



5/9 from 18:00



**FREE  
WEBINAR**

**Video-based case studies**  
by Mgr. Jarmila Tomanová



A picture is worth a ..... words!



A *moving* picture is worth  
a thousand words!



Pearson

# 1. BUSINESS ENGLISH





# A TYPICAL BUSINESS PERSON?



To  
communicate

To gain  
cultural  
awareness

To get a  
promotion

# WHY DO PEOPLE STUDY BUSINESS ENGLISH?

To find a new job

To understand



Pearson



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# CHALLENGE FOR THE TEACHER?



# VIDEO IN THE CLASSROOM/OFFICE





# BUSINESS PARTNER



## 2. TEACHING RECEPTIVE SKILLS



# TEACHING RECEPTIVE SKILLS

Choose material

Lead-in: Activate schema (*"our pre-existent knowledge of the world"* Guy Cook)

A gist task

A specific information task

Productive skills



# LEAD-IN

## Lesson outcome

Learners can use vocabulary for talking about work cultures and adjectives for describing people's personality.

## Lesson outcome

Learners can use common verb and noun collocations related to work and leadership.

## Lesson outcome

Learners can use vocabulary related to office communication.

## Lesson outcome

Learners can use vocabulary related to innovative product design.

**Lead-in 1A** Tick (✓) the sentence(s) that best describe(s) your attitude to your lunch break during the week.

- 1 It's an opportunity to relax and talk with friends.
- 2 I eat only because it's necessary – food is fuel.
- 3 I enjoy choosing food and eating it.
- 4 I usually do something else while I eat – reading, studying, texting.
- 5 A long lunch break is a waste of time.
- 6 In a cafeteria, I don't like ordering food and waiting for it.
- 7 I don't usually eat lunch.
- 8 I prefer to eat without talking to anyone.

**B** Compare your answers with a partner.





# LEAD-IN

## Lesson outcome

Learners can use vocabulary related to customer service.

## Lesson outcome

Learners can use vocabulary related to health and safety at work.

**Lead-in 1A** Work in groups. Do this quick quiz to find out how much you know about international safety symbols. Match 1-5 with a-e.

## International safety symbols



- 1 Square or rectangular red signs indicate
  - 2 Square or rectangular green signs typically indicate
  - 3 Circular red signs with a diagonal line indicate
  - 4 Circular blue signs typically indicate
  - 5 Triangular yellow signs indicate
- a that certain actions are prohibited.
  - b that wearing a certain type of protective equipment is obligatory.
  - c there is a possible risk and you should be careful.
  - d where to find firefighting equipment.
  - e emergency procedures or an emergency location.



**B** Which safety symbols have you noticed in the place where you work or study?

# LEAD-IN



*Which country is represented by these pictures?*

# LEAD-IN

Activity 1: **Use Pictures**

Activity 2: **Play without Sound**


Activity 3: **Fast Forward**

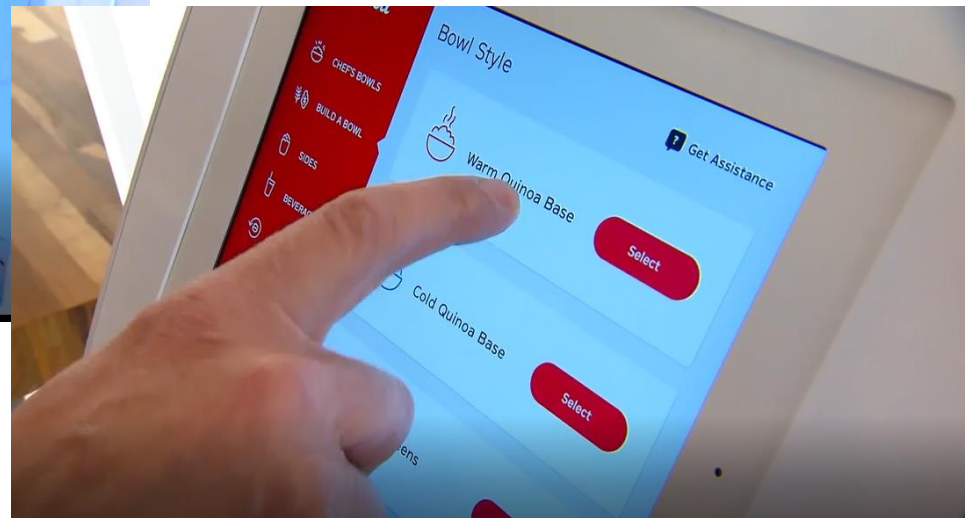




# A GIST TASK

**2A** Look at the photos of Eatsa, a new restaurant in San Francisco. How do you think customers order and receive their food?

**B**  5.1.1 Watch the video and check your ideas. How is Eatsa different from a traditional restaurant or cafeteria?





# A SPECIFIC INFORMATION TASK

**3** Watch the video again. Decide if these sentences are *true* (T) or *false* (F).  
Correct the incorrect sentences.

- 1 According to Scott Drummond, customers mostly want fast and accurate service.
- 2 Customers choose meals that are already prepared.

**4** Number the sentences and phrases in the correct order. Then watch the video again from 00:14 to 00:41 and check your answers.

- a the patience for the old ways of going out and buying food, interacting with
- b We've addressed that by creating a process that's incredibly fast, incredibly precise

**5A** The video mentions several positive and negative things about this type of restaurant. List the ones you can remember and any others you can think of.

Positive	Negative
<i>Fast, ...</i>	<i>No human contact, ...</i>

**B** Would you like to eat at Eatsa? Why / Why not?



# REVISION

	hybrid car	assembly line	heavy traffic	
	conveyor belt	stock exchange	high-tec	
	automotive industry	trade fair	artificial intelligence	

## Activity 5: **Bingo**

Use synonyms/opposites

Use definitions



# 3. COMMUNICATION AND BUSINESS SKILLS





*Can you name some communication or business skills?*

Building Rapport

Giving Instructions

Dealing with Interruptions

Closing a deal

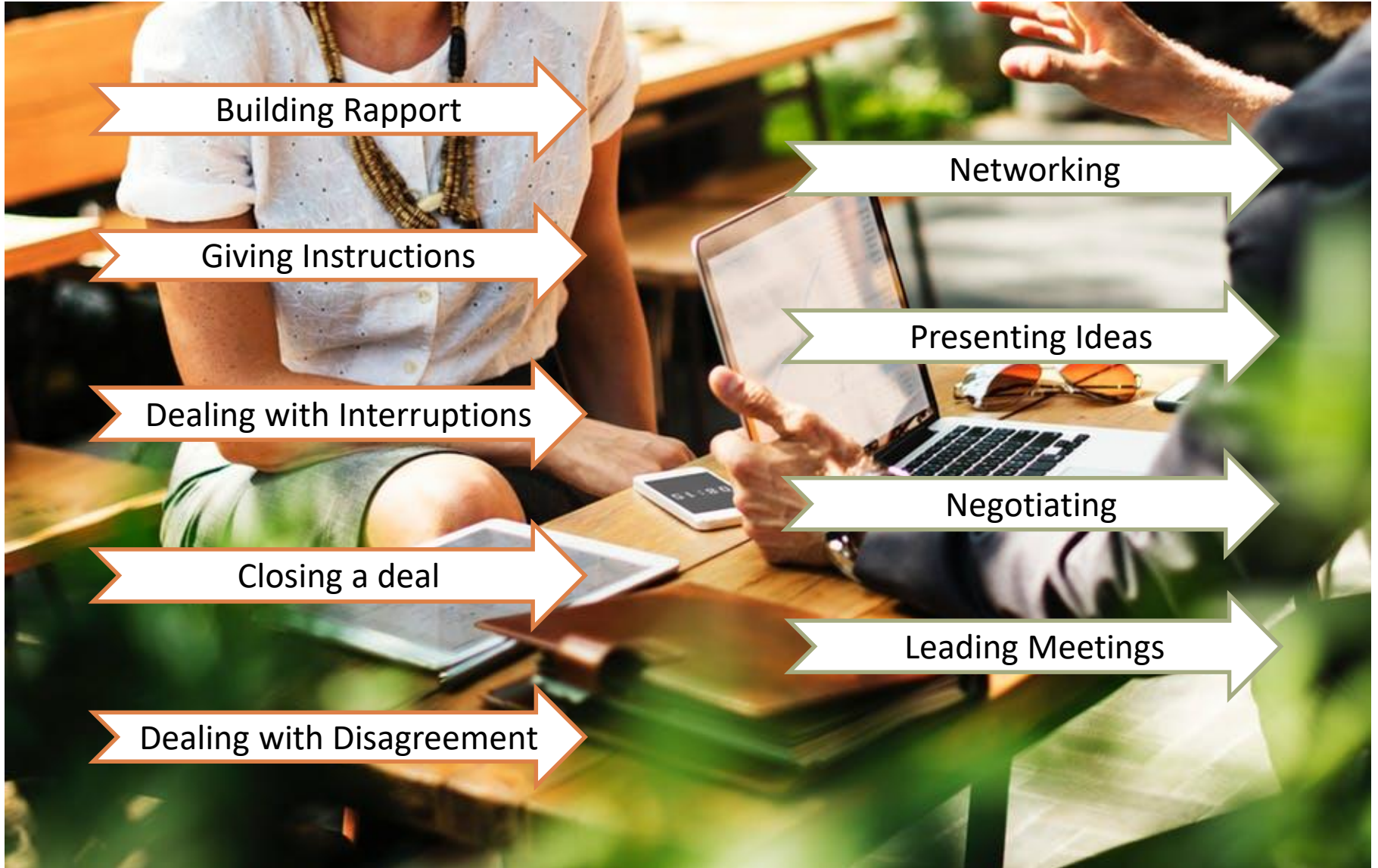
Dealing with Disagreement

Networking

Presenting Ideas

Negotiating

Leading Meetings





# PREDICTION

## Activity 1: Freeze frame (Play – Pause – Predict)

- Introduction first

**Lead-in 1** It is common to classify communication styles as *direct* or *indirect*. A person's communication style may depend on their culture. In pairs, read the text and discuss the questions.

In **direct** cultures, people often focus on facts, and give clear opinions. They want to communicate with honesty and will argue strongly for their ideas, and against the ideas of others.

In **indirect** cultures, the focus is more on feelings. People do not like to argue against other people's ideas, and may say they agree to show respect for the other person. They also try to avoid making things difficult for others.

# VIDEOSCRIPT

## Activity 2: Contrasting in script

### 4.3.2 M = Matt K = Kenji J = Jack

**M:** Kenji, I need to have word.

**K:** Yes?

**M:** I'll come directly to the point as we need to find a solution. I've been going over our schedules this morning and the Japan side of this project is running more than three weeks late. It's a major delay, I'm not happy about it.

**K:** Aha, OK, I understand it is not ideal but I am working very hard to put things right. It's not necessary to worry.

**M:** I do worry Kenji and, no, it's not simply 'not ideal', it's a serious problem. As I'm sure you've seen since you've been over here, we have a lot of resources dedicated to Japan. If you delay, there's a planning impact here.

**K:** OK, I understand your concern, but we don't have all the required resources in Japan.

### 4.3.3 M = Matt K = Kenji J = Jack

**M:** Morning Kenji, how are you doing? How's the family?

**K:** Very well, thank you.

**M:** Listen, Kenji, have you got a few minutes for a quick chat?

**K:** Certainly.

**M:** I know that you're very busy, and I hear that things are going very well in some areas, but I think it's good to update on the project. It's a very demanding situation for you and there's a slight delay on your part of the project, right? Just over three weeks.

**K:** Yes. We are struggling a bit with resources. There are some other projects that management in Japan wants to take priority, it's difficult to balance.

**M:** I understand. Look, how do we go forward to get back on track. Any ideas?

**K:** Er ... I think we can manage.



# SILENT VIEWING

## Activity 3: Can you spot...?

- *Which gestures or facial expressions can you notice in the video?*

**Lead-in 1A** Work in pairs and discuss the statements. Which one do you agree with more?

- 1 'In business, it's better to act neutrally and not show your feelings.'
- 2 'It's better not to hide your feelings when talking about work-related topics.'

# SILENT VIEWING

## Activity 4: Choose the correct script

**A**

**M:** Good morning, how are you?

**P:** I'm good thanks.

**M:** How was the flight?

**P:** Long, but good. And I'm excited to be here in London.

**M:** Excellent, come on, let's go and get a coffee and catch up.

**B**

**J:** Hey.

**M:** Oh, hi, how're things?

**J:** I was thinking about you, how did that Japan business go?

**M:** It wasn't easy. I took your advice and was pretty tough on Kenji.

**J:** Tough guy. And?





# SILENT VIEWING

## Activity 5: Create a script



## Activity 6: **Silent Viewing in pairs** (ordering a series of events)

# CULTURES AND ACCENTS

**B** Read the information on how two different cultures approach decision-making.

**1** Which culture, A or B, do you feel closer to?

## Culture A

It's important to have consensus. This means it's important to act as a group and have a discussion before decisions are made. The process of reaching a result is just as important as the result itself. Deadlines are useful to keep people focused, but they should be seen as flexible and can be moved around as circumstances or objectives change.

## Culture B

It's important to be decisive. If the group can't reach a decision, then the person responsible should make one, based on the information available. Achieving results and reaching decisions are more important than the process of getting there. People who respect deadlines show both commitment and competence. Those who don't may be seen as unprofessional or disorganised.

# CULTURES AND ACCENTS


- *Which accent do you find difficult to understand?*

## Activity 8: Listening without a picture



# CULTURES AND ACCENTS

## Activity 9: Exposure to accents

- 2**  7.1.1 Watch the video. Write the first names of the speakers and match them with their countries. Some of the countries are not used.

Argentina Australia Brazil Denmark Germany New Zealand Poland  
Sweden the Netherlands Ukraine

- 1 Evelyn is from \_\_\_\_\_.  
2 Rodrigo is from \_\_\_\_\_.

- 3 Marcus is from \_\_\_\_\_.  
4 Hanna is from \_\_\_\_\_.



# CULTURES AND ACCENTS

**4** Who said what? Match the speakers (E, R, M, H) with the sentences. Use two of the speakers twice. Then watch the video again and check your answers.

- 1 I thought I was very **fluent in** English when I, you know, when I lived at home.
- 2 But initially they are a bit more reserved, so don't **be put off** by that.
- 3 But then when you actually come to live here, you realise the **nuances** and phrases that you don't know at all.
- 4 The use of 'thank you' and 'please' – it's probably less **widely used**.
- 5 You always have lunch with someone – you never have your lunch **alone**.
- 6 You might be a little bit shocked that the Poles **tend to** be more abrupt, or that's how they will **come across**.



# CULTURES AND ACCENTS

**Personalization:** *If people from another country come to work/study in your organisation, what are the most important **cultural differences** they need to be aware of?*



# 4. RECAP



Preparation

Relevance



Authenticity

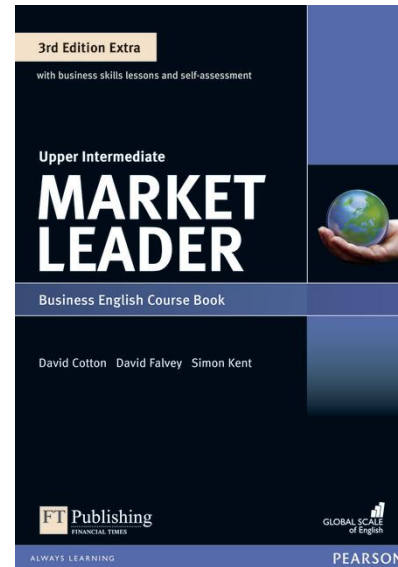
Autonomy

Fun





# THANK YOU



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Our partners in learning