

- **Course Title:** General Business English (**Student Success Introductions**)
- **CEFR Level:** B2
- **Lesson Number:** 1
- **Topic:** Identifying Learning Styles and Strategies
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can evaluate different learning approaches and select strategies most suited to my needs.
 - I can assess my learning style and adapt strategies accordingly.
 - I can set realistic language learning goals to support professional development.

Materials

- Handouts:
 - [Strategy Reflection](#)
 - [Weekly Planner Template](#)
- Audio/Video Files:
 - Short video: “What’s Your Learning Style?” ([Visual, Auditory, and Kinesthetic Learning Styles](#))
- Required Tech / Supplies:
 - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
learning style	An individual’s preferred way of acquiring and processing information	My learning style is visual—I remember things best with images.	N
strategy	A plan of action designed to achieve a specific goal	Using flashcards is one strategy I use to memorize vocabulary.	Y
reflect	To think carefully about something	It’s important to reflect on your progress every few weeks.	Y
goal-setting	The process of identifying something you want to achieve and planning how	Effective goal-setting helps improve your motivation.	Y
adaptability	The ability to change your approach based on new conditions	Adaptability is essential when learning a new skill.	Y

Lesson Structure (PPP)

- **Warm-Up / Review: Introduction to Learning Styles and Strategies (10–15 mins)**
 - Step 1: Context hook (3–5 mins)
 - Begin with a short professional scenario:

“Imagine your company offers a new online English training program. Some employees prefer watching videos, others like doing quizzes, and some want live discussions. Which approach would you choose?”
 - Ask a few volunteers to explain their choice and why it fits their learning preferences.
 - Step 2: Brainstorm (5 mins)
 - On the board, write three columns labeled: *Visual, Auditory, Kinesthetic / Practical.*
 - Elicit examples of workplace learning activities that fit each style:
 - Visual: “Reading slides or infographics.”
 - Auditory: “Listening to podcasts or webinars.”
 - Kinesthetic: “Practicing role-plays or using real tools.”
 - Add a few of your own to balance ideas.
 - Step 3: Pair discussion (5 mins)
 - Students discuss in pairs: “How do you prefer to learn at work?” “What strategies help you remember or apply new skills?”
 - Ask one or two pairs to share their answers with the class.
 - Step 4: Transition
 - Summarize: “In this lesson, we’ll look at how identifying your learning style can help you choose effective strategies and set clear, realistic goals for your professional English development.”
 - **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)** – Students are introduced to five core vocabulary terms related to learning and strategy.
 - Step 1: Write all five terms on the board: learning style, strategy, reflect, goal-setting, adaptability.
 - Ask: “Which of these words do you already use in your work or study life?”

- Additional teacher prompt: “In your last training, did you use goal setting? Have you ever had to be adaptable at work?”
 - Step 2: Pair-share: Students choose one word they know well, then explain it with a personal example.
- **Grammar/Function Focus (10 mins)** – Focus on phrases for describing habits and preferences (e.g., “I tend to...”, “I usually...”, “I’m more of a...”).
 - Step 1: Write structures on board.
 - Step 2: Model examples: “I tend to remember things better when I draw them.”
 - Step 3: Students orally create and write 2 sentences about their study habits.
 - Step 4: Share with a partner.
- **Mini-Lecture & Guided Discussion (10–15 mins)** – Teacher introduces the concept of learning styles and facilitates discussion.
 - Step 1: Introduce 3 learning styles orally: Visual, Auditory, Kinesthetic.
 - Ask guiding questions:
 - “Which type do you think you are?”
 - “Can you be more than one?”
 - Step 2: Play short video: What’s Your Learning Style? ([Visual, Auditory, and Kinesthetic Learning Styles](#))
 - Step 3: Class Discussion: “Which ideas from the video did you connect with?”
 - Step 4: Students critique the learning styles
 - Teacher writes critique sentence stems on the board:
 - “This model is useful when...but weak when...,” “A limitation is...,” “On balance...”
 - 1-2 learners share aloud using hedging language
 - **Materials:** Whiteboard and markers, projector

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Strategy Reflection
 - Step 1: Students complete a checklist of strategies that match their learning style.
 - Step 2: Students list two concrete behaviors tied to their style:
 - Students share with their partner “I’ll know it helps if...”
 - Step 3: Match 3 strategies to business-related language tasks (e.g., presentations, writing emails).
 - Step 4: Peer-pair discussion: “Which strategy would help you most with English at work?”
 - **Materials:** Strategy Reflection Handout

- **Reflection (10–15 mins)**
 - Step 1:
 - Oral journal prompt:
 - “What is one new strategy you will try this week and why?”
 - Volunteers share aloud.
 - Teacher prompts discussion: “Why is it important to reflect on your learning habits regularly?”

[20-Minute Break]

III. Production (30–40 mins)

- **Scenario-Based Planning Task (30–40 mins)** – Create a 1-month language study plan for a professional assignment.
 - Step 1: Present scenario: “You are preparing for an English-speaking work project in one month.”
 - Step 2: Students form small groups and use a weekly planner to outline their strategy-based study plan. Students include:
 - time, method, and expected outcomes
 - Step 3: Language Bank Upgrade
 - Post a “Language Upgrade Bank” on the board and explain that students should integrate at least one expression from each section into their discussions and presentations.
 - Hedging: tend to, broadly, in many cases, arguably
 - Contrast: whereas, even though, however
 - Recommendation: I’d recommend, more effective than
 - Briefly model how to use them in a professional way:
 - “In many cases, group study is more effective than working alone.”
 - “I’d recommend focusing on presentation skills rather than grammar drills.”
 - “Visual learners tend to remember new terms faster.”
 - Step 4: Groups present and explain their plan.
 - Teacher prompts: “What would you do differently if you had more time?” “Which activity will be most helpful?”
- **Materials:** Weekly Planner Template

IV. 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 (15 mins)

- **Vocabulary Review (5–7 mins)**
 - Oral quiz: Call out definitions; students respond with the correct term.
 - Ask: “Can you use one new word in a sentence related to your work?”
 - **Self-Reflection (8–10 mins)**
 - Step 1: Ask students to write bullet point answers to:
 - “What did I learn about myself today?”
 - “What will I try differently this week?”
 - Step 2: Pair-share and discuss, then 2-3 volunteers present their answers.
 - Teacher note: Focus on improving clarity and upgraded lexis..
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Optional Independent Practice

- Choose one new learning strategy from today’s lesson and try it twice this week.
- Keep a log or voice memo describing what you did and how it helped.

Notes for the Instructor

- Pacing: Adjust vocabulary and discussion time based on class engagement.
- Corrections: Focus on modeling correct usage rather than interrupting fluency.
- Differentiation: Allow choice in strategy tasks; visual learners may draw plans, auditory learners may explain aloud.
- Encourage: students to revisit strategies in future lessons and compare effectiveness.

- **Course Title:** General Business English (**Student Success Introductions**)
- **CEFR Level:** B2
- **Lesson Number:** 2
- **Topic:** Setting SMART Goals for Business English
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can create SMART goals tailored to my professional needs.
 - I can monitor and adjust my goals over time.

Materials

- Handouts:
 - [SMART Goal Baseline](#)
- Audio/Video Files:
 - Sample video on goal setting in the workplace ([How to Set SMART Goals: Goal Setting for Businesses](#))
- Required Tech / Supplies:
 - Whiteboard and markers
 - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
SMART Goal	A goal that is Specific, Measurable, Achievable, Relevant, and Time-bound	My SMART goal is to improve my email writing by the end of June.	Y
milestone	A significant stage or event in a process or project	Reaching 100 new clients is a major milestone in our campaign.	Y
progress	Forward or onward movement toward a goal	I track my progress weekly to stay motivated.	Y
accountability	The quality of being responsible for your actions or decisions	Having a study partner helps with accountability.	Y
prioritize	To arrange or deal with in order of importance	I prioritize urgent tasks first each morning.	Y

Lesson Structure (PPP)

- **Warm-Up / Review: Review of Previous Lesson (10–15 mins)**

Students revisit their identified learning strategies and share updates on how they tried them.

- Step 1: Ask: "Which learning strategy have you tried since the last class?" List on the board.
- Step 2: Pair up and describe what worked or didn't work.
- Step 3: Distribute a quick reflection form to jot down insights (1–2 sentences).
- Step 4: Teacher prompts: "Did your strategy help with your English at work this week?"
- **Materials:** Reflection form previous lesson's learning strategies handout

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)** – Students explore five goal-setting and planning terms.
 - Step 1: Write vocabulary terms on the board. Ask: "Have you seen these in a work or school setting?"
 - Step 2: Model pronunciation and usage. Students repeat and write personal examples.
 - Step 3: Pair-share to compare sentences.
 - **Materials:** Whiteboard and markers
- **Grammar/Function Focus (10 mins)** – Practice language for making and evaluating goals (e.g., "I plan to...", "My goal is to...", "I will track...").
 - Step 1: Write sample goal-setting phrases on the board.
 - Step 2: Ask students to build complete SMART goal sentences.
 - Step 3: Partner practice.
 - **Materials:** Whiteboard and markers
- **Mini-Lecture & Guided Discussion (10–15 mins)** – Explanation of SMART framework with real-life examples.
 - Step 1: Introduce SMART acronym orally: Specific, Measurable, Achievable, Relevant, Time-bound.
 - Step 2: Play short video: SMART Goals in Business ([How to Set SMART Goals: Goal Setting for Businesses](#))
 - Discussion prompts:
 - "Which part of SMART is hardest for you?"
 - "Why is it important to set measurable goals?"
 - Step 3: SMART debate prompt
 - The teacher asks "Is SMART always ideal for language learning? What's missing?"
 - Students discuss in pairs or small groups, then do a quick class share
 - Optional: add "E = Evaluate" and "R = Readjust" making SMART into SMARTER

II. Practice (30–40 mins)

- **Controlled Activities (20 mins) – SMART Goal Baseline**
 - Step 1: Students brainstorm a business English goal and apply the SMART framework to it.
 - Step 2: When students write their SMART goals, require a measurement line. For example:
 - “Baseline: I can write 120 words in 10 minutes. Target: 180 words in 10 minutes by end of month.”
 - Teacher tell students “Your goal must include both your current baseline and your target result.”
 - Step 2: Peer review goals using a checklist.
 - Step 3: Revise based on feedback.
 - **Materials:** SMART Goal Baseline Worksheet

- **Reflection (10–15 mins)**
 - Step 1: Students write about a personal or professional goal they’ve achieved and what helped.
 - Step 2: Teacher prompts: "How can you stay motivated over time?"

[20-Minute Break]

III. Production (30–40 mins)

- **Goal Coaching Role-Play (30–40 mins) – Students practice advising one another on goal setting.**
 - Step 1: Model and critique a full SMART goal
 - Teacher presents a full SMART goal with numbers and date on the board.
Example:
 - “My SMART goal: I will increase my business email accuracy from 62% to 80% in six weeks by practicing twice a week with a peer.”
 - Student pairs critique using these questions: “What’s strong? What could we improve?”
 - Step 2: In pairs, one student is the “coach,” the other is the “learner.”
 - Role-play conversation prompts:
 - “What is your goal?”
 - “Why is it important?”
 - “How will you track your progress?”
 - Switch roles and repeat.
 - Step 3:
 - Class debrief: Discuss differences and lessons learned.
 - Role-play prompts can be written on the board:
 - “Describe your goal”
 - “Explain why it matters”
 - “How will you measure success?”

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 (15 mins)

- **Vocabulary Review (5–7 mins)**
 - Step 1: Write scrambled SMART goal terms on the board; students unscramble orally.
 - Ask: “Use one new word in a sentence about your work goal.”
 - **Self-Reflection (8–10 mins)**
 - Step 1: Write response to: "What is one SMART goal you want to achieve by the end of this course?"
 - Step 2: Pair-share and record goals in notebook or on classroom board.
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Optional Independent Practice

- Submit an update or brief video reflection before Lesson 4.

Notes for the Instructor

- Pacing tip: Allow students more time to revise goals if needed.
- Differentiation: Advanced learners can write multiple SMART goals; others can work from guided templates.
- Encourage accountability partners within the class to check in on each other’s progress.

- **Course Title:** General Business English (**Student Success Introductions**)
- **CEFR Level:** B2
- **Lesson Number:** 3
- **Topic:** Time Management and Prioritization
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can apply time management techniques to my studies and work.
 - I can prioritize tasks based on urgency and importance.
 - I can describe how I organize and justify my schedule in professional settings.

Materials

- Handouts:
 - [Role-Play: Team Planning Scenario](#)
 - [Eisenhower Matrix Template](#)
 - [Applying the Eisenhower Matrix](#)
- Audio/Video Files:
 - Video: [The Eisenhower matrix: How to manage your tasks with EISENHOWER](#)
- Required Tech / Supplies:
 - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
prioritize	To arrange tasks in order of importance	I prioritize urgent emails before working on reports.	Y
deadline	A time or date by which something must be completed	My deadline for submitting the proposal is Friday at noon.	Y
schedule	A plan that gives expected times for activities or events	I follow a weekly schedule to manage meetings and tasks.	Y
procrastinate	To delay doing something that should be done	I sometimes procrastinate when a task feels overwhelming.	N
time-blocking	A productivity technique that divides your day into blocks for tasks	I use time-blocking to ensure I focus on one thing at a time.	Y

Lesson Structure (PPP)

- **Warm-Up: Review of SMART Goals (10–15 mins)**
 - Step 1: Ask students to retrieve their SMART Goal Baseline worksheets.
 - Step 2: In pairs, students review each other's goals and discuss:
 - “Was your goal realistic?”
 - “What time-based actions did you include?”
 - Step 3: Elicit from the class what challenges they might face in achieving their goals.
 - Step 4: Transition into today's topic by asking: “What do you need in order to meet your goals? How do you manage your time?”
 - **Materials:** SMART Goal Baseline handout from previous lesson

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Students learn five key vocabulary terms related to scheduling and prioritization.
 - Step 1: Write terms on the board.
 - Step 2: Provide definitions, example sentences, and ask students to give their own work-related examples.
 - Step 3: Ask students: “Which of these is most important for your success at work? Rank them from 1-5.”
 - Students work in pairs to justify their answers: “I think deadline is #1 because...”
- **Grammar/Function Focus: Explaining Schedules and Justifying Priorities (10–15 mins)** – Students learn how to explain what they're doing and why.
 - Step 1: Write example: “I'm working on the client proposal first because it's due tomorrow.”
 - Step 2: Highlight use of time references (e.g., “first,” “after,” “by Friday”) and cause/effect connectors (e.g., “because,” “so that”).
 - Step 3: Practice orally: Students explain what they'll do this week and why, using these phrases.
 - Teacher prompt: “Tell your partner about 2 things on your to-do list this week. Why are they important?”
- **Mini-Lecture & Guided Discussion (10–15 mins)** – Students learn about different time management frameworks, focusing on the Eisenhower Matrix.
 - Step 1: Show video [The Eisenhower matrix: How to manage your tasks with EISENHOWER](#)

- Step 2: Distribute Eisenhower Matrix template. Teacher explains each quadrant with workplace examples.
- Step 3: Class discussion: “What types of tasks are usually urgent but not important?”
- Step 4: Lead into Practice section: “Let’s apply this to your own workday.”
- **Materials:** Eisenhower Matrix Template, projector

II. Practice (30–40 mins)

- **Controlled Activities (15 mins)** – Students apply prioritization to sample business tasks.
 - Step 1: Distribute the Applying Eisenhower Matrix worksheet with workplace-specific tasks (e.g., “Prepare monthly report,” “Answer client email,” “Update project tracker,” “Reply to project manager,”).
 - Step 2: In pairs, students place each task into their Eisenhower Matrix Template.
 - Step 3: Ask students to compare choices with another group and justify placement.
 - Teacher prompt: “Why did you put that in ‘Urgent/Not Important?’”
 - Emphasize: “How would this play out at work?”
 - **Materials:** Applying Eisenhower Matrix handout, Eisenhower Matrix Template
- **Deeper Debate on Prioritization: Justify & Anticipate Consequences (5 mins)**
 - Teacher prompts: “Why did you put this task in Urgent/Not Important?,” “What happens if you delay it?,” “Who is affected?”
 - Teacher collects 2-3 examples on the board to show how prioritization impacts outcomes and stakeholders, not just “boxes.”
- **Reflection (10–15 mins)** – Students apply prioritization to their own weekly goals.
 - Step 1: Students complete a blank matrix using personal or professional tasks.
 - Step 2: In pairs, share 1–2 surprising insights: “What did you realize about your priorities?”
 - Step 3: Whole group check-in: “What’s one thing you can delegate this week?”
 - **Materials:** Student blank matrix grid ([Eisenhower Matrix](#))

[20-Minute Break]

III. Production (30–40 mins)

- **Role-Play: Team Planning Scenario (30–40 mins)** – Students simulate a team meeting where they must schedule and assign tasks.
 - Step 1: Provide a scenario: “Your team has 5 major tasks and a deadline in 3 days. Prioritize and delegate as a group.”
 - Step 2: In groups of 3–4, students decide task order and assign responsibilities.
 - Step 3: Each group presents its plan and explains reasoning.
 - Teacher prompt: “How did you decide which task to do first?”

- **Materials:** Role-play Team Planning handout

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 (15 mins)

- **Vocabulary Review (5–7 mins)**
 - Game: “This or That?” Teacher reads a sentence, Students respond orally by saying the correct word from two options you provide:
 - Example: “Delaying a task because it’s boring. Is this procrastinate or schedule?”
 - Teacher confirms the correct answer and provides a short explanation if needed.
 - Read the following prompts to continue the review:
 - “Organizing tasks in order of importance. Is this prioritize or ignore?”
 - “A goal that is Specific, Measurable, Achievable, Relevant, and Time-bound. Is this a SMART goal or random goal?”
 - “The quality of being responsible for your actions. Is this accountability or flexibility?”
 - “A significant stage or event in a project. Is this a milestone or detour?”
 - “Forward or onward movement toward a goal. Is this progress or delay?”
 - Teacher tips:
 - Encourage fast oral responses to keep the pace lively.
 - Ask students to use the word in a short sentence after confirming the answer.
 - Randomly call on different students to keep everyone engaged.
- **Self-Reflection (7–10 mins)**
 - Prompt students to write:
 - “What’s one change I can make to improve how I manage my time?”
 - “What’s a task I often treat as urgent but isn’t really important?”
 - Optional share with partner

Optional Independent Practice

- Try time-blocking one full day this week using Google Calendar or your preferred app.
- Bring a screenshot or summary to next class.
- Optional: Track how long common work tasks actually take.

Notes for the Instructor

- **Pacing Tip:** Keep controlled activities brisk to leave enough time for role-play and digital work.
- **Corrections Tip:** Focus corrections on functional language (e.g., justifications using “because,” “so that,” etc.).

- **Differentiation:** For students needing support, pre-fill part of the prioritization grid. For advanced learners, have them add unexpected workplace interruptions and re-prioritize.

- **Course Title:** General Business English (**Student Success Introductions**)
- **CEFR Level:** B2
- **Lesson Number:** 4
- **Topic:** Tools I Use and Why
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can assess my progress towards language goals.
 - I can describe and evaluate learning tools I use.
 - I can justify my choice of tools and strategies using clear examples.

Materials

- Handouts:
 - [Tool Evaluation Matrix Part](#)
 - [Tool Recommendation](#)
 - [Personal Development Plan](#)
- Audio/Video Files:
 - Digital Learning Apps Video: [I Tried 47 AI Language Learning Tools. These Are The Top 10 Best](#)
- Required Tech / Supplies:
 - Whiteboard and markers
 - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
platform	A digital system or service designed for a specific function	I use this platform to manage my language learning and track progress.	Y
feature	A specific function or capability of a tool	One useful feature is real-time feedback on my writing.	Y
evaluate	To assess quality, effectiveness, or value using criteria	I evaluate learning tools based on usability and results.	Y
usability	How easy and efficient a tool is to use	The usability of this app makes it practical for daily work use.	Y

effectiveness	How well something produces the intended result	This tool is effective because it improves accuracy over time.	Y
criterion / criteria	A standard used to judge or evaluate something	One key criterion for me is how well the tool supports professional writing.	Y
recommend	To suggest something as suitable based on evaluation	I recommend this tool because it integrates well with my workflow.	Y
progress	Improvement measured over time	I can clearly see my progress by reviewing weekly reports.	Y

Lesson Structure (PPP)

- Warm-Up / Review: Review of Prioritization and Time Tools (10–15 mins)
 - Step 1: Ask: "What tools or systems did you identify as helpful in your learning last time?" Write student responses on the board.
 - Step 2: Distribute a short 5-question review worksheet based on Lesson 4 (see worksheet link). Example: "What tool helps you track your goals?"
 - Step 3: Pair-share: Students compare answers and explain choices.
 - Step 4: Teacher asks: "Have you tried using any new tools this week?" Encourage brief class discussion.

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Evaluating and Describing Tools
 - Step 1: Vocabulary focus (4-5 mins)
 - Write the eight vocabulary words on the board.
 - Encourage students to suggest quick workplace-based examples. Reformulate and extend their ideas to model accurate usage.
 - Use guiding questions instead of definitions to encourage deeper thinking:
 - Platform vs. feature – what’s the difference?
 - Usability – what makes one tool “easy to use”?
 - Evaluate – how would you evaluate a new business tool or software?
 - Step 2: Mini-task (5 mins)
 - In pairs, students choose one business tool they both use (for example: Slack, Asana, Microsoft Teams etc.). Each pair creates 2–3 sentences using at least three of the target vocabulary words.

- Example: “The platform I use most is Slack. The usability is very high, and my favorite feature is creating private channels. I evaluate project updates every day.”
 - Pairs share their examples briefly with the class.
 - **Materials:** Whiteboard and markers
- **Grammar/Function Focus (10–15 mins)** – Describing purpose and justification (e.g., “I use X because...” / “This tool helps me... by...”)
 - Step 1: Write and model a few sentence stems on board.
 - Step 2: Students complete 3 sentences in notebooks about their own tools.
 - Example: “I use Quizlet because it helps me remember new words by reviewing daily.”
 - Step 3: Pair up to practice describing tools out loud.
 - **Materials:** Whiteboard and markers
- **Mini-Lecture & Guided Discussion (10–15 mins)** – Explore categories of tools (e.g., flashcard apps, video platforms, group messaging) and how they support learning.
 - Step 1: Show video for 7-8min ([I Tried 47 AI Language Learning Tools. These Are The Top 10 Best](#))
 - Step 2: Ask: “Which of these have you used? What’s your favorite feature?”
 - Step 3: Discuss: “Do you prefer digital or analog tools? Why?”

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Tool Evaluation Matrix
 - Step 1: Distribute a printed Tool Evaluation Matrix with columns: Tool, Purpose, Favorite, Feature, Rating (1–5), and Why?
 - Step 2: Students complete the grid for 2–3 tools they use.
 - Step 3:
 - Pair-share answers:
 - “Which tool would you recommend to a friend and why?”
 - **Materials:** Tool Evaluation Matrix
- **Reflection (10–15 mins)**
 - Step 1:
 - Write: “Which tool has helped your English most this year? How do you know?”
 - Step 2: Volunteers share reflections with the class.
 - Teacher prompt: “How do you evaluate your progress using this tool?”

[20-Minute Break]

III. Production (30–40 mins)

- **Tool Recommendation Pitch (30–40 mins)** – Students compare language learning tools, and present a short tool recommendation.
 - Step 1: Students complete a planning form (What is the tool? Who is it for? Why is it effective?).
 - Additional requirement: students must include at least one evaluation criterion (effectiveness, usability, feature, etc.)
 - Step 2: Teacher model
 - Model a recommendation using one tool. Example:
 - “Today I’m recommending Grammarly, a language platform for professionals who write frequently. It’s effective because it gives real-time feedback and tracks accuracy over time. I’ve evaluated it based on usability and adaptability, and it integrates easily with email and Word documents. For these reasons, I think it’s a valuable tool for workplace communication.”
 - Step 3: Present to a partner or small group.
 - Step 4: Listeners write 1 follow-up question for the speaker.
 - Teacher prompt: “What makes a tool worth recommending?”
 - **Materials:** Tool Recommendation Handout

IV. Mini-Project: Personal Development Plan (30–40 mins)

- **Personal Development Plan Project** – Students synthesize all learning from Unit 1 to create a detailed, personalized learning plan.
 - Step 1: Distribute planning worksheet with four sections: Learning Strategies, SMART Goals, Time Management Tools, and Evaluation Methods.
 - Step 2: Students complete the plan based on what they’ve learned in Lessons 1–4.
 - Step 3: Pair-share for feedback: “Does your plan match your learning style and goals?”
 - Step 4: Volunteers present highlights of their plan to the class.
 - Teacher prompt: “What do you think will be the hardest part of sticking to your plan? How will you stay on track?”
 - **Materials:** Personal Development Plan

V. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**
 - Matching game on board: terms and definitions
 - Optional: write a sentence using 2 words
 - **Materials:** Whiteboard and markers
 - **Self-Reflection (7–10 mins)**
 - Write: “What tool will I start (or continue) using and how will I track my results?”
 - Share one response with a partner.
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Optional Independent Practice

- Choose a tool you haven't used before. Try it 2–3 times this week.
- Complete a short reflection or record an audio message on your experience.

Notes for the Instructor

- **Pacing Tip:** Monitor time during pitch prep to ensure students have enough time to share.
- **Corrections Tip:** Encourage clarity when describing tools (watch out for overuse of vague terms like “thing” or “stuff”).
- **Differentiation:** Offer lower-level students a sentence frame bank for pitches; encourage advanced learners to compare multiple tools.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 5
- **Topic:** Professional Email Writing (Unit 2)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can compose clear and concise professional emails.
 - I can use appropriate tone and language for various email contexts.

- **Handouts:**
 - [Email Structure Handout](#)
 - [Sample Professional Emails \(formal and semi-formal\)](#)
 - [Useful Phrases for Professional Emails \(reference sheet\)](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Poor Email Editing Task](#)
 - [Role-Play Scenarios](#)

- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
subject line	Title of an email	"The subject line is 'Project Update'."	Y
greeting	First line of an email	"Dear Ms. Lee," is a greeting.	N
closing	Final line before name	"Best regards," is a closing.	N
formal tone	Polite, professional style	"I am writing to request..."	Y
concise	Short and clear	"Keep your email concise."	Y
proofread	Check writing for mistakes	"Always proofread before sending."	N
enquiry	Formal request for information	"I am writing with an enquiry about the schedule."	Y

Lesson Structure (PPP)

Warm-Up / Review: Email Mistakes (15 mins)

Students reflect on poor vs. professional email style.

- Step 1: Write 2–3 "bad emails" on the board (too casual, no greeting, all caps).
- Step 2: Teacher prompt: "Do these look professional? Why or why not?"

- Step 3: Students discuss in pairs: “What’s wrong? How would you improve them?”
- Step 4: Collect answers and write class list: Golden Rules of Professional Emails (clear subject, polite greeting, professional tone, concise sentences, proofreading).
- Step 5: Extend discussion: “Have you ever received an unprofessional email? How did it affect your impression of the sender?”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Email Structure and Key Words

- Step 1: Write the 7 vocabulary words on the board (subject line, greeting, closing, formal tone, concise, proofread, enquiry).
- Step 2: Display three short, authentic business emails (projected or printed, with names and details redacted).
- Students work in pairs or small groups to “**spot the feature.**” Using sticky notes or labels, they identify and tag examples of:
 - Subject line
 - Greeting
 - Closing
 - Tone (formal/informal)
 - Concision (brief, clear language)
- Step 3: As a class, briefly discuss what students noticed. Ask prompting questions such as:
 - “What makes this email sound formal?”
 - “How do you know this subject line is effective?”
 - “Where does the closing begin?”
 - Record sample observations on the board.
- Step 4: Ask students to provide another example. Prompt: “What subject line might you write if you want to send your CV?”
- Step 5: Distribute the **Email Structure Handout**. Students match each vocabulary word to its place in the email (greeting, closing, etc.).
- Step 6: Pair activity: each student writes one original sentence using three different vocabulary words.
- Step 7: Volunteers share with class; teacher corrects errors and reinforces meaning.

Grammar/Function Focus (10–15 mins) – Formal vs. Semi-Formal Tone

- Step 1: Distribute **Sample Professional Emails** (formal and semi-formal).
- Step 2: Students read both. Teacher asks: “Which is formal? What makes it formal? Which is semi-formal? When do we use each one?”
- Step 3: Highlight polite phrases (e.g., *Could you please confirm..., I would appreciate it if...*).
- Step 4: Students underline these polite expressions. Then, they rewrite one sentence in the email to make it **more formal or precise**.
- **Mini Language Bank (write on board):**
 - *Further to..., I’m following up on..., Please see attached..., Could you confirm whether..., As discussed...*

Mini-Lecture & Guided Discussion (10–15 mins) – Email Etiquette

- Step 1: (Optional) Play the explainer video.
- Step 2: Students take notes: one *Do* and one *Don't* for email writing.
- Step 3: In small groups, students discuss: “What mistakes do people often make in emails? How can we avoid them?”
- Step 4: Teacher prompt: “What is one email mistake you have seen in real life?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out the **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Review as class. Teacher prompt: “Why is this the correct choice? Can you give another example?”
- Step 5: Extension: Students rewrite one sentence first in an *informal* style and then in a *professional* style.

Controlled Activity 2: Email Editing (20 mins)

- Step 1: Hand out the **Poor Email Editing Task**.
- Step 2: Say: “Work in pairs. Rewrite this email to make it professional. Use vocabulary and useful phrases.”
 - Require students to use at least two phrases from the language bank:
 - *Further to..., I'm following up on..., Please see attached..., Could you confirm whether..., As discussed...*
- Step 3: After rewriting, pairs review their email using the **Professional Email 5-Point Checklist** (write on the board or provide as a mini handout):
- **Professional Email 5-Point Checklist**
 - **Subject Clarity** – Is the subject line clear and specific?
 - **Action Ask** – Does the email state what the reader needs to do or know?
 - **Register** – Is the tone formal or semi-formal and appropriate for the situation?
 - **Concision** – Is the email brief and focused, without unnecessary details?
 - **Mechanics** – Are grammar, punctuation, and capitalization correct?
 - *Pairs must check all five points before reading aloud.*
- Step 4: Monitor and note strong examples or useful language for feedback.
- Step 5: Whole class discussion: “Which changes made this email more professional?”

[20-Minute Break]

III. Production (45 mins)

Role-Play: Writing and Responding to Emails

- Step 1: Divide students into groups of 3–4.
- Step 2: Hand out the **Role-Play Scenarios**.

- Step 3: Groups write a professional email for their assigned scenario (20 mins).
- Step 4: Groups exchange with another group and write a reply (15 mins).
- Step 5: Volunteers present one exchange aloud (10 mins).
- Step 6: Peer and teacher feedback: Was the subject clear? Was the tone professional? Was it concise?

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Quick quiz game: “Which word means ‘to check for mistakes’?” → Proofread.
- Students in pairs quiz each other using the vocabulary list.
- Teacher checks accuracy and reinforces meaning.

Self-Reflection (7–10 mins)

- Students write: “What are the top 3 rules I will follow in my professional emails?”
- Pair share answers.
- Teacher closes with: “Which phrase or tip will you use in your next real email?”

Optional Independent Practice

- Write a real or imaginary professional email.
- Proofread carefully.
- Bring it to the next class for peer feedback.

Notes for the Instructor

- Emphasize tone and register (formal vs. informal).
- Encourage peer correction during pair and group work.
- Adapt role-play scenarios to students’ real professions.
- Ensure speaking practice is maximized in Warm-Up, Practice, and Production.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 6
- **Topic:** Effective Telephone Communication (Unit 2)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can conduct business calls confidently.
 - I can handle inquiries and provide information over the phone.

- **Handouts:**
 - [Telephone Phrases Handout \(greetings, transfers, clarifications, closings\)](#)
 - [Role-Play Call Scenarios](#)
 - [Listening Task Transcript \(short professional call\)](#)
 - [Useful Expressions Quick Reference Sheet](#)

- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
extension	A specific internal phone number in a company	"Please dial extension 204 for Accounts."	Y
transfer a call	To connect the caller to another person/department	"Let me transfer your call to HR."	Y
on hold	Waiting on the phone without hanging up	"Can you hold for a moment, please?"	Y
voicemail	Recorded message when someone cannot answer	"Please leave a voicemail with your name and number."	Y
clarify	To make something clear	"Could you clarify what you mean by urgent?"	Y
confirm	To make sure information is correct	"I'd like to confirm our meeting on Thursday."	Y

Lesson Structure (PPP)

- **Warm-Up / Review: Professional Emails Recap (15 mins)**
 - Students review Lesson 1 (Professional Email Writing) through an error correction task that bridges written and spoken communication.
 - Step 1: Teacher displays a short "bad" email on the board (missing greeting, vague subject, or overly direct language).

- Example:
Subject: meeting
hi, confirm meeting. need report asap.
- Step 2: In pairs, students identify what is wrong with the email. Then they choose one line and rewrite it as if they were saying it on the phone.
 - Example:
 - Email - "Confirming the meeting."
 - Phone - "Could you confirm the meeting time, please?"
- Step 3: Volunteers share rewritten lines aloud. Teacher asks: "How does it sound different when spoken?" "What makes it more polite?"
- Step 4: Teacher summarizes on the board, highlighting key features of spoken politeness (intonation, softeners like could/would, polite requests).
- Step 5: Transition: "Excellent, you're already using a professional tone in speech. Today we'll continue by focusing on polite and effective telephone communication."

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Key Telephone Phrases

- Step 1: Write 4 categories on the board: *Greetings, Transfers, Clarifications, Closings.*
- Step 2: Hand out the **Telephone Phrases Handout**.
- Step 3: Teacher says each phrase aloud, students repeat chorally and individually.
 - Greeting: "Good morning, this is [Name] from [Company]. How can I help you?"
 - Transfer: "One moment please, I'll transfer your call."
 - Clarify: "Could you repeat that, please?"
 - Closing: "Thank you for calling. Have a nice day."
- Step 4: Students label each phrase under the correct category.
- Step 5: Pair activity: students choose one category and practice saying the phrases aloud to each other.

Grammar/Function Focus (10–15 mins) – Politeness on the Phone

- Step 1: Write two sample dialogues on the board, one polite and one impolite.
 - Impolite: "Yeah? Who is this? ... Hang on..."
 - Polite: "Good afternoon, this is Marketing. How may I help you?"
- Step 2: Teacher prompt: "Which sounds professional? Why?"
- Step 3: Students underline polite features in the second example.
- Step 4: As a class, create a short list of "Politeness Markers" (e.g., *May I... / Could you... / please / thank you*).

Mini-Lecture & Guided Listening (10–15 mins) – Telephone Etiquette

- Step 1: Play (or read aloud) the **Listening Task Transcript** of a short business call.
- Step 2: Students take notes: Who is calling? What is the purpose? What polite phrases are used?

- Step 3: Teacher leads class discussion: “What makes this call professional? What could be improved?”
-

II. Practice (40 mins)

Controlled Activity 1: Listening and Note-Taking (20 mins)

- Step 1: Play (or read) the professional call transcript again.
- Step 2: Students complete a short comprehension sheet: identify greeting, main enquiry, closing phrase.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class. Extension: “Rewrite one sentence from the call to make it more polite.”

Controlled Activity 2: Dialogue Completion (20 mins)

- Step 1: Hand out **Useful Expressions Quick Reference Sheet** with gaps in short telephone dialogues.
- Step 2: Students fill in blanks with correct expressions.
- Step 3: In pairs, they read the dialogues aloud using correct tone.
- Step 4: Teacher feedback on accuracy and pronunciation.

[20-Minute Break]

III. Production (45 mins)

Role-Play: Professional Telephone Calls

- Step 1: Divide students into pairs or small groups.
- Step 2: Distribute **Role-Play Call Scenarios** (e.g., making an enquiry, confirming a meeting, transferring a call).
- Step 3: Students act out one call, switching roles after each round (caller/receiver).
- Step 4: Rotate partners to maximize practice.
- Step 5: Volunteers perform one role-play for the class.
- Step 6: Peer and teacher feedback: Was the greeting clear? Did they clarify politely? Did they end the call appropriately?

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which phrase do you use to check information?” → Confirm.
- Students in pairs do a “mini-telephone drill”: one asks, the other responds with a target phrase.

Self-Reflection (7–10 mins)

- Students write: “What is one new phrase I will use in my next phone call?”
- Pair share reflections.

- Teacher prompt: “Why is polite tone especially important on the phone?”
-

Optional Independent Practice

- Call a classmate or record yourself leaving a polite voicemail.
- Write down the phrases you used and check if they match the class list.

Notes for the Instructor

- Encourage students to exaggerate politeness when practicing; it builds confidence.
- Correct tone and pronunciation gently but consistently.
- Rotate role-play partners often to keep practice dynamic.
- Ensure listening comprehension tasks remain challenging but clear.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 7
- **Topic:** Meeting Participation and Note-Taking (Unit 2)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can contribute to meetings with relevant points.
 - I can take organized and useful meeting notes.

- **Handouts:**
 - [Meeting Phrases Handout \(agreeing, disagreeing, asking questions, clarifying\)](#)
 - [Note-Taking Template](#)
 - [Short Meeting Transcript \(for listening practice\)](#)
 - [Meeting Scenarios for Role-Play](#)
 - [Dialogue Completion](#)
- **Audio/Video Files (optional):**
 - [Are You Participating in Meetings Effectively?](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
agenda	A list of topics to be discussed in a meeting	"The manager sent the agenda before the meeting."	Y
minutes	The written record of a meeting	"Can you take the minutes today?"	Y
suggest	To offer an idea for consideration	"I'd like to suggest a new approach."	N
interrupt	To stop someone while they are speaking	"Sorry to interrupt, but may I add something?"	Y
key point	An important idea or decision	"The key point is that we must meet the deadline."	Y

Lesson Structure (PPP)

Warm-Up / Review: Mini-Drill – What Would You Say? (15 mins)

Students review Lesson 2 (Telephone Communication) through short scenario-based speaking drills.

- Step 1: Teacher explains: “We’ll practice quick telephone situations to review polite, professional phrases.”
- Step 2: Teacher reads two short scenarios aloud:
 1. “Someone didn’t understand you on the phone.”
 2. “You need to confirm the time.”
- Step 3: In pairs, students take 2–3 turns saying what they would say in each situation
 - Example:
 - A: “Sorry, could you repeat that please?”
 - B: “Could you confirm the meeting time, please?”
- Step 4: After 2–3 minutes, ask: “How would this change in a meeting?” (e.g., “Could you please repeat that point?” / “I just want to confirm the time of our next meeting.”)
- Step 5: Transition: “Excellent, now that we’ve reviewed polite telephone phrases, let’s move from phone calls to live meetings, where we listen, take notes, and contribute clearly.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Meeting Phrases

- Step 1: Write new vocabulary words on the board (agenda, minutes, clarify, suggest, interrupt, summarize, key point).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher provides definition and example sentence.
 - Example: “Agenda – the list of topics to discuss. Example: *The agenda today is sales, marketing, and budget.*”
- Step 4: Students think of a meeting they know (real or imagined) and suggest how one of the words could apply.
- Step 5: Distribute **Meeting Phrases Handout**. Students highlight phrases for agreeing, disagreeing, asking questions, and clarifying.

Grammar/Function Focus (10–15 mins) – Polite Participation

- Step 1: On the board, write two examples:
 - Direct: “That’s wrong. We can’t do it.”
 - Polite: “I see your point, but I think we should consider another option.”
- Step 2: Teacher prompt: “Which is more polite? Why?”
- Step 3: Students brainstorm polite sentence starters (e.g., *I agree that... / I see what you mean, but...*).
- Step 4: Students practice in pairs: one makes a suggestion, the other agrees or disagrees politely.

Mini-Lecture & Video Discussion (10–15 mins) – How to Be Effective in Meetings

- Step 1: Show short training video *How to Participate Effectively in Meetings*.
- Step 2: Students use **Note-Taking Template** while watching: write down one tip for contributing, one for listening, one for note-taking.

- Step 3: Small group discussion: “Which tips do you already use? Which will you try next time?”
- Step 4: Teacher prompt: “What happens in meetings when people don’t listen or take notes?”

II. Practice (40 mins)

Controlled Activity 1: Listening & Note-Taking (20 mins)

- Step 1: Distribute the **Meeting Transcript**. Play or read it aloud.
- Step 2: Students take notes on the **Note-Taking Template**.
- Step 3: Pair-check notes. Teacher projects transcript again and checks answers.
- Step 4: Teacher asks: “What was the main decision? What was the key point?”
-

Controlled Activity 2: Dialogue Completion (20 mins)

- Step 1: Hand out dialogues with missing meeting phrases.
- Step 2: Students fill in blanks with correct expressions (agreeing, clarifying, suggesting).
- Step 3: In pairs, they read the dialogue aloud with correct intonation.
- Step 4: Teacher feedback on accuracy, tone, and pronunciation.

[20-Minute Break]

III. Production (45 mins)

Role-Play: Simulated Meeting Participation

- Step 1: Divide class into groups of 4–5.
- Step 2: Give each group a short **Meeting Scenario** (e.g., planning a team project, solving a scheduling conflict).
- Step 3: One student acts as meeting chair (keeps agenda and time), others as participants.
- Step 4: Task: Each participant must make one suggestion, clarify one point, and take short notes.
- Step 5: After the meeting, groups summarize their decisions to the class.
- Step 6: Teacher feedback: “Did everyone contribute? Were the notes useful?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means the written record of a meeting?” → Minutes.
- Quick pair game: one student says a word, the other gives a definition or example.

Self-Reflection (7–10 mins)

- Students write: “Which meeting skill do I need to improve most — speaking, listening, or note-taking? Why?”
 - Pair share answers.
 - Teacher closes: “How will you use today’s skills in your next meeting?”
-

Optional Independent Practice

- Watch a real meeting video online and take notes.
- Write a 5–6 sentence summary of the key points.

Notes for the Instructor

- Ensure all students get a turn to speak in role-plays.
- Remind students to balance speaking with listening.
- Encourage realistic note-taking — not full sentences, but key words.
- Adapt meeting scenarios to the students' professional fields.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 8
- **Topic:** Non-Verbal Communication in Business (Unit 2)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can interpret and use non-verbal communication effectively.
 - I can align my body language with verbal messages.

- **Handouts:**
 - [Non-Verbal Communication Cues Handout \(gestures, facial expressions, posture, eye contact\)](#)
 - [Observation Worksheet \(for video analysis\)](#)
 - [Role-Play Scenarios \(cross-cultural business situations\)](#)
- **Audio/Video Files (optional):**
 - [4 essential body language tips from a world champion public speaker](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
gesture	A hand or body movement to communicate something	"She used a hand gesture to show approval."	N
posture	The way someone stands or sits	"His posture showed he was confident."	N
eye contact	Looking directly at someone's eyes	"Maintaining eye contact builds trust."	N
facial expression	The look on someone's face	"Her facial expression showed surprise."	N
tone of voice	The way something is said, not the words themselves	"His tone of voice sounded impatient."	N
cross-cultural	Involving people from different cultures	"Cross-cultural body language can cause misunderstandings."	Y
signal	A movement or expression that conveys meaning	"Nodding is a signal that you agree."	N

Lesson Structure (PPP)

Warm-Up / Review: Silent Meeting Snapshot (10–12 mins)

Students review Lesson 3 (Meeting Participation and Note-Taking) through a practical listening and note-taking task.

- Step 1: Hand out a short transcript (4–5 lines) from a meeting excerpt with missing notes.
- Step 2: In pairs, students fill in the missing information — agenda item, main point, and decision.
- Step 3: Pairs compare their notes, then the class quickly checks answers together.
- Step 4: Transition: “Clear notes lead to clear agreements. Today we’ll practice turning meeting outcomes into professional agreements.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Non-Verbal Cues

- Step 1: Write 7 vocabulary words on the board (gesture, posture, eye contact, facial expression, tone of voice, cross-cultural, signal).
- Step 2: Teacher says each word, students repeat chorally and individually.
- Step 3: Teacher provides definition and example sentence.
- Step 4: Students brainstorm one example of each (real-life or imagined business situation).
- Step 5: Hand out **Non-Verbal Communication Cues Handout** for reference.

Grammar/Function Focus (10–15 mins) – Aligning Verbal and Non-Verbal Messages

- Step 1: Teacher demonstrates mismatch (saying “I’m happy to help” with crossed arms and frown).
- Step 2: Teacher prompt: “What’s wrong here? Do the words and body language match?”
- Step 3: Students practice short dialogues with aligned vs. misaligned tone and body language.
- Step 4: Class reflection: “How does body language change the meaning of words?”

Mini-Lecture & Video Analysis (10–15 mins) – Observing Body Language

- Step 1: Show short video clip *Body Language in Professional Settings*.
- Step 2: Students complete **Observation Worksheet** while watching: note 3 positive signals and 3 negative signals.
- Step 3: Group discussion: “Which signals are universal? Which may change across cultures?”
- Step 4: Teacher prompt: “Have you ever experienced confusion because of body language?”

II. Practice (40 mins)

Controlled Activity 1: Observation and Matching (20 mins)

- Step 1: Teacher demonstrates gestures or expressions (smile, crossed arms, nodding).
- Step 2: Students guess the meaning.
- Step 3: Hand out worksheet with gestures → students match them to meanings.
- Step 4: Pair activity: students role-play short conversations using the correct gesture.

Controlled Activity 2: Cross-Cultural Scenarios (20 mins)

- Step 1: Hand out short scenarios (e.g., eye contact in US vs. Japan, personal space in Middle East vs. Europe).
- Step 2: Students in small groups discuss: “How could this cause misunderstanding? What’s the solution?”
- Step 3: Groups report back. Teacher summarizes on the board.

[20-Minute Break]

III. Production (45 mins) – Mini-Project: Simulated Business Meeting

Simulated Business Meeting: Using Verbal + Non-Verbal Communication

- Step 1: Divide students into groups of 4–5.
- Step 2: Assign a **Meeting Scenario** (e.g., discussing a new project, negotiating deadlines, solving a workplace conflict).
- Step 3: Task: Students conduct a full 20–25 minute meeting where they must:
 - Contribute at least one idea verbally.
 - Use supportive non-verbal communication (eye contact, nodding, posture).
 - Take short notes (agenda, key points, decisions).
- Step 4: After the meeting, each group presents a **summary of decisions** and demonstrates one non-verbal cue they used effectively.
- Step 5: Teacher feedback: “Did words and body language match? Did the group use positive signals?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher calls out definitions; students respond with the word (e.g., “Looking directly at someone’s eyes” = Eye contact).
- Quick pair quiz: one student mimes a signal, the other guesses the vocabulary word.

Self-Reflection (7–10 mins)

- Students write: “Which non-verbal skill will I focus on improving in real meetings?”
 - Pair share.
- Teacher closes: “Why is non-verbal communication just as important as what we say?”

Optional Independent Practice

- Watch a business video clip (interview, meeting, presentation).
- Write down 5 non-verbal signals you observed and what they meant.

Notes for the Instructor

- Stress that non-verbal signals vary across cultures.
- Encourage role-plays to be realistic, not exaggerated.
- Balance activities to include observation, practice, and production.
- Give supportive corrections on both language and body language.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 9
- **Topic:** Structuring a Compelling Presentation (Unit 3)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can structure presentations with clear introductions, bodies, and conclusions.
 - I can use signposting language to guide the audience.

- **Handouts:**
 - [Presentation Structure Outline \(Introduction, Body, Conclusion\)](#)
 - [Signposting Language Reference Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - Short Presentation Transcript (for listening practice)
 - [Role-Play Scenarios \(mini-presentations\)](#)

- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
introduction	The opening of a presentation	"The introduction should capture attention."	Y
body	The main part of a presentation	"The body explains your key points in detail."	Y
conclusion	The closing summary of a presentation	"End with a strong conclusion."	Y
signposting	Phrases that guide the audience	"First, I'll explain... Next, we'll look at..."	Y
transition	Moving from one section to another	"Let's move on to the next topic."	Y
emphasize	To highlight something as important	"I'd like to emphasize our key finding."	N

Lesson Structure (PPP)

Warm-Up / Review: Silent Meeting Snapshot (15 mins)

Students review Unit 2 Lesson 4 (Non-Verbal Communication) through an interactive observation task.

- Step 1: Teacher silently acts out a short “meeting moment” (e.g., slouching, no eye contact, distracted gestures).
- Step 2: Students guess what the teacher’s body language suggests.
Example responses: “He looks unprepared.” / “She seems uninterested.”
- Step 3: Quick class discussion: “What body language did you see in last lesson’s meeting role-plays?”
- Step 4: Teacher summarizes on the board: positive vs. negative body language cues.
- Step 5: Transition: “Today we’ll combine confident body language with a clear structure for our presentations.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Presentation Structure and Key Words

- Step 1: Write 7 vocabulary words on the board.
- Step 2: Teacher says each word, students repeat chorally and individually.
- Step 3: Teacher gives definition + example sentence.
- Step 4: Students suggest an example in the context of a real or imagined presentation.
- Step 5: Hand out the **Presentation Structure Outline** and match terms to introduction, body, or conclusion.

Grammar/Function Focus (10–15 mins) – Signposting Language

- Step 1: Distribute **Signposting Language Reference Sheet**.
- Step 2: Teacher models phrases: “*First, let’s look at... Next, I’ll explain... Finally, let’s conclude with...*”
- Step 3: Students practice repeating phrases aloud.
- Step 4: In pairs, students write three signposting phrases for a simple topic (e.g., favorite hobby).

Mini-Lecture & Video Discussion (10–15 mins) – Structuring Presentations

- Step 1: Show short video *How to Structure a Strong Presentation*.
- Step 2: Students complete a chart: one example of introduction, body, and conclusion from the video.
- Step 3: Class discussion: “What made the structure clear? Which phrases guided the audience?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Review as class. Teacher prompt: “Why is this the correct word? Can you give another example?”

Controlled Activity 2: Listening & Note-Taking (20 mins)

- Step 1: Distribute **Short Presentation Transcript**.
- Step 2: Play or read the transcript aloud.
- Step 3: Students underline signposting language and note the structure.
- Step 4: Pair discussion: “Where did the speaker use introduction, body, and conclusion effectively?”

[20-Minute Break]

III. Production (45 mins)

Mini-Presentations: Practicing Structure

- Step 1: Divide students into groups of 3–4.
- Step 2: Distribute **Role-Play Scenarios** (e.g., introducing a new company policy, explaining a product, summarizing project results).
- Step 3: Each student prepares a 2–3 minute presentation using introduction, body, conclusion, and at least 2 signposting phrases. (20 mins prep)
- Step 4: Students present to their group. Peers take notes on structure and give feedback. (20 mins)
- Step 5: Volunteers present to the whole class. Teacher feedback: “Was the structure clear? Were signposts used?” (5 mins)

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means phrases that guide the audience?” → Signposting.
- Pair activity: one student says a definition, the other answers with the correct word.

Self-Reflection (7–10 mins)

- Students write: “What part of structuring a presentation is easiest for me? What part is hardest?”
 - Pair share.
- Teacher closes: “What will you focus on when preparing your next presentation?”

Optional Independent Practice

- Watch a short presentation online.
- Write down the introduction, body, and conclusion in outline form.

Notes for the Instructor

- Encourage use of real-life or work-related topics for mini-presentations.
- Remind students that structure helps both the speaker and the audience.
- Correct signposting phrases and transitions during practice, not just final production.
- Keep time strictly in the production stage so all students present.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 10
- **Topic:** Designing Effective Visual Aids (Unit 3)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can design slides that enhance understanding.
 - I can integrate visuals seamlessly into my presentation.

- **Handouts:**
 - [Principles of Good Slide Design Handout](#)
 - [Slide Critique Worksheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Role-Play Scenarios \(mini-presentations with visuals\)](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
visual aid	A picture, chart, or slide that supports a talk	"I used a graph as a visual aid."	Y
bullet points	Short listed items on a slide	"Keep your bullet points brief."	Y
layout	The arrangement of text and images	"This slide has a clear layout."	Y
chart	A diagram showing information	"The sales chart shows growth."	Y
graph	A visual representation of data	"This graph explains our results."	Y
clutter	Too much information or visuals	"Avoid clutter on your slides."	N
highlight	To emphasize something	"Highlight the key words in bold."	N

Lesson Structure (PPP)

Warm-Up / Review: Slide Skeleton Quiz (15 mins)

Students review Lesson 1 (Structuring a Compelling Presentation) through a visual and interactive task.

- Step 1: Teacher displays a plain presentation slide with only text (no headings, visuals, or structure).
- Step 2: In pairs, students add one **signposting phrase** (e.g., “First, let’s look at sales...”) and suggest one **visual aid** (chart, bullet list, image, graph).
- Step 3: Volunteers share ideas; teacher collects strong examples on the board and highlights how clear structure improves comprehension.
- Step 4: Transition: “Great, you’ve just used signposting to make slides more effective. Today we’ll learn how to design visuals that strengthen your message.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Visual Design Terms

- Step 1: Write vocabulary words on the board.
- Step 2: Teacher says each word, students repeat chorally and individually.
- Step 3: Teacher provides definition and example.
- Step 4: Students brainstorm: “Where do you use this in a presentation?”
- Step 5: Hand out **Principles of Good Slide Design Handout**. Students identify which vocabulary words appear in each principle.

Grammar/Function Focus (10–15 mins) – Talking About Visuals

- Step 1: On the board, write example phrases:
 - “This chart shows...”
 - “As you can see on the slide...”
 - “The next visual highlights...”
- Step 2: Teacher models, students repeat.
- Step 3: In pairs, students create one sentence for each visual type (chart, graph, picture).
- Step 4: Volunteers share. Teacher corrects and reinforces.

Mini-Lecture & Video Discussion (10–15 mins) – Effective Slides

- Step 1: Show short video *Top Tips for Effective Presentation Slides*.
- Step 2: Students take notes: 3 Do’s and 3 Don’ts for slide design.
- Step 3: Group discussion: “Which tip is most important for you? Why?”
- Step 4: Teacher prompt: “What happens if a slide has too much clutter?”

II. Practice (40 mins)

Controlled Activity 1: Slide Critique (20 mins)

- Step 1: Show 2 example slides (one well-designed, one cluttered).
- Step 2: Hand out **Slide Critique Worksheet**.
- Step 3: Students identify strengths and weaknesses.
- Step 4: Pair discussion: “How would you improve the bad slide?”
- Step 5: Volunteers share improvements.

Controlled Activity 2: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check.
- Step 4: Teacher reviews answers with class, asking for extra examples.

[20-Minute Break]

III. Production (45 mins)

Mini-Presentations with Visuals

- Step 1: Divide students into groups of 3–4.
- Step 2: Give each group a **Role-Play Scenario** (e.g., present sales data, explain company values, show a project timeline).
- Step 3: Each group creates a simple “slide plan” on paper (bullet points, charts, or diagrams).
- Step 4: Students present their mini-presentation using the planned visuals.
- Step 5: Peer and teacher feedback: Was the slide clear? Did it support the message? Was it cluttered or effective?

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means too much information on a slide?” → Clutter.
- Quick pair game: one student says a definition, the other answers with the word.

Self-Reflection (7–10 mins)

- Students write: “What design rule will I follow most in my next presentation?”
 - Pair share.
- Teacher closes: “Why do clear visuals make presentations more powerful?”

Optional Independent Practice

- Find a presentation online and screenshot one slide.
- Write 3 strengths and 3 improvements for the slide.

Notes for the Instructor

- Stress that visuals should *support*, not replace, the speaker.
- Keep examples simple (graphs, charts, bullet points).
- Encourage creativity but remind students to avoid clutter.
- During production, focus feedback on clarity and professionalism.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 11
- **Topic:** Engaging the Audience (Unit 3)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can use rhetorical questions and anecdotes effectively.
 - I can adapt my delivery based on audience feedback.

- **Handouts:**
 - [Audience Engagement Phrases Handout](#)
 - [Anecdote Practice Worksheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Role-Play Scenarios \(mini-presentations with audience interaction\)](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
rhetorical question	A question asked for effect, not an answer	“Who doesn’t want to be more successful?”	Y
anecdote	A short, interesting story	“She began with an anecdote about her first job.”	N
feedback	Responses from the audience	“I adjusted my talk based on audience feedback.”	Y
involve	To include or engage the audience	“He involved the audience by asking questions.”	N
tone	The style or attitude in speech	“Her tone was friendly and engaging.”	N

Lesson Structure (PPP)

Warm-Up / Review: Audience Reaction Check (15 mins)

Students review Lesson 2 (Designing Visual Aids) by analyzing audience engagement.

- Step 1: Teacher displays a busy, cluttered slide (too much text, small font, or mixed colors).
- Step 2: Ask: “How would the audience react?” Students act out possible reactions such as looking bored, confused, or disengaged.
- Step 3: Discuss: “What could make this slide more effective or engaging?”

- Step 4: Ask: “How could you involve the audience instead?” (e.g., ask a question, use a visual cue, simplify information).
- Step 5: Transition: “Excellent, clear slides support audience engagement. Today we’ll focus on delivery techniques to keep your listeners actively involved.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Engagement Techniques

- Step 1: Write vocabulary words on the board.
- Step 2: Teacher says each word, students repeat chorally and individually.
- Step 3: Teacher provides definition + example.
- Step 4: Students suggest an example of how they might use one word in a presentation.
- Step 5: Distribute **Audience Engagement Phrases Handout**. Students highlight phrases linked to rhetorical questions, anecdotes, and involving the audience.

Grammar/Function Focus (10–15 mins) – Asking Rhetorical Questions

- Step 1: Teacher writes:
 - Regular question: “Do you want to improve your English?”
 - Rhetorical question: “Who doesn’t want to improve their English?”
- Step 2: Teacher prompt: “What’s the difference? Which sounds more powerful?”
- Step 3: Students in pairs rewrite 2 regular questions into rhetorical questions.
- Step 4: Volunteers share; teacher corrects and models intonation.

II. Practice (40 mins)

Controlled Activity 1: Anecdote Practice (20 mins)

- Step 1: Hand out **Anecdote Practice Worksheet** with short prompts (e.g., first day at work, biggest challenge, funny travel story).
- Step 2: Students write a 3–4 sentence anecdote.
- Step 3: Pair share: tell the anecdote to a partner.
- Step 4: Teacher feedback: Was it clear? Interesting? Short enough?

Controlled Activity 2: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Review as class. Teacher prompt: “Which of these techniques do you think works best for you?”

[20-Minute Break]

III. Production (45 mins)

Role-Play: Mini-Presentations with Audience Interaction

- Step 1: Divide class into small groups.
- Step 2: Distribute **Role-Play Scenarios** (e.g., presenting a new idea, sharing results, motivating a team).
- Step 3: Each student prepares a 2–3 minute presentation using:
 - One rhetorical question
 - One anecdote
 - At least one engagement phrase from the handout
- Step 4: Students present to their group. Peers act as audience, giving short feedback.
- Step 5: Volunteers present to the class. Teacher feedback: “Did the speaker engage the audience? How?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means a short, interesting story?” → Anecdote.
- Pair game: one student says a vocabulary word, the other gives an example sentence.

Self-Reflection (7–10 mins)

- Students write: “Which engagement strategy will I try first in my real presentations?”
 - Pair share answers.
- Teacher closes: “Why is engaging the audience as important as your content?”

Optional Independent Practice

- Watch a TED Talk or business presentation.
- Write down 2 rhetorical questions and 1 anecdote the speaker used.

Notes for the Instructor

- Encourage variety: different students should try rhetorical questions, anecdotes, and tone shifts.
- Remind students to keep anecdotes short and relevant.
- Give feedback on delivery (intonation, body language) as well as content.
- Rotate roles so every student both presents and acts as an audience.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 12
- **Topic:** Handling Q&A Sessions (Unit 3)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can respond to questions thoughtfully and accurately.
 - I can maintain composure under challenging inquiries.

- **Handouts:**
 - [Q&A Response Strategies Handout](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Role-Play Questions](#)
 - [Mini-Project Guidelines Sheet](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
rephrase	To say something in another way	“Let me rephrase that point.”	N
challenge	A difficult question or issue	“He handled a tough challenge from the audience.”	N
composure	Staying calm and confident	“She kept her composure under pressure.”	N
acknowledge	To recognize a question or comment	“Thank you for your question.”	N
defend	To support your opinion with reasons	“I will defend my decision with evidence.”	N

Lesson Structure (PPP)

Warm-Up / Review: Tough Question Toss (15 mins)

Students review Lesson 3 (Engaging the Audience) through a short speaking and Q&A challenge.

- Step 1: Teacher divides class into small groups of three or four.
- Step 2: One student presents a short 30-second idea or proposal.
 - Example: “Our company should go paperless.”
- Step 3: Another student acts as the audience and asks one tough or challenging question.
 - Example: “But what about the cost of converting all our documents?”

- Step 4: The speaker responds briefly (15–20 seconds).
- Step 5: Rotate roles so each student practices as both presenter and audience.
- Step 6: Transition: “Excellent, you handled quick audience questions well. Today we’ll expand this skill and learn strategies for full Q&A sessions after your presentation.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Key Q&A Terms

- Step 1: Write vocabulary words on the board.
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher provides definition and example.
- Step 4: Students think of how each term might be useful during a Q&A.
- Step 5: Distribute **Q&A Response Strategies Handout** with sample phrases (e.g., *Thank you for your question / Let me clarify / That’s a great point / I’ll defend my position with...*).

Grammar/Function Focus (10–15 mins) – Polite Responses

- Step 1: Write two answers on the board:
 - Impolite: “That’s wrong. You don’t understand.”
 - Polite: “I see your point, but let me clarify with an example.”
- Step 2: Teacher prompt: “Which is more professional? Why?”
- Step 3: Students rewrite two impolite responses into polite forms.
- Step 4: Pair practice: students ask each other one tough question and respond politely.

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, asking for real examples.

Controlled Activity 2: Q&A Role-Play (20 mins)

- Step 1: Distribute **Role-Play Questions**.
- Step 2: Students work in pairs: one asks a question, the other responds using strategies from the handout.
- Step 3: Rotate questions so each student answers several questions.
- Step 4: Teacher feedback on clarity, politeness, and confidence.

[20-Minute Break]

III. Production (45 mins) – Mini-Project: Business Presentation Delivery Full Presentation with Q&A

- Step 1: Distribute **Mini-Project Guidelines Sheet**.
- Step 2: Students (individually or in pairs) prepare a short **5–7 minute business presentation** on a chosen topic (e.g., new product idea, project update, company strategy).
- Step 3: Each presentation must include:
 - Structured introduction, body, conclusion (Unit 3 Lesson 1)
 - Visual aid (Unit 3 Lesson 2)
 - Audience engagement technique (Unit 3 Lesson 3)
 - Q&A session (Lesson 4 focus)
- Step 4: Groups present one by one. Classmates act as the audience and ask 2–3 questions each.
- Step 5: Presenters respond using strategies from today’s lesson (acknowledge, clarify, rephrase, defend, transition).
- Step 6: Teacher feedback on structure, visuals, delivery, and Q&A performance.

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means staying calm and confident under pressure?” → Composure.
- Quick pair quiz: one student says the definition, the other answers with the word.

Self-Reflection (7–10 mins)

- Students write: “What is one strategy I will use in my next real presentation Q&A?”
 - Pair share reflections.
- Teacher closes: “Why is handling questions as important as delivering the presentation itself?”

Optional Independent Practice

- Watch a recorded presentation online (e.g., TED Talk with Q&A).
- Write down 2 strategies the speaker used to handle questions effectively.

Notes for the Instructor

- Keep the Mini-Project timed strictly so each student presents.
- Encourage classmates to ask both easy and challenging questions.
- Emphasize that “I don’t know, but I can find out” is acceptable.
- Give balanced feedback on both presentation and Q&A performance.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 13
- **Topic:** Principles of Effective Negotiation (Unit 4)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can prepare for negotiations with clear objectives.
 - I can identify mutual interests and potential compromises.

- **Handouts:**
 - [Negotiation Vocabulary Handout](#)
 - [Principles of Negotiation Reference Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Negotiation Preparation Worksheet](#)
 - [Case Study Scenario](#)
- **Audio/Video Files (optional):**
 - [STOP TRYING TO WIN](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
objective	A clear goal in a negotiation	"My objective is to lower the price."	Y
compromise	An agreement where both sides give something up	"We reached a compromise on delivery time."	Y
mutual interest	A goal or benefit shared by both sides	"Both companies have a mutual interest in reducing costs."	Y
bargain	To discuss terms in order to reach agreement	"They bargained over the contract price."	Y
concession	Something you give up to reach agreement	"He made a concession on payment terms."	Y
win-win	An outcome where both sides benefit	"The negotiation ended in a win-win deal."	Y

Lesson Structure (PPP)

Warm-Up / Review: Q&A Recap (15 mins)

Students review Unit 3 Lesson 4 (Handling Q&A Sessions).

- Step 1: Teacher prompt: “In Q&A sessions, we learned strategies for answering questions. What is one polite phrase you remember using?”
- Step 2: Students share in pairs, then volunteers share with class.
- Step 3: Teacher writes phrases on the board.
- Step 4: Transition: “Today we begin learning negotiation skills. Just like in Q&A, preparation and clear communication are key.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Negotiation Terms

- Step 1: Write vocabulary words on the board (objective, compromise, mutual interest, bargain, concession, win-win, strategy).
- Step 2: Teacher says each word, students repeat chorally and individually.
- Step 3: Teacher gives definition + example sentence.
- Step 4: Students give their own examples related to work or study.
- Step 5: Hand out **Negotiation Vocabulary Handout**. Students match each term to sample sentences.

Grammar/Function Focus (10–15 mins) – Expressing Objectives and Interests

- Step 1: Write two phrases on the board:
 - Direct: “I want a discount.”
 - Professional: “Our objective is to reduce costs while maintaining quality.”
- Step 2: Teacher prompt: “Which sounds more effective in a negotiation?”
- Step 3: Introduce frames: *Our objective is... / We are interested in... / One possible compromise is...*
- Step 4: Students practice in pairs: each states an objective for a sample negotiation.

Mini-Lecture & Video Discussion (10–15 mins) – Principles of Negotiation

- Step 1: Show video *Basics of Negotiation Strategy*.
- Step 2: Students take notes on 3 principles they hear (e.g., prepare, listen actively, aim for win-win).
- Step 3: Pair discussion: “Which principle is easiest for you? Which is hardest?”
- Step 4: Teacher prompt: “Why is preparation so important before negotiation?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.

- Step 4: Teacher reviews with class, asking: “Can you give another example using this word?”

Controlled Activity 2: Case Study – Finding Mutual Interests (20 mins)

- Step 1: Hand out a short **Case Study Scenario** (e.g., company wants faster delivery, supplier wants higher price).
- Step 2: Students identify each side’s objectives and possible mutual interests.
- Step 3: Pairs discuss and write one possible compromise.
- Step 4: Volunteers share with class. Teacher feedback on clarity of compromises.

[20-Minute Break]

III. Production (45 mins)

Role-Play: Negotiation Preparation and Simulation

- Step 1: Distribute **Negotiation Preparation Worksheet**. Students write their objectives, possible concessions, and desired outcomes. (10 mins)
- Step 2: Divide students into pairs. Assign roles from the case study (e.g., buyer/seller, employer/employee).
- Step 3: Pairs role-play a short negotiation, using objectives and compromise strategies. (20 mins)
- Step 4: Switch partners and repeat with a different scenario. (10 mins)
- Step 5: Volunteers perform for the class. Teacher feedback: “Did they state objectives clearly? Did they find mutual interests?” (5 mins)

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means an outcome where both sides benefit?” → Win-win.
- Pair activity: one student says a definition, the other responds with the word.

Self-Reflection (7–10 mins)

- Students write: “What negotiation skill do I need to develop most: stating objectives, finding compromises, or keeping calm?”
- Pair share reflections.
- Teacher closes: “Why is preparation the key to effective negotiation?”

Optional Independent Practice

- Write a list of objectives and possible compromises for a negotiation you might have in real life.
- Bring to next class for practice.

Notes for the Instructor

- Emphasize that negotiations are not arguments but structured problem-solving.
- Encourage polite and professional language throughout.
- Use realistic workplace scenarios where possible.
- Give feedback on tone and clarity, not only vocabulary accuracy.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 14
- **Topic:** Language of Persuasion (Unit 4)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can use persuasive language to support my position.
 - I can counter opposing arguments diplomatically.

- **Handouts:**
 - [Persuasive Language Phrases Handout](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Counter-Argument Practice Sheet](#)
 - [Role-Play Scenarios \(persuasive dialogues\)](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
persuade	To convince someone to agree with you	“She persuaded the client to accept the offer.”	N
influence	The ability to affect opinions or actions	“The manager had influence on the final decision.”	N
justify	To explain reasons for something	“I can justify why this option is better.”	Y
counter-argument	An idea that opposes another	“He gave a counter-argument to my proposal.”	Y
diplomatic	Saying things politely and tactfully	“She was diplomatic in refusing the offer.”	Y
evidence	Facts or proof to support an opinion	“He used data as evidence in his argument.”	Y
convincing	Strong enough to make someone believe	“Her speech was very convincing.”	N

Lesson Structure (PPP)

Warm-Up / Review: Negotiation Principles Recap (15 mins)

Students review Lesson 1 (Principles of Effective Negotiation).

- Step 1: Teacher prompt: “Last time, we practiced stating objectives and finding compromises. What is one strategy you remember using?”
- Step 2: Students in pairs recall strategies.
- Step 3: Volunteers share; teacher writes them on the board.
- Step 4: Transition: “Today we will strengthen negotiations by learning persuasive language to influence others.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Persuasion Terms

- Step 1: Write 7 vocabulary words on the board.
- Step 2: Teacher says each word, students repeat chorally and individually.
- Step 3: Teacher gives definition + example sentence.
- Step 4: Students brainstorm when they might use each term in real negotiations.
- Step 5: Distribute **Persuasive Language Phrases Handout**. Students highlight words that connect with the vocabulary list.

Grammar/Function Focus (10–15 mins) – Persuasive Phrases

- Step 1: On the board, write examples:
 - Neutral: “This is a good idea.”
 - Persuasive: “This idea will save time and money, and I can justify it with evidence.”
- Step 2: Teacher prompt: “Which is stronger? Why?”
- Step 3: Students practice frames: *The evidence shows... / This option is more convincing because... / Let me justify why...*
- Step 4: In pairs, students create one persuasive statement for a workplace situation (e.g., asking for more resources).

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, asking for additional examples.

Controlled Activity 2: Counter-Argument Practice (20 mins)

- Step 1: Hand out **Counter-Argument Practice Sheet** (statements + space to respond).
- Step 2: Students in pairs: one gives a statement, the other provides a counter-argument politely.
- Step 3: Switch roles and repeat.
- Step 4: Volunteers share one strong counter-argument with class.

[20-Minute Break]

III. Production (45 mins)

Role-Play: Persuasive Dialogues

- Step 1: Divide students into pairs or small groups.
- Step 2: Distribute **Role-Play Scenarios** (e.g., persuading a client, negotiating with a colleague, convincing management).
- Step 3: Each pair/group prepares a 3–4 minute dialogue using at least 3 persuasive phrases and one counter-argument. (20 mins)
- Step 4: Students perform dialogues for another pair/group. (15 mins)
- Step 5: Volunteers perform for the class. Teacher feedback: “Was the language persuasive? Was it diplomatic?” (10 mins)

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means proof or facts to support an opinion?” → Evidence.
- Pair activity: one student says a word, the other gives a persuasive sentence using it.

Self-Reflection (7–10 mins)

- Students write: “Which persuasive phrase will I try in my next negotiation or presentation?”
- Pair share.
- Teacher closes: “Why does persuasive language make negotiation more effective?”

Optional Independent Practice

- Write a short persuasive paragraph about a real-life topic (e.g., why a company should adopt a new policy).
- Bring to the next class for peer review.

Notes for the Instructor

- Emphasize the difference between aggressive and persuasive.
- Encourage students to combine logic (evidence) with diplomacy.
- Give feedback on tone and politeness as well as accuracy.
- Rotate role-play partners to keep practice dynamic.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 15
- **Topic:** Cultural Considerations in Negotiation (Unit 4)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can recognize and adapt to cultural nuances in negotiations.
 - I can avoid misunderstandings arising from cultural differences.

- **Handouts:**
 - [Cultural Dimensions Handout \(e.g., direct vs. indirect, high-context vs. low-context\)](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Cultural Case Studies Worksheet](#)
 - [Role-Play Scenarios \(cross-cultural negotiations\)](#)
- **Audio/Video Files (optional):**
 - [Effective Cross-Cultural Communication in Business](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
culture shock	Confusion when meeting a new culture	"He felt culture shock in his first overseas job."	Y
high-context	Communication relying on shared understanding	"In Japan, many negotiations are high-context."	Y
low-context	Communication that is direct and explicit	"In Germany, business style is low-context."	Y
hierarchy	A system of ranked authority	"In some cultures, hierarchy influences decisions."	Y
indirect language	Saying things in a roundabout way	"She used indirect language to avoid saying no."	N

misunderstanding	A failure to understand correctly	“Cultural differences can lead to misunderstanding.”	N
adapt	To change behavior to fit a new situation	“We adapted our style for the international client.”	N

Lesson Structure (PPP)

Warm-Up / Review: Persuasion Recap (15 mins)

Students review Lesson 2 (Language of Persuasion).

- Step 1: Teacher prompt: “Last time, we practiced persuasion. What is one persuasive phrase you remember?”
- Step 2: Students recall in pairs.
- Step 3: Volunteers share; teacher writes them on the board.
- Step 4: Transition: “Today we will focus on how culture shapes negotiation styles and expectations.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Cultural Terms

- Step 1: Write vocabulary words on the board (culture shock, high-context, low-context, hierarchy, indirect language, misunderstanding, adapt).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher gives definition + example sentence.
- Step 4: Students give their own examples (e.g., a misunderstanding they experienced).
- Step 5: Hand out **Cultural Dimensions Handout**. Students match vocabulary words to cultural examples.

Grammar/Function Focus (10–15 mins) – Asking About Culture

- Step 1: On the board, write examples:
 - Direct: “Why do you do this?”
 - Polite: “Could you explain how meetings usually work in your culture?”
- Step 2: Teacher prompt: “Which is more diplomatic? Why?”
- Step 3: Provide frames: *Could you explain...? / I’d like to understand... / How is this usually done in your culture?*
- Step 4: Students practice in pairs: ask about cultural norms politely.

Mini-Lecture & Video Discussion (10–15 mins) – Cross-Cultural Communication

- Step 1: Show video *Cross-Cultural Communication in Business*.
- Step 2: Students complete a chart: one cultural difference they saw, one possible solution.
- Step 3: Group discussion: “Which cultural differences could affect negotiations most?”
- Step 4: Teacher prompt: “How can we adapt to avoid misunderstandings?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, asking for examples from real life.

Controlled Activity 2: Case Studies (20 mins)

- Step 1: Hand out **Cultural Case Studies Worksheet** (e.g., American manager in Japan, German team negotiating in Brazil).
- Step 2: Students read short case studies and identify potential misunderstandings.
- Step 3: Pairs discuss solutions: how to adapt communication style.
- Step 4: Volunteers share, teacher summarizes strategies on the board.

[20-Minute Break]

III. Production (45 mins)

Role-Play: Cross-Cultural Negotiations

- Step 1: Divide students into pairs/groups.
- Step 2: Distribute **Role-Play Scenarios** (e.g., negotiating delivery times across cultures, resolving conflict over direct vs. indirect communication).
- Step 3: Students prepare negotiation role-play using at least 3 cultural adaptation strategies. (20 mins)
- Step 4: Students perform role-plays in groups. (20 mins)
- Step 5: Volunteers present to the class. Teacher feedback: "Did they adapt? Did they avoid misunderstandings?" (5 mins)

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: "Which term means communication based on shared context?" → High-context.
- Pair quiz: one student mimes/acts out, the other guesses the word.

Self-Reflection (7–10 mins)

- Students write: "What is one cultural adaptation I will use in my next negotiation?"
- Pair share.
- Teacher closes: "Why is cultural awareness essential in global business?"

Optional Independent Practice

- Research one country's negotiation style.

- Write 5–6 sentences comparing it to your own culture.

Notes for the Instructor

- Emphasize respect and sensitivity when discussing cultural norms.
- Encourage real-life examples from students' experiences.
- Rotate pairs often to expose students to different perspectives.
- Reinforce polite question frames when discussing cultural topics.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 16
- **Topic:** Closing Deals and Agreements (Unit 4)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can summarize agreements clearly.
 - I can draft concise and accurate agreement documents.

- **Handouts:**
 - [Agreement Language Handout](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Agreement Drafting Template](#)
 - [Role-Play Scenarios \(for mini-project\)](#)
- **Audio/Video Files (optional):**
 - [How to Close a Deal, The Basics of Closing a Deal](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
agreement	A shared decision between parties	“They signed an agreement after negotiation.”	Y
terms	The conditions of an agreement	“The payment terms are 30 days.”	Y
draft	To write the first version of a document	“We drafted the contract together.”	Y
clause	A specific section of a contract	“This clause covers cancellation.”	Y
formalize	To make something official	“They formalized the deal in writing.”	Y

Lesson Structure (PPP)

Warm-Up / Review: Cultural Adaptation Recap (15 mins)

Students review Lesson 3 (Cultural Considerations).

- Step 1: Teacher prompt: “Last time, we practiced adapting to culture. What was one cultural difference you remember?”
- Step 2: Students discuss in pairs.

- Step 3: Volunteers share with class.
- Step 4: Transition: “Today we focus on closing deals and putting agreements into clear, professional language.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Agreement Language

- Step 1: Write vocabulary words on the board (agreement, terms, summarize, draft, clause, confirm, formalize).
- Step 2: Teacher says each word, students repeat chorally and individually.
- Step 3: Teacher gives definition + example sentence.
- Step 4: Students brainstorm examples from work or study.
- Step 5: Distribute **Agreement Language Handout** and highlight useful phrases.

Grammar/Function Focus (10–15 mins) – Summarizing and Confirming

- Step 1: Write on the board:
 - Informal: “So, yeah, I think that’s it.”
 - Professional: “Let me summarize what we agreed on: delivery by Friday, payment in 30 days.”
- Step 2: Teacher prompt: “Which is clearer? Why?”
- Step 3: Provide frames: *Let me summarize...* / *To confirm, we agreed on...* / *The key terms are...*
- Step 4: Students practice in pairs: summarize a short deal (e.g., lunch plans, school project).

Mini-Lecture & Video Discussion (10–15 mins) – Closing Deals

- Step 1: Show video *How to Close a Deal Professionally*.
- Step 2: Students note 2 strategies for summarizing, 2 for formalizing.
- Step 3: Group discussion: “Why is written confirmation important?”
- Step 4: Teacher prompt: “What problems happen if agreements are not summarized clearly?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, asking for additional examples.

Controlled Activity 2: Agreement Drafting (20 mins)

- Step 1: Hand out **Agreement Drafting Template**.
- Step 2: Students in pairs complete a draft agreement based on a short scenario (e.g., hiring a freelancer, selling equipment).
- Step 3: Volunteers read their draft aloud.
- Step 4: Class feedback: Was it clear, concise, professional?

[20-Minute Break]

**III. Production (45 mins) – Mini-Project: Negotiation Role-Play
Simulated Negotiation and Agreement**

- Step 1: Distribute **Role-Play Scenarios**.
- Step 2: Students in groups of 3–4 prepare a negotiation role-play. Each group includes:
 - Persuasive language (Lesson 2)
 - Cultural awareness (Lesson 3)
 - Agreement formalization (today's focus)
- Step 3: Groups negotiate for 15–20 minutes.
- Step 4: Groups summarize their deal and draft a short written agreement.
- Step 5: Groups present their agreements to the class.
- Step 6: Teacher feedback: “Was the summary clear? Did the agreement include key terms?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means the first version of a document?” → Draft.
- Pair activity: one student says a definition, the other responds with the word.

Self-Reflection (7–10 mins)

- Students write: “What is one agreement phrase I will use in my future negotiations?”
- Pair share reflections.
- Teacher closes: “Why is clear agreement language the final step in successful negotiation?”

Optional Independent Practice

- Write a short draft agreement for a real or imaginary situation.
- Bring to the next class for feedback.

Notes for the Instructor

- Keep the mini-project structured with clear timing.
- Emphasize professionalism and clarity over length.
- Encourage cultural sensitivity in role-plays.
- Provide positive feedback on both spoken and written agreements.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 17
- **Topic:** Communicating Vision and Goals (Unit 5)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can convey vision statements that inspire and motivate.
 - I can align team goals with organizational objectives.

- **Handouts:**
 - [Vision and Goals Vocabulary Handout](#)
 - [Motivational Phrases Reference Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Vision Statement Analysis Worksheet](#)
 - [Role-Play Scenarios \(communicating vision to a team\)](#)
- **Audio/Video Files (optional):**
 - [3 Things that Make a MEANINGFUL Vision | Simon Sinek](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
vision	A long-term goal or aspiration	"The company's vision is to innovate in clean energy."	Y
mission	The purpose or role of an organization	"Our mission is to provide affordable healthcare."	Y
inspire	To motivate or encourage	"The CEO inspired the staff with her words."	N
align	To bring into agreement	"We must align team goals with company strategy."	Y
commitment	A promise to achieve something	"He showed commitment to the project's success."	N
strategic	Related to long-term planning	"This was a strategic decision for growth."	Y

Lesson Structure (PPP)

Warm-Up / Review: Negotiation Recap (15 mins)

Students review Unit 4 Lesson 4 (Closing Deals and Agreements).

- Step 1: Teacher prompt: “Last time, we closed agreements. What is one phrase we used to summarize an agreement?”
- Step 2: Students share in pairs, then volunteers share with class.
- Step 3: Teacher writes examples on board.
- Step 4: Transition: “Today we shift from agreements to leadership — how leaders communicate vision and goals.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Vision & Goals Terms

- Step 1: Write vocabulary words on the board.
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher provides definition + example.
- Step 4: Students brainstorm one example related to their workplace or studies.
- Step 5: Distribute **Vision and Goals Vocabulary Handout**. Students match terms with sample sentences.

Grammar/Function Focus (10–15 mins) – Motivational Phrases

- Step 1: On the board, write:
 - Plain: “We want to grow.”
 - Motivational: “Together, we can achieve growth and success.”
- Step 2: Teacher prompt: “Which sounds more inspiring? Why?”
- Step 3: Distribute **Motivational Phrases Reference Sheet**.
- Step 4: In pairs, students transform plain statements into motivating ones.

Mini-Lecture & Video Discussion (10–15 mins) – How Leaders Communicate Vision

- Step 1: Show video *How Great Leaders Communicate Vision*.
- Step 2: Students take notes: one technique for vision, one for goals.
- Step 3: Pair discussion: “Which leader did you hear or see who communicated vision well?”
- Step 4: Teacher prompt: “Why is it important to align team goals with vision?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews as class, asking for additional examples.

Controlled Activity 2: Vision Statement Analysis (20 mins)

- Step 1: Hand out **Vision Statement Analysis Worksheet** with 2–3 sample company vision statements.
- Step 2: Students underline motivational language and identify objectives.

- Step 3: Small groups discuss: “Is this vision inspiring? Why or why not?”
- Step 4: Volunteers share analysis.

[20-Minute Break]

III. Production (45 mins)

Role-Play: Presenting Vision and Goals

- Step 1: Divide students into small groups.
- Step 2: Distribute **Role-Play Scenarios** (e.g., launching a new product, leading a project team, starting a new initiative).
- Step 3: Each student prepares a 2–3 minute speech to a “team,” including:
 - A vision statement
 - One or two objectives
 - At least one motivational phrase
- Step 4: Students present in groups; peers act as team members and give feedback.
- Step 5: Volunteers present to class. Teacher feedback: “Was it motivating? Were goals aligned with vision?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means a long-term aspiration?” → Vision.
- Pair quiz: one student says a definition, the other responds with the word.

Self-Reflection (7–10 mins)

- Students write: “What is one phrase I could use to inspire my team in the future?”
- Pair share.
- Teacher closes: “Why is vision important for leadership communication?”

Optional Independent Practice

- Write a short vision statement for a real or imagined company or project.
- Bring to next class for peer review.

Notes for the Instructor

- Encourage students to be bold and inspiring with language.
- Correct phrasing gently to preserve motivation.
- Adapt role-play scenarios to students’ professional backgrounds.
- Balance feedback between vocabulary use and delivery style.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 18
- **Topic:** Delegating Tasks Effectively (Unit 5)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can delegate responsibilities based on team members' strengths.
 - I can provide necessary resources and support for delegated tasks.

- **Handouts:**
 - Delegation Vocabulary Handout
 - [Delegation Phrases Reference Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Task Assignment Worksheet](#)
 - [Role-Play Scenarios \(delegating tasks in teams\)](#)
- **Audio/Video Files (optional):**
 - [Steve Jobs talks about managing people](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
delegate	To give responsibility to someone else	"She delegated the report to her assistant."	Y
responsibility	A duty or task assigned	"It is his responsibility to manage the budget."	Y
authority	The power to make decisions	"Managers have the authority to approve expenses."	Y
accountability	Being responsible for results	"She took accountability for the mistake."	Y
resource	Something needed to complete a task	"The team needs more resources to finish on time."	Y
prioritize	To decide what tasks are most important	"We must prioritize urgent requests."	Y
strengths	Skills or abilities someone is good at	"We assign tasks based on people's strengths."	N

Lesson Structure (PPP)

Warm-Up / Review: Vision and Goals Recap (15 mins)

Students review Lesson 1 (Communicating Vision and Goals).

- Step 1: Teacher prompt: “Last time, we practiced motivating teams with vision and goals. What phrase did you find inspiring?”
- Step 2: Students share in pairs, then volunteers share with class.
- Step 3: Teacher writes examples on the board.
- Step 4: Transition: “Today we focus on delegating tasks to achieve those goals effectively.”

I. Presentation (40 mins)**Vocabulary Introduction (15 mins) – Delegation Terms**

- Step 1: Write vocabulary words on the board (delegate, responsibility, authority, accountability, resource, prioritize, strengths).
- Step 2: Teacher says each word, students repeat chorally and individually.
- Step 3: Teacher gives definition + example sentence.
- Step 4: Students give their own examples from study or work.
- Step 5: Distribute **Delegation Vocabulary Handout**. Students match terms with real-life examples.

Grammar/Function Focus (10–15 mins) – Giving Instructions Clearly

- Step 1: On the board, write:
 - Unclear: “Can you do this thing later?”
 - Clear: “I’d like you to prepare the sales report by Friday. You have full authority to use the database.”
- Step 2: Teacher prompt: “Which is clearer? Why?”
- Step 3: Distribute **Delegation Phrases Reference Sheet**.
- Step 4: In pairs, students transform unclear instructions into clear task assignments.

Mini-Lecture & Video Discussion (10–15 mins) – Effective Delegation

- Step 1: Show video *How Great Leaders Delegate Effectively*.
- Step 2: Students take notes: 2 Do’s and 2 Don’ts for delegation.
- Step 3: Small group discussion: “Which Do’s will you try in your own work?”
- Step 4: Teacher prompt: “Why is matching tasks to strengths important?”

II. Practice (40 mins)**Controlled Activity 1: Vocabulary Gap-Fill (20 mins)**

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, eliciting additional examples.

Controlled Activity 2: Task Assignment Practice (20 mins)

- Step 1: Hand out **Task Assignment Worksheet** (with team member profiles and tasks).
- Step 2: Students in pairs decide who should do each task and why.
- Step 3: Pairs share with class.
- Step 4: Teacher feedback: “Did you delegate based on strengths? Did you give clear instructions?”

[20-Minute Break]

III. Production (45 mins)

Role-Play: Delegating Tasks in Teams

- Step 1: Divide students into small groups.
- Step 2: Distribute **Role-Play Scenarios** (e.g., planning an event, organizing a project, running a department).
- Step 3: One student plays the manager, others are team members. The manager must:
 - Delegate at least 3 tasks
 - Provide resources and instructions
 - Clarify accountability
- Step 4: Switch managers so all students practice giving instructions.
- Step 5: Volunteers perform for class. Teacher feedback: “Were tasks clear? Did they match strengths?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means being responsible for results?” → Accountability.
- Pair quiz: one student says a definition, the other answers with the word.

Self-Reflection (7–10 mins)

- Students write: “What is one delegation strategy I will try in my real work or studies?”
- Pair share reflections.
- Teacher closes: “Why is delegation essential for effective leadership?”

Optional Independent Practice

- Write a short plan: delegate 3 tasks to an imaginary team.
- Share with the next class.

Notes for the Instructor

- Remind students that delegation is about trust and clarity.
- Encourage concise, polite language when giving instructions.
- Ensure all students practice both “manager” and “team member” roles.

- Provide positive feedback on clarity and appropriateness of delegation.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 19
- **Topic:** Providing Constructive Feedback (Unit 5)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can give feedback that is specific, actionable, and empathetic.
 - I can receive feedback openly and use it for improvement.

- **Handouts:**
 - [Feedback Vocabulary Handout](#)
 - [Feedback Sentence Frames Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Feedback Role-Play Cards](#)
- **Audio/Video Files (optional):**
 - [The secret to giving great feedback | The Way We Work, a TED series](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
constructive	Helpful and supportive, not negative	“Her feedback was constructive and motivating.”	Y
actionable	Possible to do or implement	“The manager gave actionable steps for improvement.”	Y
empathy	Understanding another person’s feelings	“He showed empathy when giving difficult feedback.”	N
criticism	A negative comment	“Constructive criticism helps us improve.”	N
praise	Words of approval or encouragement	“She praised the team for their hard work.”	N
specific	Clear and detailed	“Be specific: say exactly what needs to change.”	N
improvement	A positive change	“The feedback led to big improvement.”	N

Lesson Structure (PPP)

Warm-Up / Review: Delegation Recap (15 mins)

Students review Lesson 2 (Delegating Tasks).

- Step 1: Teacher prompt: “Last time, we practiced delegating tasks. What phrase did you use to assign responsibility?”
- Step 2: Students in pairs share examples.
- Step 3: Volunteers share with class; teacher writes on board.
- Step 4: Transition: “Today we focus on giving feedback after delegation — how to support improvement constructively.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Feedback Terms

- Step 1: Write vocabulary words on the board (constructive, actionable, empathy, criticism, praise, specific, improvement).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher provides definition + example.
- Step 4: Students suggest workplace examples.
- Step 5: Distribute **Feedback Vocabulary Handout**. Students match terms with example sentences.

Grammar/Function Focus (10–15 mins) – Feedback Frames

- Step 1: Write on the board:
 - Negative: “This is bad.”
 - Constructive: “This part was strong, but next time try adding more detail.”
- Step 2: Teacher prompt: “Which motivates improvement? Why?”
- Step 3: Distribute **Feedback Sentence Frames Sheet** (e.g., *I liked...*, *Next time you could...*).
- Step 4: Students practice using frames in pairs with sample tasks (e.g., a homework assignment, a short presentation).

Mini-Lecture & Video Discussion (10–15 mins) – How to Give Feedback

- Step 1: Show video *How to Give Constructive Feedback*.
- Step 2: Students take notes: 2 Do’s and 2 Don’ts.
- Step 3: Small group discussion: “Which Do is most important? Why?”
- Step 4: Teacher prompt: “Why should feedback balance praise and criticism?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, asking for extra examples.

Controlled Activity 2: Feedback Role-Play (20 mins)

- Step 1: Hand out **Feedback Role-Play handout** with short situations (e.g., late report, excellent presentation, incomplete task).
- Step 2: In pairs, one student gives feedback using sentence frames, the other responds appropriately.
- Step 3: Switch roles and repeat.
- Step 4: Volunteers perform for class. Teacher feedback: “Was the feedback constructive and specific?”

[20-Minute Break]

III. Production (45 mins)

Role-Play: Giving and Receiving Feedback in Teams

- Step 1: Divide students into small groups.
- Step 2: Assign group tasks (e.g., plan a meeting, create a mini-poster, prepare a 1-minute talk).
- Step 3: Groups complete tasks in 10 minutes.
- Step 4: After presentations, peers give structured feedback using vocabulary and frames.
- Step 5: Teacher feedback on use of constructive, specific, and actionable language.

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means feedback that is helpful, not negative?” → Constructive.
- Pair quiz: one student says a definition, the other responds with the word.

Self-Reflection (7–10 mins)

- Students write: “Do I usually give more praise or criticism? How can I balance them better?”
- Pair share reflections.
- Teacher closes: “Why is empathy important when giving feedback?”

Optional Independent Practice

- Write feedback for a classmate’s short piece of work (real or imagined).
- Use at least one praise point and one suggestion for improvement.

Notes for the Instructor

- Encourage balanced feedback: positive + suggestion.
- Remind students to use polite and supportive tone.
- Provide real-time correction during role-plays.
- Give extra support to students uncomfortable with criticism.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 20
- **Topic:** Managing Difficult Conversations (Unit 5)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can handle disagreements professionally and tactfully.
 - I can use diplomatic language to address conflicts or sensitive issues.

- **Handouts:**
 - [Difficult Conversations Vocabulary Handout](#)
 - [Diplomatic Phrases Reference Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Difficult Conversation Scenarios](#)
 - [Mini-Project Guidelines Sheet](#)

- **Audio/Video Files (optional):**
 - [How to Control Your Emotions During a Difficult Conversation: The Harvard Business Review Guide](#)

- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
conflict	A disagreement between people	"The conflict was about deadlines."	Y
tactful	Saying things carefully to avoid offense	"She was tactful when discussing mistakes."	N
diplomatic	Polite and respectful in difficult situations	"He gave a diplomatic response to the criticism."	Y
tension	Stress or strain between people	"There was tension in the meeting."	N
resolve	To solve or settle a problem	"We resolved the issue after discussion."	N
escalate	To make a problem worse or more intense	"The argument escalated quickly."	Y

Lesson Structure (PPP)

Warm-Up / Review: Feedback Recap (15 mins)

Students review Lesson 3 (Providing Constructive Feedback).

- Step 1: Teacher prompt: “Last time, we practiced giving feedback. What is one feedback phrase you found useful?”
- Step 2: Students discuss in pairs.
- Step 3: Volunteers share; teacher writes phrases on the board.
- Step 4: Transition: “Today we will learn how to use similar constructive language in difficult conversations.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Conflict Management Terms

- Step 1: Write vocabulary words on the board (conflict, tactful, diplomatic, compromise, tension, resolve, escalate).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher gives definition + example.
- Step 4: Students brainstorm examples of when they might use these terms.
- Step 5: Distribute **Difficult Conversations Vocabulary Handout**. Students match terms with sentences.

Grammar/Function Focus (10–15 mins) – Diplomatic Phrases

- Step 1: Write on the board:
 - Direct: “You are wrong.”
 - Diplomatic: “I see your point, but I’d like to suggest another option.”
- Step 2: Teacher prompt: “Which keeps the conversation calmer? Why?”
- Step 3: Distribute **Diplomatic Phrases Reference Sheet** (e.g., *I understand your concern... / Let’s find a solution together...*).
- Step 4: Students practice turning direct statements into diplomatic ones in pairs.

Mini-Lecture & Video Discussion (10–15 mins) – Difficult Conversations at Work

- Step 1: Show video *How to Handle Difficult Conversations at Work*.
- Step 2: Students take notes: 2 useful phrases, 2 strategies for staying calm.
- Step 3: Group discussion: “Which strategy is hardest for you? Why?”
- Step 4: Teacher prompt: “What happens if a manager escalates conflict instead of resolving it?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, asking for additional examples.

Controlled Activity 2: Difficult Conversation Scenarios (20 mins)

- Step 1: Hand out **Difficult Conversation Scenarios** (e.g., missed deadlines, team conflict, poor performance).
- Step 2: Students in pairs role-play the conversation using diplomatic phrases.
- Step 3: Switch roles and repeat with another scenario.
- Step 4: Teacher feedback: “Did they use tactful language? Did they suggest solutions?”

[20-Minute Break]

III. Production (45 mins) – Mini-Project: Manage a Team Scenario

Simulated Team Leadership Task

- Step 1: Distribute **Mini-Project Guidelines Sheet**.
- Step 2: Students act as team leaders in small groups. They must:
 - Assign tasks clearly (Unit 5 Lesson 2 skill)
 - Monitor progress and give feedback (Lesson 3 skill)
 - Manage a short difficult conversation (today’s focus)
- Step 3: Groups role-play for 25 minutes (planning, assigning, giving feedback, handling a conflict).
- Step 4: Each group writes a short **Team Performance Summary Report** (next steps, strengths, areas for improvement). (10 mins)
- Step 5: Groups present summaries to class. Teacher feedback: “Was the communication clear? Was the conflict managed tactfully?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means solving a problem?” → Resolve.
- Pair quiz: one student says a definition, the other responds with the word.

Self-Reflection (7–10 mins)

- Students write: “How do I usually react in a difficult conversation? What can I change?”
- Pair share reflections.
- Teacher closes: “Why is tactful language essential in leadership communication?”

Optional Independent Practice

- Reflect on a past difficult conversation. Write how you would handle it differently using today’s strategies.

Notes for the Instructor

- Monitor tone carefully in role-plays; remind students to stay professional.
- Emphasize solutions-focused communication, not blame.

- Encourage empathy and active listening as part of conflict resolution.
- Allow extra time for discussion if strong emotions arise.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 21
- **Topic:** Identifying and Describing Problems (Unit 6)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe a workplace problem clearly and with relevant details.
 - I can use formal vocabulary to explain situations and outcomes.

- **Handouts:**
 - [Problem-Solving Vocabulary Handout](#)
 - [Structured Problem Description Template](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Workplace Problem Scenarios \(for role-plays\)](#)
- **Audio/Video Files (optional):**
 - [How miscommunication happens \(and how to avoid it\) - Katherine Hampsten](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
issue	A problem or difficulty	“The main issue is delays in delivery.”	Y
root cause	The main reason for a problem	“The root cause of delays is lack of staff.”	Y
obstacle	Something blocking progress	“A key obstacle is poor communication.”	Y
outcome	The result of an action or problem	“The outcome was lower sales.”	N
detail	A specific piece of information	“Please include more details in the report.”	N
relevant	Directly connected to the topic	“Only relevant data should be presented.”	Y

Lesson Structure (PPP)

Warm-Up / Review: Difficult Conversations Recap (15 mins)

Students review Unit 5 Lesson 4 (Managing Difficult Conversations).

- Step 1: Teacher prompt: “Last time, we practiced handling conflict. What phrase did you use to respond diplomatically?”
- Step 2: Students share in pairs, then volunteers share with class.
- Step 3: Teacher writes phrases on the board.
- Step 4: Transition: “Today we’ll use similar clarity to describe workplace problems.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Problem-Solving Terms

- Step 1: Write vocabulary words on the board (issue, root cause, obstacle, outcome, detail, relevant, clarify).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher gives definition + example.
- Step 4: Students suggest one workplace example for each word.
- Step 5: Distribute **Problem-Solving Vocabulary Handout**. Students match words with sample sentences.

Grammar/Function Focus (10–15 mins) – Structured Language for Describing Problems

- Step 1: Write on the board:
 - Informal: “We have a problem.”
 - Formal: “The issue we are facing is delays in delivery caused by a shortage of staff.”
- Step 2: Teacher prompt: “Which description is clearer? Why?”
- Step 3: Provide frames: *The main issue is... / One obstacle we face is... / The root cause appears to be...*
- Step 4: In pairs, students describe a simple problem (e.g., being late for class) using formal frames.

Mini-Lecture & Video Discussion (10–15 mins) – Clear Problem Descriptions

- Step 1: Show video *How to Describe Workplace Problems Clearly*.
- Step 2: Students note: 2 useful phrases and 2 strategies (e.g., be specific, focus on facts).
- Step 3: Group discussion: “Why is being specific important in problem-solving?”
- Step 4: Teacher prompt: “What happens if a problem is described too vaguely?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, asking for additional examples.

Controlled Activity 2: Structured Problem Description (20 mins)

- Step 1: Hand out **Structured Problem Description Template**.
- Step 2: Students read a short scenario (e.g., customer complaints about delays).

- Step 3: In pairs, they fill out the template: describe the issue, give details, identify possible root cause.
- Step 4: Volunteers read their descriptions. Teacher feedback: “Was it clear and specific?”

[20-Minute Break]

III. Production (45 mins)

Role-Play: Workplace Problem Scenarios

- Step 1: Distribute **Workplace Problem Scenarios** (e.g., broken equipment, communication breakdown, scheduling conflict).
- Step 2: In pairs/groups, students role-play explaining the problem to a manager or colleague.
- Step 3: Each student must:
 - State the main issue
 - Provide 2–3 relevant details
 - Suggest what the root cause might be
- Step 4: Rotate roles so all students practice being both problem-describer and listener.
- Step 5: Volunteers present for class. Teacher feedback: “Was the description structured? Were details relevant?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means the main reason for a problem?” → Root cause.
- Pair quiz: one student says a definition, the other responds with the word.

Self-Reflection (7–10 mins)

- Students write: “Do I usually explain problems clearly? What will I do differently after today?”
- Pair share.
- Teacher closes: “Why is describing a problem the first step to solving it?”

Optional Independent Practice

- Write a short paragraph describing a real workplace issue you know.
- Use today’s frames: *The main issue is...* / *The root cause appears to be...*

Notes for the Instructor

- Stress clarity: avoid vague language like “things aren’t good.”
- Encourage students to separate facts (details) from assumptions.
- Provide real-time correction on word choice and structure.
- Rotate scenarios to maximize participation.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 22
- **Topic:** Analyzing Causes and Effects (Unit 6)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can use cause-and-effect language to explain issues.
 - I can connect ideas logically to describe processes and outcomes.

- **Handouts:**
 - [Cause-and-Effect Vocabulary Handout](#)
 - [Linking Phrases Reference Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Case Study Analysis Worksheet](#)
 - [Role-Play Scenarios \(explaining problems and effects\)](#)
- **Audio/Video Files (optional):**
 - [Macro: Unit 1.1 -- The Business Cycle](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
cause	The reason something happens	"The main cause of delays was staff shortage."	Y
effect	The result of an action	"The effect was missed deadlines."	Y
factor	One part that contributes to a result	"A key factor was poor planning."	Y
consequence	A result, often negative	"The consequence was losing a client."	Y
impact	A strong effect or influence	"The new policy had a big impact on sales."	Y
lead to	To result in something	"Late payments led to cash flow problems."	Y
result in	To cause something to happen	"Miscommunication resulted in errors."	Y

Lesson Structure (PPP)

Warm-Up / Review: Problem Descriptions Recap (15 mins)

Students review Lesson 1 (Identifying and Describing Problems).

- Step 1: Teacher prompt: “Last time, we practiced describing workplace problems. What is one useful phrase you used to explain an issue?”
- Step 2: Students share in pairs.
- Step 3: Volunteers share with class; teacher writes examples on board.
- Step 4: Transition: “Today we will go deeper by explaining causes and effects of problems.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Cause-and-Effect Terms

- Step 1: Write vocabulary words on the board (cause, effect, factor, consequence, impact, lead to, result in).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher provides definition + example sentence.
- Step 4: Students brainstorm workplace examples for each.
- Step 5: Distribute **Cause-and-Effect Vocabulary Handout**. Students match terms with example sentences.

Grammar/Function Focus (10–15 mins) – Linking Phrases

- Step 1: On the board, write:
 - Simple: “We had fewer staff. We missed deadlines.”
 - Linked: “Fewer staff led to missed deadlines.”
- Step 2: Teacher prompt: “Which is clearer and more professional?”
- Step 3: Distribute **Linking Phrases Reference Sheet** (*because of, due to, as a result of, led to, resulted in*).
- Step 4: In pairs, students rewrite short statements using linking phrases.

Mini-Lecture & Video Discussion (10–15 mins) – Explaining Causes and Effects

- Step 1: Show video *Explaining Causes and Effects in Business*.
- Step 2: Students take notes: 2 cause phrases, 2 effect phrases.
- Step 3: Group discussion: “Which phrases sound most natural to you?”
- Step 4: Teacher prompt: “Why is it important to explain both causes and effects?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, eliciting additional examples.

Controlled Activity 2: Case Study Analysis (20 mins)

- Step 1: Hand out **Case Study Analysis Worksheet** (short text about a business problem, e.g., decline in customer satisfaction).
- Step 2: Students underline causes and effects.
- Step 3: Pairs write one paragraph using cause-and-effect phrases.
- Step 4: Volunteers share; teacher feedback: “Did they use linking language correctly?”

[20-Minute Break]

III. Production (45 mins)

Role-Play: Explaining Causes and Effects

- Step 1: Distribute **Role-Play Scenarios** (e.g., explaining why sales dropped, why a project failed, why a deadline was missed).
- Step 2: Students work in pairs/groups. One plays the manager asking questions, the other explains using vocabulary and linking phrases.
- Step 3: Rotate partners so all students practice multiple scenarios.
- Step 4: Volunteers perform for class. Teacher feedback: “Was the explanation logical and clear?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means a negative result?” → Consequence.
- Pair activity: one student gives a cause, the other responds with an effect.

Self-Reflection (7–10 mins)

- Students write: “Do I usually explain causes or only effects? How can I improve my explanations?”
- Pair share.
- Teacher closes: “Why is analyzing both causes and effects important in problem solving?”

Optional Independent Practice

- Write a short paragraph: describe a problem, explain one cause, and describe its effect.
- Use at least two linking phrases.

Notes for the Instructor

- Emphasize accuracy in linking phrases.
- Encourage students to go beyond surface causes to deeper root causes.
- Provide supportive correction during pair/group work.
- Reinforce balance: every cause should connect to an effect.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 23
- **Topic:** Proposing and Evaluating Solutions (Unit 6)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can propose realistic solutions and justify my choices.
 - I can weigh pros and cons using comparative structures.

- **Handouts:**
 - [Solutions Vocabulary Handout](#)
 - [Pros and Cons Phrases Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Solution Evaluation Worksheet](#)
 - [Role-Play Scenarios \(problem-solving discussions\)](#)
- **Audio/Video Files (optional):**
 - [Find Problem, Solve Problem | Ariana Glantz | TEDxMemphis](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
solution	An answer to a problem	"One solution is to hire more staff."	N
alternative	Another possible option	"An alternative is outsourcing the task."	N
advantage	A positive aspect	"One advantage is lower cost."	N
disadvantage	A negative aspect	"A disadvantage is reduced quality."	N
feasible	Possible and practical	"Is this plan feasible with our budget?"	Y
implement	To put into action	"We will implement the new system next month."	Y

Lesson Structure (PPP)

Warm-Up / Review: Causes and Effects Recap (15 mins)

Students review Lesson 2 (Analyzing Causes and Effects).

- Step 1: Teacher prompt: “Last time, we explained causes and effects. What linking phrase did you use?”
- Step 2: Students share in pairs, then volunteers share with class.
- Step 3: Teacher writes phrases on the board.
- Step 4: Transition: “Today we move to solutions: how to propose and evaluate them.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Solutions Terms

- Step 1: Write vocabulary words on the board (solution, alternative, advantage, disadvantage, feasible, justify, implement).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher provides definition + example sentence.
- Step 4: Students brainstorm one possible workplace example for each.
- Step 5: Distribute **Solutions Vocabulary Handout**. Students match terms with sentences.

Grammar/Function Focus (10–15 mins) – Pros and Cons Structures

- Step 1: On the board, write:
 - Simple: “This idea is good.”
 - Comparative: “This solution is more feasible because it costs less.”
- Step 2: Teacher prompt: “Which gives more information?”
- Step 3: Distribute **Pros and Cons Phrases Sheet** (e.g., *One advantage is... / On the other hand, a disadvantage is...*).
- Step 4: Students practice giving one advantage and one disadvantage for sample ideas.

Mini-Lecture & Video Discussion (10–15 mins) – Proposing Solutions

- Step 1: Show video *How to Propose Solutions Effectively*.
- Step 2: Students note: 2 ways to propose, 2 ways to evaluate.
- Step 3: Small group discussion: “Which strategy do you already use?”
- Step 4: Teacher prompt: “Why is it important to consider both pros and cons?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, eliciting extra examples.

Controlled Activity 2: Solution Evaluation (20 mins)

- Step 1: Hand out **Solution Evaluation Worksheet** (short workplace problem + 2–3 proposed solutions).
- Step 2: Students in pairs list pros and cons of each solution.

- Step 3: Pairs rank the solutions from best to worst and justify their ranking.
- Step 4: Volunteers share; teacher feedback: “Did they give clear reasons?”

[20-Minute Break]

III. Production (45 mins)

Role-Play: Problem-Solving Discussions

- Step 1: Distribute **Role-Play Scenarios** (e.g., declining sales, team conflict, budget cuts).
- Step 2: In groups, students propose at least 2 solutions, evaluate pros and cons, and choose one to implement.
- Step 3: Each group presents their final decision and justification to class.
- Step 4: Teacher feedback: “Was the solution feasible? Did they justify their choice clearly?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means another possible option?” → Alternative.
- Pair activity: one student gives a word, the other uses it in a sentence.

Self-Reflection (7–10 mins)

- Students write: “Am I better at proposing ideas or evaluating them? How will I improve the other skill?”
- Pair share.
- Teacher closes: “Why is evaluating solutions as important as suggesting them?”

Optional Independent Practice

- Write a short proposal for a workplace problem: describe 2 solutions, with pros and cons.

Notes for the Instructor

- Encourage balanced evaluation: one advantage and one disadvantage for each solution.
- Correct comparative structures gently.
- Keep discussions realistic and professional.
- Provide supportive feedback during group presentations.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 24
- **Topic:** Making Collaborative Decisions (Unit 6)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can participate in decision-making discussions.
 - I can express agreement and disagreement politely and constructively.

- **Handouts:**
 - [Decision-Making Vocabulary Handout](#)
 - [Agreement & Disagreement Phrases Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Decision-Making Case Study](#)
 - [Mini-Project Guidelines Sheet](#)
- **Audio/Video Files (optional):**
 - [Collaboration Tip - Making decisions on a team](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
consensus	A general agreement by the group	"The team reached consensus after discussion."	Y
majority	More than half of a group	"The majority voted for the first option."	Y
option	A possible choice	"We discussed three options for the project."	N
proposal	A suggested plan or idea	"She made a proposal to change suppliers."	Y
disagree politely	To express a different view respectfully	"I see your point, but I suggest another approach."	N

Lesson Structure (PPP)

Warm-Up / Review: Solutions Recap (15 mins)

Students review Lesson 3 (Proposing and Evaluating Solutions).

- Step 1: Teacher prompt: “Last time, we proposed and evaluated solutions. What phrase did you use to introduce an advantage or disadvantage?”
- Step 2: Students share in pairs, then volunteers share with class.
- Step 3: Teacher writes examples on the board.
- Step 4: Transition: “Today we will make group decisions using those solutions.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Decision-Making Terms

- Step 1: Write vocabulary words on the board (consensus, majority, option, proposal, compromise, constructive, disagree politely).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher provides definition + example sentence.
- Step 4: Students suggest how each term might be used in a meeting.
- Step 5: Distribute **Decision-Making Vocabulary Handout**. Students match terms with sentences.

Grammar/Function Focus (10–15 mins) – Agreeing and Disagreeing Politely

- Step 1: On the board, write:
 - Direct: “You’re wrong.”
 - Polite: “I see your point, but I’d like to suggest another option.”
- Step 2: Teacher prompt: “Which is more constructive? Why?”
- Step 3: Distribute **Agreement & Disagreement Phrases Sheet**.
- Step 4: Students practice in pairs: one proposes an idea, the other agrees or disagrees politely.

Mini-Lecture & Video Discussion (10–15 mins) – Collaborative Decision-Making

- Step 1: Show video *How Teams Make Collaborative Decisions*.
- Step 2: Students note: 2 strategies for reaching consensus, 2 polite disagreement phrases.
- Step 3: Small group discussion: “Which strategy would work best in your culture or workplace?”
- Step 4: Teacher prompt: “Why is consensus often better than majority voting?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, asking for additional examples.

Controlled Activity 2: Decision-Making Case Study (20 mins)

- Step 1: Hand out **Decision-Making Case Study** (e.g., company must cut costs by 10%).
- Step 2: Students in small groups read the case and discuss 3 options.
- Step 3: Groups evaluate pros and cons, then decide on one solution.

- Step 4: Groups present their decision to class. Teacher feedback: “Was the decision collaborative? Was language polite?”

[20-Minute Break]

III. Production (45 mins) – Mini-Project: Problem-Solving Workshop Collaborative Problem-Solving Simulation

- Step 1: Distribute **Mini-Project Guidelines Sheet**.
- Step 2: In groups of 4–5, students identify a workplace issue (or use a provided scenario).
- Step 3: Groups must:
 - Propose at least 2–3 solutions
 - Evaluate advantages and disadvantages
 - Reach a group decision (consensus if possible)
 - Prepare a short presentation (5 minutes) with rationale
- Step 4: Groups present their final recommendation to the class.
- Step 5: Teacher feedback: “Was the decision collaborative? Did everyone contribute?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means a decision everyone agrees on?” → Consensus.
- Pair activity: one student gives a definition, the other responds with the word.

Self-Reflection (7–10 mins)

- Students write: “Am I better at agreeing or disagreeing politely? What will I improve?”
- Pair share reflections.
- Teacher closes: “Why is collaborative decision-making essential in teams?”

Optional Independent Practice

- Watch a recorded business meeting or panel discussion.
- Write 5 sentences about how decisions were made and what strategies were used.

Notes for the Instructor

- Encourage equal participation in group discussions.
- Monitor tone during disagreements to ensure politeness.
- Remind students to support their opinions with reasons.
- Emphasize consensus-building as a leadership skill.

Course Title: General Business English

CEFR Level: B2

Lesson Number: 25

Topic: Describing Trends and Data (Unit 7)

Lesson Duration: 3 hours (1hr20 - break 20mins - 1hr20)

Can-Do Objectives: (Aligned with CEFR descriptors)

- I can describe upward, downward, and stable trends using business vocabulary.
- I can interpret basic data in charts and graphs.

● **Handouts:**

- [Trends Vocabulary Handout](#)
- [Describing Data Phrases Sheet](#)
- [Vocabulary Gap-Fill Worksheet](#)
- [Chart Analysis Worksheet](#)
- [Role-Play Scenarios \(presenting data\)](#)
- [Copy of Trends Vocabulary](#)

● **Audio/Video Files (optional):**

- [How do you describe a graph in English? Business English and IELTS writing task 1](#)

● **Required Tech / Supplies:**

- Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
increase	To go up in number or amount	“Sales increased last quarter.”	Y
decrease	To go down in number or amount	“Profits decreased after the new policy.”	Y
fluctuate	To go up and down	“The stock price fluctuated throughout the year.”	Y
remain stable	To stay the same	“Costs remained stable in 2023.”	Y
peak	The highest point	“Sales peaked in December.”	Y
decline	A steady decrease	“There was a decline in customer interest.”	Y
slight/sharp	Describing small or large changes	“There was a sharp rise in demand.”	Y

Lesson Structure (PPP)

Warm-Up / Review: Collaborative Decision-Making Recap (15 mins)

Students review Unit 6 Lesson 4 (Making Collaborative Decisions).

- Step 1: Teacher prompt: “Last time, we worked in groups to solve problems. What phrase did you use to agree or disagree politely?”
- Step 2: Students share in pairs.
- Step 3: Volunteers share; teacher writes on the board.
- Step 4: Transition: “Today we focus on trends and data — key tools for business decision-making.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Trends Terms

- Step 1: Write vocabulary words on the board (increase, decrease, fluctuate, remain stable, peak, decline, slight/sharp).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher provides definition + example sentence.
- Step 4: Students brainstorm one real-world example (e.g., “The price of oil increased last year”).
- Step 5: Distribute **Trends Vocabulary Handout**. Students match terms with example sentences.

Grammar/Function Focus (10–15 mins) – Describing Trends in Sentences

- Step 1: Write on the board:
 - Simple: “Sales went up.”
 - Precise: “Sales increased sharply by 20% in Q3.”
- Step 2: Teacher prompt: “Which is more professional? Why?”
- Step 3: Distribute **Describing Data Phrases Sheet** (e.g., *a sharp increase, a slight decline, remained stable at*).
- Step 4: In pairs, students transform simple sentences into precise business English.

Mini-Lecture & Video Discussion (10–15 mins) – How to Describe Trends

- Step 1: Show video *How to Describe Business Trends in English*.
- Step 2: Students take notes: 2 upward phrases, 2 downward phrases.
- Step 3: Group discussion: “Which trend phrases sound most useful to you?”
- Step 4: Teacher prompt: “Why do we need both numbers and adjectives to describe data clearly?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, eliciting more examples.

Controlled Activity 2: Chart Analysis (20 mins)

- Step 1: Hand out **Chart Analysis Worksheet** with simple graphs (e.g., sales rising, costs falling, fluctuating stock prices).
- Step 2: Students describe each chart in pairs using target vocabulary and phrases.
- Step 3: Teacher prompt: “Use one adjective and one number in your description.”
- Step 4: Volunteers present one chart description to class.

[20-Minute Break]**III. Production (45 mins)****Role-Play: Presenting Data in Meetings**

- Step 1: Distribute **Role-Play Scenarios** (e.g., sales report, market analysis, product performance).
- Step 2: In groups, students prepare a short (2–3 minute) presentation describing a chart or data set.
- Step 3: Each student must describe at least one trend (up, down, stable, fluctuation).
- Step 4: Groups present to class. Peers listen and note one upward and one downward trend from each presentation.
- Step 5: Teacher feedback: “Was the description precise? Did they use vocabulary correctly?”

IV. Wrap-Up (15 mins)**Vocabulary Review (5–7 mins)**

- Teacher quiz: “Which word means the highest point?” → Peak.
- Pair quiz: one student says a definition, the other responds with the word.

Self-Reflection (7–10 mins)

- Students write: “Do I usually describe data in simple or precise language? What phrase will I use next time?”
- Pair share.
- Teacher closes: “Why is describing data clearly important in business communication?”

Optional Independent Practice

- Find a simple chart online (e.g., stock market, company growth).
- Write 5 sentences describing the trends using today’s vocabulary.

Notes for the Instructor

- Encourage use of adjectives (slight/sharp) plus numbers for precision.
- Correct errors in tense (e.g., past vs. present trends).

- Provide scaffolding for students less comfortable with data analysis.
- Keep role-play presentations short but realistic.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 26
- **Topic:** Talking About Digital Transformation (Unit 7)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can explain how technology has changed how we work.
 - I can describe tools or innovations that have improved efficiency.

- **Handouts:**
 - [Digital Transformation Vocabulary Handout](#)
 - [Useful Phrases for Digital Impact Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Workplace Technology Case Studies](#)
 - [Role-Play Scenarios \(discussing innovations\)](#)
- **Audio/Video Files (optional):**
 - [Why Technology Is Changing Business: The Three Digital Capabilities | MIT Sloan](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
innovation	A new idea or method	“The company introduced an innovation in logistics.”	Y
automation	Technology performing tasks without humans	“Automation reduced errors in production.”	Y
efficiency	Doing something with less time or effort	“The new software improved efficiency.”	Y
digital tools	Software or platforms used for work	“We use digital tools like Slack and Zoom.”	Y
transformation	A major change in process or system	“Digital transformation reshaped the company.”	Y
artificial Intelligence (AI)	Computer systems simulating human intelligence	“AI helps analyze customer behavior.”	Y
data-driven	Based on information and analysis	“Our strategy is data-driven.”	Y

Lesson Structure (PPP)

Warm-Up / Review: Trends Recap (15 mins)

Students review Lesson 1 (Describing Trends and Data).

- Step 1: Teacher prompt: “Last time, we described business trends. What phrase did you use to describe an increase or decrease?”
- Step 2: Students share in pairs.
- Step 3: Volunteers share with class; teacher writes examples on the board.
- Step 4: Transition: “Today we focus on digital transformation — how technology is changing the way we work.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Digital Transformation Terms

- Step 1: Write vocabulary words on the board (innovation, automation, efficiency, digital tools, transformation, AI, data-driven).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher provides definition + example sentence.
- Step 4: Students give one example of each term from their own experience.
- Step 5: Distribute **Digital Transformation Vocabulary Handout**. Students match terms with example uses.

Grammar/Function Focus (10–15 mins) – Talking About Impact

- Step 1: On the board, write:
 - Simple: “We use new software.”
 - Structured: “The new software improved efficiency and transformed communication.”
- Step 2: Teacher prompt: “Which is clearer and more professional? Why?”
- Step 3: Distribute **Useful Phrases for Digital Impact Sheet** (*This tool allows us to... / This innovation has improved... / As a result of automation...*).
- Step 4: Students practice making impact statements in pairs.

Mini-Lecture & Video Discussion (10–15 mins) – The Impact of Digital Transformation

- Step 1: Show video *How Digital Transformation Is Changing Business*.
- Step 2: Students take notes: 2 tools mentioned, 2 impacts described.
- Step 3: Small group discussion: “Which tool or impact is most relevant to your work or studies?”
- Step 4: Teacher prompt: “Why is digital transformation important for competitiveness?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews as class, eliciting further examples.

Controlled Activity 2: Case Studies (20 mins)

- Step 1: Hand out **Workplace Technology Case Studies** (e.g., retail company introducing e-commerce, factory adopting automation, HR team using AI recruitment).
- Step 2: Students in pairs read one case study and underline examples of innovation and impact.
- Step 3: Pairs summarize the impact using target phrases.
- Step 4: Volunteers share with class. Teacher feedback: “Was the description clear and specific?”

[20-Minute Break]

III. Production (45 mins)

Role-Play: Discussing Innovations in Business

- Step 1: Distribute **Role-Play Scenarios** (e.g., presenting a new tool to management, convincing a colleague to adopt an app, explaining digital changes to clients).
- Step 2: In pairs/groups, students role-play conversations using at least 3 vocabulary words and 2 impact phrases.
- Step 3: Rotate roles so everyone practices both presenting and responding.
- Step 4: Volunteers perform for class. Teacher feedback: “Did they explain clearly? Did they use impact language?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means technology doing tasks without humans?” → Automation.
- Pair quiz: one student gives a word, the other uses it in a sentence.

Self-Reflection (7–10 mins)

- Students write: “What digital tool has changed my work or studies the most? Why?”
- Pair share reflections.
- Teacher closes: “Why is it important to adapt to digital transformation?”

Optional Independent Practice

- Write a short paragraph about a digital tool or innovation you use.
- Explain how it improves efficiency.

Notes for the Instructor

- Encourage examples from students’ real workplaces or studies.
- Remind them to connect tools with impacts (not just name tools).
- Provide feedback on clarity and accuracy of technical terms.
- Keep role-plays focused on practical business situations.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 27
- **Topic:** Analyzing Case Studies of Innovation (Unit 7)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can summarize a business innovation story.
 - I can identify what made the innovation successful.

- **Handouts:**
 - [Innovation Vocabulary Handout](#)
 - [Summarizing Phrases Reference Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Business Innovation Case Study Handout](#)
 - [Role-Play Scenarios \(innovation discussions\)](#)
- **Audio/Video Files (optional):**
 - [The 'IKEA Effect:' Behind the Company's Unique Business Model | WSJ The Economics Of](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
case study	A detailed example of a real situation	"We read a case study about Tesla's innovation."	Y
breakthrough	A major advance or discovery	"The app was a breakthrough in online payments."	Y
competitive edge	An advantage over others	"Innovation gave the company a competitive edge."	Y
failure	Lack of success	"The project was a failure due to poor planning."	N
success	Achieving a desired outcome	"The innovation was a great success."	N

Lesson Structure (PPP)

Warm-Up / Review: Digital Transformation Recap (15 mins)

Students review Lesson 2 (Talking About Digital Transformation).

- Step 1: Teacher prompt: “Last time, we discussed digital tools. Which one has changed your work or studies most?”
- Step 2: Students share in pairs.
- Step 3: Volunteers share with class; teacher writes examples on the board.
- Step 4: Transition: “Today we’ll analyze real case studies of innovation to see what makes businesses succeed or fail.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Innovation Terms

- Step 1: Write vocabulary words on the board (case study, factor, strategy, breakthrough, competitive edge, failure, success).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher provides definition + example sentence.
- Step 4: Students brainstorm examples from companies they know.
- Step 5: Distribute **Innovation Vocabulary Handout**. Students match terms with example uses.

Grammar/Function Focus (10–15 mins) – Summarizing Phrases

- Step 1: On the board, write:
 - Long: “The company introduced a new system. It changed how they worked. They saved money and grew quickly.”
 - Summary: “The company introduced a new system, which gave them a competitive edge and led to success.”
- Step 2: Teacher prompt: “Which is shorter and clearer? Why?”
- Step 3: Distribute **Summarizing Phrases Reference Sheet** (*In summary... / The key factor was... / Overall, the strategy led to...*).
- Step 4: In pairs, students practice summarizing short texts.

Mini-Lecture & Video Discussion (10–15 mins) – Innovation Success Stories

- Step 1: Show video *Examples of Business Innovation Success Stories*.
- Step 2: Students note: 1 innovation, 1 reason it succeeded.
- Step 3: Small group discussion: “Which innovation was most impressive? Why?”
- Step 4: Teacher prompt: “What factors usually lead to innovation success?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, asking for additional examples.

Controlled Activity 2: Case Study Reading & Analysis (20 mins)

- Step 1: Hand out **Business Innovation Case Study Handout** (short text on a successful or failed innovation, e.g., Netflix vs. Blockbuster).
- Step 2: Students read and underline: the strategy, success/failure, and main factors.
- Step 3: Pairs fill out a short analysis chart (What happened? Why successful/unsuccessful? Lessons learned).
- Step 4: Volunteers share with class. Teacher feedback: “Did they identify factors clearly?”

[20-Minute Break]

III. Production (45 mins)

Role-Play: Innovation Discussions

- Step 1: Distribute **Role-Play Scenarios** (e.g., discussing a new product launch, explaining why a past project failed, debating which innovation to invest in).
- Step 2: In groups, students prepare short (3–4 minute) discussions summarizing one innovation and analyzing factors.
- Step 3: Each group presents their summary to class.
- Step 4: Teacher feedback: “Was the summary clear? Did they identify success/failure factors?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means a big advance or discovery?” → Breakthrough.
- Pair quiz: one student gives a word, the other uses it in a sentence.

Self-Reflection (7–10 mins)

- Students write: “What is one factor that often leads to business success in your opinion?”
- Pair share reflections.
- Teacher closes: “Why is it important to analyze both successes and failures?”

Optional Independent Practice

- Find a short article about a business innovation.
- Summarize it in 5 sentences, identifying success factors.

Notes for the Instructor

- Encourage students to use vocabulary consistently.
- Correct summaries for clarity and conciseness.
- Provide scaffolding for students less confident in reading case studies.
- Highlight transferable lessons from the case studies.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 28
- **Topic:** Predicting Future Business Trends (Unit 7)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can express informed predictions about business developments.
 - I can use hedging language (e.g., “might,” “is likely to”) to qualify opinions.

- **Handouts:**
 - [Predictions Vocabulary Handout](#)
 - [Hedging Language Reference Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Future Trends Reading Extracts](#)
 - [Mini-Project Guidelines Sheet](#)
- **Audio/Video Files (optional):**
 - [Top 5 Business Trends in 2025 - Unexpected Online Business Trends](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
forecast	A prediction about the future	“The forecast shows growth in e-commerce.”	Y
likely	Probable or expected	“It is likely that AI will transform many jobs.”	N
uncertain	Not known or predictable	“The future of oil prices is uncertain.”	N
emerging	Beginning to develop	“Electric vehicles are an emerging market.”	Y
hedge	To limit a statement with cautious language	“The company might expand next year.”	N
potential	Possible but not certain	“There is potential for growth in renewable energy.”	Y
disruption	A major change caused by innovation	“Digital disruption reshaped the taxi industry.”	Y

Lesson Structure (PPP)

Warm-Up / Review: Innovation Recap (15 mins)

Students review Lesson 3 (Analyzing Case Studies of Innovation).

- Step 1: Teacher prompt: “Last time, we studied innovation stories. What factor do you think most often leads to success?”
- Step 2: Students share in pairs.
- Step 3: Volunteers share with class; teacher writes ideas on board.
- Step 4: Transition: “Today we look ahead — predicting trends and pitching new innovations.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Prediction Terms

- Step 1: Write vocabulary words on the board (forecast, likely, uncertain, emerging, hedge, potential, disruption).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher provides definition + example.
- Step 4: Students brainstorm examples from industries they know.
- Step 5: Distribute **Predictions Vocabulary Handout**. Students match words with example sentences.

Grammar/Function Focus (10–15 mins) – Hedging Language

- Step 1: On the board, write:
 - Strong: “AI will replace all jobs.”
 - Hedged: “AI might replace some jobs.”
- Step 2: Teacher prompt: “Which sounds more realistic and professional?”
- Step 3: Distribute **Hedging Language Reference Sheet** (*might, could, is likely to, may, has the potential to*).
- Step 4: In pairs, students rephrase strong predictions into hedged ones.

Mini-Lecture & Video Discussion (10–15 mins) – Future Trends

- Step 1: Show video *Future Business Trends to Watch*.
- Step 2: Students note: 2 emerging trends mentioned.
- Step 3: Small group discussion: “Which trend will have the biggest disruption?”
- Step 4: Teacher prompt: “Why do businesses hedge predictions instead of speaking absolutely?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews, eliciting examples from students’ industries.

Controlled Activity 2: Reading & Discussion (20 mins)

- Step 1: Hand out **Future Trends Reading Extracts** (short texts on topics such as renewable energy, AI in healthcare, remote work).
- Step 2: Students underline prediction language.
- Step 3: In pairs, they summarize the main trend and give one forecast.
- Step 4: Volunteers share with class. Teacher feedback: “Did they use hedging language?”

[20-Minute Break]

III. Production (45 mins) – Mini-Project: Business Innovation Pitch

Business Innovation Pitch

- Step 1: Distribute **Mini-Project Guidelines Sheet**.
- Step 2: Each student researches or chooses a business innovation/trend (real or imagined).
- Step 3: Students prepare a **3–4 minute pitch** including:
 - Description of the innovation/trend
 - Supporting data (real or imagined)
 - One or two forecasts for the future using hedging language
 - Why it is a worthwhile investment (prospects, potential)
- Step 4: Students present pitches to the class (individually or in pairs).
- Step 5: Peers listen and ask one follow-up question.
- Step 6: Teacher feedback: “Was the pitch persuasive? Did they use prediction vocabulary?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means a cautious prediction using language like ‘might’?” → Hedge.
- Pair quiz: one student says a definition, the other responds with the word.

Self-Reflection (7–10 mins)

- Students write: “What future trend do I think will most affect my life/work?”
- Pair share.
- Teacher closes: “Why is it important for business leaders to predict the future carefully?”

Optional Independent Practice

- Write a one-paragraph forecast of a business trend you follow.
- Use at least 3 hedging expressions.

Notes for the Instructor

- Remind students to balance optimism with hedging.
- Encourage creativity in the mini-project pitches.

- Keep presentations concise to allow all students time to present.
- Give constructive feedback on both language and persuasiveness.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 29
- **Topic:** Understanding Cultural Norms and Values (Unit 8)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe cultural dimensions (e.g., individualism vs. collectivism).
 - I can identify how values shape communication styles.

- **Handouts:**
 - [Cultural Values Vocabulary Handout](#)
 - [Cultural Dimensions Reference Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Cultural Values Case Study Worksheet](#)
 - [Role-Play Scenarios \(cultural values in business\)](#)
- **Audio/Video Files (optional):**
 - [Business Speaker Erin Meyer: How Cultural Differences Affect Business](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
individualism	Focus on personal goals and independence	"The U.S. is high in individualism."	N
collectivism	Focus on group harmony and shared goals	"Japan values collectivism in teamwork."	N
equality	Belief in equal treatment for all	"Northern European cultures value equality at work."	N
directness	Clear, straightforward communication	"Directness is common in German business culture."	N
indirectness	Polite, subtle communication	"Indirectness is valued in many Asian cultures."	N
norms	Accepted rules of behavior in a culture	"Shaking hands is a business norm in many countries."	N

Lesson Structure (PPP)

Warm-Up / Review: Predictions Recap (15 mins)

Students review Unit 7 Lesson 4 (Predicting Future Business Trends).

- Step 1: Teacher prompt: “Last time, we predicted future business trends. What phrase did you use with ‘might’ or ‘is likely to’?”
- Step 2: Students share in pairs.
- Step 3: Volunteers share; teacher writes examples on board.
- Step 4: Transition: “Today we begin learning how cultural values shape business communication.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Cultural Values Terms

- Step 1: Write vocabulary words on the board (individualism, collectivism, hierarchy, equality, directness, indirectness, norms).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher provides definition + example.
- Step 4: Students brainstorm countries or cultures where each value is strong.
- Step 5: Distribute **Cultural Values Vocabulary Handout**. Students match terms with examples.

Grammar/Function Focus (10–15 mins) – Describing Values

- Step 1: On the board, write:
 - Simple: “In Japan, people work in groups.”
 - Structured: “Japan is more collectivist, so teamwork and harmony are highly valued.”
- Step 2: Teacher prompt: “Which description is clearer? Why?”
- Step 3: Distribute **Cultural Dimensions Reference Sheet** (*is considered..., tends to..., values..., places importance on...*).
- Step 4: Students practice describing their own culture with one dimension.

Mini-Lecture & Video Discussion (10–15 mins) – Cultural Values in Action

- Step 1: Show video *How Cultural Values Shape Business Communication*.
- Step 2: Students note: one cultural dimension, one business example.
- Step 3: Small group discussion: “Which dimension is most different from your own culture?”
- Step 4: Teacher prompt: “Why can cultural differences create misunderstandings?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, eliciting additional examples.

Controlled Activity 2: Case Study Discussion (20 mins)

- Step 1: Hand out **Cultural Values Case Study Worksheet** (e.g., U.S. manager giving direct feedback to Japanese employee, leading to discomfort).
- Step 2: Students identify: which values are clashing?
- Step 3: Pairs suggest solutions for adapting communication.
- Step 4: Volunteers share; teacher feedback: “Did they identify values clearly?”

[20-Minute Break]

III. Production (45 mins)

Role-Play: Cultural Values in Business

- Step 1: Distribute **Role-Play Scenarios** (e.g., hierarchical boss vs. egalitarian team, direct vs. indirect communication styles).
 - Step 2: In pairs/groups, students role-play a workplace discussion showing cultural differences.
 - Step 3: Each role-play must:
 - Show at least one cultural value in conflict
 - End with a solution for adapting communication
 - Step 4: Groups present to class.
 - Step 5: Teacher feedback: “Was the value explained? Did they show adaptation?”
-

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which term means focus on group harmony?” → Collectivism.
- Pair quiz: one student says a word, the other gives a business example.

Self-Reflection (7–10 mins)

- Students write: “Which cultural value do I identify with most? How might it affect my communication style?”
 - Pair share reflections.
 - Teacher closes: “Why is it important to understand cultural values in global business?”
-

Optional Independent Practice

- Research one cultural dimension in a specific country.
- Write 5–6 sentences describing how it affects workplace communication.

Notes for the Instructor

- Encourage students to share personal cross-cultural experiences.
- Keep tone respectful — avoid stereotypes, focus on general tendencies.
- Emphasize empathy and adaptation.
- Rotate groups so students hear diverse perspectives.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 30
- **Topic:** Business Etiquette Around the World (Unit 8)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe dos and don'ts in global business settings.
 - I can adjust my behavior based on the cultural context.

- **Handouts:**
 - [Business Etiquette Vocabulary Handout](#)
 - [Dos and Don'ts Reference Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Etiquette Comparison Worksheet](#)
 - [Role-Play Scenarios \(greetings, meetings, negotiations\)](#)
- **Audio/Video Files (optional):**
 - [What Are The Workplace Etiquette { BUSINESS ETIQUETTE }](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
etiquette	Accepted rules of polite behavior	"Business etiquette is important in Japan."	Y
formality	Degree of seriousness or ritual in behavior	"German meetings are known for formality."	N
taboo	Something forbidden or inappropriate	"Talking about money may be taboo in some cultures."	N
custom	A traditional way of doing something	"It's a custom to exchange business cards."	N
hospitality	Friendly and generous reception of guests	"Hospitality is central in Middle Eastern business culture."	N

Lesson Structure (PPP)

Warm-Up / Review: Cultural Values Recap (15 mins)

Students review Lesson 1 (Understanding Cultural Norms and Values).

- Step 1: Teacher prompt: “Last time, we studied cultural values. What’s one difference between individualism and collectivism?”
- Step 2: Students share in pairs.
- Step 3: Volunteers share with class; teacher writes answers on board.
- Step 4: Transition: “Today we look at etiquette — practical dos and don’ts in global business.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Business Etiquette Terms

- Step 1: Write vocabulary words on the board (etiquette, gesture, formality, greeting, taboo, custom, hospitality).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher gives definition + example sentence.
- Step 4: Students suggest an example from a country they know.
- Step 5: Distribute **Business Etiquette Vocabulary Handout**. Students match terms with examples.

Grammar/Function Focus (10–15 mins) – Dos and Don’ts Language

- Step 1: On the board, write:
 - Do: “In Germany, you should arrive on time.”
 - Don’t: “In Japan, you shouldn’t write on a business card.”
- Step 2: Teacher prompt: “Which makes the advice clear? Why?”
- Step 3: Distribute **Dos and Don’ts Reference Sheet** (*It’s polite to..., You’re expected to..., Avoid..., Never...*).
- Step 4: Students create one “do” and one “don’t” for their culture.

Mini-Lecture & Video Discussion (10–15 mins) – Global Business Etiquette

- Step 1: Show video *Global Business Etiquette Tips*.
- Step 2: Students take notes: 2 dos, 2 don’ts from different cultures.
- Step 3: Group discussion: “Which etiquette rule surprised you most?”
- Step 4: Teacher prompt: “Why is it important to learn etiquette before traveling?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, asking for more examples.

Controlled Activity 2: Etiquette Comparison (20 mins)

- Step 1: Hand out **Etiquette Comparison Worksheet** (e.g., greetings, business cards, meeting style in U.S., Japan, Middle East).
- Step 2: Students read and fill in chart: “What’s expected? What’s taboo?”

- Step 3: Pairs compare answers.
- Step 4: Volunteers share; teacher feedback: “Did they identify differences clearly?”

[20-Minute Break]

III. Production (45 mins)

Role-Play: Business Etiquette Scenarios

- Step 1: Distribute **Role-Play Scenarios** (e.g., greeting a Japanese client, attending a meeting in Germany, negotiating in Brazil).
- Step 2: In pairs/groups, students act out scenarios, practicing appropriate etiquette.
- Step 3: Each scenario must include:
 - Greeting and small talk
 - Etiquette dos and don'ts
 - A short negotiation or meeting exchange
- Step 4: Groups present to class.
- Step 5: Teacher feedback: “Was etiquette appropriate? Did they adjust behavior?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means something inappropriate or forbidden?” → Taboo.
- Pair quiz: one student gives a word, the other uses it in a sentence.

Self-Reflection (7–10 mins)

- Students write: “Which etiquette difference is most challenging for me? How can I adapt?”
- Pair share reflections.
- Teacher closes: “Why does etiquette matter for building international trust?”

Optional Independent Practice

- Research business etiquette in one country.
- Write 5 sentences about dos and don'ts.

Notes for the Instructor

- Keep focus on respect and adaptation, not stereotypes.
- Encourage students to share experiences of cross-cultural business etiquette.
- Correct errors in “dos and don'ts” structures.
- Use humor where appropriate (e.g., funny mistakes) to make learning engaging.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 31
- **Topic:** Language and Tone in Intercultural Communication (Unit 8)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can use appropriate language for formal intercultural emails or conversations.
 - I can avoid miscommunication through tone and clarification strategies.

- **Handouts:**
 - [Intercultural Language Vocabulary Handout](#)
 - [Diplomatic Language Phrases Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Email & Dialogue Samples Worksheet](#)
 - [Role-Play Scenarios \(emails, calls, meetings\)](#)
- **Audio/Video Files (optional):**
 - [Mastering the Art of Diplomacy: Expressing Disagreement in Cross-Cultural Communication](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
tone	The attitude expressed in language	"Her tone was too informal for the meeting."	Y
register	The level of formality in language	"Use a formal register when writing to clients."	Y
politeness	Showing respect in communication	"Politeness is essential in intercultural emails."	N
clarification	Making meaning clearer	"Could you clarify what you mean by deadline?"	Y
ambiguity	Language that is unclear or has more than one meaning	"Avoid ambiguity in business instructions."	N

Lesson Structure (PPP)

Warm-Up / Review: Etiquette Recap (15 mins)

Students review Lesson 2 (Business Etiquette Around the World).

- Step 1: Teacher prompt: “Last time, we learned etiquette dos and don’ts. What’s one ‘do’ you remember?”
- Step 2: Students share in pairs.
- Step 3: Volunteers share with class; teacher writes answers on board.
- Step 4: Transition: “Today we focus on language and tone — how word choice and politeness affect intercultural communication.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Intercultural Communication Terms

- Step 1: Write vocabulary words on the board (tone, register, politeness, clarification, ambiguity, diplomatic, miscommunication).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher provides definition + example sentence.
- Step 4: Students brainstorm real-life examples where tone or register mattered.
- Step 5: Distribute **Intercultural Language Vocabulary Handout**. Students match terms with sample uses.

Grammar/Function Focus (10–15 mins) – Diplomatic Phrases

- Step 1: On the board, write:
 - Direct: “You’re wrong.”
 - Diplomatic: “I see your point, but perhaps we could consider another option.”
- Step 2: Teacher prompt: “Which is more effective in an intercultural setting? Why?”
- Step 3: Distribute **Diplomatic Language Phrases Sheet** (*Could you clarify... / I understand your concern... / May I suggest...*).
- Step 4: Students in pairs rephrase direct statements into diplomatic ones.

Mini-Lecture & Video Discussion (10–15 mins) – Tone Across Cultures

- Step 1: Show video *Polite and Diplomatic Communication Across Cultures*.
- Step 2: Students note: 2 polite strategies, 2 examples of miscommunication.
- Step 3: Small group discussion: “Which strategy is most useful for you?”
- Step 4: Teacher prompt: “Why does politeness matter more in intercultural contexts?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.
- Step 4: Teacher reviews with class, asking for more examples.

Controlled Activity 2: Email & Dialogue Analysis (20 mins)

- Step 1: Hand out **Email & Dialogue Samples Worksheet** (formal vs. informal emails; polite vs. direct meeting dialogue).

- Step 2: Students underline tone/register differences.
- Step 3: Pairs rewrite one sample using diplomatic phrases.
- Step 4: Volunteers share; teacher feedback: “Did they adjust register and tone appropriately?”

[20-Minute Break]

III. Production (45 mins)

Role-Play: Intercultural Communication Scenarios

- Step 1: Distribute **Role-Play Scenarios** (e.g., writing to a client in another country, clarifying a misunderstanding in a call, disagreeing politely in a meeting).
- Step 2: Students in pairs/groups role-play interactions, using at least 3 vocabulary words and 2 diplomatic phrases.
- Step 3: Rotate roles so all practice different contexts.
- Step 4: Groups present short dialogues to class.
- Step 5: Teacher feedback: “Was tone appropriate? Did they avoid ambiguity?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means unclear language that can cause problems?” → Ambiguity.
- Pair quiz: one student gives a definition, the other says the word.

Self-Reflection (7–10 mins)

- Students write: “Do I usually communicate too directly or too politely? How can I adapt for intercultural contexts?”
- Pair share.
- Teacher closes: “Why is adjusting tone important for global business?”

Optional Independent Practice

- Write a short intercultural email.
- Use at least 3 diplomatic phrases and correct register.

Notes for the Instructor

- Encourage students to compare tone in their own languages vs. English.
- Highlight how small wording changes can change tone.
- Provide correction on overly direct or overly vague responses.
- Emphasize clarity and politeness as the balance point.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 32
- **Topic:** Managing Misunderstandings and Building Rapport (Unit 8)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can recognize misunderstandings and respond with empathy.
 - I can build rapport with international colleagues.

- **Handouts:**
 - [Misunderstanding & Rapport Vocabulary Handout](#)
 - [Repairing Miscommunication Phrases Sheet](#)
 - [Vocabulary Gap-Fill Worksheet](#)
 - [Misunderstanding Case Studies Worksheet](#)
 - [Mini-Project Guidelines Sheet](#)
- **Audio/Video Files (optional):**
 - [Intercultural misunderstandings and strategies to overcome them](#)
- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
misunderstanding	A failure to understand correctly	"There was a misunderstanding about the deadline."	Y
empathy	Understanding another's feelings	"She showed empathy when her colleague was stressed."	N
rapport	A friendly, trusting relationship	"The manager built strong rapport with her team."	N
active listening	Paying close attention to show understanding	"Active listening helps reduce misunderstandings."	N
apologize	To say sorry for a mistake	"He apologized for the miscommunication."	N
rephrase	To say something again in a different way	"Let me rephrase that more clearly."	N

Lesson Structure (PPP)

Warm-Up / Review: Tone Recap (15 mins)

Students review Lesson 3 (Language and Tone in Intercultural Communication).

- Step 1: Teacher prompt: “Last time, we practiced diplomatic phrases. What is one phrase you used to disagree politely?”
- Step 2: Students share in pairs.
- Step 3: Volunteers share with class; teacher writes examples on board.
- Step 4: Transition: “Today we focus on how to repair misunderstandings and build strong relationships across cultures.”

I. Presentation (40 mins)

Vocabulary Introduction (15 mins) – Misunderstandings & Rapport Terms

- Step 1: Write vocabulary words on the board (misunderstanding, empathy, clarify, rapport, active listening, apologize, rephrase).
- Step 2: Teacher says each word; students repeat chorally and individually.
- Step 3: Teacher provides definition + example sentence.
- Step 4: Students brainstorm workplace examples.
- Step 5: Distribute **Misunderstanding & Rapport Vocabulary Handout**. Students match terms with sentences.

Grammar/Function Focus (10–15 mins) – Repairing Miscommunication

- Step 1: On the board, write:
 - Problem: “That’s not what I meant.”
 - Solution: “I think there was a misunderstanding. Let me clarify.”
- Step 2: Teacher prompt: “Which response keeps rapport stronger?”
- Step 3: Distribute **Repairing Miscommunication Phrases Sheet** (*I think we misunderstood each other... / Let me rephrase... / Could you clarify...?*).
- Step 4: Students practice rephrasing in pairs.

Mini-Lecture & Video Discussion (10–15 mins) – Repairing Misunderstandings

- Step 1: Show video *Repairing Misunderstandings in Intercultural Communication*.
- Step 2: Students take notes: 2 repair strategies, 2 rapport-building actions.
- Step 3: Small group discussion: “Which strategy would you find easiest to use?”
- Step 4: Teacher prompt: “Why is empathy so important in intercultural settings?”

II. Practice (40 mins)

Controlled Activity 1: Vocabulary Gap-Fill (20 mins)

- Step 1: Hand out **Vocabulary Gap-Fill Worksheet**.
- Step 2: Students complete individually.
- Step 3: Pair-check answers.

- Step 4: Teacher reviews as class, eliciting extra examples.

Controlled Activity 2: Case Studies (20 mins)

- Step 1: Hand out **Misunderstanding Case Studies Worksheet** (e.g., misinterpreted email tone, unclear meeting instructions).
- Step 2: Students in pairs identify: cause of misunderstanding, how to repair, how to build rapport.
- Step 3: Pairs present solutions.
- Step 4: Teacher feedback: “Did they suggest repair + rapport strategies?”

[20-Minute Break]

III. Production (45 mins) – Mini-Project: Cultural Briefing Presentation Cultural Briefing Simulation

- Step 1: Distribute **Mini-Project Guidelines Sheet**.
- Step 2: Each student prepares a **short presentation (3–4 mins)** on how to conduct business with a chosen culture, including:
 - Communication styles
 - Etiquette
 - Potential misunderstandings
 - Rapport-building strategies
- Step 3: Students present to class as if briefing colleagues before a trip abroad.
- Step 4: Peers ask one follow-up question.
- Step 5: Teacher feedback: “Was the briefing clear? Did they include misunderstandings and rapport strategies?”

IV. Wrap-Up (15 mins)

Vocabulary Review (5–7 mins)

- Teacher quiz: “Which word means a friendly, trusting relationship?” → Rapport.
- Pair quiz: one student gives a definition, the other responds with the word.

Self-Reflection (7–10 mins)

- Students write: “What strategy will I use next time I face a cultural misunderstanding?”
- Pair share reflections.
- Teacher closes: “Why is building rapport essential in intercultural communication?”

Optional Independent Practice

- Write a reflection on a time you experienced (or imagined) a cultural misunderstanding.
- Explain how you could have repaired it using today’s strategies.

Notes for the Instructor

- Keep focus on positive strategies, not blame.
- Encourage empathy-based responses.
- Allow time for all students to present mini-projects.
- Provide constructive, encouraging feedback.

- **Course Title:** General Business English
- **CEFR Level:** B2
- **Lesson Number:** 33
- **Topic:** Formal vs. Informal Register in Business Writing (Unit 9)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can switch between formal, semi-formal, and informal styles in professional writing.
 - I can recognize the register needed for different audiences.
 - I can rewrite workplace communication to fit the context.

Materials

- **Handouts:**
 - [Register Comparison Chart \(formal / semi-formal / informal phrases\)](#)
 - [Sample workplace emails for rewriting](#)
- **Audio/Video:**
 - [Email Etiquette](#)
- **Tech / Supplies:**
 - Whiteboard, projector
 - Printed or digital handouts

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
register	The level of formality in language used in writing	The register of your email must match the recipient.	Y
recipient	The person receiving communication	Always consider your recipient when drafting a message.	Y
concise	Expressing information clearly in few words	Keep your subject line concise and direct.	Y
courteous	Polite and respectful	Use courteous language when addressing senior managers.	N
colloquial	Informal, conversational language	Avoid colloquial expressions in formal reports.	N

Lesson Structure (PPP)

- **Warm-Up / Review: Identifying Tone in Business Emails (10–15 mins)**
Students review real-life email openings and identify the register.
 - Step 1: Display 3 email opening lines on the board (e.g., “Hey team,” / “Dear Mr. Johnson,” / “Hi all,”).

- Step 2: Ask: “Which one would you use for a CEO? A colleague? A new client?”
- Step 3: In pairs, students categorize common phrases as formal, semi-formal, or informal.
- **Materials:** Sample phrases written on board or printed

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)**
 - Step 1: Present 5 vocabulary words using example sentences from business contexts.
 - Step 2: Ask students to paraphrase each term and use it in their own example.
 - Step 3: Peer review and teacher feedback.
 - **Materials:** Whiteboard and markers, vocabulary handout
- **Grammar/Function Focus (10–15 mins)** – Shifting register appropriately
 - Step 1: Distribute side-by-side examples of an informal vs. formal email.
 - Step 2: Highlight differences in tone, structure, and vocabulary.
 - Step 3: Students complete a gap-fill activity choosing appropriate phrases by register.
 - **Materials:** Email comparison handout, gap-fill exercise
- **Mini-Lecture & Video Activity (10–15 mins)** – Professional Communication Expectations
 - Step 1: Show video clip on email etiquette (e.g., from LinkedIn Learning or a professional site).
 - Step 2: While watching, students answer: “What tone is appropriate for internal vs. external emails?”
 - Step 3: Class discussion: “What surprised you in the video?” / “What do you already do well?”
 - **Materials:** Projector, video link, comprehension worksheet

II. Practice (30–40 mins)

- **Controlled Activity (20 mins)** – Formalizing an Informal Email
 - Step 1: Distribute an informal workplace email (e.g., employee requesting time off).
 - Step 2: Students rewrite the email in a formal tone suitable for HR.
 - Step 3: Peer review in pairs using a checklist (tone, vocabulary, structure).
 - **Teacher Prompt:** “What would you change in the subject line or greeting to make this more professional?”
 - **Materials:** Informal email sample, rewrite template
- **Reflection (10–15 mins)** – Register Matching Task
 - Step 1: Provide short scenarios (e.g., emailing a client, messaging a team member).
 - Step 2: Students write one sentence for each, choosing appropriate register.
 - Step 3: Share in small groups and correct tone if needed.
 - **Teacher Prompt:** “How would your language change if this were a new client instead of your team?”

- **Materials:** Scenario slips, notebook

[20-Minute Break]

III. Production (30–40 mins)

- **Email Revision & Presentation Task**
 - Step 1: Students choose one real or provided email example.
 - Step 2: Revise for a different audience (e.g., turn internal update into a client-facing note).
 - Step 3: Present before-and-after versions to a partner, explaining their register decisions.
 - **Teacher Prompt:** “What tone did you aim for? What changed in vocabulary and structure?”
 - **Materials:** Email samples or own email, register checklist

IV. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**
 - Teacher calls out definitions, students volunteer to correct vocabulary terms.
 - Students form new example sentences orally.
 - **Materials:** Whiteboard
- **Self-Reflection (7–10 mins)**
 - Prompt: “What’s one email you wrote recently that could have used a different register?”
 - Write 2–3 sentences explaining what they would change and why.
 - Share in small groups.

Optional Independent Practice

- Take a previous workplace email and rewrite it in both formal and informal versions. Bring it to next class.

Notes for the Instructor

- **Pacing Tip:** Email rewriting takes time—build in extra minutes for peer feedback.
- **Correction Tip:** Focus on tone and language choices over grammar perfection.
- **Differentiation:** Offer model templates for lower-level learners; encourage advanced learners to revise across three registers.

- **Course Title:** General Business English

- **CEFR Level:** B2
- **Lesson Number:** 34
- **Topic:** Structuring Business Reports (Unit 9)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can write a clear report with headings, bullet points, and recommendations.
 - I can structure written communication to highlight significant points.
 - I can organize and connect ideas in logical written paragraphs.

Materials

- **Handouts:**
 - [Sample Business Report \(Model\)](#)
 - [Report Structure Planning Template](#)
 - [Report Writing Sentence Frames](#)

- **Required Tech / Supplies:**
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
executive summary	A brief overview of the main points of a business report	The executive summary highlights the key findings and recommendations.	Y
findings	Information discovered through research or analysis	Our findings suggest a need for increased customer support staff.	Y
implementation	The process of putting a plan or decision into effect	The implementation phase will begin in Q4 of this year.	Y
cohesive	Forming a unified and consistent whole	A cohesive report uses clear transitions and connected ideas.	Y
outline	A general description or plan showing key parts	First, we created an outline to structure the main sections.	Y

Lesson Structure (PPP)

- **Warm-Up / Review: Report vs. Email (10–15 mins)**
 - Step 1: Ask: "What is the difference between an email and a business report?"

- Step 2: Students work in pairs to list features of both. Share with class.
- Step 3: On board, create a Venn diagram to compare purpose, structure, tone.
- **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)**
 - Step 1: Introduce five new terms with definitions on the board.
 - Step 2: Model 1–2 business-context sentences for each term.
 - Step 3: Students write one sentence using a term of their choice. Peer share.
 - **Materials:** Whiteboard, notebook
- **Grammar/Function Focus (10–15 mins)** – Report transitions & paragraph structure
 - Step 1: Provide useful transitions: "First of all," "As a result," "In conclusion."
 - Step 2: Students reorder jumbled report paragraphs using transitions as clues.
 - Step 3: Discuss how transitions guide the reader.
 - **Materials:** Printed paragraph strips
- **Mini-Lecture & Guided Discussion (10–15 mins)** – Report Sections
 - Step 1: Show sample business report (projected or printed).
 - Step 2: Identify key components: Executive Summary, Introduction, Findings, Recommendations.
 - Step 3: In pairs, students label sections and explain their purpose.
 - **Materials:** Sample report, projector

II. Practice (30–40 mins)

- **Controlled Activity (20 mins)** – Report Outline Template
 - Step 1: Students receive a brief case scenario (e.g., declining sales, low employee morale).
 - Step 2: Fill in the outline: purpose, main findings, recommendations.
 - Step 3: Compare outlines in groups and give feedback.
 - **Materials:** Report Planning Template, case scenarios
- **Reflection (10–15 mins)**
 - Step 1: Students respond in writing: "What challenges do you face when organizing your writing?"
 - Step 2: Share in pairs or small groups.

[20-Minute Break]

III. Production (30–40 mins)

- **Report Section Drafting (30–40 mins)**

- Step 1: Assign each group one section (e.g., Executive Summary, Introduction, Findings, Recommendations).
- Step 2: Groups draft their assigned section using structured frames.
- Step 3: Rotate drafts for peer review using a checklist (clarity, tone, organization).
- Step 4: Class gallery walk to read and comment on others' work.
- **Materials:** Sentence frames, peer review checklist

IV. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**

- Matching game: definitions on board, students match correct term from vocabulary list.
- **Materials:** Whiteboard and markers

- **Self-Reflection (7–10 mins)**

- Students write: "One report section I feel confident writing is _____. I still need help with _____."
- Share with a partner.

Optional Independent Practice

- Write a draft of one full section (e.g., Introduction or Recommendations) of a report on a familiar workplace challenge.

Notes for the Instructor

- **Pacing Tip:** Monitor the time spent on group drafting; ensure every team completes a section.
- **Corrections Tip:** Focus feedback on cohesion and clarity rather than grammar.
- **Differentiation:** Stronger students can draft 2 sections or summarize peer drafts. Provide sentence starters for those who need support.

- **Course Title:** General Business English

- **CEFR Level:** B2
- **Lesson Number:** 35
- **Topic:** Writing Data Commentary and Summaries (Unit 9)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe trends, comparisons, and key insights from charts, graphs, or case data.
 - I can write short summaries and commentary based on data.
 - I can use appropriate lexis to discuss significant business changes or results.

Materials

- **Handouts:**
 - [Data Charts & Graphs Pack \(bar, line, pie, table\)](#)
 - [Data Commentary Sentence Starters](#)
 - [Peer Review Checklist](#)
 - [Mini-Case Dataset: Quarterly Company Performance](#)
 - [Case Study Analysis Worksheet – Interpreting Business Data](#)

- **Audio/Video Files:**
 - [Describing Trends in English - Adjectives and Adverbs](#)

- **Required Tech / Supplies:**
 - Projector / screen for video
 - Printed charts or slides
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
trend	A general direction in which something is changing	The sales trend shows a steady increase over the past six months.	Y
fluctuate	To change level or value frequently within a range	Customer traffic fluctuated significantly during the holiday season.	Y
significant	Large enough to be important or worthy of attention	There was a significant drop in customer satisfaction ratings.	Y
correlation	A mutual relationship or connection between two variables	The data shows a clear correlation between training hours and output.	Y

Lesson Structure (PPP)

- **Warm-Up / Review: Making Assumptions from Data (10–15 mins)**
 - Step 1: Display a simple graph (e.g., weekly sales). Ask: "What do you notice?"
 - Step 2: In pairs, students write 2–3 short statements interpreting the graph.
 - Step 3: Share with class. Highlight differences in interpretation.
 - **Materials:** Sample line graph, whiteboard

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)**
 - Step 1: Introduce vocabulary with real data examples on the board.
 - Step 2: Ask students to describe what the term means using the chart.
 - Step 3: Match terms to example data sentences.
 - **Materials:** Vocabulary chart handout, printed graphs
- **Grammar/Function Focus (10–15 mins)** – Using comparatives and linking words
 - Step 1: Model sentence frames: "Revenue rose slightly," "There was a marked improvement..."
 - Step 2: Students complete sentence fragments from a handout.
 - Step 3: Practice with graph prompts.
 - **Materials:** Sentence completion worksheet
- **Mini-Lecture & Guided Discussion (10–15 mins)** – Summarizing Business Data
 - Step 1: Play video: "Describing Trends in Business English."
 - Step 2: Discuss: "What are the key phrases the speaker uses?"
 - Step 3: Students identify 3 main takeaways.
 - **Materials:** Projector, video handout

II. Practice (30–40 mins)

- **Controlled Activity (20 mins)** – Writing Commentary Paragraphs
 - Step 1: Distribute different charts/tables to small groups.
 - Step 2: Each group writes 1–2 paragraphs describing trends and key points.
 - Step 3: Read and peer-review using a checklist.
 - **Materials:** Charts, commentary frames, review checklist
- **Reflection (10–15 mins)**
 - Step 1: Prompt: "Which phrases were easiest to use? Which were most difficult?"
 - Step 2: Group discussion followed by note-taking.

[20-Minute Break]

III. Production (30–40 mins)

- **Summarizing a Case Dataset (30–40 mins)**
 - Step 1: Distribute a mini case study with data (e.g., company performance Q1–Q4).
 - Step 2: Students write a short summary (150–200 words).
 - Step 3: Pair exchange and give peer feedback using success criteria.
 - Step 4: Volunteers read aloud or present key points.
 - **Materials:** Case study handout, peer feedback form

IV. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**
 - Students listen to a statement and raise the matching vocabulary card or say the word aloud.
 - **Materials:** Oral quiz or teacher-prepared prompts
- **Self-Reflection (7–10 mins)**
 - Write: "One phrase I want to use more often in my writing is ____."
 - Partner discussion and share-out.

Optional Independent Practice

- Find a business article with a chart or graph. Write a 150-word summary using at least 3 vocabulary terms.

Notes for the Instructor

- **Pacing Tip:** Ensure enough time for student summaries to be completed and reviewed.
- **Corrections Tip:** Focus on precision in word choice (e.g., "increased slightly" vs. "rose significantly").
- **Differentiation:** Offer stronger learners more complex datasets; scaffold with sentence starters for others.

- **Course Title:** General Business English

- **CEFR Level:** B2
- **Lesson Number:** 36
- **Topic:** Recommendations & Action Items (Unit 9)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can write a clear recommendation section with justifications.
 - I can use persuasive and action-oriented language in writing.
 - I can present structured suggestions linked to evidence.

Materials

- **Handouts:**
 - [Recommendation Framing Template](#)
 - [Vocabulary Gap Fill](#)
 - [Persuasive Language Bank](#)
 - [Mini-Project: Executive Summary Report Instructions](#)
 - [Peer Review Checklist](#)
 - [Certificate of Completion](#)

- **Audio/Video Files:**
 - [How to Write a Recommendation Report + Recommendation Report Templates for Busy Professionals!](#)

- **Required Tech / Supplies:**
 - Projector / screen for video
 - Printed handouts
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
stakeholder	A person or group with an interest in a decision or organization	All stakeholders must be informed of the proposed changes.	Y
cost-effective	Producing good results without costing a lot of money	This solution is both scalable and cost-effective.	Y
action item	A specific task that needs to be completed as part of a plan	The report includes three key action items for the operations team.	Y

justify	To give valid reasons or evidence for a decision	The team must justify the recommendation with relevant data.	Y
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Lesson Structure (PPP)

- **Warm-Up / Review: Evaluating Past Recommendations (10–15 mins)**
 - Step 1: Display 2 sample business recommendations on the board.
 - Step 2: Ask: “Which is stronger? Why?”
 - Step 3: Discuss tone, structure, and clarity.
 - **Materials:** Sample recommendations, board

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)**
 - Step 1: Present 5 new terms in context of a sample business recommendation.
 - Step 2: Ask students to identify their meaning using the sentence.
 - Step 3: Practice writing original sentences using a workplace scenario.
 - **Materials:** Vocabulary handout
- **Grammar/Function Focus (10–15 mins)** – Framing Suggestions Politely and Firmly
 - Step 1: Write models: “We suggest ___ due to ___,” “It is recommended that ___.”
 - Step 2: Sentence transformation activity (informal to formal).
 - Step 3: Pair work to create 3 action-oriented sentences.
 - **Materials:** Sentence transformation worksheet
- **Mini-Lecture & Guided Discussion (10–15 mins)** – Linking Ideas to Justification
 - Step 1: Play video: “How to Make Recommendations in Business Writing.”
 - Step 2: Students take notes: What makes a recommendation strong?
 - Step 3: Collect key takeaways on board.
 - **Materials:** Projector, video clip

II. Practice (30–40 mins)

- **Controlled Activity (20 mins)** – Writing Recommendation Paragraphs
 - Step 1: Distribute a short business problem scenario.
 - Step 2: Students use the framing template to write 1–2 paragraph recommendations.
 - Step 3: Peer feedback using a checklist.
 - **Materials:** Recommendation Framing Template, Peer Review Checklist
- **Reflection (10–15 mins)**
 - Step 1: Prompt: “Which persuasive phrases felt most natural to you? Which were challenging?”

- Step 2: Group share-out and tips.

[20-Minute Break]

III. Production (45–50 mins)

- **Mini-Project: Executive Summary Report**
 - Step 1: Introduce the assignment: Write a 2–3 page business report including summary, data commentary, and recommendations.
 - Step 2: Choose from a case study or workplace challenge.
 - Step 3: Provide planning worksheet to outline key sections: Introduction, Data Summary, Recommendations, Action Items.
 - Step 4: Students draft reports individually or in pairs (time-permitting).
 - Step 5: Peer review and feedback using rubric.
 - Step 6: Volunteers present a 1-minute executive summary orally.
 - **Materials:** Mini-Project Instructions, Planning Template, Peer Rubric

IV. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**
 - Call out definitions; students recall and write vocabulary term.
 - Quick writing challenge: Use 3 terms in a single sentence.
- **Self-Reflection (7–10 mins)**
 - Prompt: “What strategy helped you write your strongest recommendation today?”
 - Pair-share and write one commitment for future writing.

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

- Finalize your Executive Summary Report and submit for review.
- Find a business article that includes a recommendation section. Annotate persuasive techniques used.

Notes for the Instructor

- **Pacing Tip:** Ensure report writing begins at least 50 minutes before lesson ends.
- **Corrections Tip:** Emphasize register, tone, and evidence-based recommendations.
- **Differentiation:** Allow group report writing for lower-level students; challenge higher-level learners to propose multiple alternatives in their recommendations.

B2 Vocabulary List General Business English

UNIT 1: Effective Business Communication

Word Group 5: Professional Email Writing

Term	Definition	Example Sentence	Profession-Specific (Y/N)
subject line	Title of an email	"The subject line is 'Project Update'."	Y
greeting	First line of an email	"Dear Ms. Lee," is a greeting.	N
closing	Final line before name	"Best regards," is a closing.	N
formal tone	Polite, professional style	"I am writing to request..."	Y
concise	Short and clear	"Keep your email concise."	Y
proofread	Check writing for mistakes	"Always proofread before sending."	N
enquiry	Formal request for information	"I am writing with an enquiry about the schedule."	Y

Word Group 6: Effective Telephone Communication

Term	Definition	Example Sentence	Profession-Specific (Y/N)
extension	A specific internal phone number in a company	"Please dial extension 204 for Accounts."	Y
transfer a call	To connect the caller to another person/department	"Let me transfer your call to HR."	Y
on hold	Waiting on the phone without hanging up	"Can you hold for a moment, please?"	Y
voicemail	Recorded message when someone cannot answer	"Please leave a voicemail with your name and number."	Y
clarify	To make something clear	"Could you clarify what you mean by urgent?"	Y
confirm	To make sure information is correct	"I'd like to confirm our meeting on Thursday."	Y

Word Group 7: Meeting Participation and Note-Taking

Term	Definition	Example Sentence	Profession-Specific (Y/N)
agenda	A list of topics to be discussed in a meeting	"The manager sent the agenda before the meeting."	Y
minutes	The written record of a meeting	"Can you take the minutes today?"	Y
suggest	To offer an idea for consideration	"I'd like to suggest a new approach."	N
interrupt	To stop someone while they are speaking	"Sorry to interrupt, but may I add something?"	Y
key point	An important idea or decision	"The key point is that we must meet the deadline."	Y

Word Group 8: Non-Verbal Communication in Business

Term	Definition	Example Sentence	Profession-Specific (Y/N)
gesture	A hand or body movement to communicate something	"She used a hand gesture to show approval."	N
posture	The way someone stands or sits	"His posture showed he was confident."	N
eye contact	Looking directly at someone's eyes	"Maintaining eye contact builds trust."	N
facial expression	The look on someone's face	"Her facial expression showed surprise."	N
tone of voice	The way something is said, not the words themselves	"His tone of voice sounded impatient."	N
cross-cultural	Involving people from different cultures	"Cross-cultural body language can cause misunderstandings."	Y
signal	A movement or expression that conveys meaning	"Nodding is a signal that you agree."	N

UNIT 2: Advanced Presentation Skills

Word Group 9: Structuring a Compelling Presentation

Term	Definition	Example Sentence	Profession-Specific (Y/N)
introduction	The opening of a presentation	“The introduction should capture attention.”	Y
body	The main part of a presentation	“The body explains your key points in detail.”	Y
conclusion	The closing summary of a presentation	“End with a strong conclusion.”	Y
signposting	Phrases that guide the audience	“First, I’ll explain... Next, we’ll look at...”	Y
transition	Moving from one section to another	“Let’s move on to the next topic.”	Y
emphasize	To highlight something as important	“I’d like to emphasize our key finding.”	N

Word Group 10: Designing Effective Visual Aids

Term	Definition	Example Sentence	Profession-Specific (Y/N)
visual aid	A picture, chart, or slide that supports a talk	“I used a graph as a visual aid.”	Y
bullet points	Short listed items on a slide	“Keep your bullet points brief.”	Y
layout	The arrangement of text and images	“This slide has a clear layout.”	Y
chart	A diagram showing information	“The sales chart shows growth.”	Y
graph	A visual representation of data	“This graph explains our results.”	Y
clutter	Too much information or visuals	“Avoid clutter on your slides.”	N
highlight	To emphasize something	“Highlight the key words in bold.”	N

Word Group 11: Engaging the Audience

Term	Definition	Example Sentence	Profession-Specific (Y/N)
rhetorical question	A question asked for effect, not an answer	“Who doesn’t want to be more successful?”	Y

anecdote	A short, interesting story	“She began with an anecdote about her first job.”	N
feedback	Responses from the audience	“I adjusted my talk based on audience feedback.”	Y
involve	To include or engage the audience	“He involved the audience by asking questions.”	N
tone	The style or attitude in speech	“Her tone was friendly and engaging.”	N

Word Group 12: Handling Q&A Sessions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
rephrase	To say something in another way	“Let me rephrase that point.”	N
challenge	A difficult question or issue	“He handled a tough challenge from the audience.”	N
composure	Staying calm and confident	“She kept her composure under pressure.”	N
acknowledge	To recognize a question or comment	“Thank you for your question.”	N
defend	To support your opinion with reasons	“I will defend my decision with evidence.”	N

UNIT 3: Negotiation & Persuasion

Word Group 13: Principles of Effective Negotiation

Term	Definition	Example Sentence	Profession-Specific (Y/N)
objective	A clear goal in a negotiation	“My objective is to lower the price.”	Y
compromise	An agreement where both sides give something up	“We reached a compromise on delivery time.”	Y

mutual interest	A goal or benefit shared by both sides	“Both companies have a mutual interest in reducing costs.”	Y
bargain	To discuss terms in order to reach agreement	“They bargained over the contract price.”	Y
concession	Something you give up to reach agreement	“He made a concession on payment terms.”	Y
win-win	An outcome where both sides benefit	“The negotiation ended in a win-win deal.”	Y

Word Group 14: Language of Persuasion

Term	Definition	Example Sentence	Profession-Specific (Y/N)
persuade	To convince someone to agree with you	“She persuaded the client to accept the offer.”	N
influence	The ability to affect opinions or actions	“The manager had influence on the final decision.”	N
justify	To explain reasons for something	“I can justify why this option is better.”	Y
counter-argument	An idea that opposes another	“He gave a counter-argument to my proposal.”	Y
diplomatic	Saying things politely and tactfully	“She was diplomatic in refusing the offer.”	Y
evidence	Facts or proof to support an opinion	“He used data as evidence in his argument.”	Y
convincing	Strong enough to make someone believe	“Her speech was very convincing.”	N

Word Group 15: Cultural Considerations in Negotiation

Term	Definition	Example Sentence	Profession-Specific (Y/N)
culture shock	Confusion when meeting a new culture	“He felt culture shock in his first overseas job.”	Y
high-context	Communication relying on shared understanding	“In Japan, many negotiations are high-context.”	Y

low-context	Communication that is direct and explicit	“In Germany, business style is low-context.”	Y
hierarchy	A system of ranked authority	“In some cultures, hierarchy influences decisions.”	Y
indirect language	Saying things in a roundabout way	“She used indirect language to avoid saying no.”	N
misunderstanding	A failure to understand correctly	“Cultural differences can lead to misunderstanding.”	N

Word Group 16: Closing Deals and Agreements

Term	Definition	Example Sentence	Profession-Specific (Y/N)
agreement	A shared decision between parties	“They signed an agreement after negotiation.”	Y
terms	The conditions of an agreement	“The payment terms are 30 days.”	Y
draft	To write the first version of a document	“We drafted the contract together.”	Y
clause	A specific section of a contract	“This clause covers cancellation.”	Y
formalize	To make something official	“They formalized the deal in writing.”	Y

UNIT 4: Leadership & Management Communication

Word Group 17: Communicating Vision and Goals

Term	Definition	Example Sentence	Profession-Specific (Y/N)
vision	A long-term goal or aspiration	“The company’s vision is to innovate in clean energy.”	Y
mission	The purpose or role of an organization	“Our mission is to provide affordable healthcare.”	Y
inspire	To motivate or encourage	“The CEO inspired the staff with her words.”	N

align	To bring into agreement	“We must align team goals with company strategy.”	Y
commitment	A promise to achieve something	“He showed commitment to the project’s success.”	N
strategic	Related to long-term planning	“This was a strategic decision for growth.”	Y

Word Group 18: Delegating Tasks Effectively

Term	Definition	Example Sentence	Profession-Specific (Y/N)
delegate	To give responsibility to someone else	“She delegated the report to her assistant.”	Y
responsibility	A duty or task assigned	“It is his responsibility to manage the budget.”	Y
authority	The power to make decisions	“Managers have the authority to approve expenses.”	Y
accountability	Being responsible for results	“She took accountability for the mistake.”	Y
resource	Something needed to complete a task	“The team needs more resources to finish on time.”	Y
prioritize	To decide what tasks are most important	“We must prioritize urgent requests.”	Y
strengths	Skills or abilities someone is good at	“We assign tasks based on people’s strengths.”	N

Word Group 19: Providing Constructive Feedback

Term	Definition	Example Sentence	Profession-Specific (Y/N)
constructive	Helpful and supportive, not negative	“Her feedback was constructive and motivating.”	Y
actionable	Possible to do or implement	“The manager gave actionable steps for improvement.”	Y

empathy	Understanding another person's feelings	"He showed empathy when giving difficult feedback."	N
criticism	A negative comment	"Constructive criticism helps us improve."	N
praise	Words of approval or encouragement	"She praised the team for their hard work."	N
specific	Clear and detailed	"Be specific: say exactly what needs to change."	N
improvement	A positive change	"The feedback led to big improvement."	N

Word Group 20: Managing Difficult Conversations

Term	Definition	Example Sentence	Profession-Specific (Y/N)
conflict	A disagreement between people	"The conflict was about deadlines."	Y
tactful	Saying things carefully to avoid offense	"She was tactful when discussing mistakes."	N
diplomatic	Polite and respectful in difficult situations	"He gave a diplomatic response to the criticism."	Y
tension	Stress or strain between people	"There was tension in the meeting."	N
resolve	To solve or settle a problem	"We resolved the issue after discussion."	N
escalate	To make a problem worse or more intense	"The argument escalated quickly."	Y

UNIT 5: Workplace Problem Solving & Decision Making

Word Group 21: Identifying and Describing Problems

Term	Definition	Example Sentence	Profession-Specific (Y/N)
issue	A problem or difficulty	"The main issue is delays in delivery."	Y
root cause	The main reason for a problem	"The root cause of delays is lack of staff."	Y

obstacle	Something blocking progress	“A key obstacle is poor communication.”	Y
outcome	The result of an action or problem	“The outcome was lower sales.”	N
detail	A specific piece of information	“Please include more details in the report.”	N
relevant	Directly connected to the topic	“Only relevant data should be presented.”	Y

Word Group 22: Analyzing Causes and Effects

Term	Definition	Example Sentence	Profession-Specific (Y/N)
cause	The reason something happens	“The main cause of delays was staff shortage.”	Y
effect	The result of an action	“The effect was missed deadlines.”	Y
factor	One part that contributes to a result	“A key factor was poor planning.”	Y
consequence	A result, often negative	“The consequence was losing a client.”	Y
impact	A strong effect or influence	“The new policy had a big impact on sales.”	Y
lead to	To result in something	“Late payments led to cash flow problems.”	Y
result in	To cause something to happen	“Miscommunication resulted in errors.”	Y

Word Group 23: Proposing and Evaluating Solutions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
solution	An answer to a problem	“One solution is to hire more staff.”	N
alternative	Another possible option	“An alternative is outsourcing the task.”	N
advantage	A positive aspect	“One advantage is lower cost.”	N
disadvantage	A negative aspect	“A disadvantage is reduced quality.”	N

feasible	Possible and practical	“Is this plan feasible with our budget?”	Y
implement	To put into action	“We will implement the new system next month.”	Y

Word Group 24: Making Collaborative Decisions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
consensus	A general agreement by the group	“The team reached consensus after discussion.”	Y
majority	More than half of a group	“The majority voted for the first option.”	Y
option	A possible choice	“We discussed three options for the project.”	N
proposal	A suggested plan or idea	“She made a proposal to change suppliers.”	Y
disagree politely	To express a different view respectfully	“I see your point, but I suggest another approach.”	N

UNIT 6: Business Trends & Innovation

Word Group 25: Describing Trends and Data

Term	Definition	Example Sentence	Profession-Specific (Y/N)
increase	To go up in number or amount	“Sales increased last quarter.”	Y
decrease	To go down in number or amount	“Profits decreased after the new policy.”	Y
fluctuate	To go up and down	“The stock price fluctuated throughout the year.”	Y
remain stable	To stay the same	“Costs remained stable in 2023.”	Y
peak	The highest point	“Sales peaked in December.”	Y
decline	A steady decrease	“There was a decline in customer interest.”	Y

slight/sharp	Describing small or large changes	“There was a sharp rise in demand.”	Y
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Word Group 26: Talking About Digital Transformation

Term	Definition	Example Sentence	Profession-Specific (Y/N)
innovation	A new idea or method	“The company introduced an innovation in logistics.”	Y
automation	Technology performing tasks without humans	“Automation reduced errors in production.”	Y
efficiency	Doing something with less time or effort	“The new software improved efficiency.”	Y
digital tools	Software or platforms used for work	“We use digital tools like Slack and Zoom.”	Y
transformation	A major change in process or system	“Digital transformation reshaped the company.”	Y
artificial Intelligence (AI)	Computer systems simulating human intelligence	“AI helps analyze customer behavior.”	Y
data-driven	Based on information and analysis	“Our strategy is data-driven.”	Y

Word Group 27: Analyzing Case Studies of Innovation

Term	Definition	Example Sentence	Profession-Specific (Y/N)
case study	A detailed example of a real situation	“We read a case study about Tesla’s innovation.”	Y
breakthrough	A major advance or discovery	“The app was a breakthrough in online payments.”	Y
competitive edge	An advantage over others	“Innovation gave the company a competitive edge.”	Y
failure	Lack of success	“The project was a failure due to poor planning.”	N

success	Achieving a desired outcome	“The innovation was a great success.”	N
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Word Group 28: Future Business Trends

Term	Definition	Example Sentence	Profession-Specific (Y/N)
forecast	A prediction about the future	“The forecast shows growth in e-commerce.”	Y
likely	Probable or expected	“It is likely that AI will transform many jobs.”	N
uncertain	Not known or predictable	“The future of oil prices is uncertain.”	N
emerging	Beginning to develop	“Electric vehicles are an emerging market.”	Y
hedge	To limit a statement with cautious language	“The company might expand next year.”	N
potential	Possible but not certain	“There is potential for growth in renewable energy.”	Y
disruption	A major change caused by innovation	“Digital disruption reshaped the taxi industry.”	Y

UNIT 7: Cross-Cultural Business Communication

Word Group 29: Understanding Cultural Norms

Term	Definition	Example Sentence	Profession-Specific (Y/N)
individualism	Focus on personal goals and independence	“The U.S. is high in individualism.”	N
collectivism	Focus on group harmony and shared goals	“Japan values collectivism in teamwork.”	N
equality	Belief in equal treatment for all	“Northern European cultures value equality at work.”	N

directness	Clear, straightforward communication	“Directness is common in German business culture.”	N
indirectness	Polite, subtle communication	“Indirectness is valued in many Asian cultures.”	N
norms	Accepted rules of behavior in a culture	“Shaking hands is a business norm in many countries.”	N

Word Group 30: Business Etiquette Around the World

Term	Definition	Example Sentence	Profession-Specific (Y/N)
etiquette	Accepted rules of polite behavior	“Business etiquette is important in Japan.”	Y
formality	Degree of seriousness or ritual in behavior	“German meetings are known for formality.”	N
taboo	Something forbidden or inappropriate	“Talking about money may be taboo in some cultures.”	N
custom	A traditional way of doing something	“It’s a custom to exchange business cards.”	N
hospitality	Friendly and generous reception of guests	“Hospitality is central in Middle Eastern business culture.”	N

Word Group 31: Language and Tone In Intercultural Communication

Term	Definition	Example Sentence	Profession-Specific (Y/N)
tone	The attitude expressed in language	“Her tone was too informal for the meeting.”	Y
register	The level of formality in language	“Use a formal register when writing to clients.”	Y
politeness	Showing respect in communication	“Politeness is essential in intercultural emails.”	N

clarification	Making meaning clearer	“Could you clarify what you mean by deadline?”	Y
ambiguity	Language that is unclear or has more than one meaning	“Avoid ambiguity in business instructions.”	N

Word Group 32: Managing Misunderstandings and Building Rapport

Term	Definition	Example Sentence	Profession-Specific (Y/N)
misunderstanding	A failure to understand correctly	“There was a misunderstanding about the deadline.”	Y
empathy	Understanding another’s feelings	“She showed empathy when her colleague was stressed.”	N
rapport	A friendly, trusting relationship	“The manager built strong rapport with her team.”	N
active listening	Paying close attention to show understanding	“Active listening helps reduce misunderstandings.”	N
apologize	To say sorry for a mistake	“He apologized for the miscommunication.”	N
rephrase	To say something again in a different way	“Let me rephrase that more clearly.”	N

UNIT 8: Professional Business Writing & Reporting

Word Group 33: Formal vs. Informal Register in Business Writing

Term	Definition	Example Sentence	Profession-Specific (Y/N)
register	The level of formality in language used in writing	The register of your email must match the recipient.	Y
recipient	The person receiving communication	Always consider your recipient when drafting a message.	Y
concise	Expressing information clearly in few words	Keep your subject line concise and direct.	Y

courteous	Polite and respectful	Use courteous language when addressing senior managers.	N
colloquial	Informal, conversational language	Avoid colloquial expressions in formal reports.	N

Word Group 34: Structuring Business Reports

Term	Definition	Example Sentence	Profession-Specific (Y/N)
executive summary	A brief overview of the main points of a business report	The executive summary highlights the key findings and recommendations.	Y
findings	Information discovered through research or analysis	Our findings suggest a need for increased customer support staff.	Y
implementation	The process of putting a plan or decision into effect	The implementation phase will begin in Q4 of this year.	Y
cohesive	Forming a unified and consistent whole	A cohesive report uses clear transitions and connected ideas.	Y
outline	A general description or plan showing key parts	First, we created an outline to structure the main sections.	Y

Word Group 35: Writing Data Commentary and Summaries

Term	Definition	Example Sentence	Profession-Specific (Y/N)
trend	A general direction in which something is changing	The sales trend shows a steady increase over the past six months.	Y
fluctuate	To change level or value frequently within a range	Customer traffic fluctuated significantly during the holiday season.	Y

significant	Large enough to be important or worthy of attention	There was a significant drop in customer satisfaction ratings.	Y
correlation	A mutual relationship or connection between two variables	The data shows a clear correlation between training hours and output.	Y

Word Group 36: Recommendations & Action Items

Term	Definition	Example Sentence	Profession-Specific (Y/N)
stakeholder	A person or group with an interest in a decision or organization	All stakeholders must be informed of the proposed changes.	Y
cost-effective	Producing good results without costing a lot of money	This solution is both scalable and cost-effective.	Y
action item	A specific task that needs to be completed as part of a plan	The report includes three key action items for the operations team.	Y
justify	To give valid reasons or evidence for a decision	The team must justify the recommendation with relevant data.	Y