

GRADO MEDIO

English Course

STUDENT'S BOOK



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How to Use This Book

This course is designed to help you use English confidently in real workplace situations. You will

learn how to communicate with colleagues, managers, and clients in professional contexts.

Instead of just studying grammar, you will:

- Practice real conversations you may have at work.
- Learn how to write professional emails and documents.
- Gain skills to handle meetings, customer service, and job applications.
- Build a portfolio of real work examples to show your progress.

By the end of this course, you will feel ready to work internationally in English.

Our Method: 5 Steps

Every lesson follows the same simple structure:

1. Notice – See and hear English in action (real workplace dialogues and texts).
2. Decide – Choose the most effective options.
3. Analyze – Compare and explain why language is used.
4. Produce – Create your own conversations, emails, and documents.
5. Challenge – Use everything in simulated workplace scenarios.

This method helps you go step by step from understanding to real communication.

Your Portfolio

Instead of exams, you will complete one portfolio task at the end of each unit.

- Each portfolio task is worth 20% of your final grade.

- You can choose between different task options.
- **The portfolio shows your real skills:** speaking, writing, problem-solving.

Keep all your work organized. At the end of the course, you will have a complete record of your professional English progress.

How to Work with This Book

- Each unit has 5 lessons (listening, grammar, speaking, writing, workplace skills).
- In class, you will focus on conversation and practice.
- At home, you will finish written work and prepare portfolio pieces.
- Pair and group work is essential – help each other like colleagues in a company.
- Mistakes are part of learning. Focus on clear communication first, then accuracy.

Self-Check Before Starting

Tick the ones you can already do:

- I can introduce myself professionally.
- I can write short, polite emails.
- I can describe problems and suggest solutions.
- I can understand workplace instructions.

Welcome to the Course!

This is the beginning of your journey to confident workplace communication in English. Over the next months, you'll develop the practical skills you need to succeed in international work environments.

Course Opening Activity: Professional Introductions

Step 1: Think About Your Goals

Take 2 minutes to think about these questions:

- Why are you studying Professional English?
- What job or career are you preparing for?
- What English situation at work would you like to feel more confident about? Your Portfolio

Step 2: Find Your Partner

- **Face-to-Face:** Walk around the classroom. Find someone you don't know well and introduce yourself.
- **Virtual/Hybrid:** Your teacher will create breakout rooms or pair you with another student.

You'll have 3-4 minutes to talk together.

Use this simple structure: **"Hi, I'm [your name]. I'm studying [your FP program]. I want to improve my English because [your reason]."**

Example: "Hi, I'm Carlos. I'm studying Hotel Management. I want to improve my English because I'd like to work in international hotels."

Step 3: Partner Introductions

Now you'll introduce your partner to the class. Listen carefully to your partner and then tell everyone:

"This is [partner's name]. He/She is studying [program] and wants to improve English to [goal]." How to Work with This Book

Step 4: Course Expectations

In small groups, discuss:

- What do you hope to learn in this course?
- What workplace situations worry you most in English?
- What would success look like for you at the end of this course?

UNIT 1

First Days at Work – Survival English



UNIT 1
First Days at Work – Survival English

Unit Introduction

Starting your first job can be scary, especially when you need to use English! This unit gives you the essential survival skills for your first days at an international company. You'll learn to understand the basics, introduce yourself confidently, describe colleagues, and handle simple workplace communication.

By the end of this unit, you will be able to:

- Understand company orientations and basic workplace information
- Introduce yourself and describe colleagues professionally
- Make and answer simple phone calls at work
- Write basic workplace emails with correct formality
- Use present tenses correctly for work situations
- Describe people's appearance and personality appropriately

Lesson 1: Understanding Your New Workplace & Describing People

1.1 Smart Listening Strategy

Notice Phase: How Professionals Listen at Work

Watch experienced workers during orientation sessions. Do they understand every word? How do they extract key information efficiently?

Listening Script 1: Your First Day (60 seconds)

"Good morning! Welcome to TechSolutions.

I'm Ana García, your supervisor. I'm tall with short brown hair - you'll recognize me easily. Today

is Monday, so let's start with the basics. Your desk is number 12, next to Carlos. He's very

friendly and helpful - quite young with glasses. Coffee break is at 11 AM in the kitchen.

If you have problems, call me at extension 205. Your first meeting is tomorrow at 10 AM in

Room A. Don't worry, everyone here is nice!"

Notice the listening patterns:

- What type of information does Ana give first?
- Which details help you navigate the workplace?
- How does she organize information to help you remember?
- What makes this easy to follow despite being lots of information?

Professional Listening Strategy:

1. Global understanding: What is this about? Who is speaking? What's the purpose?
2. Key information extraction: Names, times, places, what you need to do

3. Priority identification: What affects you directly vs. general information?

Practice A1: Strategic Listening Recognition

Decide Phase: Listen once for global understanding:

What is Ana's main purpose?

- Giving directions around the city
- Welcoming and orienting a new employee
- Explaining company problems
- Introducing the management team

Practice A2: Key Information Extraction

Decide Phase: Listen again and extract specific details:

- **Your supervisor's name:** _____
- **Ana's appearance:** _____ with _____
- **Your desk number:** _____
- **Who sits next to you:** _____
- **Carlos's appearance:** _____ with _____
- **Coffee break time:** _____
- **Ana's phone:** extension _____
- **First meeting:** _____ at _____ in Room _____

Practice A3: Professional Purpose Analysis

Analyze Phase: Why does Ana include physical descriptions in workplace orientation?

Read the lines again:

- "I'm tall with short brown hair."
- "He's very friendly and helpful — quite young with glasses."

1. Which words are appearance and which are personality?

Appearance: _____ Personality: _____

2. Which adjectives sound professional (neutral, respectful)? Circle:

friendly / hot / organized / fat / slim / helpful / bossy

3. How do physical descriptions help workplace integration?

4. What problems do they solve for new employees?

5. What would happen if she didn't include these details?

Your analysis: Physical descriptions serve professional purposes because _____

1.2 Describing People at Work

Notice Phase: Professional Description Patterns

From Ana's orientation, notice the language patterns:

- **Physical appearance:** "I'm tall with short brown hair"
- **Personality:** "He's very friendly and helpful"
- **Age:** "quite young"
- **Features:** "with glasses"

What do you notice about:

- Which descriptive words Ana chooses vs. avoids?
- How she combines appearance with personality?
- The level of detail she provides?
- The professional tone she maintains?

Essential Workplace Description Vocabulary:

Physical Appearance (Professional Context):

- **Height:** tall, medium height, short
- **Hair:** long/short hair, brown/black/blonde/grey hair
- **Build:** slim, medium build, well-built
- **Features:** glasses, beard, mustache
- **Age:** young, middle-aged, older

Personality (Professional Context):

- **Positive traits:** friendly, helpful, patient, organized, reliable
- **Work style:** hardworking, creative, efficient, careful
- **Social:** outgoing, quiet, professional, easy-going

Grammar Focus: Present Simple for Descriptions and Facts

Use Present Simple for:

1. Physical descriptions
(permanent characteristics):

- “Ana is tall” / “She has brown hair”
- “Carlos wears glasses” / “He has dark hair”

2. Personality traits (permanent characteristics):

- “He is very friendly and helpful”
- “She is always professional and organized”

3. Job roles and responsibilities
(permanent facts):

- “Ana works in HR” / “She helps new employees”
- “Carlos fixes computers” / “He works in IT Support”

4. Regular schedules and routines
(repeated facts):

- “Coffee break is at 11 AM” / “We start work at 9 AM”
- “**The office opens at 8:30**” / “Lunch break lasts one hour”

5. Company facts and locations
(permanent information):

- “Your desk is number 12” / “The kitchen is on the second floor”
- “TechSolutions helps small businesses” / “We have 50 employees”

Complete Form Structures:

Positive Statements:

- **I/You/We/They:** work, have, are, help, start
- **He/She/It:** works, has, is, helps, starts (ADD -S!)

Negative Statements:

- **I/You/We/They:** don’t work, don’t have, aren’t, don’t help

- **He/She/It:** doesn't work, doesn't have, isn't, doesn't help



Questions:

- **Do:** Do you work here? / Do they start at 9?
- **Does:** Does she work in HR? / Does he wear glasses?
- **To be:** Are you new? / Is she your manager?

Spelling Rules for 3rd Person -s:

- **Most verbs:** add -s (work > works, help > helps)
- **Verbs ending in -s, -sh, -ch, -x, -o:** add -es (fix> fixes, go > goes)
- **Consonant + y:** change to -ies (study > studies, trytries)
- **Vowel + y:** add -s (play > plays, enjoy > enjoys)

Common Irregular Forms:

- have>has, be > is, do > does, say >says

Practice B1: Professional Description Categories

Decide Phase: Sort these workplace description words:

Words: tall, helpful, glasses, organized, blonde, patient, slim, beard, reliable, young

Physical Appearance: _____, _____, _____, _____, _____, _____

Personality: _____, _____, _____, _____, _____

Practice B2: Professional Appropriateness

Decide Phase: Choose the most professional workplace description:

1. Describing your manager to a client:

- "She's quite old with grey hair"
- "She's middle-aged with short grey hair and very professional"
- "She's ancient and bossy"

2. Telling a colleague about the new IT person:

- "He's tall and skinny with thick glasses"

b) "He's tall, slim, wears glasses and he's very helpful"

c) "He's a tall guy who fixes computers"

Analyze Phase: Explain why option (b) is more professional in each case:

Item 1 options (a/b/c) are about your manager; item 2 about an IT colleague.

1. Underline the neutral, factual words in (b).

2. Put a X next to any subjective or judgmental words in (a) and (c).

3. Tick ✓ all features you see in (b):

[] respectful tone [] objective detail

[] job-relevant info [] slang

4. Micro-rule: Professional descriptions = objective detail + job relevance + respectful tone.

Analysis: Professional descriptions work better because they _____

Unprofessional descriptions damage workplace relationships by _____

Practice B3: Present Simple Form Application

Decide Phase: Complete with correct Present Simple forms:

1. Ana _____ (be) tall and _____ (have) short brown hair.

2. She _____ (work) in HR and _____ (help) new employees.

3. Carlos _____ (be) very friendly. He _____ (wear) glasses.

4. The office _____ (open) at 9 AM. We _____ (not/work) on weekends.

5. _____ your manager _____ (speak) Spanish too?

6. _____ you _____ (know) where the IT department is?

Practice B4: Error Recognition and Analysis

Analyze Phase: Find the errors and explain why they're wrong:

1. "She always arrive at 9 AM." >Error: _____
Why wrong: _____

2. "Do he work in marketing?" > Error: _____
Why wrong: _____

3. "The cafeteria close at 4 PM." > Error: _____
Why wrong: _____

4. "Carlos don't wear glasses." > Error: _____
Why wrong: _____

Produce Phase: Professional Colleague Description

Create a complete professional description (60-80 words) of someone in your class using:

- Physical appearance (appropriate and respectful)
- Personality traits (positive, professional)
- Present Simple forms (accurate grammar)
- Professional vocabulary (workplace-appropriate)

Example structure: "This person is _____ with _____. hair. They are very _____ and _____. They usually _____ and always _____. They work/study _____ and are _____ with _____."

1.3 Company Facts and Schedules

Notice Phase: Workplace Information Patterns. From Ana's orientation, notice different types of permanent information:

- "Your desk is number 12" (location)
- "Coffee break is at 11 AM" (schedule)
- "He's very friendly" (personality)
- "I'm Ana García, your supervisor" (role/identity)

What makes these different from temporary information? How does Ana signal that these are

permanent facts?

Practice C1: Fact vs. Temporary Information Recognition

Analyze Phase: Which statements describe permanent facts vs. temporary situations?

1. "Ana works in HR" (permanent/temporary)
2. "Ana is working late tonight" (permanent/temporary)
3. "The office opens at 9 AM" (permanent/temporary)
4. "We're having a meeting now" (permanent/temporary)

Analysis: Permanent facts use Present Simple because _____

Temporary situations need different grammar because _____

Practice C2: Workplace Schedule Language

Produce Phase: Complete information about your school/workplace:

- **Location:** "My classroom/office is _____"
- **Schedule:** "Classes/Work _____ at _____ and _____ at _____"
- **Regular activities:** "We always _____ and usually _____"
- **People's roles:** "_____ teaches/works _____ and helps with _____"

Lesson 2: Professional Introductions & Comparisons

2.1 Introduction Formulas for Different Situations

Notice Phase: Register Adaptation in Professional Contexts

Listen to three workplace introductions. Notice how the same person adapts their language:

Formal (meeting company CEO): "Good morning, Mr. Johnson. I'm María López, the new marketing assistant. I'm very pleased to meet you."

Standard (team meeting): "Hi everyone, I'm María from Marketing. I help with websites and social media. Nice to meet you all."

Informal (coffee break): "Hi, I'm María. I work in marketing. How long have you been here?"

Notice the patterns:

- What changes between formal and informal contexts?
- Which elements stay the same across all three?
- How does María adjust her language for different audiences?
- Why might these differences matter professionally?



Practice A1: Register Pattern Recognition

Analyze Phase: Compare the three introductions and identify what changes:

Element	Formal	Standard	Informal
Greeting	-	Hi everyone	-
Name	Full name + title	-	First name only
Job description	-	What you do	-
Ending	-	-	Question

1. List two elements that stay constant across all three.

2. Micro-rule: More formal = more _____ details, more _____ endings, more _____ names.

Analysis: Register changes serve professional purposes because _____

Professional Introduction Formula: Greeting + Name + Job/Role + What you do + Polite ending

Practice A2: Audience Appropriateness

Decide Phase: Match each introduction style to the appropriate situation:

1. Meeting a new client > Introduction _____
2. First day team meeting > Introduction _____
3. Casual lunch conversation > Introduction _____

Analyze Phase: Explain why using the wrong register could cause problems:

Wrong register problems (match the mistake with the most likely consequence):

A) Too informal with senior management > () reduced credibility () friendly rapport () clear hierarchy

B) Too formal with close colleagues > () distance/ coldness () clarity () speed

Complete: Getting register wrong can damage _____ because _____.

Practice A3: Register Selection Challenge

Decide Phase: Choose the most appropriate introduction:

Situation: Meeting an important client

- a) "Hey, I'm John. I do stuff with computers."
- b) "Good morning, I'm John Smith, Senior IT Consultant. I specialize in system security."
- c) "Hi there, I'm John from IT. I fix things when they break."

Analyze Phase: In your selected option, highlight: - - -

- Specific role/title
- Area of expertise
- Polite greeting/ending

Why is that option most effective for this professional context?

Produce Phase: Introduction Creation. Create appropriate introductions for these situations:

1. Meeting your new manager: _____
2. First team meeting: _____
3. Casual corridor conversation: _____

2.2 Making Simple Comparisons

Notice Phase: Professional Comparison Patterns

Listen to these workplace comparisons. Notice the language patterns:

- "Ana is taller than Carlos"
- "Marketing is busier than HR"
- "This office is more modern than our old one"
- "The new manager is better than the previous one"

Notice:

- Which words change and how?
- What pattern do you see with short vs. long words?
- Are there any irregular patterns?

- How do these comparisons help workplace communication?

Grammar Focus: Comparative Adjectives for Professional Communication

Use Comparatives for:

1. Comparing colleagues professionally: "She is more experienced than the previous manager"

2. Comparing workplace conditions: "This office is more comfortable than the old one"

3. Comparing efficiency and performance: "The new system is faster than the old one"

4. Making diplomatic suggestions: "This approach might be more effective than our current method"

Formation Rules:

Short adjectives (1 syllable):

- **Add -er + than:** tall > taller than, young > younger than, old > older than

Spelling changes for short adjectives:

- **Consonant + y:** busy > busier than, easy > easier than, friendly > friendlier than
- **Single vowel + consonant:** big > bigger than, hot > hotter than
- **Ending in -e:** nice > nicer than, large > larger than

Long adjectives (2+ syllables):

- **Use more/less + adjective + than:**

- helpful > more helpful than
- organized > more organized than
- efficient > more efficient than
- expensive > less expensive than

Irregular comparatives (memorize these):

- **good > better than** (NOT "more good")
- **bad > worse than** (NOT "more bad")

- **far > further/farther than**
- **much/many > more than**

Practice B1: Formation Rule Application

Decide Phase: Choose the correct comparative form:

1. tall: taller than / more tall than
2. helpful: helpuler than / more helpful than
3. good: gooder than / better than
4. busy: busyer than / busier than
5. modern: moderner than / more modern than
6. bad: badder than / worse than

Practice B2: Professional Comparison Building

DecidePhase: Complete with appropriate comparatives:

1. Ana is _____ (tall) than Carlos.
2. The new office is _____ (modern) than the old one.
3. Marketing is _____ (busy) than HR during campaign season.
4. Our new manager is _____ (helpful) than the previous one.
5. This computer is _____ (good) than my old one.
6. The morning shift is _____ (quiet) than the afternoon shift.

Practice B3: Professional Context Analysis

Analyze Phase: Explain why these workplace comparisons are useful:

Look at the pairs:

- “The new system is more efficient than the old one.”
- “She is more experienced than other candidates.”

1. Underline the compared items.
2. Circle the criterion (efficient / experienced).

Analysis: Workplace comparisons serve professional communication by _____

Produce Phase: Workplace Comparison Creation

Compare your current and previous study/work situations using appropriate comparatives:

1. "The teachers here are _____ than in my previous school."
2. "The building is _____ than my old school."
3. "The schedule is _____ than before."
4. "The students are _____ than I expected."

2.3 Present Continuous for Current Activities

Notice Phase: Permanent vs. Temporary Work Activities

Compare these sentence pairs. What's the difference?

- "Ana works in HR" vs "Ana is working late tonight"
- "I help with marketing" vs "I'm helping with the website project"
- "We have meetings" vs "We're having a meeting right now"

Notice:

- When do we use each form?
- What time signals do you see?
- How does the meaning change?
- Why would you need both forms at work?

Grammar Focus: Present Continuous for Workplace Communication

Use Present Continuous for:

1. Actions happening right now:

- "I'm learning the computer system" (at this moment)
- "She's explaining the procedures" (currently happening)
- "We're discussing the project" (now, in progress)



2. Temporary work situations:

- “I’m working with the design team this week” (temporary assignment)
- “We’re using the conference room while ours is being repaired” (temporary arrangement)
- “She’s covering for the manager while he’s on vacation” (temporary responsibility)

3. Current projects and ongoing work:

- “We’re preparing for the big presentation” (ongoing project)
- “I’m updating the client database” (work in progress)
- “The team is developing new procedures” (current focus)

Complete Form Structure:

Positive:

- **I am (I’m) + verb-ing:** I’m working, I’m learning, I’m helping
- **You/We/They are + verb-ing:** You’re working, We’re learning, They’re helping
- **He/She/It is + verb-ing:** He’s working, She’s learning, It’s working

Negative:

- **I’m not + verb-ing:** I’m not working late tonight
- **You/We/They aren’t + verb-ing:** We aren’t having a meeting today
- **He/She/It isn’t + verb-ing:** She isn’t working on that project

Questions:

- **Am I/Are you/Is he + verb-ing?** Am I working too slowly? / Are you coming to the meeting? / Is she helping with the project?

Spelling Rules for -ing forms:

- **Most verbs:** add -ing (work > working, help > helping, learn > learning)
- **Verbs ending in -e:** remove -e, add -ing (write > writing, make > making, take > taking)

- **Short verbs (CVC pattern):** double the final consonant (plan > planning, stop > stopping, run > running)
- **Verbs ending in -ie:** change to -ying (lie > lying, die > dying)
- **Verbs ending in -y:** just add -ing (study > studying, try > trying)

Time Expressions that Signal Present Continuous:

- Right now, at the moment, currently, today, this week, this month
- Look! Listen! (for immediate actions)

Practice C1: Time Signal Recognition

Decide Phase: Choose Present Simple or Present Continuous based on time signals:

1. "I usually start work at 9 AM." > _____
2. "Right now, I'm checking emails." > _____
3. "This week, we're training new staff." > _____
4. "Ana always helps new employees." > _____
5. "Look! The manager is coming." > _____

Practice C2: Form Application

Decide Phase: Choose the correct form:

1. I usually (start/am starting) work at 9 AM, but today I (start/am starting) at 8 AM.
2. Ana (works/is working) in HR. Right now she (helps/is helping) a new employee.
3. Carlos (is/is being) very helpful. Today he (fixes/is fixing) my computer.
4. We (have/are having) meetings every Tuesday. We (have/are having) one right now.

Practice C3: Usage Analysis

Analyze Phase: Explain why each tense is used:

1. "I work in marketing." (Present Simple) Why: _____

2. "I'm working on a special project." (Present Continuous) Why: _____

3. "We have meetings every Tuesday." (Present Simple) Why: _____

4. "We're having a meeting now." (Present Continuous) Why: _____

Analysis: Micro-rule (finish): At work we use the present simple for _____ and the present continuous for _____.

Produce Phase: Current Work Description

Describe your current work/study situation using both tenses:

- **Usually:** "I usually study English on _____"
- **Right now:** "Right now, I'm _____"
- **This week:** "This week, I'm _____"
- **Always:** "I always _____ in English class"



Lesson 3: Phone Calls & Present Perfect for Recent Experience

3.1 Basic Phone Conversations

Notice Phase: Professional Phone Communication Structure

Listening Script 2: IT Support Call (45 seconds)

A: "Good morning, IT Department. This is Carlos speaking."

B: "Hi Carlos, this is María from Marketing. I have a problem with my computer."

A: "I'm sorry to hear that. What exactly is happening?"

B: "It doesn't start. I have tried turning it off and on, but nothing happens."

A: "OK, I understand. I'll come to your desk in 10 minutes. Is that alright?"

B: "Perfect. Thank you very much for your help."

A: "No problem at all. See you soon."

Notice the conversation flow:

- How does Carlos answer professionally?
- What does María include in her problem description?
- How does Carlos show sympathy and gather information?
- What makes this conversation efficient and polite?
- Which phrases could you use in other workplace phone calls?

Professional Phone Conversation Structure:

1. Professional opening with department and name
2. Problem/purpose statement with caller identification
3. Sympathy expression and information gathering

4. Solution offering with specific details
5. Confirmation and thanks
6. Polite closing

Practice A1: Phone Structure Recognition

Decide Phase: Put these phone conversation elements in logical order (1-6):

- ___ Explain the problem clearly
- ___ Answer the phone professionally
- ___ Offer a specific solution
- ___ Thank and close politely
- ___ Express sympathy and ask for details
- ___ Give your name and reason for calling

Practice A2: Professional Phone Language Analysis

Analyze Phase: Explain why each phrase works effectively in workplace phone calls:

1. "Good morning, IT Department. This is Carlos speaking." Why effective: _____
2. "I'm sorry to hear that. What exactly is happening?" Why effective: _____
3. "I'll come to your desk in 10 minutes. Is that alright?" Why effective: _____

Analysis: Professional phone language creates effective workplace communication by _____

Options: a. Empathy and gather information / b. Propose a solution and confirmation / c.

Identify yourself and build trust

Essential Phone Language Patterns:

Professional Opening:

- "Good morning/afternoon, [Department]. This is [Name] speaking."
- "Thank you for calling [Company]. [Name] speaking, how can I help?"

Identifying Yourself as Caller:

- “Hi [Name], this is [Your name] from [Department].”
- “Good morning, this is [Name]. I’m calling about...”

Expressing Sympathy:

- “I’m sorry to hear that.”
- “That sounds frustrating.”
- “I understand that must be inconvenient.”

Gathering Information:

- “What exactly is happening?”
- “Could you tell me more about the problem?”
- “When did you first notice this?”

Offering Solutions:

- “I’ll... [specific action]”
- “I can... [what you’ll do]”
- “Let me... [your response]”

Confirming and Closing:

- “Is that alright?” / “Does that work for you?”
- “Thank you for your help.” / “I appreciate your assistance.”
- “No problem at all.” / “You’re very welcome.”

Practice A3: Phone Situation Application

Produce Phase: Complete these phone conversations using professional language:

Situation 1: Calling Reception

You: “_____, this is _____ from _____.”

Reception: “Good morning. How can I help you?”

You: “I have a problem with my key card.”

Reception: “I’m sorry to hear that. What exactly is happening?”

You: “_____”

Situation 2: Answering Technical Support Call

Caller: "Hi, this is John from Sales. My printer isn't working."

You: "_____?"

Caller: "It just shows an error message."

You: "_____"

3.2 Present Perfect for Recent Experience

Notice Phase: Recent Actions That Connect to Now

From the phone conversation, notice these patterns:

- "I have tried turning it off and on" (recently attempted, so we know what's been done)
- "I have checked the cables" (completed recently, affecting current situation)
- "We have never had this problem before" (experience up to now)

What do you notice about:

- When these actions happened?
- How they connect to the current situation?
- Why this information is useful for problem-solving?
- The difference from simple past time references?

Grammar Focus: Present Perfect for Professional Communication

Use Present Perfect for:

1. Recent actions affecting the current situation:

- "I have tried restarting the computer" (so we know what's been attempted)
- "We have contacted the supplier" (recently done, waiting for response)
- "She has sent the email" (recently sent, should be received soon)

2. Experience and knowledge up to now:

- "I have worked here for two years" (experience from start until now)
- "Have you ever used this software?" (in your life experience until now)

- "We have never had this problem before" (in our experience up to this moment)

3. Completed actions with present relevance:

- "I have finished the report" (completed, so it's ready now)
- "They have arrived at the office" (recently arrived, so they're here now)
- "The meeting has started" (begun recently, so it's happening now)

Complete Form Structure:

Positive:

- **I/You/We/They have + past participle:** I have worked, You have tried, We have finished
- **He/She/It has + past participle:** He has worked, She has tried, It has finished

Negative:

- **I/You/We/They haven't + past participle:** I haven't worked, You haven't tried
- **He/She/It hasn't + past participle:** He hasn't worked, She hasn't tried

Questions:

- Have I/you/we/they + past participle? Have you tried restarting? Have they finished?
- Has he/she/it + past participle? Has she called back? Has it worked before?

Past Participles for Workplace Context:

Regular past participles (add -ed):

- work > worked, help > helped, try > tried, call > called
- finish > finished, start > started, check > checked, fix > fixed

Irregular past participles (memorize these):

- **be > been:** "I have been here since 9 AM"
- **do > done:** "We have done this before"
- **go > gone:** "She has gone to the meeting"
- **see > seen:** "Have you seen the new manager?"

- **make** > **made**: "I have made the reservations"
- **take** >**taken**: "They have taken the documents"
- **get** > **got/gotten**: "We have got/gotten the approval"
- **know** > **known**: "I have known him for years"
- **write** > **written**: "She has written the proposal"
- **speak** > **spoken**: "Have you spoken to HR?"

Time Expressions with Present Perfect:

- already, just, yet, never, ever, before, since, for
- recently, lately, so far, up to now, until now

Present Perfect vs. Past Simple:

- **Present Perfect**: connects to now - "I have called three times today" (today isn't finished)
- **Past Simple**: finished time - "I called yesterday" (yesterday is finished)

Practice B1: Form Recognition and Application

Decide Phase: Choose have or has:

1. I _____ tried calling three times today.
2. She _____ worked here since 2020.
3. _____ you finished the report yet?
4. Carlos _____ fixed my computer.
5. We _____ never had this problem before.
6. _____ the meeting started?

Practice B2: Past Participle Mastery

Decide Phase: Write the correct past participle:

Regular verbs:

- work > _____, try > _____, help > _____, call > _____
- finish > _____, start > _____, check > _____, fix > _____

Irregular verbs:

- make > _____, take > _____, see > _____, do > _____
- go > _____, be > _____, get > _____, know > _____

Practice B3: Present Perfect vs. Past Simple Analysis

Decide Phase: Choose Present Perfect or Past Simple based on time connection:

1. "I (tried/have tried) to call you this morning." (if it's still morning) > _____

2. "I (called/have called) you yesterday." (yesterday is finished) > _____

3. "She (worked/has worked) here for five years." (still working here) > _____

4. "He (started/has started) work at 9 AM." (9 AM is past, finished time) > _____

5. "We (never had/have never had) this problem before." (up to now) > _____

Analyze Phase: Explain why Present Perfect is used in workplace problem-solving:

From the call: "I have tried turning it off and on."

1. Does the action connect to now? How?

2. Which is correct if today isn't finished?

a) I called three times today. b) I have called three times today. > _____

3. Complete: We use the Present Perfect to

Write 1 more present perfect line a tech might ask:
"Have you _____ yet?"

Present Perfect helps workplace problem-solving because _____

Practice B4: Professional Experience Description

Produce Phase: Complete sentences about your work/study experience:

1. I _____ (study) English for _____ years.

2. I _____ (try) to improve my pronunciation many times this year.

3. I _____ (never/work) in an international company before.



4. This week, I _____ (learn) a lot about workplace English.

5. _____ you ever _____ (use) English on the phone?

3.3 Polite Language & Professional Courtesy

Notice Phase: Levels of Professional Politeness

Compare these requests and notice the politeness levels:

Direct: "Fix my computer."

Polite: "Could you fix my computer, please?"

Very polite: "I'm sorry to bother you, but could you possibly help me with my computer when you have a moment?"

Notice:

- What language makes requests more polite?
- How does politeness level affect workplace relationships?
- When might you use each level?
- What's the professional impact of being too direct or too polite?

Professional Politeness Language:

Making Requests (increasing politeness):

1. Could you... please? "Could you send me the report, please?"

2. Would you mind...? "Would you mind checking this for me?"

3. I wonder if you could... "I wonder if you could help me with this?"

4. Would it be possible to...? "Would it be possible to reschedule the meeting?"

Offering Help:

1. I can... if you like "I can show you the system if you like"

2. I'd be happy to... "I'd be happy to help you with that"

3. Would you like me to...? "Would you like me to call them for you?"

Apologizing and Softening:

1. Sorry to bother you, but... "Sorry to bother you, but could you help me?"

2. I'm afraid... "I'm afraid I don't understand the procedure"

3. I apologize for... "I apologize for the confusion"

Thanking (increasing formality):

1. Thanks "Thanks for your help"

2. Thank you very much "Thank you very much for your assistance"

3. I really appreciate it "I really appreciate your time and help"

Practice C1: Politeness Level Recognition

Decide Phase: Order these requests from most direct

(1) to most polite (3):

___ "Could you please help me with this?"

___ "Help me."

___ "I wonder if you could possibly help me with this when you're free?"

Practice C2: Professional Request

Transformation

Decide Phase: Make these direct requests more professionally polite:

1. "Tell me your phone number." > "_____"

2. "Send me the report." > "_____"

3. "Come to my office." > "_____"

4. "Fix this problem." > "_____"

Practice C3: Workplace Politeness Analysis

Analyze Phase: Explain why politeness levels matter in professional relationships:

Order by least to most polite, then write the risk if used with a manager:

- “Help me.” > risk: -----
- “Could you fix my computer, please?” > risk: -----
- “I’m sorry to bother you, but could you possibly...?” > risk: -----

Analysis: Professional politeness serves workplace relationships by -----

Practice C4: Complete Professional Phone Conversation

Produce Phase: Complete this phone conversation with appropriate polite language:

A: “Good morning, HR Department. This is Ana speaking.”

B: “Hi Ana, this is David from Sales., but ----- help me with something?”

A: “. How can I help?”

B: “----- information about the training schedule?”

A: “Of course. The training is next Tuesday at 10 AM.”

B: “. ----- for your help.”

A: “----- Have a good day!”

Lesson 4: Email Writing & Register

4.1 Email Formality Levels

Notice Phase: Professional Email Register Adaptation.

Read these three emails about the same topic. Notice how formality changes:

Formal Email (to senior management):

Subject: Request for Meeting

Dear Mr. Johnson,

I hope this email finds you well. I would like to request a meeting to discuss the new project

timeline. Would next Tuesday at 2 PM be convenient for you?

I look forward to hearing from you.

Best regards, María López

Standard Email (to colleagues):

Subject: Question about meeting

Hi Ana,

Could you tell me what time tomorrow's meeting starts? Also, do I need to bring anything?

Thanks for your help. María

Informal Email (to close colleagues):

Subject: Printer problem

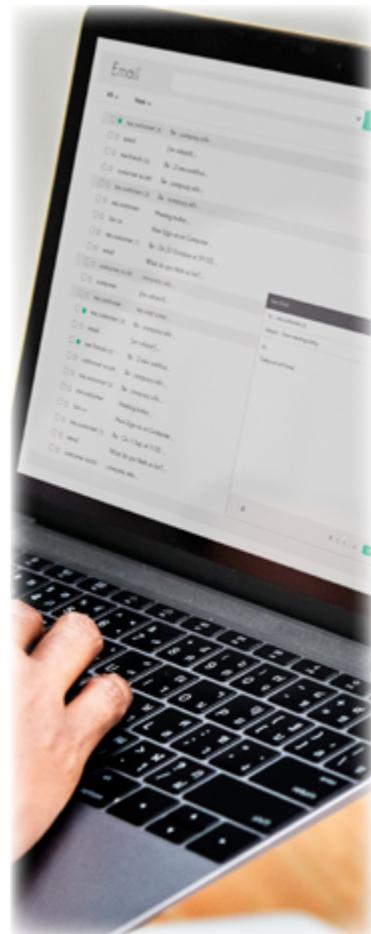
Hi Carlos,

The printer is broken again! Can you have a look when you have time?

Thanks! María

Notice the differences:

- How does the greeting change?
- What happens to sentence structure?
- How do requests change across formality levels?
- Why might the same person use different styles?



Practice A1: Register Impact Analysis

Analyze Phase: Explain what would happen if María used the wrong register:

Wrong register consequences:

- **Using informal style with CEO:** _____
- **Using formal style with close colleague:** _____
- **Professional impact:** Wrong email register affects workplace relationships by _____

Practice A2: Recipient Analysis

Decide Phase: Choose the appropriate formality level for each recipient:

1. Your direct manager (everyday communication): Formal / Standard / Informal
2. The company CEO: Formal / Standard / Informal
3. Your desk neighbor: Formal / Standard / Informal
4. A new important client: Formal / Standard / Informal
5. Your best work friend: Formal / Standard / Informal

Email Register Components:

Feature	Formal	Standard	Informal
Greeting	Dear Mr./Ms. [Surname]	Hi [Name]	Hey/Hi
Language	Complete sentences, formal vocabulary	Clear, professional	Casual, contractions
Requests	I would be grateful if...	Could you please...	Can you...?
Closing	Best regards/Yours sincerely	Thanks, [Name]	Thanks!/Cheers

4.2 Email Structure & Professional Components

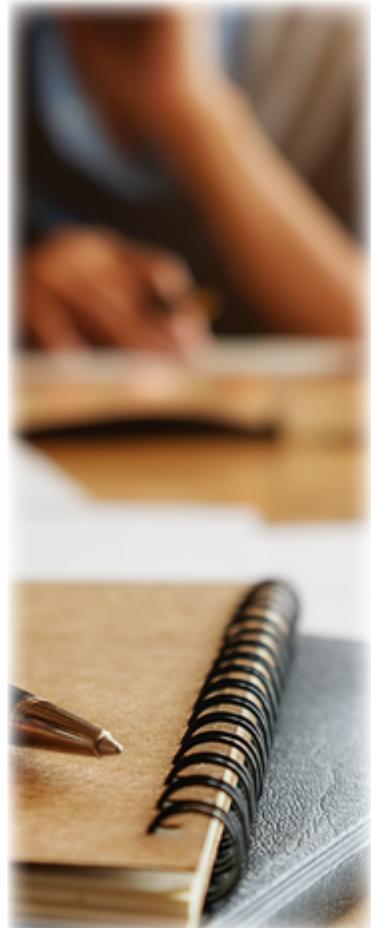
From the formal email above, notice the structure:

1. Clear, specific subject line
2. Appropriate greeting
3. Polite opening
4. Clear purpose statement
5. Specific request with details
6. Polite closing
7. Professional signature

Why does this structure work for professional communication?

Standard Professional Email Formula:

1. Subject: Clear and specific topic
2. Greeting: Dear/Hi [Name] based on relationship
3. Context/Purpose: Why you're writing
4. Main message: Your question, information, or request
5. Action needed: What you want them to do (if anything)
6. Polite closing: Thanks/Best regards
7. Your name: Professional identification



Practice B1: Email Structure Recognition

Analyze Phase: Label each part of this email. Underline the action needed and circle any time detail.

Subject: Training Session Tomorrow

Hi everyone,

I hope you're all well.

I'm writing to remind you about tomorrow's training session. Please bring your laptops and

notebooks. The session starts at 9 AM in Room B.

Let me know if you have any questions.

Thanks, Ana

- 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
7. _____

Action Needed:

Time detail:

Practice B2: Subject Line Effectiveness

Decide Phase: Choose the most professional subject line:

Situation 1: Asking for vacation approval

- a) "Vacation"
- b) "Request for Annual Leave - March 15-22"
- c) "I need time off"

Situation 2: Confirming meeting time

- a) "About tomorrow"
- b) "Meeting Confirmation - Tuesday 2 PM"
- c) "Time check"

Analyze Phase: Explain why specific subject lines work better professionally: _____

Essential Professional Email Language:

Opening Phrases:

- **Formal:** "I hope this email finds you well"
- **Standard:** "I hope you're having a good week"
- **Friendly:** "I hope you're well"

Stating Purpose:

- "I'm writing to..."
- "I would like to..."
- "I'm contacting you about..."

Making Requests:

- **Formal:** "I would be grateful if you could..."
- **Standard:** "Could you please...?"
- **Direct:** "Would you be able to...?"

Providing Information:

- "I wanted to let you know that..."
- "Please note that..."

- "I'm pleased to inform you that..."

Professional Closing:

- "Please let me know if you need anything else"
- "I look forward to hearing from you"
- "Thank you for your time"

Practice B3: Professional Email Language Application

Produce Phase: Complete these email segments using appropriate professional language:

Formal request: "_____ this email finds you well. _____ to request a meeting about the budget proposal. _____ next Wednesday be convenient?"

Standard information: "_____ you know that the office will be closed on Friday. _____ any questions, please let me know."

Polite follow-up: "_____ following up on my previous email about the training schedule. _____ you had a chance to review it?"

4.3 Complete Email Writing Practice

Practice C1: Email Planning and Analysis. Before writing emails, professional planning matters:

Situation: Ask your manager for approval to attend a conference

Planning questions:

- **Recipient formality level:** Formal / Standard / Informal
- **Main purpose:** _____
- **Information they need:** _____
- **Action you want:** _____
- **Deadline/urgency:** _____
- **Why planning improves email effectiveness:** _____

Practice C2: Email Effectiveness Comparison

Analyze Phase: Compare these two emails requesting the same thing:

Email A:

"Hi, I want to go to a conference next month. It's about marketing. Can I go? Let me know.

Thanks."

Email B:

Subject: Request to Attend Digital Marketing Conference

Hi Ms. Garcia,

I hope you're well.

I'm writing to request approval to attend the Digital Marketing Summit on March 15-16. The conference covers social media strategies and analytics, which directly relates to our current campaigns. The registration fee is €300 and I would need one day off work.

I believe the skills I learn will benefit our upcoming projects. Could you let me know if this would

be possible? I'm happy to discuss this further.

Thank you for considering my request.

Best regards, David

Analysis questions:

1. Which email is more professional? _____

2. Why is it more effective? _____

3. What specific elements make it better?

Professional email effectiveness comes from: _____

Produce Phase: Complete Professional Email Writing

Write complete emails (80-120 words each) for these situations:

Email 1 – Standard to colleague: Ask a colleague to cover your afternoon shift because you have a doctor's appointment.

Email 2 – Formal to manager: Request a meeting to discuss your professional development goals.

Email 3 – Standard to team: Inform your team that the printer is being repaired and suggest alternatives.

Lesson 5: Countries, Nationalities & Cultural Workplace Awareness

5.1 International Workplace Context

Notice Phase: Cultural Communication Patterns in Global Workplaces.

Read about international team dynamics. Notice cultural work style patterns:

"At GlobalTech, we have a truly international team. Sarah is British and she prefers direct communication and punctual meetings. Hans is German and he likes detailed planning and structured processes. María is Spanish and she enjoys collaborative discussions and longer lunch breaks. Ahmed is Egyptian and he values relationship-building before business discussions."

Notice the patterns:

- How do different nationalities approach work communication?
- What work style preferences are mentioned?
- Why might understanding these differences matter professionally?
- How could cultural misunderstandings affect workplace relationships?

Essential Countries & Nationalities for Global Workplace:

Europe:

- Spain > Spanish, Germany > German, France > French, Italy > Italian
- United Kingdom > British, Netherlands > Dutch, Sweden > Swedish

Americas:

- United States > American, Canada > Canadian, Brazil > Brazilian, Mexico > Mexican

Asia:

- China > Chinese, Japan > Japanese, India > Indian, South Korea > Korean

Middle East/Africa:

- Egypt > Egyptian, Morocco > Moroccan, Turkey > Turkish



Practice A1: Cultural Work Style Recognition

Decide Phase: Match the work styles to the most likely cultural backgrounds based on the text:

Work Styles:

- Likes detailed planning and structure
- Prefers collaborative discussions
- Values punctuality and directness
- Focuses on relationship-building

Match to: British / German / Spanish / Egyptian

- _____ > a
- _____ > b
- _____ > c
- _____ > d

Practice A2: International Schedule Awareness

Analyze Phase: Compare workplace schedules and explain professional implications:

Country	Typical Lunch Time	Typical Finish Time	Meeting Style
Spain	2–3 PM	6–7 PM	Collaborative
UK/ Germany	12–1 PM	5 PM	Direct
USA	Often at desk	Variable	Efficient

Analysis questions:

1. Which country has the longest lunch break?

2. If you're Spanish working with Germans, what should you remember about meetings? -----

3. Spain vs UK lunch: What could frustrate each side in a joint meeting?

4. Complete: If I work with Germans, I should plan meetings at _____ and keep them _____.

5. Professional impact: Understanding cultural schedules helps workplace relationships by _____

5.2 Expressing Workplace Preferences

Notice Phase: Professional Preference Language Patterns

From the cultural descriptions, notice these patterns:

- “she prefers direct communication” (comparing options)
- “he likes detailed planning” (positive preference)
- “she enjoys collaborative discussions” (positive activity preference)
- “he values relationship-building” (considers important)

Notice:

- Which words are followed by nouns vs. -ing forms?
- How do these express different types of preferences?
- Why might expressing preferences matter at work?

Grammar Focus: Expressing Professional Preferences

Like/Don't like + noun/-ing:

- “I like working in teams” / “She likes coffee breaks”
- “I don’t like long meetings” / “He doesn’t like interruptions”

Love/Hate (stronger emotions):

- “We love our flexible schedule” / “I hate Monday morning meetings”

Prefer (comparing two options):

- “I prefer email to phone calls”
- “Most Germans prefer structured meetings to informal discussions”

Enjoy + -ing (activity pleasure):

- “Spanish people enjoy collaborative discussions”
- “I enjoy working with international teams”

Practice B1: Preference Pattern Application

Decide Phase: Choose the correct pattern:

1. I like (work/working/to work) with different nationalities.
2. She prefers (email/emails/to email) to phone calls.
3. We enjoy (have/having/to have) multicultural teams.
4. He doesn’t like (interrupt/interrupting/interruptions) during presentations.

Practice B2: Cultural Preference Description

Decide Phase: Complete with appropriate preference verbs:

1. Most British people _____ direct communication and _____ long, indirect discussions.
2. Many Spanish employees _____ working late to _____ long lunch breaks.
3. Germans usually _____ detailed planning and _____ last-minute changes.

4. I _____ working with international colleagues because you learn different perspectives.

Practice B3: Professional Preference Analysis

Analyze Phase: Explain why these cultural preferences might exist professionally: Link preference > plausible work reason:

1. "Americans prefer quick lunch breaks" > a) optimize time on task / b) relationship-first?

> _____

2. "Spanish people enjoy longer social conversations" > a) build trust / b) avoid meetings?

> _____

3. "Germans like detailed agendas" > a) reduce uncertainty / b) be friendly? > _____

Analysis: Understanding cultural preferences improves workplace collaboration by _____

Produce Phase: Personal Professional Preferences

Complete these sentences about your own workplace preferences:

1. I like _____ but I don't like _____.

2. I prefer _____ to _____.

3. I enjoy _____ because _____.

4. In meetings, I prefer _____.

5. When working with international colleagues,
I _____.

5.3 False Friends Prevention & Professional Accuracy

Notice Phase: Critical Translation Errors in Professional Context

These Spanish words look like English but mean something completely different - they cause serious professional embarrassment:

Spanish	Looks like English	Correct English	Professional Example
realizar	realize	complete/do	"I will complete this project"
actual	actual	current	"The current manager is very good"
éxito	exit	success	"The campaign was a great success"
asistir	assist	attend	"I will attend the meeting"
embarazada	embarrassed	pregnant	"I was embarrassed by my mistake"

Notice the professional consequences:

- How would these mistakes affect your credibility?
- Why are false friends particularly dangerous in workplace English?
- What impression do these errors create with international colleagues?

Practice C1: False Friend Error Recognition.**Decide Phase:****Identify and correct the false friend errors:**

1. "I will realize this project next week." > "I will _____ this project next week."
2. "The actual situation is very good." > "The _____ situation is very good."
3. "Our product had a big exit in Europe." > "Our product had a big _____ in Europe."
4. "I will assist to the conference." > "I will _____ the conference."

Practice C2: Professional Context Application.**Analyze Phase: Explain why these false**

friend mistakes are particularly damaging in professional contexts:

1. Saying "I will realize the project" instead of "I will complete the project"

a. _____

2. Saying "I will assist to the meeting" instead of "I will attend the meeting"

a. _____

Analysis:

For each error, tick the likely impact:

- "realize the project" (should be complete)

[] sounds non-native but OK [] confuses meaning [] harms credibility

- "assist to the meeting" (should be attend)

[] sounds non-native but OK [] confuses meaning [] harms credibility

Complete: In email to clients, false friends can _____

Practice C3: Professional Accuracy Practice:

Write correct professional sentences using these words:

1. complete: _____

2. current: _____
3. success: _____
4. attend: _____
5. embarrassed: _____

5.4 Essential Workplace Vocabulary Integration

Essential Workplace People:

- **Manager:** your boss, person responsible for your work and performance
- **Colleague:** someone who works with you at the same level or department
- **HR (Human Resources):** people who help with employee issues, hiring, training, benefits
- **IT Support:** people who fix computers, software, and technical problems
- **Supervisor:** person who checks your work and gives daily guidance
- **Receptionist:** person at main desk who welcomes visitors and manages calls

Essential Workplace Places:

- **Reception:** main entrance area where visitors check in and get directions
- **Meeting room:** where teams have discussions, presentations, and formal meetings
- **Break room/Kitchen:** where you have coffee, lunch, and informal conversations
- **Department:** section of company (Marketing, Sales, IT, HR, Finance)
- **Open office:** shared workspace where many people work together
- **Cubicle:** individual workspace with partial walls for privacy

Essential Workplace Activities:

- **Orientation:** introduction program for new employees to learn company culture

- **Training:** learning new skills, systems, or procedures for your job
- **Meeting:** scheduled discussion with colleagues about work topics
- **Deadline:** date when work must be finished completely
- **Project:** specific work task with beginning, middle, and end
- **Shift:** specific working hours (morning shift, afternoon shift, night shift)

Practice D1: Workplace Problem-Solving. Decide Phase: Who do you contact for each

workplace problem?

1. Your computer won't start > _____
2. You need information about vacation days
> _____
3. You can't find the meeting room > _____
4. You have questions about your current project > _____
5. A visitor is looking for someone > _____

Practice D2: Professional Workplace Conversations. Produce Phase:

Complete these authentic workplace conversations:

At reception:

Visitor: "Excuse me, I'm looking for the marketing department."

You: " _____, it's on the _____ floor. Take the elevator and _____."

In the break room:

Colleague: "Are you the new person in IT?"

You: "Yes, I'm _____. I started _____. How long _____?"

Calling for technical help:

You: "Hi, this is _____ from _____. I have a problem with ."

IT: "What exactly is happening?"

You: ". I've tried _____ but _____."

Challenge Activity: GlobalTech First Week Role Rotation

Scenario: It's your first week at GlobalTech. You've already practiced orientation, introductions, likes/dislikes, and polite language. Now, let's see how you react in "real" office moments.

Step 1 – Set Up (3 min)

Divide into groups of 3–4. Each student takes a "situation card" (teacher provides).

Example Situation Cards:

1. You arrive at orientation late. Greet the HR manager and ask politely for missed information.
2. A new colleague asks you where the cafeteria is. Give them directions.
3. At the coffee break, make small talk with two colleagues. Ask about their likes/dislikes at work.
4. Your team leader speaks too fast during orientation. Politely ask for clarification.
5. A colleague makes a cultural comment you don't understand. Ask them to explain politely.

Step 2 – Roleplay (8 min)

- Each student acts out their card with the group.
- Group members react naturally.

- After each short roleplay, the group discusses and gives quick feedback:
- Was the register (formal/casual) correct?
- Were polite formulas used?
- Any grammar slips (Present Simple/Continuous)?

Step 3 – Switch & Reflect (4 min)

- Swap cards once so everyone tries a different scenario.
- End with a quick reflection: Which situation was easiest? Which was hardest? Why?

Requirements

- Use Present Simple for facts & routines.
- Use Present Continuous for temporary actions.
- Show politeness markers (Could you...? Excuse me... Sorry...).
- React naturally, not just read lines.



Unit 1 Portfolio – First Week Survival

Instructions

At the end of this unit, you will create a portfolio project to demonstrate your ability to handle essential first-week situations in an international company. You only complete one option: either **Option A or Option B**.

Option A – First Week Survival Kit

Create a practical “survival kit” for Spanish speakers starting in international companies.

1. Audio Recording (2–3 minutes)

- Introduce yourself in a formal situation (meeting your manager).
- Make a casual introduction in the break room (informal register).
- Ask a polite request (e.g. directions or help).

2. Workplace Emails (x2, 60–80 words each)

- Formal email to your manager requesting a short meeting about your first week.
- Informal email to a colleague about making lunch plans.

3. Survival Tips Guide (120–150 words)

Include:

- How to greet people politely.
- Two cultural awareness tips (e.g. punctuality, lunch breaks).
- 5 essential workplace vocabulary items + 2 common false friends.

Option B – Workplace Communication Tools

Develop a set of practical communication tools for newcomers.

1. Templates

- Scripts for two types of introductions (formal + informal).
- Email starter and closing examples (formal + informal).

2. Cultural Note (120–150 words)

Compare Spanish vs. international workplaces in one aspect:

- schedules, meeting styles, or small talk.

3. Vocabulary Box

- 10 useful workplace words/phrases (with translations if needed).
- 2 common false friends with correct alternatives.

Assessment Criteria

- **Grammar Accuracy:** Correct use of Present Simple, Present Continuous, prepositions, adverbs of frequency.
- **Professional Communication:** Clear introductions, polite requests, and emails/templates with the right register.
- **Cultural Awareness:** At least one useful cultural comparison/tip.
- **Practical Value:** Your kit/tools should genuinely help a newcomer survive their first week.

Assessment Checklist

Grammar Competencies:

I use Present Simple correctly for facts, descriptions, and workplace routines

I use Present Continuous correctly for current activities and temporary situations

I use Present Perfect correctly for recent experience and current relevance

I form comparative adjectives correctly and express preferences accurately

Professional Skills:

I can introduce myself appropriately for different workplace situations

I can write emails using correct register for different recipients

I can handle basic phone calls with polite, professional language

I can describe people professionally and discuss cultural differences respectfully

I understand essential workplace vocabulary and avoid common false friends

Unit 1 Glossary: First Week at Work

1. People & Professions

- manager, supervisor, team leader, director
- colleague, coworker, teammate, staff member
- intern, trainee, apprentice, newcomer
- receptionist, secretary, personal assistant (PA)
- IT support, technician, engineer
- HR manager, recruiter

2. Descriptions: Appearance & Style

- **General:** tall, short, slim, overweight, athletic, average build
- **Clothing / Style:** casual, smart, formal, elegant, stylish, trendy, professional, businesslike
- **Opposites / Contrasts:** casual > formal, elegant > scruffy, smart > sloppy, stylish > old-fashioned
- **Hair:** blonde, brunette, red-haired, curly, straight, wavy, bald, grey-haired
- **Other features:** glasses, beard, moustache, clean-shaven

3. Personality & Workplace Traits

Positive traits (professional compliments):

- hardworking, reliable, punctual, organized, detail-oriented
- friendly, polite, sociable, cooperative, supportive
- creative, innovative, flexible, motivated, proactive

Negative traits (workplace warnings):

lazy, unreliable, unpunctual, disorganized, careless

- rude, unfriendly, impolite, uncooperative, selfish
- inflexible, stubborn, distracted, impatient

Workplace compliments / praise expressions:

- "She's very reliable."
- "He always meets deadlines."
- "She works well under pressure."
- "He's a great team player."
- "She brings creative ideas to meetings."

Workplace criticisms / negative feedback:

- "He often misses deadlines."
- "She's sometimes disorganized."
- "He can be impatient with colleagues."
- "She doesn't always pay attention to detail."

4. Company & Workplace Vocabulary

- company, business, firm, organization, enterprise
- department, division, branch, headquarters (HQ), subsidiary
- office, desk, meeting room, reception, cafeteria, canteen
- job title, position, role, responsibility, duty
- hierarchy, organigram, chain of command

5. Social & Cultural Interactions

- **greetings:** hello, hi, good morning, nice to meet you, how are you?
- **introductions:** this is..., may I introduce..., let me introduce myself
- **politeness:** please, thank you, excuse me, sorry
- **cultural differences:** punctual, flexible, formal, informal, direct, indirect

- **professional courtesy:** handshake, eye contact, small talk

6. Comparative & Descriptive Language

- big > bigger > the biggest
- small > smaller > the smallest
- fast > faster > the fastest
- good > better > the best
- bad > worse > the worst
- important > more important > the most important
- useful > more useful > the most useful
- **examples:** "She is taller than me." / "This office is more modern than our old one."

7. Everyday Workplace Actions

- greet, introduce, welcome
- explain, describe, ask, answer, reply
- schedule, arrange, cancel, postpone
- email, call, message, text
- report, check, confirm, share

8. False Friends & Tricky Words

- **actual** (ES: actual = current / EN: actual = real)
- **assist** (ES: asistir = attend / EN: assist = help)
- **sensible** (ES: sensible = sensitive / EN: sensible = reasonable)
- **constipated** (ES: constipado = cold / EN: constipated = blocked bowels)
- **library** (ES: librería = bookshop / EN: library = biblioteca)

UNIT 2

Team Communication & Past Experiences



Unit Introduction

Every workplace has stories – successful projects, problems solved, lessons learned. This unit helps you share workplace experiences, participate in team discussions, and build professional relationships through storytelling. You'll master past tenses and develop skills in giving opinions, showing agreement/disagreement, and making suggestions.

By the end of this unit, you will be able to:

- Tell compelling workplace stories using past tenses accurately
- Participate effectively in team meetings and discussions
- Give opinions and handle agreement/disagreement diplomatically
- Make professional suggestions and recommendations
- Use frequency adverbs and time expressions for clear communication

Lesson 1: Workplace Stories & Past Simple

1.1 The Professional Story Framework

Notice Phase: Why Stories Matter at Work

Listening Script 1: Team Learning Discussion (80 seconds)

Maria: "I had a similar problem last month. My computer crashed right before a big presentation."

David: "What did you do?"

Maria: "I stayed calm and used my colleague's laptop. I transferred all my files and gave the presentation on time. The client never knew there was a problem. Now I always backup everything."

Professional Story Structure: Situation > Problem > Action > Result > Learning

Exercise D1: Story Element Recognition. Put Maria's story elements in the correct order

(1-5):

___ "I stayed calm and used my colleague's laptop"

___ "My computer crashed right before a big presentation"

___ "I had a similar problem last month"

___ "The presentation went perfectly"

___ "Now I always backup everything"

Analyze Exercise A1: Story Purpose Analysis.

Analyze why workplace stories are professionally valuable:

Read Maria's story again. Highlight one sentence for each part: Situation / Problem / Action /

Result / Learning.

1. Which part helps colleagues learn for next time? _____

2. Which part most strongly shows Maria's professionalism? Why? -----

3. Which part gives the key result clients care about? -----

Micro-rule: A strong workplace story = clear problem, specific actions, measurable result, explicit learning.

1.2 Past Simple for Main Events

Notice Phase: Story Backbone Main events in Maria's story:

- "I had a problem" (when it started)
- "I stayed calm" (main action)
- "I gave the presentation" (result)

Grammar Focus: Past Simple for Professional Narratives

Use Past Simple for:

1. Main events in your story (the backbone)

- "I joined the company in March"
- "We finished the project on Friday"
- "The client approved our proposal"

2. Sequence of actions (what happened first, then, finally)

- "First, I analyzed the problem. Then, I called the supplier. Finally, I found a solution."
- "She arrived, reviewed the documents, and made her decision."

3. Completed workplace experiences

- "In my previous job, I worked with international clients"
- "Last year, we always had team meetings on Fridays"
- "During my internship, I learned database management"



-Form:

- **Regular verbs:** base verb + -ed (work > worked, help > helped)
- **Irregular verbs:** unique past forms (go > went, make > made, see > saw)

Key Irregular Verbs for Workplace Stories:

- have > had, make > made, take > took, give > gave, get > got
- come > came, go > went, see > saw, meet > met, send > sent
- think > thought, know > knew, say > said, tell > told, find > found

Spelling Rules for Regular Past Simple:

- **Most verbs:** add -ed (work > worked)
- **Verbs ending in -e:** add -d (arrive > arrived)
- **Consonant + y:** change to -ied (study > studied, try > tried)
- **Short verbs (CVC):** double consonant (stop > stopped, plan > planned)

Negative and Question Forms:

-Negative: Subject + didn't + base verb

- "I didn't finish the report yesterday"
- "We didn't understand the new procedures"

-Questions: Did + subject + base verb?

- "Did you solve the technical problem?"
- "Did the team complete the training on time?"

Exercise D2: Past Simple Context Selection

Complete with Past Simple when describing completed main events:

1. Last week, I _____ (work) late every day to finish the project.
2. The client _____ (approve) our proposal after we _____ (make) the changes.

3. She _____ (call) the supplier and _____ (solve) the delivery problem.

4. We _____ (meet) the deadline because everyone _____ (help).

Analyze Exercise A2: Story Sequence Analysis

Analyze why story sequence matters for professional communication:

Compare:

A) "First I called the client. Then I prepared the documents."

B) "I prepared the documents. I called the client. Then I... (random order)"

1. Put A's actions on a simple timeline. What happened first? -----

2. What confusion can B create for listeners?

Micro-rule: Sequence words ("first/then/after that/finally") help listeners follow logic and see cause> effect.



Exercise P1: Professional Experience Story

Tell a complete workplace/study problem-solving story (100-120 words) using:

- Past Simple for main events
- Clear situation > problem > action > result > learning structure
- Professional vocabulary and appropriate tone

1.3 Time Expressions for Story Organization

Notice Phase: Story Timeline Clarity

Time expressions that organize stories:

- **Specific times:** "Last month, yesterday, in 2022"
- **Sequence:** "First, then, after that, finally"
- **Duration:** "For two hours, all day, until Friday"

Exercise D3: Time Expression Selection

Choose appropriate time expressions for professional stories:

1. _____ (Last week/Next week), we had a major client presentation.

2. _____ (First/Finally), I analyzed the problem.
_____ (Then/Before), I called technical support.

3. We worked _____ (since/for) three hours to solve the issue.

4. _____ (During/After) the meeting, I realized we needed more preparation.

Analyze Exercise A3: Timeline Impact Analysis

Look at these pairs and choose the clearer version. Explain why.

1. "We presented" vs "Yesterday at 3 p.m. we presented" > Clearer: _____ because _____

2. "Then I called support" vs "After that I called support" > Clearer: _____ because _____

3. "We worked for two hours" vs "We worked since two hours" > Correct: _____ because
for + duration / since + start point.

Unclear timeline confuses listeners by: _____

Good sequence words help because: _____

Professional credibility increases when: _____

Micro-rule: Use specific time, sequence markers, and correct for/since to build a readable timeline.

Exercise P2: Team Experience Presentation

Prepare a 2-minute presentation about a team project experience including:

- Clear timeline with appropriate time expressions
- Past Simple for main events
- Professional insights that help colleagues learn

Lesson 2: Meeting Participation & Past Continuous

2.1 Professional Meeting Language

Notice Phase: Effective Meeting Participation

Listening Script 2: Team Meeting Discussion (85 seconds)

Manager: "What do you think about the new project timeline?"

Carlos: "In my opinion, it's quite tight. I think we need more time."

Maria: "I agree with Carlos. From my experience, similar projects usually take longer."

Ana: "I see it differently. I believe we can finish on time if we organize better."

Essential Meeting Language with Grammar Structures:

Giving Opinions – Grammar Patterns:

- "In my opinion..." + complete statement

"In my opinion, the deadline is too tight"

- "I think/believe..." + (that) + clause

"I think we need more time"

"I believe that this approach will work"

- "From my experience..." + complete statement

"From my experience, similar projects take longer"

- "It seems to me that..." + clause

"It seems to me that we should reconsider"

Agreement Patterns:

- "I agree with..." + person/noun

"I agree with Carlos" / "I agree with that idea"

- "That's a good point" (fixed expression)
- "Exactly!" (strong agreement - informal)
- "I think so too" (agreeing with opinion)

Polite Disagreement Patterns:

- "I see it differently" (diplomatic disagreement)
- "I'm not sure about that" (expressing doubt)
- "That's interesting, but..." + your view

"That's interesting, but I think we need more data"

- "I have a different view" + explanation

Professional Suggestion Structures:

Should (Strong Advice/Recommendations):

-Form: Subject + should + base verb

-Use: Professional advice, recommendations, what's best to do

-Examples:

- "We should meet more often"
 - "You should ask for help"
 - "The team should plan better"
- Negative:** Subject + shouldn't + base verb
- "We shouldn't rush this decision"

Could (Possibilities/Options):

-Form: Subject + could + base verb

-Use: Suggesting possible alternatives, less strong than "should"

-Examples:

- "We could try a different approach"
- "You could ask your manager"
- "They could work from home"

-Negative: Subject + couldn't + base verb



- "We couldn't finish without more resources"

What if...? (Tentative Suggestions):

-Form: What if + subject + past simple?

-Use: Suggesting hypothetical possibilities, very diplomatic

-Examples:

- "What if we started earlier?"
- "What if we hired more people?"
- "What if we changed the deadline?"

Why don't we...? (Inclusive Suggestions):

-Form: Why don't + we + base verb?

-Use: Including everyone in the suggestion, collaborative approach

-Examples:

- "Why don't we have a team meeting?"
- "Why don't we ask for more time?"
- "Why don't we try both approaches?"

Exercise D4: Meeting Response Selection

Choose the most professional meeting response:

1. Colleague suggests working overtime:

a) "That's stupid"

b) "I see it differently. What if we reorganized tasks instead?"

c) "No way"

2. Manager asks for opinions:

a) "I don't know"

b) "From my experience, this approach usually works well"

c) "Whatever you think"

Analyze Exercise A4: Meeting Communication Analysis

Compare the pairs and underline the softening words.

1. "You're wrong." vs "I see it differently."

2. "That won't work." vs "I'm not sure that approach will be effective."

Questions:

a) Which version keeps the relationship positive? Why? -----

b) Which version invites further ideas? -----

Micro-rule: Use softeners ("I see it differently / I'm not sure... / That's interesting, but...") to disagree without blocking teamwork.

2.2 Past Continuous for Background Information

Notice Phase: Background vs Main Events Compare:

- "I prepared the report" (completed action)
- "I was preparing the report when the client called" (background activity)

Grammar Focus: Past Continuous for Professional Context

Use Past Continuous for:

1. Background activities in progress

- "While I was preparing the report, my manager called"
- "I was working on the project when the deadline changed"
- "We were discussing the budget when the client arrived"

2. Setting the scene in workplace stories

- "Everyone was feeling stressed about the deadline"
- "The team was working very hard that week"
- "I was having a busy day when this happened"

3. Parallel activities

- “While Maria was updating the database, I was calling clients”
- “The designers were creating graphics while we were writing content”

Form:

- **Positive:** I/he/she/it was + verb-ing | You/we/they were + verb-ing
- **Negative:** I/he/she/it wasn't + verb-ing | You/we/they weren't + verb-ing
- **Question:** Was I/he/she/it + verb-ing? | Were you/we/they + verb-ing?

Spelling Rules for -ing forms:

- **Most verbs:** add -ing (work > working, help > helping)
- **Verbs ending in -e:** remove -e, add -ing (write > writing, make > making)
- **Short verbs (CVC):** double consonant + -ing (plan > planning, stop > stopping)
- **Verbs ending in -ie:** change to -ying (lie > lying, die > dying)

Common Past Continuous Contexts:

- While I was..., something happened
- I was...ing when...
- Everyone was...ing
- At that time, we were...

Past Continuous vs Past Simple:

- **Past Continuous:** background activity – “I was working late”
- **Past Simple:** completed action – “I worked late yesterday”
- **Combined:** “I was working late when the client called” (background + interruption)

Exercise D5: Past Simple vs Past Continuous Context

Choose the correct form based on whether it's a main event or background:

1. While I _____ (work) on the presentation, the manager _____ (call) an emergency meeting.
2. Everyone _____ (feel) stressed when the deadline _____ (change).
3. She _____ (review) the contract when she _____ (notice) the error.
4. We _____ (have) lunch when the client _____ (arrive) unexpectedly.

Exercise A5: Background Information Analysis

Analyze why Past Continuous creates more engaging workplace stories:

Compare:

- A) "I worked late. The client called."
 B) "I was working late when the client called."

1. In B, which is background and which is main event? Background: _____ / Main event:

2. What does B tell the listener that A doesn't?

Background information helps listeners by: _____

Professional storytelling improves when: _____

Micro-rule: Past Continuous = background in progress;
 Past Simple = event/interrupting action.

Exercise P3: Meeting Update with Background

Create a project update (80-100 words) for a team meeting including:

- Current status (Past Simple)
- Background activities (Past Continuous)
- Key events and interruptions

- Clear professional presentation

2.3 Making Professional Suggestions

Notice Phase: Suggestion Language Variety

Different ways to make suggestions:

- "We should meet more often" (advice)
- "We could try a different approach" (possibility)
- "What if we started earlier?" (tentative)
- "Why don't we ask for help?" (inclusive)

Decide Exercise D6: Suggestion Strength Selection

Choose the appropriate suggestion strength for each workplace situation:

1. Major safety issue:

- a) "We could think about fixing this"
- b) "We should address this immediately"
- c) "What if we eventually looked at this?"

2. Minor process improvement:

- a) "We must change this right now"
- b) "We could consider improving this"
- c) "We absolutely have to fix this"



Analyze Exercise A6: Suggestion Impact Analysis

Match the form to typical strength:

- "We should ..." >
- "We could ..." >
- "What if we ... ?" >
- "Why don't we ... ?" >

- a) strong advice; b) option/possibility; c) tentative idea; d) inclusive proposal

Now decide which form fits each context best and why:

1. Safety risk: _____ because _____

2. Small improvement: _____ because _____

Micro-rule: Match suggestion strength to risk/impact to keep teams receptive.

Exercise P4: Team Problem-Solving Discussion

Write a team discussion (150–180 words) about improving workplace communication including:

- Different team members giving opinions
- Agreement and diplomatic disagreement
- Various suggestion types (should/could/what if)
- Professional meeting language throughout

Lesson 3: Project Updates & Past Perfect

3.1 Professional Update Structure

Notice Phase: Effective Progress Reporting

Listening Script 3: Project Status Meeting (75 seconds)

Elena: "We've made good progress this week. We had completed the design phase by Monday,

and we've already started development. The team was working overtime last week because we had fallen behind schedule earlier."

Update Structure:

- Current status overview
- Completed milestones with timeframes
- Background context for current situation
- Future timeline and next steps

Exercise D7: Update Information Organization

Organize this project information into a logical update structure:

- Testing will start next Monday
- We finished user research last Friday
- The team has been working on design improvements
- We had originally planned to finish earlier
- Current development is 75% complete

Analyze Exercise A7: Update Effectiveness Analysis

Analyze what makes project updates professionally effective:

From the sample update, label each line: status / completed milestone / background / next step.

1. Why does current status first help your audience? -----

2. Chronological organization helps because: -----

3. Why include background (e.g., delays, reasons)? -----

Micro-rule: Updates work when they show now > what's done > why it matters > what's next.

3.2 Past Perfect for Sequence and Experience

Notice Phase: What Happened First From Elena's update:

- "We had completed the design phase by Monday" (finished before Monday)
- "We had fallen behind schedule earlier" (happened before last week)

Grammar Focus: Past Perfect for Professional Communication

Use Past Perfect for:

1. Prior experience affecting past decisions

- "I was careful because I had made mistakes before"
- "She understood the client because she had worked with them previously"
- "We were prepared because we had encountered this problem before"

2. Sequence in past events (showing what happened first)

- “After we had finished the analysis, we presented our recommendations”
- “By the time the client called, we had already solved the problem”
- “She had prepared thoroughly, so the presentation went smoothly”



3. Background experience relevant to past situations

- “I had worked in sales for five years before joining this company”
- “We had used similar software before, so the transition was easy”
- “She had managed teams previously, so she knew how to delegate”

Form:

- **Positive:** Subject + had + past participle
- **Negative:** Subject + hadn't + past participle
- **Question:** Had + subject + past participle?

Key Past Participles for Workplace Context:

- **Regular:** worked > worked, helped >helped, finished > finished
- **Irregular:** make > made, take > taken, give > given, see > seen, do> done, go >gone, know > known, write > written, speak > spoken

Complete List of Common Irregular Past Participles:

- be > been, have >had, do > done, go > gone
- make >made, take >taken, give > given, get >gotten
- see>seen, know > known, think> thought, find >found
- tell > told, say >said, come > came, write >written
- speak > spoken, break > broken, choose > chosen

Time expressions with Past Perfect:

- already, just, never, ever, before, after, by the time, because

Professional Usage Guidelines:

- Use Past Perfect to show what happened BEFORE another past time
- Helps explain WHY something happened in the past
- Creates clear chronological sequence in professional stories

Exercise D8: Past Perfect Context Application

Complete with Past Perfect when showing earlier actions affecting past situations:

1. I was confident because I _____ (prepare) thoroughly for the presentation.
2. The project failed because we _____ (not/plan) properly from the beginning.
3. By 5 PM, we _____ (finish) all the client interviews.
4. She understood the system quickly because she _____ (use) similar software before.

Analyze Exercise A8: Sequence Importance Analysis

Analyze why showing sequence matters in professional communication:

Compare:

- A) "The project failed. We planned poorly."
- B) "The project failed because we had planned poorly."

1. What does had planned add about timing?

2. Which sentence explains cause> effect more clearly? Why? -----

3. Past Perfect helps colleagues understand:
----- Professional learning improves when: -----

Micro-rule: Use Past Perfect to show what happened earlier and to make reasons explicit.

Produce Exercise P5: Experience-Based Problem Solving

Write a problem-solving discussion (120-150 words) where you:

- Share a past experience using Past Perfect

- Explain how prior experience helps with current problems
- Make suggestions based on lessons learned
- Use all three past tenses appropriately

3.3 Frequency Adverbs for Professional Habits

Grammar Focus: Frequency Adverbs for Professional Communication

Frequency Adverbs (from most > least frequent):

1. Always (100%) – every single time

- “We always start meetings on time”

- “I always backup my files after this experience”

2. Usually (90%) – most of the time, typically

- “I usually check email first thing in the morning”

- “We usually finish projects ahead of schedule”

3. Often (70%) – many times, frequently

- “We often have lunch together as a team”

- “Clients often ask for additional features”

4. Sometimes (50%) – occasionally, not regularly

- “Sometimes meetings run over time”

- “I sometimes work from home on Fridays”

5. Rarely (10%) – not very often, seldom

- “I rarely work overtime”

- “We rarely have technical problems”

6. Never (0%) – not at any time, not ever

- “We never work on Sundays”

- “I never share confidential client information”

Position Rules:

Before main verbs:

- "I always arrive early"
- "We usually have meetings on Mondays"
- "She often helps new employees"
- "They sometimes work late"
- "I rarely make mistakes"
- "We never cancel important meetings"

After the verb 'to be':

- "I am always punctual"
- "She is usually helpful"
- "The system is often slow"
- "Meetings are sometimes cancelled"
- "He is rarely absent"
- "We are never unprepared"

After auxiliary verbs (do, have, will, can, etc.):

- "I have always worked in this department"
- "We can usually solve technical problems"
- "You should never share passwords"

Questions and Negatives:

- **Questions:** "Do you always arrive early?"
- **Negatives:** "I don't usually work weekends" / "She isn't often late"

Professional Usage Notes:

- **Never vs. Rarely:** Be careful with "never" – it's absolute
- **Professional:** "We rarely have delivery problems"
- **Too strong:** "We never have delivery problems"
- **Always:** Use when you want to show reliability and consistency
- **Usually/Often:** Shows normal patterns while allowing for exceptions



Decide Exercise D9: Frequency Adverb Professional Context

Choose appropriate frequency adverbs for workplace situations:

1. Important safety procedure: "We _____ follow safety protocols"
2. Flexible work arrangement: "I _____ work from home on Fridays"
3. Rare technical issues: "The system _____ crashes"
4. Regular team practice: "We _____ have team meetings on Mondays"

Analyze Exercise A9: Frequency Communication Analysis

Analyze why accurate frequency language matters professionally:

"We never have problems" vs "We rarely have problems"

1. Which sounds more credible to a client? Why?

2. Placement check:

- "We often deliver early." (before main verb)
- "We are often early." (after be)

Correct or fix: "We have often delays."
 > -----

Micro-rule: Choose frequency words that match reality and place them correctly for professional credibility.

Produce Exercise P6: Team Habits Survey Report Create a report (100-120 words) about your team's/class's professional habits:

- Survey results using frequency adverbs
- Workplace routine descriptions
- Suggestions for improvement
- Professional presentation of findings

Lesson 4: Advanced Team Communication & Integration

4.1 Leading Team Discussions

Notice Phase: Discussion Leadership Skills

Listening Script 4: Team Leadership Example (80 seconds)

Team Leader: "Let's share experiences about client retention. Who has dealt with difficult clients?"

Ana: "I lost a client last year. While I was trying to negotiate, they had already decided to leave."

Team Leader: "What had you tried before that negotiation?"

Ana: "I hadn't been monitoring their satisfaction. By the time I realized the problem, they had been unhappy for months."

Discussion Leadership Language:

- **Encouraging participation:** "Who has experience with...?"
- **Building on responses:** "That's interesting. What about...?"
- **Summarizing:** "So we have three main approaches..."

Decide Exercise D10: Leadership Response Selection Choose the best leadership response to encourage team participation:

1. After someone shares an experience:

- a) "OK, next person"
- b) "That's valuable. What would you do differently next time?"
- c) "Right, moving on"

2. When summarizing team input:

- a) "Whatever, let's decide"
- b) "So we have three strategies: Ana's approach, Carlos's method, and Maria's suggestion"
- c) "I think my idea is best"

Analyze Exercise A10: Leadership Communication Analysis

Analyze why effective discussion leadership improves team performance. Link the leadership move with its benefit.

- Open questions ("Who has experience with...?") >
- Build on ideas ("That's interesting. What about...?")
 <Summarize ("So we have three main approaches...")
 >
- a) increases participation ; b) keeps momentum ; c)
 supports decisions

Now explain: Which move prevents dominating the meeting and why? _____

4.2 Complete Past Tense Integration

Analyze Exercise A11: Past Tense Function Analysis

Analyze why each past tense is used in this workplace story:

"Yesterday was challenging. While I was presenting to investors, our competitor announced a similar product. Fortunately, I was prepared because I had researched their strategy thoroughly."

Underline past simple verbs, circle past continuous verbs and box past perfect verbs. Then complete:

- **"was challenging" (Past Simple):** Function: _____
- **"was presenting" (Past Continuous):** Function:

- **"announced" (Past Simple):** Function: _____
- **"had researched" (Past Perfect):** Function: _____

Micro-rule: In reports, combine PS (events), PC (background), PPft (reason/earlier action) to make sequence clear.

Produce Exercise P7: Complete Team Challenge Story

Write a complete workplace challenge story (150-180 words) using:

- All three past tenses appropriately
- Professional story structure
- Team collaboration elements
- Clear learning outcomes for colleagues

4.3 Restaurant Business Meeting Skills

Notice Phase: Business Meal Communication

Listening Scrip 5: Business Lunch Conversation (60 seconds)

Client: *"This restaurant is excellent. Do you come here often?"*

You: *"Sometimes. I usually recommend it for business lunches. The service is always professional."*

Client: *"What would you suggest from the menu?"*

You: *"The fish is usually very good, and they often have excellent daily specials."*

Business Meal Language:

- **Making recommendations:** "I usually recommend..." "The... is always good"
- **Ordering politely:** "Could we have...?" "I'll have..., please"
- **Managing meal flow:** "Shall we order?" "Could we have the bill?"

Decide Exercise D11: Business Meal Appropriateness

Choose the most professional business lunch response:

1. Client asks about menu recommendations:

- a) "I don't know, I never eat here"
- b) "I usually recommend the fish. It's always fresh and well-prepared"
- c) "Just order whatever"

2. Managing meal timing:

- a) "Let's hurry up and order"
- b) "Shall we take a look at the menu? We can discuss the project while we eat"
- c) "I'm starving, let's eat fast"

Analyze Exercise A12: Business Meal Analysis

Analyze why business meal skills matter for professional success. Match the skill with the professional effect:

- Good etiquette (ordering, timing, paying) >
 - Cultural awareness at table >
 - Poor meal management >
- a) builds client trust/rapport ; b) signals professionalism & respect ; c) risks deals/reputation

Questions:

1. Which effect matters during the meal?
----- Why? -----
2. Which effect appears after the meal (follow-up)? ----- Why? -----

Micro-rule: Business meals are communication events—manners and cultural choices affect relationships and opportunities.

Produce Exercise P8: Business Meal Planning Guide

Create a guide for international colleagues (120-150 words) about Spanish business meal customs:

- Typical timing and duration expectations
- Conversation topics and business discussion timing
- Ordering etiquette and recommendation protocols
- Cultural differences to be aware of

Lesson 5: Advanced Team Communication & Assessment

5.1 Team Communication Leadership Simulation

Challenge Exercise C2: Team Communication Leadership Simulation

Scenario: Your international team faces a communication crisis that requires leadership, past experience sharing, and collaborative problem-solving.

Challenge Phase 1: Experience Collection (Group Work - 10 minutes)

Situation: Collect team experiences about communication challenges

Your Role: Discussion leader gathering relevant past experiences

Requirements:

- Use leadership language to encourage participation
- Help team members share stories using appropriate past tenses
- Build connections between different experiences
- Summarize key lessons learned

Challenge Phase 2: Problem-Solving Facilitation (Team Work - 15 minutes)

Crisis: International client unhappy due to:

- Missed deadlines (team was working on wrong priorities)
- Cultural misunderstandings (we hadn't understood their expectations)
- Poor communication coordination (departments had been working separately)

Your Mission:



- Facilitate team discussion using meeting participation skills
- Share relevant past experiences using Past Perfect appropriately
- Encourage diplomatic disagreement and suggestion-making
- Lead team to comprehensive solution

Challenge Phase 3: Solution Presentation (Presentation – 10 minutes)

Deliverable: Present team's integrated solution including:

- Analysis of what went wrong (using all past tenses)
- Team experiences that inform the solution
- Future prevention strategies
- Cultural adaptation recommendations

Challenge Assessment Criteria:

- **Past Tense Mastery:** All three past tenses used accurately in context
- **Meeting Leadership:** Effective facilitation and team engagement
- **Professional Communication:** Appropriate register and diplomatic language
- **Cultural Awareness:** International business sensitivity
- **Problem-Solving:** Comprehensive, practical solutions

Assessment & Portfolio

Portfolio Task Options

Option A: Workplace Story Collection

- **Team Experience Story (150–200 words):** Complete workplace challenge story using all past tenses
- **Discussion Leadership Audio (3–4 minutes):** Lead a team problem-solving discussion
- **Meeting Participation Dialogue:** Written conversation showing opinion-giving and diplomatic disagreement

Option B: Team Communication Guide

- **Story-Telling Framework (200–250 words):** Guide for sharing workplace experiences effectively
- **Meeting Language Templates:** Professional phrases for opinions, agreement, and suggestions
- **Problem-Solving Case Study:** Analysis of team challenge using past tense integration

Assessment Checklist

Grammar Competencies:

- I use Past Simple correctly for main events and completed actions
- I use Past Continuous appropriately for background information and ongoing activities
- I use Past Perfect accurately to show sequence and prior experience
- I integrate all past tenses naturally in workplace narratives
- I use frequency adverbs correctly to describe habits and patterns

Professional Skills:

- I can tell workplace stories using professional structure and appropriate tenses
- I can participate effectively in team meetings and discussions

- I can give opinions, show agreement/disagreement, and make suggestions diplomatically
- I can lead team discussions and encourage participation
- I can share problem-solving experiences that help others learn

Unit 2 Glossary — Team Communication & Meetings (Clean)

1) Meeting Types & Purposes

- meeting
- team meeting
- staff meeting
- check-in
- kick-off
- stand-up
- briefing
- debriefing
- review
- retrospective
- workshop
- training session
- one-to-one
- status update
- client meeting
- town hall
- conference call / video call

2) Meeting Documents & Outputs

- agenda,

- invitation / meeting request,
- attendance list,
- handout,
- slide deck,
- minutes (record of decisions)
- notes
- action points
- follow-up
- decision
- deadline
- key takeaway
- progress report

3) Roles in a Meeting

- chair / chairperson,
- facilitator,
- moderator,
- presenter,
- participant,
- stakeholder,
- timekeeper,
- note-taker,
- observer

4) Company Structure & Departments

- Human Resources (HR)
- Finance / Accounting
- Sales
- Marketing
- Operations
- Customer Service / Support

- IT (Information Technology)
- R&D (Research & Development)
- Legal, Procurement / Purchasing
- Logistics / Supply Chain
- Administration
- Management / Executive Board

Useful lines:

- "I'm from the HR department."
- "The finance team prepared this report."
- "We need IT support in the session."

5) Meeting Actions & Collocations

- set up / schedule / arrange a meeting;
- send an invite;
- accept / decline;
- postpone / reschedule / cancel;
- join / attend;
- open / chair / run a meeting;
- stick to the agenda;
- give / ask for the floor;
- raise / make a point;
- clarify; ask a question; (politely) interrupt;
- take / make notes;
- summarize / recap;
- reach / make a decision;
- assign / delegate a task;
- set / agree a deadline;
- follow up
- Take / record minutes

6) Functional Phrases (A2–B1 friendly)

- **Agreeing:** "I agree." / "That's a good point." / "Exactly."
- assign / delegate a task;
- set / agree a deadline;
- follow up
- Take / record minutes
- **Partial agreement:** "I see your point, but..." / "I agree up to a point."
- **Disagreeing politely:** "I'm not sure I agree." / "I see it differently." / "Perhaps we could..."
- **Asking opinions:** "What do you think?" / "How do you feel about...?"
- **Clarifying:** "Do you mean...?" / "Could you clarify that?" / "Just to be clear..."
- **Interrupting (polite):** "Sorry to interrupt, but..." / "May I add something?"
- **Managing time:** "Let's move on." / "We're short on time." / "Can we park this?"
- **Summarizing / closing:** "So, to recap..." / "The action points are..." / "Let's confirm next steps."

7) Problem-Solving & Negotiation

- **Nouns:** issue, challenge, root cause, constraint, trade-off, proposal, option, alternative, compromise, escalation
- **Verbs:** identify, prioritize, escalate, resolve, implement, monitor
- **Frames:** "We should...", "We could...", "What if we...", "If X happens, we'll..."

8) Time, Frequency & Sequencing (Unit 2 grammar tie-in)

- **Frequency adverbs:** always, usually, often, sometimes, rarely, never
- **Sequencing:** first, then, after that, finally
- **Story/reporting cues:** "while we were...", "when...", "by the time...", "before / after..."

9) Booking & Availability Phrases

"Are you available on...?" / "Would 2:30 pm work?" / "I'm scheduling meetings for next week." /

"Please confirm attendance." / "Could we reschedule to...?"

10) False Friends & Pitfalls

- assist ≠ asistir (assist = ayudar; attend = asistir)
- attend ≠ atender (attend = to be present; atender = serve/look after)
- discuss ≠ discutir (discuss = hablar sobre; discutir = argue)
- reunion ≠ reunión (reunion = encuentro de exalumnos/familia; meeting = reunión)
- actual ≠ actual (actual = real; current = actual en inglés)
- compromise ≠ compromiso (compromise = acuerdo intermedio; commitment = compromiso)

11) Register Tips (formal vs standard)

- **Formal/neutral:** "Could you please...?", "Would you mind...?", "I'd appreciate..."
- **Standard:** "Can you...?", "Let's...", "Thanks for..."

UNIT 3

Future Planning & Professional Reports



Unit Introduction

Professional success requires clear future planning and strong reading skills. You need to read workplace documents quickly, communicate plans effectively, and organize future-focused projects. This unit develops your ability to read reports strategically, write clear planning documents, and use future forms accurately for different professional purposes.

By the end of this unit, you will be able to:

- Read workplace reports and documents efficiently using strategic reading
- Use Will accurately for promises, predictions, and instant decisions
- Use Going to correctly for planned intentions and evidence-based predictions
- Use Present Continuous for scheduled arrangements and fixed plans
- Write clear planning documents and professional correspondence
- Handle travel arrangements and business trip planning

Lesson 1: Strategic Reading & Will for Professional Decisions

1.1 Strategic Reading for Professional Documents

Notice Phase: How Professionals Read Reports

Experienced workers use strategy to extract key information quickly – they don't read every word!

Professional Reading Strategy:

1. Skim for overview: Headings, first/last paragraphs, overall structure
2. Scan for specifics: Numbers, dates, key facts, action items
3. Focus on relevance: What affects your work directly?

Reading Text 1: Monthly Sales Report Extract (180 words) TechFlow Solutions - October Sales Summary

Overview: October sales reached €180,000, representing a 12% increase from September. The Northern region performed exceptionally well, while Southern areas showed slower growth than expected.

Regional Performance: Madrid and Barcelona generated 60% of total revenue. Valencia exceeded targets by 15%, but Seville fell short by 8%. Our new Bilbao office contributed €25,000 in its first full month.

Product Analysis: Software licensing increased 25% compared to last month. Hardware sales declined 5%, continuing the trend toward cloud-based solutions. Customer support contracts grew 18%, indicating strong client retention.

November Outlook: Based on current data, we expect November sales to reach €200,000.

Three major contracts will be completed, and the marketing team will launch a new campaign next week.

Practice A1: Strategic Reading Application

Decide Phase:

You have 3 minutes before a meeting. Choose what to focus on:

- Regional performance details
- Product trends
- November predictions
- Current problems

Practice A2: Skim for Overview (1 minute). Read quickly and answer:

1. What is this report about? _____
2. Is the overall news positive or negative?

3. Which sections seem most important for planning? _____

Practice A3: Scan for Specifics (2 minutes). Find these key facts:

1. Total October sales: €_____
2. Percentage increase from September: _____%
3. Best performing city: _____
4. Worst performing region: _____
5. Expected November sales: €_____
6. Number of major contracts completing: _____

Practice A4: Relevance Analysis. Which information would be most important for:

- A sales manager in Madrid: _____
- The marketing team leader: _____
- A customer service supervisor: _____
- The finance department: _____



1.2 Will for Professional Promises and Instant Decisions

Notice Phase: Professional Commitments

From the report: “Three major contracts will be completed” and listen to these workplace situations:

- “I’ll call the client back this afternoon” (promise)
- “We’ll resolve this immediately” (instant decision)
- “The marketing team will launch a campaign next week” (announced plan)

Grammar Focus: Will for Professional Communication Use Will for:

1. Promises and commitments made now:

- “I’ll send you the report by 5 PM”
- “We’ll fix this problem today”
- “I’ll follow up with the client tomorrow”

2. Instant decisions and spontaneous offers:

- “Don’t worry, I’ll handle the meeting”
- “I’ll take care of that right now”
- “We’ll find a solution immediately”

3. Predictions and expectations:

- “The project will be challenging”
- “Sales will improve next quarter”
- “This will help our efficiency”

4. Future facts and official announcements:

- “The meeting will start at 2 PM”
- “Results will be available on Friday”
- “The new system will launch next month”

Form

- **Affirmative:** I/you/he/she/it/we/they will + base verb

> I will send the report.

Contractions (standard): I'll, you'll, he'll, she'll, it'll, we'll, they'll

- **Negative:** I/you/he... will not + base verb > won't + base verb

>We won't miss the deadline.

- **Questions:** Will + subject + base verb ... ?

>Will you join the call?

- **Short answers:** Yes, I/we/they/he/she will. / No, ... won't.

Word order with adverbs:

- **certainty:** definitely, probably, certainly

> We will probably need more time. (adverb after will)

>We probably won't need more time. (adverb before main verb in negative)

Practice B1: Will Functions: Label each use: Promise / Instant Decision / Prediction / Future

Fact

1. "I'll help you with that presentation right now" > _____
2. "The conference will take place in March" > _____
3. "Sales will probably increase this quarter" > _____
4. "I'll definitely send the email before lunch" > _____

Practice B2. Complete the following using the appropriate 'will' form

1. Affirmative to Negative: I'll call you at 4. > I _____ call you at 4.

2. Make a question: They'll present tomorrow. > _____ they _____ tomorrow?

3. Short answer: Will she attend? > Yes, _____.

4. Insert an adverb: We will need more time (probably).
> We _____ more time.

5. Correct the error: He will to help.
> _____

6. Complete: Don't worry, I _____ handle it now.

7. Negative: IT will fix it today. > IT _____ fix it today.

8. Question: Carlos will join the meeting. > _____
Carlos _____ the meeting?
9. Choose: We (will / will to) send the contract. >

10. Rewrite with contraction: We will send it at 3.
>_____

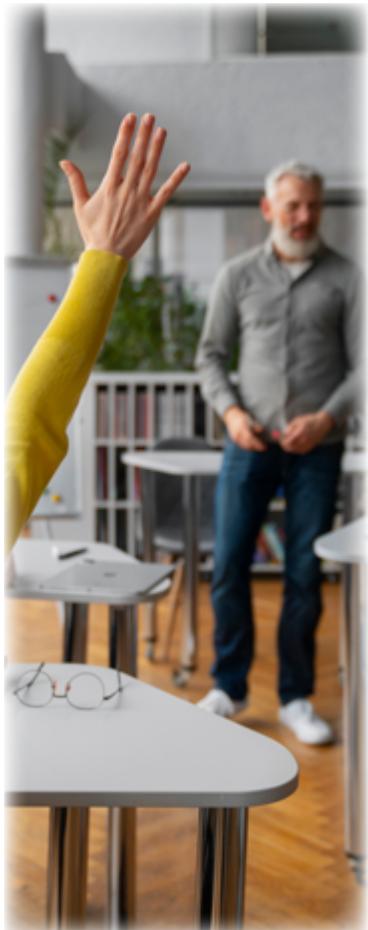
Practice B3. Match the sentence to the reason it uses will:

- “I’ll send the report by 5 PM.” >
 - “Don’t worry, I’ll handle the meeting.” >
 - “Sales will improve next quarter.” >
 - “The meeting will start at 2 PM.” >
- a) promise/commitment now ; b) instant decision/offer ; c) prediction/expectation ; d) future fact/official notice

Then explain: Which two uses most affect professional credibility and why? _____

Practice B4: Professional Promises: Complete with appropriate Will promises:

1. Colleague is stressed about deadline: “Don’t worry, I _____ help you finish it.”
2. Client asks about delivery: “The order _____ arrive by Wednesday.”
3. Manager needs meeting notes: “I _____ send them to you this afternoon.”
4. Team needs technical support: “IT _____ fix the problem immediately.”



Practice B5: Instant Decisions: Make instant decisions using Will for these situations:

1. The printer breaks during an important day: “_____”
2. A client calls with an urgent question: “_____”
3. Someone needs help with a difficult task: “_____”
4. An important email needs to be sent: “_____”

Practice B6: Professional Predictions Make predictions about these business situations:

1. “If we improve our customer service, _____”

2. "The new marketing campaign _____"
3. "Working from home _____ because _____"
4. "Next year, our company _____"

1.3 Travel Planning & Arrangements

Notice Phase: Business Travel Language

Listening Script 1: Planning a Business Trip (70 seconds)

Assistant: *"I need to arrange your trip to Barcelona next month."*

Manager: *"When will the conference start?"*

Assistant: *"It will begin on March 15th at 9 AM. I'll book your flight for the 14th."*

Manager: *"What about the hotel?"*

Assistant: *"I'll reserve a room near the conference center. Will you need a rental car?"*

Manager: *"No, I'll use taxis. Will you arrange airport transfers?"*

Assistant: *"Of course. I'll organize everything and send you the itinerary."*

Essential Travel Vocabulary:

- **Transportation:** flight, train, taxi, rental car, transfer
- **Accommodation:** hotel, room, reservation, check-in, check-out
- **Documents:** passport, boarding pass, itinerary, confirmation
- **Services:** arrange, book, reserve, organize, confirm

Travel Planning Language:

- "I'll book/reserve/arrange..."
- "Will you need...?"
- "When will... start/finish?"
- "I'll organize everything"

**Practice C1: Travel Vocabulary Decide Phase:
Match travel actions to their objects:**

1. book > a) airport transfer
2. reserve > b) a flight
3. arrange > c) a hotel room
4. confirm > d) the reservation

**Practice C2: Travel Planning Dialogue: Complete
the travel arrangement conversation:**

A: "I need to _____ a trip to London next week."

B: "When _____ you travel?"

A: "I _____ leave on Monday morning."

B: "_____ you need a hotel reservation?"

A: "Yes, please. _____ you book something near the city center?"

B: "Of course. I _____ arrange everything today."

Analyze A3.

Compare these two sentences from the script:

"Will you need a rental car?" vs. "I'll organize everything."

1. Which is a question about needs? Which is a commitment?
 2. Why is will natural in both lines here?
-

Micro-rule: Travel planning uses will for offers/commitments and will-questions to confirm future needs.

Practice C3: Business Trip Arrangements. Plan a business trip using Will:

Scenario: You're arranging a 3-day business trip to Paris

1. Flight: "I _____"
2. Hotel: "I _____"
3. Transportation: "I _____"
4. Meetings: "The meetings _____"
5. Documents: "I _____"

Lesson 2: Planned Intentions & Going To

2.1 Professional Planning Language

Notice Phase: Plans vs Instant Decisions

Compare these workplace statements:

- “I’ll handle this right now” (instant decision)
- “We’re going to restructure the department next month” (planned intention)
- “I’ll call you back in five minutes” (immediate promise)
- “We’re going to launch the product in March” (organized plan)

Grammar Focus: Going To for Professional Planning

Use Going To for:

1. Planned intentions and decisions already made:

- “We’re going to hire five new employees”
- “I’m going to attend the conference in Berlin”
- “The team is going to use new software”

2. Predictions based on current evidence:

- “The project is going to be late” (based on current progress)
- “Sales are going to improve” (based on recent trends)
- “This is going to cause problems” (based on what you see)

3. Organized future plans and strategies:

- “We’re going to focus on customer service this year”
- “I’m going to prepare a detailed proposal”
- “The company is going to expand internationally”

Form

- **Affirmative:** am/is/are + going to + base verb



>I'm going to book the hotel. / They're going to expand.

- **Negative:** am not / isn't / aren't + going to + base

>She isn't going to travel this month.

- **Questions:** Am/Is/Are + subject + going to + base ... ?

>Are you going to attend?

- **Short answers:** Yes, I am / he is / they are. / No, I'm not / he isn't / they aren't.

Pronunciation note: In fast speech you may hear gona, but do not write it in professional English.

Common mistakes

<i>He going to call.</i>	<i>He is going to call.</i>
<i>Are going to you travel?</i>	<i>Are you going to travel?</i>
<i>I'm not going book it.</i>	<i>I'm not going to book it.</i>

Practice A0. Quick Practice (Form: Going To)

1. Complete: We _____ (hire) two people.

2. Negative: She's going to lead the meeting. She _____ the meeting.

3. Question: You're going to attend the training.
> _____ attend the training?

4. Short answer: Are they going to confirm today? >No, _____.

5. Correct: He going to present.
> _____

6. Choose: I (am / are) going to call the client. > _____

7. Complete: Look at the sky—it _____ (rain).

8. Negative: We're going to travel next week. > We _____ next week.

9. Make it a question: Ana is going to write the minutes.
> _____ Ana _____ the minutes?

10. Short answer: Is Carlos going to join? → Yes, _____.

Practice A1: Will vs Going To Recognition Decide

Phase: Choose Will or Going To based on the situation:

1. Planned company strategy: "We _____ expand to Portugal next year."
2. Instant offer to help: "I _____ carry that for you."
3. Evidence-based prediction: "Look at these figures - sales _____ increase."
4. Spontaneous decision: "I _____ call the client right now."

Practice A2: Evidence-Based Predictions Analyze

Phase: Look at this evidence and make

Going To predictions:

- **Evidence:** "The team has been working 12-hour days, and people look exhausted."
- **Prediction:** "Some team members _____"
- **Evidence:** "Our main competitor just announced price cuts."
- **Prediction:** "We _____"

Finish the rule: Use going to for planned decisions and predictions from current evidence.

Practice A3: Planning Language Decide Phase:

Complete with Going To:

1. The management team _____ announce the new policy next week.
2. I _____ prepare a budget proposal for the meeting.
3. _____ you _____ attend the training session in Madrid?
4. We _____ implement the new system until next quarter.
5. Sales _____ improve after the marketing campaign.

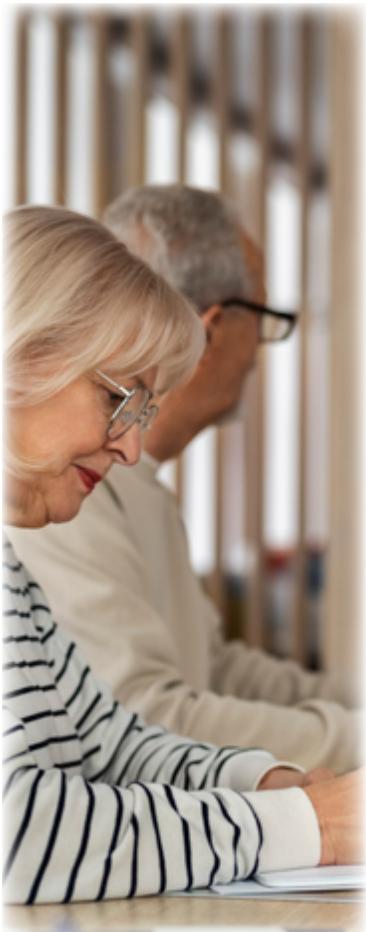
Practice A4: Professional Plans Produce Phase:

Write about your professional/study plans:

1. Next month: "I'm going to _____"
2. This year: "My company/school is going to _____"

3. Career plans: "I'm going to _____ because _____"
4. Skills development: "I'm going to improve my _____ by _____"

Analyze A5. Decide which and justify in 1 line:



1. You see smoke from the server room now: "I (will / am going to) call IT!" > _____
because _____.
2. Strategy agreed last week: "We (will / are going to) expand to Portugal." > _____
because _____.

2.2 Email Writing for Planning

Notice Phase: Planning Email Structure

Email Example: Project Planning

Subject: Q1 Marketing Campaign Planning

Hi team,

I hope you're all well.

I'm writing to outline our plans for the Q1 marketing campaign. We're going to launch the

campaign on February 1st, focusing on social media and digital advertising. The budget is going

to be €50,000, which is 20% more than last quarter.

I'm going to schedule planning meetings for next week. Maria is going to handle social media

content, and Carlos is going to manage the advertising budget.

Please let me know if you have any questions. I'll send the detailed timeline tomorrow.

Best regards, Ana

Planning Email Structure:

1. Purpose: Why you're writing
2. Main plans: What's going to happen
3. Responsibilities: Who's going to do what
4. Timeline: When things are going to occur

5. Next steps: What will happen immediately

Practice B1: Planning Email Analysis: Identify the planning elements:

1. Main campaign plan: _____
2. Budget decision: _____
3. Team responsibilities: _____
4. Immediate next steps: _____

Practice B2: Responsibility Assignment:

Complete with Going To:

"In our project, Ana _____ handle client communication, Carlos _____ manage the budget, and

Maria _____ coordinate with suppliers.

I _____ oversee the timeline and make sure everything stays on schedule."

Practice B3: Planning Email Writing: Write a planning email (120-150 words) about:

Scenario: Organizing a team training session on new software. Include:

- What's going to happen
- When it's going to take place
- Who's going to participate
- What you're going to prepare
- What team members are going to do

2.3 Making Reservations

Notice Phase: Reservation Language

Listening Script 2. Phone Dialogue: Hotel Reservation (60 seconds)

Receptionist: *"Good morning, Hotel Barcelona. How can I help you?"*

You: *"Good morning. I'm going to visit Barcelona next month for business. I'd like to make a reservation."*

Receptionist: *"Certainly. What dates are you going to stay?"*

You: "*I'm going to arrive on March 15th and leave on March 17th. Two nights.*"

Receptionist: "*Perfect. What type of room are you going to need?*"

You: "*A single room, please. I'm going to need internet access for work.*"

Receptionist: "*All our rooms have free WiFi. I'm going to reserve a business room for you.*"

Reservation Language:

- **Making requests:** "I'd like to make a reservation"
- **Giving details:** "I'm going to arrive/stay/need..."
- **Confirming information:** "Let me confirm..."
- **Special requirements:** "I'm going to need..."

Practice C1: Reservation Information: Order this reservation conversation logically (1-6):

___ "What type of room do you need?"

___ "I'd like to make a reservation"

___ "What dates will you stay?"

___ "A single room with internet access"

___ "Good morning, how can I help you?"

___ "March 15th to 17th, two nights"

Practice C2: Restaurant Reservation:

Complete this restaurant reservation:

You: "*Good evening. I _____ make a reservation for tomorrow.*"

Host: "*What time are you going to arrive?*"

You: "*We _____ arrive at 7:30 PM.*"

Host: "*How many people _____ in your party?*"

You: "*Four people. We _____ discuss business, so we _____ need a quiet table.*"

Practice C3: Complete Reservation Role-Play:

Make reservations for these business situations:

1. Flight booking: You're going to travel to London for a conference

2. Car rental: You're going to need transportation for client visits
3. Meeting room: Your team is going to have an important presentation

Lesson 3: Scheduled Events & Present Continuous for Future

3.1 Fixed Arrangements and Schedules

Notice Phase: Scheduled vs Planned Compare these sentences:

- "We're going to have a meeting next week" (general plan)
- "We're having a meeting next Tuesday at 2 PM" (fixed arrangement)
- "I'm going to travel for business" (intention)
- "I'm flying to London on Monday morning" (scheduled flight)

Grammar Focus: Present Continuous for Future Arrangements Use Present Continuous for future when:

1. Fixed appointments and scheduled events:

- "I'm meeting the client at 3 PM tomorrow"
- "We're having a team meeting next Friday"
- "The CEO is visiting our office next month"

2. Arranged plans with specific timing:

- "I'm flying to London on Tuesday"
- "We're starting the project next Monday"
- "The training is beginning at 9 AM"

3. Calendar events and confirmed arrangements:

- "I'm working from home tomorrow"
- "We're moving to the new building in March"
- "The conference is taking place in Barcelona"

Key indicators: Specific times, dates, already scheduled, fixed in calendar

Form

- **Affirmative:** am/is/are + verb-ing
- I'm meeting the client at 3. / We're flying on Monday.
- **Negative:** am not / isn't / aren't + verb-ing
- I'm not working late tomorrow.
- **Questions:** Am/Is/Are + subject + verb-ing ... ?
- Are you attending the workshop?
- **Short answers:** Yes, I am / she is / they are. / No, I'm not / she isn't / they aren't.

Spelling for -ing

- write > writing (drop silent e)
- run > running (double final consonant CVC)
- travel > travelling (BrE often doubles l; either is accepted)
- lie > lying; study > studying

Common mistakes

I am meet the client.	I am meeting the client.
We are meeting at Monday	We are meeting on Monday at 2 pm.
Is starts at 3?	Does it start at 3? (see timetables below)

Practice A0. Quick Practice (Form: Present Continuous Future)

1. Complete: We _____ (meet) the supplier at 10 tomorrow.
2. Question: She's presenting at 9. > _____ she _____ (present) at 9?

3. Negative: I'm working from home on Friday. > I _____ from home on

Friday.

4. Short answer: Are they travelling on Tuesday? > Yes,
-----.

5. Correct: I am call the client at 4. >

6. Prepositions: We're meeting ----- Tuesday
----- 2 pm.

7. Choose: I (am meeting / meet) HR at 11 (calendar set). > -----

8. Complete: The CEO ----- (visit) next month.

Practice A1: Arrangement Identification. Which sentences show fixed arrangements?

1. "I think I'll travel next month" > Fixed / Not fixed

2. "I'm flying to Paris on Tuesday at 10 AM" > Fixed / Not fixed

3. "We should have a meeting soon" > Fixed / Not fixed

4. "We're meeting in Room B at 2 PM tomorrow" > Fixed / Not fixed

Practice A2: Schedule Language: Complete with Present Continuous for future:

1. The project team ----- (meet) every Tuesday at 10 AM next month.

2. I ----- (present) the budget proposal on Friday morning.

3. ----- you ----- (attend) the conference in Barcelona next week?

4. We ----- (not/implement) the changes until after the holiday.

Grammar Box: Present Simple for Timetables/Schedules

Meaning recap: public/official schedules (timetables, agendas, programmes), not your private

"arranged" plans.

Form

- **Affirmative:** The train leaves at 07:45. / The conference starts at 9.
- **Negative:** The shop doesn't open on Sundays.
- **Questions:** What time does the flight arrive?

Prepositions with time/date:

at + clock times (at 2 pm), on + days/dates (on Tuesday / on 15 March)

Common mistakes

The meeting is starting at 2 (timetable)	The meeting starts at 2.
What time do the train arrives?	What time does the train arrive?

What time does the train arrive?

Quick Practice (Form: Present Simple - Timetables)

1. Choose: The 10:30 flight (leaves / is leaving) at 10:35.
→ -----
2. Question: What time ----- the workshop ----- (start)?
3. Negative: The café ----- (not/open) on Mondays.
4. Correct: The session is starts at 14:00. → -----
5. Complete: The bus ----- (arrive) at 8:10 on Friday.

Practice A3: Calendar Arrangements: Describe your fixed arrangements:

This week:

- Monday: "I'm -----"
- Wednesday: "I'm -----"
- Friday: "I'm -----"

Next week:

- "On Tuesday, I'm -----"
- "The team is -----"
- "My manager is -----"

Practice A4. Pick the correct form and justify:

1. "The flight (leaves / is leaving) at 10:05." → ----- because timetable.

2. "I (meet / am meeting) the client at 3 PM tomorrow."
 → _____ because arrangement in
 my calendar.

Micro-rule: Present Simple = timetables/programmes;
 Present Continuous =
 personal/organizational arrangements.

3.2 Project Timeline Communication

Notice Phase: Timeline Language

Reading Text 2: Project Implementation Schedule (160 words)

TechFlow Solutions - Q1 Software Upgrade Project

Implementation Timeline:

January 2024

- Week 1: We're meeting with IT vendors on January 8th to finalize contracts
- Week 2: The team is conducting system backup on January 15th
- Week 3: We're installing new servers from January 22nd-24th

February 2024

- Week 1: We're testing the new system February 5th-9th
- Week 2: Departments are migrating data February 12th-16th
- Week 3: The help desk is providing extra support February 19th-23rd

March 2024

- Week 1: Full system goes live March 1st
- Week 2: We're monitoring performance March 4th-8th
- Week 3: The project team is collecting feedback March 11th-15th

Timeline Language Patterns:

- Specific dates: "We're meeting on January 8th"
- Date ranges: "We're installing from January 22nd-24th"
- Scheduled events: "The system goes live March 1st"



- Ongoing activities: "We're monitoring performance March 4th–8th"

Practice B1: Timeline Analysis Decide Phase: Find examples of:

- Single date events: _____
- Multi-day activities: _____
- Ongoing monitoring: _____

Practice B2: Future Form Selection: Why does the timeline use different future forms?

- Present Continuous: "We're meeting on January 8th" → Why? _____
- Present Simple: "The system goes live March 1st" → Why? _____
- Will (implied): Where would will appear in a timeline note? → When? _____

Write one example line with each form from your own planned event.

Practice B3: Project Timeline Creation Produce Phase: Create a timeline for organizing a

company event: Month 1:

- Week 1: "We're _____ on [date]"
- Week 2: "The team is _____ from [dates]"
- Week 3: "We're _____ on [date]"

Month 2:

- Week 1: "The event _____ on [date]"
- Week 2: "We're _____ after the event"

Practice B4. Mixed Future Forms. Complete with will / going to / present continuous / present

simple (and correct form).

- Don't worry, I _____ (send) the file right now.
- We _____ (launch) the campaign on March 1st. (fixed date, already arranged)
- The conference _____ (start) at 9 am on Thursday. (timetable)
- Look at the numbers—sales _____ (increase). (evidence)
- I _____ (meet) the supplier at 3 pm; it's in my calendar.

6. I think the client _____ (be) happy with the discount. (opinion)

7. Are you _____ (attend) the training next week? (arrangement)

8. I'm sorry, I _____ (not/join) the call; I'm travelling. (decision now)

9. We _____ (hire) two interns next month; HR approved it yesterday. (plan already)

10. What time _____ the demo _____ (begin) tomorrow? (schedule)

11. If there are delays, we _____ (add) extra staff. (promise/commitment)

12. They _____ (not/implement) changes until April; it's on the plan. (arranged)

3.3 Appointment Management

Notice Phase: Professional Appointment Language

Email Dialogue: Scheduling Appointments

Email 1: Subject: Meeting Request - Budget Discussion

Hi Carlos, I'm scheduling budget meetings for next week. Are you available on Wednesday

afternoon? I'm meeting with each department head individually. Please let me know what time

works best for you.

Ana

Email 2: Subject: Re: Meeting Request

Hi Ana, Wednesday afternoon works well. I'm free from 2 PM onwards. I'm presenting to clients

in the morning, but I'm finishing by 1 PM. Would 2:30 PM be convenient?

Carlos

Appointment Language:

- Scheduling: "I'm scheduling meetings for..."
- Availability: "Are you available on...?"
- Confirming: "I'm free from... to..."
- Suggesting: "Would... be convenient?"

Practice C1: Appointment Scheduling: Complete the appointment email:

"Hi Maria, I _____ (organize) training sessions next week. _____ you available on Thursday morning? I _____ (meet) with all team leaders to discuss the new procedures. Please let me know if you _____ (attend) the 10 AM session."

Practice C2: Availability Response: Respond to these appointment requests:

1. Request: "Are you free for a meeting next Tuesday at 3 PM?"

Your response: "I'm sorry, I _____ (already/meet) with a client at that time. I _____ (be) free on Wednesday morning. _____ 10 AM work for you?"

2. Request: "Can we schedule a project review for next week?"

Your response: "Yes, I _____ (have) availability on Friday afternoon. I _____ (finish) my presentations by 2 PM."

Practice C3. Polite calendar negotiations. From the email thread, underline:

- availability phrases,
- a suggested time,
- a question to confirm.

Complete the micro-rule: Scheduling emails work when we state availability, propose a slot, and ask a clear confirmation question

Practice C4: Calendar Coordination:

You need to schedule a team meeting with 4 people. Write emails coordinating schedules:

Email to team: Propose meeting times and ask for availability

Follow-up email: Confirm the arranged time and provide details

Lesson 4: Document Writing & Future Integration

4.1 Business Correspondence Integration

Notice Phase: Future Forms in Professional Writing

Document Example: Project Proposal

TechFlow Solutions - Customer Service Improvement Proposal

Executive Summary: This proposal outlines our plan to improve customer service response

times. We will implement a three-phase approach that will reduce average response time from

48 to 24 hours.

Phase 1 (January): We're going to hire two additional customer service representatives. They will start on January 15th, and we're arranging training for the following week.

Phase 2 (February): We're installing a new ticket management system. The installation is scheduled for February 5th-9th, and staff training is taking place February 12th-16th.

Phase 3 (March): We will establish weekly performance reviews and monthly customer surveys.

This ongoing monitoring will ensure continuous improvement.

Timeline: Implementation will begin immediately after approval. We're presenting the detailed

budget to management next Friday.

Document Writing Patterns:

- Will: Official commitments, promises, formal announcements
- Going To: Planned intentions, strategic decisions

- Present Continuous: Scheduled activities, arranged events

Practice A1: Future Form Analysis. Why are different future forms used?

1. "We will implement a three-phase approach" → Why Will? _____

2. "We're going to hire two representatives" → Why Going To? _____

3. "Training is taking place February 12th-16th" → Why Present Continuous? _____

Practice A2: Professional Document Language: Choose the most appropriate future form:

1. Official company commitment: "We (will/are going to/are) guarantee 24-hour response times."

2. Planned hiring decision: "We (will/are going to/are) recruit experienced staff next month."

3. Scheduled training event: "Training (will take/is going to take/is taking) place on Monday at 9 AM."

Practice A3: Document Integration: Write a project proposal section (100-120 words) about implementing flexible working: Include:

- Official commitments (Will)
- Planned strategies (Going To)
- Scheduled activities (Present Continuous)
- Clear timeline and next steps



4.2 Comparative Analysis Writing

Notice Phase: Business Comparison Language

Reading Text 3: Market Analysis Report (140 words)

Current Market Position vs. Future Outlook

Our current position is stronger than last year, with market share increasing from 15% to 18%.

However, our main competitor is more aggressive than before, and they're launching new products faster than us.

Future projections show interesting contrasts. We will be more competitive in the premium market, but they will probably be better in the budget segment. Our customer service is going to be more personalized than theirs, while their pricing will likely be more attractive than ours.

Recommendations: We should focus on our strengths. Our quality is better than theirs, and our brand reputation is stronger than their recent image. We're going to invest more heavily in R&D than any competitor, which will make us more innovative than the current market leaders.

Comparative Language in Future Context:

- Current comparisons: "stronger than," "more aggressive than," "faster than"
- Future comparisons: "will be more competitive," "going to be more personalized"
- Strategic comparisons: "more heavily than any competitor"

Practice B1: Comparative Future Predictions: Complete with comparative forms and future verbs:

1. "Our new product _____ (be) _____ (innovative) than anything on the market."
2. "Next year, we _____ (work) _____ (efficiently) than this year."
3. "The competition _____ (become) _____ (intense) than before."

Practice B2. Comparative and future. Complete with form + future:

1. "We (be) more competitive than last year." →
2. "Service (be) more personalized next quarter." →

Rule: Use comparative + future to compare positions over time (now vs future).

Practice B3: Comparison Integration: Write comparative predictions about your industry/field:

1. Technology: "In five years, technology _____ (be) _____ (advanced) than today"
2. Work methods: "Future work _____ (be) _____ (flexible) than current jobs"

3. Skills needed: "Tomorrow's professionals _____ (need) _____ (diverse) skills than today's workers"

4.3 Complete Planning Document

Challenge Task: Comprehensive Business Plan

Scenario: Your company is planning to open a new branch office in another city.

Practice C1: Planning Document Structure Produce Phase: Create a complete business

plan (300–350 words) including:

Section 1: Executive Summary

- What the company is going to do
- Why this will be successful
- When implementation will begin

Section 2: Timeline and Arrangements

- Specific dates when activities are taking place
- Who is going to be responsible for each phase
- What resources will be needed

Section 3: Predictions and Commitments

- What will happen as a result
- How this will be better than current situation
- Official promises about timeline and budget

Requirements:

- Use all three future forms appropriately and naturally
- Include comparative language for market analysis
- Show strategic thinking and realistic planning
- Maintain professional tone throughout

Lesson 5: Advanced Planning Skills & Assessment

5.1 Cross-Cultural Business Planning

Notice Phase: International Business Considerations

Case Study: Planning International Expansion (120 words)

GlobalTech is going to expand into the German market next year. This will be more challenging

than our Spanish expansion because German business culture is more formal than Spanish culture.

We're going to hire local staff who understand German business practices better than our current team. The new office is opening in Berlin on March 1st, and we're arranging cultural training for our Spanish managers.

German clients will expect more detailed planning than Spanish clients usually require. Our presentations will need to be longer and more thorough than our current format. However, decision-making will probably be faster than in Spain once we provide complete information.

We will adapt our communication style to be more direct than our typical approach. This will be more efficient than trying to use Spanish business customs in Germany.

Cultural Planning Considerations:

- Communication styles: More formal/direct vs. informal/indirect
- Business practices: Detailed planning vs. flexible approaches
- Decision-making: Fast vs. slow, group vs. individual
- Meeting styles: Structured vs. casual, long vs. short

Practice A1: Cultural Comparison Analysis: Identify cultural business differences:

1. German business culture: More _____ than Spanish culture
2. Planning expectations: German clients expect _____ planning than Spanish clients
3. Communication: German style is _____ than Spanish style
4. Decision-making: Will be _____ than in Spain

Practice A2: Cultural Adaptation Planning: Plan cultural adaptations for international business:

Scenario: Spanish company expanding to the UK

1. Communication: "We're going to communicate _____ (directly) than we do in Spain"
2. Meetings: "Our meetings will be _____ (structured) than our current style"
3. Planning: "We will provide _____ (detailed) information than British companies expect"

5.2 Crisis Planning and Contingencies

Notice Phase: Professional Risk Management Contingency Planning Language:

- "If problems arise, we will..."
- "In case of delays, we're going to..."
- "Should issues occur, we will..."
- "As a backup plan, we will..."

Practice B1: Contingency Planning: Create backup plans for these business situations:

1. Main plan: "We're launching the product in March" Contingency: "If there are

production delays, we _____"

2. Main plan: "The conference is taking place in the hotel conference center"

Contingency: "In case of technical problems, we _____"

3. Main plan: "Our team is presenting to clients next Friday" Contingency: "Should

anyone be sick, we _____"

Practice B2: Risk Assessment Writing: Write a risk management section for a business plan

(80-100 words):

Include: Potential problems, contingency plans, backup arrangements

Challenge Activity: Complete Business Planning

Simulation

Scenario: Your company is planning to launch a new service for international clients. Create a

comprehensive business plan using all future forms and planning skills.

Challenge Phase 1: Strategic Planning (Group Work - 15 minutes)

Team Roles:

- Timeline Coordinator: Schedules and arrangements (Present Continuous)
- Strategy Developer: Plans and intentions (Going To)
- Commitment Manager: Promises and guarantees (Will)
- Risk Assessor: Contingency planning and alternatives

Challenge Phase 2: Document Creation (Individual Work - 15 minutes)

Create your section of the business plan:

- Professional language and appropriate future forms
- Comparative analysis where relevant
- Cultural considerations for international clients
- Clear timeline and responsibilities

Challenge Phase 3: Plan Integration (Team Work - 10 minutes)

Combine sections into complete business plan and prepare presentation

Portfolio Task Options

Option A: Business Planning Portfolio

1. Strategic Document (250-300 words): Complete business plan for a realistic scenario
2. Email Correspondence (3 emails): Planning, scheduling, and confirmation emails
3. Audio Component (3-4 minutes): Present your business plan with future projections

Option B: International Business Communication Package

1. Cultural Analysis Report (200-250 words): Comparing Spanish and international business practices
2. Travel Planning Documentation: Complete business trip arrangement with reservations

3. Contingency Planning Guide: Risk management strategies for international business

Assessment Checklist

Grammar Competencies:

- I use Will correctly for promises, instant decisions, and official commitments
- I use Going To appropriately for planned intentions and evidence-based predictions
- I use Present Continuous accurately for scheduled arrangements and fixed plans
- I integrate all future forms naturally in professional documents
- I use comparative forms correctly in business analysis contexts

Professional Skills:

- I can read business documents strategically to extract key information
- I can write clear planning documents with appropriate future forms
- I can handle travel arrangements and business trip planning
- I can create professional correspondence for planning and scheduling
- I understand cultural considerations in international business planning

Unit 3 Glossary – Future Planning & Scheduling

1) Time Expressions for Future Plans

tomorrow, next week, next month, next year, soon, later, in two days, in a week, in three months,

by Friday, by the end of the month, at the weekend, on Monday morning, this afternoon, this

evening

Frames:

- “We’ll meet next Monday.”
- “By Friday we will finish the report.”
- “I’m meeting them this afternoon.”

2) Planning & Scheduling Vocabulary

schedule, agenda, calendar, timetable, plan, arrangement, deadline, milestone, target, goal,

objective, task, step, priority, project, roadmap, timeline, due date

Collocations: set a deadline, meet a deadline, miss a deadline, schedule a meeting, postpone /

reschedule, confirm attendance, update the plan

3) Travel & Transport Vocabulary

A) General Travel & Tourism

trip, journey, travel, tour, excursion, holiday, business trip, itinerary, destination, route, map,

guidebook, brochure, tourist information, reservation, booking, confirmation, cancellation

Frames:

- “We booked a guided tour of the city.”
- “The itinerary includes three stops.”

B) Transport Modes

• Air: plane, flight, airline, check-in desk, boarding gate, boarding pass, luggage/baggage, carry-on, overhead locker, seat belt, delay, cancellation

- Train: train, platform, carriage/coach, seat reservation, ticket office, timetable, connection, sleeper train, rail pass
- Bus/Coach: bus stop, bus station, coach service, ticket machine, single ticket, return ticket
- Car/Taxi: car hire/rental, driver's license, petrol station, traffic, taxi rank, ride-hailing app
(e.g. Uber, Bolt)
- Sea: ferry, port, harbor, cruise, cabin, life jacket

C) Airports & Stations

check-in, boarding, departure lounge, security check, customs, immigration, passport control,
arrivals hall, baggage claim, lost & found, information desk, ticket counter, waiting room

Useful cues:

- "Where is the check-in desk?"
- "Which gate is my flight boarding from?"
- "What platform does the train leave from?"

D) Accommodation

hotel, hostel, guesthouse, bed & breakfast (B&B),
campsite, resort, homestay, Airbnb, reception,
lobby, concierge, single/double room, twin room, dormitory, suite, facilities, amenities, breakfast
included, full board / half board, reservation, cancellation policy

Frames:

- "Do you have any rooms available?"
- "Is breakfast included?"
- "I'd like to check out, please."

E) Arrival & First Interactions

passport, visa, customs declaration, arrival card, immigration officer, security check, baggage
carousel, luggage trolley, taxi rank, public transport ticket, tourist map, information centre

Survival phrases:

- "Where can I buy a ticket?"
- "How do I get to the city centre?"

- "Is there a bus service to the hotel?"

F) Travel Problems

delay, cancellation, lost luggage, overbooking, strike, traffic jam, accident, missed connection,

fully booked, emergency

Frames:

- "My luggage is missing."
- "The train was delayed by two hours."
- "The flight was cancelled due to weather."

G) Travel Essentials

ticket, passport, ID card, visa, boarding pass, booking reference, luggage tag, insurance, cash,

credit card, travel adapter, charger, guidebook, phrasebook

H) Functional Phrases (survival language)

- "Could you tell me how to get to...?"
- "What time does the train leave?"
- "Where can I find the taxi rank?"
- "Is this seat taken?"
- "Do I need to change trains?"

4) Business & Work Planning Terms

strategy, initiative, campaign, launch, budget, resources, staffing, meeting, workshop, event,

conference, presentation, proposal, expansion, forecast, schedule conflict

Frames:

- "We are planning a new product launch."
- "The conference will take place in June."
- "There's a schedule conflict with another event."

5) Expressions with Future Forms (linked to grammar)

Will (promises / instant decisions): "I'll call you tomorrow." / "I'll help you with that."

Going to (plans / intentions): "We're going to expand next year." / "I'm going to book the tickets."

Present Continuous (arrangements): "I'm meeting the team at 3 pm." / "We're flying to London



on Tuesday."

Future with time clauses: "When the report is ready, we'll send it." / "I'll text you as soon as I arrive."

6) Polite Planning & Confirmation

"Could we confirm the date?" / "Would Tuesday work for you?" / "Shall we reschedule?" / "Let's fix a time." / "I'll check my calendar."

7) Sequencing & Linking for Plans

first, then, after that, next, finally, before, after, by the time, until, as soon as, once, in the meantime

8) False Friends & Pitfalls

- eventual ≠ eventual (eventual = final; eventually = finalmente)
- assist ≠ asistir (assist = ayudar; attend = asistir)
- agenda ≠ agenda (agenda = program; diary/planner = agenda in Spanish)
- sensible ≠ sensible (sensible = reasonable; sensitive = sensible)
- actual ≠ actual (actual = real; current = actual in Spanish)

9) Register Tips for Future Planning

Formal/neutral:

- "Could you confirm your availability for next week?"
- "We would like to schedule the meeting for June 5th."

Standard:

- "Can you make it on Tuesday?"
- "Let's meet next week."

UNIT 4

Customer Service & Modal Verbs



Unit Introduction

Excellent customer service drives business success. Whether you're helping clients, handling complaints, or making professional offers, modal verbs help you communicate diplomatically and effectively. This unit develops your customer service skills while mastering modals that make professional communication polite, persuasive, and appropriate.

By the end of this unit, you will be able to:

- Handle customer service situations with professional diplomacy
- Use Can/Could effectively for ability, requests, and polite offers
- Use Should/Must appropriately for advice, necessity, and requirements
- Use May/Might/Will strategically for probability and professional politeness
- Resolve complaints and problems while maintaining positive relationships

Navigate complex customer service scenarios with confidence

Lesson 1: Customer Service Excellence & Can/Could

1.1 Professional Customer Service Framework

Notice Phase: Service Excellence in Action Listening

Script 1: Customer Service Call (85 seconds)

Customer: "I have a problem with my order. It should have arrived yesterday."

Agent: "I'm very sorry to hear about this delay. I can certainly help you track your order. Could you please give me your order number?"

Customer: "It's TS-4789."

Agent: "Thank you. I can see your order here. There was a delay at our distribution center. I can arrange expedited shipping so you'll receive it tomorrow morning, and I can also offer you a 10% discount as an apology."

Service Excellence Framework:

1. Acknowledge problem: "I'm sorry to hear..."
2. Offer immediate help: "I can certainly help..."
3. Gather information: "Could you please..."
4. Provide solutions: "I can arrange..."
5. Exceed expectations: "I can also offer..."

Decide Exercise D1: Service Response Quality

Choose the most professional customer service response:

1. Customer complains about late delivery:
 - a) "That's not my fault"
 - b) "I'm very sorry about this delay. I can definitely help resolve this for you"
 - c) "Delays happen sometimes"
2. Customer needs technical help:

- a) "I can walk you through the solution step by step"
- b) "I don't know how to fix that"
- c) "You should figure it out yourself"

Analyze Exercise A1: Service Language Impact Analysis

Analyze why specific customer service language creates better outcomes:

1. "I'm very sorry" vs "Sorry" Customer relationship impact: -----
2. "I can certainly help" vs "I'll try to help" Confidence building effect: -----
3. "Could you please" vs "Give me" Professional impression: -----

1.2 Can/Could for Customer Service Mastery

Notice Phase: Modal Functions in Service Context

From the customer service call:

- "I can certainly help you" (confident ability)
- "I can see your order here" (current capability)
- "Could you please give me..." (polite request)
- "I can arrange expedited shipping" (solution offering)

Grammar Focus: Can/Could Strategic Usage

Can - Confident Service Delivery:

- Service abilities: "I can help you with that"
- Information access: "I can see your account details"
- Solution offerings: "I can arrange a replacement"

Could - Diplomatic Customer Interaction:

- Polite requests: "Could you please hold?"
- Tentative suggestions: "We could try this approach"
- Hypothetical solutions: "This could solve your problem"

Form:

- Positive: Subject + can/could + base verb

I can help you. / We could send a replacement.

- Negative: Subject + can't/couldn't + base verb

She can't access her account. / We couldn't find your order yesterday.

- Question: Can/Could + subject + base verb?

Can I help you? / Could you give me your order number?

Decide Exercise D2: Modal Function Context

Choose Can or Could based on customer service function:

1. Showing confident ability: "I _____ resolve this issue immediately."
2. Making polite request: "_____ you please verify your address?"
3. Offering tentative solution: "We _____ send a replacement if you prefer."
4. Demonstrating current capability: "I _____ see the problem in your account."

Analyze Exercise A2: Modal Choice Professional Impact

Analyze why modal choice affects customer service effectiveness. Compare:

- "I can fix this issue right now"
- "I could try to fix this issue"

Questions:

1. Which makes the customer feel more confident?
2. Which sounds less certain?
3. Why is this difference important in customer service?

Produce Exercise P1: Customer Service Dialogue Creation

Create a complete customer service conversation (120-150 words) handling this situation:

Customer received wrong product, needs correct item urgently for important event

Requirements:

- Use Can for confident service delivery
- Use Could for polite customer interaction
- Show service excellence framework
- Resolve problem while building positive relationship



1.3 Customer Preferences and Service Personalization

Notice Phase: Understanding Customer Needs

Listening Script 2: Product Recommendation (70 seconds)

Agent: "What features do you usually prefer in a smartphone?"

Customer: "I like phones with excellent cameras, but I don't like complicated interfaces."

Agent: "I understand. Many customers prefer user-friendly designs. Do you like large screens or do you prefer compact phones?"

Customer: "I usually prefer smaller phones because I travel frequently."

Agent: "Perfect. Based on your preferences, I can recommend our Model X. Customers love the camera quality, and they particularly like how intuitive it is to use."

Customer Preference Language:

- Asking about needs: "What do you usually prefer?" "What's most important to you?"
- Understanding choices: "Do you like... or do you prefer...?"
- Personalizing service: "Based on your preferences..." "Customers like you often..."

Decide Exercise D3: Preference Investigation Selection

Choose the most effective way to understand customer preferences:

1. Learning about service needs:

- a) "What do you want?"
- b) "What type of service experience do you usually prefer?"
- c) "I don't know what you need"

2. Understanding budget considerations:

- a) "Are you cheap or willing to spend money?"

- b) "Do you prefer premium features or basic functionality?"
- c) "How much money do you have?"

Analyze Exercise A3: Preference Communication Analysis

Analyze why understanding preferences improves customer service outcomes. Compare:

- "What do you want?"
- "What do you usually prefer in a smartphone?"

Questions:

1. Which sounds more professional and respectful?
2. Which gives you more information about the customer's habits?
3. Why is it important to ask about preferences in a polite, open way?

Produce Exercise P2: Product Recommendation Guide

Create a customer preference investigation guide (100–120 words) for new service staff:

- Key questions to understand customer needs
- How to ask about preferences professionally
- Ways to use preference information for better service
- Examples of preference-based recommendations

Lesson 2: Professional Advice & Should/Must

2.1 Giving Professional Advice and Recommendations

Notice Phase: Advisory Customer Service

Listening Script 3: Technical Support Consultation (80 seconds)

Customer: "My computer keeps freezing. What should I do?"

Support: "I can help you resolve this. First, you should try restarting your computer – this often fixes temporary issues."

Customer: "I've already tried that."

Support: "I see. You should check if you have too many programs running. You should close

applications you're not using, but you should avoid closing system programs."

Customer: "How do I know which ones are safe to close?"

Support: "You should look for programs like browsers, documents, and media players. However,

you must keep antivirus software running, and you must never close system processes."

Professional Advice Framework:

1. Acknowledge expertise: "I can help you with that"
2. Give step-by-step guidance: "First, you should..."
3. Provide alternatives: "If that doesn't work, you should..."
4. Highlight critical requirements: "You must..."

Decide Exercise D4: Advice Strength Selection

Choose Should (recommendation) or Must (requirement) based on importance:

1. Computer security: "You _____ install antivirus software immediately."
2. Performance improvement: "You _____ consider upgrading your memory."
3. System requirement: "You _____ enter your password to access the account."
4. Best practice suggestion: "You _____ backup your files regularly."

Analyze Exercise A4: Advice Language Impact Analysis

Analyze why different advice language creates different customer responses. Compare:

- "You should try restarting your computer."
- "You must enter your password to access the account."



Questions:

1. Which sentence is a recommendation?
2. Which sentence is a requirement?
3. How might a customer react differently to Should vs Must?
4. Why is it important for support staff to choose carefully between these two modals?

2.2 Should for Professional Recommendations

Grammar Focus: Should for Customer Guidance

Use Should for:

- Helpful recommendations: "You should save your work frequently"
- Best practices: "You should always keep receipts"
- Problem-solving steps: "You should contact technical support"
- Professional suggestions: "You should consider upgrading"

Form:

- Positive: Subject + should + base verb

You should back up your files regularly.

- Negative: Subject + shouldn't + base verb

You shouldn't ignore error messages.

- Question: Should + subject + base verb?

Should I explain this option?

Decide Exercise D5: Professional Advice Context

Complete with Should when giving helpful recommendations:

1. "You _____ always verify the sender before opening email attachments."
2. "To improve performance, you _____ close unnecessary browser tabs."
3. "_____ I explain the warranty options available?"
4. "Customers _____ share their passwords with anyone."

Analyze Exercise A5: Recommendation Language Analysis

Analyze why should creates better customer service relationships than direct commands.

Compare:

- “Do this now”
- “You should do this now”

Questions:

1. Which sounds more polite?
2. Which shows more professional respect?
3. Why might “should” be more effective in customer service?

Produce Exercise P3: Technical Support Guide

Create a troubleshooting guide (120-150 words) for common computer problems:

- Step-by-step recommendations using Should
- Safety warnings about what customers should avoid
- When to seek additional help
- Professional, helpful tone throughout

2.3 Must for Essential Requirements

Notice Phase: Requirements vs Recommendations
Compare advisory language:

- “You should update your software” (good advice)
- “You must update your software for security” (essential requirement)
- “You should backup files” (recommendation)
- “You must enter your password” (system requirement)

Grammar Focus: Must for Professional Requirements
Use Must for:

- System requirements: “You must enter a valid email”

- Security necessities: "You must keep login details secure"
- Policy requirements: "Refunds must be requested within 30 days"
- Legal obligations: "We must verify your identity"

Form:

- Positive: Subject + must + base verb

You must enter your password.

- Negative: Subject + must not (mustn't) + base verb

You mustn't share confidential data.

- Question: Must + subject + base verb?

Must I complete this form?

Decide Exercise D6: Requirement vs Recommendation Context

Choose Must (essential) or Should (advisable):

1. Password security: "You _____ choose a password with 8+ characters."
2. Account access: "You _____ enter your PIN to proceed."
3. Data protection advice: "You _____ backup important files regularly."
4. Legal compliance: "We _____ collect this information for tax purposes."

Analyze Exercise A6: Requirement Communication Analysis

Analyze why explaining Must requirements helps customer compliance. Compare:

- "You must show ID."
- "You must show ID – it's required by law."

Questions:

1. Which version gives customers more understanding?
2. How does adding a reason change customer compliance?
3. Why is explanation important in professional service?

Produce Exercise P4: Account Security Guide

Write customer security guidelines (100-120 words) including:

- What customers Must do for account security
- What they Should do for best protection
- Clear explanations of why requirements exist
- Professional, helpful presentation

2.4 Advisory Language Integration

Analyze Exercise A7: Should/Must Integration Analysis

Analyze this customer service explanation for appropriate modal usage:

"To resolve your account issue, you must provide photo ID for verification – this is required by

law. You should also update your contact information so we can reach you with important

updates. I recommend you should set up security questions for future protection, and you must

choose a password with letters and numbers."

Analysis questions:

1. Why Must for ID verification? _____
2. Why Should for contact updates? _____
3. Why Must for password requirements? _____
4. Why is it useful to combine Must and Should in one explanation?
5. How does this affect how the customer receives the advice?

Produce Exercise P5: Complete Customer Advisory

Create a comprehensive customer advisory (150-180 words) for new online banking users:

- Essential security requirements using Must
- Helpful recommendations using Should
- Clear explanations of why each guideline matters
- Professional tone that builds confidence

Lesson 3: Complaint Handling & May/Might/Will

3.1 Professional Complaint Resolution

Notice Phase: Diplomatic Complaint Management

Listening Script 4: Complaint Resolution (90 seconds)

Customer: "I'm very unhappy! This is the third time my order has been wrong!"

Agent: "I sincerely apologize for these repeated errors. This may not excuse our mistakes, but I

will personally ensure this doesn't happen again."

Customer: "How can you guarantee that?"

Agent: "I will flag your account for special attention. Future orders will be double-checked, and

you may also choose a dedicated customer service representative."

Customer: "What about compensation?"

Agent: "You're absolutely right to ask. I will refund your last three orders completely, and you

may select any item from our premium catalog as a goodwill gesture."

Complaint Resolution Framework:

1. Sincere acknowledgment: "I sincerely apologize..."
2. Take responsibility: "This may not excuse our mistakes..."
3. Strong commitments: "I will personally ensure..."
4. Additional compensation: "You may also choose..."
5. Confirm satisfaction: "Will this resolve your concerns?"

Decide Exercise D7: Complaint Response Quality Choose the most professional complaint response:

1. Customer angry about repeated problems:

- a) "I'm sorry you feel that way" b) "I sincerely apologize for these unacceptable repeated errors"

c) "Mistakes happen sometimes"

2. Customer demands compensation:

- a) "That's not possible" b) "I will provide a full refund and additional compensation for your inconvenience" c) "I'll see what I can do"

Analyze Exercise A8: Complaint Language Impact Analysis Analyze why specific complaint

handling language affects customer retention. Compare:

- "I sincerely apologize for these repeated errors."
- "Sorry."

And:

- "I will personally ensure this doesn't happen again."
- "We'll try to fix it."

Questions:

1. Which apology sounds stronger and more sincere?
2. Which commitment builds more confidence?
3. Why is it important to take responsibility instead of deflecting blame in complaints?



3.2 May/Might for Diplomatic Communication

Notice Phase: Diplomatic Uncertainty Language From complaint handling:

- "This may not excuse our mistakes" (diplomatic acknowledgment)
- "You may also choose..." (polite offering)
- "This might help prevent future issues" (tentative suggestion)

Grammar Focus: May/Might for Professional Diplomacy

May - Formal Possibilities and Offers:

- Diplomatic explanations: "This may explain the delay"

- Polite permissions: "You may use our express service"
- Professional possibilities: "This may take a few days"

Might – Tentative Suggestions and Lower Certainty:

- Gentle suggestions: "You might prefer our premium option"
- Uncertain possibilities: "There might be a technical issue"
- Diplomatic alternatives: "This might not be the best solution"

Form:

- Positive: Subject + may/might + base verb

This may explain the delay. / The system might crash if overloaded.

- Negative: Subject + may not/might not + base verb

You may not enter without ID. / This might not be the best option.

- Question: May/Might + subject + base verb?

May I ask you a question? / Might this solve the problem?

Decide Exercise D8: Diplomatic Modal Selection Choose May (more formal) or Might (more tentative):

1. Explaining possible delays: "Your order _____ be delayed due to weather."
2. Gentle suggestion: "You _____ want to consider our extended warranty."
3. Formal offer: "You _____ choose any color from our selection."
4. Uncertain problem: "There _____ be an issue with your internet connection."

Analyze Exercise A9: Diplomatic Language Analysis
Analyze why May/Might create better

customer service outcomes than direct statements. Compare:

1. "This will cause problems."
2. "This might cause some problems."

Questions:

1. Which sounds less alarming?
2. Which is more diplomatic?
3. When is it better to use might instead of will?

Produce Exercise P6: Diplomatic Problem Communication Write diplomatic responses

(80-100 words each) to these customer service challenges:

1. System maintenance will interrupt service
2. Customer wants impossible customization
3. Delivery may be delayed due to supplier issues Use May/Might appropriately for diplomatic communication

3.3 Will for Strong Customer Commitments

Notice Phase: Commitment Language Power From complaint resolution:

- “I will personally ensure this doesn’t happen again”
- “I will flag your account for special attention”
- “I will refund your last three orders completely”

Grammar Focus: Will for Customer Service Commitments

Use Will for:

- Personal guarantees: “I will resolve this today”
- Company commitments: “We will improve our service”
- Process promises: “Your refund will appear in 2 days”
- Strong assurances: “This will solve your problem”

Form:

- Positive: Subject + will + base verb

I will process your refund.

- Negative: Subject + will not (won’t) + base verb

I won’t let this happen again.

- Question: Will + subject + base verb?

Will this resolve your concerns?

Decide Exercise D9: Commitment Strength Context

Choose Will for strong commitments in

customer service:

1. Resolving urgent problem: "I _____ fix this issue immediately."

2. Guaranteed delivery: "Your order _____ arrive by tomorrow morning."

3. Personal promise: "I _____ personally handle your case."

4. Process assurance: "The system _____ automatically save your preferences."

Analyze Exercise A10: Commitment Language Analysis

Analyze why Will creates stronger

customer confidence than other future forms.

Compare: "I will personally ensure this is resolved" vs
"We might be able to resolve this"

Questions:

1. Which builds more trust?

2. Which shows stronger responsibility?

3. Why is will more effective in complaint handling?

Produce Exercise P7: Customer Commitment Letter

Write a formal response letter (150-180

words) to a serious customer complaint:

- Strong commitments using Will
- Diplomatic explanations using May/Might
- Specific action plans and timelines
- Professional tone that rebuilds confidence

3.4 Complete Modal Integration for Complex Complaints

Analyze Exercise A11: Modal Integration Analysis

Analyze this complex complaint resolution

for effective modal usage:

"I understand your frustration with our service. While this may not excuse our errors, I can assure you that I will personally investigate this matter. You might be interested to know that we could offer several compensation options. Should you prefer a full refund, I will process that immediately. Alternatively, you may choose store credit plus a service upgrade. This will ensure you receive the quality service you deserve."

Analysis questions:

1. Circle all the modal verbs in the text:

- a. Which modal shows ability?
- b. Which one gives advice?
- c. Which one shows a requirement?
- d. Which one offers permission?
- e. Which one gives a strong promise?

2. Why different modals throughout the response?

3. How do modals create diplomatic yet confident tone? -----

Produce Exercise P8: Master-Level Complaint Resolution Handle this complex customer

service scenario (200-250 words):

Situation: Long-term customer experienced: billing errors, product defects, poor

communication, delivery delays, and feels completely let down by your company.

Requirements:

- Use all modal types appropriately (Can/Could, Should/Must, May/Might/Will)
- Show complete complaint resolution framework
- Demonstrate diplomatic yet confident communication
- Rebuild customer relationship while solving all problems

Lesson 4: Professional Offers & Negotiation Skills

4.1 Making Strategic Professional Offers

Notice Phase: Effective Offer Presentation

Listening Script 5: Sales Consultation (85 seconds)

Salesperson: "Based on your needs, I can offer you three options. You might be interested in our basic package for €299 monthly."

Customer: "What does that include?"

Salesperson: "It will include unlimited calls and 50GB data. However, you may prefer our premium package for €399 – this will give you unlimited everything plus priority support."

Customer: "What if I need more than that?"

Salesperson: "Then you should consider our business package. I can offer you a 20% discount if you sign today, and we will ensure 99.9% uptime with automatic credits if we don't meet that standard."

Strategic Offer Framework:

1. Multiple options: "I can offer you three choices"
2. Benefit explanation: "This will include/provide..."
3. Upgrade suggestions: "You may prefer..."
4. Incentive addition: "I can offer you a discount"
5. Strong guarantees: "We will ensure..."

Decide Exercise D10: Offer Presentation Selection Choose the most effective offer presentation:

1. Presenting service options:

- a) "We have one package for €500" b) "I can offer you three packages: basic €300, standard

€500, premium €800" c) "Our prices range from €300 to €800"

2. Adding incentives:

- a) "If you decide today, I can include free installation"
- b) "Maybe we could add something extra"
- c) "Installation usually costs more"

Analyze Exercise A12: Offer Strategy Analysis Analyze why structured offer presentation

improves sales effectiveness:

1. Multiple options help customers because: Decision-making support: -----

2. Clear benefits create: Value perception: -----

3. Strategic incentives encourage: Purchase decisions: -----

4.2 Conditional Offers and Negotiation

Notice Phase: Professional Negotiation Language Conditional offer patterns:

- "If you sign today, I can offer 20% discount"
- "If you choose the annual plan, we will reduce monthly costs"
- "Should you need more features, we could customize the package"

Negotiation Language Structures:

- Real conditions: "If you commit for two years, we will guarantee price locks"
- Hypothetical scenarios: "If we could add premium support, would that work?"
- Professional alternatives: "Should the standard package not meet your needs..."

Decide Exercise D11: Negotiation Language Context Choose appropriate conditional

language for professional negotiations:

1. Price negotiation: "If you ----- increase your order, we ----- reduce unit costs."
2. Service customization: "Should you ----- additional features, we ----- develop

custom solutions."

3. Timeline flexibility: "If you _____ wait until next quarter, we _____ offer better pricing."

Analyze Exercise A13: Negotiation Language Analysis
Analyze why conditional language

improves negotiation outcomes:

1. "If...then" structures help because: Mutual benefit clarity: _____

2. Conditional offers reduce pressure by: Customer comfort: _____

3. Professional negotiation language shows: Business sophistication: _____

Produce Exercise P9: Negotiation Scenario Development
Create complete negotiation

dialogues (120-150 words each) for:

1. Price reduction request: Customer wants lower costs

2. Service customization: Customer needs special features

3. Timeline negotiation: Customer has different schedule needs
Use conditional language

and modal verbs appropriately

4.3 Objection Handling and Alternative Solutions

Notice Phase: Professional Objection Management
Common customer objections and

responses:

- "It's too expensive" → "I understand cost is important. You might consider our payment plan"

- "I need to think about it" → "Of course. May I provide information to help your decision?"

- "Your competitor offers more" → "You may find our service quality creates better long-term value"

Objection Handling Framework:

1. Acknowledge concern: "I understand..."
2. Clarify specifics: "May I ask what specifically..."
3. Provide alternatives: "You might consider..."
4. Confirm resolution: "Would that address your concern?"

Decide Exercise D12: Objection Response Quality. Choose the most professional objection response:

1. Customer says "It's too expensive":
a) "This is our lowest price" b) "I understand budget is important. We could explore payment options that might work better" c) "Everyone says that initially"
2. Customer wants to delay decision:
a) "You need to decide now" b) "I understand you want to consider this carefully. May I answer any specific questions?" c) "Don't wait too long"

Analyze Exercise A14: Objection Handling Analysis
Analyze why professional objection

handling maintains customer relationships:

1. Acknowledging concerns shows: Customer respect:

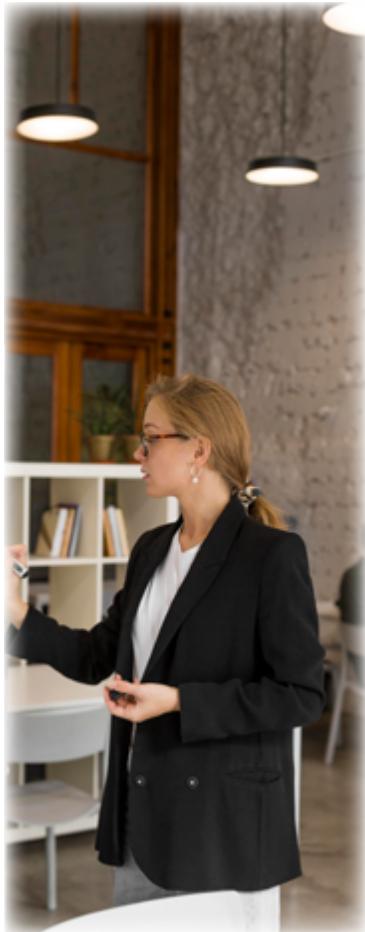
2. Offering alternatives demonstrates: Problem-solving commitment: -----

3. Professional objection handling creates: Long-term relationship potential: -----

Produce Exercise P10: Objection Handling Guide Create a comprehensive objection

handling guide (150-200 words) for sales staff:

- Common objections and professional responses
- Modal verb usage for diplomatic communication
- How to turn objections into opportunities
- Relationship preservation strategies



Lesson 5: Advanced Customer Service & Cultural

Considerations

5.1 Complex Multi-Issue Customer Situations

Notice Phase: Comprehensive Problem Resolution

Case Study: Multi-Problem Customer Scenario

Customer experienced: late delivery, wrong product, billing error, poor communication from

multiple departments, and cultural misunderstandings.

Multi-Issue Resolution Strategy:

1. Acknowledge all problems: "I can see you've experienced several serious issues"
2. Prioritize by urgency: "I will address the billing error first"
3. Comprehensive solution: "Here's what we will do for each problem"
4. Prevention planning: "This should prevent future issues"
5. Ongoing support: "I will personally monitor your account"

Decide Exercise D13: Problem Prioritization Prioritize these customer problems (1=most urgent, 4=least urgent):

- ___ Billing overcharge affecting credit rating
- ___ Wrong product delivered for important event
- ___ Poor communication from customer service
- ___ Late delivery causing inconvenience

Reasoning for prioritization: _____

Analyze Exercise A15: Complex Resolution Analysis
Analyze why systematic multi-problem

resolution improves customer retention:

1. Acknowledging all issues shows: Comprehensive understanding: _____

2. Logical prioritization helps: Customer confidence:

3. Prevention planning demonstrates: Professional competence: -----

5.2 Cross-Cultural Customer Service

Notice Phase: Cultural Service Adaptation Different cultural customer expectations:

- German customers: May expect detailed explanations and formal process
- British customers: Might prefer diplomatic, indirect communication
- American customers: Usually want efficient, friendly service
- Spanish customers: Often value personal relationships and flexible timing

Cultural Adaptation Strategies:

- Communication style: Direct vs indirect approaches
- Formality level: Professional distance vs personal warmth
- Problem-solving: Immediate action vs relationship-building first
- Time expectations: Efficiency focus vs relationship time

Decide Exercise D14: Cultural Adaptation Selection
Choose appropriate service adaptations

for different cultural contexts:

1. German business customer complaint:

- a) Casual, relationship-focused response
- b) Detailed, systematic problem analysis and resolution plan
- c) Quick, informal fix

2. British customer service issue:

- a) Very direct, blunt communication
- b) Diplomatic, polite language with indirect suggestions
- c) Loud, emphatic assurances

Analyze Exercise A16: Cultural Service Analysis Analyze why cultural adaptation improves international customer service:

1. Matching communication styles helps: Customer comfort: _____
2. Cultural awareness shows: Professional competence: _____
3. Ignoring cultural differences can: Business relationship damage: _____

Produce Exercise P11: Cultural Service Guide Create a cultural adaptation guide (150-200 words) for international customer service:

- Key cultural differences to be aware of
- Communication style adaptations
- Service expectation variations
- Modal verb usage for different cultural contexts

5.3 Service Recovery and Relationship Rebuilding

Notice Phase: Long-term Relationship Repair Service Recovery Framework:

1. Complete acknowledgment: Full responsibility for all problems
2. Comprehensive resolution: Address every issue thoroughly
3. Relationship investment: Go beyond standard compensation
4. Future prevention: Systematic improvements to prevent recurrence
5. Ongoing partnership: Long-term relationship commitment

Analyze Exercise A17: Service Recovery Analysis Analyze this service recovery approach:

"I take full responsibility for the multiple failures you've experienced. We will resolve every issue, provide comprehensive compensation, implement systematic improvements to prevent recurrence, and I will personally ensure you receive exceptional service going forward. Our goal

is to rebuild your confidence and create a lasting partnership."

Analysis questions:

1. How does complete responsibility-taking affect customer perception? -----
2. Why comprehensive resolution rather than minimum fixes? -----
3. How does future partnership language help relationship repair? -----

Produce Exercise P12: Service Recovery Plan Develop a complete service recovery plan

(200-250 words) for a long-term customer who has lost confidence in your company:

- Full acknowledgment and responsibility-taking
- Comprehensive problem resolution
- Relationship rebuilding strategies
- Prevention and improvement commitments
- Long-term partnership development

Challenge Exercise C4: Master Customer Service

Simulation

Scenario: You are the customer service manager handling a crisis situation that requires all

your modal verb mastery and diplomatic skills.

Challenge Phase 1: Crisis Assessment (Individual Work - 10 minutes)

Situation: VIP customer extremely upset about multiple service failures Customer Profile:

International business client, culturally German (expects detailed, formal approach), significant

account value, considering switching to competitor

Problems to resolve:

- Three consecutive late deliveries affecting their business
- Billing errors causing internal accounting problems
- Poor communication from multiple departments

- Cultural insensitivity from previous service interactions

Your Assessment:

- Analyze cultural considerations needed
 - Identify which issues are urgent and which are important
 - Develop comprehensive resolution strategy.
- Decide which modal verbs (Can/Could, Should/Must, May/Might, Will) are most useful for each part of the response

Challenge Phase 2: Live Complaint Role-Play (Pairs – 15 minutes)

- Role A: Customer (use complaint prompts from teacher card)
- Role B: Service Manager (use modals strategically to resolve the crisis)
- Switch roles after 7 minutes.

Challenge Phase 3: Service Improvement Presentation (Group Work – 15 minutes)

Mission: Present systematic improvements to prevent future issues Deliverable:

Comprehensive service improvement plan including:

Create a short action plan to present to management, including:

- Commitments (Will)
- Recommendations (Should)
- Requirements (Must)
- Diplomatic offers (May/Might)
- Solutions you Can provide immediately

Things you can include:

- Problem analysis using modal verbs for diplomatic explanation
- Cultural training recommendations for international clients
- System improvements using appropriate modal commitments
- Long-term relationship development strategies

Challenge Assessment Criteria:

- Modal Mastery: Strategic use of all modal categories in appropriate contexts
- Cultural Competence: Appropriate adaptation for international business context
- Service Excellence: Complete problem resolution and relationship rebuilding
- Professional Communication: Diplomatic, confident, and effective throughout

Portfolio Task Options – Unit 4

Option A: Customer Service Communication Portfolio

1. Dialogue Script (150–180 words)

Write a complete customer service interaction handling a serious complaint. Show:

- Apology and acknowledgment
- Solutions using Can/Could
- Advice using Should/Must
- Commitments using Will
- Diplomatic explanations with May/Might

2. Formal Email Response (120–150 words)

Respond to a written customer complaint professionally, using at least 4 different modals.

3. Audio Component (2 minutes)

Record yourself handling a customer service phone call, focusing on tone, politeness, and modal variety.

Option B: Customer Service Training Package

1. Guidelines Document (200–250 words)

Create a training handout for new staff:

- How to use modals in customer service
- Examples of polite vs impolite language
- Tips for handling complaints diplomatically

2. Template Collection

Provide 3 ready-to-use templates:

- Complaint response email
- Service recovery script
- Negotiation/offer framework

3. Cultural Adaptation Guide (150–180 words). Compare customer service expectations in

Spain vs one other culture. Show how modal usage and politeness strategies change.

Self-Assessment Checklist

Unit 4: Customer Service & Modal Verbs – Self-Assessment

Grammar Competencies

I can use Can for confident ability and Could for polite requests and tentative solutions

I can use Should for professional advice and Must for essential requirements

I can use May and Might for diplomatic communication and polite permissions

I can use Will for strong commitments and guarantees

I can integrate different modals naturally in customer service interactions

Professional Skills

I can handle customer complaints politely and effectively

I can give advice and explain requirements clearly to customers

I can make professional offers and negotiate using conditional language

I can adapt communication to different cultural expectations

I can resolve complex customer service issues while maintaining positive relationships

Unit 4 Glossary – Customer Service Modal Verbs

1) Customer Service Core Vocabulary

service, client, customer, consumer, representative, agent, support team, feedback, complaint,

request, issue, query, response, solution, satisfaction, refund, replacement, compensation,

discount, guarantee, loyalty, relationship, trust

Frames:

- “I’m very sorry to hear about this issue.”
- “We can offer you a replacement or a refund.”

2) Polite Service Expressions (Modal Focus)

Can / Could (ability, polite requests, offers)

- “I can check that for you.”
- “Could you please confirm your order number?”

Should / Must (advice, requirements)

- “You should restart your computer.”
- “You must enter your password.”

May / Might (permission, possibility, diplomacy)

- “You may return the product within 30 days.”
- “This might take a few minutes.”

Will (commitments, promises)

- “I will personally resolve this for you.”
- “We will ensure this doesn’t happen again.”

3) Complaint & Resolution Vocabulary

complaint, claim, error, mistake, misunderstanding, miscommunication, responsibility,

escalation, case, ticket, follow-up, resolution, outcome, service recovery, goodwill gesture

Frames:

- “I sincerely apologize for this error.”
- “Your case will be escalated to a manager.”
- “As a goodwill gesture, we can...”



4) Customer Preference & Personalization

preference, choice, option, feature, package, recommendation, suitability, customization, needs, requirements, budget, quality, priority, expectation, alternative, upgrade, downgrade

Frames:

- “What features do you usually prefer?”
- “Based on your needs, I can recommend...”
- “Customers like you often choose...”

5) Negotiation & Offers Vocabulary

offer, option, deal, package, plan, promotion, incentive, discount, rate, contract, subscription, terms, conditions, guarantee, priority service, added value

Frames:

- “If you sign today, we can offer you a discount.”
- “Our premium package will include unlimited support.”

6) Cultural & Professional Service Vocabulary

formality, politeness, directness, indirectness, relationship, hierarchy, tone, diplomacy, sensitivity, misunderstanding, expectation, adaptation

Frames:

- “British customers might prefer more diplomatic language.”
- “German clients expect detailed explanations.”
- “Cultural sensitivity helps prevent misunderstandings.”

7) Functional Phrases for Service Situations

- “I’m very sorry to hear that...”
- “Could you please provide your reference number?”
- “I can arrange that immediately.”
- “You should try restarting your device.”
- “You must keep your login details secure.”
- “This may not excuse our mistake, but I will ensure it’s fixed.”

- "We might consider alternative options for you."
- "I will personally follow up with you tomorrow."

8) Register Tips for Customer Service

Formal/neutral:

- "We would like to apologize for the inconvenience."
- "Could you confirm your availability for a replacement delivery?"

Standard:

- "I'm sorry about that, let me check."
- "Can I take your order number?"

UNIT 5:

Business Documents & Professional Writing



Unit Introduction

Professional success depends on excellent written communication. You need to complete business forms accurately, write different types of business correspondence effectively, and understand contracts and administrative documents. This unit develops your professional writing skills while mastering the passive voice, conditional sentences, and formal business language.

By the end of this unit, you will be able to:

- Complete business forms and administrative documents accurately
- Write various types of business correspondence with appropriate formality
- Understand contracts, invoices, and legal documents
- Use passive voice effectively for professional writing
- Apply conditional sentences in business contexts
- Write your CV and handle job application processes

Lesson 1: Business Forms & Document Completion

1.1 Professional Form Completion Skills

Notice Phase: Business Form Structure Document Example: Employee Information Form

Employee Details: Name, Position, Department, Start Date, Salary, Emergency Contact

Banking Information: Account Number, Bank Name, Branch Code

Tax Information: Tax ID Number, Dependent Status, Previous Employment

Benefits Selection: Health Insurance, Pension Plan, Additional Coverage

Form Completion Principles:

1. Accuracy: All information must be correct
2. Completeness: Every required field must be filled
3. Legibility: Writing must be clear and readable
4. Verification: Double-check all details before submission

Decide Exercise D1: Form Completion Accuracy Choose the most appropriate way to

complete these form sections:

1. Date format for international business:

- a) 03/05/24
- b) 5 March 2024
- c) 5/3/24

2. Phone number format:

- a) 91-555-0123
- b) +34 91 555 0123
- c) 915550123

Analyze Exercise A1: Form Completion Analysis Analyze why accurate form completion



affects professional credibility:

1. Incomplete forms create: Administrative problems:

2. Unclear information causes: Processing delays:

3. Professional form completion shows: Attention to detail: -----

1.2 Passive Voice for Business Documents

Notice Phase: Professional Document Language Compare active vs passive in business

contexts:

- Active: "We process applications within 5 days"
- Passive: "Applications are processed within 5 days"
- Active: "The manager approved the budget"
- Passive: "The budget was approved by management"

Grammar Focus: Passive Voice in Business Use Passive Voice for:

- Process descriptions: "Orders are shipped within 24 hours"
- Policy statements: "All documents must be submitted by Friday"
- Professional announcements: "The decision was made after careful consideration"
- Formal procedures: "Payments are processed automatically"

Passive Voice: Form & Use

Core form: be + past participle (v3)

- Present simple: Orders are processed
- Present continuous: The system is being updated
- Past simple: The budget was approved
- Past continuous: Invoices were being reviewed
- Present perfect: The policy has been implemented

- Future (will): The changes will be announced
- Modals: Complaints must be logged / Late fees may be applied

Agent phrase

- Add by + agent only when the agent matters:
The contract was signed by the CEO.

Participles & pitfalls

- Irregular V3: written, taken, made, sent, paid
- Avoid double "by": x was approved by by management
- Prefer be-passive to get-passive in formal docs (x got shipped → was shipped).

Decide Exercise D2: Active vs Passive Context Choose Active or Passive based on business communication purpose:

1. Company policy statement: "Overtime _____ (approve) by supervisors only."
2. Process explanation: "Your application _____ (review) within 3 business days."
3. Formal announcement: "The new policy _____ (implement) next month."
4. Service description: "Customer inquiries _____ (handle) by our support team."
5. All returns _____ (process) within 14 days."
6. Personal data _____ (store) securely under GDPR."
7. Successful candidates _____ (invite) to interview next week."
8. Your account _____ (suspend) if payment fails."

Analyze Exercise A2: Passive Voice Analysis Analyze why passive voice sounds more

professional in business documents

Why does 'You will be contacted' read more professional than "We will contact you" in policy texts?

Produce Exercise P1: Business Process Description Write a formal description (100-120 words) of your company's hiring process using passive voice:

- Application submission and review procedures
- Interview scheduling and conduct
- Decision-making and notification process

- Professional, formal tone throughout

1.3 Banking and Financial Documents

Notice Phase: Financial Document Language

Document Types:

- Invoices: Payment requests with itemized charges
- Receipts: Payment confirmations
- Bank statements: Account activity summaries
- Payroll documents: Salary and deduction breakdowns

Essential Financial Vocabulary:

- Payment terms: Net 30, due upon receipt, payment in advance
- Banking: Direct deposit, wire transfer, account balance
- Invoicing: Subtotal, tax amount, total due, payment method
- Payroll: Gross salary, deductions, net pay, benefits

Decide Exercise D3: Financial Document Context Choose appropriate financial language for business documents:

1. Payment timeline:

- a) "Pay us soon"
- b) "Payment is due within 30 days of invoice date"
- c) "Send money when you can"

2. Banking instruction:

- a) "Put money in account 12345"
- b) "Please transfer funds to account number 12345"
- c) "Give us cash for account 12345"

Analyze Exercise A3: Financial Communication Analysis

Analyze why precise financial

language prevents business problems:

1. Clear payment terms help because: Expectation setting: _____

2. Professional financial language shows: Business competence: -----
3. Vague financial communication can cause: Legal problems: -----

Produce Exercise P2: Invoice Creation Create a complete business invoice (120-150 words)

including:

- Professional company header
- Client information and invoice details
- Itemized services with amounts
- Clear payment terms and methods
- Formal, business-appropriate language

Lesson 2: Business Correspondence Types

2.1 Inquiry and Information Letters

Notice Phase: Professional Inquiry Structure Letter
Example: Product Information

Request

Dear Sales Manager,

I am writing to inquire about your industrial software solutions for manufacturing companies.

Could you please provide information about pricing, implementation timelines, and support services?

We are particularly interested in solutions that integrate with existing ERP systems. I would appreciate receiving your product catalog and a consultation appointment.

Thank you for your assistance.

Inquiry Letter Framework:

1. Purpose statement: "I am writing to inquire about..."
2. Specific requests: "Could you please provide..."

3. Context explanation: "We are particularly interested in..."

4. Action request: "I would appreciate..."

5. Professional closing: "Thank you for your assistance"

Decide Exercise D4: Inquiry Language Selection Choose the most professional inquiry

language:

1. Requesting information:

- a) "I want to know about your products"
- b) "I am writing to inquire about your industrial software solutions"
- c) "Tell me about what you sell"

2. Expressing interest:

- a) "We might buy something"
- b) "We are particularly interested in solutions that meet our specific requirements"
- c) "Maybe we'll purchase from you"

Analyze Exercise A4: Inquiry Communication Analysis

Analyze why professional inquiry

letters generate better business responses:

1. Clear purpose statements help because: Efficient processing: -----

2. Specific requests create: Targeted responses: -----

3. Professional tone encourages: Serious consideration:

2.2 Complaint and Problem Resolution Letters

Notice Phase: Professional Complaint Structure Letter
Example: Service Complaint

Dear Customer Service Manager,

I am writing to express my concern about the service delays we have experienced with our

recent orders. Despite our longstanding business relationship, the last three deliveries have

arrived significantly late, causing disruption to our operations.

I would appreciate your immediate attention to this matter and a plan to prevent future delays.

I look forward to your prompt response and resolution.

Complaint Letter Framework:

1. Problem identification: "I am writing to express concern about..."
2. Specific details: "Despite our relationship, the last three..."
3. Impact explanation: "This has caused..."
4. Resolution request: "I would appreciate..."
5. Future expectation: "I look forward to..."

Decide Exercise D5: Complaint Tone Selection Choose the most professional complaint

approach:

1. Expressing dissatisfaction:

- a) "Your service is terrible"
- b) "I am writing to express my concern about recent service delays"
- c) "I'm really angry about this"

2. Requesting resolution:

- a) "Fix this immediately or else"
- b) "I would appreciate your immediate attention to resolve this matter"
- c) "Do something about this problem"

Analyze Exercise A5: Complaint Communication Analysis Analyze why diplomatic complaint language achieves better results:

1. Professional complaint tone: Relationship preservation: _____

2. Specific details help because: Problem-solving focus: _____

3. Diplomatic language encourages: Cooperative response: _____

Produce Exercise P3: Professional Complaint Letter Write a formal complaint letter (150–180 words) about:

- Poor communication from supplier affecting project timeline
- Specific examples and business impact
- Clear resolution requests
- Professional tone that maintains business relationship

2.3 Order and Purchase Communications

Notice Phase: Purchase Order Language Document
 Example: Purchase Order Letter

Dear Supplier,

Following our recent consultation, we would like to place an order for the following items: 50

units Model A at €200 each, 25 units Model B at €350 each. Total order value: €18,750.

Please confirm receipt of this order and provide estimated delivery date.

Payment terms: Net 30 days from delivery.

Please contact us if you require any clarification.

Purchase Communication Elements:

- Clear quantities and specifications
- Exact pricing and total calculations
- Delivery requirements and timeline
- Payment terms and conditions
- Contact information for questions

Decide Exercise D6: Purchase Communication Context
 Complete purchase order with

appropriate business language:

1. "We _____ like to place an order for..."
2. "Please _____ receipt of this order..."
3. "Payment terms: _____"
4. "Contact us if you _____ any clarification."
5. "Please confirm receipt of this order by _____ (date/time) and advise if all details are correct."
6. "Estimated delivery (ETA): _____ (date range). Please notify us immediately if this changes."
7. "Shipping terms (Incoterms 2020): _____ (e.g., DDP Madrid / FCA Valencia Port)." _____
8. "Order contact person: _____ (name, position), Tel: _____, Email: _____."

Analyze Exercise A6: Purchase Communication Analysis Analyze why precise purchase

communication prevents business problems:

1. Clear specifications prevent: Order errors: _____

2. Exact payment terms avoid: Financial disputes: _____

3. Professional purchase orders show: Business credibility: _____

Produce Exercise P4: Complete Purchase Order Create a comprehensive purchase order

letter (120-150 words) for:

- Office equipment for new department
- Multiple items with specifications
- Clear delivery and payment terms
- Professional business format

2.4 Job Application Letters

Notice Phase: Professional Application Structure Letter
Example: Job Application

Dear Hiring Manager,

I am writing to apply for the Marketing Coordinator position advertised on your company

website. With three years of experience in digital marketing and a degree in Business

Administration, I believe I would be a valuable addition to your team.

My experience includes social media management, campaign development, and analytics

reporting. I am particularly interested in your company's innovative approach to customer

engagement.

I have attached my CV and would welcome the opportunity to discuss my qualifications further.

Application Letter Framework:

1. Position identification: "I am writing to apply for..."

2. Qualification summary: "With... experience and... qualifications..."

3. Value proposition: "I believe I would be..."
4. Specific experience: "My experience includes..."
5. Company interest: "I am particularly interested in..."
6. Next steps: "I would welcome the opportunity..."

Decide Exercise D7: Application Language Selection

Choose the most effective job application language:

1. Opening statement:

- a) "I want the job you advertised"
- b) "I am writing to apply for the Marketing Coordinator position"
- c) "Give me the marketing job"

2. Qualification presentation:

- a) "I have done marketing before"
- b) "With three years of digital marketing experience and proven campaign success"
- c) "I know about marketing stuff"

Analyze Exercise A7: Application Communication Analysis Analyze why professional

application letters improve hiring chances:

1. Professional opening creates: Positive first impression: -----

2. Specific qualifications help: Credibility building: -----

3. Company interest shows: Research and engagement: -----

Produce Exercise P5: Job Application Letter Write a complete job application letter (150-200

words) for a position in your field:

- Clear position identification
- Relevant qualification summary
- Specific experience examples
- Company research and interest
- Professional closing with next steps



Lesson 3: Contract Understanding & Legal Documents

3.1 Basic Contract Language

Notice Phase: Contract Structure and Language
 Contract Excerpt: Service Agreement

This agreement is entered into between TechSolutions (Provider) and ClientCorp (Client). The Provider agrees to deliver software consulting services. The Client agrees to pay €5,000 monthly for a minimum 12-month period. Either party may terminate this agreement with 30 days written notice. All work performed under this agreement remains confidential.

Contract Elements:

- Parties: Who is involved in the agreement
- Services/Products: What will be provided
- Payment terms: Cost and payment schedule
- Duration: How long the agreement lasts
- Termination: How to end the agreement
- Confidentiality: Information protection requirements

Decide Exercise D8: Contract Language Context Choose appropriate contract language:

1. Party identification:

- a) "This deal is between us and them"
- b) "This agreement is entered into between [Company A] and [Company B]"
- c) "We're working with those people"

2. Service description:

- a) "We'll do some consulting work"
- b) "The Provider agrees to deliver software consulting services as specified"
- c) "Help will be provided sometimes"

Analyze Exercise A8: Contract Language Analysis

Analyze why precise contract language

prevents business disputes:

1. Clear terms help because: Expectation alignment:

2. Specific language prevents: Misunderstandings:

3. Professional contracts show: Business maturity:

3.2 Conditional Sentences in Business Context

Notice Phase: Business Conditional Language
Contract Conditionals:

- "If payment is delayed, interest charges will apply"
- "Should the project scope change, additional fees may be required"
- "If either party breaches this agreement, termination may occur"

Grammar Focus: Conditionals in Business

First Conditional – Real Business Situations:

- "If you order 100+ units, we will provide volume discount"
- "If delivery is late, we will refund shipping costs"

Second Conditional – Hypothetical Scenarios:

- "If we were to customize the software, costs would increase"
- "If you could guarantee annual volume, we could reduce prices"

Third Conditional – Past Business Analysis:

- "If we had signed earlier, we would have received better terms"
- "If they had delivered on time, we wouldn't have lost the client"

Conditionals for Professional Writing

Zero (facts/rules):

- If/When + present, present → If invoices are late, interest applies.

First (real future):

- If + present, will/can/may + base → If you order 100+, we'll discount 10%.

Second (hypothetical):

- If + past, would/could + base → If you increased volume, we could reduce price.

Third (past unreal):

- If + had + V3, would/could have + V3 → If we had signed earlier, we would have saved 5%.

Mixed (past cause → present result):

- If they had delivered on time, we wouldn't be losing the client now.

Formal variants

- Should + subject + base (1st conditional): Should delivery be delayed, fees will apply.
- Unless / Provided (that) / In the event that for contract tone.
- Modals in result to soften: ...we may apply a fee / the claim might be refused

Decide Exercise D9: Conditional Context Selection
Choose the appropriate conditional type

for business situations:

1. Contract payment clause: "If payment _____ (delay), penalties _____ (apply)."
2. Hypothetical negotiation: "If we _____ (increase) the order, _____ you _____ (reduce) price?"
3. Past problem analysis: "If we _____ (plan) better, we _____ (avoid) the delays."
4. "If the scope _____ (change), additional fees _____ (be) required."
5. "Should you _____ (need) support, our team _____ (assist) within 24h."
6. "If we _____ (have) more data, we _____ (make) a stronger case." (Use the second conditional)



7. "If the contract _____ (sign) earlier, delivery _____ (start) in May." (Use the third conditional)

8. "Unless payment _____ (receive), access _____ (suspend)." (use the first conditional)

Analyze Exercise A9: Business Conditional Analysis
Analyze why conditional language

improves business communication:

Why do legal texts prefer Should... inversion over "If..."?

Produce Exercise P6: Contract Clause Development
Write business contract clauses

(80-100 words each) using conditionals:

1. Payment terms: Conditions for discounts and penalties

2. Delivery requirements: Consequences of delays or early delivery

3. Quality standards: Actions if specifications aren't met
Use appropriate conditional

forms for business context

3.3 Invoice and Payment Document Understanding

Notice Phase: Invoice Document Structure

Invoice Example:

Invoice #2024-001

Bill To: ClientCorp, 123 Business St, Madrid

Date: March 15, 2024 | Due Date: April 14, 2024

Description: Software Consulting Services - March 2024

Subtotal: €4,500 | Tax (21%): €945 | Total: €5,445

Payment Terms: Net 30 days | Method: Bank transfer

Late Payment: 2% monthly interest on overdue amounts

Invoice Components:

- Header information: Invoice number, dates, company details
- Client information: Billing address and contact details

- Service/product details: Description, quantities, rates
- Financial calculations: Subtotal, taxes, total amount
- Payment information: Terms, methods, late fees

Decide Exercise D10: Invoice Language Context Choose professional invoice language:

1. Service description:

- a) "Work we did in March" b) "Software Consulting Services - March 2024" c) "Stuff from last month"

2. Payment terms:

- a) "Pay us in 30 days" b) "Payment is due within 30 days of invoice date" c) "Send money soon"

3. Late payment clause

- a.) "Pay as soon as possible" ; b) "Late payments are subject to a 2% monthly interest charge after the due date"; c) "Please don't be late"

4. Payment method

- a) "Send money somehow" ; b) "Payment method: Bank transfer to IBAN _____, SWIFT _____" ; c) "Cash is best"

5. Reference / PO

- a) "It's for that thing we discussed" ; b) "Customer Reference / PO Number: _____" ; c) "Use any reference you like"

6. Remittance advice

- a) "Tell us when you pay" ; b) "Please email remittance advice to accounts@_____ quoting invoice number and amount" ; c) "Let finance know later"

Analyze Exercise A10: Invoice Communication Analysis
Analyze why professional invoice

language improves payment collection:

1. Clear descriptions help: Payment justification: _____
2. Specific terms prevent: Payment disputes: _____

3. Professional presentation shows: Business credibility:

Produce Exercise P7: Complete Invoice Creation Create a comprehensive business invoice

(120-150 words) including:

- Professional header with company information
- Clear service/product descriptions
- Accurate financial calculations
- Specific payment terms and methods
- Late payment consequences

3.4 Employment Document Understanding

Notice Phase: Employment Contract Language Contract Excerpt: Employment

Agreement

Position: Marketing Manager | Salary: €45,000 annually

Start Date: April 1, 2024 | Probation Period: 6 months

Working Hours: 40 hours weekly, Monday-Friday

Benefits: Health insurance, 25 vacation days, pension contribution

Confidentiality: Employee agrees to protect company information

Termination: Either party may terminate with 30 days notice

Employment Document Elements:

- Position and compensation details
- Working conditions and schedule
- Benefits and entitlements
- Confidentiality and non-disclosure requirements
- Termination procedures and notice periods

Analyze Exercise A11: Employment Document Analysis Analyze this employment contract

clause:

"If the employee's performance does not meet company standards during the probation period,

the employment may be terminated with one week's notice. Should the employee wish to terminate during probation, two weeks' notice must be provided."

Analysis questions:

1. Why different notice periods for employer vs employee? -----

2. How do conditional clauses protect both parties?

3. What makes this language legally appropriate?

Produce Exercise P8: Employment Policy Document
Write an employment policy section

(150-180 words) covering:

- Working hours and flexibility arrangements
- Leave policies and approval procedures
- Performance evaluation and development
- Professional, clear language with conditional clauses

Lesson 4: CV Writing & Job Application Process

4.1 Professional CV Structure

Notice Phase: Effective CV Organization CV Example Structure:

Personal Information: Name, contact details, professional summary

Education: Degrees, institutions, graduation dates, relevant coursework

Work Experience: Positions, companies, dates, key achievements

Skills: Technical abilities, languages, software proficiency

Additional Information: Certifications, volunteer work, interests

CV Writing Principles:

1. Clarity: Easy to read and understand
2. Relevance: Information matches job requirements
3. Achievement focus: Results and accomplishments
4. Professional presentation: Formal language and formatting
5. Accuracy: All information must be truthful

Decide Exercise D11: CV Language Selection Choose the most effective CV language:

1. Work experience description:

- a) "I worked in sales and did stuff" b) "Sales Representative: Achieved 15% revenue increase, managed 50+ client accounts" c) "Had a job selling things"

2. Skills presentation:

- a) "Good at computers" b) "Proficient in Microsoft Office Suite, Adobe Creative Cloud, and CRM systems" c) "Know some software"

Analyze Exercise A12: CV Language Analysis Analyze why specific, achievement-focused

CV language improves job prospects:

1. Quantified achievements help because: Credibility demonstration: -----
2. Professional language shows: Communication skills: -----
3. Specific skills listings enable: Job matching: -----

4.2 Professional Summary and Objective Writing

Notice Phase: Professional Summary Language Summary Examples:

"Experienced marketing professional with 5 years in digital campaign management. Proven

track record of increasing brand engagement by 40% and managing budgets up to €500,000.

Seeking to leverage analytical skills and creative strategy in senior marketing role."

Professional Summary Elements:

- Experience level: Years and type of experience

- Key achievements: Quantified accomplishments
- Skill highlights: Most relevant abilities
- Career objective: What you're seeking to achieve

Decide Exercise D12: Professional Summary Context
Choose effective professional

summary language:

1. Experience presentation: a) "I have worked for several years" b) "5 years of progressive

experience in digital marketing" c) "Been working for a while"

2. Achievement description: a) "Increased sales by 25% through strategic campaign

optimization" b) "Made more sales happen" c) "Was good at selling"

Analyze Exercise A13: Professional Summary Analysis
Analyze why compelling

professional summaries improve interview chances:

1. Strong opening creates: Immediate interest: -----

2. Quantified achievements show: Proven capability:

3. Clear objectives help: Job fit assessment: -----

Produce Exercise P9: Professional Summary Writing
Write professional summaries (60-80

words each) for these career levels:

1. Entry-level: Recent graduate with internship experience

2. Mid-career: Professional with 5+ years experience

3. Career change: Professional transitioning to new field Focus on achievements, skills,

and career objectives

4.3 Cover Letter Integration

Notice Phase: Cover Letter Coordination with CV
Cover Letter Purpose:

- Personalize application: Show specific interest in company

- Expand on CV: Provide context for achievements
- Demonstrate fit: Connect skills to job requirements
- Show personality: Professional communication style

Cover Letter Structure:

1. Opening: Position and interest statement
2. Body paragraph 1: Relevant experience and achievements
3. Body paragraph 2: Skills and company fit
4. Closing: Next steps and professional sign-off

Decide Exercise D13: Cover Letter Language Context
Choose effective cover letter

language:

1. Company interest:

- a) "I want to work for you" b) "I am particularly drawn to your company's innovative approach to sustainable technology" c) "Your company seems okay"

2. Skill connection:

- a) "My experience in project management and team leadership aligns with your requirements"
b) "I can do the job" c) "I have some relevant experience"

Analyze Exercise A14: Cover Letter Analysis Analyze why personalized cover letters improve

application success:

1. Company research shows: Genuine interest: -----

2. Skill connection demonstrates: Job understanding:

3. Professional writing reveals: Communication ability:

Produce Exercise P10: Complete Job Application Package Create a comprehensive job

application (CV + Cover Letter) for a realistic position in your field:

- CV: Professional format with achievements and skills



- Cover Letter: Personalized to specific company and position
- Consistency: Aligned messaging between documents
- Professional presentation: Appropriate language and formatting

4.4 Interview Preparation and Follow-up

Notice Phase: Professional Interview Communication
Pre-interview Preparation:

- Company research: Industry, values, recent news
- Position analysis: Requirements, responsibilities, challenges
- Experience preparation: Examples demonstrating qualifications
- Question preparation: Thoughtful questions about role and company

Post-interview Follow-up:

- Thank you note: Professional appreciation for time and consideration
- Reiterate interest: Confirm enthusiasm for position
- Additional information: Any relevant details not discussed
- Next steps: Professional inquiry about timeline

Decide Exercise D14: Interview Communication Context
Choose appropriate interview follow-up language:

1. Thank you opening:

- a) "Thanks for the interview"
- b) "Thank you for taking the time to discuss the Marketing Manager position"
- c) "Thanks for meeting with me"

2. Continued interest:

- a) "I still want the job"
- b) "Our conversation reinforced my enthusiasm for contributing to your marketing team"
- c) "I like the position"

Analyze Exercise A15: Interview Communication Analysis
Analyze why professional

interview follow-up improves hiring outcomes:

1. Timely follow-up shows: Professional courtesy: -----
2. Reiterated interest demonstrates: Genuine enthusiasm: -----
3. Professional communication confirms: Cultural fit:

Produce Exercise P11: Interview Follow-up Communication Write professional interview

follow-up emails (100-120 words each) for:

1. Standard follow-up: Thank you and continued interest
2. Additional information: Providing requested details
3. Timeline inquiry: Professional check on decision process Maintain appropriate business tone and professional courtesy

Interview Analysis Activity

Notice Exercise N1: Watch & Observe

Task: Watch two short video clips: one showing a bad interview, one showing a good interview.

While watching, make simple notes:

- How does the candidate look (body language, clothes, eye contact)?
- How does the candidate sound (tone, register, confidence)?
- How do they answer questions (clear? confusing? polite?)

Tip: Don't worry about understanding every word – focus on overall impression.

Decide Exercise D1: Spot the Differences

Task: Work with a partner. Decide which answers and behaviours belong to a Good Interview and which belong to a Bad Interview

Analyze Exercise A1: Why Does It Matter?

Behaviour / Answer	Good Interview	Bad Interview
Uses polite greetings ("Good morning, thank you for the opportunity")		
Fidgets, looks at the floor		
Gives clear examples from experience		
Answers only with "yes/no"		
Smiles and shows enthusiasm		
Complains about old job		

Task: Complete the sentences below. Discuss your answers in small groups.

1. If you use polite greetings, the interviewer feels...

2. If you avoid eye contact, the impression is... -----
3. Giving examples in answers shows... -----
4. Complaining about a past job can make the interviewer think... -----

Produce Exercise P1: Role-Play Mini Interview

Task: In pairs, role-play a short interview (2–3 minutes).

- Interviewer: Ask 2 questions:
1. "Can you tell me about yourself?"

2. "Why do you want this job?"

- Candidate: Use polite greetings, clear structure, and positive examples.

Swap roles and repeat.

Challenge Exercise C1: Interview Makeover

Task: Watch the bad interview clip again.

- Rewrite two of the candidate's answers to make them more professional.
- Perform the "new" interview scene with your partner.

Lesson 5: Advanced Business Writing & Document Translation

5.0 Formal Business Register Toolkit

Professional Register Toolkit

- Hedging & diplomacy: appears, suggests, may indicate, is likely to
- Nominalisation: decide → make a decision; delay → experience a delay
- Fixed formal verbs: commence, notify, request, ensure, verify, implement, suspend
- Polite frames (letters): I am writing to..., We would appreciate..., Please be advised that...
- Legal set-pieces: hereby, whereas, notwithstanding, in accordance with, with immediate effect

5.1 Complex Document Analysis and Creation

Notice Phase: Advanced Business Document Types
Document Categories:

- Contracts and agreements: Legal obligations and terms
- Policy documents: Company rules and procedures
- Financial reports: Business performance analysis
- Compliance documents: Regulatory requirement adherence

Advanced Writing Requirements:

- Legal precision: Exact language preventing misinterpretation
- Professional formality: Appropriate register for document type
- Cultural adaptation: International business considerations
- Technical accuracy: Industry-specific terminology usage

Decide Exercise D15: Document Formality Level Choose appropriate formality for different business documents:

1. Internal policy memo:

- a) "Hey everyone, here are some new rules"
- b) "Please note the following updated company policies"
- c) "New stuff you need to know"

2. Legal contract clause:

- a) "If something goes wrong, we'll fix it"
- b) "Should performance standards not be met, remedial action will be implemented"
- c) "We'll try to make things better"

Analyze Exercise A16: Advanced Writing Analysis
Analyze this complex business document

excerpt:

"Whereas the parties have entered into this agreement for mutual benefit, and whereas each

party possesses unique capabilities essential to project success, it is hereby agreed that

confidentiality provisions shall remain in effect for a period of five years following agreement

termination."

Analysis questions:

1. Why formal legal language rather than simple terms?

2. How does "whereas" structure create legal clarity?

3. What business protection does this language provide? -----

5.2 Document Translation Principles

Notice Phase: Translation Challenges Spanish to English Business Translation Issues:

- False friends: "Actual" vs "current," "realizar" vs "complete"
- Formality levels: Spanish direct style vs English diplomatic approach
- Legal terminology: Precise legal language requirements
- Cultural business practices: Different professional expectations

Translation Best Practices:

1. Meaning accuracy: Preserve original intent and legal significance
2. Cultural adaptation: Adjust for target business culture
3. Professional register: Match appropriate formality level
4. Technical precision: Use correct industry terminology

Decide Exercise D16: Translation Quality Assessment
Choose the best English translation

for Spanish business phrases:

1. "Realizar el proyecto":

a) "Realize the project" b) "Complete the project" c)
"Make the project real"

2. "La situación actual":

a) "The actual situation" b) "The current situation" c)
"The real situation"

Analyze Exercise A17: Translation Impact Analysis
Analyze why professional translation

quality affects international business:

1. Accurate translation prevents: Legal misunderstandings: -----

2. Cultural adaptation shows: Professional competence: -----

3. Poor translation can damage: Business relationships:

Produce Exercise P12: Document Translation Project
Translate and adapt these Spanish

business documents (100–120 words each):

1. Company policy: Internal procedure document

2. Contract clause: Legal agreement section

3. Business correspondence: Formal client communication Focus on accuracy, cultural

adaptation, and professional register

5.3 International Business Communication

Notice Phase: Cross-Cultural Document Adaptation
Cultural Business Communication

Differences:

- German business: Detailed, formal, structured approach
- British business: Diplomatic, indirect, relationship-focused
- American business: Direct, efficient, results-oriented
- Spanish business: Personal, relationship-based, flexible timing

Document Adaptation Strategies:

- Communication style: Direct vs indirect approaches
- Formality level: Professional distance vs personal warmth
- Detail level: Comprehensive vs summary information
- Decision-making: Individual vs group consensus approaches

Decide Exercise D17: Cultural Document Adaptation
Choose appropriate adaptations for

different business cultures:

1. Document for German partners:

- a) Brief, relationship-focused summary
- b) Comprehensive, detailed, structured analysis
- c) Casual, flexible approach

2. Communication with British clients:

- a) Very direct, blunt language
- b) Diplomatic, polite, indirect suggestions
- c) Loud, emphatic statements

Analyze Exercise A18: Cultural Communication Analysis
Analyze why cultural document adaptation improves international business success:

1. Matching communication styles helps: Partner comfort: -----

2. Cultural awareness demonstrates: International competence: -----

3. Appropriate adaptation prevents: Misunderstandings: -----

Produce Exercise P13: International Document Package
Create culturally adapted business documents (150-200 words each) for:

1. German partners: Detailed project proposal
 2. British clients: Diplomatic service agreement
 3. American stakeholders: Efficient results summary
- Show appropriate cultural adaptation while maintaining professional standards

5.4 Legal and Compliance Document Understanding

Notice Phase: Legal Document Language Patterns Legal Language Characteristics:

- Precision: Exact terms preventing multiple interpretations
- Formality: Traditional legal register and structure
- Comprehensiveness: All possible scenarios covered
- Protection: Clear rights and obligations for all parties

Common Legal Phrases:

- "Hereby agreed": Formal agreement statement
- "Whereas": Background condition introduction
- "Notwithstanding": Despite other conditions
- "In consideration of": Exchange acknowledgement

Analyze Exercise A19: Legal Language Analysis Analyze this legal document structure:

"This agreement, entered into this 15th day of March, 2024, between Party A (hereinafter

referred to as 'Provider') and Party B (hereinafter referred to as 'Client'), whereby Provider

agrees to deliver services as specified herein, and Client agrees to compensate Provider

according to terms outlined below."

Analysis questions:

1. Why specific date format and formal structure?

2. How does "hereinafter referred to" create clarity?

3. What legal protection does formal language provide? -----

Produce Exercise P14: Legal Document Creation Write basic legal document sections

(120-150 words each):

1. Service agreement: Terms and conditions

2. Confidentiality clause: Information protection requirements
3. Termination provisions: Agreement ending procedures Use appropriate legal language while maintaining clarity

Challenge Exercise C5: Master Business Documentation

Project

Scenario: You are applying for an international position. The recruiter gives you only 2 minutes

to introduce yourself and explain why you're a strong candidate.

Challenge Phase 1: Preparation (Individual Work – 10 minutes)

- Write a short script (80–100 words) including:
 - Who you are (name, role, background)
 - Key achievements (quantified if possible)
 - Skills (technical + interpersonal)
 - Career goal / what you're looking for
- Use professional register (avoid casual language).
- Integrate at least one passive ("I was promoted...") and one conditional ("If I join your team, I will...").

Challenge Phase 2: Elevator Pitch Delivery (Pair/Small Group Work – 15 minutes)

- Deliver your elevator pitch to a partner acting as the recruiter.
- "Recruiter" asks 1–2 follow-up questions (prepared prompt cards with common questions like: "Why should we hire you?", "What's your greatest strength?").

Challenge Phase 3: Group Reflection (10 minutes)

- Share the most effective phrases used.
- Discuss:
 - Which openings sounded most professional?
 - Which CV/experience points were presented clearly?

- How conditionals and passives made the language more professional.

Assessment Criteria

- Language Accuracy: Correct use of passive and at least one conditional.
- Professional Communication: Clear, structured, polite register.
- Content Quality: Specific achievements/skills, not generic statements.
- Delivery: Confident, concise, well-timed (max 2 minutes).

Unit 5 Portfolio

Option A – Business Writing Portfolio

1. Document Pack (250–300 words equivalent):
 - Formal complaint letter (or response) using passive + conditionals
 - Invoice + PO pair with consistent terms
2. CV + Cover Letter tailored to a real posting (ATS-ready, quantified achievements)
3. Mini Commentary (120–150 words): Which register/grammar choices you used and why.

Option B – Documentation & Compliance Kit

1. Policy/Procedure Sheet (180–220 words): Passive-led, with a first/zero conditional clause.
2. Contract Clauses (100–120 words): Payment, delivery, termination (mix of 1st/2nd/3rd conditionals + formal variants).
3. Translation & Adaptation (100–120 words): Spanish → English micro-section (false friends fixed; register adapted).

Assessment focus: passive accuracy, conditional control, register, genre conventions, clarity.

Unit 5 Self-Assessment Checklist

Grammar & Register

- I form passives correctly across main tenses (is/was/has been + V3)
- I choose passive to emphasise process/policy over agent
- I control 0/1/2/3/mixed conditionals and formal variants (Should...)
- I use formal register (hedging, nominalisation, fixed phrases) appropriately

Documents & Genres

- My invoices/POs have all required elements and precise terms
- My complaints/requests use diplomatic tone and clear structure
- My contract clauses are precise, enforceable, and unambiguous
- My CV is achievement-focused; my cover letter is tailored and professional

Professional Impact

- My writing prevents ambiguity, delays, and disputes
- I can adapt tone for legal, financial, and HR documents
- I can translate/adapt Spanish/English without false friends or register

Unit 5 Glossary – Business Documents &

Professional Writing

1) Business Document Vocabulary

- contract
- agreement
- invoice
- receipt
- purchase order

- policy
- regulation
- compliance
- terms and conditions
- confidentiality
- clause
- provision
- appendix
- signature
- stamp
- seal
- notice
- memorandum (memo)
- record
- attachment
- template
- draft
- revision

Frames:

- “Please review the terms and conditions in the agreement.”
- “The invoice includes all itemized charges.”
- “Don’t forget to attach your CV to the email.”

2) Passive Voice in Business Writing

- processed
- approved
- authorized
- submitted
- signed
- delivered
- implemented
- reviewed

- rejected
- confirmed
- required
- prohibited

Frames:

- "Applications must be submitted by Friday."
- "All payments are processed automatically."
- "The decision was approved by the board."

3) Financial & Administrative Terms

- payment terms
- due date,
- net amount,
- gross amount,
- tax,
- deduction,
- remittance,
- bank transfer,
- account details,
- balance,
- payroll,
- deposit,
- reimbursement,
- penalty,
- installment,
- overdue,
- outstanding balance

Frames:

- "Payment is due within 30 days."
- "The reimbursement will be processed next week."

- "Your outstanding balance must be cleared before delivery."

4) Conditional Language for Business

First Conditional (real): If payment is delayed, penalties will apply.

Second Conditional (hypothetical): If we offered a discount, would you increase your order?

Third Conditional (past): If they had signed earlier, we would have received better terms.

Phrases & Collocations:

- if clause, provided that, unless, in case of, should + verb
- "Provided that all documents are signed, the project can begin."
- "We could extend the contract if both parties agreed."

5) Job Application & CV Vocabulary

- curriculum vitae (CV), resume (US),
- cover letter
- application
- candidate
- position
- vacancy
- interview
- recruiter
- qualification
- achievement
- skills
- references,
- internship
- probation period
- employment contract

Frames:

- "I am writing to apply for the Marketing Assistant position."
- "The candidate has strong communication skills."
- "My CV includes details of my qualifications and work experience."

6) Professional CV & Cover Letter Language

- achieved
- developed
- managed
- coordinated
- implemented
- increased
- reduced
- launched,
- delivered
- improved
- exceeded
- led
- trained
- supported
- collaborated

Frames:

- "Achieved a 15% increase in sales revenue."
- "Coordinated a cross-cultural team of 10 people."
- "Implemented a new filing system to improve efficiency."
- 7) Formal Writing Connectors
- therefore, thus, accordingly, whereas, in addition, moreover, furthermore, nevertheless,
- nonetheless, however, consequently, on the other hand, in conclusion

Frames:

- “The delivery was delayed; however, compensation was provided.”
- “In addition, the company launched a new training program.”
- “Therefore, we recommend signing the updated contract.”

8) Interview & Professional Communication Phrases

- “Could you tell me more about the team structure?”
- “I’m particularly interested in your company’s international projects.”
- “Thank you for the opportunity to discuss my application.”
- “I look forward to hearing from you.”

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
arise	arose	arisen
be	was / were	been
bear	bore	born / borne
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt / burned	burnt / burned
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt / dreamed	dreamt / dreamed

drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit / fitted	fit / fitted
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got / gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let

lie	lay	lain
light	lit / lighted	lit / lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	Showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck

swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

USEFUL CONNECTORS BANK

(For writing & speaking tasks)

Sequencing & Adding Ideas

- first, then, next, after that, finally, also, in addition, moreover, furthermore

Explaining & Giving Reasons

- because, since, as, due to, therefore, that's why, as a result

Contrasting & Balancing

- but, however, although, though, whereas, while, on the other hand, yet, even though

Clarifying & Reformulating

- in other words, that is to say, actually, in fact, for example, for instance, such as

Concluding & Summarizing

- in conclusion, to sum up, in summary, overall, in short, eventually, finally

PROMETEO
by thePower