word *brainstorm* on the board. Ask: “What does it mean?”
 - Step 2: Explain: “When we brainstorm, we share ideas freely — no idea is wrong at first.”
 - Step 3: Write three short rules on the board:
 1. Don’t judge ideas.
 2. Build on others’ suggestions.
 3. Aim for quantity first, quality later.
 - Step 4: Discuss briefly why brainstorming helps at work.
 - **Materials:** Whiteboard and markers
- **Useful Phrases for Proposing Ideas (10–15 mins)**
 - Step 1: Write and model phrases on the board:
 - “What if we...?”
 - “Maybe we could try...”
 - “Another option might be...”
 - “I agree with that, but we could also...”
 - Step 2: Students repeat and practice pronunciation in pairs.
 - Step 3: Students complete short fill-in sentences on their handout using the phrases.
 - **Materials:** Phrases for Proposing Ideas

II. Practice (30–40 mins)

- **Controlled Practice – Mini Brainstorm (15–20 mins)**
 - Step 1: Divide students into pairs or trios.
 - Step 2: Give one topic per group (e.g., “Reducing email overload,” “Improving customer feedback,” “Making meetings shorter”).
 - Step 3: Students brainstorm 5–6 possible solutions and write them in their handout chart.
 - Step 4: Groups share their top two ideas aloud.
 - **Materials:** Brainstorming Prompts Section
- **Pair Practice – Building on Ideas (10–15 mins)**

- Step 1: Demonstrate short dialogue:
 - A: “What if we send fewer internal emails?”
 - B: “That’s a good idea. We could also use a team chat app.”
- Step 2: Students use given sentence starters on their handout to continue conversations naturally.
- Step 3: Rotate pairs after two minutes for new partners.
- **Materials:** Dialogue Practice

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Team Brainstorm and Presentation**
 - Step 1: Divide the class into groups of 3–4.
 - Step 2: Each group chooses one workplace problem (or the teacher assigns one).
 - Examples: “Low motivation,” “High turnover,” “Poor time management.”
 - Step 3: Groups brainstorm at least five ideas and write them on poster paper or the handout.
 - Step 4: After brainstorming, groups select their top two feasible solutions and explain why they chose them.
 - Step 5: Groups present their two ideas briefly to the class.
 - **Materials:** Group Task Worksheet
- **Reflection and Discussion (10–15 mins)**
 - Step 1: Ask: “Which brainstorming rule was hardest to follow?”
 - Step 2: Discuss how teamwork helped generate stronger ideas.
 - Step 3: Record key phrases from group discussions on the board for review.
 - **Materials:** Whiteboard and markers
- **Error Correction and Recap (5 mins)**
 - Write a few real examples on the board and correct together:
 - “Maybe we can to try...” → “Maybe we can try...”
 - “That not possible idea.” → “That idea isn’t possible.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary quiz:
 - “To think of many ideas quickly without judging them?” → “Brainstorm.”
 - “Something important that comes before other things?” → “Priority.”
- Step 2: Reflection: “What makes a brainstorming session successful?”
- Step 3: Preview next lesson: “Next, we’ll *Evaluate Options and Make Decisions* based on the ideas you created today.”

Optional Independent Practice

- Write a list of at least five solutions to a small problem at work or school.
- Rank your ideas from most to least practical and explain why.

Notes for the Instructor

- Emphasize open-mindedness and collaboration over accuracy.
- Encourage active listening and polite responses during group work.
- Reinforce professional language for making and supporting suggestions.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 23
- **Topic:** Evaluating Options and Making Decisions (Unit 5: Problem Solving and Decision-Making)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can compare two or more possible solutions to a problem.
 - I can explain why one option is better than another.
 - I can use language to evaluate and justify a decision.

Materials

- Handouts / Worksheets:
 - [Pros and Cons Chart](#)
 - [Ranking](#)
 - [Decision Matrix](#)
- Required Tech:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
option	one of several possible choices	“We have three options for solving the issue.”	Y
evaluate	to assess or judge the quality or value of something	“We need to evaluate each proposal before deciding.”	Y
criteria	standards used to make a decision	“Cost and time are key criteria for our choice.”	Y
justify	to explain or give reasons for a decision	“She justified her choice based on efficiency.”	Y
advantage	a positive or beneficial aspect	“One advantage of this plan is lower cost.”	Y
drawback	a disadvantage or negative aspect	“A major drawback is the longer delivery time.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Role Re-run – Review of Lesson 2 “Brainstorming Solutions”

- Step 1: Write three workplace problems on the board.
 - Low employee motivation

- Customer complaints
- Time wasted in meetings
- Step 2: Ask pairs to recall one solution they discussed last time and add one new idea.
- Step 3: Ask: “Which idea seems most realistic, and why?”
- Step 4: Transition: “Now that we’ve brainstormed, today we’ll learn how to evaluate options and make strong, well-reasoned decisions.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Comparing Options (10–15 mins)**
 - Step 1: Write a workplace problem on the board.
 - Problem: Improve customer service
 - Option 1: Train staff
 - Option 2: Hire more staff
 - Step 2: Ask: “Which seems better, and why?” Students might respond: “Training is cheaper,” or “Hiring more staff is faster.”
 - Step 3: Introduce key comparison phrases.
 - “Option 1 is more practical because...”
 - “Option 2 would be better since...”
 - “Both are good, but I prefer...”
 - Step 4: Ask “Which seems better, and why?” again, and this time students use key comparison phrases
- **Evaluating Pros and Cons (10–15 mins)**
 - Step 1: Write “Advantages” and “Drawbacks” on the board.
 - Step 2: Ask: “What are the advantages of online meetings?”
Students respond: “Cheaper,” “Saves travel time.”
Then ask: “What are the drawbacks?”
Students respond: “Less personal,” “Technical problems.”
 - Step 3: Students complete a pros and cons for several ideas on handout.
 - **Materials:** Pros and Cons handout

II. Practice (30–40 mins)

- **Controlled Practice – Ranking Options (15–20 mins)**
 - Step 1: Students read a short scenario from their handout, such as “Sales are decreasing.”
 - Step 2: They review three possible solutions and rank them from best to worst.
 - Step 3: Students share rankings in pairs and explain choices using: “I chose this because it’s faster,” or “The main advantage is that it costs less.”
 - **Materials:** Ranking Exercise

- **Pair Practice – Decision Matrix (10–15 mins)**
 - Step 1: Draw a simple “Decision Matrix” on the board with four criteria:
 - Cost
 - Time
 - Effectiveness
 - Simplicity
 - Step 2: Students score two or three options (1–5 scale) and total the points.
 - Step 3: Discuss: “Did your highest-scoring option match your first choice?”
 - **Materials:** Decision Matrix

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Team Decision-Making**
 - Step 1: Divide students into groups of 3–4.
 - Step 2: Each group chooses a workplace challenge.
 - Decreasing productivity
 - Low staff morale
 - High supply costs
 - Step 3: Groups list three possible solutions, evaluate pros and cons, and select one option.
 - Step 4: Groups prepare a short explanation of why they chose their final decision and which criteria were most important.
- **Presentation and Discussion (10–15 mins)**
 - Step 1: Each group presents their decision in 2–3 sentences.
 - Step 2: Other groups ask one follow-up question or comment politely.
 - Step 3: Teacher notes and highlights effective justification phrases on the board.
 - **Materials:** Whiteboard and markers
- **Error Correction and Recap (5 mins)**
 - Write a few examples on the board and correct together.
 - “Option A more better.” → “Option A is better.”
 - “I choose this because it more fast.” → “I chose this because it’s faster.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary recall quiz.
 - “A disadvantage or negative aspect?” – “Drawback.”
 - “Standards used to make a choice?” – “Criteria.”
- Step 2: Reflection. Ask: “What makes a good decision at work — logic, teamwork, or experience?”

- Step 3: Preview next lesson. “Next time, we’ll learn to communicate our solutions clearly and explain decisions to others.”
-

Optional Independent Practice

- Choose a real or imaginary work problem.
- Write three possible solutions and list pros and cons for each.
- Decide which one you would choose and explain your reasoning in 3–4 sentences.

Notes for the Instructor

- Keep all decision tasks short and realistic.
- Encourage polite disagreement and reasoning.
- Focus feedback on communication and clarity rather than grammar accuracy.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 24
- **Topic:** Communicating Solutions Clearly (Unit 5: Problem Solving and Decision-Making)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can explain my solution in clear steps.
 - I can give reasons for my decision.
 - I can respond to questions about my choice.

Materials

- Handouts / Worksheets:
 - [Solution Presentation Framework](#)
 - [Key Phrases for Explaining Decisions](#)
 - [Explain a Solution](#)
 - [Mini-Project Group Problem Solving](#)
- Audio / Video Files:
 - [Announcing your decision - 62 - English at Work gives you the words](#)
- Required Tech:
 - Whiteboard and markers
 - Projector
 - Optional poster paper for group presentations

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
summary	a short statement of the main ideas	“The report ends with a short summary of our findings.”	Y
framework	a basic structure for organizing ideas or processes	“We used a clear framework to present our solution.”	Y
explain	to describe something so it can be understood	“She explained the new policy clearly to the team.”	Y
justify	to give reasons for a choice or action	“He justified his decision based on time and budget.”	Y
recommendation	an official or professional suggestion	“Our final recommendation is to improve internal training.”	Y
summary statement	a final comment that restates key points	“He ended with a summary statement linking all main ideas.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Ranking Task – Review of Lesson 3 “Evaluating Options and Making Decisions”

- Step 1: On the board, write four short decision statements.
 - Chose the cheapest option
 - Chose the fastest option
 - Chose the safest option
 - Chose the most creative option
- Step 2: Students rank them from most logical to least logical for a business setting.
- Step 3: Discuss: “How can we clearly explain a final decision so others agree or understand?”
- Step 4: Transition: “Today we’ll focus on communicating decisions clearly and presenting solutions in a professional way.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Explaining Solutions Step-by-Step (10–15 mins)**
 - Step 1: Write a short example on the board.
 - Problem: Late reports
 - Solution: Set automatic reminders
 - Steps: Send weekly alerts, track completion, follow up if needed
 - Step 2: Ask: “Why does this solution make sense?” Students respond with reasons such as “It saves time,” or “It’s easy to manage.”
 - Step 3: Model sentence starters.
 - “First, we decided to...”
 - “Next, we plan to...”
 - “Finally, this will help by...”
 - Step 4: Students complete their own outline using the handout.
 - **Materials:** Solution Presentation Framework
- **Using Key Phrases for Clarity and Support (10–15 mins)**
 - Step 1: Write phrases on the board.
 - “The main reason for our choice is...”
 - “This approach works because...”
 - “We recommend this solution since...”
 - Step 2: Students match phrases with examples on the handout.
 - Step 3: Practice pronunciation and intonation for emphasis.
 - **Materials:** Key Phrases for Explaining Decisions
- **Video Activity (10 mins)**
 - Step 1: Say: “Let’s watch a clip showing how professionals explain workplace decisions.”
 - Step 2: Play once for general understanding.

- Step 3: Play again. Students note:
 - What structure the speaker used (steps, reasons, summary)
 - What expressions were used to clarify or justify points
 - How they closed the presentation
- Step 4: Review phrases together and write them on the board.
- **Materials:** Video link [Announcing your decision - 62 - English at Work gives you the words](#)

II. Practice (30–40 mins)

- **Controlled Practice – Explain a Solution (15–20 mins)**
 - Step 1: Students read a short case on the handout (e.g., “Team productivity decreased”).
 - Step 2: They write three sentences explaining their solution using “First...,” “Then...,” “Finally....”
 - Step 3: Compare in pairs and give feedback on clarity and structure.
 - **Materials:** Explain a Solution handout
- **Pair Practice – Giving and Asking for Clarification (10–15 mins)**
 - Step 1: Model a short dialogue on the board.
 - A: “Our solution is to introduce weekly progress reports.”
 - B: “Could you explain how that will help?”
 - A: “It helps us track issues earlier and improve planning.”
 - Step 2: Students practice similar exchanges using their own ideas.
 - Step 3: Switch partners once and repeat.

[20-Minute Break]

III. Production (45–55 mins)

- **Mini-Project – Case Study and Group Problem Solving**
 - Step 1: Explain: “This is your Unit 6 Mini-Project. Work in teams to analyze a workplace problem and present a team solution”
 - Step 2: Divide the class into groups of 3–4.
 - Each group receives a brief workplace scenario.
 - Customer complaints increased due to delays
 - Staff motivation dropped after policy changes
 - Two departments have communication problems
 - Step 3: Groups identify:
 - The main problem
 - Two or three possible solutions
 - The final choice and justification
 - Clear steps to implement it
 - Step 4: Each group prepares a 3–4 minute presentation explaining:
 - What the problem was

- What options they discussed
 - Why they chose their final solution
 - How it will be carried out
- Step 5: Other students act as the audience and ask one or two clarification questions after each presentation.
- **Materials:** Mini-Project Group Problem Solving handout
- **Peer Review and Discussion (10–15 mins)**
 - Step 1: After each presentation, groups complete a short peer feedback form.
 - Step 2: Discuss together: “What made the explanation clear?” and “Which presentation sounded most professional?”
 - Step 3: Collect useful phrases and write them on the board.
 - **Materials:** Whiteboard and markers
- **Error Correction and Recap (5 mins)**
 - Write a few student examples on the board and correct together.
 - “We choose this idea because good.” → “We chose this idea because it is good.”
 - “This solution help communication.” → “This solution helps communication.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary review.
 - “A basic structure for organizing ideas?” – “Framework.”
 - “A final comment that restates key points?” – “Summary statement.”
- Step 2: Reflection. Ask: “What skills helped you communicate clearly today?”
- Step 3: Preview next unit. “Next time we’ll begin *Unit 7 – Business Negotiation Skills*, learning how to reach agreements professionally.”

Optional Independent Practice

- Write a short paragraph explaining a recent workplace or study decision you made.
- Include what options you considered and why you chose one.
- Review your notes from the mini-project and identify one phrase you will reuse in future presentations.

Notes for the Instructor

- Ensure all students speak during the mini-project presentation.
- Reinforce clear structure and confident tone over speed or length.
- Provide feedback on organization, vocabulary, and professionalism.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 25
- **Topic:** Understanding Team Roles (Unit 6: Working in a Team)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe various roles in a team.
 - I can talk about my strengths and team contributions.
 - I can ask others about their roles and responsibilities.

Materials

- Handouts / Worksheets:
 - [Team Roles Chart](#)
 - [Strengths-to-Tasks Matching 1](#)
 - [Strengths-to-Tasks Matching 2](#)
 - [Interview Prompts & Reflections](#)

- Required Tech:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
role	the function a person has in a team	“My role is to coordinate communication between teams.”	Y
responsibility	a task or duty someone is expected to do	“One responsibility is to update the weekly report.”	Y
coordinator	a person who organizes people and tasks	“The coordinator schedules meetings and shares agendas.”	Y
facilitator	a person who helps a group work well together	“The facilitator keeps the discussion focused and fair.”	Y
accountability	being responsible for results	“We set clear accountability for each project task.”	Y
workload	the amount of work someone has to do	“We balanced the workload to avoid delays.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Error Hunt – Review of Unit 6 Mini-Project

- Step 1: Show a short, unclear team update on the board, for example:

- “We will fix the problem. Team will do it soon. People will help.” Ask pairs to underline two problems in the message (unclear roles and missing responsibilities).
- Step 2: Pairs rewrite two sentences to make the message clear and specific, for example:
 - “The coordinator will collect feedback by Tuesday. The analyst will prepare the summary by Friday.”
- Step 3: Elicit improved sentences and highlight how clear roles make teamwork faster and more effective.
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Understanding Common Team Roles (10–15 mins)**
 - Step 1: On the board, list six common team roles: coordinator, facilitator, analyst, implementer, note-taker, presenter. Ask: “Which of these roles have you done before?”
 - Step 2: Briefly define each role using B1-friendly language and give one responsibility example for each.
 - Step 3: Students complete the Team Roles Chart on their handout by matching each role to a responsibility and a task.
 - **Materials:** Team Roles Chart
- **Responsibilities and Accountability (10–15 mins)**
 - Step 1: Write two short team tasks on the board: “Client update on Wednesday” and “Draft process map.” Ask: “Who should take ownership of each task, and why?”
 - Step 2: Teach phrases for delegation and deadlines:
 - “I can take responsibility for...”
 - “You will be accountable for...”
 - “Let’s set the deadline for...”
 - Step 3: Students convert three generic tasks from their handout into clear, role-based sentences, naming the role, task, and deadline.
 - **Materials:** Strengths-to-Tasks Matching Part 1

II. Practice (30–40 mins)

- **Controlled Practice – Matching Strengths to Roles (15–20 mins)**
 - Step 1: Students complete a short strengths checklist on their handout (organizing, explaining, problem-solving, design, numbers, follow-up).
 - Step 2: They match two strengths to suitable roles, then write one sentence for each, for example: “I am good at organizing, so coordinator is a suitable role for me.”
 - Step 3: In pairs, students compare their results and suggest one additional responsibility for each role.
 - **Materials:** Strengths-to-Tasks Matching Part 2
- **Pair Interviews – Roles and Responsibilities (10–15 mins)**

- Step 1: Students use interview prompts from the handout to ask about a partner’s preferred role, main responsibilities, and typical workload.
- Step 2: Partners take short notes, then report one or two things they learned about their partner’s teamwork style to the class.
- **Materials:** Interview Prompts & Reflections

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Build a Mini Team Plan**
 - Step 1: In groups of 3–4, students choose one short workplace task such as organizing a training session, preparing a client update, or improving the meeting process.
 - Step 2: Groups assign one role to each member and write responsibilities, deadlines, and expected outcomes.
 - Step 3: Groups prepare a short, two-minute oral presentation explaining team roles, responsibilities, and how workload will be balanced.

- **Sharing and Discussion (10–15 mins)**
 - Step 1: Groups present their team plans.
 - Step 2: Audience members ask one follow-up question using teamwork phrases, for example: “Who will be accountable for updates?” or “How will you share progress?”
 - Step 3: Groups respond and make one improvement to clarify a role or timeline.
 - **Materials:** Whiteboard and markers

- **Error Correction and Recap (5 mins)**
 - Write two or three real examples from student work on the board and correct them together.
 - “I responsible for report.” → “I am responsible for the report.”
 - “We share workload equal.” → “We will balance the workload equally.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary Review:
 - “What does facilitator mean?”
 - “What is accountability?”
- Step 2: Reflection:
 - Students write two sentences: one describing their preferred team role and one about a responsibility they can take next week.
- Step 3: Preview Next Lesson:
 - “Next time, we’ll learn how to collaborate on a team task, delegate responsibilities politely, and follow up on progress.”

Optional Independent Practice

- Write a short paragraph describing a real or imaginary team you know.
- Include each member's role, one responsibility, and how the team balances workload.
- Prepare two polite questions to ask a teammate about responsibilities and deadlines for the next class.

Notes for the Instructor

- Keep role examples broad enough for multiple workplace contexts.
- Encourage students to use specific role titles and clear responsibility language.
- Support weaker learners by modeling full-sentence answers and clear time expressions.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 26
- **Topic:** Collaborating on a Task (Unit 6: Working in a Team)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can plan and complete a short task with others.
 - I can use polite language to suggest, agree, and disagree.
 - I can delegate tasks and confirm shared responsibilities.

Materials

- Handouts / Worksheets:
 - [Group Task Planner](#)
 - [Polite Language Phrases](#)
 - [Collaboration Reflection Sheet](#)
- Required Tech:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
collaborate	to work together to achieve a goal	“We collaborated with the design team to finish the project.”	Y
delegate	to give a task or responsibility to someone	“The manager delegated the report to the assistant.”	Y
compromise	an agreement where both sides give something up	“They reached a compromise on the meeting schedule.”	Y
contribution	something you do or provide to help a team succeed	“Each member’s contribution was important to the final result.”	Y
feedback	comments to help improve work or performance	“She gave feedback on how to make the presentation clearer.”	Y
coordination	the organized arrangement of people and tasks	“Good coordination helps the project finish on time.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Quick Quiz – Review of Lesson 1 “Understanding Team Roles”

- Step 1: Write three short role descriptions on the board, for example:
 - “Organizes meetings and keeps the agenda on track.”
 - “Encourages participation and keeps discussions balanced.”

- “Takes notes and summarizes next steps.” Ask students to identify the role (coordinator, facilitator, note-taker).
- Step 2: Ask: “Why is collaboration important between these roles?” Elicit ideas and write two short answers on the board, such as “to share workload” or “to finish on time.”
- Step 3: Transition: “Today we’ll practice working together to plan and complete a task while using polite teamwork language.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Introducing Collaboration Language (10–15 mins)**
 - Step 1: Write phrases on the board for suggesting, agreeing, and disagreeing politely:
 - “How about if we...?”
 - “That’s a good idea, but maybe we could also...”
 - “I agree because...”
 - “I’m not sure about that. What if we...?”
 - Step 2: Model a short dialogue with a student using two or three phrases.
Example:
A: “How about meeting on Monday?”
 - Step 3: Students practice in pairs using written prompts from the handout.
 - **Materials:** Polite Language Phrases
- **Delegation and Coordination (10–15 mins)**
 - Step 1: Write a small team task example on the board: “Plan a two-hour training session.”
 - Step 2: Ask: “What small tasks do we need to finish this?” (students call out ideas: invite participants, prepare slides, confirm venue).
 - Step 3: Model assigning tasks politely:
 - “Could you take care of the invitations?”
 - “I’ll be responsible for preparing the slides.”
 - “Let’s check progress tomorrow.”
 - Step 4: Students practice delegating and confirming using sample tasks from the handout.
 - **Materials:** Group Task Planner

II. Practice (30–40 mins)

- **Controlled Practice – Task Simulation (15–20 mins)**
 - Step 1: Divide students into groups of three or four. Assign each group a short team challenge, such as:
 - Organize a short staff meeting.
 - Plan a small charity event.
 - Prepare an office birthday celebration.

- Step 2: Students use the completed Group Task Planner handout as an example of how to assign roles, agree on steps, and decide deadlines.
 - Step 3: Circulate and note examples of good teamwork phrases.
 - **Materials:** Group Task Planner handout
- **Pair Practice – Giving and Receiving Feedback (10–15 mins)**
 - Step 1: Model with a student how to give short feedback:
 - A: “I think your plan is well-organized.”
 - B: “Thanks! Next time I’ll include more details.”
 - Step 2: Students exchange plans with another pair, give feedback, and record one improvement.
 - Step 3: Ask two volunteers to share feedback with the class.
 - **Materials:** Collaboration Reflection Sheet

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Mini Project: Complete a Team Plan**
 - Step 1: Each group receives a new short workplace scenario, such as:
 - “Plan a small team-building event.”
 - “Organize an office volunteer day.”
 - “Design a process to improve internal communication.”
 - Step 2: Groups discuss, assign roles, set deadlines, and prepare a 2–3 minute report describing their plan.
 - Step 3: Encourage groups to use collaboration language and coordination vocabulary.
- **Presentations and Peer Discussion (10–15 mins)**
 - Step 1: Groups present their task plans to the class.
 - Step 2: After each presentation, one other group asks a question such as:
 - “How did you decide who does each task?”
 - “What was one challenge your team faced?”
 - Step 3: Presenting groups answer and reflect briefly on teamwork.
 - **Materials:** Whiteboard and markers
- **Error Correction and Recap (5 mins)**
 - Write two or three examples of teamwork phrases from students on the board.
 - “I do all job.” → “I’ll take care of this task.”
 - “You take report.” → “Could you handle the report, please?”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary Review:
 - “What does delegate mean?”

- “What is coordination?”
 - Step 2: Reflection:
 - Students write two sentences:
 - One about what helped their team collaborate well.
 - One about what they can improve next time.
 - Step 3: Preview Next Lesson:
 - “Next time, we’ll learn how to handle team conflicts and resolve differences politely.”
-

Optional Independent Practice

- Write a short reflection on today’s teamwork.
- Include what went well and what you will do differently next time.
- Watch a short workplace video on collaboration and note three useful phrases for suggesting ideas.

Notes for the Instructor

- Monitor teams and model polite phrases for delegation and feedback.
- Encourage equal participation in group work.
- Praise effective use of teamwork vocabulary and tone.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 27
- **Topic:** Solving Team Conflicts (Unit 6: Working in a Team)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe common causes of conflict at work.
 - I can use polite language to express disagreement.
 - I can suggest solutions and help others reach agreement.

Materials

- Required Tech:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
conflict	a disagreement or problem between people	“Our team had a conflict about deadlines.”	Y
disagreement	a difference in opinion	“There was a disagreement about how to present the report.”	Y
resolution	a solution to a problem or disagreement	“The meeting ended with a positive resolution.”	Y
compromise	an agreement where each side gives something up	“They found a compromise that satisfied both departments.”	Y
tone	the way of speaking that shows attitude	“Her tone was calm even when she disagreed.”	Y
mediation	helping two sides reach agreement	“The manager used mediation to solve the team conflict.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Role Re-Run – Review of Lesson 2 “Collaborating on a Task”

- Step 1: Ask two volunteers to re-enact a brief moment from the previous lesson where team members disagreed about an idea.
 - Example: deciding meeting time or task priority.
 - Ask the class to listen and identify what made the exchange polite or impolite.
- Step 2: Discuss as a class: “What other situations can cause conflict in teams?” Write examples on the board (e.g., deadlines, communication style, unequal workload).

- Step 3: Transition: “Today we’ll practice how to handle conflicts professionally and find solutions together.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Identifying Causes of Conflict (10–15 mins)**
 - Step 1: Write three sample situations on the board and ask students to name the cause of each conflict, for example:
 - Team members interrupt each other.
 - Workload feels unfair.
 - Emails sound impolite.
 - Step 2: Students share brief examples from their own experience (if comfortable). Summarize patterns on the board.
 - Step 3: Highlight that most conflicts come from communication style or unclear expectations.
- **Language for Disagreeing Politely (10–15 mins)**
 - Step 1: Write examples of direct versus polite language on the board:
 - Direct: “That’s wrong.” - Polite: “I see your point, but I think we could also consider...”
 - Direct: “You’re late again.” - Polite: “I noticed we’re starting a bit late today.”
 - Step 2: Students practice changing direct statements into polite ones using brainstormed example phrases on the board.
 - Step 3: Pair students to role-play a short disagreement and switch roles after two minutes.

II. Practice (30–40 mins)

- **Controlled Practice – Conflict Scenarios (15–20 mins)**
 - Step 1: In pairs, students read two short scenarios from the handout and identify what caused the problem.
 - Step 2: They use the phrases for polite disagreement to role-play how to respond in each situation.
 - Step 3: After each round, students summarize one thing they did well and one thing to improve.
 - **Materials:** Lesson 3 Handout (Conflict Scenarios)
- **Pair Practice – Finding Compromise (10–15 mins)**
 - Step 1: Provide a prompt on the board, for example: “The team has two ideas for the presentation. Which should they choose?”
 - Step 2: Partners discuss and use phrases like “Let’s combine both ideas,” or “What if we
 - Step 3: Groups share their final decision and explain how they reached compromise.
 - **Materials:** Whiteboard and markers

[20-Minute Break]

III. Production (45–55 mins)

- **Group Activity – Conflict Resolution Role-Play**
 - Step 1: Divide students into groups of three or four. Assign each group a workplace conflict (e.g., late tasks, communication issues, unequal workload).
 - Step 2: Groups discuss how to approach the conflict using polite language and clear suggestions.
 - Step 3: One student acts as a mediator to summarize the problem and lead toward a resolution.
 - Step 4: Each group presents a two-minute summary of the problem and its resolution to the class.

- **Class Debrief (10–15 mins)**
 - Step 1: Ask: “What phrases helped your group stay calm and professional?”
 - Step 2: Write a few effective phrases on the board and praise good teamwork examples.
 - Step 3: Emphasize that conflict is normal and can lead to growth when handled well.
 - **Materials:** Whiteboard and markers

- **Error Correction and Recap (5 mins)**
 - Write two student examples on the board and correct together:
 - “You wrong.” - “I see your point, but I disagree.”
 - “You never listen.” - “I feel we can improve communication by...”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary Review
 - “What does compromise mean?”
 - “What is mediation?”
- Step 2: Reflection: Students write two sentences: one about a useful phrase for disagreeing politely, and one about how they can use it at work.
- Step 3: Preview Next Lesson: “Next time, we’ll learn how to reach agreement as a team and present our final decisions clearly.”

Optional Independent Practice

- Write a short dialogue between two team members who disagree about a project deadline.
- Include at least two phrases for polite disagreement and one for compromise.
- Observe a real meeting or video and note how people disagree politely. Bring two examples to share next class.

Notes for the Instructor

- Model calm, professional tone during role-plays to set the example.
- Encourage equal speaking turns to avoid dominant voices in groups.
- Highlight positive communication strategies more than errors to build confidence.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 28
- **Topic:** Reaching Agreement (Unit 6: Working in a Team)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can summarize team ideas and help the group reach agreement.
 - I can use polite language to confirm and finalize decisions.
 - I can present a short summary of a team discussion.

Materials

- Handouts / Worksheets
 - [Team Decision Worksheet](#)
- Audio / Video Files:
 - [Negotiating - 30 - English at Work negotiates the best deal](#)
- Required Tech:
 - Whiteboard and markers
 - Projector
 - Poster paper (for group summaries)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
consensus	general agreement among a group	“The team reached consensus on the final design.”	Y
confirm	to show or say that something is agreed or true	“Can we confirm the meeting time for tomorrow?”	Y
summarize	to briefly describe the main points	“Let’s summarize what we decided today.”	Y
finalize	to make a decision or plan complete	“We need to finalize the agenda before the meeting.”	Y
implement	to put a decision or plan into action	“The company will implement the new policy next month.”	Y
alignment	agreement or cooperation between team members	“Our decisions are in alignment with company goals.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Ranking Task – Review of Lesson 3 “Solving Team Conflicts”

- Step 1: Write four phrases from last lesson on the board:
 - “I see your point, but...”
 - “Let’s find a compromise.”
 - “I disagree completely.”
 - “We can fix this together.”
- Step 2: Students work in pairs to rank them from *most helpful* to *least helpful* in reaching a solution.
- Step 3: Discuss as a class which phrases create a more positive tone and why.
- Step 4: Transition: “Today we’ll learn how to move from discussing ideas to reaching full agreement and finalizing decisions.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Language for Agreement and Confirmation (10–15 mins)**
 - Step 1: Write phrases on the board for confirming and agreeing:
 - “That’s a good point. I agree.”
 - “So, we all agree that...”
 - “Let’s finalize that decision.”
 - “Can we confirm this is our final plan?”
 - Step 2: Practice pronunciation and tone—emphasize polite, confident delivery.
 - Step 3: Students repeat in pairs, then create two new sentences using their own team examples.
- **Video Activity (10 mins)**
 - Step 1: Say: “We’ll watch a short clip of a business meeting where the team reaches agreement.”
 - Step 2: Play once for general understanding. Ask: “What was the final decision?”
 - Step 3: Play again. Students note how the speaker confirmed agreement or summarized ideas.
 - Step 4: Review key phrases as a class and write two examples on the board.
 - **Materials:** Video link [Negotiating - 30 - English at Work negotiates the best deal](#)
- **Summarizing and Finalizing Decisions (10–15 mins)**
 - Step 1: Write a short meeting summary on the board with missing details, for example: “Today we discussed three options for the report. We decided to _____.”
 - Step 2: Students fill in missing information using ideas from the handout.
 - Step 3: Model useful sentence starters for summaries:
 - “In summary, we decided to...”
 - “The main reasons are...”
 - “Our next step will be...”
 - Step 4: Students write one short paragraph summarizing a recent team task.
 - **Materials:** Team Decision handout

II. Practice (30–40 mins)

- **Controlled Practice – Confirming Team Plans (15–20 mins)**

- Step 1: In pairs, students practice mini-dialogues where one person makes a suggestion and the other confirms or summarizes.

Example:

A: “We’ll send the email by Wednesday.”

B: “Good, so we agree the deadline is Wednesday.”

- Step 2: Switch partners and repeat with new examples.
- Step 3: Encourage students to use at least one vocabulary word from today’s list.
- **Materials:** Lesson 4 Handout (Agreement Phrases List)

- **Pair Practice – Polite Agreement and Next Steps (10–15 mins)**

- Step 1: Students brainstorm a short workplace decision (e.g., choosing a team activity or deadline).
- Step 2: Role-play a two-minute dialogue confirming the decision and stating next steps.
- Step 3: Pairs share one sentence from their dialogue with the class.
- **Materials:** Whiteboard and markers

[20-Minute Break]

III. Production (45–55 mins)

- **Mini-Project – Mock Team Task and Summary Report**

- Step 1: Explain: “This is your Unit 7 Mini-Project. You’ll work in groups to complete a mock team task and present how you reached agreement.”
- Step 2: Divide the class into teams of 3–4. Each group chooses one project scenario:
 - Organize a short community event.
 - Plan an internal training session.
 - Improve communication between departments.
- Step 3: Groups discuss ideas, delegate responsibilities, and reach consensus on one final plan.
- Step 4: Each group writes a short summary report including:
 - The task goal.
 - The final decision or solution.
 - How they reached agreement (phrases, compromises).
 - Next steps and timeline.
- Step 5: Groups present their summaries to the class (2–3 minutes each).

- **Peer Feedback (10–15 mins)**

- Step 1: After each presentation, audience members complete one short peer feedback line: “One strength of this team’s plan is…”
- Step 2: Discuss: “What made the best presentations clear and collaborative?”

- **Materials:** Whiteboard and markers
- **Error Correction and Recap (5 mins)**
 - Write two or three real examples from presentations and correct together:
 - “We decide finish report Friday.” → “We decided to finish the report by Friday.”
 - “All people agree that’s good.” → “Everyone agreed that it was a good plan.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary Review
 - “What does consensus mean?”
 - “What does it mean to finalize a decision?”
- Step 2: Reflection
 - Students write two sentences: one describing how their team reached agreement and one about what helped communication most.
- Step 3: Preview Next Unit
 - “Next time, we’ll begin *Unit 8 – Business Negotiation Skills*, where you’ll learn how to prepare, negotiate, and close deals confidently.”

Optional Independent Practice

- Write a paragraph summarizing one decision your team made at work or school. Include the problem, the final choice, and how you reached agreement.
- Watch a short workplace video and note one expression used to confirm or summarize a decision.

Notes for the Instructor

- Encourage calm and structured discussion during the mini-project.
- Reinforce use of agreement and confirmation phrases rather than direct statements.
- Provide specific feedback on clarity, teamwork, and professionalism.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 29
- **Topic:** Preparing to Negotiate (Unit 7: Negotiation and Decision-Making)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe what I want to achieve in a negotiation.
 - I can ask polite clarification questions.
 - I can plan key points and strategies for discussion.

Materials

- Handouts / Worksheets
 - [Negotiation Goals Planner Part 1](#)
 - [Negotiation Goals Planner Part 2](#)
 - [Negotiation Goals Planner Part 3](#)

- Required Tech:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
objective	something you want to achieve or accomplish	“Our main objective is to agree on delivery terms.”	Y
priority	something that is more important than others	“Quality is our top priority in this negotiation.”	Y
concession	something you give up to reach agreement	“We made a small concession on price to close the deal.”	Y
counterpart	the person or group you negotiate with	“Our counterpart in the meeting represented the supplier.”	Y
leverage	an advantage that helps you get what you want	“We have some leverage because of our strong market position.”	Y
preparation	the process of planning before an important meeting	“Good preparation helps you feel confident in negotiations.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Error Hunt – Review of Unit 7 Mini-Project

- Step 1: Write a short, unrealistic conversation from the previous teamwork project on the board:
 - “Let’s just agree quickly. I don’t care about the details.”
 - “Okay, whatever you say.” Ask students: “What’s wrong with this negotiation? What could make it more effective?”

- Step 2: Students work in pairs to rewrite two sentences using a more professional and goal-focused tone. Example: “Before we agree, can we review our main objectives?” or “Let’s confirm the details before making a decision.”
- Step 3: Discuss as a class how planning and preparation can lead to stronger negotiation results.
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Understanding Negotiation Preparation (10–15 mins)**
 - Step 1: Ask: “What do we need to know before entering a negotiation?” Write student ideas on the board (goals, price, alternatives, deadlines).
 - Step 2: Explain the three key questions of preparation, and write on the board:
 - What do I want?
 - What can I offer?
 - What am I willing to compromise?
 - Step 3: Students write down two short descriptive bullet points for each question.
- **Clarifying Objectives and Priorities (10–15 mins)**
 - Step 1: Introduce polite clarification phrases on the board:
 - “Could you clarify what you mean by...?”
 - “Just to confirm, your main objective is...?”
 - “Would you mind explaining your priority?”
 - Step 2: Write two unclear statements on the board:
 - “We want a better deal.”
 - “We can’t accept this offer.”
 Students practice asking polite clarification questions to make each statement clearer.
 - Step 3: Pair practice: students alternate roles as negotiator and counterpart, using the polite clarification phrases from the Step 1.

II. Practice (30–40 mins)

- **Controlled Practice – Planning a Negotiation (15–20 mins)**
 - Step 1: Students work individually to complete the planner section “My Objectives and Priorities.”
 - Step 2: In pairs, they share one of their objectives and ask their partner two clarification questions in regards to one of the three scenarios from the worksheet.
 - Step 3: Partners provide short feedback on how clear the goals were.
 - **Materials:** Negotiation Goals Planner Part 1
- **Pair Practice – Analyzing Counterparts (10–15 mins)**
 - Step 1: On the board, write: “Before negotiation, what should we learn about the other side?” Elicit ideas such as their needs, limits, or expectations.

- Step 2: Pairs discuss one example from the handout: supplier, client, or internal department.
- Step 3: Each pair writes one sentence beginning with “Our counterpart probably...” to describe the other side’s goal.
- **Materials:** Whiteboard and markers, Negotiation Goal Planner Part 2

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Plan a Mock Negotiation**
 - Step 1: Divide students into groups of 3–4. Assign a scenario such as:
 - negotiating delivery terms with a supplier, agreeing on a marketing budget, setting conditions for a service contract.
 - Step 2: Each group completes a Negotiation Preparation Sheet outlining:
 - their objectives, possible concessions, questions for clarification.
 - Step 3: Groups share a one-minute summary of their plan with the class.
 - **Materials:** Negotiation Goals Planner Part 3

- **Class Discussion – Strategies for Preparation (10–15 mins)**
 - Step 1: Ask: “Which preparation step was most difficult?” and “What information would help you feel more confident before a real negotiation?”
 - Step 2: Summarize key takeaways on the board (e.g., research, planning, goal setting, politeness).
 - **Materials:** Whiteboard and markers

- **Error Correction and Recap (5 mins)**
 - Write a few real examples from class and improve them together:
 - “We want more price.” → “Our objective is to negotiate a fairer price.”
 - “I don’t understand.” → “Could you clarify what you mean by that?”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary Review
 - “What does concession mean?”
 - “Who is a counterpart?”
- Step 2: Reflection
 - Students complete the reflection section of the handout:
 - “What are my main goals when I negotiate?”
 - “What can I do better next time to prepare?”
- Step 3: Preview Next Lesson
 - “Next time, we’ll practice making and responding to offers during a negotiation.”

Optional Independent Practice

- Write a short paragraph describing a negotiation you know about (real or imagined).
- Include what each side wanted and what preparation helped the most.
- Watch a short business video and note one useful expression for clarifying goals.

Notes for the Instructor

- Emphasize clarity and polite questioning as key negotiation skills.
- Monitor for accuracy in pronunciation of key terms like *concession* and *counterpart*.
- Encourage realistic examples that reflect the students' professional or learning contexts.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 30
- **Topic:** Making and Responding to Offers (Unit 7: Negotiation and Decision-Making)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can make and respond to offers politely.
 - I can explain reasons for accepting or declining an offer.
 - I can use expressions to suggest compromises.

Materials

- Handouts / Worksheets:
 - [Offer and Counteroffer Practice](#)
- Required Tech:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
proposal	a suggestion or plan put forward for consideration	“The supplier made a proposal to extend the contract.”	Y
counteroffer	a different offer made in response to another	“They rejected our first proposal and sent a counteroffer.”	Y
terms	specific conditions of an agreement	“We discussed the payment terms during the meeting.”	Y
compromise	a solution that satisfies both sides	“We reached a compromise that worked for everyone.”	Y
flexibility	willingness to change or adjust	“We appreciated their flexibility with delivery times.”	Y
negotiation table	the setting or situation where a discussion takes place	“Both teams met at the negotiation table to finalize the deal.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Quick Quiz – Review of Lesson 1 “Preparing to Negotiate”

- Step 1: Write three short review questions on the board:
 - “What is a negotiation objective?”
 - “What is a concession?”

- “Why is preparation important?”

Students discuss in pairs for two minutes, then share answers aloud.
- Step 2: Display three incomplete negotiation sentences:
 - “Our main _____ is to improve the contract.”
 - “The other _____ needs faster delivery.”
 - “We can offer a small _____ on price.”

Students fill in missing words (objective, counterpart, concession).
- Step 3: Transition: “Today we’ll move from planning to action — making and responding to offers professionally.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Introducing Offers and Counteroffers (10–15 mins)**
 - Step 1: Write two short examples on the board:
 - “We can offer a 5% discount.”
 - “That’s interesting, but could we discuss delivery time?” Explain: the first is an *offer*, the second is a *counteroffer*.
 - Step 2: Ask students: “What makes these polite? What makes them effective?” Elicit words such as *clear*, *professional*, *respectful*.
 - Step 3: Introduce useful phrases for offers and counteroffers:
 - “We’re prepared to…”
 - “Would you consider…?”
 - “That could work if…”
 - “What if we adjusted the terms slightly?”
 - Step 4: Students practice repeating phrases for natural pronunciation and tone.
- **Explaining and Justifying Offers (10–15 mins)**
 - Step 1: Write two examples on the board:
 - “We can lower the price because production costs have dropped.”
 - “We can’t extend the warranty because it’s outside policy.”

Ask: “What words explain or justify the offer?” (because, due to, since).
 - Step 2: Introduce useful connecting phrases:
 - “The reason is…”
 - “This would allow us to…”
 - “We’re suggesting this because…”
 - Step 3: Students practice making short explanations using phrases from the handout.
 - **Materials:** Offer and Counteroffer Practice Sheet

II. Practice (30–40 mins)

- **Controlled Practice – Offer Exchange (15–20 mins)**

- Step 1: Divide students into pairs. Each pair chooses one situation from the board (negotiating delivery time, price, or schedule).
- Step 2: Partner A makes an offer, Partner B gives a counteroffer.

Example:

A: "We could deliver in two weeks."

B: "That's fast, but could we make it three weeks to ensure quality?"

- Step 3: Partners switch roles after two exchanges.
 - **Materials:** Whiteboard and markers
- **Pair Practice – Compromise Challenge (10–15 mins)**
 - Step 1: On the board, write: "Find a solution that works for both sides."
 - Step 2: Partners receive a short problem: "Your company wants to increase price by 5%; the client can only agree to 2%." They must reach a polite compromise.
 - Step 3: Ask one or two pairs to share their final compromise with the class.
 - **Materials:** Whiteboard and markers

[20-Minute Break]

III. Production (45–55 mins)

- **Group Role-Play – Negotiation Simulation**
 - Step 1: Divide class into small groups (3–4 people). Each group chooses a scenario from the board:
 - negotiating sponsorship for an event
 - purchasing materials for a project
 - scheduling a service delivery
 - Step 2: Students plan their side's offers, possible counteroffers, and reasons.
 - Step 3: Conduct short 3–4 minute negotiation simulations.
 - Step 4: After each, groups summarize what was agreed and what each side offered.
- **Class Discussion – Strategies for Successful Offers (10–15 mins)**
 - Step 1: Ask: "What made some offers more successful?"
 - "How did polite tone affect the result?"
 - Step 2: List three key takeaways on the board (clarity, flexibility, positive tone).
 - **Materials:** Whiteboard and markers
- **Error Correction and Recap (5 mins)**
 - Write two or three real examples on the board and improve them together:
 - "We want discount." → "We'd like to request a small discount."
 - "You must agree." → "Would you be open to considering this?"

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary Review

- “What is a counteroffer?”
 - “What does flexibility mean in a negotiation?”
 - Step 2: Reflection
 - Students write two sentences:
 - One about what makes an offer professional.
 - One about how to handle a counteroffer politely.
 - Step 3: Preview Next Lesson
 - “Next time, we’ll focus on how to reach agreement and confirm negotiation results clearly.”
-

Optional Independent Practice

- Write a short dialogue where one person makes an offer and the other gives a counteroffer.
- Include at least one justification and one polite closing phrase.
- Watch a short video of a negotiation and identify two phrases for making offers politely.

Notes for the Instructor

- Monitor pairs closely to ensure balanced participation.
- Emphasize tone and body language in role-plays.
- Encourage flexibility and positive phrasing over strict argument.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 31
- **Topic:** Reaching Agreement (Unit 7: Negotiation and Decision-Making)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can confirm understanding and reach agreement in a negotiation.
 - I can summarize the final terms of an agreement clearly.
 - I can close a negotiation using polite and professional language.

Materials

- Handouts / Worksheets:
 - [Agreement Phrases](#)
 - [Confirmation Practice](#)
 - [Mini Dialogue Prompts](#)

- Audio / Video Files:
 - [Clinching the deal - 34 - English at Work has the language for when you need to finish a deal](#)

- Required Tech:
 - Whiteboard and markers
 - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
consensus	general agreement among a group	“After discussion, the team reached consensus on the contract terms.”	Y
finalize	to make something complete or official	“We need to finalize the pricing details by tomorrow.”	Y
confirmation	a statement showing something is officially agreed	“Please send confirmation of the meeting schedule.”	Y
mutual	shared or done by two or more parties	“Both sides found a mutual solution that met their needs.”	Y
outcome	the result of a meeting or negotiation	“The outcome of the negotiation was positive for both companies.”	Y
settlement	an official or final agreement	“The two firms reached a settlement after several meetings.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Role Re-Run – Review of Lesson 2 “Making and Responding to Offers”

- Step 1: Ask two volunteers to re-enact a short exchange from Lesson 2 involving an offer and a counteroffer. Example: “We could extend the contract by three months.” / “That could work if we adjust delivery costs.”
- Step 2: Ask the class: “How could this conversation end successfully?” Elicit responses such as “by confirming agreement,” “by summarizing key points,” or “by thanking the other side.”
- Step 3: Transition: “Today we’ll practice how to reach full agreement, confirm details, and close negotiations professionally.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Language for Confirming Agreement (10–15 mins)**
 - Step 1: Write on the board examples of confirmation phrases:
 - “So, we agree on the delivery date of June 15.”
 - “To confirm, the total price is \$5,000.”
 - “Let’s finalize that point and move on.”
 - Step 2: Highlight tone and word stress — calm and professional.
 - Step 3: Students repeat and practice mini-dialogues in pairs using these structures.
 - **Materials:** Agreement Phrases handout
- **Video Activity (10 mins)**
 - Step 1: Say: “We’ll watch a short video showing how business partners reach agreement.”
 - Step 2: Play once for general understanding. Ask: “What was the final decision?”
 - Step 3: Play again. Students note how the speakers confirmed terms and closed the discussion.
 - Step 4: Review and write two example sentences from the video on the board.
 - **Materials:** Video link [Clinching the deal - 34 - English at Work has the language for when you need to finish a deal](#)
- **Summarizing Terms and Next Steps (10–15 mins)**
 - Step 1: Write on the board a short example of a meeting summary: “Today we agreed on delivery terms and confirmed payment schedule. The next step is signing the contract.”
 - Step 2: Ask: “What three things did they include?” (agreement, confirmation, next step).
 - Step 3: Students use their handout to complete sentences summarizing fictional agreements. Example:
 - “We agreed to...”
 - “We confirmed that...”
 - “Our next step will be...”
 - **Materials:** Confirmation Practice handout

II. Practice (30–40 mins)

- **Controlled Practice – Agreement Drill (15–20 mins)**
 - Step 1: In pairs, students complete short dialogues that end with a confirmation statement.
Example:
A: “So, we’ll ship the order next Monday.”
B: “Yes, that’s confirmed.”
 - Step 2: Students switch partners and create two original examples using vocabulary from today’s list.
 - **Materials:** Mini Dialogue Prompts

- **Pair Practice – Closing the Negotiation (10–15 mins)**
 - Step 1: Write three closing expressions on the board:
 - “It’s been a pleasure working with you.”
 - “I think we’ve covered everything.”
 - “Let’s stay in touch about implementation.”
 - Step 2: Students role-play the final two minutes of a negotiation, using polite closings and mutual agreement.
 - Step 3: Volunteers present one example of a complete, successful closing exchange.
 - **Materials:** Whiteboard and markers

[20-Minute Break]

III. Production (45–55 mins)

- **Group Task – Simulated Negotiation Wrap-Up**
 - Step 1: Divide students into small groups (3–4 people). Each group uses the same scenario from Lesson 2 but now focuses on confirming the final agreement.
 - Step 2: Groups discuss and summarize in writing:
 - what was agreed, what still needs confirmation, what next steps are planned.
 - Step 3: Each group presents their short “Final Agreement Summary” to the class.

- **Class Discussion – What Makes an Agreement Successful? (10–15 mins)**
 - Step 1: Ask: “What helped your team reach agreement?” and “How did polite language or tone influence the result?”
 - Step 2: Write key ideas on the board such as: *clear terms, mutual respect, confirmation of details.*
 - **Materials:** Whiteboard and markers

- **Error Correction and Recap (5 mins)**
 - Write a few examples on the board to improve together:
 - “We close deal tomorrow.” → “We’ll finalize the deal tomorrow.”
 - “I agree this good.” → “I agree that this is a good solution.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary Review
 - “What does consensus mean?”
 - “What does it mean to finalize something?”
 - Step 2: Reflection
 - Students complete two short reflection sentences: “One phrase I can use to confirm agreement is...” and “One thing I learned about closing negotiations is...”
 - Step 3: Preview Next Lesson: “Next time, we’ll use all of these skills in a full negotiation simulation for our Unit 8 mini-project.”
-

Optional Independent Practice

- Write a short paragraph summarizing a negotiation you’ve seen or experienced.
- Include what both sides agreed on and what made the agreement successful.
- Watch a short workplace video showing how people confirm decisions and take notes on two expressions for finalizing.

Notes for the Instructor

- Emphasize clarity and tone when confirming agreement.
- Encourage equal speaking time during group discussions.
- Highlight effective summarizing techniques and accurate use of agreement phrases.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 32
- **Topic:** Negotiation Role-Play (Unit 7: Negotiation and Decision-Making)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can participate in a short negotiation and reach agreement.
 - I can apply language for offers, counteroffers, and confirming terms.
 - I can summarize and present the final outcome clearly and professionally.

Materials

- Handouts / Worksheets:
 - [Outcome Summary Template](#)
 - [Mini-Project Negotiation Simulation](#)
- Required Tech:
 - Whiteboard and markers
 - Poster paper (for group presentations)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
bargain	to negotiate the terms of a deal to get a better result	“We bargained with the supplier for a lower rate.”	Y
agreement	a mutual decision reached after discussion	“The agreement was signed by both companies.”	Y
proposal review	examining an offer to decide whether to accept it	“The proposal review helped us identify better terms.”	Y
rapprochement	a positive relationship based on trust and respect	“Building rapport helped make the negotiation easier.”	Y
deadline	a date or time when something must be completed	“We set a deadline for finalizing the agreement.”	Y
commitment	a promise to do something	“Our team made a commitment to deliver on time.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Ranking Task – Review of Lesson 3 “Reaching Agreement”

- Step 1: Write four phrases from Lesson 3 on the board:
 - “So, we agree on the final price.”

- “Let’s finalize that point.”
 - “It’s been a pleasure working with you.”
 - “We’ll send confirmation tomorrow.”
- Step 2: Pairs rank them from most formal to least formal and justify their choices.
- Step 3: Discuss why different levels of formality might be useful in negotiations with clients versus colleagues.
- Step 4: Transition: “Today you’ll put all your negotiation skills together in a complete role-play simulation.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Mini-Lecture – Stages of a Negotiation (10–15 mins)**
 - Step 1: Write five stages on the board: Preparation → Offer → Counteroffer → Agreement → Follow-Up.
 - Step 2: Briefly review what happens in each stage using examples from previous lessons.
 - Step 3: Ask: “Which stage do you find most challenging and why?” Elicit responses.
 - **Materials:** Whiteboard and markers
- **Planning Your Negotiation (10–15 mins)**
 - Step 1: Groups select a scenario from the Outcome Summary Template.
 - Step 2: Each group discusses objectives, offers, and possible compromises for their scenario.
 - Step 3: Groups record key phrases and responsibilities on their template.
 - **Materials:** Outcome Summary Template

II. Practice (30–40 mins)

- **Controlled Practice – Short Role-Play Rounds (15–20 mins)**
 - Step 1: Pairs practice a two-minute mini-negotiation using one section of their scenario (e.g., price or schedule).
 - Step 2: Switch partners and repeat with a different topic to build confidence.
 - Step 3: After each round, students complete a peer feedback line: “One strength was...” and “One tip is...”.
 - **Materials:** Lesson 4 Handout (Peer Feedback Form)
- **Pair Practice – Building Rapport (10–15 mins)**
 - Step 1: Write on the board three rapport-building questions:
 - “How has your team found the project so far?”
 - “What’s most important for you in this deal?”
 - “How can we make this work for both sides?”
 - Step 2: Students take turns asking and responding to these questions in pairs.
 - Step 3: Highlight tone and eye contact for professional rapport.

- **Materials:** Whiteboard and markers

[20-Minute Break]

III. Production (45–55 mins)

- **Mini-Project: Negotiation Simulation**
 - Step 1: Explain: “Students will work in pairs or small groups to simulate a business negotiation (e.g., supplier contract, project proposal, scheduling).”
 - Step 2: Groups prepare their strategy (offers, counteroffers, final agreement).
 - Step 3: Each group presents a 5-minute role-play negotiation for the class, showing clear progression from opening to agreement.
 - Step 4: After each presentation, students complete a peer feedback line: “One phrase that worked well was...” or “One suggestion for improvement is...”.
 - **Materials:** Mini-Project Negotiation Simulation handout
- **Group Reflection (10–15 mins)**
 - Step 1: Groups complete their Outcome Summary section of the Mini-Project handout, listing:
 - the agreement reached, one challenge faced, one skill used effectively.
 - Step 2: Share a few summaries verbally with the class.
 - **Materials:** Mini-Project Negotiation Simulation handout
- **Error Correction and Recap (5 mins)**
 - Write a few common language errors on the board and improve them together:
 - “We make deal today.” → “We made an agreement today.”
 - “You must accept.” → “Could you consider our proposal?”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary Review
 - “What does bargain mean?”
 - “What is a commitment in business terms?”
- Step 2: Reflection: Students write two sentences:
 - “One thing that helped my team reach agreement was...”
 - “One phrase I’ll use in future negotiations is...”
- Step 3: Preview Next Unit: “Next time, we’ll begin Unit 9 – Final Project and Reflection, where you’ll apply everything you’ve learned in a real-world presentation.”

Optional Independent Practice

- Write a short summary of your role-play negotiation. Include the offers made, the final agreement, and what you’d do differently next time.

- Watch a short business video about closing deals and note two useful expressions for building rapport.

Notes for the Instructor

- Encourage professional body language and eye contact during presentations.
- Provide individual feedback on clarity, tone, and structure.
- Praise effective language use and collaboration throughout the simulation.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 33
- **Topic:** Project Briefing and Planning (Unit 8: Final Project and Reflection)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can identify and describe a realistic workplace-related project goal.
 - I can organize project tasks, roles, and timelines effectively.
 - I can plan how to present and evaluate my final project.

Materials

- Handouts / Worksheets:
 - [Project Planning Template](#)
- Audio / Video Files:
 - [Project management - 31 - Need to manage a project? English at Work gives you the language](#)
- Required Tech:
 - Whiteboard and markers
 - Projector
 - Poster paper (for project mapping)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
aim	something you plan to achieve	“Our main aim is to improve communication within the team.”	Y
scope	the range of activities included in a project	“Let’s define the project scope before we start.”	Y
milestone	an important event or stage in a project	“Finishing the report draft will be our first milestone.”	Y
deliverable	a completed task or product promised as part of a project	“The main deliverable is a presentation summarizing our findings.”	Y
timeline	a schedule showing when activities will happen	“We built a project timeline to track progress.”	Y
stakeholder	someone involved in or affected by a project	“Stakeholders must approve the plan before it begins.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Error Hunt – Review of Unit 8 Mini-Project (Negotiation Role-Play)

- Step 1: On the board, write a short, unrealistic negotiation follow-up email:
 - “We had good meeting. You accept all terms. We do project next week.”
 - Ask: “What’s missing or unclear about this message?”
- Step 2: Students work in pairs to rewrite it using clear and professional project language:
 - Example: “Thank you for the meeting. We agreed on next steps and will begin the project next week after confirming the timeline.”
- Step 3: Elicit examples and highlight how negotiation outcomes should lead into clear project goals and planning.
 - Say: “Now that we’ve negotiated successfully, today we’ll plan and manage those agreements as real projects.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Introducing the Final Project (10–15 mins)**
 - Step 1: Explain: “This final project lets you apply all the communication, teamwork, and negotiation skills you’ve developed throughout the course.” Write project options on the board, such as:
 - Create a team improvement plan.
 - Design a workplace communication process.
 - Propose a small efficiency project for your company or class.
 - Step 2: Students brainstorm individually which project they’d like to do and why.
 - Step 3: Elicit a few ideas and discuss which are realistic within the class timeframe.
 - **Materials:** Whiteboard and markers
- **Defining Objectives and Scope (10–15 mins)**
 - Step 1: Write on the board: “What is your project about? Who is it for? What will it include?”
 - Step 2: Students complete the first section of the Project Planning Template individually.
 - Step 3: In pairs, they explain their project idea and ask one clarification question using:
 - “Could you clarify who your target audience is?”
 - “What’s your main deliverable?”
 - **Materials:** Project Planning Template
- **Video Activity (10 mins)**
 - Step 1: Say: “We’ll watch a short video about effective project planning and team organization.”
 - Step 2: Play once for general understanding. Ask: “What was the main message?”
 - Step 3: Play again. Students note three planning tips mentioned in the video (e.g., setting milestones, assigning roles, monitoring progress).
 - Step 4: Collect a few examples and write them on the board for reference.

- **Materials:** Video link [Project management - 31 - Need to manage a project? English at Work gives you the language](#)

II. Practice (30–40 mins)

- **Controlled Practice – Building the Project Framework (15–20 mins)**
 - Step 1: Students continue completing their Project Planning Template, outlining:
 - main objectives, target audience, expected results.
 - Step 2: Pairs compare answers and give feedback on clarity.
 - Step 3: Volunteers share one project idea briefly with the class.
 - **Materials:** Project Planning Template (continued)
- **Pair Practice – Setting Milestones and Roles (10–15 mins)**
 - Step 1: Write on the board: “What are the first three milestones in your project?”
 - Step 2: In pairs, students create a short project timeline using the Project Planning Template handout. Each student defines their role (planner, writer, presenter).
 - Step 3: Collect examples of clear milestones and discuss what makes them realistic.
 - **Materials:** Project Planning Template (continued)

[20-Minute Break]

III. Production (45–55 mins)

- **Group Project Setup**
 - Step 1: Assign students into project groups (3–4 people) based on similar interests or goals.
 - Step 2: Each group combines ideas to create one final project plan.
 - Step 3: Groups transfer their plan to poster paper and include:
 - project goal, scope and key milestones, roles and responsibilities, proposed presentation format (slides, report, or pitch).
 - Step 4: Groups briefly present their plan outline to the class (2 minutes).
 - **Materials:** Poster paper
- **Class Feedback (10–15 mins)**
 - Step 1: After each presentation, classmates give one suggestion or question about the project plan.
 - Step 2: Discuss what makes a project feasible and well-organized.
 - **Materials:** Whiteboard and markers
- **Error Correction and Recap (5 mins)**
 - Write two or three examples on the board and improve them together:
 - “Our project make teamwork better.” → “Our project aims to improve teamwork efficiency.”
 - “We finish report two week.” → “We plan to complete the report in two weeks.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary Review
 - “What does milestone mean?”
 - “What is a deliverable in a project?”
 - Step 2: Reflection: Students write two sentences:
 - “One thing I learned about project planning is...”
 - “My next step for my project is...”
 - Step 3: Preview Next Lesson, “Next time, we’ll begin developing your project materials and rehearsing your presentation.”
-

Optional Independent Practice

- Write a short paragraph describing your project idea, its main goal, and one possible challenge.
- Watch a short video on project management and note two useful planning tips.

Notes for the Instructor

- Support students in choosing realistic, achievable project topics.
- Reinforce the link between the negotiation unit and project outcomes (from agreeing → to executing).
- Encourage clear, measurable objectives and timeline-based planning.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 34
- **Topic:** Development and Rehearsal (Unit 8: Final Project and Reflection)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can create clear and professional project materials.
 - I can use language for presenting and explaining project ideas.
 - I can rehearse and refine my presentation with feedback.

Materials

- Handouts / Worksheets:
 - [Project Draft Template](#)
 - [Feedback Checklist](#)
- Required Tech:
 - Whiteboard and markers
 - Poster paper or slides for group work

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
draft	a first version of a document or plan	“We completed the first draft of our project proposal.”	Y
input	Advice or ideas shared to improve something	“We appreciated everyone’s input during editing”	Y
rehearsal	practice before a presentation or performance	“The group scheduled a rehearsal before the showcase.”	Y
visual aid	charts, slides, or images used to support a presentation	“The presenter used clear visual aids to explain the data.”	Y
transition	a smooth connection between ideas or sections	“He used good transitions to move from one point to another.”	Y
self-assurance	belief in one’s own ability or judgement	“He spoke with self-assurance throughout the talk.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Quick Quiz – Review of Lesson 1 “Project Briefing and Planning”

- Step 1: Write three short review questions on the board:
 - “What is a milestone?”

- “What is a deliverable?”
 - “Why is defining project scope important?”

Students answer in pairs, then share aloud.
- Step 2: Display three project statements and ask which are clear or unclear:
 - “We will make something for our company.”
 - “Our goal is to improve internal communication.”
 - “We will finish the design by May 1.”

Discuss which are specific and measurable.
- Step 3: Transition: “Today we’ll develop your project ideas into full drafts and practice presenting them confidently.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Language for Presenting Ideas (10–15 mins)**
 - Step 1: Write common phrases for presentations on the board:
 - “Today we’d like to present our project on…”
 - “Our main goal is to…”
 - “This slide shows…”
 - “In conclusion, we recommend…”
 - Step 2: Emphasize pronunciation and intonation for confidence.
 - Step 3: Students practice introducing their project using the provided phrases, and brainstorm more on their own for the board.
- **Video Activity (10 mins)**
 - Step 1: Say: “We’ll watch a short video on how to present confidently.”
 - Step 2: Play once for general understanding. Ask: “What techniques did the speaker use to sound clear and confident?”
 - Step 3: Play again. Students note three presentation tips (e.g., body language, eye contact, clear transitions).
 - Step 4: Discuss as a class which tips will be most useful for their final presentations.
 - **Materials:** Video link
- **Structuring Your Project Draft (10–15 mins)**
 - Step 1: Write on the board the recommended structure:
 - Introduction – project goal and background
 - Main Body – process, challenges, and results
 - Conclusion – summary and next steps
 - Step 2: Students outline their project using the Project Draft Template.
 - Step 3: In pairs, share outlines and ask one question each about clarity or logic.
 - **Materials:** Project Draft Template

II. Practice (30–40 mins)

- **Controlled Practice – Developing the Project (15–20 mins)**
 - Step 1: Students work in groups to expand their draft into full notes for each section.
 - Step 2: Encourage students to decide on visuals (charts, slides, posters).
 - Step 3: Circulate to help refine phrasing and organization.
 - **Materials:** Project Draft Template

- **Pair Practice – Presentation Rehearsal (10–15 mins)**
 - Step 1: Pairs practice introducing their project for 1–2 minutes each.
 - Step 2: Partners complete the Feedback Checklist, focusing on clarity and delivery.
 - Step 3: Swap partners and repeat to build confidence.
 - **Materials:** Feedback Checklist

[20-Minute Break]

III. Production (45–55 mins)

- **Group Rehearsal and Peer Review**
 - Step 1: Groups rehearse their full project presentation (4–5 minutes each).
 - Step 2: One member acts as timekeeper; others focus on transitions and visuals.
 - Step 3: After each rehearsal, the audience uses the Feedback Checklist to give two positive comments and one suggestion.
 - Step 4: Groups revise their presentation notes based on peer input.
 - **Materials:** Feedback Checklist

- **Language for Transitions (10–15 mins)**
 - Step 1: Write useful linking phrases on the board:
 - “Moving on to our next point...”
 - “Now let’s look at...”
 - “Finally, we’d like to highlight...”
 - Step 2: Students practice using transitions between parts of their draft.
 - Step 3: Provide quick pronunciation and stress feedback.
 - **Materials:** Whiteboard and markers

- **Error Correction and Recap (5 mins)**
 - Write a few common presentation errors on the board and correct them together:
 - “We is talking about project.” → “We are talking about our project.”
 - “This chart show data.” → “This chart shows our data.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary Review
 - “What is a draft?”
 - “Why are visual aids important in a presentation?”
- Step 2: Reflection: Students write two short sentences:

- “One strength of our presentation is...”
 - “One thing we need to improve before the final showcase is...”
 - Step 3: Preview Next Lesson, “Next time, you’ll present your final project and receive feedback during the class showcase.”
-

Optional Independent Practice

- Record a 1-minute summary of your project and listen for pronunciation or fluency issues.
- Review one professional presentation online and note two effective techniques.

Notes for the Instructor

- Monitor group rehearsals and provide language or pacing support.
- Emphasize natural tone, posture, and interaction during practice.
- Encourage positive, constructive peer feedback and equal speaking roles.

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 35
- **Topic:** Final Project Presentations and Feedback (Unit 8: Final Project and Reflection)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can present my project clearly and confidently.
 - I can respond to simple questions about my project.
 - I can give and receive professional feedback on presentations.

Materials

- Handouts / Worksheets:
 - [Presentation Feedback Form](#)
 - [Teacher Evaluation Sheet](#)
- Required Tech:
 - Whiteboard and markers
 - Timer or clock

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
delivery	the way someone speaks or presents information	“Her delivery was clear and confident during the meeting.”	Y
clarity	the quality of being easy to understand	“The slides improved the clarity of the presentation.”	Y
structure	the organized arrangement of ideas	“The structure of the report helped the audience follow the key points.”	Y
feedback loop	the process of giving and receiving feedback	“A good feedback loop helps teams improve their projects.”	Y
engagement	active interest or participation from an audience	“He maintained strong engagement by asking questions.”	Y
improvement	a change that makes something better	“Each presentation showed noticeable improvement.”	Y

Lesson Structure (PPP)

Warm-Up (10 mins): Role Re-Run – Review of Lesson 2 “Development and Rehearsal”

- Step 1: Ask: “What made a presentation effective in our rehearsal last class?” List student responses on the board under headings *Content*, *Delivery*, and *Teamwork*.
- Step 2: Play a brief excerpt (or retell) from one group’s previous rehearsal (with permission). Ask: “What worked well?” and “What could be improved?”
- Step 3: Conclude: “Today, you’ll deliver your final project presentation and give constructive feedback to your peers—just like in a real business review meeting.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Reviewing Presentation Criteria (10–15 mins)**
 - Step 1: Distribute the Presentation Feedback Form. Review each category aloud:
 - clarity of message
 - organization and flow
 - pronunciation and delivery
 - visual support
 - teamwork and timing
 - Step 2: Emphasize: “Your role as audience members is just as important—give professional, specific feedback.”
 - Step 3: Model one feedback example:
 - “The visuals were clear, but the conclusion could be stronger.”
 - **Materials:** Presentation Feedback Form
- **Presentation Setup (10–15 mins)**
 - Step 1: Remind groups of time limits (4–6 minutes each).
 - Step 2: Allow five minutes for groups to set up slides or posters and review notes.
 - Step 3: Clarify order of presentations and audience roles.
 - **Materials:** Timer, projector, poster paper

II. Practice (30–40 mins)

- **Final Project Presentation (30–35 mins)**
 - Step 1: Each group presents its final project for 4–6 minutes.
 - Step 2: After each presentation, audience members complete their Feedback Form.
 - Step 3: Allow one or two audience questions per presentation.
 - Step 4: Applaud each team to build confidence and maintain professional tone.
- **Quick Reflection Round (5–10 mins)**
 - Step 1: After all presentations, students discuss in pairs:
 - “Which project was most engaging?”
 - “What made the message clear or persuasive?”
 - Step 2: Collect two or three short answers and write key phrases on the board.
 - **Materials:** Whiteboard and markers

[20-Minute Break]

III. Production (45–55 mins)

- **Feedback Roundtable**
 - Step 1: Divide class into small mixed groups (3–4 students from different project teams).
 - Step 2: Each person summarizes one positive comment and one area for improvement from their feedback forms.
 - Step 3: Groups identify three common “success factors” and write them on poster paper (e.g., teamwork, clear visuals, confident delivery).
 - Step 4: Display posters around the room and do a brief gallery walk to review themes.
 - **Materials:** Poster paper, markers

- **Teacher-Led Review and Highlights (10–15 mins)**
 - Step 1: Teacher highlights examples of strong language use, clear delivery, and improvement since rehearsals.
 - Step 2: Provide final presentation feedback summaries using evaluation sheets.
 - Step 3: Conclude: “Next lesson, you’ll reflect on your growth and plan your next steps for learning.”
 - **Materials:** Teacher Evaluation Sheet

- **Error Correction and Recap (5 mins)**
 - Write two or three real examples from presentations and improve together:
 - “Our idea improve teamwork.” → “Our idea helps improve teamwork.”
 - “We was finished last week.” → “We finished the work last week.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary Review
 - “What does delivery mean?”
 - “How can we define engagement in a presentation?”
- Step 2: Reflection: Students write two sentences:
 - “One strength of my presentation was...”
 - “One thing I’d like to improve for future presentations is...”
- Step 3: Preview Next Lesson, “Next time, we’ll reflect on your progress across the course and set new goals for continuing your English development.”

Optional Independent Practice

- Record your presentation again at home. Watch and identify two things you’d improve next time.
- Write a short paragraph summarizing what you learned from your classmates’ projects.

Notes for the Instructor

- Maintain positive, professional tone throughout the showcase.
- Keep presentations on schedule and provide balanced feedback.
- Encourage constructive language (“One thing I liked was...” / “One way to improve might be...”).

- **Course Title:** General Business English
- **CEFR Level:** B1
- **Lesson Number:** 36
- **Topic:** Reflection, Portfolio, and Next Steps (Unit 8: Final Project and Reflection)
- **Lesson Duration:** 3 hours (1 hr 20 – break 20 mins – 1 hr 20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can evaluate my Business English progress using specific examples.
 - I can identify learning strategies that worked best for me.
 - I can set new SMART goals for continuing my professional English development.

Materials

- Handouts / Worksheets:
 - [Learning Portfolio Checklist](#)
 - [SMART Goal Planner](#)
- Required Tech:
 - Whiteboard and markers
 - Poster paper or large sticky notes (for “Course Journey Wall”)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
reflection	careful thought about learning and experience	“Reflection helps me see how my Business English has improved.”	N
progress	movement toward a goal or improvement in skill	“I’ve made steady progress in speaking confidence.”	N
approach	a way of doing or thinking about something	“My new approach to study is more effective.”	Y
accomplishment	something you successfully achieve	“Finishing the final project was a great accomplishment.”	N
portfolio	a collection of work that shows learning or skills	“My portfolio includes examples of writing and project notes.”	Y
motivation	the reason or desire to keep learning or improving	“Positive feedback gave me motivation to continue studying.”	N

Lesson Structure (PPP)

Warm-Up (10 mins): Ranking Task – Review of Lesson 3 “Final Project Showcase and Feedback Session”

- Step 1: Write four possible feedback comments on the board:
 - “Your slides were clear and professional.”

- “I liked your project idea.”
 - “Your teamwork was strong.”
 - “You need to improve your pronunciation.”
- Ask students to rank them from most useful to least useful and explain why.
- Step 2: Discuss: “What makes feedback specific and helpful?” Elicit answers like: “It includes details,” “It focuses on improvement,” “It’s positive and respectful.”
- Step 3: Transition: “Today, we’ll use feedback and evidence from the course to reflect on your growth and plan your next steps.”
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Introducing Reflection and Portfolio (10–15 mins)**
 - Step 1: Explain: “Reflection helps you see what worked, what didn’t, and how to move forward. Your portfolio shows your progress through real examples.”
 - Step 2: Write guiding questions on the board:
 - “What was my biggest challenge?”
 - “What skill improved most?”
 - “What strategy helped me succeed?”
 - Step 3: Students answer one question verbally in pairs to activate ideas.
 - **Materials:** Whiteboard and markers
- **Building the “Course Journey Wall” (10–15 mins)**
 - Step 1: Give each student a sticky note. Ask them to write one highlight or success from the course.
 - Step 2: Collect and display notes on the wall or poster paper in chronological order (Unit 2...Unit 9).
 - Step 3: Discuss patterns: “What types of achievements appear most often?”
 - **Materials:** Poster paper, markers, sticky notes

II. Practice (30–40 mins)

- **Controlled Practice – Class Share (15–20 mins)**
 - Step 1: Students answer prompts written on the board such as:
 - “My biggest improvement this course was...”
 - “The activity that helped me most was...”
 - “The area I still need to work on is...”
 - Step 2: Pairs share one answer and ask each other: “Why do you think that helped you?”
 - Step 3: Volunteers share strong examples with the class.
- **Pair Practice – Building the Learning Portfolio (10–15 mins)**
 - Step 1: Students use the Portfolio Checklist to gather evidence of learning (e.g., written tasks, vocabulary logs, project notes).

- Step 2: In pairs, discuss which pieces best show progress and why.
- Step 3: Teacher circulates and supports with vocabulary or phrasing.
- **Materials:** Learning Portfolio Checklist

[20-Minute Break]

III. Production (45–55 mins)

- **Goal-Setting Workshop – SMART Goals for the Future**
 - Step 1: Review the SMART model on the board:
 - Specific – “What exactly will you do?”
 - Measurable – “How will you track progress?”
 - Achievable – “Is it realistic?”
 - Relevant – “Why is it important?”
 - Time-bound – “When will you achieve it?”
 - Step 2: Students write two new English learning goals using the SMART Goal Planner. Example: “I will learn 20 new business expressions each month by keeping a weekly log.”
 - Step 3: Pairs exchange and give one suggestion for improving goal clarity.
 - **Materials:** SMART Goal Planner

- **Group Discussion – Course Takeaways (10–15 mins)**
 - Step 1: Form small groups and ask:
 - “What’s one skill you improved the most?”
 - “What was the most useful thing you learned?”
 - “How will you use English in the next six months?”
 - Step 2: Groups share one idea from their discussion with the class.
 - Step 3: Teacher summarizes themes and celebrates progress.
 - **Materials:** Whiteboard and markers

- **Error Correction and Recap (5 mins)**
 - Write two or three reflection-related sentences and correct them together:
 - “I improveded my grammar.” → “I improved my grammar.”
 - “I can speaking more better.” → “I can speak more confidently now.”

IV. Wrap-Up (10–15 mins)

- Step 1: Vocabulary Review
 - “What does reflection mean in learning?”
 - “What makes a goal SMART?”
- Step 2: Reflection: Students write two short sentences:
 - “One achievement I’m proud of is…”
 - “One goal I’ll focus on next is…”

- Step 3: Course Close
 - Celebrate achievements as a class (optional certificates or photos).
 - Encourage students to continue learning through reading, networking, or online practice.
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Certificate of Completion

At the end of the course, students who complete the final feedback form and end-of-course CEFR assessment will receive a Certificate of Completion.

Use the certificate template provided. Click File —> Make a Copy, then you will be able to edit your own. Before printing or sending digitally, update the following fields and then send as a PDF:

- Number of hours completed
- Name of the course provider
- Student's full name

Distribute certificates promptly to recognize students' achievement.

Link to certificate template - [Certificate](#)

Optional Independent Practice

- Organize your digital or paper portfolio to include your best work from this course.
- Write a one-paragraph reflection on how your English use at work has changed since starting the course.

Notes for the Instructor

- Encourage a positive, reflective atmosphere — emphasize growth, not mistakes.
- Allow time for sharing personal reflections and goals.
- End with congratulations and motivation to continue learning.

B1 Vocabulary List General Business English

UNIT 1: Communicating Professionally

Word Group 5: Workplace Small Talk

Term	Definition	Example Sentence	Profession-Specific (Y/N)
rapport	a positive, friendly connection between people	"Building rapport with clients helps long-term partnerships."	Y
remark	a brief spoken comment	"His opening remark was friendly and confident."	Y
courteous	showing respect and good manners	"It's courteous to ask before joining a conversation."	N
engage	to participate actively or show interest	"She engaged her colleagues in small talk before the meeting."	Y
transition	to move smoothly from one topic or activity to another	"He transitioned from small talk to the main agenda naturally."	Y
wrap up	to finish or bring something to an end	"Let's wrap up this chat and start the meeting."	Y

Word Group 6: Active Listening Skills

Term	Definition	Example Sentence	Profession-Specific (Y/N)
paraphrase	to repeat someone's ideas in your own words	"She paraphrased the client's request to confirm understanding."	Y
clarify	to make something clear or easier to understand	"Could you clarify the next steps, please?"	Y
confirm	to make sure that something is correct	"Let me confirm the meeting time for tomorrow."	Y
interrupt	to stop someone from speaking	"It's best not to interrupt during a client presentation."	Y

feedback	information about how well something was done	“He gave useful feedback on the team’s presentation.”	Y
acknowledge	to show that you heard or understood someone	“She nodded to acknowledge the speaker’s point.”	Y

Word Group 7: Giving and Receiving Feedback

Term	Definition	Example Sentence	Profession-Specific (Y/N)
feedback	comments about someone’s work or performance	“My manager gave me useful feedback after the presentation.”	Y
suggestion	an idea or advice for improvement	“Can I make a suggestion about your slide design?”	Y
improvement	a change that makes something better	“We made several improvements to the report.”	Y
appreciate	to recognize and be thankful for something	“I really appreciate your feedback on my work.”	Y
tone	the way of speaking that shows feeling or attitude	“Use a calm tone when discussing performance issues.”	Y
constructive	helpful and meant to improve something	“Her feedback was constructive and specific.”	Y

Word Group 8: Handling Difficult Conversations

Term	Definition	Example Sentence	Profession-Specific (Y/N)
disagreement	a situation where people have different opinions	“There was a disagreement about project deadlines.”	Y
conflict	serious discussion or argument between people	“They resolved the conflict by reviewing priorities together.”	Y

negotiate	to discuss in order to reach an agreement	“We negotiated a new delivery date with the supplier.”	Y
compromise	an agreement where each side gives up something	“We found a compromise that worked for both departments.”	Y
apologize	to say sorry for a problem or mistake	“He apologized for missing the meeting.”	Y
resolve	to fix a problem or reach a solution	“The manager resolved the issue quickly.”	Y

UNIT 2: Meetings and Time Management

Word Group 9: Scheduling Meetings

Term	Definition	Example Sentence	Profession-Specific (Y/N)
schedule	to plan or arrange an event	“Let’s schedule the meeting for next Tuesday.”	Y
confirm	to make sure something is correct or agreed	“Could you confirm the meeting time?”	Y
postpone	to delay or move something to a later time	“We need to postpone the call until Friday.”	Y
available	free or able to attend	“Are you available at 10 a.m. tomorrow?”	Y
agenda	a list of topics to be discussed	“I’ll send the meeting agenda this afternoon.”	Y
reschedule	to change the date or time of something	“Let’s reschedule for next week if that works better.”	Y

Word Group 10: Participating in Meetings

Term	Definition	Example Sentence	Profession-Specific (Y/N)
chairperson	the person leading a meeting	“The chairperson opened the meeting and introduced the agenda.”	Y

participant	someone who takes part in a meeting	"All participants were encouraged to share ideas."	Y
interrupt	to stop someone while they are speaking	"Please don't interrupt while I'm explaining the report."	Y
clarify	to make something clear or easier to understand	"Could I clarify what you mean by 'new procedure'?"	Y
agree	to share the same opinion	"I completely agree with your point."	Y
disagree	to have a different opinion	"I see your point, but I disagree about the timing."	Y

Word Group 11: Taking Meeting Notes

Term	Definition	Example Sentence	Profession-Specific (Y/N)
minutes	the official written record of a meeting	"I'll send the minutes by tomorrow."	Y
action item	a task that someone agrees to complete after a meeting	"An action item is to follow up with the supplier."	Y
key point	the most important idea from a discussion	"A key point was improving response time."	Y
attendee	a person who is present at a meeting	"All attendees introduced themselves first."	Y
decision	an agreed choice or conclusion	"The final decision is to move forward with Plan A."	Y
follow-up	later action after a meeting	"We'll have a follow-up call next week."	Y

Word Group 12: Time Management Strategies

Term	Definition	Example Sentence	Profession-Specific (Y/N)
deadline	the date or time when something must be finished	"The project deadline is Friday."	Y

priority	something more important than others	“Meeting with the client is my top priority today.”	Y
postpone	to delay something to a later time	“We had to postpone the training until next week.”	Y
schedule	a plan of when things will happen	“I’ll send the schedule for next week’s meetings.”	Y
multitask	to do more than one thing at the same time	“I can’t multitask well when I’m on the phone.”	Y
organize	to arrange things in a clear order	“I try to organize my tasks before I start work.”	Y

UNIT 3: Writing at Work

Word Group 13: Writing Professional Emails

Term	Definition	Example Sentence	Profession-Specific (Y/N)
greeting	the opening phrase in an email	“Dear Mr. Smith,” is a formal greeting.	Y
subject line	the title that tells the reader what the email is about	“Meeting Update – Wednesday 10 a.m.”	Y
signature	the closing section of an email with name and contact info	“Best regards, Maria Lopez, Sales Manager.”	Y
tone	the writer’s attitude or level of formality	“The tone of your email should be polite and professional.”	Y
attachment	a file sent with an email	“Please see the attached report.”	Y
reply	to answer an email	“I’ll reply to her message after the meeting.”	Y

Word Group 14: Writing Reports and Summaries

Term	Definition	Example Sentence	Profession-Specific (Y/N)
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summary	a short statement of main points	“The manager asked for a summary of the meeting.”	Y
section	a part or division of a report	“Each section has a heading.”	Y
data	facts or information collected for reference	“The report includes data from customer surveys.”	Y
findings	results or information discovered through work	“The findings show an increase in sales.”	Y
conclusion	the final part that gives the result or opinion	“In conclusion, our sales improved by 15%.”	Y
heading	a short title at the start of a section	“Use clear headings in your report.”	Y

Word Group 15: Writing Memos and Notices

Term	Definition	Example Sentence	Profession-Specific (Y/N)
memo	a short message for people within the same organization	“The manager sent a memo about the new policy.”	Y
notice	a written announcement or piece of information posted publicly	“The notice says the meeting room is closed today.”	Y
announcement	a formal public statement	“The announcement will go out at noon.”	Y
distribute	to share or send out to several people	“Please distribute the memo to all departments.”	Y
policy	an official rule or guideline	“Our company has a new vacation policy.”	Y
internal	within an organization, not public	“This memo is for internal use only.”	Y

Word Group 16: Editing and Proofreading

Term	Definition	Example Sentence	Profession-Specific (Y/N)
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proofread	to check writing for spelling and grammar errors	"I proofread all emails before sending them."	Y
edit	to improve a text by making changes	"Please edit the report for clarity before sharing."	Y
clarity	the quality of being clear and easy to understand	"Editing helps improve clarity in writing."	Y
accuracy	being correct and free of mistakes	"The email must be checked for accuracy."	Y
consistency	keeping the same style throughout a document	"Use consistent headings and font sizes."	Y
revision	the process of reviewing and improving a text	"The report needs one more revision before submission."	Y

UNIT 4: Presentations and Speaking Skills

Word Group 17: Planning a Presentation

Term	Definition	Example Sentence	Profession-Specific (Y/N)
objective	the goal or purpose of something	"The main objective of my presentation is to explain our project."	Y
outline	a plan showing the main points and structure	"I made an outline before writing my slides."	Y
audience	the people listening to or watching a presentation	"Know your audience before you prepare your talk."	Y
introduction	the beginning section that welcomes and explains the topic	"In the introduction, I will explain our company's goals."	Y
main point	an important idea in a talk or text	"Each slide should include one main point only."	Y
conclusion	the final part that summarizes the talk	"In conclusion, we plan to expand next year."	Y

Word Group 18: Using Visual Aids

Term	Definition	Example Sentence	Profession-Specific (Y/N)
visual aid	a chart, image, or slide that supports spoken information	“Each visual aid should focus on one key idea.”	Y
data	facts and figures used to support a point	“The data shows steady growth this quarter.”	Y
trend	a general direction or pattern of change	“This trend suggests increasing customer demand.”	Y
highlight	to draw attention to or emphasize	“I’d like to highlight our strongest market area.”	Y
overview	a general summary of key information	“This slide gives an overview of the new project.”	Y
clarify	to make something easier to understand	“A diagram can clarify how the process works.”	Y

Word Group 19: Delivering a Presentation

Term	Definition	Example Sentence	Profession-Specific (Y/N)
confidence	belief in one’s ability to do something well	“Good preparation builds confidence when presenting.”	Y
gesture	a movement of the body that helps communicate meaning	“Use open gestures to appear confident.”	Y
posture	the way someone stands or sits	“Keep an upright posture when speaking.”	Y
engage	to interest or involve someone’s attention	“Ask a question to engage your audience.”	Y
pace	the speed at which someone speaks	“Vary your pace to emphasize key points.”	Y
signpost	a phrase that helps the listener follow your ideas	“Use signposts like ‘first,’ ‘next,’ and ‘finally.’”	Y

Word Group 20: Handling Q&A Sessions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
clarification	an explanation that makes something easier to understand	“Could you please give a bit more clarification on that point?”	Y
interrupt	to stop someone while they are speaking	“Please don’t interrupt until the question is finished.”	Y
acknowledge	to show that you noticed or understood something	“Acknowledge each question before answering.”	Y
expand	to add more detail or explanation	“Could you expand on what you mean by that?”	Y
respond	to reply or react to something	“The speaker responded clearly to every question.”	Y
defer	to delay answering a question until later	“I’ll need to check that and get back to you.”	Y

UNIT 5: Problem Solving and Decision-Making

Word Group 21: Identifying Problems and Causes

Term	Definition	Example Sentence	Profession-Specific (Y/N)
issue	a problem or situation that needs attention	“We had an issue with late deliveries last month.”	Y
cause	the reason why something happens	“The main cause of the delay was a system error.”	Y
impact	an effect or influence on something	“Delivery delays impact customer satisfaction.”	Y
delay	a situation in which something happens later than expected	“The meeting started late due to a delay in transport.”	Y
root cause	the main or original reason for a problem	“We found the root cause of the error in the software.”	Y

investigate	to look into a problem carefully	“The team will investigate the complaint.”	Y
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Word Group 22: Brainstorming Solutions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
brainstorm	to think of many ideas quickly without judging them	“Let’s brainstorm ways to reduce customer wait times.”	Y
suggestion	an idea or proposal for consideration	“That’s a useful suggestion — let’s write it down.”	Y
feasible	possible and practical to do	“Your idea is creative, but is it feasible?”	Y
priority	something that is more important than other things	“Our main priority is improving communication.”	Y
collaborate	to work together with others	“Different teams collaborated to find a solution.”	Y
implement	to put a plan or idea into action	“We need to implement one of these ideas this week.”	Y

Word Group 23: Evaluating Options and Making Decisions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
option	one of several possible choices	“We have three options for solving the issue.”	Y
evaluate	to assess or judge the quality or value of something	“We need to evaluate each proposal before deciding.”	Y
criteria	standards used to make a decision	“Cost and time are key criteria for our choice.”	Y
justify	to explain or give reasons for a decision	“She justified her choice based on efficiency.”	Y
advantage	a positive or beneficial aspect	“One advantage of this plan is lower cost.”	Y

drawback	a disadvantage or negative aspect	“A major drawback is the longer delivery time.”	Y
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Word Group 24: Communicating Solutions Clearly

Term	Definition	Example Sentence	Profession-Specific (Y/N)
summary	a short statement of the main ideas	“The report ends with a short summary of our findings.”	Y
framework	a basic structure for organizing ideas or processes	“We used a clear framework to present our solution.”	Y
explain	to describe something so it can be understood	“She explained the new policy clearly to the team.”	Y
justify	to give reasons for a choice or action	“He justified his decision based on time and budget.”	Y
recommendation	an official or professional suggestion	“Our final recommendation is to improve internal training.”	Y
summary statement	a final comment that restates key points	“He ended with a summary statement linking all main ideas.”	Y

UNIT 6: Working in a Team

Word Group 25: Understanding Team Roles

Term	Definition	Example Sentence	Profession-Specific (Y/N)
role	the function a person has in a team	“My role is to coordinate communication between teams.”	Y
responsibility	a task or duty someone is expected to do	“One responsibility is to update the weekly report.”	Y

coordinator	a person who organizes people and tasks	“The coordinator schedules meetings and shares agendas.”	Y
facilitator	a person who helps a group work well together	“The facilitator keeps the discussion focused and fair.”	Y
accountability	being responsible for results	“We set clear accountability for each project task.”	Y
workload	the amount of work someone has to do	“We balanced the workload to avoid delays.”	Y

Word Group 26: Collaborating on a Task

Term	Definition	Example Sentence	Profession-Specific (Y/N)
collaborate	to work together to achieve a goal	“We collaborated with the design team to finish the project.”	Y
delegate	to give a task or responsibility to someone	“The manager delegated the report to the assistant.”	Y
compromise	an agreement where both sides give something up	“They reached a compromise on the meeting schedule.”	Y
contribution	something you do or provide to help a team succeed	“Each member’s contribution was important to the final result.”	Y
feedback	comments to help improve work or performance	“She gave feedback on how to make the presentation clearer.”	Y
coordination	the organized arrangement of people and tasks	“Good coordination helps the project finish on time.”	Y

Word Group 27: Solving Team Conflicts

Term	Definition	Example Sentence	Profession-Specific (Y/N)
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conflict	a disagreement or problem between people	“Our team had a conflict about deadlines.”	Y
disagreement	a difference in opinion	“There was a disagreement about how to present the report.”	Y
resolution	a solution to a problem or disagreement	“The meeting ended with a positive resolution.”	Y
compromise	an agreement where each side gives something up	“They found a compromise that satisfied both departments.”	Y
tone	the way of speaking that shows attitude	“Her tone was calm even when she disagreed.”	Y
mediation	helping two sides reach agreement	“The manager used mediation to solve the team conflict.”	Y

Word Group 28: Reaching Agreement

Term	Definition	Example Sentence	Profession-Specific (Y/N)
consensus	general agreement among a group	“The team reached consensus on the final design.”	Y
confirm	to show or say that something is agreed or true	“Can we confirm the meeting time for tomorrow?”	Y
summarize	to briefly describe the main points	“Let’s summarize what we decided today.”	Y
finalize	to make a decision or plan complete	“We need to finalize the agenda before the meeting.”	Y
implement	to put a decision or plan into action	“The company will implement the new policy next month.”	Y
alignment	agreement or cooperation between team members	“Our decisions are in alignment with company goals.”	Y

UNIT 7: Negotiation and Decision-Making

Word Group 29: Preparing to Negotiate

Term	Definition	Example Sentence	Profession-Specific (Y/N)
objective	something you want to achieve or accomplish	“Our main objective is to agree on delivery terms.”	Y
priority	something that is more important than others	“Quality is our top priority in this negotiation.”	Y
concession	something you give up to reach agreement	“We made a small concession on price to close the deal.”	Y
counterpart	the person or group you negotiate with	“Our counterpart in the meeting represented the supplier.”	Y
leverage	an advantage that helps you get what you want	“We have some leverage because of our strong market position.”	Y
preparation	the process of planning before an important meeting	“Good preparation helps you feel confident in negotiations.”	Y

Word Group 30: Making and Responding to Offers

Term	Definition	Example Sentence	Profession-Specific (Y/N)
proposal	a suggestion or plan put forward for consideration	“The supplier made a proposal to extend the contract.”	Y
counteroffer	a different offer made in response to another	“They rejected our first proposal and sent a counteroffer.”	Y

terms	specific conditions of an agreement	“We discussed the payment terms during the meeting.”	Y
compromise	a solution that satisfies both sides	“We reached a compromise that worked for everyone.”	Y
flexibility	willingness to change or adjust	“We appreciated their flexibility with delivery times.”	Y
negotiation table	the setting or situation where a discussion takes place	“Both teams met at the negotiation table to finalize the deal.”	Y

Word Group 31: Reaching Agreement

Term	Definition	Example Sentence	Profession-Specific (Y/N)
consensus	general agreement among a group	“After discussion, the team reached consensus on the contract terms.”	Y
finalize	to make something complete or official	“We need to finalize the pricing details by tomorrow.”	Y
confirmation	a statement showing something is officially agreed	“Please send confirmation of the meeting schedule.”	Y
mutual	shared or done by two or more parties	“Both sides found a mutual solution that met their needs.”	Y
outcome	the result of a meeting or negotiation	“The outcome of the negotiation was positive for both companies.”	Y
settlement	an official or final agreement	“The two firms reached a settlement after several meetings.”	Y

Word Group 32: Negotiation Role-Play

Term	Definition	Example Sentence	Profession-Specific (Y/N)
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bargain	to negotiate the terms of a deal to get a better result	“We bargained with the supplier for a lower rate.”	Y
agreement	a mutual decision reached after discussion	“The agreement was signed by both companies.”	Y
proposal review	examining an offer to decide whether to accept it	“The proposal review helped us identify better terms.”	Y
rapport	a positive relationship based on trust and respect	“Building rapport helped make the negotiation easier.”	Y
deadline	a date or time when something must be completed	“We set a deadline for finalizing the agreement.”	Y
commitment	a promise to do something	“Our team made a commitment to deliver on time.”	Y

UNIT 8: Final Project and Reflection

Word Group 33: Project Briefing and Planning

Term	Definition	Example Sentence	Profession-Specific (Y/N)
aim	something you plan to achieve	“Our main aim is to improve communication within the team.”	Y
scope	the range of activities included in a project	“Let’s define the project scope before we start.”	Y
milestone	an important event or stage in a project	“Finishing the report draft will be our first milestone.”	Y
deliverable	a completed task or product promised as part of a project	“The main deliverable is a presentation summarizing our findings.”	Y
timeline	a schedule showing when activities will happen	“We built a project timeline to track progress.”	Y

stakeholder	someone involved in or affected by a project	“Stakeholders must approve the plan before it begins.”	Y
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Word Group 34: Development and Rehearsal

Term	Definition	Example Sentence	Profession-Specific (Y/N)
draft	a first version of a document or plan	“We completed the first draft of our project proposal.”	Y
input	Advice or ideas shared to improve something	“We appreciated everyone’s input during editing”	Y
rehearsal	practice before a presentation or performance	“The group scheduled a rehearsal before the showcase.”	Y
visual aid	charts, slides, or images used to support a presentation	“The presenter used clear visual aids to explain the data.”	Y
transition	a smooth connection between ideas or sections	“He used good transitions to move from one point to another.”	Y
self-assurance	belief in one’s own ability or judgement	“He spoke with self-assurance throughout the talk.”	Y

Word Group 35: Final Project Presentations and Feedback

Term	Definition	Example Sentence	Profession-Specific (Y/N)
delivery	the way someone speaks or presents information	“Her delivery was clear and confident during the meeting.”	Y
clarity	the quality of being easy to understand	“The slides improved the clarity of the presentation.”	Y
structure	the organized arrangement of ideas	“The structure of the report helped the	Y

		audience follow the key points.”	
feedback loop	the process of giving and receiving feedback	“A good feedback loop helps teams improve their projects.”	Y
engagement	active interest or participation from an audience	“He maintained strong engagement by asking questions.”	Y
improvement	a change that makes something better	“Each presentation showed noticeable improvement.”	Y

Word Group 36: Reflection, Portfolio, and Next Steps

Term	Definition	Example Sentence	Profession-Specific (Y/N)
reflection	careful thought about learning and experience	“Reflection helps me see how my Business English has improved.”	N
progress	movement toward a goal or improvement in skill	“I’ve made steady progress in speaking confidence.”	N
approach	a way of doing or thinking about something	“My new approach to study is more effective.”	Y
accomplishment	something you successfully achieve	“Finishing the final project was a great accomplishment.”	N
portfolio	a collection of work that shows learning or skills	“My portfolio includes examples of writing and project notes.”	Y
motivation	the reason or desire to keep learning or improving	“Positive feedback gave me motivation to continue studying.”	N