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Faculdade de Letras – FALE
Programa de Pós-Graduação em Estudos Linguísticos – POSLIN
Curso de Especialização em Ensino de Inglês – CEI

VITOR ALMEIDA FRAGA

WORKING ABROAD
(Material Didático para Ensino de Inglês)

Belo Horizonte

2021

Vitor Almeida Fraga

WORKING ABROAD
(Material Didático para Ensino de Inglês)

Trabalho de conclusão de curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais como um dos requisitos para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Profa. Dra. Adriana Maria Tenuta de Azevedo.

Belo Horizonte

2021



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Inglês.

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): Vitor Almeida Fraga - matrícula 2020662153.

Às 15:30 horas do dia 09 de fevereiro de 2022, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Inglês, para julgar, em exame final, o trabalho intitulado, Working Abroad (Material Didático para o Ensino de Inglês), requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

O(A) Prof(a). Dr(a). Luciana de Oliveira Silva, indicou a aprovação do(a) candidato(a);

O(A) Prof(a). Dr(a). Valdeni da Silva Reis, indicou a aprovação do(a) candidato(a);

Pelas indicações, o(a) candidato(a) foi considerado(a) APROVADO(A).

Nota: 100,0

O resultado final foi comunicado publicamente a(o) candidato(a) pela banca. Nada mais havendo a tratar, encerrou-se a sessão, da qual foi lavrada a presente ATA que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 09 de fevereiro de 2022.

Rosilva

dris

O trabalho atende aos requisitos do curso.

Marisa Mendonça Camargo

Prof(a). Dra. Marisa Mendonça Camargo
Coordenadora do Curso de Especialização em Língua Inglesa
Faculdade de Letras/UFMG

RESUMO

Este trabalho tem como proposta apresentar um material didático para o ensino de inglês como língua estrangeira para alunos adultos que estejam em um nível pré-intermediário de inglês (B1, de acordo com o CEFR – *Common European Framework of Reference for Languages*) e, de maneira mais específica, que necessitam ou se interessem por inglês para negócios. O material está dividido em duas unidades, que foram pensadas para serem trabalhadas em sequência. A primeira unidade, intitulada *Finding a Job*, tem como ponto de partida o processo em que o aluno precisaria passar para encontrar uma oportunidade de trabalho fora do Brasil. Já a segunda unidade é focada nas demandas que o estudante terá para que ele se desenvolva como profissional no mercado de trabalho internacional. Ambas as unidades contam com atividades desenvolvidas para o aperfeiçoamento de todas as habilidades linguísticas – leitura, escuta, escrita e fala –, além de exercícios específicos para que o aluno se sinta confortável em situações como entrevistas de emprego, apresentações de projetos e envio de emails formais. Ressalta-se ainda que cada uma das unidades é acompanhada por um guia do professor, no qual é possível encontrar orientações para que as atividades sejam melhor desenvolvidas e exploradas em sala de aula. Por fim, destaca-se que todos os exercícios propostos foram pensados com base em fontes bibliográficas sólidas, conforme está exposto no *rationale*, que se encontra ao final deste trabalho.

Palavras-chave: Inglês como Língua Estrangeira. Nível Pré-Intermediário. Inglês para Negócios.

ABSTRACT

This work is aimed at presenting a textbook for teaching English as a foreign language to adult learners who are in a pre-intermediate level (B1, according to CEFR – Common European Framework of Reference for Languages), and, more specifically, to those who need or take an interest in business English. The material is divided into two units, which were designed to be taught in sequence. The first unit, named *Finding a Job*, has as its starting point the process through which a student would need to go in order to find a job opportunity abroad. As for the second unit, it is focused on the demands that the learner will have should they be willing to develop themselves as a professional in the international job market. Both units include activities which were developed with a view to improving all students' language skills – reading, listening, writing, and speaking – as well as specific exercises for them to feel comfortable in situations such as job interviews, project presentations, and formal email writing. It is also important to highlight that each unit is accompanied by a teacher's guide, in which it is possible to find instructions for a better development and exploration of the exercises in class. Finally, it must be underlined that all proposed exercises are rooted in a thorough literature review, as it can be seen in the rationale, which is at the end of this work.

Keywords: English as a Foreign Language. Pre-Intermediate Level. Business English.

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INTRODUCTION

The following units were developed with a view to providing students with language skills that are going to be instrumental in their pursuing an international business career. Therefore, the material is aimed at learners who work or are intent on working at business fields, namely marketing, accounting, finance, economics, human resources, and so forth. The main motivation for selecting the said target audience is the seeming lack of practical, up-to-date material focused on this area, as well as the apparent difficulty students have in coping with nervousness while drawing on key vocabulary in situations such as job interviews and project presentations.

With that in mind, the units were built based on two clear steps. First, Unit 1 was designed to offer language practice with the purpose of boosting students' confidence when preparing, searching and applying for a job abroad. Throughout this unit, learners will have the opportunity to get in contact with words and expressions to describe their past professional lives, their current skills, and their future goals. In addition to that, students will be asked to reflect on how they would build their own résumé and think about the answers they would give in a job interview.

Subsequently, Unit 2 provides learners with language that will be key to fulfilling their duties after being hired by an international company. Students will be asked to use appropriate vocabulary to describe their roles and develop a group project in order to simulate situations they would have to deal with in real-life professional contexts. While going through this process, learners will be introduced to crucial business phrasal verbs and acronyms, thereby improving their communication abilities in their current or future job.

Taking into account the level of the activities proposed, the units were designed with an eye to teaching adult B1 students, especially in group lessons offered by a freelance teacher or at a language institute. The material could be used, for instance, as the basis of a business English course aimed at developing students' reading, writing, listening, and speaking skills, as well as helping them get in contact with vocabulary related to job interviews and project presentations. Additionally, it is important to highlight that the units can only be thoroughly explored should it be taught remotely or should access to the Internet be guaranteed – mainly to teachers, though ideally to students as well – on the grounds that many of the activities are based on the necessity to watch videos available online and autonomously look up new words and expressions.

Finally, it is important to state that this material has exclusively educational purposes and it cannot be published, redistributed, displayed, or rewritten without the express written permission of the author.

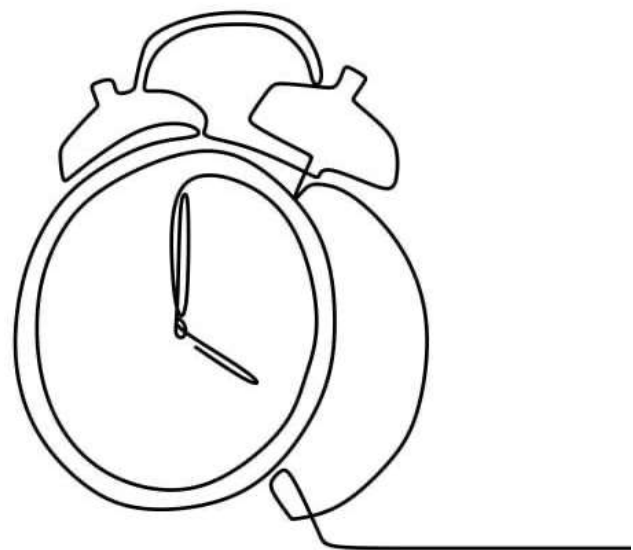


Unit 1

Finding a Job

Part A

My Professional Life



1. Your Previous Jobs

Think about the jobs you have had and complete the table below with three of them.

Job	Company	Position
My first job		
My least favourite job		
My current job		

2. True or False?

Work in pairs. Use the questions below to interview your classmate. They are going to give you three true answers and three false ones. Guess whether each story is true or false and write T or F in the brackets.

- () When did you get your first job?
- () What was your position at your least favourite job?
- () How long have you been working at your current job?
- () What were your responsibilities at your first job?
- () Where was your least favourite job's company located?
- () What company have you been currently working for?

3. Expressions with TRUE

The word *true* can be more than simply the opposite of *false*. Read the phrases in the boxes and match them with their definitions.

too good to be true

a. a strong desire to follow an occupation; vocation.

true calling

b. to become real.

come true

c. so good that you cannot believe it is real.

Now, use the phrases to complete the quotations below:

1. "It is in the stormiest skies that eagles find their _____."

– Matshona Dhlwayo

2. "Nothing is '_____'. If it came into your life, it means you have earned it. Simply enjoy it."

– Akin Olokun

3. "All our dreams can _____ if we have the courage to pursue them."

– Walt Disney

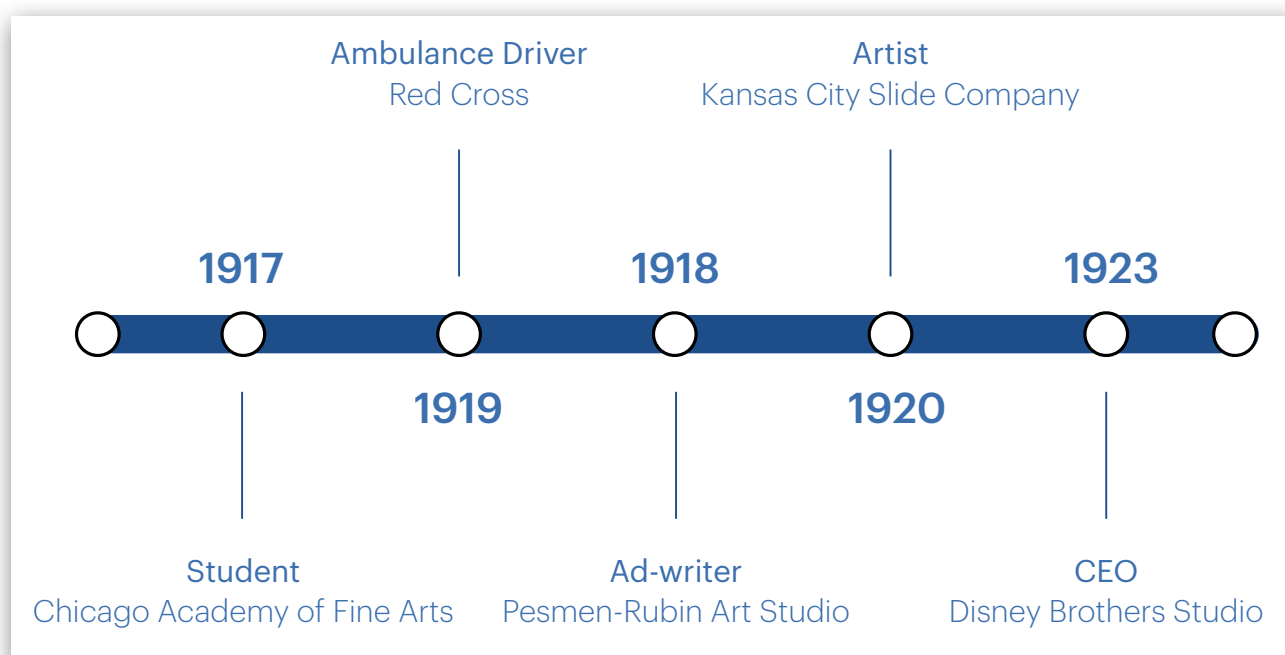


4. What's Your True Calling?

Not everyone finds their true calling at their first attempt. Take Walt Disney as an example. You may already know that has founded one of the most profitable companies in the world.

What else do you know about him?

The timeline below is a summary of his main occupations:



Bonus! You can [click here](http://waltdisney.org) to access waltdisney.org and read his complete timeline.

Discuss in pairs:

1. What was Walt Disney's first job?
2. How different was it from his later occupation?
3. Have you already found your true calling?
4. How different was your first job from your current occupation?



5. My Timeline

It's your turn!

Use your notebook or the website visme.co to create the timeline of your educational and professional life. Make sure you include the year and mention your position and the company's or institution's name.



Interview Question

Tell me about yourself.

This is a very common question in a job interview. By asking it, the interviewer wants to know a little bit about your current position and also about your previous relevant experiences.

Use your timeline to reflect on how you would answer this question. Then, record yourself answering it. You can use the website flipgrid.com or your own mobile phone.

6. A Possible Future

Read Walt Disney's quotation again:



“ All our dreams can come true if we have the courage to pursue them. ”

WALT DISNEY

Which alternative below is a synonym of the word pursue?

- a. () avoid
- b. () follow
- c. () have

What else can you pursue in life?

The words in the boxes are among the nouns commonly found together with the verb pursue. Use them to complete the sentences.

career

happiness

opportunities

excellence

passion

- a. They say that if you pursue your _____, you will never work a day in your life.
- b. Roles within commercial banks will also equip you with the general business skills to pursue _____ in other industries if you prefer not to stay in banking forever.
- c. If you wish to pursue a _____ in academic research, a doctorate will be essential in giving you the required skills.
- d. If you don't pursue _____, mediocrity will pursue you.
- e. If you reverse the formula for success, if you pursue _____ first, it will make you successful. If you have a more positive brain, your brain performs better.

Bonus!

Are you curious about the context from which each sentence has been taken? You can click on the gaps to access the whole texts.



All those quotations from last page contain a structure that is formed by two parts. Use them to complete the table below.

Condition	Result

- a. Will the meaning of the sentences remain the same if we change the order of the clauses?
- b. How about punctuation? Will it be modified?
- c. Is the condition clause in the past, present or future? How about the result clause?



7. Your Future

In pairs, discuss the questions below:

1. Have you been currently pursuing your passion?
2. What other career will you pursue if something doesn't go according to plan?
3. In your opinion, what can someone do if they want to pursue excellence at work?
4. If you have the chance, will you pursue new opportunities abroad?
5. In your opinion, what should people do if they want to pursue happiness?



Interview Question

Where do you see yourself in 10 years?

This is another very common question in a job interview. By asking it, the interviewer wants to know a little bit about your goals and ambitions.

Use the discussion about your future to reflect on how you would answer this question. Then, record yourself answering it. You can use the website flipgrid.com or your own mobile phone.



8. Résumé Analysis

It's your chance!

Brendan McLoughlin has been hired by Disney as video production assistant. Brendan has made his résumé available at kickresume.com.




It's your opportunity to check it out and get inspired.

First, match the beginning of each sentence with its end to form a few descriptions of Brendan's responsibilities at his previous jobs.


- | | | |
|--------------------|--------------------------|--|
| 1. Collaborated... | <input type="checkbox"/> | a. harmonious execution of live productions & events. |
| 2. Ensure... | <input type="checkbox"/> | b. strategies to positively influence brand recognition. |
| 3. Provide... | <input type="checkbox"/> | c. with partners in order to promote and support the organization's programming. |
| 4. Implemented... | <input type="checkbox"/> | d. cast & crew. |
| 5. Hired... | <input type="checkbox"/> | e. support to Content Assistant as needed. |
| 6. Negotiated... | <input type="checkbox"/> | f. contracts with vendors, clients & partners. |


Scan Brendan's résumé and check your answers.


Brendan McLoughlin

 19/09/1999

 hello@kickresume.com

 99399, North Bergen, NJ 99911

 999-999-999

 19/09/1999

ABOUT ME

Writer-Producer-Editor seeks a Media operations Assistant role at BAMTech Media-Disney.

WORK EXPERIENCE

Digital Video Productions Assistant

11/2018 - Present

Disney Streaming Services, Secaucus, US

Manage team created video content for publication on Disney Streaming Services properties. Navigate multiple in-house systems to retrieve and distribute team created video content. Fill social media content requests from teams and partners. Provide support to Content Assistant as needed.

Executive Assistant & Production Associate

05/2015 - 10/2015

New Dawn Films, New York City

Planned & managed all events and meetings, including large scale productions. Prepared and reviews reports, spreadsheets, presentations & finished documents. Supervised & supported productions from development to production to post-production. Hired cast & crew, negotiated contracts with vendors, clients & partners.

Assistant Editor, Brand Creative

05/2016 - 01/2017

AMC Networks, New York City

Assisted talent & crew on sets. Managed paperwork, collected time sheets, controlled crowds & handed out scripts.

WORK EXPERIENCE

Programs & Operations Coordinator

03/2014 - 05/2015

Made in NY Media Center by IFP, Brooklyn

Collaborated with partners in order to promote & support the organization's programming. Maintained relationships with most cost-effective service providers & vendors. Managed newsletter blasts, proofread & revised copy material, social media posts & website material pertaining to programs & events.

Digital Media Coordinator

08/2012 - 03/2014

Independent Filmmaker Project, Brooklyn

Implemented strategies to positively influence brand recognition, web site traffic growth & advertising revenue. Coordinated & launched video & web content. Developed a digital release strategy for online videos.

SKILLS

After Effects

Script Writing

Crew Management

MS Office

EDUCATION

B.S Economics & B.A Media Arts

09/2008 - 05/2014

New Jersey City University, Jersey City, NJ



9. Building Your Résumé

Do you remember the timeline you built in task 5? Now, it's time to expand on it and make it into your own résumé.

Use Brendon's sample to check the vocabulary and the structure of a résumé. You can build it on your notebook or use the website [canva.com](https://www.canva.com) to do it.



10. Your Friend's Résumé

It's time to check if your guesses in task 2 were correct.

Work in pairs again. Read your friend's résumé and check what were the truths and lies he told you about his professional life.

How many statements have you guessed correctly?

Part B

Finding a Job



1. Disney+ is now Hiring!

Would you like to work at Disney? The launching of Disney's streaming service has brought with it many job opportunities. Here's one of them:

The screenshot shows the Disney Careers website. At the top, there is a navigation bar with the Disney Careers logo, a location dropdown set to 'United States', a language dropdown set to 'EN', and a search bar labeled 'SEARCH JOBS'. Below the navigation bar is a banner image featuring various Disney characters and scenes, including Cinderella Castle, Woody, Iron Man, Star Wars vehicles, BB-8, and a wolf. The text 'The WALT DISNEY Company' and 'I BE PART OF THE STORY I' is overlaid on the banner. Below the banner, the job title 'Customer Service Coordinator' is displayed. There are two buttons: 'Apply Now' (a solid red button) and 'Apply Later' (a white button with a red border). Below the buttons, the following job details are listed: Job ID: oHH4ffwr, Location: New York, New York, United States, Business: Hulu, and Date posted: Jul. 13, 2021.

Bonus! You can access jobs.disneycareers.com to search other job opportunities.

2. Skills

The boxes show few skills that may help you get hired by Disney as a Customer Service Coordinator. Use them to complete the descriptions.

self-motivated

hardworking

driven

compassionate

detail-oriented

smart

1. Donna is able to think quickly and intelligently in difficult situations.
Donna is _____.
2. Olivia feels sympathy for people who are suffering.
Olivia is _____.
3. Monica pays close attention to a task or job to make sure it is done properly and without any errors.
Monica is _____.
4. Michael is able and willing to work without being told what to do.
Michael is _____.
5. Chris puts a lot of effort and care into his work.
Chris is _____.
6. James tries extremely hard to achieve what he wants.
James is _____.



3. Word Family

There are different ways in which you can express your skills and job qualifications. Check out the example below:

She has real empathy with people. = She is really empathetic.

Now, complete the sentences below with one word related to the term in the box. You can use Longman Dictionary to help you.

diligent

a. He had earned universal respect for his integrity, fairness, and _____.

earnest

b. Sincerity and _____ are his strong points.

team-player

c. It's always important to demonstrate _____ skills in a job interview.

determined

d. Yuri shows great _____ to learn English.

4. Skills and Responsibilities

You are going to read part of the job summary for the position of Customer Service Coordinator at Disney+. Discuss in pairs and come up with at least one skill that would help you deal with each of the responsibilities listed.

You can use the skills listed in tasks 2 and 3 and also bring different ones.

Disney CAREERS

United States EN

CAREER AREAS ▾ BRANDS ▾ PROGRAMS ▾ ABOUT US ▾ SEARCH JOBS

Customer Service Coordinator

Apply Now Apply Later

Job ID: oHH4ffwr
Location: New York, New York, United States
Business: Hulu
Date posted: Jul. 13, 2021

WHAT YOU'LL DO

- Answering Customer Service inquiries via incoming calls, emails and ticketing system.
- Retain customers looking to cancel their subscription.
- Offer an exceptional customer experience in every interaction.
- Answer questions about accounts, billing, and services.
- Troubleshoot any technical issues a customer may be experiencing.

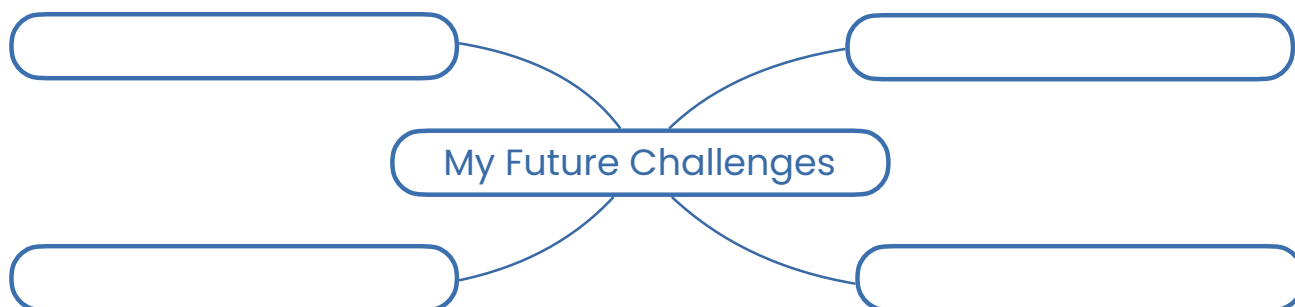
Bonus! You can [click here](#) to access Disney Careers and read the whole job summary.

5. Your Future Challenges

You are going to build a mind map. Think about the challenges you may have to face at your future job. For each challenge, write one skill you have that would help you overcome it.

Skill: _____

Skill: _____



Skill: _____

Skill: _____

Part C

Job Interview



1. My Past Interviews

Work in pairs and discuss the questions below:

- When was the last time you had a job interview?
- What position were you interviewing for?
- How did you prepare for the interview?
- In your opinion, what types of clothes are appropriate to wear in an interview?



2. The Pursuit of Happiness

Along with Disney+, another streaming platform that has been recently launched was Amazon Prime Video. One of the films you can watch on it is *The Pursuit of Happiness*.

Read the statements below and click on the image on the next page to watch the scene. Are the statements true or false?

- Chris wasn't able to come up with a story that demonstrates his qualities.
- Chris was arrested for driving over the speed limit.
- Chris was painting his apartment before the job interview.
- Chris doesn't think he's smart.
- Chris usually wears jacket and tie.

Bonus!

You might have noticed that the word "happiness" is spelled differently in the title of the movie. [Click here](#) to watch a video with the explanation of it.



The Pursuit of Happyness (2006) - Chris' interview at Dean Witter [ENG SUB]

13,552 views · Nov 26, 2017

88 7 SHARE SAVE ...

3. Skills

In the video, Chris has mentioned some of the skills we have seen in the previous tasks. Watch it again and write them down.

- a. () _____
- b. () _____
- c. () _____
- d. () _____
- e. () _____

Now, tick one skill you have and use the space below to justify your choice, showing at least one example in which this skill became evident.



Interview Question

What's your greatest strength?

Here's another common question in a job interview. By asking it, the interviewer wants to know more about your qualities and abilities.

Use the previous task to reflect on how you would answer this question. Then, record yourself answering it. You can use the website flipgrid.com or your own mobile phone.



4. Type of Person

Read Chris Gardner's quotation again:



“ I'm the type of person that if you ask me a question and I don't know the answer, I'm going to tell you that I don't know. But I bet you what, I know how to find the answer and I will find the answer. ”

Now, read these two other quotations from the website whisper.sh.

“I'm the type of person that if you invite me to a party, I'll leave in like 15-30 minutes.”

“I'm the type of person that if you just say you're sorry, I'll forget everything you've done.”

What type of person are you? Use the table below to come up with your own ideas to describe yourself at work.

I'm the type of person that...	
if	I'll / I'm going to



5. Pronunciation

The sentences below were taken from the scene of *The Pursuit of Happiness* that you have watched. Read them aloud.

- I wanted to come up with a story that would demonstrate qualities.
- I was painting my apartment.
- What would you say if a guy walked in for an interview without a shirt on?

Watch the scene again and notice how the actor pronounces the underlined words. What letter didn't he pronounce in all the examples?

Let's understand why it happens.

- Can you make the N sound?
- Where does the tip of your tongue touch?
- How about the T sound?
- Where was the tip of your tongue now?

The letter "T" is often silent when it comes right after the letter "N". It happens because the sound of both letters are produced similarly in our mouth. Check out some other examples and read them aloud:

- Turn the printer on.
- It was invented in 1989.
- I don't understand it.
- I work at an international company.
- She lives in Toronto.

Bonus! You can access youglish.com to listen to these words being pronounced.



6. My Next Interview

Throughout this unit, you have already reflected on and recorded yourself answering three of the most common questions in job interviews. Now, it's time to role-play them in sequence. Work in pairs and take turns asking and answering the questions below:

- a. Tell me about yourself
- b. Where do you see yourself in 10 years?
- c. What is your greatest strength?



Unit 2

My Duties

Part A

Business Roles



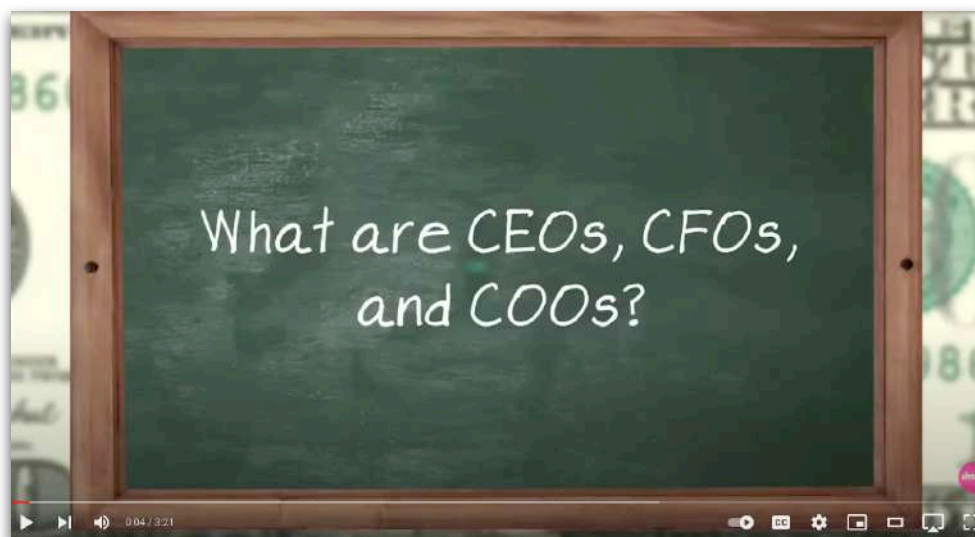
1. What Do They Do?

Work in pairs. Look at the positions below. Choose three of them and discuss how you would describe their main duties at work.

- | | |
|------------------------------------|-----------------------------|
| a. Sales Representative | a. Human Resources Manager |
| b. Customer Service Representative | b. Marketing Specialist |
| c. Accountant | c. IT Technician |
| d. Receptionist | d. Administrative Assistant |

2. C-Suite

C-Suite refers to the group of highest-level executive positions within a corporation or organisation. Click on the image below to watch a video describing the roles of three of these positions.



3. CEO, CFO or COO?

Now, look at the descriptions below and write *CEO*, *CFO* or *COO* in the brackets according to the executive position responsible to carry out each duty.

- a. () Is in charge of maintaining contact with shareholders.
- b. () Deals with marketplace selling operations.
- c. () Oversees the day-to-day administrative functions of a business.
- d. () Hires the the head of human resources.
- e. () Manages the company's financial strategies.
- f. () Is responsible for internal, operational, and financial issues.

4. Describing my Duties

In the video, the narrator uses a few phrases to explain the roles of each executive position. Watch the video again and check the right answer to complete the sentence below.

1. "The executive responsible for _____ the financial metrics of the company."
 - a. () to manage, to track, and to communicate
 - b. () managing, tracking, and communicating
 - c. () manage, track, and communicate

Now, look at the sentences below and decide if they are grammatically correct or incorrect. Use the lines to rewrite the incorrect sentences.

2. Sales representatives **are in charge for** presenting and selling products or services to customers.

() Correct

() Incorrect

3. HR managers **are responsible for** the orientation and induction of new employees.

() Correct

() Incorrect

4. Receptionists **deal of** the public and often direct people to other who can assist them.

() Correct

() Incorrect

After correcting the phrases in bold, use them to form your own sentences so that you describe your current job responsibilities.

1. I'm _____

2. I'm _____

3. I'm _____

5. What Would You Do?

The Executive Support Magazine has published a survey in which its readers were asked what they would do if they were the CEOs of the companies where they work. Turn the page and some of the answers.



What would YOU do if you were CEO for one day?

By Bonnie Low-Kramen, May 25, 2018

“One of the biggest challenges in our workplace are compassion fatigue and mental burnout. **I would love to be able to provide training to all our front-line staff on compassion fatigue and providing trauma informed care to all the individuals we serve.** This would help demonstrate to the staff how much their work is valued by the organization, while at the same time providing with an improved ability to continue to serve those who are in need of our mental health, addictions and developmental services.”

– **Minerva Rudman, Guelph, Ontario**

“**If I were CEO for a day, we would have a “Leave Your Titles at The Door” retreat!** We spend SO much time at the office (WAY too much sometimes) that we don’t take time to know our co-workers outside of the work environment. We would play games to get to know each other – “ice breakers” – even though we have known each other for many years! What did you want to be when you were younger? What’s on your bucket list? Who is your hero? If you could have a super power, what would it be and why?”

– **Patty Bardeen, Rochester, NY**

“**I would place more emphasis and focus on leadership development trainings and opportunities for non-managers and Executive Assistants.** Additionally, I would ask my employees what it means to be a leader. Leaders (with or without the managerial title) drive the company. Over time these non-managers and assistants become leaders in some way. Therefore, if organizations put emphasis on training and development now, then they are setting themselves up for a room full of people who a. have the technical knowledge to get things AND b. who have the resources, tools, and skillset to lead their team and company to success.”

– **Alina Aguirre, Irvine, CA**

Read the title and the sentences in bold again and check the most appropriate answers to the questions below.

a. The sentences refer to

- general truths or scientific facts
- hypothetical or unreal situations in the past
- imaginary situations in the present or future

b. The verb tense used to indicate the **condition** is the

- simple past
- past perfect
- present

c. In the text, the word used to explain the **result** is

- will
- would
- had

c. In this context, what word complete the following **condition** clause?

"If I _____ the CEO for a day, (...)"

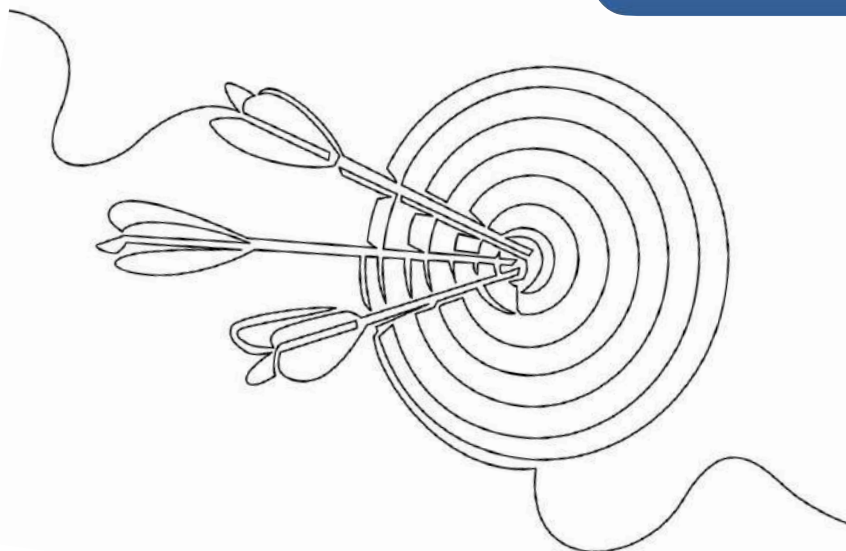
- was
- be
- were

It's your turn! What would you do if you were the CEO of the company where you work?

Condition	Result
If I were the CEO for a day, (...)	

Part B

S.M.A.R.T. Goals



1. Phrasal Verbs With *Stand*

The sentences below were taken from the video *Finance: What are CEOs, CFOs and COOs?*, which you watched in Part A. Read them and answer the questions.

“ The C here for all of these **stands for** *chief*.
 The O here for all of these **stands for** *officer*.
 The E in CEO **stands for** *executive*.
 The F **stands for** *financial*.
 The middle O **stands for** *operating*. ”

The phrasal verb **stand for** was used in this context to

- a.. support a particular idea
- b. say that a situation or behaviour will not be accepted
- c. explain what a letter, an abbreviation or a symbol represents

Now, look at the images below, find four other phrasal verbs with the word *stand*, and write them below each image. Then, match each letter with its correct meaning.

c.



c.



b.



d.



1. () to stand somewhere and not do anything
2. () to be on your feet, or to rise to your feet
3. () to be much better than other similar people or things
4. () to support or defend a person or idea when they are being attacked

Bonus! You can click on the images to access their original sources..

2. How About You?

Work in pairs. Ask and answer the questions below.

- In your opinion, what would people have to do if they wanted to stand out in your area?
- In a business meeting, would you stand up for what you believe in even if your colleagues had an opposite point of view?
- Do you believe that an employee would be justified in standing around in the afternoon if they had a highly productive morning?
- At the bottom of this page you can see a **stand up desk**. Have you heard of it? Would you like to have one?
- Would you be able to explain what the business acronyms below stand for? If not, use your phone to look them up.

BRB

B2B

B2C

IAM

HR

EBITDA





3. Word Family: S.M.A.R.T.

S.M.A.R.T. is another acronym that is commonly used in business contexts. Complete the sentences below with one word related to the term in the box to figure out the five words that form this acronym.

You can use Longman Dictionary to help you find the correct word.

Check out the example:

ambition

Sarah has some ambitious plans for her business this year.

Now, it's your turn:

specify

a. The money is intended to be used for _____ purposes.

measure

b. The service produces clear, _____ benefits to people's health.

achieve

c. Opinions differ as to whether this goal is _____.

reality

d. You must set _____ aims and objectives for yourself.

time

e. An idea is an opportunity when it is attractive, durable and _____.

4. Is it S.M.A.R.T.?

The image below was published in the website [about.crunchbase.com](https://www.aboutcrunchbase.com). The questions below each letter may help you concretely understand the criteria.



Now, read the headline below. It was taken from the website [cnbc.com](https://www.cnbc.com).



Work in pairs. What do you think of the policy above? Ask and answer the questions below.

- In your opinion, is the policy fair?
- What benefits will it bring?
- What negative outcomes will it possibly have?

Part C

My Project



1. It's Your Turn!

Now, you are going to prepare, present, and assess the project of a new policy. Work in trios. Each member of the trio will play the role of an executive from a multinational company: one CEO, one CFO, and one COO.

Follow the steps below:

Preparation

- a** First, talk with your group about recent problems you have been facing at work. Choose one of these problems. It will be the starting point of your project.
- b** Pretend this problem is happening at the multinational company where you are the CEO, CFO and COO. Brainstorm possible solutions to the problem and develop them into a project of a new policy.
- c** Make sure the project is S.M.A.R.T: is it specific? Measurable? Achievable? Realistic? Timely?

Presentation

- a On the day of the presentation, each member of the trio (CEO, CFO and COO) will first introduce themselves and explain their fictional responsibilities at the company.
- b Then, it's finally time to present the project and demonstrate why it is in fact S.M.A.R.T. and why it should be implemented in the company.

Peer Assessment





- a Now, your trio is going to assess another group's project. Use the five criteria from the acronym to point out the strengths and weaknesses of the policy.
- b Briefly explain your points, which will be taken into consideration for determining the trio's grade.





Unit 1

Teacher's Guide

Goal	Enable adult learners to develop their business language in order to build their résumé and attend job interviews.
Level	Pre-Intermediate (B1)
Pronunciation	Deletion of /t/ in <nt> consonant clusters
Skills	<ul style="list-style-type: none">  Reading: Résumé Analysis  Writing: Building a Résumé  Listening: The Pursuit of <i>Happyness</i>  Speaking: Job Interview
Vocabulary	Useful phrases and adjectives to describe workers
Grammar	First Conditional

Part A

1. Your Previous Jobs

Give students a few minutes to think about their previous jobs and to complete the table. This activity is going to work as a warm-up for the following speaking task.

2. True or False?

Before asking students to work in pairs, make sure they understand how the activity has to be done. Student A will give three true answers and three false answers to the interview questions. Then, Student B will have to write T or F in the brackets according to which answers they think are true and which ones they guess that are false. Encourage learners to ask follow-up questions to each other.

3. Expressions with TRUE

First, check if students are already familiar with any of the expressions from the boxes. If so, ask them to give extra examples in order to check their comprehension and help others understand the phrases.

Then, ask students to match each expression on the left with its definition on the right.

Finally, read the sentences aloud, ask students if there is any new word or expression in the sentences, and guide them into guessing the correct phrase to fill in the gap according to the contexts.

Answer Key

1. a (true calling)
2. c (too good to be true)
3. b (come true)

4. What’s Your True Calling?

Ask students what they know about Walt Disney and what they have heard about him.

Then, draw students’ attention to his timeline and use the questions below to encourage learners to discuss Walt Disney’s professional life. If time allows, ask students to access the website in the bonus section and read his detailed biography.

5. My Timeline

Based on the timeline from the previous page, students will have to create their own professional timeline. If you are teaching students remotely, the website visme.co can be used, though it is not a must, since students can use the tool they are used to dealing with. In case you are teaching in person, it might be more convenient to ask students to build their timeline on their own notebook.

Explain that this activity was designed to help them understand their path and reflect on it, thereby making it easier to write or speak about their previous jobs and experiences, which is necessary when building their résumé or attending a job interview, for example.

6. A Possible Future

After talking about Walt Disney and using his biography to reflect on their own path, students will concentrate on the same quotation from exercise 3, which now will be used to teach the verb *pursue*.

Ask students what word could be used to replace this verb in the sentence.

Answer Key

B

Then, students will have the chance to explore a few of the strongest collocations with the verb *pursue*. Give them a few minutes to read the sentences and fill in the gaps.

Answer Key

- a. passion
- b. opportunities
- c. career
- d. excellence
- e. happiness

If time allows, ask students to click on the gaps to access the original sources of the sentences in order to better understand the context in which each of them was used.

Finally, notice that all sentences are written in the first conditional. Use the exercise on the next page to teach its structure.

First, give a few minutes for students to complete the table with the condition and the result clauses. Then, ask the questions below the table.

Answer Key

- a. yes
- b. yes (when the first clause in a sentence is a condition clause, a comma has to be used before the result clause; on the other hand, if one starts the sentence with a result clause, the comma should not be used)
- c. condition clause: present; result clause: future

7. Your Future

Ask students to work in pairs and discuss the questions. Encourage them to use the vocabulary they have been studying as well as sentences in the first conditional.

Then, learners will have to record their answers to the question *Where do you see yourself in 10 years?*. The words, expressions and reflections from this unit will help them build their answers. This activity can also be developed in pairs, but allowing students to use their phones to record their answers will enable them to review and assess their own work in the future.

8. Résumé Analysis

Give students some time to match the verbs on the right with the rest of the sentences on the left.

Before giving the answer key, encourage students to read the résumé and find the correct answers themselves.

Answer Key

- 1. c
- 2. a
- 3. e
- 4. b
- 5. d
- 6. f

Highlight the collocations and, if time allows, explore some other possible collocations with each of the verbs.

9. Building Your Résumé

Ask students to draw on the timeline they have built on exercise 5 as well as the résumé from the previous page to build their own CV. They can use [canva.com](https://www.canva.com) or any other tool they are more familiar with, including their own notebook.

10. Your Friend’s Résumé

Students work in pairs. They will open their textbooks on page 1 again and compare their guesses with their peer’s résumé. Ask them how many questions they have guessed correctly.

Part B

1. Disney+ is now Hiring!

Use the first question to start a discussion about the possibilities of working at Disney and the opportunities its new streaming service can bring. If time allows, you can ask students to access the website from the bonus section to look for positions they would like to apply for. Ask questions about the skills and qualifications they would need in order to do so.

2. Skills

Give a few minutes for students to fill in the gaps. You can encourage them to discuss the meaning of the adjectives as well as to look them up in a dictionary.

Answer Key

1. smart
2. compassionate
3. detail-oriented
4. self-motivated
5. driven
6. hardworking

3. Word Family

Students will be here encouraged to work on exercises to develop their knowledge on word formation. Some of the words will certainly be new to the majority of students, and that is why using a dictionary such as Longman might be necessary.

First, ask if they can complete any of the gaps on their own. Then, show them how to use *Longman Dictionary* to check the word family of a given word – after identifying if the word they need is a verb, noun, adjective, or adverb, they have to look up a word with the same root and search the word they need at the top of the page. After making sure that the meaning of the word fits well in the context, they can complete each of the sentences.

Answer Key

- a. diligence
- b. earnestness
- c. team-playing
- d. determination

4. Skills and Responsibilities

This task was developed with a view to helping students link the adjectives they learned with the duties a real position requires.

Check if students have any questions concerning the adjectives and help them see which skills would help them in the given responsibilities.

4. Your Future Challenges

Here, students will have their future jobs as a starting point to keep reflecting on the adjectives. Ask them to follow the instructions in order to build their mind map.

Part C

1. My Past Interviews

Ask students to work in pairs and discuss the questions from the exercise. They will work as a warm-up for the following tasks.

2. The Pursuit of *Happyness*

Learners will watch an interview scene from the movie *The Pursuit of Happyness* and answer the questions in order to demonstrate their general understanding of it.

Bear in mind that students may need to watch the video a second time before being able to answer all the questions.

Answer Key

- a. T
- b. F
- c. T
- d. F
- e. T

If time allows, draw students’ attention to the fact that the word *happiness* is originally spelled with an *i*, but in the title of the movie is spelled with a *y*. Play the one-minute video from the bonus section to provide students with the explanation for it. Reinforce the explanation and ask students if they have any questions concerning the extra video.

3. Skills

Now, it is time for students to check which of the given adjectives can better describe them as workers. First, ask them to watch the video one more time and write down the adjectives they have worked on throughout the unit. Make sure they understand the difference between nouns and adjectives and how relevant this distinction is.

Answer Key

- a. earnest
- b. diligent
- c. team-player
- d. determined
- e. smart

Now, learners will tick one adjective that could describe them and write a short paragraph justifying their choice and illustrating it with a situation they have been through.

In the Interview Question box, students will be encouraged to record an answer to the question *What’s your greatest strength?*. Explain that this is one of the most common questions to be asked in a job interview, and that this is an opportunity to reflect on how they could answer it.

In case the technology available in class does not allow them to record their answers, they can do this activity in pairs.

4. Type of Person

Here, students will have the opportunity to practice the chunk “I’m the type of person that if...”, which is said by the interviewee in the video, and it is a chance to review and practice the structure of the first conditional.

Read the original sentence with students and clarify any potential questions. Then, ask them to read the extra sentences. Finally, give a few minutes for them to complete the table with their own ideas.

5. Pronunciation

First, encourage students to read the sentences aloud. Draw their attention to the underlined words and check if any learner pronounces them differently. If so, show this difference to students and discuss whether both pronunciations are possible.

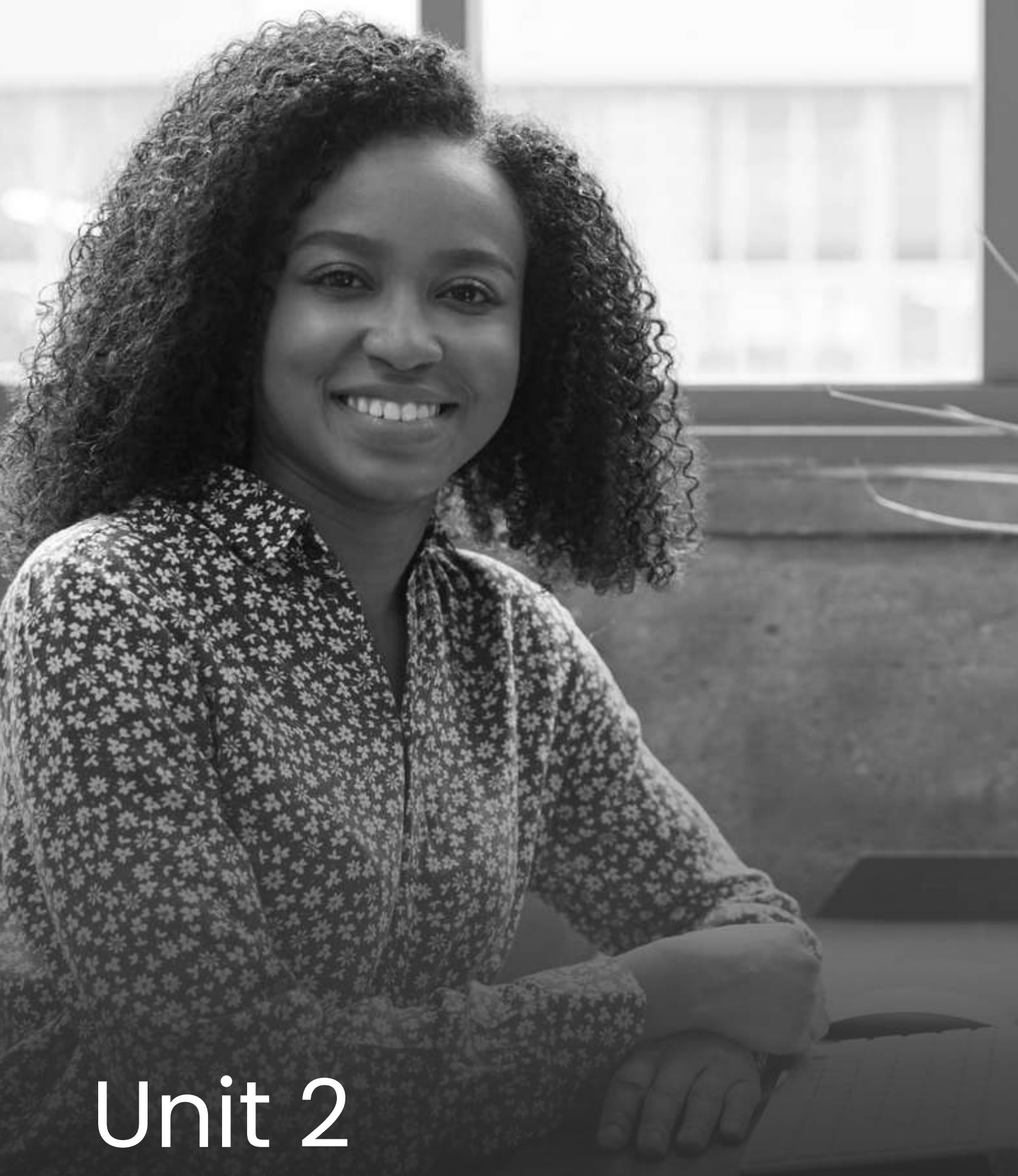
Then, play the video again and ask students to focus on the sentences shown in this exercise. After that, start a group discussion using the 4 questions from the task in order to guide them into the conclusion at the end of the exercise.

Lastly, learners will read a few extra sentences aloud as a means of practicing the pronunciation of silent /t/ when found in an <nt> consonant cluster.

6. My Next Interview





In the last exercise of the unit, students will have the opportunity to reflect on all the interview questions from the previous tasks. They will role-play an interviewer and an interviewee in order to practise their ideas and have a more realistic sense of a job interview.

Allow students to quickly review the content before the interview and ask you a few questions they might have. Then, give them a few minutes to practise the questions in the order listed in the exercise.



Unit 2

Teacher's Guide

Goal	Enable adult learners to develop their business language in order to describe their duties and present work projects.
Level	Pre-Intermediate (B1)
Skills	<ul style="list-style-type: none">  Reading: What would you do if you were CEO for one day?  Writing: an email to Google’s CEO  Listening: What are CEOs, CFOs and COOs?  Speaking: My S.M.A.R.T. Project
Vocabulary	Useful verbs and phrases to describe and fulfil workers’ duties.
Grammar	Second Conditional

Part A

1. What Do They Do?

This activity will work as a warm-up to the following tasks. Ask students to work in pairs. They are going to choose three of the positions listed and try to describe their roles. Considering the target audience of the material, most students will have some knowledge on the duties of these position, but they may lack enough language to describe them precisely. This is exactly what they are going to be presented throughout this unit.

2. C-Suite

Now, students will have the opportunity to practise their listening skills. First, play the video and let students watch it.

Then, ask them to read the sentences and write CEO, CFO, or COO in the brackets according to the functions they have in a company. Students will probably need to watch the video again before completing all the exercises, which can in fact be beneficial to their practice.

Answer Key

- a. CEO
- b. COO
- c. COO
- d. CFO
- e. CFO
- f. CEO

3. Describing my Duties

In this exercise, learners will have to focus on form to answer the questions they will be asked.

The main goals here are, first, to call students’ attention to the necessity of using verbs in the gerund after prepositions; and, second, to make them pay attention to the correct preposition they have to use with a few phrases for describing people’s duties at work.

Answer Key

1. b
2. incorrect; Sales representatives are in charge **of** presenting and selling products or services to customers.
3. correct
4. incorrect; Receptionists deal **with** the public and often direct people to other who can assist them.

Lastly, encourage learners to use the phrases above to write three sentences to describe their current job responsibilities. Make sure they are using the verb in the gerund after a preposition and ensure they are choosing the correct preposition in each phrase.

5. What Would You Do?

First, ask students to read three of the answers from the survey. The content of the text will help they give their answer at the end of this task.

Call their attention to the sentences in bold and ask them to answer the questions on the following page.

Students will initially have contact with the structure of the second conditional. After explaining and answering the question, it is worth comparing this structure with the first conditional, which was the main grammar topic of the first unit.

Answer Key

- a. imaginary situations in the present or future
- b. simple past
- c. would
- d. were

Focus on *letter d* and provide students with the explanation of why *were* has to be used instead of *was* in this context – considering the subjunctive mood and the indication of an imaginary situation. Make sure that they understand that this is an exception and that they are not supposed to say “I were” when referring to real situations in the past.

After that, student will answer the question from the survey and explain what they would do if they were the CEO of the companies where they work for a day. Give them some time in order to complete the task and correct their use of the second conditional.

Part B

1. Phrasal Verbs with Stand

The phrasal verb *stand for* was used more than five times in the video from Part 1. This exercise was initially designed with a view to making sure that learners understand its meaning in the given context and are able to use it when necessary.

Answer Key

C

Then, students will have the opportunity to explore and compare a few other phrasal verbs with the word *stand*. Ask them to read the sentences from the images and write the phrasal verbs on the line below each image.

Lastly, ask them to match the phrasal verbs with their definitions.

Answer Key

- a. stand out; 3
- b. stand up; 2
- c. stand up for; 4
- d. stand around; 1

2. How About You?

Ask students to work in pairs. They are going to ask and answer five questions. Explain to them that all questions are in the second conditional and each contain one of the phrasal verbs they have just studied.

Encourage them to use the grammar structure and the vocabulary from the task. After students finish discussing and searching for the answers for the last question, have a group discussion and lead them into finding what each acronym stands for.

Answer Key

- BRB: be right back
- B2B: business to business
- B2C: business to consumer
- IAM: in a meeting
- HR: human resources
- EBITDA: earnings before interest, taxes, depreciation, and amortisation

Ask whether they know the meaning of the acronyms and if they can give examples of contexts in which they may use them.

3. Word Family: S.M.A.R.T.

In this task, students will be introduced to another acronym that is commonly used in business contexts: S.M.A.R.T. In order to figure out what it stands for, learners will have to do a word formation exercise. Some of the exercises can be easily done by a pre-intermediate student, while others will demand their use of Longman Dictionary as a tool, which is linked in the material.

Give students a few minutes to complete the sentences. If necessary, explain again how they are supposed to use the root word to find the correct word on the recommended website.

Answer Key

- a. specific
- b. measurable
- c. achievable
- d. realistic
- e. timely

4. Is it S.M.A.R.T.?

Here, students will use the criteria proposed by the acronym to analyse a real-life business policy. First, give learners some time to look at the images and read the questions below each letter. These questions will help them understand how each criterion can be applied to a concrete case.

Then, ask them to read the headline and reflect on the questions about it. They will also work in pairs and discuss their views on the policy. This activity will function as a warm up to the writing task.

In the last exercise of Part B, students are asked to write a fictional email to Google’s CEO in order to share their views on the policy. Encourage them to explore the criteria they have studied and, in the end, state their position on whether or not the policy is S.M.A.R.T.

In order to do so, learners may draw on the full news report, which was linked in the material. In addition to that, they might also benefit from looking for the same piece of news on other websites, which will provide them with further information on the policy. By encouraging students to search for information on their own, teachers end up fostering autonomy and independence, which are essential characteristics of a second language learner.

Before they start writing, explain to students how a formal email should be properly structured.

Part C

1. It’s Your Turn!

The last activity of Unit 2 is the development of a group project. Here, students will have the opportunity to put the language they learned completely into practice in a meaningful and purposeful way.

Ask students to work in trios. They are going to pretend they are the CEO, CFO and COO of a multinational company and they are going to present a S.M.A.R.T. project that is aimed at solving a specific problem the company has been facing.

Make sure students interact and use what they have learned while working on their task.

RATIONALE

With the aim of carefully building a material that would in fact be of use to those who plan to improve their business language skills, both units above have been designed in an effort to provide learners with enough vocabulary and practice to boost their confidence when, first, searching for a job abroad and, secondly, effectively fulfilling their duties at international companies. Therefore, the units have been planned to be taught in sequence, since this would be the regular path into which a learner would go in order to be successful when pursuing a business career: initially, it is necessary to guide learners into devoting some time to thinking about the process of applying for a position and attending job interviews; then, moving up the career ladder can start being a priority, and students can focus on topics, skills, and vocabulary they will need in their daily routine at work.

It is also important to highlight that each unit brings a main, specific grammar topic to be presented and put into practice: while Unit 1 unit focuses on first conditional, Unit 2 calls attention to second conditional, among other grammar points, such as prepositions and word formation. In addition to that, both units contain a wide range of activities designed to develop students' speaking, listening, writing, and reading skills. In order to better organise the said tasks into a meaningful structure, each unit was divided into three sections, which will be extensively referenced throughout the following paragraphs as a means of linking them to each of the four aforementioned skills.

Speaking

First, it is of great importance to mention that all speaking activities have been developed having in mind that, as Anne Burns states, "speaking should be taught explicitly in language classrooms", since, according to her, "'doing' speaking activities is not the same as learning the knowledge, skills and strategies of speaking"¹. This is because, according to the author, guiding students into appropriate, strategic oral communication is also part of teachers' roles in the process of helping learners achieve both fluency and accuracy.

With that in mind, the speaking activities from each unit have taken into consideration the Teaching-Speaking Cycle proposed by Burns with a view to "planning a holistic and sequenced series of speaking activities"². Her cycle presents seven sequenced steps for developing truly

¹ BURNS, Anne. *A Holistic Approach to Teaching Speaking in the Language Classroom*. Paper presented at the Symposium Lärarrollen i svenska som andraspråk, 2013., p. 166.

² Ibid., p. 171.

relevant speaking tasks: 1. Focus learners' attention on speaking; 2. Provide input and/or guide planning; 3. Conduct speaking tasks; 4. Focus on language/skills/strategies; 5. Repeat speaking tasks; 6. Direct learners' reflection on learning; 7. Facilitate feedback on learning³. These steps can be easily seen in the development of the speaking activities in both units.

Take Unit 1, for example – though the same would apply to Unit 2. The activities *Your Previous Jobs* (Part A, Exercise 1) and *True or False?* (Part A, Exercise 2) have been designed with the intention of calling students' attention to speaking and preparing them to more content-based tasks (Step 1). In *Expressions with True* (Exercise 3, Part A) and *A Possible Future* (Exercise 5, Part A) students will get in contact with important input to talk about their past and future professional life. Throughout these activities, they are also going to plan and structure their output for the next activities (Step 2). After each of these tasks, learners will be guided into additional speaking tasks, in which they are going to put the language learned into practice (Step 3). Even more focus on language will be given in tasks such as *A Possible Future* (Exercise 6, Part A) and *Type of Person* (Exercise 4, Part B). Here, students will be provided with skills and strategies they will need in order to effectively answer questions and deal with situations related to the topics of the lesson (Step 4). The *Interview Question* boxes will ensure that learners are given extra practice as a means of guaranteeing constant repetition and better retention of what they will study throughout the activities (Step 5). Considering that these tasks are going to be recorded, they are also an effective way of facilitating feedback on learning, since not only can teachers have easy access to students' answers, but learners themselves may also use their own recordings or their peers' answers to review and expand their knowledge (Step 7). At the end, the activity *My Next Interview* (Part C, Exercise 6) will provide students with the opportunity to reflect on their own learning and assess their performance throughout the course (Step 6).

Listening

Despite the undeniable importance of providing learners with opportunities to develop their speaking skills, teachers cannot give it too much attention to the point of losing sight of the necessity of also improving learners' listening skills, which happens to be the case more often than not, as David Nunan states: "Listening is the Cinderella skill in second language learning. All too

³ Ibid., p. 172.

often, it has been overlooked by its elder sister – speaking”⁴. The units above are the fruits of an attempt to steer clear of this imbalance.

The main sources of listening input in the material are, in Unit 1, a scene of the movie *The Pursuit of Happiness* (sic), in which the main character is attending a job interview; and, in Unit 2, an educational video explaining the duties of a CEO, a CFO, and a COO, as well as their distinct roles in a big company. These two videos can be regarded as what has been called *authentic material*, since it has not been developed for ESL learning purposes. In order to help students benefit from these videos, both a top-down and a bottom-up processing models have been adopted, which is in accordance with Nunan’s views on the matter. According to him, these two strategies can and should be combined when teaching listening skills, and, as a consequence, in “developing courses, material, and lessons, it is important to teach not only bottom-up skills, such as the ability to discriminate between minimal pairs, but also to help learners use what they already know to understand what they hear”⁵.

The top-down view is based on an active reconstruction process developed by the listener, who has to use “prior knowledge of the context and situation which the listening takes place to make sense of what he or she hears”⁶. In Unit 1, students are asked to watch the video at the beginning of Part C (Exercise 2), which is only after they have been introduced to the context and presented to most of the key words and expressions used both by interviewers and the interviewee. Therefore, when watching the video, learners will certainly have had enough exposition to the vocabulary used in it, which will enable them to draw on their previous knowledge in order to benefit from what they are listening to. In Unit 2, students are asked to have a quick discussion before they watch the video (Part A, Exercise 1), which will work as a pre-listening task and help them understand the context and the vocabulary to which they are about to be exposed. Students are here expected to focus on a global understanding of what they hear, since, considering the target audience of the material, learners will already be familiar with a great part of the topics from the video. After watching it, students will be presented to some comprehension questions, which they may answer after being given the chance to watch the video a second time. By allowing students to do so, John Field claims that “we can ensure that learners listen with a clear purpose, and that their

⁴ NUNAN, David. Listening in Language Learning. In RICHARDS, Jack; RENANDYA, Willy (Eds.). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2002, p. 238.

⁵ Ibid., p. 239.

⁶ Ibid., p. 239.

answers are not dependent on memory”⁷. This is because, according to the author, “listening to a strange voice, especially one speaking in a foreign language, demands a process of normalisation – of adjusting to the pitch, speed, and quality of the voice. An initial period of extensive listening allows for this”⁸.

On the other hand, the “bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts”⁹. The promotion bottom-up strategies can also be observed in both units. Towards the end of Unit 1, for example, a task called *Pronunciation* (Part C, Exercise 5) asks learners to focus on a specific pronunciation phenomenon found in a few utterances from the video, namely the deletion occurred in the cluster <nt>, which is pronounced as a single /n/ in words such as *painting* and *interview*. Some may argue that teaching this and other specific pronunciation phenomena may end up being unnecessary, since learners might well speak a second language fluently without knowing distinct pronunciation possibilities in their L2. Admittedly, students can opt to pronounce those words without the aforementioned deletion, as long as they are consistent in doing so, which will increase their levels of comprehensibility and intelligibility when speaking their target language¹⁰. However, when it comes to teaching pronunciation for perception, helping students get exposed to different dialects and possibilities is key to ensuring that they will increasingly broaden their comprehension of the L2. With that in mind, Lima Jr. states that the recommendation for listening practice “is actually to expose learners to as many dialects of the L2 as possible, native and non-native, teaching characteristics of the pronunciation of different dialects of the L2 not necessarily for learners to incorporate them to their speech, but to help them understand more”¹¹.

Reading

⁷ FIELD, John. The Changing Face of Listening. In RICHARDS, Jack; RENANDYA, Willy (Eds.). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2002, p. 243.

⁸ Ibid., p. 243

⁹ Ibid., p. 239

¹⁰ LIMA JR., Ronaldo Manguiera. Pronunciation Teaching of non-Native Languages: Moving Beyond Native Varieties. In: SILVEIRA, Rosane; ROBERTO GONÇALVES, Alison. (Org.). *Applied Linguistics Questions and Answers: Essential Reading for Teachers Educators*. Santa Catarina: Programa de Pós-Graduação em Inglês da Universidade Federal de Santa Catarina, 2021, p. 121

¹¹ Ibid., p. 122

As for the the development of reading skills, it is important to highlight that both units were developed with the intention of helping teachers make the purpose of their reading activities clear to all learners. This is what Neil J Anderson recommends in his *Developing Engaged Second Language Readers*: “At all points of reading instruction, teachers must keep readers focused on the question of *why?*. Teachers should encourage readers in class to always be prepared to explain why they are reading a paragraph from their textbook”¹². By doing so, claims the author, learners will better concentrate on the goals of the task and teachers can be certain that the activities are in fact meaningful and beneficial to their pupils. The main reading task of Unit 1 has been named *Résumé Analysis* (Part A, Exercise 8), and, when asked to read it, student will have already been introduced to some of the verbs, chunks and collocations they will find in the text. In addition to that, students will know that their next step will be building their own résumé, which will help them comprehend the importance of noticing language and getting inspired by the text they are reading.

In the second unit, one of the activities proposed was a survey in which people were asked the question *What would you do if you were CEO for one day?* (Part A, Exercise 5). Before reading it, students will already have been introduced to the duties of a CEO, which will help them create their expectations concerning the answers they are about to read. Subsequently, students are asked to work on a grammar activities, and, finally, to give their own answer to the said question, which is certainly instrumental in improving their interest and engagement in the task. In Part B (Exercise 4), learners will have the opportunity to get in contact with a second reading task, and, again the purpose of it is clear to both teachers and students: after being introduced to the acronym S.M.A.R.T., learners will have to analyse a new Google policy and assess it using the five criteria. By having these clear goals, the activity ensures that students will concentrate on the text in order to justify their positions, and, consequently, their will be guided into noticing language and improving their reading skills.

Writing

The aforementioned reading tasks are all succeeded by writing activities, and that is how students will have the opportunity put into practice what they have learned hitherto in order to also develop their productive skills. All these writing activities are deeply grounded on belief that promoting genre awareness in the ESL classroom is key to helping students learn how to use the

¹² ANDERSON, Neil J. *Developing Engaged Second Language Readers*. In: CELCE-MURCIA, Marianne; BRINTON, Donna M.; ANN SNOW, Marguerite. *Teaching English as a Second or Foreign Language*. 4th Edition. Boston: National Geographic Learning, p. 180

language effectively and appropriately. According to Diane Millar, “Genre awareness is the ability to select and use an appropriate genre based on a number of factors, including the purpose of communication, the context and the people involved”¹³. Taking the target audience of the material into consideration, improving learners’ ability to employ and follow the conventions of each writing genre is of the utmost importance, since business contexts generally demand a deeper knowledge of formal communication. This is in fact what Millar defends: “Business and law are sub-cultures, or discourse communities, that have their own particular genres. If you wish to be a member of these communities, you need to learn the conventions of these unfamiliar genres”¹⁴. With that in mind, the writing task proposed in Unit 1 (Part A, Exercise 9) focus on language that learners would need when preparing to search for a job: students are asked to draw on the vocabulary taught to build their on résumé. As for Unit 2, the activity named *Is it S.M.A.R.T.?* (Part B, Exercise 4) is based on a real, recent policy adopted by Google after which employees will “lose pay and will eventually be fired if they don’t follow vaccination rules”¹⁵. After a quick discussion, students will have to write a fictional email to Google’s CEO stating whether they support the policy or take issue with it. Such activity is clearly goal-oriented: although learners would certainly not need to write to Google’s CEO to discuss this specific policy, it is irrefutable that similar situations might take place in real life, since students may well have to send a message to their bosses or, more specifically, adopt a position regarding a policy the company has adopted. Therefore, “the main belief is that we don’t just write, we write *something* to achieve some *purpose*: it is a way of getting something done”¹⁶.

Task-based Language Teaching

When it comes to the principles followed throughout the development of these units, it is safe to say that they have been based on the design of an analytic syllabus, which is defined by Wilkins as a material that is “organised in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes”¹⁷. It is, therefore, a

¹³ MILLAR, Diane. *Promoting Genre Awareness in the EFL Classroom*. English Teaching Forum, n. 2, 2011, p. 2.

¹⁴ Ibid., p. 5

¹⁵ ELIAS, Jennifer. *Google tells employees they’ll lose pay and will eventually be fired if they don’t follow vaccination rules*. CNBC, December 14. Available at: <https://www.cnbc.com/2021/12/14/google-employees-to-lose-pay-if-dont-comply-with-vaccination-policy.html>. (Accessed: 21 December 2021).

¹⁶ MILLAR, Diane, Op. cit., p. 3

¹⁷ LARSEN-FREEMAN, Diane; ANDERSON, Marti. *Techniques & Principles in Language Teaching*. 3rd Edition. New York: Oxford University Press, 2011, p. 192.

content-based syllabus, “composed of tasks, not a sequence of linguistic items”, and through which “learners work on relevant content texts and the language of the texts”¹⁸. It is, then, certainly, based on what has been named Task-based Language Teaching: an approach that claims that “Tasks are meaningful, and in doing them, students need to communicate. Tasks have a clear outcome so that the teacher and students know whether or not the communication has been successful”¹⁹.

In Working Abroad, each unit has two central tasks: one focused on writing skills and the other focused on speaking skills. In Unit 1, the main writing task is the design of students’ own résumé, and the speaking task is the final interview mock, in which learners will role-play an interviewer and an interviewee with a view to reviewing and putting into practice the answers they will have developed throughout the course. As for the second unit, the central writing activity is a fictional letter they will write to Google’s CEO, whereas the main writing task is the development of a group project that will follow the criteria they will have studied by then – specific, measurable, achievable, realistic, and timely. All the said tasks demand practical interaction for its completion, and, as “the students seek to complete the task, they have to work to understand each other and to express their own thoughts”²⁰. That is how content-based instructions can engage students and guide them into a more effective second language acquisition.

Grammar

Lastly, it is of vital importance to highlight that grammar guidance should not be overlooked when teaching ESL learners. It goes without saying that the approach to grammar defended here is far from being grammar-based, and, therefore, the material does not endorse “approaches that focused exclusively on presentation and manipulation of grammatical forms”, since it recognises that “knowing a language is more than knowing its grammar”²¹. This perception is exactly what led to what is currently known as *communicative approach*. However, some argue that “even within communicative tasks, some attention should be paid to linguistic form”²², through *focus on form (FonF)*, which has to be seen differently from both *focus on forms (FonFs)* and *focus on meaning*.

¹⁸ Ibid., p. 192.

¹⁹ Ibid., p. 192.

²⁰ Ibid., p. 192.

²¹ NASSAJI, H.; FOTOS, S. 2011. *Teaching grammar in second language classroom: Integrating form-focused instruction in communicative context*. London: Routledge, 2011, p. 6.

²² LARSEN-FREEMAN, Diane; ANDERSON, Op. cit., p. 193.

This is because while the former “is based on the assumption that language consists of a series of grammatical forms that can be acquired sequentially and additively”, the latter “emphasizes pure meaning-based activities with no attention to form”²³. A middle ground has to be found, and this is exactly the purpose of a FonF approach.

According to its supporters, a focus on form “is a kind of instruction that draws the learner’s attention to linguistic forms in the context of meaningful communication”²⁴, and, as a means of doing so, it might involve teachers’ brief grammar explanations and the reformulation or recasting of students’ mistakes. That is exactly the belief on which the grammar tasks in both units have been based for their development. In Unit 1, for instance, students will have contact with the first conditional while they explore authentic sentences that are closely connected with the topics they will have seen by then, as well as with the speaking tasks they are going to do afterwards. The same holds true for Unit 2: the text from which students will take the sentences to study the second conditional – *What would you do if you were CEO for one day?* – is undeniably linked with the other tasks, and students are expected to benefit not only from the grammar structures found in it, but also from its rich vocabulary and relevant context.

In conclusion, Working Abroad has been developed with a view to resulting in an organised, structured material in terms of its content, given that a logical sequence of ideas can be instrumental in ensuring that all tasks presented are meaningful and purposeful to potential learners. In addition to that, all reading and listening materials explored throughout the course are authentic, which will lead students into having a realistic contact with the target language. Furthermore, the design of both speaking and writing tasks has considered the importance of raising genre awareness in the classroom, and, as a consequence, students will be better prepared to tailor their language to a given context and to follow the necessary conventions of their different domains in life. Last but not least, the grammar exercises proposed in the units are presented and practised within a context, which, along with the aforementioned efforts, will increase the probability of having engaged learners in the classroom that are in fact going to be benefited from the tasks.

²³ NASSAJI, H.; FOTOS, S. Op cit., p. 10.

²⁴ Ibid., p. 10.

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