

AMERICAN UNIVERSITY OF ARMENIA
College of Humanities and Social Sciences

English for IT Businesses: An ESP Course Design Project

A design project submitted in
partial fulfillment of the requirements for the degree
Master of Arts in Teaching English as a Foreign Language

By

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CHAPTER 1: INTRODUCTION

Introduction

With a surge in the popularity of the field of Information Technologies (IT) in recent years, the job market has significantly changed. More and more people are driven toward the field as it gives opportunities for employment and a profitable career. One of the many requirements of the IT positions is the command of the English language, as knowing English is crucial in this sphere. While there is an abundance of all kinds of General English courses in the EFL market, IT professionals oftentimes need to improve their language skills as fast as possible and as much adapted to their context as possible. Moreover, they prefer to be offered not only the linguistic knowledge per se, but also content which will be closely related to their professional interests. In other words, they need to be offered a course very specific to their needs.

The proposed project has been designed to meet the specific language requirements of an IT company, whose employees use English daily, both for informal communication and professional purposes. The company specializes in digital marketing, analytics, and e-commerce. This project aims at enhancing the English communication skills of the IT and Customer Success departments of the company. Based on the results of the needs analysis, the course incorporates topics related to IT, marketing, analytics, mathematics, and e-mail communication.

The course includes five units, which contain reading, listening, vocabulary, speaking, and writing sections and all the four strands of language skills are to be practiced. The units have been designed based on communicative principles, and learners are provided with numerous opportunities to practice their productive skills with the help of pair and group discussions, debates, presentations, task analyses, etc. The designed units are for adult learners whose proficiency level is upper intermediate (or B2 according to the CEFR). This allowed the

implementation of authentic materials from various sources to make the units compelling for the learners.

The project has been designed specifically as a synchronous e-training course and has been implemented via a teleconference platform, namely, Zoom and through asynchronous e-mail correspondence.

The course duration is one month, with two-hour-long classes held three times a week.

CHAPTER TWO: LITERATURE REVIEW

Introduction

In this literature review, I first overview the theoretical body of work on ESP, introducing its history of development, definitions by prominent scholars in the field, as well as some assumptions on who should teach ESP courses. Then the literature review outlines the most important studies on communicative language learning (CLT), explaining its underlying assumptions, and discussing its pros and cons. This project is driven by theoretical principles of Communicative Language Teaching (CLT) and English for Specific Purposes (ESP), as the two methodologies give the necessary framework to offer the best experience of English language acquisition in the Information Technologies (IT) context.

Finally, the literature review focuses on online learning and its specifics, explicating why this course is conducted online.

2.1 EFL Teaching Methodologies for IT Contexts

ESP Teaching

The acronym ESP stands for English for Specific Purposes. In most general terms it is an approach to EFL teaching, defined to meet the most specific needs of learners. It is believed to have emerged after the Second World War for three main reasons: emergence of English as an international language for business and trade, a shift in the focus of linguistic studies, and prioritization of learner-centered learning (Hutchinson & Waters, 1987).

After the end of the Second World War there was a drastic surge in the field of technology and commerce on the international level, which urged specialists all across the globe

to master one universal language to serve the needs of professional communication. Due to the economic power of the USA and some other factors, English appeared to be the language to meet that need. If previously people would learn languages for a variety of reasons (not precisely defined, as Hutchinson and Waters note), with the aforementioned change professional use became the primary reason for language learning (Hutchinson and Waters, 1987).

Additionally, a switch in the focus of linguistic studies occurred: instead of focusing on describing the formal features of language usage, linguists highlighted the importance of “discovering the ways in which language is actually used in real communication” (Hutchinson and Waters, 1987, p.7). This eventually led to the following assumption: “Tell me what you need English for and I will tell you the English that you need”, which later became the guiding principle of ESP (Endang, 2008).

At the same time there were developments in the field of educational psychology. The role of learners, their needs and attitudes to learning began to be prioritized (Hutchinson and Waters, 1987). Hence, a course designed according to the needs and wants of the learners became paramount.

The three main factors mentioned above greatly contributed to the emergence and development of ESP courses. However, despite being seemingly evident and self-explanatory, the term ESP attracted many definitions from different scholars.

Hutchinson and Waters define ESP as an approach to language teaching in which all decisions as to content and method are based on the learners’ reason in learning (Hutchinson and Waters, 1987, p.19).

Dudley-Evans offers an extensive definition of ESP by introducing its absolute and variable characteristics. The absolute characteristics are the following:

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.”

The variable characteristics are the following:

- 1.ESP may be related to or designed for specific disciplines
 2. ESP may use, in specific teaching situations, a different methodology from that of General English
 3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
 4. ESP is generally designed for intermediate or advanced students.
 5. Most ESP courses assume some basic knowledge of the language systems
- (Dudley-Evans, 1998, p.27).

The aforementioned definition by Dudley-Evans (1998) is influenced by that of Strevens (1988), however, Strevens believes that ESP is in contrast with General English, whereas the subsequent researchers, including Dudely-Evans, Hutchinson and Waters, Anthony, and González Ramírez, believe that ESP does not exclude General English.

As González Ramírez summarizes, all the definitions, notwithstanding certain differences, “embrace the aim of meeting the very specific needs of a very specific group of learners” (González Ramírez, 2015, p.7).

2.2 Teaching ESP Courses

In order to be able to produce and deliver specific courses, highly competent instructors are needed, who are capable of dealing with the ESP process. Most scholars specializing in the field of ESP argue that the ESP process comprises five key stages: needs analysis, course design, teaching and learning, assessment, and evaluation (Górska-Poręcka, 2013). It is obvious that an ESP practitioner has to undertake not only the role of a mere language teacher or a learning facilitator, but also the roles of a researcher, needs analyst, course designer and learning assessor. Last but not least, an ESP practitioner has to be familiar with the concepts and tenets of the target discipline; as well as be aware of the discipline culture and discipline-specific discourse practices (Górska-Poręcka, 2013). In addition to this, as ESP courses are typically intended for adult learners, who are “primary workers and secondary learners” (Ghafournia & Sabet, 2014, p.2). This implies that ESP practitioners generally need to implement an adulthood-oriented approach toward these programs, and the needs analysis should reach a complete profile about the participants’ needs. According to Ghafournia & Sabet, a detailed profile includes “considerations about the learners’ personal vocational experiences, general learning theories, personal language learning experiences, preferred learning strategies, and decision-making abilities. Therefore, in such an integrative approach, an ESP teacher has a double responsibility of teaching and

counseling” (Ghafournia & Sabet, 2014, p.3). This assigns yet another role of a skillful counselor to the versatile profile of an ESP practitioner.

Based on these assumptions, many ESP researchers have suggested that ESP practitioners must be experts in the target discipline or at least know the subject material as well as the students. Nevertheless, a prominent scholar in the field, A. Laurence states that ESP practitioners do not need to be specialists of the target discipline (Laurence, 2011). Particularly, he believes that “in a rapidly changing and evolving world, the traditional product-oriented knowledge taught to target learners in an ESP course is likely to quickly change or even become obsolete in only a few years. On the other hand, process-oriented skills, such as the ability to acquire new knowledge through observing, recording, and analyzing texts, are likely to be more stable and highly valued over the long term. These are the exact same skills that ESP practitioners themselves apply when attempting to understand the target language. Consequently, non-specialist ESP practitioners are in the best position to help learners achieve these longer-term ESP goals” (Laurence, 2011, p.3)

Having this in mind, ESP methodology and its principles have been chosen for developing this design project, as the beneficiaries of the project need English specific to their discourse.

2.2 Communicative Language Teaching

Having emerged in the 1970s, the communicative language teaching (CLT) approach has since become the dominating and most widely recognized standard of language teaching in EFL classrooms (Johnson, 2015; Dos Santos, 2020; Toro, 2019). In its broadest sense, it teaches

language for communication and exchange (Johnson, 2015). As obvious as it might seem, yet it is not easy to define what it means to learn a language for communication and what is exactly meant by the term “communication”. To bring clarity here we need to refer to Hymes’ work about Communicative Competence, which serves as one of the milestones of the CLT approach. Hymes’ construct of communicative competence derives from the convergence of Chomsky’s transformational generative grammar and his own ethnography of communication (Hymes, 1992). While for Chomsky competence is the knowledge shared by fluent native speakers, Hymes highlights the significance of variation in individual speaker’s underlying knowledge. Furthermore, for Hymes the Chomskyan formal structure knowledge prevalence in linguistic theory is not sufficient: Hymes believes that the knowledge of patterns of use is of no less importance. And this is where the notion of communication competence arises as opposed to Chomsky’s linguistic competence (Cazden, 2011). Communicative competence is the knowledge essential for communicating effectively in different social settings (Hymes, 1962). The concept was later on elaborated by Canale and Swain who suggested three major components to unfold what communicative competence is (Canale and Swain, 1980). These components are the following:

1. Grammatical Competence – refers to the knowledge of vocabulary, morphology, syntax, sentence-grammar semantics, and phonology.
2. Sociolinguistic Competence – encompasses the knowledge of sociocultural rules of use and the rules of discourse, which are vital for interpreting utterances for social meaning, especially when the literal meaning of the utterance and the speaker’s intention are divergent from each other.

3. Strategic Competence – incorporates verbal and non-verbal communication strategies, which can “compensate for breakdowns in communication due to performance variables or to insufficient competence” (Canale and Swain, 1980, p.30). These strategies are particularly helpful at the initial stages of the target language acquisition.

CLT proponents have adopted the aforementioned theoretical framework in four main areas of second language teaching: syllabus design, teaching methodology, teacher training, and materials development (Canale and Swain, 1980; Mitchell, 1994).

Having in mind all the theoretical frameworks, Brown offers six main characteristics to define the CLT approach. They are the following:

1. Classroom goals are focused on all the components of Communicative Competence: grammatical, discourse, sociolinguistic, and strategic.
2. Learners should be engaged in the pragmatic, authentic, and functional use of language for meaningful purposes.
3. “Fluency and accuracy are complementary principles underlying communicative techniques” (Brown, 2000, p.43). Sometimes accuracy might suffer in favor of fluency so as not to hinder the learners’ engagement.
4. Classroom activities must be designed in a way that students are capable of using the target language in unrehearsed contexts out of classroom.
5. “Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies of autonomous learning” (Brown, 2000, p.43).
6. The teacher does not know it all, and is rather a facilitator and a guide. Hence, learners are encouraged to construct meaning through interaction (Brown, 2000).

The CLT approach is applicable to most of the demands in language teaching classrooms, although as any other approach or methodology, it is not devoid of certain disadvantages. One of those might be considered the problem of cultural background of students, which could cause hindrance in understanding and communication, if the classroom is multicultural. Another issue might arise because of the discrepancy between standard language examination requirements and CLT-based course outcomes. And last, but not least is the problem with the classroom size, as the CLT approach works best when the classrooms are not overcrowded (Dos Santos, 2020).

2. Designing E-Courses

With the tremendous rise of technology and its ubiquitous presence in all spheres of life, as well as with the outbreak and continuous impact of the Covid-19 pandemic, leading into social distancing and lack in communication, finding a fully functional alternative to face-to-face instruction in EFL course (and not only) was imperative. The alternative has received many names, including online language learning/OLL (Hazaymeh, 2021; Blake, 2011), digital learning (Li p., Lan Y-J, 2021), e-learning (Ali & Ece, 2017), distance education (Bernard et al, 2009), distance-learning, etc. In some sources these names are used synonymously, while in some other the scholars in the field prefer to make a distinction between the terms. For Gómez et al (2012), for instance, distance learning and online learning are synonyms and can be used interchangeably. Urdan & Weggen suggest that e-learning is the delivery of content via all electronic media, and covers computer-based learning, web-based learning, virtual classrooms, and digital collaboration (Urdan & Weggen, 2010). E-learning is not the whole distance learning,

however, as the latter would also include text-based learning and written correspondence, which does not necessarily have to be carried out with use of technology. Meanwhile, the term online learning refers to learning via Internet, intranet, and extranet and can texts, graphics, animations, audio and video sequences, links to materials, and much more. To further narrow it down, Urdan & Weggen bring up the term e-training, which describes corporate training via e-learning. It can be delivered synchronously (real-time, instructor-led online learning; e.g. virtual classrooms, audio/video conferencing) and asynchronously (e.g. videotaped classes, online chats, email, etc.) (Urdan & Weggen, 2010). None of these terms are mutually exclusive, they rather represent subsets: distance learning is the umbrella term, which incorporates e-learning, which in its turn incorporates online learning, while the latter includes e-training, both synchronous and asynchronous. This project has been designed specifically as a synchronous e-training course, but also includes some elements of online learning.

Online learning (or whatever level we opt for) is a flexible approach, which might potentially “support, enhance, assist, aid, replace, or motivate learning” (Anderson & Lord, 2019). Blake (2011) and Anderson & Lord (2019) believe that it is even unnatural and impossible to teach and learn a language without using some form of technology. Additionally, students often have positive attitudes towards online learning given the benefits of time, effort, and money saving. (Hazaymeh, 2021). Keengwe & Kidd (2019) share a similar view, which they support by mentioning the study of American undergraduate students who opted for online course when being offered both online and face-to-face instruction, reasoning their choice by the fact that they “learned more in these classes, spent more time on these classes, and found these classes to be more difficult yet of higher quality than traditional classes” (Keengwe & Kidd, 2010, p.1).

Ali & Ece suggest that there are eight factors which ensure the positive experience of online learning: technology experience, access to tools, goals, purposes, learning preferences, study habits, lifestyles, and personal traits (Ali & Ece, 2017). While some of these factors are up to the learner, the teacher, too, has to spare no effort to optimize the learning. In particular, when tailoring the curriculum, the teacher needs to take into account learner-specific characteristics in order to meet the cognitive, social, and affective profiles and requirements of the learners (Li p., Lan Y-J, 2021).

Bernard et al (2009) believe that, when it comes to online learning, the biggest challenge for the curriculum designer and teacher is to establish appropriate and efficient interaction. There are three forms of interaction in online learning: student-student (SS) interaction, student-teacher (ST) interaction, and student-content (SC) interaction (Moore, 1989).

Student-student interaction describes the interaction between two peer students or a small group of students (Moore, 1989). This type of interaction is “at the heart of notions about constructivist learning environments in online learning” (Bernard et al, 2009, p.5).

Student-teacher interaction is quite self-explanatory: it refers to the interaction between the teacher and students. In online setting, student-teacher interaction can be both synchronous (videoconferencing, calls, chats) and asynchronous (correspondence, email, discussion forums) (Bernard et al, 2009). Moore (1989) believes that this type of interaction is especially important in providing motivational and emotional support.

Student-content interaction is the student interaction with the content under study in order to “construct meaning, relate it to personal knowledge, and apply it to problem solving” (Bernard et al, 2009, p.6). This kind of interaction implies “intellectual” and meaningful interaction with the content, and might include reading informational texts, using study guides, watching videos,

interacting with computer-based multimedia, using simulations, or using cognitive support software, as well as searching for information, completing assignments, and working on projects. (Bernard et al, 2009).

The proposed design project aims at providing the students with all the types of interaction to bridge the gap of “lack in communication” attributed to online courses.

CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES

3.1 Course Description

The “English for IT” course is a course rooted in the principles of Communicative Language Teaching (CLT) and English for Specific Purposes (ESP) teaching approaches and aims at enhancing the English communication skills of the IT and Customer Success departments of Trackad, a company specializing in digital marketing, analytics and e-commerce. Based on the needs analysis conducted with the beneficiaries of this design project, the course incorporates topics related to IT, marketing, analytics, mathematics and e-mail communication, but is primarily geared towards improving the general English knowledge of the participants. The course includes 5 units, which offer topics of both general and specialized interests. The units contain reading, listening, vocabulary, speaking, and writing sections. The duration of the course is 1 month, with 2-hour-long classes held three times a week.

3.2 Needs Analysis

The needs and situation analysis was conducted online: via Zoom and email communication. As the number of participants was small (5 people), all of them were involved. To conduct the needs analysis as accurately as possible the triangulation method was implemented and the following instruments were used: a can-do list for self-assessment, oral interviews and an in-company meeting observation.

According to the self-assessment checklist, the participants are certain to have Upper Intermediate - Low Advanced (B2/C1) proficiency level. The interviews and the meeting

observation also showed that the participants were at an upper intermediate proficiency level, with one participant being slightly more towards low advanced.

The interview results highlighted that:

1. the participants needed English for:

- Finding a better paid job/promotion (2 people)
- Presenting better at conferences/daily meetings (all of them)
- Writing technical documents (2 people)
- Communicating better with clients and partners (all of them).

2. English is used on a daily basis: for cooperation with the team, product demos, presentations and email communication.

3. English is used both orally and in written form.

4. Technical vocabulary/terminology is in broad use, however, nobody faces any particular challenges here, as they have all learnt them when studying programming.

The interview results also demonstrated that the challenges include:

- Gaps in knowledge of advanced vocabulary and grammar structures
- Pronunciation
- Fluency
- Accuracy
- Discourse Knowledge (direct L1 translations)

The information gathered during the needs analysis determined the content of the course.

3.3 Governing Values

The governing value of this course is to provide the chosen IT company employees with high-quality EFL classes by delivering a course specially tailored and designed for their needs. Since the participants' main motivation for language learning is their career/job, they needed an approach to language teaching, which is oriented towards fulfilling their professional needs. Based on both ESP and CLT principles, the "English for IT" course aims at enhancing the overall language proficiency of the participants and providing them language skills and knowledge essential in their area.

3.4 Goals and Student Learning Outcomes

GOALS	OUTCOMES	ASSESSMENT			Final Test (+ an interview)
		Classroom Activities	Attendance and Participation	Presentati on	
GOAL 1: Enhance students' productive skills.	1.1. Apply target grammatical patterns accurately in speech and writing	x	x	x	x
	1.2. Use target vocabulary specific technical topics in speech and writing	x	x		x
	1.3. Produce creative and accurate speech and writing.	x	x	x	x
GOAL 2: Provide students with specialized vocabulary/terms	2.1. Identify target vocabulary in texts and speech.	x	x	x	x
	2.2. Apply target vocabulary in oral and written speech.	x	x		x
	2.3. Use vocabulary strategies to deduce the meanings of unfamiliar words/expressions.	x	x		x

GOAL 3: Raise students' discourse awareness	3.1. Differentiate between formal and informal speech and use language appropriate to the setting and context.	x	x		x
	3.2. Use appropriate forms in writing and oral speech.	x	x	x	x
	3.3 Develop confidence in language production.	x	x	x	x

3.4 Assessment Plan

Attendance

Students are expected to attend at least 10 of 12 classes in order to pass the course.

Classroom Activities

During each class students will be offered a wide range of activities, aimed at reinforcing the newly learnt material, as well developing their speaking and writing skills. They are expected to demonstrate active and voluntary participation.

Presentation

Students will choose one of the topics discussed throughout the course, research and gather information and present their findings with a 5-minute-long presentation on the last day of the course. An online signup sheet for presentations will be provided.

Assessment Tool	Weight
Attendance and Participation	30%
Classroom Activities	30%
Presentation	40%

3.5 Scope and Sequence

Unit	Reading	Listening	Grammar	Vocabulary	Speaking	Writing
Unit 1: Introduction	Learning Vocabulary: tips and Techniques Source: Esteras, S. R. & Fabre, E. M. (2010). Professional English in Use. Cambridge University Press	Why we forget things we learn Source: https://www.bbc.co.uk/learningenglish/features/6-minute-english/ep-211118	Discourse Markers	Word Formation	Discussion on Learning Habits and Best Practices	Writing a Good Paragraph
Unit 2	Top 9 Technology Trends for 2022 (Adapted) Source: https://www.simplilearn.com/top-technology-trends-and-jobs-article	3 Rules for Better Work-Life Balance. The Way We Work, a TED Series Source: https://www.youtube.com/watch?v=4c_xYLwOx-g&ab_channel=TED	Review of Present Tenses	Vocabulary on Technology Neologisms	1. Discussion on Newly Emerging Tech Trends 2. Discussion on Maintaining a Healthy Work-Life Balance	None
Unit 3	Math isn't Hard: It's a Language (Part 1) A Ted Series Source: https://www.youtube.com/watch?v=V6yixyiJcos	The Map of Mathematics by Domain of Science Source: https://www.youtube.com/watch?v=OmJ-4B-mS-Y&ab_channel=DoS-DomainofScience	Review of Past Tenses	Vocabulary Bank: Math Terms	Discussion on the Relationship between the IT Industry and Mathematics	None
Unit 4	The Importance of Analytics in Digital Marketing (Adapted) Source: https://web.utm.io/blog/importance-of-analytics-in-digital-marketing/	Emerging Digital Marketing Strategies and Trends https://www.youtube.com/watch?v=a8B840Jdmuo&ab_channel=IgniteVisibility	Review of Future Tenses	Vocabulary Bank: Analytics Terms	Practical Task: Data Analysis in Groups	Writing a Product Description
Unit 5	The Right Skills Source: Mascull, B. (2017). Business Vocabulary in Use, Advanced. Cambridge University Press	Work Skills: Relationship Building	Conditional Sentences	Business Vocabulary	Discussion on the Essential Skills for Today's Job	None

		Source: https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/relationship-building			Market	
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3.6 Deliverables

- Interview questions for needs analysis
- Course goals and objectives
- Assessment plan
- Scope and sequence (Learning plan)
- A coursebook including five units

3.7 Timeline for Major Steps

The timeline for major steps is the following:

1. Piloting the course and developing the units and materials – March-April
2. Turning in the final draft – April 18
3. Capstone Defense – May 5

CHAPTER FOUR: REFLECTIONS AND RECOMMENDATIONS

4.1 Reflections

Choosing a topic and context

I have been working as an EFL tutor in one of the biggest language centers in Yerevan for three years. Most of my former and current students are representatives of the IT field. And it is not surprising at all, given the fact that the demand for IT products is growing rapidly, and more and more people are interested in entering the sphere, where at least some basic knowledge of English is one of the core requirements. Naturally, English courses are very popular among IT specialists, and what most language centers (including the one I work for) offer are merely General English courses. Coming up with a course designed to both improve the general knowledge of English, as well as to serve the specific needs of IT specialists, who are typically short of time and need to gain the necessary language skills as quickly as possible, has long been on my mind. Hence, I was very excited to develop a curriculum design project under the guidance of the AUA TEFL program faculty as my capstone project. This project has helped me to hone my skills in course design, learn about the specifics of course development, conduct needs analysis and deliver an on-demand course. I think it will also give me a good base for starting a career as an ESP teacher.

Concerns before piloting of the course

Once the course units were ready, I started the piloting. However, I had lots of concerns before getting started. My main concern was connected to the fact that I had only a very superficial understanding of the field and naturally would not be able to explain or comment on many terms/concepts specific to the IT field. Another major concern was to manage to provide

the students with rich input and sufficient output opportunities in a limited period of time. Retaining the students' interest and keeping them motivated throughout the whole course was also of utmost importance to me. Although the course was tailored based on their own recommendations, I was not certain if it was going to be what they actually needed, as oftentimes learners' wants and needs do not really coincide.

Description of the piloting process

The piloting process ran smoothly with no major breakdowns or deviations from the proposed plan. The classes were conducted three times a week and lasted two hours. At the students' request there were no homework assignments. In addition to working with the developed units and materials, half an hour from each class was devoted to the discussion of a document/presentation/demo/product description or an e-mail by a volunteer participant (again, at their request) when all the participants were analyzing and giving peer feedback.

Pros and cons of the course based on the piloting results

Based on the feedback I received from the students and also based on my own considerations, the experience was a positive one. Most of the course goals and student learning objectives were met, and the students both claimed and proved (via classroom activities and final test results) that they saw improvement in their English skills. A good rapport was established between the course participants and the students. The classes were interactive and engaging, and the students willingly participated in almost all the activities, which implies that along with student-student and student-teacher interaction, the student-content interaction also happened successfully.

The main downside was perhaps the shortage of time: more time is required for making considerable improvements in productive and receptive skills of EFL learners. In addition to this, I think it could have worked better if I had created ten small units instead of five big ones and opted for one-hour-long classes three times a week or 1.5-hour-long classes twice a week.

4.2 Recommendations

Recommendations for a teacher

- Study the context as much as possible: an ESP teacher should have at least some basic knowledge of the target field

- At the beginning of the course clearly state that you are not an IT specialist but an EFL teacher and your goal is to help them to improve their language proficiency, not provide them with expertise in their field. Whenever there is a question:

- Foster peer-to-peer communication as much as possible
- Teach them how to learn and encourage autonomous and continuous learning
- Following the given sequence of units is not mandatory: you are free to switch their places
- In case of conducting 2-hour-long sessions, give students 5 or 10 minutes of coffee break, as 120 minutes of instruction are tiring for both the teacher and the students.

Recommendations on how to adapt the course

- If the language proficiency level of students is lower, adapt the readings by shortening them and replacing some of the vocabulary of particular difficulty.
- Grammar can be taught both implicitly and explicitly, depending on the group.

- Some writing tasks can be left out if the students are not interested/do not need to enhance their writing skills

- The course can potentially cover one CEFR level if expanded.

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Appendix

English for IT Coursebook



ENGLISH FOR IT BUSINESSES

AN ESP COURSE DESIGN
PROJECT

Contents

Unit 1pp. 6-14

- *Listening: Why We Forget the Things We Learn*

Source: <https://www.bbc.co.uk/learningenglish/features/6-minute-english/ep-211118>

- *Speaking: Discussion on Learning Habits*

- *Grammar: Discourse Markers*

Source: Latham-Koenig, C. & Oxenden, C. (2019). *New English File Advanced, Student's Book*. Oxford University Press.

- *Writing a Paragraph*

- *Reading: Learning Vocabulary: tips and Techniques*

Source: Esteras, S. R. & Fabre, E. M. (2010). *Professional English in Use*. Cambridge University Press

- *Vocabulary Bank: Word Formation*

Source: Latham-Koenig, C. & Oxenden, C. (2019). *New English File Upper Intermediate, Student's Book*. Oxford University Press.

Unit 2pp. 15-26

- *Reading: Top 9 Technology Trends for 2022 (Adapted)*

Source: <https://www.simplilearn.com/top-technology-trends-and-jobs-article>

- *Vocabulary – Technology Neologisms*

- *Speaking: Discussion on Newly Emerging Tech Trends*
Source <https://harishmanik.com/8-problems-with-a-cheap-web-hosting/>
- *Listening: 3 Rules for Better Work-Life Balance. The Way We Work, a TED Series*
Source: https://www.youtube.com/watch?v=4c_xYLwOx-g&ab_channel=TED
- *Grammar: Review of Present Tenses: Present Perfect and Present Perfect Continuous.*
Source: Latham-Koenig, C. & Oxenden, C. (2019). New English File Upper Intermediate, Student's Book. Oxford University Press.

Unit 3pp. 27-35

- *Reading - Math isn't Hard: It's a Language, A Ted Series (Adapted)*
Source: <https://www.youtube.com/watch?v=V6yixyiJcos>
- *Listening – The Map of Mathematics by Domain of Science*
Source: https://www.youtube.com/watch?v=OmJ-4B-mS-Y&ab_channel=DoS-DomainofScience
- *Vocabulary: Math Terms*
Source: https://www.rapidtables.com/math/symbols/Basic_Math_Symbols.html
- *Grammar: The Past Tenses*
Sources:
Latham-Koenig, C. & Oxenden, C. (2019). New English File Upper Intermediate, Student's Book. Oxford University Press.

Latham-Koenig, C. & Oxenden, C. (2019). New English File Upper Intermediate, Teacher's Book. Oxford University Press.

- *Speaking: A discussion with Target Grammar Forms*

Unit 4pp. 36-43

- *Speaking: Group Discussion on How to Promote a Startup*

- *Listening: Digital Marketing in Five Minutes*

Source: https://www.youtube.com/watch?v=bixR-KIJKYM&ab_channel=Simplilearn

- *Reading: Importance of Analytics in Digital Marketing (adapted)*

Source: <https://web.utm.io/blog/importance-of-analytics-in-digital-marketing/>

- *Vocabulary Bank: Web Analytics Terms*

Source: <https://empower.agency/google-analytics-glossary/>

- *Grammar: Review of Future Tenses*

Source: Latham-Koenig, C. & Oxenden, C. (2019). New English File Upper Intermediate, Student's Book. Oxford University Press.

- *Writing: Summarizing the Analytical Data*

Unit 5pp.44-51

- *Vocabulary Bank: Business*

Source: Latham-Koenig, C. & Oxenden, C. (2019). New English File Upper Intermediate, Student's Book. Oxford University Press.

➤ *Reading: The Right Skills in Business*

Source: Mascull, B. (2017). *Business Vocabulary in Use, Advanced*. Cambridge University Press

➤ *Listening: BE podcasts. Relationship-building*

Source: <https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/relationship-building>

➤ *Grammar: Review of Conditional Sentences*

Source: Latham-Koenig, C. & Oxenden, C. (2019). *New English File Upper Intermediate, Student's Book*. Oxford University Press.

➤ *Speaking: Debate*



Unit 1: Learning How to Learn

Listening: Why we forget the things we learn

a. How important is it to you to constantly learn something new? Do you consider yourself a lifelong learner?

b. Read the introduction to a radio program. Then listen to the program to find out the answer to the week's question.

Introduction

Many people find it hard to remember things they've read or learned while other, sometimes useless, information sticks with them. Georgina and Rob talk about memory, as they teach you related vocabulary.

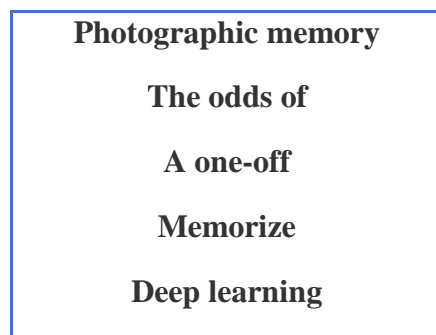
<https://www.bbc.co.uk/learningenglish/oromo/features/6-minute-english/ep-211118>

This week's question

Chinese student, Chao Lu, has a record-breaking memory. In 2005, she recited the numbers of pi– but how many digits did she manage to remember?

- a) 48,000
- b) 68,000
- c) 88,000

c. In the box below you can find several words and phrases Georgina and Rob explained. Match them to their meanings below the box.



- something that only happens once
- the ability to remember things in exact detail, like looking at a photograph
- a complete way of learning something that means you fully understand it and will not forget it
- the chances or probability that something will happen
- learn something exactly so that you can repeat it later

d. Talk to a partner.

- Do you like the idea of deep learning? Why (not)?
- Do you feel like the traditional approach to teaching and learning (which includes lots of memorization) is outdated? Why?
- Do you have a favorite learning approach? How has it worked for you?



Grammar: Discourse Markers

a. Look at the extract from the above listening. Can you remember the missing words?

What do they show?

I can remember people's faces, **b**___ I have a terrible memory for names. And sometimes I'll be eagerly reading a book, **h**___ a week later I can't remember a single thing about it!

b. Learn more about linkers.

Contrast

- **But** is the most common way of introducing contrast and is normally used to link two contrasting points within a sentence.
- **Yet** is used in the same way, but it is more formal.
- **However** and **nevertheless** are normally used at the beginning of a sentence and are normally followed by a comma. Nevertheless is more formal.
- **In spite of** and **despite** are followed by a gerund, a noun, or the fact that + a clause.

Result

- **So** is the most common way of introducing a result or a logical connection.
- **As a result**, **therefore**, and **consequently** (more formal than so) are often used at the beginning of a clause

Reason

- **Because**, **as**, and **since** are synonyms and are used to introduce clauses giving a reason.
- **Because of**, **due to**, and **owing to** also express the reason for something. They are usually followed by a noun, gerund, or **the fact that + a clause**.

Purpose

- **To**, **in order to**, and **so as to** introduce a clause of purpose and are followed by an infinitive. **To** is the most informal.
- For negative purpose we use **so as not to** or **in order not to**.

➤ **So (that) + can/could + verb or will/would + verb** also shows purpose.

c. Complete the sentences using linkers.

1. I have stopped texting her, ___ she never answers me.
2. I have a presentation tomorrow, ___ I need to get prepared.
3. I am improving my English ___ get a better job.
4. He left the conference hall quietly ___ attract attention.
5. She could not arrive, ___ she has sent a letter with apologies.
6. ___ some circumstances, we are not able to collaborate with you.
7. ___ being 70, Ann is still in charge of the company.
8. ___ her age, Ann is still in charge of the company.
9. He receives a good compensation, ___ the job is very demanding.
10. The company has declining sales this year. ___, they have avoided staff cuts.

Writing

a. Write a paragraph on your learning habits, using at least five linkers.



Reading

Learning Vocabulary: Tips and Techniques

a. Read the text. What are some techniques for efficient vocabulary learning?

Guessing meaning from context

Some Information Communication Technology (ICT) terms are difficult, but others are universally accepted. You probably know terms like modem, online, chat, email, website, virus and hacker; they are part of our everyday life.

When you meet an unknown word, first

try to guess the meaning from the context – the surrounding words and the situation.

Read the text on the right and see how words have meaning in relation to other words.

- You know that a PC is a type of “computer” and digital music relates to ‘music on computers’.
- You can guess that ‘are digitizing’ is a verb because it derives from ‘digit’, it is in the form of the present continuous, and it goes with the subject ‘families’ and the object ‘home movies’.
- Words change their shape by adding prefixes and suffixes; for example, we add the prefix inter- to net and form ‘Internet’, and we add the suffix –age to store and form storage.

Organizing vocabulary

You can organize words in your notebook in different ways.

The birth of a revolution

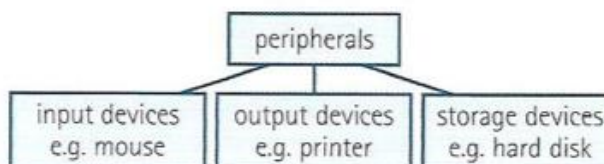
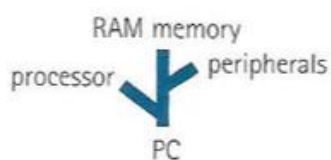
Kids use PCs to do homework, access information via the Internet for research, communicate with pals, play video games and collect digital music. Parents, too, use the PC for communication and entertainment but also let it handle mundane tasks like balancing the checkbook, monitoring investments, preparing tax returns, and tracking the family's genealogy. With the advent of more powerful PCs with greater storage capacity, families are digitizing home movies and photos are stored on the home computer.



Miami Herald

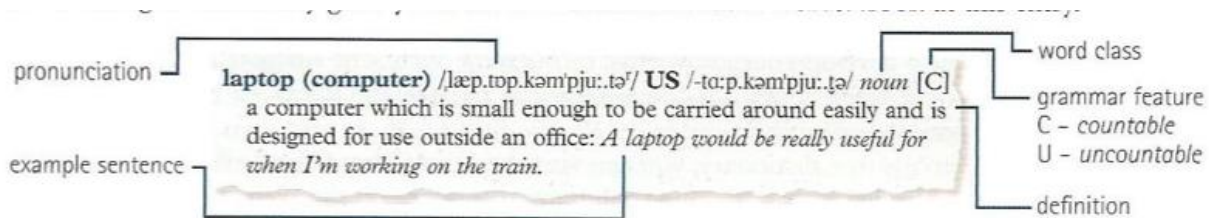
	How?	Examples
Meaning	<ul style="list-style-type: none"> - Definition - Lexical family - Synonyms - Translation 	<p>The Internet is a global network of computers.</p> <p>Digit (root), digital, digitally, digitize, digitizer</p> <p>handle=manage; advent=arrival</p>
Word class	(n), (v), (adj.), etc.	Communicate (v), communication (n.)
Word building	Prefixes Suffixes Compounds	<p><u>I</u>nternet; <u>r</u>esearch</p> <p>Information<u>s</u>; invest<u>m</u>ent</p> <p>Guidebook (guide + book)</p>
Collocations	Word partners, phrases	Access information; handle tasks

Word trees and spidergrams can help you build up your own mental maps of vocabulary areas. You can make diagrams to classify things.



Using a dictionary

A monolingual dictionary gives you a lot of information about words.



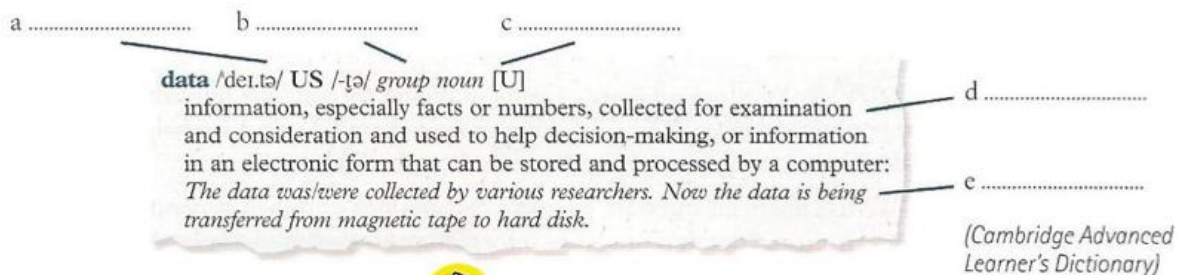
b. Look at the words in the box. What part of speech are they?

Merge instrumental externally digitalize interface domain

c. Choose two words from b. and organize them in a table, including the meanings, word classes, word building, and the collocations.

d. Look at the dictionary entry. Put these labels in the correct places

1. Pronunciation 2. Definition 3. Example sentence 4. Grammar feature 5. Word Class



e. Discuss the questions with a partner.

1. How do you typically learn new words?
2. What do you do not to forget what you've learnt?
3. Do you think these techniques will work for you? Why?
4. Are there any other techniques that you use?



Vocabulary Bank: Word Formation

a. Match the **prefixes** in bold in the following sentences (a.-k.) with their meanings (1-11).

- | | |
|---------------|--------------|
| 1. Against | 6. By itself |
| 2. Many | 7. Too much |
| 3. Big | 8. Two |
| 4. Not enough | 9. After |
| 5. One | 10. Under |
| | 11. Wrongly |

- a. Moscow is an **over**crowded city.
- b. NY is one of the 20 **mega**cities.
- c. This part of the city is **under**developed.
- d. London is a very **multi**cultural city, with many different races and religions.
- e. The quickest way to get around New York is on the **sub**way.
- f. Montreal is probably the most **bi**lingual city in the world - most inhabitants speak English and French.
- g. If you want to avoid traffic jams, get the **mono**rail.
- h. The **auto**pilot was switched on after the plane had taken off.
- i. Vandalism, especially breaking public property, is very **anti**social behavior.
- j. ^[I]_[SEP] I **mis**understood the directions that man gave me, and now I'm completely lost.
- k. He's doing a **post**graduate degree in aeronautical engineering.


b. Match the **suffixes** in bold in the following sentences (a.-d.) with their meanings (1-11).

- a. The situation is **hopeless**.

- b. The instructions were very **useful**.
- c. This phone is **waterproof**.
- d. Those new laptops are **unbreakable**.

1. With
2. Can be done
3. Resistant
4. Without

c. Write the verb or adjective for the following nouns.

 **Noun formation with spelling or word change**
Some nouns made from verbs or adjectives are completely different words, e.g. *choose* – *choice*, *poor* – *poverty*.

- | | |
|-------------|---------------|
| 1. Success | - ____ (v) |
| 2. Belief | - ____ (v) |
| 3. Thought | - ____ (v) |
| 4. Strength | - ____ (adj.) |
| 5. Height | - ____ (adj.) |
| 6. Length | - ____ (adj.) |
| 7. Heat | - ____ (adj.) |
| 8. Hunger | - ____ (adj.) |
| 9. Death | - ____ (v) |
| 10. Loss | - ____ (v) |

e. Work with a partner. Choose five words from a., b. and c. and create sentences using them.



Unit 2: Technology Trends



Reading

a. Look at the title of the text below. What do you think the top technology trends for 2022 are going to be?

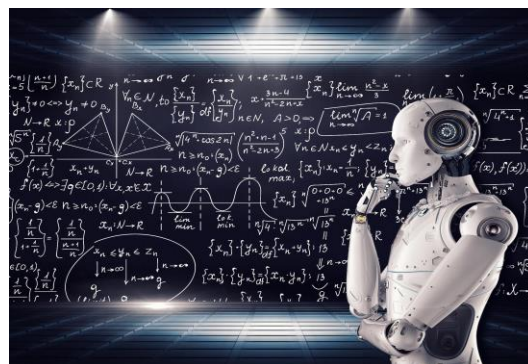
b. Read the introduction. Do you agree that “an IT professional in 2021-22 will constantly be learning, unlearning, and relearning”?

Top 9 Technology Trends for 2022

Technology today is evolving at a rapid pace, enabling faster change and progress, causing an acceleration of the rate of change. However, it is not only technology trends and emerging technologies that are evolving, a lot more has changed this year due to the outbreak of COVID-19 making IT professionals realize that their role will not stay the same in the contactless world tomorrow. And an IT professional in 2021-22 will constantly be learning, unlearning, and relearning (out of necessity if not desire). And if you wish to make the most of your time, here are the top 9 emerging technology trends you should watch for and make an attempt at in 2022.

c. Work in groups of 3. **Student A**, read about technology trends 1-3; **Student B**, read about technology trends 4-6; and **Student C**, read about technology trends 7-9.

d. Work in groups of 3. Take turns to introduce the technology trends you have read about.



Student A

1. Artificial Intelligence (AI)

AI is already known for its superiority in image and speech recognition, navigation apps, smartphone personal assistants, ride-sharing apps, etc. Other than that AI will be used further to analyze interactions to determine underlying connections and insights, to help predict demand for various services and to detect the changing patterns of customer behavior by analyzing data in near real-time, driving **revenues** and enhancing personalized experiences.

2. Virtual Reality and Augmented Reality

The next exceptional technology trend - Virtual Reality and **Augmented** Reality, and Extended Reality. VR immerses the user in an environment while AR enhances their environment. In 2022, we can expect these forms of technologies being further integrated into our lives. Usually **working in tandem** with some of the other emerging technologies, AR and VR have enormous potential in training, entertainment, education, marketing, and even rehabilitation after an injury.

3. Edge Computing

Formerly a new technology trend to watch, cloud computing has become mainstream, with major players AWS and Google Cloud Platform dominating the market. The adoption of cloud computing is still growing, as more and more businesses migrate to a cloud solution. But it's no longer the emerging technology trend. Edge is. Edge computing is designed to help solve problems as a way to **bypass** the

latency caused by **cloud computing** and getting data to a data center for processing. It can exist “on the edge,” closer to where computing needs to happen. For this reason, edge computing can be used to process time-sensitive data in remote locations with limited or no connectivity to a centralized location.

Student B

4. Quantum Computing

Next remarkable technology trend is quantum computing, which is a form of computing that takes advantage of quantum phenomena like **superposition** and quantum **entanglement**. This trend is also involved in preventing the spread of the coronavirus, and developing potential vaccines, thanks



to its ability to easily **query**, monitor, analyze and act on data, regardless of the source. Another field where quantum computing is finding applications is banking and finance, to manage credit risk, for high-frequency trading and **fraud detection**. Quantum computers are now a multitude times faster than regular computers and huge brands now involved in making innovations in the field of Quantum Computing.

5. Robotic Process Automation (RPA)

Robotic Process Automation, or RPA, is another technology that is automating jobs. RPA is the use of software to automate business processes such as interpreting applications, processing transactions, dealing with data, and even replying to emails. RPA automates repetitive tasks that people used to do.

6. Blockchain

Although most people think of blockchain technology in relation to cryptocurrencies such as Bitcoin, blockchain offers security that is useful in many other ways. In the simplest of terms, blockchain can be described as data you can only add to, not take away from, or change. Hence the term “chain” because you’re making a chain of data. Not being able to change the previous blocks is what makes it so secure. In addition, blockchains are **consensus-driven**, so no one entity can take control of the data. With blockchain, you don’t need a trusted third-party to oversee or validate transactions. To get into Blockchain, you need to have hands-on experience of programming languages, the fundamentals of **OOPS**, flat and relational databases, data structures, web app development, and networking.



Student C

7. Internet of Things (IoT)

Another promising new technology trend is IoT. Many “things” are now being built with WiFi connectivity, meaning they can be connected to the Internet—and to each other. As consumers, we’re already using and benefitting from IoT. However, businesses also have much to gain now and in the near future. The IoT can enable better safety, efficiency and decision making for businesses as data is collected and analyzed. It can enable predictive maintenance, speed up medical care, improve customer service, and offer benefits we haven’t even imagined yet. And we’re only in the beginning stages of this new technology trend. So if you wish to step foot in this trending technology, you will have to learn about Information security, AI and machine learning, networking, hardware interfacing, data analytics, automation, understanding of embedded systems, and must have device and design knowledge.

8. 5G

The next technology trend that follows the IoT is 5G. Where 3G and 4G technologies have enabled us to browse the internet, use data driven services, increased **bandwidths** for streaming on Spotify or YouTube and so much more, 5G services are expected to revolutionize our lives by enabling services that rely on advanced technologies like AR and VR, alongside cloud based gaming services like Google Stadia, NVidia GeForce Now and much more. It is expected to be used in factories, HD cameras that help improve safety and traffic management, smart grid control and smart retail too.

9. Cyber Security

Cyber security might not seem like an emerging technology, given that it has been around for a while, but it is evolving just as other technologies are. That's in part because threats are constantly new. The **malicious hackers** who are trying to illegally access data are not going to give up any time soon, and they will continue to find ways to get through even the toughest security measures. It's also in part because new technology is being adapted to enhance security. As long as we have hackers, cybersecurity will remain a trending technology because it will constantly evolve to defend against those hackers.



Vocabulary

Work in pairs. Look at the **highlighted** words and phrases in the text “**Top 9 Technology Trends for 2022**” and guess what they mean. Then match them with their definitions 1-15.

1. _____ (phrase) - someone that is actively working to disable security systems with the intent of either taking down a system or stealing information.
2. _____ (v.) - to ignore a rule or an official system, especially in order to get something done quickly.
3. _____ (v.) - to increase the amount, value, size, etc. of something
4. _____ (phrase) - a combination of computer hardware and software designed for a specific function.
5. _____ (n.) - a measurement of the amount of information that a particular computer network or internet connection can send in a particular time. It is often measured in **bits** per second.
6. _____ (phrase) - a way of using computers in which data and software are stored or managed on a network of **servers** (= computers that control or supply information to other computers), to which users have access over the internet.
7. _____ (abbr.) - object oriented programming systems.
8. _____ (phrase) - oriented at seeking the consent of all participants in decision making.

9. _____ (n.) - the delay before data begins to move after it has been sent an instruction to do so.
10. _____ (idm.) – work together.
11. _____ (n.) – the state of being caught or twisted in something.
12. _____ (v.) - ask a question.
13. _____ (phrase) - a set of activities undertaken to prevent money or property from being obtained through false pretenses.
14. _____ (n.) - the ability of a quantum system to be in multiple states at the same time until it is measured.
15. _____ (phrase) - increase the money that an organization, etc. receives from its business.

Speaking

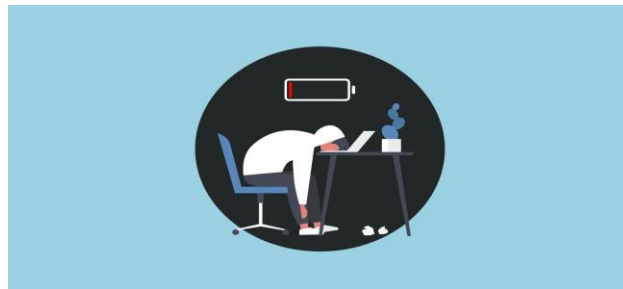
Work in pairs. Ask and answer the following questions with a partner.

1. Do you have any experience with the described technologies and trends? What is it like?
2. Do you think you will take up any newly emerging profession in IT? Why (not)?
3. If you had to choose one of the aforementioned trends, which one would you choose to work with?

Why?

4. Based on what you read, how do you think the IT world will have changed by 2025?
5. What does an IT professional have to do to always be in demand?





Listening

3 Rules for Better Work-Life Balance. The Way We Work, a TED Series

a. Work in pairs. Ask and answer the following questions with a partner.

- How many hours do you work weekly?
- Do you think that's the right amount of workload for you?
- What do you do to ensure a healthy work-life balance?

b. Watch and listen to a TED series video on work-life balance. What are the 3 rules for better work-life balance according to the speaker?

https://www.youtube.com/watch?v=4c_xYLwOx-g&ab_channel=TED

c. Do you agree with the rules offered by the speaker? Why (not)? Would you change anything or add new recommendations?

Grammar

a. Look at the following two sentences from the video. Put the verbs in brackets in correct tenses

1. ____ you ever ____ (negotiate) for more time for rest?

2. I ____ (create) clear boundaries for my time off.
3. Recently, I _____ (try) to treat the upcoming weekends as vacation.

b. Learn more about the Present Perfect and Present Perfect Continuous Tenses.

1. **Have** you **ever used** blockchains?
2. I've just **checked** the server but it **hasn't been updated** yet.
3. It's the best code I've **ever written**.
4. My computer's **crashed**!
5. I've **known** our CTO since 2012.
I've **known** him for 9 years.
6. How many programming languages **have you studied**?

We use ***the present perfect***:

- To talk about ***past experiences*** when we don't say when something happened.
- With ***just, yet, and already***.
- With ***superlatives*** and ***the first, second, last time***, etc.
- For finished actions which have present results
- With non-action verbs (=verbs not usually used in the continuous form, e.g. be, have, know, like, etc.) to say that something started in the past and is still true now. This use is common with time expressions like ***How long...?, for, since, all day/evening***, etc.
- When we say or ask ***how much/many*** we have done or ***how often*** we have done something up to now.

1. How long **have you been feeling** exhausted?
2. I've **been working** all day. I'm dead tired.

We use ***the present perfect continuous***:

- With action verbs, to say that an action started in the past and is still happening now. This use is common with time expressions like ***How long...?, for, since, all day/evening***, etc.
- For continuous actions which have just finished but have present results.

- To talk about an unfinished action we normally use the present perfect continuous with action verbs and the present perfect simple with non-action verbs.

- The present perfect emphasizes *the completion* of an action. The present perfect continuous emphasizes *the duration* of an action, which may or may not be finished.

Grammar Practice

a. Choose the correct form of the verb.

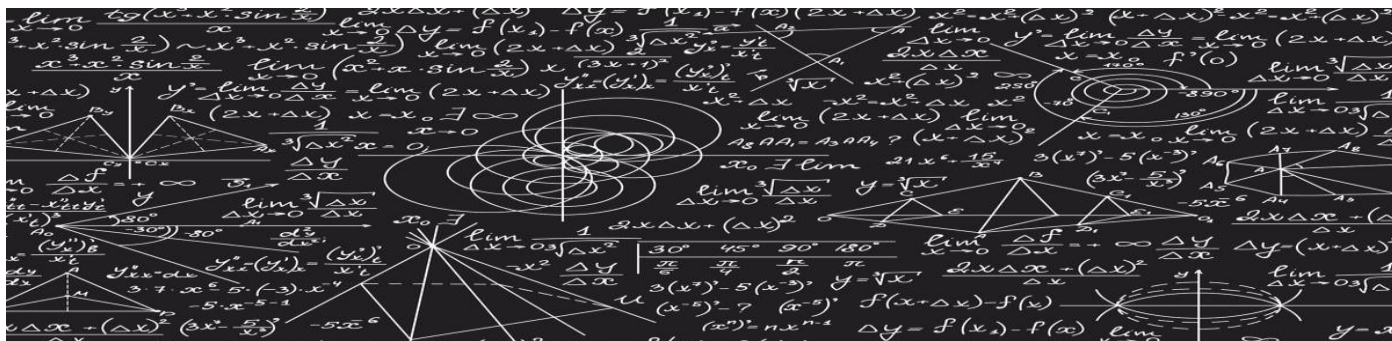
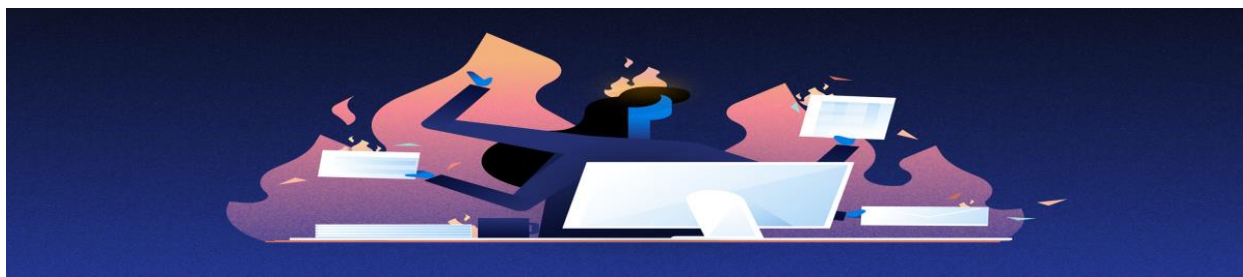
1. Have you ever *tried/been trying* to work with flat databases?
2. The team are exhausted because they have *fixed/been fixing* bugs all day long.
3. John has *gone/been going* to France. He won't be back till May.
4. The project manager hasn't *been assigning/assigned* our tasks yet.
5. I've *been providing/provided* online support to this customer all evening. I need a rest.

b. Complete the sentences with the correct form of the verbs in brackets (*present perfect or present perfect continuous*).

1. John _____ (not finish) his code yet, so he's afraid he will have to do overtime.
2. We _____ (brainstorm) for an hour but we _____ (not come up with) a really good idea yet.
3. Sarah doesn't work here anymore, she _____ (move) to another company.
4. I _____ (practice) programming for the last 2 years and I enjoy it.
5. Lately I _____ (feel) too distracted.

c. Work in pairs. Ask and answer the following questions with a partner.

- How long have you been working for your current company? Do you enjoy working here?
- Have you ever worked in a sphere other than IT? What was it?
- How many projects have you worked on in the last three months? What were they?
- Are you taking any courses at the moment? How long have you been taking them?
- When was your last vacation? Have you been considering taking a break?



Unit 3: It's All About Maths

Reading

a. Read famous educator Randy Palisoc's speech and choose the best summary.

1. Mr Palisoc believes that mathematics is a human language, like English or Spanish, and should be taught accordingly.
2. With the right teaching approach, every kid will be proficient in Math.
3. The 26% Math proficiency needs to be immediately raised.



Math isn't hard, it's a language

Only 26% of U.S. 12th graders are proficient in Math. In America, we pride ourselves as being an exceptional country. But does 26% sound exceptional to you?

We all need Math, but why are so many kids confused by it? Is it because only 26% of people are **hardwired** for Math, while 74% are not? After working with thousands of kids, I can tell you, this isn't the case at all. Kids don't understand Math because we've been teaching it as a **dehumanized** subject. But if we make Math human again, it will start to make sense again.

You're probably wondering: "How was Math ever human in the first place?" So, think about it. Math is a human language, just like English, Spanish or Chinese, because it allows people to communicate with each other. Even in ancient times, people needed the language of Math to **conduct trade**, to build monuments, and to measure the land for farming. This idea of Math as a language isn't exactly new. But somewhere along the line, we've taken this language of math, which is about the real world around us, and we've abstracted it beyond recognition.

Here's a 3rd grade California Math Standard "Understand a **fraction** $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts". How is an 8 year-old going to react to this?

To a Math expert, this standard makes sense, but to a kid, it's absolute **torture**. I chose this example specifically because fractions are **foundational** to **algebra**, **trigonometry** and even **calculus**. So if kids don't understand fractions in elementary and middle school, they've got a tough road ahead of them in high school. But is there a way to make fractions simple and easy for kids to understand? Yes. Just remember that Math is a language and use that to your advantage. For example, when I teach 5th graders how to **add and subtract** fractions, I start with the apples + apples lesson. First I ask, "What's 1 apple plus 1 apple?" And kids will often say 2, which is partially correct. We should have them include the words as well since math is a language. So it's not just 2, it's 2 apples.

Next is 3 pencils plus 2 pencils. You all know that pencils + pencils give you pencils, so how many pencils? I tried this lesson with my 5 year-old niece once. After she added pencils and pencils, I asked her, "What's 4 billion plus 1 billion?" And my aunt overheard this and she scolded me and said, "Are you crazy? She's in kindergarten. How's she supposed to know 4 billion plus 1 billion?"

Undaunted, my niece finishes counting, looks up and says: "5 billion?"
And I said: "That is right, it is 5 billion."

Then I asked her a question that kindergartners are definitely not supposed to know: "What's one-third plus one-third?" And immediately she answered: "2 thirds". So if you're wondering how could she possibly know that when she doesn't know about numerators and denominators yet? You see, she wasn't thinking about numerators and denominators. She thought of the problem this way. And she used 1 apple + 1 apple as her analogy to understand 1 third plus 1 third.

As an educator, it's my duty to challenge kids to reach higher, so I leave you with this challenge. Our country **is stuck** at 26% proficiency, and I challenge you to push that number higher. This is important because mathematical thinking not only builds young minds, but our kids need it to imagine and build a future that doesn't yet exist. Meeting this challenge can be as simple as

apples + apples. Insist that we teach Math as a human language and we will get there sooner, rather than later.

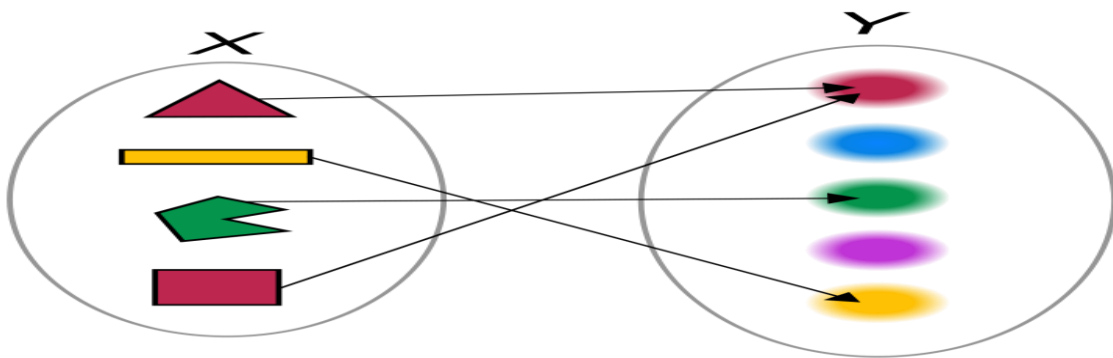


b. Discuss the questions with a partner or in small groups.

- Do you like Mr Palisoc's approach to teaching mathematics? Why? Why not?
- What are the advantages and disadvantages of this approach?
- Is the math proficiency percent the same in your country?
- What do you think educators can do to develop mathematical thinking in their students?



c. Look at the highlighted words in the text. In small groups, try to guess what they mean, based on the context . Check their meaning and pronunciation with your teacher or a dictionary.



Listening: The Map of Mathematics

a. Work in pairs. Ask and answer the following questions with a partner.

1. What fascinates you about maths?
2. Do you have any idea what sections mathematics has?

b. Watch the video and complete the missing words.

The Map of Mathematics by Domain of Science

https://www.youtube.com/watch?v=OmJ-4B-mS-Y&ab_channel=DoS-DomainofScience

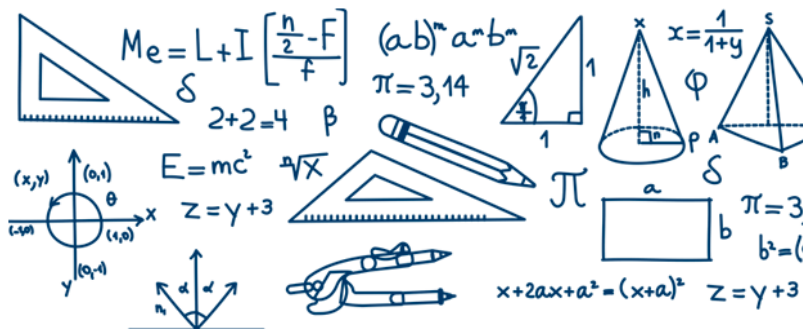
1. The origin of mathematics lies in _____.

2. Modern mathematics can be broadly broken down into two areas: _____ maths and _____ maths.
3. The study of numbers starts with the natural numbers and what you can do with them with _____ operations.
4. And then it looks at other kinds of numbers like integers, rational numbers like _____, real numbers, which include numbers like “pi”, which go off to infinite _____ points, and then _____ numbers and a whole bunch of others.
5. The study of structures is where you start taking numbers and putting them into _____ in the form of _____.
6. _____ contains the rules of how you then manipulate these equations.
7. The study of changes contains calculus, which involves _____ and _____, which looks at area spanned out by functions or the behavior of gradients of functions.
8. _____ is a mathematical tool commonly used in places where mathematics becomes too complex to solve.

c. Listen again and draw the map of mathematics. Compare your map with your partner.

d. Work in pairs. Ask and answer the following questions with a partner.

1. Which of the mathematics branches do you apply most in your work? In what way do you use them?
2. Do you think one can work in the IT field without knowing mathematics well?
3. Apart from work, what are the benefits of knowing mathematics well?



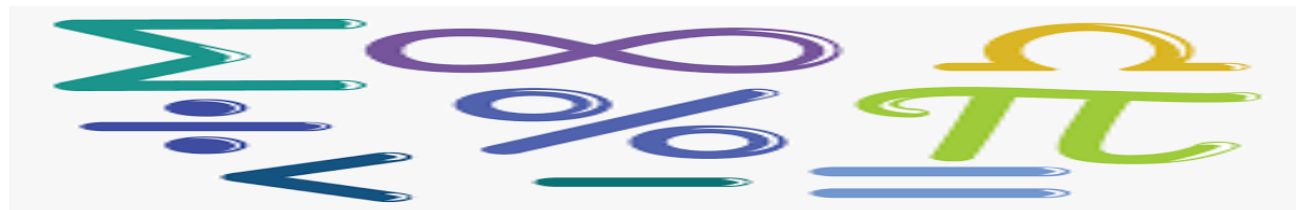
\approx	\div
$=$	\sqrt{a}
$+$	a/b
$-$	a/b
\times	a/b

Vocabulary Bank: Common Mathematics Symbols

and Terms

a. Match the words and the signs.

- A. Equal (to)
- B. Fraction
- C. Numerator
- D. Denominator
- E. Subtract
- F. Divide
- G. Multiply
- H. Add
- I. Approximately equal
- J. Square root

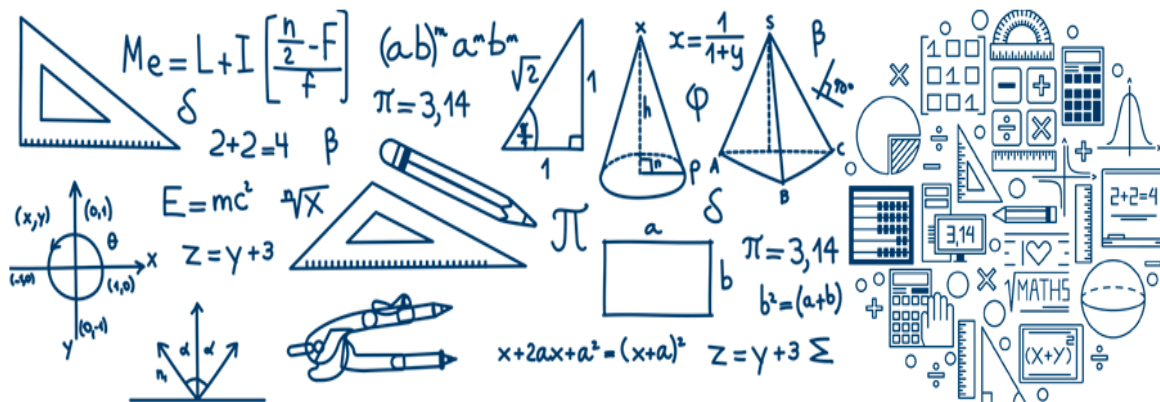


b. Match the words to their definitions.

- | | |
|-----------------------|--|
| A. Mean | 1. A number based on or counted in tens or tenths, e.g. 0.61 |
| B. Correlation | 2. A quantity that may change within the context of a mathematical problem |
| C. Variable | 3. A statistic that measures the dispersion of a dataset relative to its mean and is calculated as the square root of the variance |
| D. Decimal | 4. A mathematical statement that two expressions are the same |
| E. Equation | 5. An average computed by adding some function of the numbers |
| F. Standard Deviation | 6. The degree to which two or more quantities are linearly associated |
| G. Coordinate | 7. A number that identifies a position relative to an axis |

c. Read the following formulae. Check the answers with your teacher.

- $2x + 30x = 64$
- $5 \neq 4$
- $2^3 = 8$
- $\sqrt{a} \cdot \sqrt{a} = a$
- $\sqrt[3]{8} = 2$



Grammar

a. Have a look at the sentences below. How are the highlighted verbs different in meaning?

1. I **studied** mathematics at school.
2. I **had been studying** mathematics at university for 3 years when I was offered a job.
3. I **had studied** math fundamentals before starting a job as a data analyst.
4. I **was studying** mathematics when the phone rang.

b. Learn more about the Past Tenses.

- ✓ The **Past Simple** tense (e.g. I **studied**) is used to describe finished, completed actions following each other
- ✓ The **Past Perfect** tense (e.g. I **had studied**) shows an earlier past action, i.e. thing(s) which happened before the main events.
- ✓ The **Past Perfect Continuous** tense (e.g. I **had been studying**) shows a long continuous action/situation that started before the main events happened and have continued up to that point

✓ The **Past Continuous** tense (e.g. I **was studying**) is used to describe a past action/situation in progress when another action happened.

c. Underline the correct verb.

Meg and Liam McGowan got/ *were getting* a nasty surprise when they 1. *had checked in* / *were checking in*^[SEP] at Heathrow airport yesterday with their baby Shaun. They 2. *had won*/ *won* three free plane tickets to Rome^[SEP] in a competition, and they 3. *were looking forward to* / *had been looking forward to*^[SEP] their trip for months. But, unfortunately, they 4. *had been forgetting* / *had forgotten* to get a passport for their son, so Shaun couldn't fly. Luckily, they 5. *had arrived*/ *were arriving* very early for their flight, so they still had time to do something about it. They 6. *had run* / *ran* to the police station in the airport to apply for an emergency passport. Meg 7. *was going* / *went* with Shaun^[SEP] to the photo machine while Liam 8. *had filled in*/ *was filling in* the forms. The passport was ready in an hour, so they 9. *hurried* / *were hurrying* to the gate and 10. *got* / *had got* on the plane.

Speaking

Choose one of the three topics and talk about it with your partner.

<i>A holiday you didn't enjoy</i>	<i>A time when you overslept and missed sth important</i>	<i>A time you went for an interview for a job/course</i>
<ul style="list-style-type: none"> • When/where was it? • Who did you go with? • Had you been there before? • What did you do there? 	<ul style="list-style-type: none"> • What important thing were you going to do that day? • Had you gone to bed late the night before? 	<ul style="list-style-type: none"> • What job/course was it for? • Where had you found out about the job/course?

<ul style="list-style-type: none"> • Why didn't you enjoy it? • Will you ever go there again? 	<ul style="list-style-type: none"> • Had you set an alarm? • How late did you wake up? • What did you do? • What happened in the end? 	<ul style="list-style-type: none"> • How did you feel before the interview? • Were you asked difficult questions? • Did you get the job/the place on the course?
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Unit 4: Digital Marketing

Speaking

Discuss the following situation in small groups.

Ann has started a small business. She makes handmade bags and purses. Ann cannot afford a shop yet, so she needs to advertise and market her products digitally. What would you recommend to her?

Listening: Digital Marketing in 5 Minutes

a. Watch the video. What is digital marketing? What are its main types?

https://www.youtube.com/watch?v=bixR-KIJKYM&ab_channel=Simplilearn

b. Watch the video again. Answer the questions with a partner.

1. What kind of channels does digital marketing make use of?
2. What does content marketing include?
3. How does search engine optimization (SEO) work?
4. What does PPC stand for?
5. What platforms do marketers use for SMM?
6. Which form of marketing involves engaging and nurturing your audience to make sure they buy your products or services?

Reading: The Importance of Analytics in Digital Marketing

a. Read the article. What are the main ways of increasing the efficacy of digital marketing campaigns?

Nearly 4.388 billion people use the Internet today, which translates into about 57% of the world's population. To reach your target audience, it's crucial to have a sufficient online presence. This has made it impossible for brands to ignore digital marketing. And to achieve this presence, you must understand the importance of analytics in digital marketing.

Analytics are readily available when it comes to digital marketing. Whether it's coupon codes, website visits, or even email marketing campaigns, you have loads of opportunities to leverage data analytics. Let's look at the basic building blocks of digital marketing analytics.

The Website

In the digital world, the most basic building block for businesses is a website. Your website is the portal through which your audience can get a **sneak peek** into your company. It's not just used to contact you but also for product inquiries, to find relevant content, and more.

Comments and Forums

While a company blog works as a great tool to deliver information to your audience, it also helps you grow your brand through content marketing. You can use it to **expand your reach** and **generate new leads** to get more conversions.

On a blog, your visitors can engage with your content by commenting on it or sharing it. Comments can help you understand how interested your audience is in your content. You can check the tone of their responses, the types of questions they ask, and also observe who is posting the comments. Doing this can help you tailor your blog content even further to fit their requirements.

Similarly, forums can be **instrumental** in helping you understand the pain points of your audience. By keeping an eye on what's being discussed and narrowing down on the most commonly asked questions, you can get new topic ideas.

Google Analytics

If we're talking about the basics of analytics for digital marketing, learning about Google Analytics is a must. It's one of the best web analytics tools out there, and you can get access to **truckloads of** data about your website through this tool.

While it's fairly easy to use once you're accustomed to it, the enormous amount of data on it can be very **overwhelming** in the beginning. This can be simpler if your website is new. In this case, you won't have many metrics to track, but instead, you can look at some basic ones.

Here are a few *basic digital marketing analytics metrics* that you should know.

- **Dashboard Metrics**

These are the metrics that are visible on your dashboard in Google Analytics. The dashboard gives you a brief overview of your website, and you can see how it's performing.

The three major dashboard metrics that you need to consider are *pages per visit*, *bounce rate*, and *average visit duration*. Pages per visit shows you how many pages were visited by the average website visitor before they left your website. Your goal should be to increase this number by improving your content quality and website design.

Average visit duration, on the other hand, shows you how much time the average visitor spends on your website. If this number is low, it means that the content that you offer to your visitors isn't of much value. It should be your goal to provide the highest quality information to your visitors so that they spend more time on your website. The longer they are on your website, the better it is for your SEO too.

Lastly, bounce rate gives you the percentage of people who leave your website after seeing only one page. People may come to your website from different sources and may land on different pages. Your job should be to make sure that they remain on your website and explore it.

- ***Most Exited Pages***

This data tells you which pages had the most number of exits from your website. It can help you **figure out** which pages failed to bring in any conversions. In addition, you can figure out the potential problems with these pages too. You'll thus be able to improve your website's experience by going through the list of exit pages.

- ***Most Visited Pages***

To figure out what your target audience is looking for when it comes to your website, you need to look at your most visited pages. You can see these by checking the Landing Pages section in Google Analytics.

Landing pages are those pages on which the visitors to your website first land. These are the pages through which your audience is likely to form an opinion about your website.

Your goal should thus be to optimize these pages and make them enticing enough to captivate your visitor's attention. The optimization should be both in terms of the page loading time and the content on it. When you optimize them well, your visitors will feel like visiting other pages of your website and this, in turn, will help your SEO.

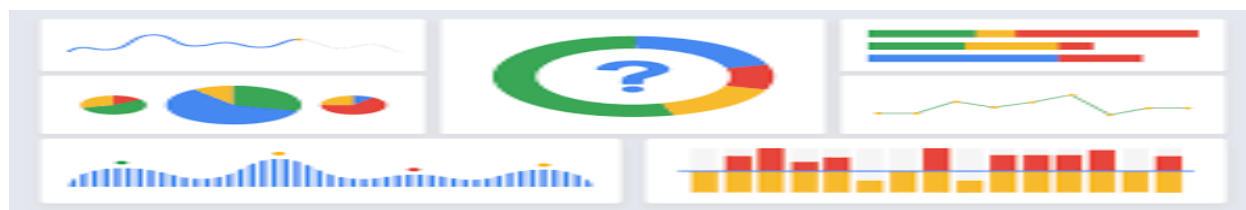
- ***Referring Websites***

It's crucial to know which websites are bringing in the most traffic to your website. Many of your visitors may be coming to your website by finding links to your website on other websites and clicking on them.

You may even have an **affiliate marketing** campaign running, in which case, you'll want to trace back the traffic and sales to your affiliates.

To check this, you'd need to head to the **Referrals** or Source/Medium section in Google Analytics. The Referrals section will show you a list of all the websites that are driving referral traffic to your website.

These are but some of the web analytics that are available for businesses. You can dive further into Google Analytics to discover more.



c. Look at the highlighted words in the text. In small groups, try to guess what they mean, based on the context. Check their meaning and pronunciation with your teacher or a dictionary.



Vocabulary Bank: Web Analytics Terms

a. Below are some of the most common terms used in Google Analytics. Match them to their definitions.

1. *Bounce Rate*
2. *Conversion*
3. *Entrances*
4. *Entry/Landing Page*
5. *Exit Point*
6. *Page Impression*
7. *Sessions*
8. *Visits*
9. *Unique Visitors*

A. The number of times visitors entered your site through a specified page or set of pages.

B. The number of unduplicated visitors to your website over the course of a specified time period.

- C. The activity by a unique user in one visit to your site.
- D. The total number of visits to your site, from unique or repeat visitors.
- E. An activity carried out by the user, which fulfills the intended web page purpose (product purchase, download, newsletter subscription etc.)
- F. The last page viewed by a website visitor
- G. A page is loaded or reloaded by a user.
- H. The user's activity on your site just involved the loading of a single page
- I. The first page viewed by a website visitor.

Grammar: Review of Future Tenses

a. Have a look at the sentences below. How are the highlighted verbs different in meaning?

Anthony **will be working** on the statistics charts tomorrow at 5.

Mary **will be checking** the conversion rate in the evening.

Gary **will have fixed** all the bugs on the website by the end of the week.



b. Learn more about the Future Tenses.

- The **Future Continuous** tense is used to show an action in progress at a certain time in the future.

- The **Future Continuous** tense can also be used to talk about things, which are already planned or decided (like the present continuous).
- The **Future Perfect** tense denotes an action, which will be finished before a certain time in the future. It is often used with the time expression by Monday/May/2025, or in 2 weeks/months, etc.

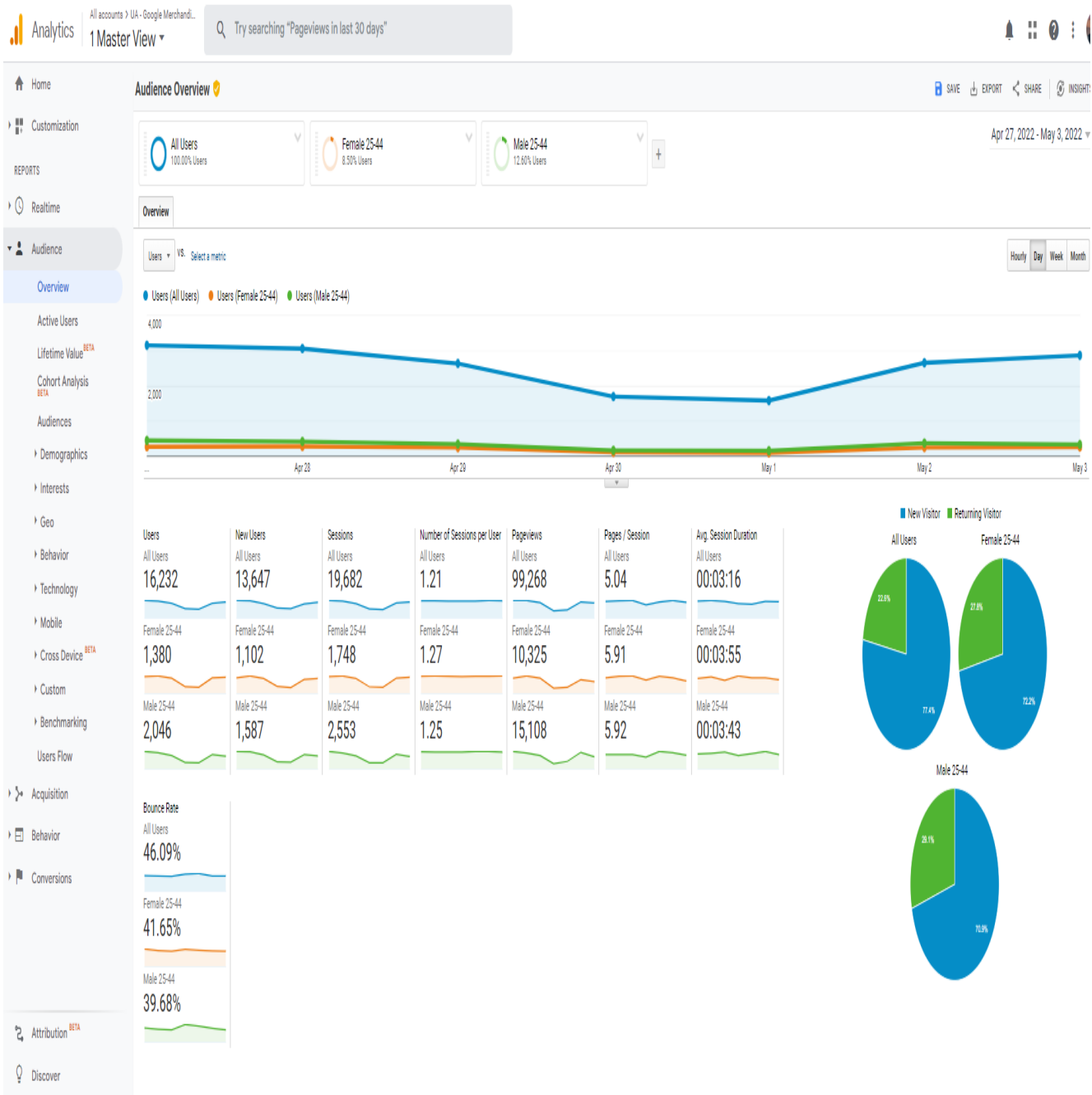
c. Complete the sentences using the future perfect or future continuous tenses.

1. The flight to Geneva takes off at 9.00 and lands at 10.30. At 10.00 they _____ (fly).
2. I usually save \$200 a month. By the end of the year, I _____ (save) \$2400.
3. Rachel leaves at 6.30. It takes her an hour to get to work. At 7.00 tomorrow _____ she to work. ^[FUT](drive)
4. The meeting starts at 2.00 and finishes at 3.30. ^[FUT]Don't call me at 2.30 because we _____ a ^[FUT]meeting. (have)
5. Samuel is paying for his car. The last payment is in May. By June he _____ for his car. (pay)
6. Their last exam is on May 31st. By the end of May they _____ (finish) their exams.
7. She writes a chapter of her novel a week. This week she's on chapter five. By the end of this week she _____ 5 chapters. (write)
8. Sona is usually at the gym between 6.30 and 7.30. There's no point phoning Sona now. It's 7.00 and she _____ at the gym. (work out)
9. The film started downloading at 7.30. It will take another hour. The film _____ at 8.30 (download).



Writing

Examine the Google Analytics data provided below. With a partner, summarize the information in a paragraph or two (200 words).





Unit 5: Business

Vocabulary: Business

a. In one minute, write down as many words related to business as you can. Compare your words with a partner.

b. Learn more words related to business. Match the words with their definitions.

1. People

The CEO (=Chief Executive Officer), a colleague, a client, a customer, a manager, the owner, the staff

1. ___ the group of people who work for an organization
2. ___ someone who buys goods or services, e.g. from a shop or a restaurant
3. ___ someone who receives a service from a professional person, e.g. from a lawyer
4. ___ a person who works with you
5. ___ the person with the highest rank in a company
6. ___ the person who owns a business
7. ___ the person in charge of part of an organization, e.g. a branch or a shop

2. Organizations

A business, head office, a chain, a branch, a multinational

1. ___ a group of shops, hotels, etc. owned by the same person/company
2. ___ an organization which produces or sells goods or provides services
3. ___ a company that has offices or factories in many countries
4. ___ the main office of a company
5. ___ an office or shop that is part of a larger organization, e.g. a bank

Reading: The Right Skills in Business

a. Do you have any idea what skills are considered to be hard and soft? What about Emotional Intelligence? Which skill does it belong to?

b. Read the text and check if you were right.

Hard and soft skills

For a long time, hard skills - for example, skills in technical subjects - were considered the most important thing in business. But more and more, people are realizing the importance of soft skills - the skills you need to work with other people, and in the case of managers, to manage people in tactful and non-authoritarian, non-dictatorial ways. These are some of the emotional competencies that are becoming important.

Emotional intelligence 1

The ideas behind emotional intelligence (EI) were first put forward in the 1980s, and later developed by Daniel Goleman. He says that EI is made up of:

- a. Self-awareness** - examining how your emotions affect your performance: being self-confident about your capabilities, values and goals; using your values to guide decision-making
- b. Self-regulation**- the ability to control yourself and to think before you act: controlling your

temper and handling impulses - sudden desires to do things you may later regret

c. Motivation - ability to take the initiative - do things without being told to: enjoying challenge and stimulation; the drive to work and succeed; optimism

d. Empathy – avoiding the tendency to stereotype others – have unfair ideas about them not based on facts: being aware of cultural differences

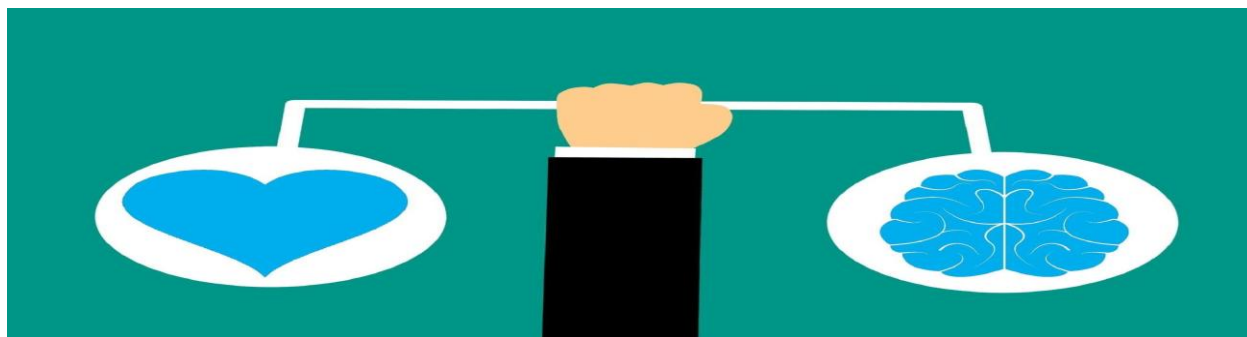
e. Social skills - the ability to communicate and to relate to others: the use of influencing skills such as persuasion; cooperation, working well with others; dispute resolution - the ability to solve arguments; good communication with others, including employees; listening skills; negotiation

A measure of someone's intelligence is their intelligence quotient (IQ). Similarly, a measure of someone's emotional awareness and self-awareness is their emotional quotient (EQ).

Emotional intelligence 2

Other researchers have identified three main areas of emotional intelligence, containing seven traits (characteristics) in these categories:

- . Drivers - traits that make people do things: motivation and decisiveness- the ability to take decisions when necessary
- . Constrainers - traits that control in a good way what people do: conscientiousness - putting a lot of effort into your work and doing everything to the best of your ability; and integrity - honesty
- . Enablers - traits that help people to perform and succeed: sensitivity - knowing how others feel; influence and self-awareness



b. Read the text again. According to the text, to which category (a-e) do each of these aspects of emotional intelligence (1-10) belong? ^[11]_[SEP]

1. ability to deal with others' emotions, especially group emotions^[L]_[SEP]
2. behaving openly and honestly with others
3. being guided by personal preferences in choosing goals and seeking out achievement
4. capacity to start and manage change among people
5. commitment
6. controlling your stress by being more positive^[L]_[SEP]
7. learning from your experiences
8. retaining the ability to think clearly even when under pressure
9. the ability to see other people's points of view and opinions^[L]_[SEP]
10. understanding yourself, your strengths and weaknesses, and how you appear to others

c. People in a company are talking about their colleagues and managers. Complete what they say with expressions from the last part of the text (“Emotional Intelligence 2”).

- 1 A: Annabelle really knows what her own strengths and weaknesses are.^[L]_[SEP]B: Yes, she's got great
- 2 A: Ben doesn't work particularly hard and he doesn't pay attention to detail.^[L]_[SEP]B: His problem is that he lacks
- 3 A: Sofia never does anything to upset anybody.^[L]_[SEP]B: I know. She has great
- 4 A: When Dan speaks, people listen.^[L]_[SEP]B: Yes, he has a lot of round here.
- 5 A: Ella has never done anything dishonest.^[L]_[SEP]B: You're right. She has a high level of
- 6 A: Sam never puts off making decisions.^[L]_[SEP]B: That's true. He always acts with great
- 7 A: Georgina really puts everything into her work - her job is the only thing that drives her.^[L]_[SEP]B: I wish I had her



Listening

BE podcasts: Relationship-building in Business



a. You are going to listen to a trainer talking about relationship building as a competency. Before listening, match the words from the trainer's speech with their meanings.

To initiate, small talk, to cultivate, to hammer out, to incorporate into, a competency, to fizzle out, courtesy

1. an important skill needed for a job
2. to try to develop and improve
3. to include something in
4. to make something begin
5. a polite action
6. conversation about things that are not important
7. to gradually end
8. to come to an agreement through argument or discussion

b. Listen to the audio. Choose the 5 tips that the speaker mentions.

<https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/relationship-building>

1. Practice simple courtesies.
2. Get to know colleagues outside the office.
3. Meet with colleagues outside of work from time to time.

4. Avoid wasting time in small talk.
5. Invite colleagues to your home.
6. Listen to what colleagues say.
7. Travel with colleagues on holiday.
8. Ask open-ended questions.

c. Listen again. Mark the sentences as True (T) or False (F).

1. Relationship-building is the same as team-building.
2. One practical idea is to say 'Good morning' to three strangers.
3. It's a good idea to identify someone you want to build a relationship with.
4. It's important to understand what's happening in the world so that you can discuss events with colleagues.
5. When there is conflict, you should focus on the person and not on the issue.
6. Asking people open-ended questions can help improve communication.

Grammar: Review of Conditional Sentences

a. What type of sentences are the following? Are they about the present, past or the future? Do they describe a likely or unlikely situation?

1. If there is a conflict, we always resolve it.
2. If there is a conflict, we will resolve it.
3. If there were a conflict, we would resolve it.
4. If there had been a conflict, we would have resolved it.

b. Learn more about the conditional sentences.

➤ **Conditional 0 {If + Present Simple, ... Present Simple}** is used to talk about something, which is always true or always happens as a result of something else.

- **Conditional 1 {If + a present tense, ... a future tense}** is used to talk about something, which will probably happen in the future
- **Conditional 2 {If + Past Simple, ... would}** is used to talk about a hypothetical or imaginary situation in the present or future and its consequences.
- **Conditional 3 {If + Past Perfect, ... would have + Past Participle}** is used to talk about a hypothetical past situation and its consequences.

c. Underline the correct form.

1. If *you're not feeling* / *won't be feeling* better tomorrow, you should go to the doctor's.
2. If we're lucky, we'll *have sold* / *'ve sold* our house by Christmas. ^[L]_[SEP]
3. I'll pay for dinner – if I *have* / *'ll have* enough money!
4. If we carry on playing like this, we'll *have scored* / *have scored* ten goals by half time.
5. Don't call Ann now. If it's 8 o'clock, she'll *bath* / *'ll be bathing* the baby. ^[L]_[SEP]
6. If you don't hurry up, you *don't get* / *won't get* to school on time.
7. You can be fined if you *aren't wearing* / *won't be wearing* a seat belt in your car.
8. If you go out with wet hair, *you'll catch* / *'ll be catching* a cold.
9. My suitcase *always gets* / *will always get* lost if I have a connecting flight.
10. I *won't go* / *don't go* to work on Monday if my daughter is still ill.

d. Complete the sentences using a second or third conditional.

1. Luke missed the train. He was late for the interview. If Luke ___ the train, he ___ late for the interview. ^[L]_[SEP]
2. Millie didn't buy the car. She didn't have any money. Millie ___ the car if she ___ some money.
3. It started snowing. We didn't reach the top. ^[L]_[SEP] If snowing, we the top.
4. Rebecca drinks too much coffee. She sleeps badly. If Rebecca ___ so much coffee, she ___ badly.
5. I don't drive to work. There's so much traffic. I ___ to work if there ___ so much traffic.

6. Matt doesn't treat Sue well. She won't stay with him. If Matt ___ his girlfriend better, she ___ with him.
7. You don't do any exercise. You don't feel healthy. ^[L]_[SEP]You ___ a lot healthier if you ___ some exercise.
8. The taxi driver had satnav. He found the street easily. The driver ___ the street if he ___ satnav.
9. Jim bought the wrong size. I had to change the sweater. If Jim ___ the right size, I ___ the sweater.
10. You get up late. You waste half the morning. If you ___ earlier, you ___ half the morning.

Speaking: Debate

Which of the statements given below do you agree with? Form a group of 3 with people who share your opinion and debate against the group with the opposite idea.

1. "Hard skills should always be prioritized over soft skills. The most important thing is being an expert in one's field".
2. "Soft skills matter more, as one can always learn or improve their hard skills much easier than soft skills".

Debating a topic: organizing your ideas

- I completely/fully agree that...
- I completely disagree that...
- First of all, ...
- My second point is that...
- Another important point is that...
- Finally....

