

The cover features a teal background with various business-related icons: a coffee cup, a donut, a watch, a smartphone showing a bank card and time, a laptop, a folder, a pencil, and a tablet displaying a document with a gold seal. The title is prominently displayed in the center.

BUSINESS ENGLISH SPEAKING

ADVANCED MASTERCLASS

Speak Advanced ESL Business English with Confidence & Elegance: Business Meetings & Presentations in English. Includes 300+ PPT Presentation Templates

MARC ROCHE

Business English Speaking: Advanced Masterclass

**– Speak Advanced ESL Business
English with Confidence & Elegance:
Business Meetings & Presentations in
English.**

Includes 300+ PPT Presentation Templates

Business Speaking Series. Book 1

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Topics Covered in this guide:

Business English speaking, business English ESL, business English conversations, speak business English, business speaking, English for meetings, English for business, ESL business, American business English ESL

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***“Wise men speak because
they have something to say;
Fools because they have to
say something.”***

Plato.

Contributors & Influencers

I could not possibly list all the people who have influenced me through their work, but I will try to mention a few of the ones who spring to mind in no particular order. These are my business heroes, and without their contribution through their work, I would never have been able to write this book.

If you have never read their books, and are interested in business and entrepreneurship, I implore you to go out, and buy them and read them over, and over again.

Gary Vaynerchuk

Pat Flynn

Dan Meredith

Timothy Ferriss

Dale Carnegie

Introduction

Business English Speaking: Advanced Masterclass – Speak Advanced ESL Business English with Confidence & Elegance: Business Meetings & Presentations in English. Includes 300+ PPT Presentation Templates.

American & British Business English Advanced Speaking for ESL Students and Teachers.

This business English book provides a solid framework for English language learners to acquire advanced Business English Speaking skills by exploring the secret psychology and dynamics behind effective business communication in English, together with advanced phrases and self-study exercises to improve business vocabulary and confidence. This book is ideal for any business setting where the person has to speak in one-to-one or group interactions, like meetings, presentations, parties and other public speaking events.

With this business English communication course, you will learn:

- How to speak ESL Business English with Confidence & Elegance. You will learn:
- How to deliver outstanding presentations
- How to hold a successful meeting in English
- How to excel at public speaking
- How to maximize your influence in ANY professional situation in English

To make this self-study Business English Speaking course even more effective, it includes 300+ Premium Business Presentation Templates in PowerPoint format that you can download whenever you like.

Confident Communication

Confidence can sometimes desert you when you really need it, but there isn't a single successful professional out there who doesn't have a few cringe-worthy stories about situations where confidence was non-existent and awkwardness took over. We're going to get right down to the core of what makes people confident in their communication and see how you can use the latest research to succeed.

However, I want to stress that if you're anything like me, your lack of super-human confidence comes from a tendency to sit on the fence and not fully commit to the things you're doing. If this is true to any extent for you and you feel like it's holding you back, then it's time to change. You're either ALL out, or you're ALL in and you go 1000% into whatever it is that you're doing or saying.

Communicating with confidence is a skill, which means that anyone can develop it. It just takes patience, thicker skin and a willingness to learn from mistakes. It comes down to practice, practice and more practice. No magic, no Ouija boards, and no praying to the sky. Just practice and willingness to not judge yourself, so that you can adapt and learn, the way mother nature intended you to. So get rid of all that bullshit that society has put on you, and go back to basics. Practice, make mistakes, adapt and learn, no judging.

Confidence, emotional intelligence (EQ) and empathy are all closely linked. Emotional intelligence is a trait, which hiring managers, business partners and colleagues value highly, and many successful individuals have it in abundance.

The more emotional intelligence you develop the more able you'll be to prevent those confidence-sucking awkward situations from occurring. Picking-up on what people think is also a vital skill to have for self-reflection and self-guidance. This doesn't mean that you should worry about what people

think, but the better you are at picking-up on people's reactions to you, the better you can become at evaluating yourself from a neutral place.

People's reactions to you are valuable feedback that can help you correct mistakes before they cause any damage. Again, this is not to say that you should worry about what people think. There will always be people who like you and people who don't.

Emotional Intelligence at Work

Successful people know a great deal about their field of expertise and their job, and the roles of those around them, but it has become clear that to truly succeed, you need more than just the standard intellect.

Emotional intelligence is central to helping you reach your goals and to achieving success, as it boosts your levels of morale, motivation and co-operation (Strickland, 2000).

E.I. is not only being able to identify and adapt to your own emotional state, but the emotions of those around you. An emotionally intelligent individual is a strong communicator who can “read the room” and thrive in a variety of social situations. Many astute hiring managers actively look for this quality when recruiting new staff. There are many reasons, but one of them is that emotionally intelligent employees are generally more successful in their interactions with other members of staff, and as a result, they quickly adapt to many different types of social environments.

Multiple studies have shown that emotionally intelligent people achieve more than their counterparts both inside and outside of work. They’re more likely to handle criticism well and are able to respond appropriately to differences of opinion. In teams, the more emotionally intelligent members help diffuse and prevent emotional outbursts that could derail or delay projects.

A 2014 study conducted by the University of Bonn in Germany set out to find how high emotional intelligence affected an individual. The study was conducted on 142 adults who were asked to identify emotions both through visual and audio cues. Participants were presented with photographs of people and audio of a variety of people expressing their emotions. A ‘high emotional intelligence’ was defined as being able to correctly identify 87% of the

emotional scenarios, a ‘low intelligence’ was defined as scoring 60% or less.

The participants were then evaluated by their co-workers and supervisors to see how their communication skills were viewed by their peers. The results showed that those with high scores in the test were seen as carrying a higher social status than those who scored lower. Interestingly, those same people who scored higher in the test, also had higher income. Therefore, the study concluded that emotionally perceptive people were viewed more favorably by others and were also more likely to have a higher income than their co-workers.

Regardless of what business you’re in, communication with colleagues and clients plays a huge role and that is why emotional intelligence is so valuable. Although the value of emotional intelligence is abundantly clear today, that was not always the case. [Travis Bradberry](#), one of the authors responsible for [Emotional Intelligence 2.0](#) says that emotional intelligence was never considered a factor in business until 1995. His book goes over decades of research to show just what an impact emotional know-how has on the business world.

Don’t worry – emotional intelligence is a learned skill and can be improved. The basis of this form of intellect relies on synthesizing information from both the rational and emotional areas of your brain. Like anything else in life, the more you practice emotional intelligence, the stronger that skill will become.

“The change is gradual, as your brain cells develop new connections to speed the efficiency of new skills acquired. Using strategies to increase your emotional intelligence allows the billions of microscopic neurons lining the road between the rational and emotional centers of your brain to branch off small “arms” to reach out to other cells,” explains Bradberry.

Chapter 1. The Truth about your Public Speaking Skills

A 2007 study of teenage students found that students who thought of intelligence as non-fixed and changeable were more likely to gradually increase their grades for the following two years. Interestingly, students who thought of intelligence as a fixed, 'you are what your born with' factor, saw very little change in their grades (Blackwell et al., 2007).

After the initial tests, the researchers then performed an intervention with some of the low-achieving students. They taught the students about how their brain worked and how learning changes the human brain by creating new connections. They drilled into them that **THEY** were in charge of controlling this process and that they had the power to change their brain through their daily activities. Amazingly, grades for the group of students who learnt about how their brain worked immediately started to improve, while the grades of the students who hadn't received the intervention carried on getting worse!

This highlights just how important it is for you to fully understand that **YOU** are in control of how good you are at something. Your brain is hard-wired to respond to your actions and your environment, so once again **YOU** are in control.

If you really want to improve your business communications skills and your EQ, it's time to take responsibility for your own learning and your own growth. It's nobody else's responsibility, not your parents', not your partner's, not your boss', not your coach's: it's you and only

you who can succeed. This is your legacy, your blood, your sweat and your tears, no one else's. I have said this to several students and some have reacted positively and some have given up. I think both decisions were right because it pushed them towards what they really wanted to do deep down.

Nobody can make you learn or do anything, you have to like it and want it. You don't necessarily have to like the thing you are doing in that moment, but you have to love the journey that it forms a part of. I personally don't like learning about marketing analytics, but I know it's useful and I love the process of building businesses, writing and coaching. So in a strange way, when I learn about analytics, I enjoy it because it forms part of my journey and it's almost like scratching an itch.

Decisions = Behaviour

Behaviour is a manifestation of decisions, not conditions. As Franklin Covey stressed in his bestselling book *The 7 Habits of Highly Effective People*, "Responsibility" is your ability to choose your response to a situation or an environment.

Too many people do the exact opposite and blame their behaviour on their situation or their conditions. Even worse, they blame their current situation on their past situation. This makes them feel like it's not their fault, but is the equivalent of going into a McDonalds today because you went yesterday, and then complaining that you want pizza. Get a grip. If you look at where you are in life now, it's all a product of your decisions and your choices, your job, your level of income, your relationships, your preparation for exams, 100% your fault, the good and the bad.

People who succeed at an activity do not blame their situation for their lack of success, and they definitely don't blame it on a lack of ability. They try, fail and try again in a slightly different way until they succeed.

People who succeed take action and actively learn how they can change things that they wish to change. If they want to learn a language they research how best to learn a language and then they go out there and do it EVERY DAY because they love the process of getting better and challenging themselves. If they want to set up a business they research and research and research and try and fail until they succeed. If you don't already do this, it's definitely not too late, start now.

It comes back to loving the process. If you love what you are doing, then failures and mistakes are not failures or mistakes, they are another step forward in the journey to your inevitable success.

Mistakes and failures are fun, because they are learning opportunities and they teach you more than your successes. If you enjoy what you are doing, then your current situation doesn't concern you as much, because you are too busy enjoying it.

Understanding the key role of emotion in business separates the best communicators from the rest - not just in terms of results and talents but also in terms of intangible personal assets such as morale, inspiration and dedication. When explaining how great communicators are effective, we describe their strategies, visions, motivation or ideas. However, the reality is that emotions are the crux of great business communication. Leaders understand how to influence emotions and master the art of manipulating them either for good or for evil. It all comes down to how you deal with yourself and your relationships.

Be a Master of Your Own Learning

Be a master of your own learning. Don't be a victim of your own bad habits. If you talk to yourself and to others similar to you are a victim of circumstance, you will never change the things you don't like or learn the things you want to learn.

These are all victim phrases, which should never come out of your mouth or even go through your mind.

- *There's nothing I can do;*
- *That's just the way I am;*
- *I have to do that;*
- *I can't*

Instead, use:

- *OK, what are my alternatives?*
- *How do I solve this problem?;*
- *I can choose a different approach;*
- *I can control my reaction to this if I want to;*
- *I can't do this YET, but I will learn.*
- *I can't do this because I don't want to learn how to do it.*

Chapter 2. Voice & the Importance of Sound

“We often refuse to accept an idea merely because the tone of voice in which it has been expressed is unsympathetic to us.”

—

Friedrich Nietzsche

The Importance of your Voice

Your voice is key when it comes to communicating effectively in business and in non-business settings alike.

Sound can influence the human brain in different ways and it's a vital part of how we understand the world around us and how we interpret different contexts, whether we're aware of it at the time or not.

Projecting your voice appropriately to fit the situation you find yourself in is central to how people perceive your message. Voice control and projection are key, not only for delivering strong presentations, but for exuding confidence in your everyday life. There are a few basic methods you can apply to achieve this, as well as some vocal exercises you can use.

The Impact of Voice When You Speak

The easiest way to make sure people are listening to you is to talk in a manner that makes them want to listen. Your tone of voice plays a key role in having people not only listen to what you're saying, but to understand it as well. Tone is comprised of a few key elements: pitch, volume, pace, and emphasis.

People have an instinctive reaction to the tone of someone's voice and you want that reaction to be positive. Think of someone you've heard that has an inviting quality to their voice. A popular example is actor Morgan Freeman. He has a rich, deep, expressive voice that naturally draws attention. His voice alone has given him access to an immense amount of opportunities, including the narration of several documentaries. Contrast that with the voice of someone you don't like to listen to: they're often monotone,

nasally, and unappealing overall. Even if what they're saying to you has value, you're less likely to accept their message based on the tone of their voice. We've all had teachers whose voices we just couldn't stand. The right tone of voice can be all it takes to propel you forward.

So, when thinking about your own tone try to emulate the voices of those who successfully capture your attention. This does not mean you should be doing an impression of someone else, but simply working within the natural range of your own voice. You should not have to strain yourself or your vocal cords to achieve a desirable tone.

People who speak in a deeper voice are considered to have more authority than others according to research done by the University of Pittsburgh. Some theorize this connection comes from when physical power was used as a measure of authority and a deep voice generally went hand in hand with a stronger body. So, when you're looking to command the attention of others it's important to use the lower range of your voice, without going so far as to put on a cartoonish voice.

Speaking deeply doesn't mean speaking flatly though. It's important to change your tone as you speak to maintain interest and convey emotional information. Without a variance in tone, it becomes nearly impossible to communicate your excitement, enthusiasm, or even successfully land a joke. If your tone is as flat as a piece of paper then it won't matter how deep your voice is, it's going to put people to sleep.

Perhaps the easiest technique for holding people's attention is to simply speak slower and to emphasize the most important words in each sentence. Not only does it give you more time to think through what you're saying, it gives the listener more time to let your message sink in and truly understand it. It takes effort to actually listen to what someone is saying, so giving your listener more time will

help the both of you immensely. Don't be afraid to take a long pause between thoughts as well. A silent moment commands authority much better than attempting to fill the silence with "um" or "uh."

When prepping for your next big presentation, meeting or conversation just remember to talk low, slow, with emphasis and with varied tone.

Vocal Warmups

Right off the bat, it's important to breathe through your diaphragm, and stay relaxed around your head, neck and shoulder areas. You may need to make a conscious effort to do this initially, but you'll notice how, as you form the habit, it will become more automatic.

Our first exercises are going to focus on volume. Increasing the volume of your voice to be louder is an essential aspect of projecting your voice. Be sure you're practicing breathing from your diaphragm. Your abdominal area should expand outwards as you breathe in, and contract as you breathe out to get the best results.

We begin using vowel sounds. Starting with "ah" (as in the word "bar") you will begin vocalizing the sounds softly, and gradually increasing your volume to be loud. Make sure you do this somewhere private or you'll lose all your friends.

It's important to understand that when you're loud, you should not be shouting. Think of the difference between talking to someone directly in front of you, and someone a few feet away. That should be the difference between your soft and loud voice.

Reverse the exercise and go from loud to soft.

If you're feeling a strain on the loud end of things, then you're trying too hard. Remember to be gentle.

Finally, combine the exercises and go from soft to loud to soft to loud, etc. for as long as you like.

This exercise can be done with other vowel sounds such as "oo" (as in "boo"), "oh" (as in "hole"), "aw" (as in "raw"), "ay" (as in "bay") and "ee" (as in "see").

Counting to ten is also an effective volume exercise. You can move gradually, starting soft at 1 and ending loud at 10 or vice versa. You can also make a pattern, having every third number spoken loudly or something similar to that. Play around with it and find what works best for you. Have fun and make it part of your routine.

Voice Projection Exercise

Using a combination of single words, phrases, and sequences you will learn how to project by intoning words and phrases. This means you will emphasize and lengthen vowel sounds, which should create a richer sound. When choosing words and phrases be sure to use words that start with the same sound ("my moaning mother's magnificent mistake"). Watch to make sure you don't tense up the muscles in your head and neck as you perform this exercise. Remember to relax.

Of course, vocal projection can be difficult to master and improper practice of these techniques could damage your vocal cords. If you do not feel confident performing these exercises yourself, or if you begin to feel any discomfort or strain, then stop immediately and find yourself a vocal coach to help you with your technique.

Chapter 3. Meetings, Conferences & Negotiations: Formal & Informal Language



It's vital that you can distinguish between formal and informal language in English, not only for business, but also for communication in general. Writing a letter or email to a friend is obviously not the same as writing a letter of recommendation for a friend who has applied for a job. Here are some examples of formal and informal words with the same meaning,

VERBS:

FORMAL: INFORMAL

to depart: to go

to carry out: to do

to provide: to give

to retain: keep

to cease: stop

to seek: look for

assist, aid: to help

liberate: to free

obtain: to get

to desire: want

request: to ask for

to function: work

to demonstrate: show

to reside: live

require: need

OTHER WORDS:

FORMAL: INFORMAL

subsequently: next / later

immature, infantile: childish

sufficient: enough

further: more (information)

hence, therefore: so

deficiency, lack of: little, there is no

perspiration: sweat

inexpensive: cheap

Business Meeting & Discussion Phrases

USEFUL PHRASES

If you consider... you could be convinced by an argument in favor of....

But you have to think about another aspect of the problem...

I do not feel this is a direct cause of...

Of course it goes without saying that...

There has been a growing body of opinion that..

... the situation can be addressed by adopting the methods mentioned above...

While I admit that... I would argue that...

One approach would be...

A second possibility would be to...

Obviously,...

However,

This suggests that...

In addition...

To sum up...

In fact..

I tend to disagree...

I am unconvinced by...

Overall,...

In the final analysis...

Ultimately,...

To conclude...

In conclusion...

On the other hand...

There is no doubt that...

This could involve...

Thirdly...

EXPRESSING VIEWS

I would argue that...

I firmly believe that...

It seems to me that..

I tend to think that...

People argue that..

Some people think that...

Many people feel that...

In my experience...

It is undoubtedly true that..

It is certainly true that....

REFUTING AN ARGUMENT

I am unconvinced that...

I don not believe that..

It I hard to accept that...

It is unjustifiable to say that...

There is little evidence to support that...

PROVIDING SUPPORT

For example,...

For instance,...

Indeed,...

In fact,...

Of course,...

It can be generally observed that...

Statistics demonstrate...

If this is/were the case...

Firstly,...

Naturally,...

In my experience...

Let me illustrate...

DEFINING/EXPLAINING

I would argue that...

By this I mean...

In other words..

This is to say...

To be more precise..

Here I am referring to ...

USE SPARINGLY (=a little)

First/second, etc...

Moreover..

In addition...

Furthermore,...

Nevertheless/nonetheless...

On the one/other hand...

Besides...

Consequently...

In contrast...

In comparison...

USE MODERATELY

While...

Meanwhile...

Although...

In spite of.../ Despite the fact that...

Even though...

As a result...

However...

Since...

Similarly...

Thus...

In turn

OTHER USEFUL PHRASES

My response to this argument depend on what is meant by...

There is surely a difference between.... and....

I intend to illustrate how some of these differences are significant to the argument put forward.

However, whilst I agree that... I am less convinced that...

I certainly believe that...

One of the main arguments in favour of.... is that...

In other words...

Admittedly, in some ways...

Surely...

Arguably..

Either way...

In any case...

The most important point is that...

Another point is that...

Of crucial importance , in my opinion, is...

There is , however, another possible way of defining...

...that I am in favor of , although I also realize that...

Therefore...

There is no doubt that...

However, it is possible to tackle this serious issue in a number of ways.

One approach would be..

...would be particularly beneficial.

A second possibility would be to...

...this could involve...

Many people feel that this is unacceptable because...

Opponents of... point out that ... and argue that...

On the other hand it cannot be denied that...

Supporters of...argue that...

INTRODUCING A FALSE ARGUMENT

It could be argued that...

Some people would argue that...

There is also the idea implicit in the statement that...

It is often suggested that...

DEMOLISHING A FALSE ARGUMENT

This is partly true, but...

To a certain limited extent, there is some truth in this...

However, the implication that... is oversimplification.

This argument has certain specific logic, but...

PROPOSING A CORRECT ARGUMENT

It is clear that...

The real situation...

Obviously...

On the contrary...

It is therefore quite wrong to suggest that...

C1 & C2 Level Speaking Phrases (Advanced & Proficiency)

Likes/dislikes

I'm into...

I'm a keen/avid (surfer)

I'm keen on/fond of (surfing)

I (go surfing) to unwind, to escape the stresses and strains of my day to day life.

I like nothing more than (to go surfing)

I'm itching to try/go.... (I really want to)

Comparing/contrasting

Both pictures show...

In this picture they look as though they are.... Whereas/while in this picture...

In contrast

On the other hand

Agreeing

We see eye to eye.

Yeah, I'd go along with that.

Absolutely!

Opinion

As far as I'm concerned,

As I see it,

From my point of view,

In my humble opinion,

I'd say that...

Describing pictures

The first thing that strikes me about this picture is...

The thing that really jumps out of this picture is...

In this picture it looks as if/though they are...

They could/might/may be...

They could/might/may have just...

I'm pretty sure that they're feeling...

I'd guess that they are...

Disagreeing

We don't see eye to eye.

I take your point but...

I tend to disagree with you there.

That's not always the case

You took the words right out of my mouth.

I couldn't agree more.

You have a point there.

I'm with you 100% on this one.

Starting to make a conclusion

Let's get down to the nitty gritty.

The bottom line is we have to choose one...

It's a tough one, I'm torn between ... and

Shall we go with?

Personalizing

Speaking from personal experience,...

For me personally,..

This is a topic that is particularly close to my heart...

It's funny I was just thinking about this the other day.

My gut/initial reaction is...

If I were to choose one of these situations (part 2 pictures), I'd go with... because...

Tips

Eye-contact

Active listening

Open body language

I beg to differ

Isn't it more a case of...

Asking for opinion

What's your take on....?

Where do you stand on....?

In my opinion....., would you go along with that?

What are your thoughts on this?

Impressive structures

Another point I'd like to add about ... is...

It's also worth bearing in mind that...

Coming back to what (Javi) was saying about I'd also like to point out that...

I think it's important not to forget that...

The vast majority of people tend to think that...

At the end of the day...

When all's said and done...

Asking for repetition

I beg your pardon, I didn't catch that.

Speak up
Don't dominate

Sorry would you mind repeating
that?

Could you repeat the question
please?

Chapter 3. Posture

“Body language and tone of voice - not words - are our most powerful assessment tools.” -

Christopher Voss

Be aware of your posture.

Your posture is a big part of your speaking, believe it or not. This is because it affects everything you say. Not only does it affect the quality of your voice, but it also affects how others interpret your words.

Pop stars, charismatic politicians and actors, are often admired based on the idea that they were born with a special talent for performing. Though there may be some natural talent involved, performance is a set of skills and always has been. This means that you can learn.

It's not magic, it's science. The brain adapts and learns to the environment to which it's subjected. If you practice, you improve.

Certain habits can make you voice tense, which has a negative impact on your performance as a communicator. If you constantly slouch because you're always looking down at your phone or laptop, this will affect your voice, as you'll be placing extra stress on the neck and voice box area. Try to stand up straight as much as possible and try to monitor and correct your posture as much as possible.

Combine breathing through your diaphragm, and staying relaxed around your head, neck and shoulder areas with a good posture – that means no leaning or slouching regardless of whether you're standing or sitting – and you'll be in a prime position to make vocal projection as easy as possible.

To help keep your posture in check, use an action or event that occurs regularly in your life, such as checking your phone, as a reminder to check in on your posture. Check to see that you're relaxed, your spine is straight, and you're not accidentally clenching your teeth or unnecessarily straining parts of your body.

It's important to remember that projecting your voice should not be causing any strain on your cords or any other part of your body. If you feel any strain, then you're not projecting, you're yelling. Remember to focus on being gentle with your vocal cords as you practice and to reassess your technique if you start to feel any strain.

Chapter 4. Barriers to Effective Communication

*“The most important thing in
communication is hearing what
isn't said.” –*

Peter Drucker

What's in it for them?

The world is full of constant distraction in the form of media, entertainment, social interaction and many, many other things. People automatically grab for their phones whenever they have a spare few seconds. Even billboards are becoming less and less relevant as a marketing tool since most people's attention while they sit in cars is now down towards their phones.

Why should they listen to you? Why should anybody listen to anyone else?. "*What's in it for me?*" - This is what we all instinctively ask ourselves when we start reading something or listening to someone.

It's not just about what you have to say, it's about how you deliver your message and about whether your message is valuable to your audience. You need to be helping your audience in some way for them to stick with you. This is what you should be focused on when you speak, write and present.

In a world where attention is so fickle, if you want people to listen to you, you need to grab them and keep them long enough for them to hear your message. There is constant temptation to become distracted, so you need to get good at the attention game.

If one were to seek out an unconventional definition of communication, it would be, Brain to Brain marketing, since communication is the meeting of minds. Communication is devoid of words, sentences, paragraphs and the entire spectrum of linguistic tools and methods. In its truest form, it is two nervous systems exchanging information. It is effective when the circumstances are as unbounded as possible.

Using Meaningless Language:

We're all guilty of this now and again, but it really is a communication killer because it sucks the power and meaning out of whatever it is you're saying.

Sometimes we resort to hyperboles, like "incredible" and "awesome" to talk about relatively uninteresting things, such as when someone has bought a new hat. We often do this to please others or make them feel at ease, but while it may be intended as a gesture of goodwill towards the other person, it can come off as insincere and can shape other people's perception of what we consider to be "incredible". If everything is "incredible" then nothing we describe will ever truly be incredible.

Ego

Another thought pattern that damages the effectiveness of our communication is our fear of being seen to be wrong. When we're overly concerned by this, it can distort our interpretation of the messages we get from other people and from our environment. This will in turn, influence our response.

People Pleasing and Seeking Approval

People pleasing or seeking approval from others is another surefire way to damage and distort your communication at work.

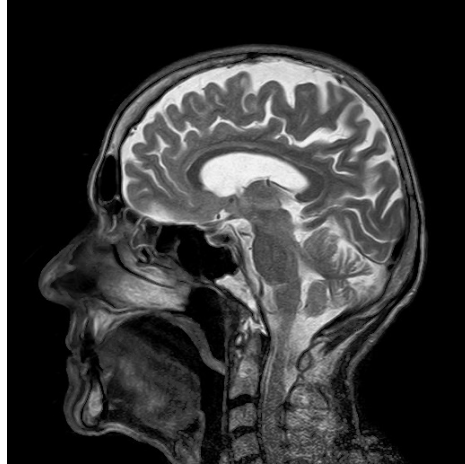
Although peer pressure is probably more obvious among teens, it definitely carries on into adulthood in more subtle and unconscious ways. We buy certain things to keep up with the Jones' and we all say certain things to be seen in a certain light to some extent, whether we admit it to ourselves or not. If we let this behavior get out of hand, we become people pleasers and others see straight through this. People pleasers often come across as insincere and manipulative. People will not respect our message if they do not respect our values.

Difficult and emotional situations:

Another potential impediment to effective communication is the way we deal with stressful and emotional situations.

Our instinctive reaction is often to stay silent in order not to make things worse. Remaining silent and not acknowledging the factors involved in a situation can cause more harm than good and can lead to serious misunderstandings of both the events and the emotions surrounding it.

Chapter 5. The Science of Giving Presentations



The Multi-Modal Technique

Engaging with material in multiple formats, such as combining text with a visual representation, can improve your audience's memory of the concepts or ideas being presented (Paivio and Csapo, 1973). Hardly rocket science is it, but so many of us throw common sense straight out of the window the minute we sit down to plan a presentation.

This is what the idea of multimodal education is based on. Multimodal education emphasizes combining learning methods in order to better teach students. This technique has been proven to increase brain activity beyond the point of what using a singular method can produce (Beauchamp et al., 2004).

More important than an increase in brain activity is where that activity takes place. Studies saw increased activity in the superior temporal sulcus and middle temporal gyrus, which are both responsible for multisensory processing. The fact that this region of the brain switches on automatically when exposed to multiple stimuli suggests that it plays a large part in the improved memory that results from multisensory exposure.

So, say you have a presentation coming up, try to combine images or even short videos (if appropriate), with small amounts of clearly expressed text and speaking. Keep shifting between the different 'modes' to keep your audience's brains as active as possible.

The positive effects of combining mediums on memory can be seen in a study in which participants had their brains scanned as they were given a memory test where they had to memorize pairs of objects. After the test, participants filled out a questionnaire about what memorization techniques they used to help them complete the task. Though self-reporting can be an unreliable method of gathering information, the brain imaging showed that

people who combined auditory information with the images they saw, techniques as simple as saying the names of the objects they saw aloud, performed better than those who didn't. The study concluded that engaging with material in multiple different ways made a stronger impact on the people's memories (Kirchhoff and Buckner, 2006).

Using Stress to Enhance Memory

Another factor that can have a positive effect on learning and memory recall is physical and psychological stress. Interestingly, stress must be occurring at the same time as the event that you wish people to recall or learn, for the memory enhancement to happen (Joels et al., 2006). Stress that occurs before or after the event has been shown to actually be detrimental to memory (de Quervain et al., 2000; Kirschbaum, 1996; Kuhlmann, 2005).

This doesn't mean that you should make your presentations ultra-stressful by shouting at people or by setting off the sprinklers on them, but it does mean that you can benefit from adding a small element of stress through practical simulations or activities for instance. During your simulations, you could add something as simple as a time limit to inject low levels of stress and excitement.

The effects of physical stress, including things like hunger, or extreme temperatures, activate the lower regions of the brain which typically govern more basic body processes. Psychological stress, such as that from receiving bad news, targets areas of the brain associated with higher function, such as the amygdala and the limbic regions in general (Herman and Cullinan, 1997).

The brain responds to psychological stress by producing noradrenaline, which mobilizes the brain and body to take action. The key with psychological stress is that

it increases memory for what caused the stress, but not for information unrelated to that stress (McGaugh, 2004). This means that the timing and cause of the stress can make a huge difference as to whether its effects on memory will be positive or negative.

‘Chunking’ Information

When we look at memory, we often undervalue factual recall and muscle memory, but advances in neuroscience have shown that these play a huge factor in maintaining what is called “working memory.” Working memory serves as a temporary store for new information we are processing. The average limitation on a working memory is roughly seven individual pieces of information though this number can vary based on the individual and their educational achievements (Pickering, 2006). Our working memory is what we use for everything from writing down a phone number (which is why we often like to get the info in small pieces rather than all at once) to learning a new skill or concept. Try to use this knowledge when you present information, so you don’t overload and ultimately lose your audience. Deliver the information to your audience in small digestible chunks so that they can process it.

A 2003 study used functional magnetic resonance imaging (fMRI) to track the regions of the brain that adults were using as they learned to do long-form multiplication (Delazer et al., 2003). The study saw brain activity shift from the region associated to working memory to the region associated with automatic function as the adults practiced the skill and familiarized themselves with it. This study shows how the brain relies on different regions depending on its familiarity with the task at hand and it also shows why it’s important to keep your working memory in good nick to

allow it to grasp new ideas quickly and effectively. It's also worth noting that external representation of information (such as the written down phone number or a written-out math equation) can help take pressure off of the working memory and increase efficiency, as your brain will be able to focus better on the task. This is similar to when you close down unnecessary programs on your computer to free up the CPU and the system. As result of this, the computer speeds up and can process tasks faster.

Chapter 6. Your Words Matter

*“As we express our gratitude,
we must never forget that the
highest appreciation is not to utter
words, but to live by them.” -*

John F. Kennedy

Think About Your Words

When focusing on improving our presentation skills we often look at some of the best presentations in order to mimic the techniques of icons like Steve Jobs, or VaynerX's Gary Vaynerchuk, but it can be just as valuable to look at bad presentations to see what kind of mistakes we should avoid.

The words you say also matter. Always think that in a professional environment your words can be misconstrued or taken out of context. Be very careful with edgy comments and speeches!

We'll take a look at a couple arguably dreadful speeches and presentations to see what went wrong, and what can be done to avoid these scenarios ourselves. These speeches are listed in Vanessa Ong's excellent 2017 article *15 Bad Speeches We Can Learn From*. I urge you to check it out when you have a minute

Speech Case 1: Miss Teen South Carolina 2007

Take an infamous speech made during the Miss Teen South Carolina show in 2007.

A part of the Miss Teen competition demands that participants answer a “thought-provoking question” in order to demonstrate their higher thinking abilities. The questions are selected at random and Miss South Carolina was asked the following: “Recent polls have shown that one fifth of Americans can’t locate the US on a world map, why do you think this is?”

She begins by slowly explaining that some “US Americans” don’t have maps and she ends with a vague suggestion that the United States education system should somehow benefit South Africa and Iraq. This is what happens when you charge headlong into a question you are completely unprepared for.

Before we scoff at Miss Teen Carolina, let’s get off our high-horse and be honest with ourselves, I’m sure most of us can recall a situation when we’ve jumped head-first into answering a question and then realized half-way through that we’re talking absolute nonsense. It can be a horrible, embarrassing feeling when this happens. So, what can we learn from this?

Lesson 1: Be prepared.

Managing a presentation requires you to be aware of two things: the message you want to deliver to your audience, and the information your audience might want from you. During election campaigns, politicians have to be able to speak on a variety of different issues, from education to environmental policy and more. If you prepare yourself in a similar fashion, then you'll drastically decrease your odds of being caught out during a big moment.

Lesson 2: Take your time when answering a question.

You are under no obligation to answer questions as quickly as possible; it's a presentation, not a race. Do not be afraid to ask someone to repeat their question or to pause and consider the question before answering. If you truly don't have an answer for someone, be honest with them and tell them you will get back to them after you find the answer. Not only will you avoid embarrassment in front of an audience, but you'll come off as thoughtful and honest. People respect honesty and "cojones", so show them you have both!

Speech Case 2: Melania Trump's Republican National Convention Speech

Melania Trump's Republican National Convention Speech

The speech Melania Trump gave at the 2016 Republican National Convention was widely spread around the internet not because it was an incredible speech, but because it was almost a word-for-word copy of a speech previously given by Michelle Obama. Videos went up online directly comparing the two and the evidence is quite damning.

It is a good thing to be inspired by the works of others. It's even smart to bring their work into your own presentation, but you have to do it properly. Always cite your source, give credit where credit is due, and make it abundantly clear when you are using someone else's words to support your point. Remember, people came to hear your words, not to hear you parrot the words of others.

If Melania Trump had talked about how Michelle Obama's speech had affected her own views and simply incorporated quotes into her speech, then it would've likely been received as a ground-breaking political speech and would have been used as a shining example of respect. Melania would have come off as a big person who was brave enough to admit that she was inspired by a political rival and brave enough to show public respect and appreciation for her. This rarely happens in politics, so it would have been big news for all the right reasons.

There are thousands of pitfalls to watch out for in public speaking, but if you use a little common sense and take things slowly then you should be able to perform pretty well on the day.

Chapter 8. Eye Contact



The importance of eye contact in Western cultures is undeniable. Neglect eye contact and your audience will assume you lack confidence at best and that you are untrustworthy at worst.

It's easy to mess up and really hard to do properly. If you do it too much it becomes threatening; but then, not enough of it can have the same effect. This is the exact reason why one-on-one interactions often go hand-in-hand with private brain meltdowns *“Do I make eye contact again now? Is it too much? How long is acceptable before looking away?”*

In a study done by Japanese researchers, volunteers watched a video of someone's face whilst solving a word challenge in which they had to think of verbs to match different nouns. For example, if they heard “ball” the word “kick” would be logical.

Amazingly, as soon as the face in the video appeared to be making eye contact with them, the volunteers started having problems with the more difficult nouns. Even with a stranger in a video, eye contact is so powerful that it uses the person's cognitive reserves, leaving him or her unable to effectively concentrate on anything else!

Practice gazing towards your audiences' face or faces to strengthen the connection while you're delivering your message, but don't worry too much about making actual eye contact all the time. A recent study using eye-tracking technology carried out by ECU researchers gave surprising results as to the importance of eye contact.

During the study, one of the researchers engaged short four-minute conversations with 46 test subjects. In the conversations, both people wore eye-tracking goggles. For around 50% of the interactions the person conducting the tests looked at the subject's eyes the majority of the time, and for the other 50% he gazed mostly at the mouth.

Following each of the conversations, the volunteers evaluated how much they enjoyed the interactions. In the conversations where the researcher had been looking mainly at the volunteers' mouths, they reported the same levels of eye contact and enjoyed the interactions just as much as when the researcher made direct eye contact.

This research suggests that gazing at people's face produces the same effects as direct eye contact. So, if you're not 100% comfortable with making confident eye contact all the time don't get too hung up on it. There's no need to try to make eye contact with your audience, instead just gaze at their faces.

Chapter 9. Avoiding Business Jargon

We're living in a connection economy where people want to connect with real people. The old business jargon for the sake of business jargon of yesteryear has been demoted to the boardrooms where it's still needed for political games. To connect with humans, you need words that make you sound like a real human, sentences that show who you are, why you're doing what you're doing and why you're different to the 'corpobots'.

When humans switch into the "business" mindset, something dark and strange happens to their brain, they become flesh and bone robots morphing their vocabulary into a meaningless collection of clichés and empty statements - the result is just boring, vague and disjointed communication.

We place greater importance on how someone talks than on the words they are saying alone. Good speaking and writing don't usually do the whole hard-selling approach. They use accessible language as much as possible and focus on adding value, reducing pain or discomfort by solving problems and satisfying a need.

Chapter 10. Focus on the Listener's Problems

Think about what problems or 'personal hells' your audience is experiencing at the moment. Again, by audience, I mean anybody you interact with for business or professional reasons. It could be a one-to-one negotiation, a meeting, or a presentation among many other situations. Think about what personal misery your idea, or product or service saves your audience from. Then, think of all the benefits that they will gain from it and how that will feel. Don't just describe features and benefits of your idea and hope for the best, show them how it feels. Why does your idea matter to them?

GOUSTO UK

This is a perfect example of a company using pain points to show how a product or service solves a ‘personal hell’. Think of the ‘personal hell’ of having to go to do the weekly shop as a single parent of two children with no childcare and no car for example.

Notice how they use the pain-points to empathize with the audience, create rapport and offer the solution. Notice also how they use simple, direct and clear language without any pretense.

This is an excerpt from the “help” section of Gousto’s website. <https://www.gousto.co.uk/help>

‘With Gousto you don’t need that epic shopping list, soul-crushing queue at the checkout or to take part in the heavyweight grocery bag Olympics. All you need is your weekly box.’

Chapter 11. Always Give Details

Giving details is what separates a boring generic text or conversation and a lively, interesting interaction. If possible, try to give extra details and be as specific as you can in your interactions without being anal of course.

For example, say “Pizza Marinara” instead of just “pizza”, or say “Northern Pikes” instead of “Fish”. You get the idea.

Details are particularly important when you’re trying to sell solutions to your audience. It really helps in presentations, testimonials and case studies.



BLU HOMES

This is a great example of a company using details to convey personality and uniqueness. This style lends itself well to presentations, website copy, catalogues and even certain types of emails and meetings.

The following excerpt is from the “Why Blu” section of Blu Home’s website. <https://www.bluhomes.com/why-blu>

The future of home building has arrived.

Unique Innovative Design.

A Blu home is like nothing else. We have been innovatively designing our homes from the ground up for the last 10 years. We design homes to be lived in, with open spaces, lots of windows and floor plans that make sense. You will never look at building a home “the old way” again.

Faster to Build

Our homes are factory built and finished on your site in less than 3 months. Custom homes typically take over 1 year, talk about game changing.

Notice how they give details but keep it simple and clear at the same time. They clearly capitalize on the benefits of Blu Homes over other pre-fab houses on the market.

Chapter 12. Keep it Simple

“Any fool can make something complicated. It takes a genius to make it simple.”

Woody Guthrie

Communicating Clearly

The techniques looked at so far won't do much good unless your message is clear and concise. Language is a powerful force and it can be used to help or to confuse and damage. The problem comes when we wrongly confuse the language used to confuse and damage with good communication.

In this section, you'll learn the principles of clear, powerful business communication. In the process of doing this, you'll not only improve your speaking and writing skills; you'll hopefully see the beauty and importance of clarity.

Can you think of anything more mind-numbingly frustrating than struggling through a business contract, trying to make sense of the unnecessarily dull legal speak while dealing with crucial things you need to know?. Or desperately attempting to remain focused while you're reading a pompous academic paper on what would have been a gripping topic, had the researcher written it thinking about the reader?

Clarity = Confidence

Clarity shows confidence and respect for your audience. People see straight through jargon and unnecessarily complex language in a heartbeat. They often assume that you don't know what you're talking about, that you're nervous, or in the worst-case scenario, that you're pretentious, insecure and incompetent. Chances are you're none of the latter, so remember that less is more. Of course, 'clarity' isn't about dumbing it down for your audience, it's about making it easy for them, it's about being your audience's advocate.

In academic and political settings, the tendency is to complicate concepts and make them less accessible. This is often done unconsciously in academia, as this world has developed a standardized style which peers have come to expect from each other. Though it may be tradition to complicate concepts in the hope of making them seem more 'academic' or 'professional', or in order to justify one's own research grant, it's of little use when you want to reach other humans and create meaningful connections.

What do Winston Churchill, Barack Obama and Adolf Hitler have in common?

They all told a good story and they all won people over through simple language and clear messaging. Regardless of politics, all three men were extremely effective communicators who people listened to.

Even if you look at the most respected business magazines and newspapers in the world, you'll find that they prioritise simplicity and directness. The Economist style guide emphasizes that the "first requirement of The Economist is that it should be readily understandable. Clarity of writing usually follows clarity of thought. So, think what you want to say, then say it as simply as possible."

Example:

"Improving the efficacy of measurable learning outcomes" could be expressed as "improving learning" or "improving learning efficiency" if you want to complicate it a bit more. There is definitely no need for the empty self-indulgent language used in the original version. Remember that clichés and vagueness are for people who don't know what they're talking about.

Exercise:

Read the following text and change it to make it more personal, direct and interesting. I've provided an example at the end of the exercise, so you can check, but there are many ways of rewriting this paragraph. (Please note that this not a real example and any resemblance to any real companies is purely coincidental).

Original text:

“The staff at XYZ Media have been consulting successfully and fostering measurable, tailored solutions for their clients for years. The company’s highly experienced media consultants understand and appreciate their clients’ requirement to launch and implement cost-effective cutting-edge solutions strategically and systematically. Their sensitivity to the client’s objectives, together with their profound expertise in marketing strategy and social media bring added-value and synergy to any project they embark upon.”

OK, let's see if we can clean it up a bit...

Write your version here:

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Sample Answer

“We’ve been helping our clients make profit off advertising and social media for years. Our experienced specialists understand and appreciate your need to increase profits and brand recognition by implementing cost-effective solutions logically and systematically. Our sensitivity to your objectives, together with our expertise in marketing strategy and social media will help you achieve your objectives”

Notes:

This sample is by no means perfect. There is still some work that needs to be done, but it's better than the original.

The first thing we've done here is that we've simplified it. We've cut any words that didn't add to the message. Words like "*synergy*" have been cut altogether.

The second thing we've done here is we've reworded some of the business jargon to make it more relatable. There is still some jargon left in this text, but we've tried to reduce it to a minimum. The reader or listener is human, regardless of whether he/she is the cleaner or the CEO of the company. Remember this.

The third thing we've done is, instead of speaking in third person about the company all the time, we've introduced personal pronouns like "we" and personal possessive pronouns like "*our*" and "*your*".

Finally, we've tried to be as specific as possible. We've talked about "*profits*" and "*brand recognition*" rather than "*measurable, tailored solutions*". This not only adds to our overall message, but it also adds credibility and makes us more relatable as a business or business professional.

Clear Communication Checklist:

1. Keep your sentences simple and direct
2. Remove unnecessary business jargon to make your communication more effective and powerful. Remember that no matter who you're writing or speaking to, they are human, so relate to them as a human.
3. Avoid the third person if possible. Speak about "us" and "you" if possible.
4. *Be as specific as possible. Don't ramble on about "measurable, tailored solutions" when your audience is interested in "profits" and "brand recognition"*
5. Avoid the Passive Voice like the plague, unless you have no choice. Instead of saying "*the project was launched by Gary*" use an active sentence like "*Gary launched the project*". Active sentences

tend to sound more alive and as a result
more interesting.

Chapter 13. Apologizing in Meetings & Negotiations

When you make a mistake, do not pretend it is not a mistake and do not argue. It will only waste everybody's time and make you look unprofessional. Do the right thing, admit the mistake and try to fix it if you can! Maintain a formal tone if necessary but be relaxed and confident.

Use words such as “regret, apologize, sorry”.

Remember to take ownership of a mistake or misunderstanding if the client or colleague has a genuine reason to complain.

In some cultures, making a mistake and admitting it is taboo, but contrary to what you might think, most colleagues, partners, clients and customers will respect you and react positively when you take ownership and try to solve the problem.

When apologizing, give details about what happened, but be professional by talking about the facts.

Example:

Apologizing to a Client or Customer over the phone

We (“I” if you have a smaller business and you want to make it personal) would like to express regret over the inconvenience caused earlier this week. We will replace your product immediately, and you will receive it by Friday.

Exercise 1:

This is an example of an apology from one member of staff to another for a missed appointment. Please note that the two employees have a working relationship, so there is no need to be overly formal.

Read the apology and fill the gaps with words or phrases from the following list.

- a. *think that it might strengthen our market position with this group.*
- b. *I'm terribly sorry that I missed our appointment early this morning*
- c. *I would like to discuss your proposal in more depth with you.*
- d. *Please let me know if you are available for lunch on Wednesday or Thursday.*

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I inadvertently scheduled a breakfast meeting outside the office for the same time that we had arranged to meet and did not check my schedule before driving across town.

Maybe we can get together for lunch later this week if you are available? I have reviewed your proposal for launching the new TIX project
and.....

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Answers Exercise 1

I'm terribly sorry that I missed our appointment early this morning.

I inadvertently scheduled a breakfast meeting outside the office for the same time that we had arranged to meet and did not check my schedule before driving across town.

Maybe we can get together for lunch later this week if you are available?

I have reviewed your proposal for launching the new TIX project and **think that it might strengthen our market position with this group.**

I would like to discuss your proposal in more depth with you.

Please let me know if you are available for lunch on Wednesday or Thursday.

Chapter 14. Summarizing Data for Meetings, Negotiations & Presentations

If, as a professional, you wish to succeed in your career, you will need to be an effective communicator. A big part of being an effective and powerful communicator, is being able to accurately and effectively summarize data and information for your audience. Although this book focuses mainly on ESL business communication, the principals apply equally to science, engineering, teaching, customer service and all other areas of work.

We will look at how to summarize information effectively to achieve the best results possible in your emails, presentations, reports and proposals.

Summarizing

Understanding what you have read is sometimes challenging when there is a complex situation, or a chain of events that you as the reader are not aware of.

A great way to help the reader is to try to put it in your own words without giving unnecessary mention to non-essential details.

You can also include a few words or phrases into your summary to make it easier to follow. This helps make your reply more concise and to the point. In your summary, you can use language like, *the first point, then, moreover, in conclusion or in summary*, to address specific points and to summarize your message.

Let's take a look on the next page at a sample report task now. We will use this example task after we've gone through a few things.

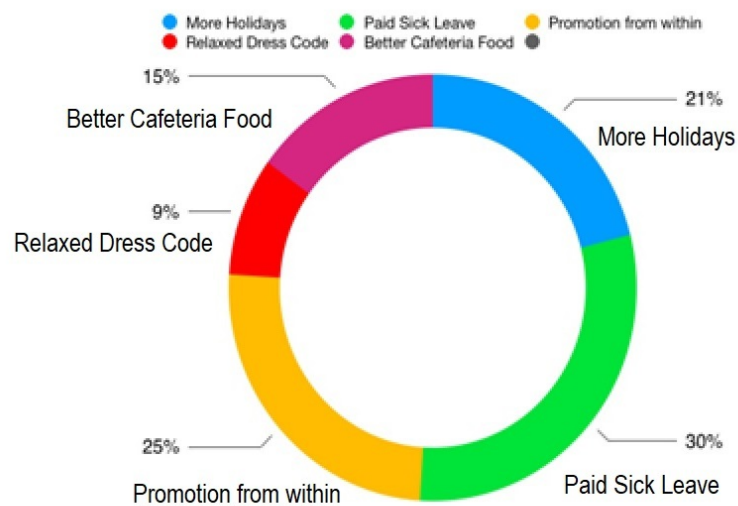
Background:

The Human Resources Department in your company has conducted a survey to find out more about employee satisfaction. Employees were requested to decide what factors were most important to them in order to increase overall job satisfaction.

Task instructions:

Using the final results provided below, along with the notes provided by your manager, write a proposal which explains and summarizes the results to your manager.

Use the chart and the notes to write 120-140 words.



Notes: Paid sick leave /more holidays: increase overall costs and impacts shareholders.

Better cafeteria food: trouble sourcing suitable vendors.

How to Plan and Talk about Data

Communicating effectively requires following the entire process from brainstorming to final drafting. This is something which sounds like a lot of hard work at the start, but which becomes more natural after you've practiced a little. In the long-term, it will actually save you time and make your communication more effective and powerful.

Brainstorming and Outline Phase

The first objective here is to plan a basic outline. Your report, proposal or presentation needs to have the following:

1. Background: This includes a brief summary of the project or situation.

2. Findings: This needs to be as detailed as possible. You must present more descriptive and factual information in summary. You can make bullet points and number them in order of importance if it makes it easier for the reader or listener.

3. Recommendations: If you need to make recommendations or interpretations, you need to produce a summary, or a conclusion based on the findings. Be clear and concise.

Brainstorming:

To plan the outline, you should write brief notes during your brainstorming. It's not necessary for you to write full sentences here as it will take too much time. Most of us don't have much time to spare, so it is important to think about time management.

Outline:

Make your outline very simple and basic to get you started. For the task above, your outline could look like this:

Background

Employee satisfaction survey

Findings

Paid Sick Leave: 30%

Promotion from within: 25%

More holidays: 21%

Better Cafeteria food: 15%

Recommendations

Most viable: promotion from within/ better cafeteria food

Remember to check your outline to make sure you have an accurate overview of what you need to communicate.

Rough draft:

Now that you have your outline prepared. You are ready to begin your rough draft. Remember, your purpose is to give a summary and to describe the findings in the example we're using.

Some suggestions to write an effective summary:

1. Use a variety of words to express your ideas. Here are a few to guide you:

It was found that...

To give more information: *furthermore, in addition, additionally*

To contrast ideas: *however, despite*

To compare: *both, like, similarly*

Cause and effect: *because, as a result, due to, resulting in, consequently*

2. Highlight only the most important points.
Choose two or three main ideas to present in the findings.
3. Remember this is your rough draft so just write without worrying too much about mistakes. You can check your writing when you proofread later.

A summary requires you to put ideas in your own words so that other people can understand it. Don't write your notes with the aim of impressing other people. If you do this, you will confuse yourself and others!

Grammar & Vocabulary

Here is a sample rough draft. It needs some correction. A rough draft can go through numerous revisions before it is complete. Fill in the blanks with appropriate words to fix this rough draft. (Please note: not all words or phrases will be used. You can check your answers at the end of this chapter)

Word Bank

According to the survey

may not be

would like to have

more

will impact

less

consequently

In order to

resulting in

satisfaction

finally

Rough Draft Example

Background

Human Resources would like to get feedback from the employees about improving employee's overall job satisfaction, so I was asked to present the results of the employee survey.

Findings

Paid sick leave and more holidays: _____, more than half of the employees would like to have more time off from work. This _____ feasible as this _____ cost and revenue.

Promotion from within: One quarter of all employees _____ the opportunity for promotion or career growth.

We/The Human Resources Department needs to get _____ feedback from employees about the quality of the cafeteria food _____ promote employee _____.

Recommendations:

1. Cost effective paid sick leave to be determined by the Human Resources Department.
2. Promote more internal promotions to fill requirements.
3. Organize a committee to get additional feedback and suggestions from employees.

Now that we have finished writing the rough draft, we need to proofread it for any errors or mistakes. This means we need to reread it carefully. Here is a checklist to follow:

___ Check for spelling, punctuation, and grammar errors.

___ Did I cover the most relevant data?

___ Is there anything less relevant which I can cut out?

___ Is the information presented in a variety of sentence structures to avoid being repetitive?

Check how sentences begin. For example, using phrases like “According to the survey” is a great way to begin.

Did I use conjunctions to combine sentences, or are there a lot of short sentences? While it is a great idea to be direct and to the point, writing short sentences can make the message seem choppy, unless you express the ideas as bullet points or diagrams. If you don't want to use bullet points or diagrams here, it's a good idea to try to combine any sentences that are similar to improve the flow of ideas.

There should be a variety of words that are used correctly. Use words from the same word family like in the example: promote and promotion, so that you are alternating and not repeating yourself.

___ Is my vocabulary appropriate for the topic and situation?

It's all about context! There is a time and place for everything and you have to be aware of this.

Answers to the rough draft task:

Paid sick leave and more holidays: According to the survey, more than half of the employees would like to have more time off from work. This may not be feasible as this will impact cost and revenue.

Promotion from within: One quarter of all employees would like to have the opportunity for promotion or career growth.

The Human Resources Department needs to get more feedback from employees about the quality of the cafeteria food in order to promote employee satisfaction.

Chapter 15. How to be More Persuasive

Professionals who want to succeed will need to plan and prepare various forms of written and spoken communication throughout their careers. This may be in the form of a meeting or a presentation where the speaker needs to communicate in a persuasive style about an important topic.

The 4 Most Persuasive Words in the English Language

1. “You”

Studies show that using the word “you” gets people interested and engaged.

2. “Names”

Use people’s name. Research also suggests that we trust and engage more with someone if we hear our name being spoke or read it in a message.

3. “Free”

In his book *Predictably Irrational*, Dan Ariely carried out a small study, where he offered participants a choice between a Lindor chocolate for 15¢ and a much cheaper Hershey’s Kiss chocolate for 1¢. The Lindor truffle chocolate won even though it was 15 times more expensive. However, in the next stage of this study, he offered the same Lindor chocolate for 14¢ and the Hershey’s Kiss free. This time almost 100% of participants chose the Hershey’s Kiss chocolate. What lesson can we learn from this study? People will often make different decisions even if the value proposition is basically the same, just because something is free.

4. “Because”.

This is an extremely powerful word, even if you don’t give a real reason! In his bestselling book *Influence: The Psychology of Persuasion*, Robert Cialdini discusses a study

carried out using photocopying machines. In the first stage of the study, people tried to persuade other people to let them jump the queue at the photocopying machine with the sentence “Excuse me, I have 5 pages, may I use the Xerox machine?” This sentence had a 60% success rate. In the next stage of the experiment, people used the sentence “I have 5 pages, may I use the Xerox machine because I’m in a rush?”. Being “in a rush” is definitely not a great reason, but in this stage of the experiment, an amazing 94% of people allowed that person to go in front of them.

**Chapter 16. ESL Business
English Phrasal Verbs Mini-
dictionary with Practice
Exercises**

Exercise 1

Read the definitions for each phrasal verb in section A below and complete the exercise at the end of the section. You can check your answers at the end of this chapter.

A

Abide by means to accept or respect terms of an agreement, a law, a rule or a decision that has been made.

Accede to means to initially reject and then agree to a request after negotiation

Account for means:

(1) to provide an explanation of how or why something happened.

(2) To be a specific or named portion of something.

(3) To keep a record of and monitor how resources are used in a business.

(4) To take into consideration when you are making a decision.

Account to: to pay to an individual or organisation together with a breakdown of the amount paid and how it is calculated.

Adhere to means to respect a particular law, rule, agreement or guidelines. (same as **abide by**)

Amount to means:

(1) to total or add up to.

(2) To be the same as.

Appertain to (or „pertain to “) means to be related to or belong to something

Now complete each sentence with the most appropriate word or words. You may need to change the form of the words to suit the sentence and you will need to use some words more than once.

1. “The figures..... to last year's sales.”.
2. “When X Ltd failed to deliver the goods as specified under the agreement, this to a breach of contract”
3. “Both parties have strictly to the terms of the contract”.
4. “The defendant to the claimant for damages received.”
5. “There are 265 Euros which been not been for, we need to review the numbers again”.
6. “Food sales 22% of total revenue”.
7. “The potential tax bill if the case was lost was when we made the decision”.
8. “All parties must the terms of the agreement”
9. “Last year, the supplier eventuallyrepeated requests for an increase in the line of credit”.
10. “How can wethe fact that the goods arrived late?”
11. “The debt to over €120,000”.

Exercise 2

Complete each sentence with the most appropriate word or words. You may need to change the form of the words to suit the sentence and you will need to use some words more than once.

B

Break down means:

(1) to separate information into several parts to make it easier to understand, analyze and discuss.

(2) To fail.

Break off means: (1) to stop negotiating or discussing

Break up means: (1) the separation of a company or an organization into smaller parts.

1. "The agreement due to one party's excessive demands".
2. "We had to the meeting" .
3. "The company was to make the sector more competitive "
4. "The numbers for the year as follows "

Exercise 3

Complete each sentence with the most appropriate word or words. You may need to change the form of the words to suit the sentence and you will need to use some words more than once.

E

Enter into means (1) to begin or start a formal agreement; or (2) to start to deal with something.

Entitle to (Adj. Entitled to) means to give the right to something.

Exclude (noun form: an exclusion): When something is not covered, as in specific damage not covered in a contract.

1. “Both parties shall have the right to seek to settle any dispute arising from the agreement by arbitration, which will any other form of dispute resolution.”
2. “Ms. Temple negotiations with the factory to reach an agreement.”
3. “Early termination of the contractthe lender **to** compensation “ .

Exercise 4

Complete each sentence with the most appropriate word or words. You may need to change the form of the words to suit the sentence and you will need to use some words more than once.

F

Factor in: to include or take into account when assessing, evaluating or planning something.

Find in favour of/Against (also: Rule in favour of/against) is often used to describe the decision of the judge or jury in court.

1. “The judge Mr. Right and awarded him compensation to the amount of £10,000”
2. “Using a computer programme they the costs of keeping the old machinery for the next three years”

Exercise 5

Complete each sentence with the most appropriate word or words. You may need to change the form of the words to suit the sentence and you will need to use some words more than once.

H

Hand Down:

(1) In inheritance, this phrasal verb means to give or leave something to someone else.

(2) When a judge or jury announce their official decision in a case.

1. "The judge a suspended sentence"
2. "The land to him by his uncle, who died last year".

Exercise 6

Complete each sentence with the most appropriate word or words. You may need to change the form of the words to suit the sentence and you will need to use some words more than once.

P

Pass off means:

(1) to pretend that something or someone is different from what they are

(2) 'Passing off' also refers to a type of specific business law, which for example prohibits companies from giving the impression that their goods or services are associated with another.

Provide that...

If you are giving a detailed summary, paraphrasing, or repeating a particular law word for word, use **“provide (s) that “**

1. “The law that the penalty for a first offence can be up to 150 USD.”
2. “She was accused of trying to her logo for another company’s”.
3. “The Regulations “traffic data” must be recorded and filed with the appropriate agency. “

Exercise 7

Complete each sentence with the most appropriate word or words. You may need to change the form of the words to suit the sentence and you will need to use some words more than once.

S

Set forth is used before words such as **rights, duties, obligations,** and **procedures**:

Strike Out means (1) this is when a judge suspends a case before the court date.

Sum Up to sum up means to summarise information. In legal English ‘the summing up’ in a trial with a jury, is when the judge summarises the evidence presented, in order to draw the attention of the jury to the most important points.

1. “The judge the evidence presented by both sides before the jury made their decision”
2. “The Regulation the procedure for processing and fulfilment of orders”
3. “Articles 12 and 22 can unite the parties and contribute to advancing regional priorities within the framework by the law.”
4. “The judge can the case if she decides there finds no reasonable grounds”
5. “The following article the basic terms of the contract.”

Exercise 8

Complete each sentence with the most appropriate word or words. You may need to change the form of the words to suit the sentence and you will need to use some words more than once.

W

Weigh up is to evaluate evidence and arguments before making a decision.

“The judge the evidence for over an hour before handing down her verdict.”

Exercise Answers:

A

1. "The figures **appertain** to last year's sales." .
2. "When X Ltd failed to deliver the goods as specified under the agreement, this amounted to a breach of contract"
3. "Both parties have adhered strictly to the terms of the contract".
4. "The defendant **accounted to** the claimant for damages received."
5. "There are 265 Euros which been not been **accounted for**, we need to review the numbers again" .
6. "Food sales accounted for 22% of total revenue".
7. "The potential tax bill if the case was lost was accounted for when we made the decision " .
8. "All parties must **abide by** the terms of the agreement "
9. "Last year, the supplier eventually **acceded to** repeated requests for an increase in the line of credit " .
10. "How can we **account for** the fact that the goods arrived late?"
11. "The debt **amounted to** over €120,000 " .

B

1. "The agreement **broke down** due to one party's excessive demands".
2. "We had to **break off** the meeting" .
3. "The company was **broken up** to make the sector more competitive "
4. "The numbers for the year **break down** as follows "

E

1. "Both parties shall have the right to seek to settle any dispute arising from the agreement by arbitration, which will **exclude** any other form of dispute resolution."

2. “Ms. Temple **entered into** negotiations with the factory to reach an agreement.”
3. “Early termination of the contract **entitles** the lender to compensation “ .

F

1. “The judge **found in favour of** Mr. Right and awarded him compensation to the amount of £10,000”
2. “Using a computer programme they **factored in** the costs of keeping the old machinery for the next three years”

H

1. “The judge **handed down** a suspended sentence”
2. “The land **was handed down** to him by his uncle, who died last year”.

P

1. “The law **provides** that the penalty for a first offence can be up to 150 USD.”
2. “She was accused of trying to **pass off** her logo for another company’s”.
3. “The Regulations **provide that** “traffic data” must be recorded and filed with the appropriate agency. “

S

1. “The judge **summed up** the evidence presented by both sides before the jury made their decision”
2. “The Regulation **sets forth** the procedure for processing and fulfilment of orders”
3. “Articles 12 and 22 can unite the parties and contribute to advancing regional priorities within the framework **set forth** by the law.”
4. “The judge can **strike out** the case if she decides there finds no reasonable grounds”
5. “The following article **sets forth** the basic terms of the contract.”

W

1. “The judge **weighed up** the evidence for over an hour before handing down her verdict.”

Chapter 17. 80 Grammar Rules for ESL & Business English

I am very lucky to have taught business communication strategies for more than one decade, and as a result I have witnessed a great number of my clients succeed in their goals.

This section aims to serve as a quick grammar revision guide for professionals. These grammar tips are particularly crucial if you want to give a good impression during meetings, presentations, when you write emails, memos, proposals and reports. Once you read and internalize the advice in this mini-guide, you will be better equipped to succeed in your communication.

Once you have improved your ESL business communication skills, you will acquire the freedom that you have always wanted – you will be free to pursue a wide range of business and job opportunities, or even visas to live or study abroad. In other words, once you improve your communication, your life will change forever.

Let's get started!

80 Grammar Rules

1. The word "people" is ALWAYS plural.

People are always talking about him (NOT People is...)

The people in the room were starting to get nervous.
(NOT: The people in the room was...)

2. After would rather, use an infinitive (without to) or a past tense, not a present tense.

I'd rather stay at home this evening. (NOT I'd rather to stay at home...)

I would rather you paid me in cash. (NOT I would rather you pay me in cash.)

3. Use an -ing form after be/get used to.

I'm used to driving in London now, but it was hard at the beginning. (NOT I'm used to drive...)

I'll never get used to living in this place.

4. How long are you here for? Is a question about the future.

'How long are you here for?' 'Till Easter.' (NOT 'Since Christmas.')

5. Don't use could to talk about something that you succeeded in doing.

I managed to run 10 km yesterday in under an hour. (NOT I could run 10 km yesterday...)

How many eggs were you able to get? (NOT ...could you get?)

6. Indirect questions usually have the same construction as statements.

I asked where her parents were. (NOT USUALLY I asked where were her parents.)

The policeman wanted to know where I lived. (NOT ...where did I live?)

7. To say that something is not necessary, use needn't or don't have to, not mustn't.

You needn't pay now; tomorrow will be OK. (NOT You mustn't pay now; tomorrow will be OK.)

I don't have to wear a tie at work. (NOT I mustn't wear a tie at work.)

8. Everything is a singular word.

Everything was broken. (NOT Everything were broken.)

Is everything ready?

9. Use because or so, but not both together.

Because the train was late I missed the meeting. OR The train was late, so I missed the meeting. (BUT NOT Because the train was late, so I missed the meeting.)

10. We say something to a person.

She never says 'Hello' to me. (NOT She never says me 'Hello'.)

Andrew has said nothing to Peter. (NOT Andrew has said Peter nothing.)

11. Tell normally needs a personal object.

He told us that he was going home. (NOT He told that he was going home.)

I've told you everything I know.

12. Don't use every to talk about two people or things.

You can park on each side of the street. (NOT ...on every side of the street.)

He was holding a glass in each hand.

13. Far is unusual in affirmative sentences, except in a very formal style.

We live a long way from here. (NOT USUALLY We live far from here.)

It's a long way to Manchester.

14. We don't usually use before to mean 'in front of'.

You can park in front of the station. (NOT ... before the station.)

There's a big tree just in front of our house.

15. After look, we use at with an object.

Look at the moon! (NOT Look the moon!)

What are you looking at?

16. We use when, not as or while, to talk about ages and periods of life.

When I was 14 I first got interested in archaeology. (NOT As/While I was 14...)

We lived in London when I was a child. (NOT ... as/while I was a child.)

17. After as long as, use a present tense to refer to the future.

I'll remember this holiday as long as I live. (NOT ... as long as I will live.)

You can have my bike as long as you bring it back tomorrow.

18. We say as usual, not as usually.

Let's meet tomorrow at 10.00, as usual.

Vanessa late as usual.

19. As well as (with a similar meaning to 'not only... but also') is normally followed by an -ing form.

As well as breaking his leg, he hurt his arm. (NOT As well as he broke his leg...)

He works full time as well as bringing up three children.

20. Expressions like in three hours' time refer to the future.

We'll need the report in two weeks' time. (BUT NOT He wrote the report in four hours' time.)

I'll see you again in a month's time.

21. We don't normally use to after arrive.

What time do we arrive in London? (NOT ... arrive to London?)

The train arrived at our station half an hour late.

22. Because is a conjunction; because of is a preposition.

We cancelled the match because it rained. (NOT ... because of it rained.)

We cancelled the match because of the rain. (NOT ... because the rain.)

23. After the verb lack, no preposition is necessary.

The soup lacks salt. (NOT ... lacks of salt.)

It's a good novel, but it lacks structure.

24. Before (meaning 'before that') follows an expression of time.

Last summer, I decided to go and visit the town that I had left eight years before. (NOT ... before eight years.)

I had already met her once, about three years before.

25. News is singular and uncountable

All the news is bad. (NOT All the news are bad.)

I have some news for you (NOT I have a news for you)

26. You borrow something from somebody.

I borrowed the money from my brother. (NOT I borrowed my brother the money.)

Can we borrow some sugar from you?

27. We prefer closed, not shut, before a noun.

When I talk to you, I feel as if I'm standing in front of a closed door. (NOT ... a shut door.)

He's got a closed mind. You can't tell him anything.

28. We say come from (present) to give our town, country etc. of origin.

James comes from Liverpool. (NOT James came from Liverpool.)

Where do you come from?

29. Comparatives are made with more or -er, but never both.

The weather is getting colder. (NOT ... more colder.)

Please try to be more polite. (NOT ... more politer.)

30. We never use on the contrary to give another side of a question.

It's hard work. On the other hand, it's interesting. (NOT on the contrary, it's interesting.)

She's very bad-tempered. On the other hand, she's generous.

31. In affirmative sentences we generally use a long time, not long, except in a very formal style.

We waited a long time, but she didn't come. (NOT We waited long, but ...)

It will be a long time before we invite her again.

32. Use superlatives to compare people and things with the groups that they belong to.

Sandra is the tallest of the five girls. (NOT Sandra is the taller of the five girls.)

I think I'm the oldest person in the class.

33. We often use in after dressed to describe the clothes

She was dressed in yellow from head to foot. She looked like a daffodil.

The bride was dressed in white silk.

34. We don't use it ... + infinitive with allow.

Smoking is not allowed. (NOT It is not allowed to smoke.)

We weren't allowed to use calculators in the exam. (NOT It wasn't allowed to use ...)

35. Whose means 'who is' or 'who has'; whose is a possessive.

Who's that? (NOT Whose that?)

Who's taken my keys? (NOT Whose taken my keys?)

Whose coat is that? (NOT Who's coat is that?)

36. We don't usually use other with uncountable nouns.

Can I have more rice? (NOT ... other rice?)

Perhaps we should use different oil. (NOT ... other oil.)

37. We use either, not any, to talk about two people or things.

I can write with either hand. (NOT ... with any hand.)

'Do you prefer Monday or Tuesday?' 'Either day will do.'

38. Don't put articles and possessives together before nouns.

She's a friend of mine. OR She's my friend. (BUT NOT She's a my friend.)

Peter's lost his keys. (NOT ... the his keys.)

39. We say that somebody is good, bad, clever etc at something.

My sister is very good at Science. (NOT ... good in Science.)

I'm very bad at languages.

40. Don't leave out a/an in negative expressions.

Don't got out without a coat. (NOT ... without coat.)

It's difficult to get there if you haven't got a bike. (NOT ... if you haven't got bike.)

41. We use any, not every, to say 'one or another'.

'Which newspaper would you like?' 'It doesn't matter. Any one.' (NOT ... every one.)

'When would you like to come to dinner?' 'Any day is OK.'

42. Advice is uncountable.

Can you give me some advice? (NOT ... an advice?)

My father gave me three pieces of advice. (NOT ... three advices.)

43. We don't use some if we know the exact number.

You've got beautiful fingers. (NOT ... some beautiful fingers.)

A mountain bike needs to have strong wheels. (NOT ... some strong wheels.)

44. We don't use articles in some common expressions with home, school and bed.

Why isn't Angela at school today? (NOT ... at the school today?)

I want to spend a day in bed.

45. When which? what? or who? are subjects, we make questions without do.

Which costs more - the blue one or the grey one? (NOT Which does cost more ...?)

What happened to your bike? (NOT What did happen to your bike?)

Who phoned? (NOT Who did phone?)

46. We don't use articles after the amount/number of.

I was surprised by the amount of money that was collected. (NOT ... the amount of the money ...)

The number of unemployed rose sharply last month. (NOT The number of the unemployed...)

47. We use **because**, not **as** or **since**, if the reason is the most important part of the sentence.

Why am I leaving? I'm leaving because I'm fed up. (NOT I'm leaving as/since I'm fed up.)

They're laughing because they think your hat's funny.

48. **Travel** is normally uncountable.

I like travel.

We went on a trip/journey to the Antarctic last spring. (NOT We went on a travel ...)

49. **Can** has no infinitive. We use be able to instead.

I'd like to be able to sing. (NOT ... to can sing.)

When will you be able to meet us?

50. The difference between **a** and **an** depends on pronunciation, not spelling.

She's a US citizen. (NOT She's an US citizen.)

Would you like to be an MP? (NOT ... a MP?)

51. **Weather** is uncountable.

We had terrible weather last week. (NOT ... a terrible weather ...)

I hope we get good weather at the weekend.

52. Words like President, King, Doctor in titles have no article.

President Obama visited the Pope. (NOT The President Obama ...)

I'd like to see Dr Jones. (NOT ... the Dr Jones.)

53. We usually use over, not across, to mean 'on/to the other side of something high'.

Why are you climbing over that wall? (NOT ... across that wall?)

I threw his keys over the fence, where he couldn't get them.

54. Actually means 'really' or 'in fact', not 'now'.

She said she was 18, but actually she was 15.

In 1700 the population of London was higher than it is now. (NOT ... than it actually is.)

55. Asleep and afraid are not normally used before nouns.

He had the innocent expression of a sleeping baby. (NOT ... of an asleep baby.)

In the house, we found a frightened child hiding in the kitchen. (NOT ... an afraid child.)

56. We don't usually put an adverb and its complement together before a noun.

We're looking for people who are skilled in design. (NOT ... skilled in design people.)

He has a difficult accent to understand. (NOT ... a difficult to understand accent.)

57. Eventually means 'finally', not 'from time to time', 'possibly' or 'perhaps'.

It took a long time, but eventually he finished his studies.

I'm not sure what I'll do next year. Perhaps I'll go to university if I can get a place. (NOT Eventually I'll go to university ...)

58. We don't usually use too before adjective + noun.

The problem was too difficult. (BUT NOT It was a too difficult problem.)

I put down the bag because it was too heavy. (BUT NOT I put down the too heavy bag.)

59. We usually put descriptive adjectives before classifying adjectives.

An old political idea (NOT A political old idea)

The latest educational reform (NOT The educational latest reform)

60. Nouns referring to nationality are often different from the corresponding adjectives.

Graham is typical Welshman. (NOT ... a typical Welsh.)

He's married to a Spaniard. (NOT ... a Spanish.)

61. Adjectives that express opinions usually come before other descriptive adjectives.

a lovely cool drink (NOT a cool lovely drink)

their wonderful old house (NOT their old wonderful house)

62. Pronoun objects come before adverb particles.

Can you switch it on, please? (NOT ...switch on it...)

I'm going to throw them all out. (NOT ... throw out them all.)

63. Adverbs can't usually be used instead of adjectives.

She danced happily into the room. (NOT She danced happy ...)

I'm terribly sorry. (NOT I'm terrible sorry.)

64. After all doesn't mean 'finally'. It means 'all things considered' or 'in spite of what was expected'.

It took a long time, but finally we found our dream house.
(NOT ... but after all we found our dream house.)

She can make her own bed. After all, she's not a baby any more.

I expected to fail the exam, but I passed after all.

65. Ago comes after an expression of time.

Ann phoned two hours ago. (NOT ... ago two hours.)

I should have finished this work six weeks ago.

66. We don't normally use all without a noun to mean 'everybody'.

Everybody was quiet. (NOT All were quiet.)

I've written to everybody. (NOT I've written to all.)

67. In exclamations with how, the adjective or adverb comes immediately after how.

How cold it is! (NOT How it is cold!)

How well she sings! (NOT How she sings well!)

68. We don't use every with uncountable nouns.

I like all music. (NOT I like every music.)

I can do every kind of work. (NOT ... every work.)

69. After either, we use a singular noun.

I can come on Wednesday or Thursday - either day is OK.
(NOT ... either days ...)

She can write with either hand.

70. We usually ask 'What color ...?' without a preposition.

What color is your new bike? (NOT Of what color ...?)

What color is her hair this week?

71. We don't usually drop nouns after adjectives.

Poor little boy! (NOT Poor little!)

The most important thing is to be happy. (NOT The most important is to be happy.)

72. All day doesn't mean the same as every day.

I worked all day yesterday, from 8.00 till bedtime.

I worked every day except Sunday last week. (NOT ... all day except Sunday ...)

73. Don't drop a/an after what in exclamations.

What a rude man! (NOT What rude man!)

What an awful film! (NOT What awful film!)

74. Experience and experiment don't mean the same.

We did an experiment in the chemistry lesson to see if you could get chlorine gas from salt. (NOT We did an experience ...)

I'm experimenting with a new perfume.

I had a lot of interesting experiences during my year in Africa. (NOT I had a lot of interesting experiments ...)

Have you ever experienced the feeling that you were going mad? (NOT Have you ever experimented the feeling ...?)

75. We don't usually use reflexive pronouns after **feel**.

I feel really energetic today. (NOT I feel myself really ...)

Andrew often feels depressed. (NOT ... feels himself depressed.)

76. We use **half** without **of** in expressions of measurement and amount.

They live about half a mile from here. (NOT ... half of a mile ...)

I only need half a pint.

77. We use **hear**, not **listen to**, to say that something 'comes to our ears'.

Suddenly I heard a strange noise. (NOT Suddenly I listened to a strange noise.)

Did you hear that?

78. After help, we can use object + infinitive (with or without to).

Can you help me (to) find my ring? (NOT ... help me finding my ring?)

Let me help you (to) wash up.

79. We usually say hope ...not, rather than do not hope.

I hope it doesn't rain tomorrow. (NOT I don't hope it rains tomorrow.)

'Is Peter coming this evening?' 'I hope not.'

80. We say that you crash into something.

Granny crashed into a tree yesterday. (NOT Granny crashed against a tree yesterday.)

The plane crashed into a mountain.

80 Grammar Exercises for ESL & Business English

Fill the gap in each sentence with the missing word or words.

1a. People constantly asking her for advice, because she has a reputation for being an expert.

1b. The people in the stadium starting to get excited.

Complete each gap with ONE, TWO or THREE words.

2a. I'd rather at home while I go to the shop.

2b. I would rather by bank transfer.

3. Complete each gap with ONE or TWO words.

3a. I'm used to emails every day now, but it was hard at the beginning.

3b. I'll never get used in this house.

4. Complete each gap with ONE word.

4. How long are you here? 'Till Easter.'

5. Complete each gap with ONE word.

5a. I to swim 5 km yesterday.

5b. How many bottles of milk you
..... to get?

6. Complete each gap with ONE word.

6a. She asked his parents were.

6b. The teacher wanted to know she had
learned how to do that.

7. Complete each gap so that it makes sense for each sentence.

7a. You pay now; tomorrow
will be OK.

7b. He doesn't wear a tie at work.

8. Add one word to each gap.

8a. Everything perfect, thanks you so much!. (Past Tense.)

8b. everything ready?

9. Add one word to each gap.

9a. the play was late we missed the bus.

9b. The play was late, we missed the bus.

10. Add one word to each gap.

She never says 'hi' me.

11. Add one word to each gap.

She that she was not going to the party.

12. Add one word to each gap.

He was wearing a shoe on foot.

13. Add one word to each gap.

You can't park in of the train station.

14. Add one word to each gap.

There's a new pub just front
our house.

15. **Add one or two words to each gap.**

15a. Look stars!

15b. What is she looking?

16. **Add one word to each gap.**

16a. I was a kid I hated pasta.

16b. I hated pasta I a kid.

17. **Complete each gap with TWO words.**

17a. I'll learn the lesson as I study.

17b. You can borrow my bike as you bring it back tomorrow.

18. **Add one word to each gap.**

Do you want to meet next week at 11am, as

19. **Complete the second sentence so that it means the same as the first.**

Not only did he break his leg, but he also broke his arm!

As as his leg, he also his arm!

20. **Add one word to each gap.**

20a. We get the results two hours'

20b. I see you again a month's

21. Add one word to each gap.

What time do we arrive London?

22. Add one word to each gap.

22a. They have cancelled the concert becauseis storm.

22b. They have cancelled the concert becausethe storm.

23. Complete the sentence using only TWO words.

The project (Hint: has a lack of direction)

24. Complete the sentence using only ONE word.

I had already met him once, about a year

25a. Add one word to complete the sentence.

I read astory in the newspaper yesterday, about a boy who cycled went to India.

25b. Choose the correct option

I have news / a new for you

Did you watch the news/new on TV?

26. Add one word to complete the sentence.

26a. I borrowed the money my brother.

26b. Can we borrow some sugar you?

27. Choose the correct option

She's got a very closed/shut mind. You can't tell her anything.

28. Complete each sentence.

Where does she from?

Maddi Wales.

29. Use the correct form of the adjective in brackets.

29a. The project is getting
due to the lack of funding. (difficult)

29b. Please try to be more polite. (polite)

29c. I think the new car will be, as it is
..... (good *and* new)

30. It's hard work., it's very rewarding.

31. Did you wait for?

32. Use the correct form of the adjective in brackets.

32a. This isproject I have ever worked on. (difficult)

32b. She ischild I have ever met. (polite)

32c. I think this car will be car you have ever had, because it has engine. (good *and* new)

33a. He was dressed black.

33b. The bride was dressed white silk.

34. Use the correct form of the word in brackets. You may need to add one or more words.

34a. allowed, please leave the building. (smoke)

34b. We allowed to use calculators in the exam, that's why Andy's was confiscated. (the verb "to be")

35. Use the correct form of the word in brackets. You may need to add one or more words.

35a. that?

35b. taken my keys?

35c. coat is that?

36. Can I have water please?

37a. I can write with hand.

37b. 'Do you prefer Monday or Tuesday?' '.....
day will do.'

38. Complete the second sentence so that it means the same as the first sentence. Use one or two words.

38a. She's his friend.

She's a friend of

38b. Peter can't find his keys.

Peter'skeys

39. I'm not very goodrepetitive tasks.

40. We can't go to the countryside a car.
(Hint- we need a car)

41. 'When would you like to meet up for lunch?'
'.....day is OK.'

42. Choose the right option in the sentences.

42a. Let me give you some advice/advices.

42b. Do you have any advice/advices for me?

42c. I got a lot of advice/advices from him.

42d. My dad game me three pieces/piece of
advice/advices

43. Choose the correct option from the sentences below

43a.

She's got amazing eyes.

She's got some amazing eyes.

43b.

Every car needs some good quality wheels.

Every car needs good quality wheels.

44. Fill in the blanks with one or two words.

44a. Why isn't Tony school today?

44b. I wanted to spend a day bed, so I didn't go shopping.

45. Fill in the blanks with one or two words, using a form of the word in brackets next to each sentence.

45a. What to your bike? (HAPPEN)

45b. Who? (SHOUT)

45c. Which- the blue one or the grey one?
(GOOD)

46. Fill in the blanks with one, two or three words, using a form of the word in brackets next to each sentence. You may not need to change the form of the word in brackets in some cases.

46a. I was surprised by the who turned up.
(PERSON)

46b. Thewe eat is ridiculous. Let's try and eat more salad. (RICE)

47. Fill in the blanks with ONE word only.

47a. I'm leaving my job I'm fed up and I want to start a business.

47b. They are laughing they think your hat is funny.

48. In question 48a, fill in the blank with ONE word only, using a form of the word in brackets next to the sentence. In question 48b, fill in the blank with ONE of the options in brackets. There may be more than one possible answer.

48a. Do you like? (TRAVELLING)

48b. We went on a to Spain last spring. (TRAVEL/TRIP/JOURNEY/TRAVELS)

49. Fill in the blanks with one or two words only. If you are doubting between two possibilities, always choose the one that best fits the sentence.

49a. I to run for 5 miles without stopping, but I need to keep improving.

49b. When will we to meet your new girlfriend?

49c. I play chess.

50. Fill in the blanks with ONE word only.

50a. I've never been to Madrid before, instead of staying at your parents', why don't we stay in hotel when we go?

50b. It's honour

50c. unilateral agreement is needed in order to stop violence in the region.

50d. empire can only survive if it moves with the times.

50e. I think I've just seen unicorn dancing on rainbow.

50f. It's impossible situation so there is no point talking about it.

51. Fill in the gaps with one word only.

51a. The North of England ,,,,,,,,,,,,,, terrible weather in general, it's always raining!

51b. I hope we get ,,,,,,,,,,,,,, weather at the weekend, I'd like to go to the beach and sunbathe.

52. Choose the correct sentence in each case.

52a.

President Jones visited the Whitehouse last weekend.

The president Jones visited the Whitehouse last weekend.

52b.

I need to speak to the Dr Owen please.

I need to speak to Dr Owen please.

,,,
,,

60. Use the correct form of the word in brackets to complete each sentence.

60a. Graham is typical ,,,,,,,,,,,,,,,,,,,,,,. (WALES)

60b. She's married to a ,,,,,,,,,,,,,,,,,,,,,,. (SPAIN)

61. Put the words in the correct order.

61a. a/ this / drink/ lovely/is / cool

,,,
,,

61b. visited/ their/ we /wonderful /house / balcony!/
yesterday. I/ new/ loved/ their

,,,
,,

62. Put the words in the correct order.

62a. / please? /you/ can/ switch/ it/ off,

,,,
,,

62b. all/he's / to/ throw/ out /them/ going /

,,,
,,

63. Use the correct form of the word in brackets to complete each sentence.

66. Choose the best option to complete each sentence.

66a. ,,went to Emma's party after the show.

All

All people

Everybody

All the people

66b. I've written to ,, in the department.

All

All the people

Every people

Everybody

67. Choose the best option to complete each sentence.

67a. I can't believe ,,!

how hot it is today!

hot how it is today!

how it is hot today!

67b. It's amazing ,,!

how she sings well!

she sings how well!

how well she sings!

68. Choose the best option to complete each sentence.

68a. She likes all/every people.

68b. I like every/all person in this room.

68c. I can do every/all task on this list.

69. Choose the best option to complete each sentence.

We can meet on Wednesday or Thursday – either day/all days/every day/both days is OK.

70. Choose the best option to complete each sentence.

70a. Of what/What color is your new car?

71. Choose the best option.

71a.

Poor little one!

Poor little!

71b.

The most important thing is to be healthy and happy.

The most important is to be healthy and happy.

71c.

James is the most experienced of the department.

James is the most experienced member of the department.

72. Complete the sentences with two words.

72a. I worked ,, ,,, yesterday, from 9.00 in the morning until 10 o'clock at night.

72b. She worked ,, ,,, except Friday last week.

73. Complete the sentences with one word only.

What ,, ,,, amazing film!

What ,, ,,, terrible day!

74. Choose the best option to complete each sentence.

74a. We did an/a experience/research/ experiment in class lesson to see if you could get chlorine gas from salt.

74b. We did some experience/research/experiment before class to help us with our presentation.

74c. I'm experimenting/experiencing/researching with a new diet.

75. Choose the best option to complete each sentence.

He feels ill/himself ill today.

Mary often feels/feels herself depressed.

76. Choose the best option to complete each sentence.

76a. We work about half an hour/a half an hour away from here.

76b. I only drank a half a/ half a pint of beer.

77. Choose the best option in each case.

77a.

Did you hear that? It sounded like a dog barking.

Did you listen to that? It sounded like a dog barking.

77b.

I listened to the music for hours, it was beautiful.

I heard the music for hours, it was beautiful.

77c.

I suddenly heard a loud noise.

I suddenly listened to a loud noise.

78. Choose the best option in each case.

78a.

Can you help me find my hat?

Can you help me finding my hat?

78b.

Let me help you (to) wash up.

Let me help you (to) washing up.

79. Fill the gaps to form negative statements. Use the correct form of the word in brackets next to each sentence. You can use more than one word.

79a.

I hope ,, ,, tomorrow. (RAIN)

'I hope Peter ,, ,, today' (COMING)

80. Fill the gaps. Use the correct form of the word in brackets next to each sentence. You can use more than one word.

80a. ,, ,, my bike ,, ,, a tree yesterday. (CRASH)

80b. The car ,, ,, a sign and then exploded. (CRASH)

Answers

Fill the gap in each sentence with the missing word or words.

1a. People **are** constantly asking her for advice, because she has a reputation for being an expert.

1b. The people in the stadium **were** starting to get excited.

2a. I'd rather **stay** at home while I go to the shop.

2b. I would rather **you paid me** by bank transfer.

3a. I'm used to **writing/drafting/answering/reading** emails every day now, but it was hard at the beginning.

3b. I'll never get used **to living** in this house.

4. How long are you here **for**? 'Till Easter.'

5a. I **managed** to swim 5 km yesterday.

5b. How many bottles of milk **were** you **able** to get?

6a. She asked **where** his parents were.

6b. The teacher wanted to know **where/how** she had learned how to do that.

7a. You **needn't/ don't need to/ don't have to** pay now; tomorrow will be OK.

7b. He doesn't **have to/need to** wear a tie at work. (“want to” is possible but it has a different meaning)

8a. Everything **was** perfect, thanks you so much!. (Past Tense.)

8b. **Is** everything ready?

9a. **Because** the play was late we missed the bus.

9b. The play was late, **so** we missed the bus.

10. She never says 'hi' **to** me.

11a. She **told me/you/him/her/us/you/them** that she was not going to the party.

12a. He was wearing a shoe on **each** foot.

13. You can't park in **front** of the train station.

14. There's a new pub just **in** front **of** our house.

15a. Look **at the** stars!

15b. What is she looking **at**?

16a. **When** I was a kid I hated pasta.

16b. I hated pasta **when** I **was** a kid.

17a. I'll learn the lesson as **long as** I study.

17b. You can borrow my bike as **long as** you bring it back tomorrow.

18. Do you want to meet next week at 11am, as **usual**.

19. Not only did he break his leg, but he also broke his arm!

As **well** as **breaking** his leg, he also **broke** his arm!

20a. We **will** get the results **in** two hours' **time**.

20b. I **will** see you again **in** a month's **time**.

21. What time do we arrive **in** London?

22a. They have cancelled the concert because **there** is a storm.

22b. They have cancelled the concert because **of** the storm.

23. The project **lacks direction**. (Hint: has a lack of direction)

24. I had already met him once, about a year **before/ago**.

25. I read a **news** story in the newspaper yesterday, about a boy who cycled went to India.

25b. **Choose the correct option**

I have news / a new for you

Did you watch the news/new on TV?

26a. I borrowed the money from my brother.

26b. Can we borrow some sugar from you?

27. **Choose the correct option**

She's got a very closed/shut mind. You can't tell her anything.

28.

Where does she come from?

Maddi comes/is from Wales.

29. **Use the correct form of the adjective in brackets.**

29a. The project is getting more difficult due to the lack of funding. (difficult)

29b. Please try to be politer. (polite)

29c. I think the new car will be better, as it is newer.
(good *and* new)

30. It's hard work. On the other hand/however/despite this, it's very rewarding.

31. Did you wait for **a long time**?

32. Use **the correct form of the adjective in brackets.**

32a. This is **the most difficult** project I have ever worked on. (difficult)

32b. She is **the most polite** child I have ever met. (polite)

32c. I think this car will be **the best** car you have ever had, because it has **the newest** engine. (good *and* new)

33a. He was dressed **in** black.

33b. The bride was dressed **in** white silk.

34. Use **the correct form of the word in brackets. You may need to add one or more words.**

34a. **Smoking is not** allowed, please leave the building. (smoke)

34b. We **weren't/ were not** allowed to use calculators in the exam, that's why Andy's was confiscated. (the verb "to be")

35. Use **the correct form of the word in brackets. You may need to add one or more words.**

35a. **Who's/ who is** that?

35b. **Who's/who has** taken my keys?

35c. **Whose** coat is that?

36. Can I have **more** water please?

37a. I can write with either hand.

37b. 'Do you prefer Monday or Tuesday?' 'Either day will do.'

38. Complete the second sentence so that it means the same as the first sentence. Use one or two words.

38a. She's his friend.

She's a friend of his.

38b. Peter can't find his keys.

Peter's lost his keys

39. I'm not very good at repetitive tasks.

40. We can't go to the countryside without a car. (Hint- we need a car)

41. 'When would you like to meet up for lunch?' 'Any day is OK.'

42. Choose the right option in the sentences.

42a. Let me give you some advice/advices.

42b. Do you have any advice/advices for me?

42c. I got a lot of advice/advices from him.

42d. My dad gave me three pieces/piece of advice/advices

43. **Choose the correct option from the sentences below**

43a.

She's got amazing eyes.

She's got some amazing eyes.

43b. Every car needs some good quality wheels.

(While you may hear people say similar things and it's not necessarily wrong, option 2 is the best option)

Every car needs good quality wheels.

44. **Fill in the blanks with one or two words.**

44a. Why isn't Tony **at** school today?

44b. I wanted to spend a day **in** bed, so I didn't go shopping.

45. **Fill in the blanks with one or two words, using a form of the word in brackets next to each sentence.**

45a. What **happened/has happened** to your bike?
(HAPPEN)

45b. Who **shouted**? (SHOUT)

45c. Which **is best** - the blue one or the grey one?
(GOOD)

46. **Fill in the blanks with one, two or three words, using a form of the word in brackets next to each sentence. You may not need to change the form of the word in brackets in some cases.**

46a. I was surprised by the **number of people** who turned up. (PERSON)

46b. The **amount of rice** we eat is ridiculous. Let's try and eat more salad. (RICE)

47. Fill in the blanks with ONE word only.

47a. I'm leaving my job **because** I'm fed up and I want to start a business.

47b. They are laughing **because** they think your hat is funny.

48. In question 48a, fill in the blank with ONE word only, using a form of the word in brackets next to the sentence. In question 48b, fill in the blank with ONE of the options in brackets.

48a. Do you like **travel**? (TRAVELLING)

48b. We went on a **trip/journey** to Spain last spring.
(travel/trip/journey/travels)

49. Fill in the blanks with one or two words only. If you are doubting between two possibilities, always choose the one that best fits the sentence.

49a. I **am able** to run for 5 miles without stopping, but I need to keep improving.

49b. When will we **be able/get** to meet your new girlfriend? ("to get to do something" is similar to saying "to have the opportunity to do something"),

49c. I **can** play chess.

50. **Fill in the blanks with ONE word only.**

50a. I've never been to Madrid before, instead of staying at your parents', why don't we stay in a hotel when we go?

50b. It's an honour.

50c. A unilateral agreement is needed in order to stop violence in the region.

50d. An empire can only survive if it moves with the times.

50e. I think I've just seen a unicorn dancing on a rainbow.

50f. It's an impossible situation so there is no point talking about it.

51. **Fill in the gaps with one word only.**

51a. The North of England has terrible weather in general, it's always raining!

51b. I hope we get good/hot/sunny weather at the weekend, I'd like to go to the beach and sunbathe.

52. **Choose the correct sentence in each case.**

52a.

President Jones visited the Whitehouse last weekend.

The president Jones visited the Whitehouse last weekend.

52b.

I need to speak to the Dr Owen please.

I need to speak to Dr Owen please.

53. Use the word in brackets next to each sentence to complete the gaps. You may need to change its form to fit the sentence and/or add another word.

Stop climbing over the wall, you are going to hurt yourself! (CLIMB)

I threw his keys over the fence, where he couldn't get them. (KEYS)

54. Choose the best option in each case.

54a. She said she was 34, but she was actually/currently 44.

54b. In 2000 the number of people who used mobile phones was lower than it currently/actually is.

54c. Jake is a big football fan. He knows all the teams, their players and the actual/current gossip.

55. Use the word in brackets next to each sentence to complete the gaps. You may need to change its form to fit the sentence and/or add another word.

55a. As the old saying goes... 'never wake a sleeping giant'. (SLEEP)

55b. He was so scared, he was like a frightened child. (AFRAID)

56. Put the words in the right order so that the sentence makes sense.

56a. We're/ someone /for/looking/ who /is /in/ skilled/ sales.

Answer: **We're looking for someone who is skilled in sales.**

56b. He/ difficult/ has/ a / to / understand /accent

Answer: **He has a difficult accent to understand.**

57.

57a. It took a long time, but **eventually/finally** he finished his studies.

57b. I'm not sure what I'll do next year. **Perhaps/maybe** I'll go to university if I can get a place.

58. **Use the correct form of the word in brackets to complete each sentence. You may need to add another word.**

58a. The project is **too big**, we need more staff to help out. (BIG)

58b. I didn't buy the course because it is **too expensive**. (EXPENSIVE)

59. **Put the words in the correct order.**

59a. . belief /an / religious / old /

Answer. An old religious belief.

59b. educational/ reform /newest / the/

Answer. The newest educational reform

60. **Use the correct form of the word in brackets to complete each sentence.**

60a. Graham is typical **Welshman**. (WALES)

60b. She's married to a **Spaniard**. (SPAIN)

61. **Put the words in the correct order.**

61a. a/ this / drink/ lovely/is / cool

Answer. This is a lovely cool drink

61b. visited/ their/ we /wonderful /house / balcony!/
yesterday. I/ new/ loved/ their

**Answer. We visited their wonderful new house
yesterday. I loved their balcony!**

62. **Put the words in the correct order.**

62a. / please? /you/ can/ switch/ it/ off,

Answer. Can you switch it off, please?

62b. all/he's / to/ throw/ out /them/ going /

Answer. She's going to throw them all out.

63. **Use the correct form of the word in brackets to complete each sentence.**

E.g.: I' **m/am terribly** sorry. (BE + TERRIBLE)

She **ran happily** into the room. (RUN + HAPPY)

64. **Choose the best option to complete each sentence.**

64a. It took a long time, but I **finally** got a new car.

Finally

After all

All things considered

Supposedly

64b. He can make his own bed. **After all**, he's not a baby any more.

Finally

Incredibly

Expectedly

After all

65. Choose the best option to complete each sentence.

Jay came round twenty minutes **ago**.

Since

Ago

After

Before

66. Choose the best option to complete each sentence.

66a. **Everybody** went to Emma's party after the show.

All

All people

Everybody

All the people

66b. I've written to everybody in the department.

All

All the people

Every people

Everybody

67. **Choose the best option to complete each sentence.**

67a. I can't believe how hot it is today!

how hot it is today!

hot how it is today!

how it is hot today!

67b. It's amazing how well she sings!

how she sings well!

she sings how well!

how well she sings!

68. **Choose the best option to complete each sentence.**

68a. She likes all/every people.

68b. I like every/all person in this room.

68c. I can do every/all task on this list.

69. **Choose the best option to complete each sentence.**

We can meet on Wednesday or Thursday – either day/all days/every day/both days is OK.

70. **Choose the best option to complete each sentence.**

70a. Of what/What color is your new car?

71. **Choose the best option.**

71a.

Poor little one!

Poor little!

71b.

The most important thing is to be healthy and happy.

The most important is to be healthy and happy.

71c.

James is the most experienced of the department.

James is the most experienced member of the department.

72. **Complete the sentences with two words.**

72a. I worked **all day** yesterday, from 9.00 in the morning until 10 o'clock at night.

72b. She worked **every day** except Friday last week.

73. **Complete the sentences with one word only.**

What **an** amazing film!

What **a** terrible day!

74. **Choose the best option to complete each sentence.**

74a. We did **an**/a experience/research/ **experiment** in class lesson to see if you could get chlorine gas from salt.

74b. We did some experience/**research**/experiment before class to help us with our presentation.

74c. I'm **experimenting**/experiencing/researching with a new diet.

75. **Choose the best option to complete each sentence.**

He feels **ill**/himself ill today.

Mary often **feels**/feels herself depressed.

76. **Choose the best option to complete each sentence.**

76a. We work about **half an hour**/a half an hour away from here.

76b. I only drank a half a **half a** pint of beer.

77. **Choose the best option in each case.**

77a.

Did you hear that? It sounded like a dog barking.

Did you listen to that? It sounded like a dog barking.

77b.

I listened to the music for hours, it was beautiful.

I heard the music for hours, it was beautiful.

77c.

I suddenly heard a loud noise.

I suddenly listened to a loud noise.

78. Choose the best option in each case.

78a.

Can you help me find my hat?

Can you help me finding my hat?

78b.

Let me help you (to) wash up.

Let me help you (to) washing up.

79. Fill the gaps to form negative statements. Use the correct form of the word in brackets next to each sentence. You can use more than one word.

79a.

I hope **it doesn't rain** tomorrow. (RAIN)

'I hope Peter **isn't coming** today' (COMING)

80. Fill the gaps. Use the correct form of the word in brackets next to each sentence. You can use more than

one word.

80a. I **crashed** my bike **into** a tree yesterday. (CRASH)

80b. The car **crashed into** a sign and then exploded.
(CRASH)

BUSINESS ENGLISH CONVERSATION QUESTIONS

These instant conversation worksheets can be adapted into games, such as board games and other classroom activities to provide speaking practice and opportunities for feedback.

The teacher can also use them with a timer if he or she wants to add some pressure to the activity, to make the activity more exciting or to prepare students for an exam such as Cambridge Business, where time is a factor. For example: students can work in pairs and speak for 1 to 2 minutes about each question as a mini-presentation type activity. Their partner can keep the time and provide feedback, while the teacher circulates the classroom and helps different pairs of students.

1.WORK

What do you do?

What does your job position entail?

Can you describe your tasks on a daily basis?

What is your favorite task at work?

What is your least favorite task at work?

How would you describe your current job?

2. DAYS OFF

How many days do you work in a week?

How many hours do you work in a day?

How many days do you work in a year?

How many vacation leaves do you have?

How many sick leaves do you have?

How many days off do you have in a week?

How many days off do you have in a month?

What do you do during your day off?

What do you do during your vacation leave?

3. AGE AT WORK

At what age did you start working?

What is the ideal age for someone to start working?

What is the ideal age for someone to stop working?

At what age would you want to retire?

At what age do people start working in your country?

At what age do people retire in your country?

4. JOB LOCATION

What jobs are available in your hometown?

What will make you consider working in your hometown?

Why did you choose to work in your hometown?

What jobs are available in your city?

What will make you consider working in the city?

Why did you choose to work in the city?

What is the most popular city in your country in terms of job hunting?

What is the most sought-after business center in your country?

What is the ideal city for you to work in?

5. WORKING FROM HOME

In your own words, how would you define working from home?

What is a good excuse to work from home?

How do you stay productive working from home?

What are the benefits of working from home?

What are the disadvantages of working from home?

What would it take for you to permanently work from home?

How popular are work from home jobs in your country?

Should working from home be an option for all office workers?

6. OFFICE LOCATION

How far do you live from your office?

How many hours do you commute in total per week?

What mode of transportation do you use to get to work?

How much time do you spend in traffic?

How much do you spend on transportation?

Would you consider renting an apartment near your office?

How far is your office from the nearest mall?

How far is your office from the nearest park?

How far is your office from the nearest hang out place?

How far is your office from the nearest train station?

How far is your office from the nearest bus stop?

How many floors does your work building have?

7. WORKING OVERSEAS

How would you consider working overseas?

In your opinion/experience, what is the best country to work in?

In your opinion/experience, what is the worst country to work in?

If you were given a chance, which country would you like to work in?

What would you consider before working overseas?

Why do some people prefer to work abroad?

What type of people are ideal for working overseas?

What type of people do you think would not be successful working overseas?

8. OFFICE LUNCH

Where do you usually eat out during lunch break?

How often do you usually take for your lunch break?

Who do you eat out with at work?

When do you usually eat out at work?

How much do you usually spend when you eat out at work?

What do you usually order when you eat out at work?

Why do people prefer eating out than eating in the office?

Why do some people prefer eating home cooked meals in the office than eating out?

9. AFTER WORK ACTIVITIES

Where do you usually hang out after work?

How often do you usually hang out after work?

Who do you hang out with after work?

How much do you usually spend when you hang out with your co-workers?

How far is the nearest place where you can hang out?

Why do so many people hangout after work?

Why do many people choose not to hangout after work?

In your country, what is the most common hangout activity after work?

10. REWARDS AND RECOGNITION

Why should employers recognize employees' efforts?

How are employees recognized for their achievements in your office?

How should an employer recognize an employee?

When was the last time an employee was recognized in your office?

When was the last time you were recognized at work?

How would you feel if you were recognized for the quality of your work? What reward would you like to receive?

11. TEAM BUILDING

Why is it important to have team building activities? Who benefits the most in team building, employees or employers?

When was the last time you participated in a team building activity?

What is the best team building activity in your opinion?

What is your least favorite team building activity?

How does team building help a business/company?

Who should choose the venue of the team building exercises?
Why?

Who should choose the activities of the team building exercises?
Why?

12. OFFICE SUPPLIES AND EQUIPMENT

What office supplies do you have at your desk?

What office supplies do you often use?

What office supplies do you seldom use?

What office supplies would you like to be available in your company?

13. WORKING HOURS

What do you think about 9 to 5 jobs? Would you prefer a different time-table? Why?

In your opinion, how many hours should someone work in a day? Why?

In your opinion, how many days should someone work in a week? Why?

14. OVERTIME

When was the last time you worked overtime?

How many hours do you usually work overtime?

How many hours was your longest overtime?

Should companies be able to force employees to work overtime?

Should companies be forced to pay employees for any overtime they work?

15. BUSINESS TRIPS

What are the advantages and disadvantages of frequent business travel?

Would you like to travel as part of your job?

How often do you go on business trips?

When and where was your last business trip?

What is your most memorable business trip?

Which country would you most like to visit in your next business trip?

Which country would you least like to visit again in your next business trip?

How do you feel about business trips?

Why are business trips important?

16. EXPERIENCE

How long have you been in your current company?

How long do you plan to stay with your current company?

How long did you stay with your first company?

In your country, how common is it to stay with a company for a long time?

What professional experience has been the most important in your career so far? Why?

17. PROMOTION & DEMOTION

When was your last promotion?

When are you expecting to get a promotion?

How old is your oldest co-worker?

How young is your youngest co-worker?

How important is getting a promotion to you?

What is the best way to be promoted?

How can office politics affect promotion?

What would be your reaction if you got promoted tomorrow?

How common is demotion in your company?

Why would someone get demoted?

18.PROBATIONARY PERIOD:

How long is your company's probationary period?

How long did it take for you to get a permanent position?

What are the differences between a regular employee and someone on probation?

Are there any ways for someone to be made permanent faster?
What are they?

19. CONTRACTS

How many workers do you have in your company?

How common are permanent contracts in your country?

How do you feel about the general way companies contract workers in your country?

Who benefits more from contracts, the worker or the company?

Would you consider working under a third-party agency?

Why do people consider working under third party agencies?

Why do companies hire from third party agencies?

What are the benefits of hiring workers from third party agencies?

If you were a business owner, would you consider hiring workers from third party agencies? Why?

How long should an employee be under probation?

20. WORK-LIFE BALANCE

In your own words, how would you define work-life balance?

How important is work-life balance? Why?

Who benefits from work-life balance?

How can you achieve work-life balance in your life?

How much work-life balance do you currently have?

What initiatives does your company have with regards to work-life balance?

How can the government help in achieving work-life balance for workers in your country or region?

Describe someone you know who has a great work-life balance.

For you, what activities help in achieving work-life balance?

21. MANAGEMENT & LEADERSHIP

What are the advantages of being a boss?

What are the disadvantages of being a boss?

What are some qualities of a good boss?

What are some qualities of a bad boss?

Who is the best boss you've ever had?

How often do you talk to your boss?

How often does your boss check on you?

How often does your boss hangout with your team?

What are the traits you like most about your current boss?

How common is it in your country for employees to address their bosses with sir/ma'am?

If you were given a choice, would you like to be given more management responsibilities? Why?

What does your boss say when you come in late for work?

In your own words, how would you define a leader?

Is there a difference between a manager and a leader? Why?

Is it necessary to be a good leader in order to be a good manager?

22. BEING AN EMPLOYEE

What was your very first job?

When did you land your first job?

What are the advantages of being a normal employee and not having any people management duties?

What are the disadvantages of being a normal employee and not having any people management duties?

Would you like to have one job for your whole life with a good, steady salary or do you need change to stay motivated?

23. FREELANCING

How common is freelancing in your country?

Why do some people choose to work as freelancers?

What are the advantages of working as a freelancer?

What are the disadvantages of working as a freelancer?

What is the best thing about being a freelancer?

What is the worst thing about working as a freelancer?

If you were given a chance, would you work as a freelancer?

Why?

What are the most common jobs of freelancers?

24. DIFFERENT PROFESSIONS

What are some examples of professions that suit your personality?

What is the worst job you can think of for your personality?

What are the most prestigious professions in your country?
Why?

Who do you think should be the most well paid in terms of jobs?

Who do you think should be the least paid in terms of jobs?

What was your dream job when you were a kid?

What is your dream job now?

Given the opportunity, would you pursue your dream job? Why or why not?

How well paid are politicians in your country?

What is the most in demand job in your country?

25. JOB REQUIREMENTS

How important is educational achievement when applying for a job in your country?

Which is more important, qualifications or experience? Why?

How important is experience when applying for a job in your country?

In your country, how challenging is it to find a job for newly graduated candidates?

Was it difficult to get your first job?

What assistance do recent graduates get from the government when applying for jobs?

26. JOB INTERVIEWS

How was your first ever interview? Describe your experience.
What did you do well and what did you do badly?

How do you feel during interviews?

How do you prepare before your interviews?

What clothes do you wear in interviews?

How important are first impressions in interviews?

What makes you stand out from other applicants when you apply for a job? (What are your strong points?)

What's your biggest weakness?

How do you see your career evolving in the next 2 years?

Do you think job interviews are a fair assessment of a candidate's suitability for a job?

If you were an interviewer, what you look for in an applicant?

27. BENEFITS & PERKS

What do you look for in a company?

Rank the following benefits and perks in order of importance for you. Explain your answers:

- Frequent travel
- Management responsibilities
- Child-care benefits
- Long holidays
- Travel and food allowances
- Frequent social events and activities organized by the company
- The option to work from home

What benefits and perks would you most like to have in your current position?

28. RESIGNATION

What is the most common reason for someone to resign?

What was the reason why you left your previous job?

What's the difference between termination and resignation?

Would you ever consider leaving your current position? What would it take for you to leave?

How would you feel if your closest co-worker resigned?

How would you feel if your current boss resigned?

How do you think your co-workers would feel if you resigned?

How do you think your boss would feel if you resigned?

29. JOB-HOPPING

How many jobs have you had in the past five years?

How common is it for people to change jobs in your country?

What do you think about job-hopping?

Why do some people job-hop?

How can job-hopping affect your career?

30. SALARY

How do you feel about your first ever salary?

What is your ideal salary? Why?

How important is salary in applying for a job?

What is the common salary range for your chosen profession?

How important are salary increases for staff motivation?

Is salary the most important factor in a job?

Would you rather do something you love for a low salary or something you hate for a high salary? Why?

Is it good for governments to introduce laws to guarantee a minimum wage? Why or why not?

31. CHOOSING A COMPANY

What are the factors you consider when choosing a company?

How do you find job openings?

What is the most effective way of finding jobs?

How important is company image in choosing a company?

How important is location when choosing a company?

How important is personal growth when choosing a company?

How important is professional growth when choosing a company?

How important is diversity when choosing a company?

32. FEELINGS ABOUT YOUR JOB

How much do you like your job? (Be as sincere as possible)

Why do you (or don't you) like your job?

What is your favorite part about your job?

33. OFFICEMATES/CO-WORKERS

What kind of people do you like to work with?

What kind of people are you working with now?

Who do you prefer working with, young or old employees?

Who do you prefer working with, male or female employees?

Would you consider yourself a workaholic? Why?

Would you consider yourself easy going? Why?

What do you think about people who are easy going in their jobs?

34. RETIREMENT

When do you plan to retire?

Why do you think some people never want to retire and others can't wait to retire?

What is your ideal retirement?

At what age do people in your country usually retire?

Where would you like to spend your retirement?

35. EMAIL

How many emails do you receive in a day?

How helpful is emailing in your job?

Why is it sometimes easier to have misunderstandings with people during email exchanges?

Do you sometimes feel overwhelmed by the number of emails in your inbox? Do you have any tricks to tackle this problem?

What are the advantages and disadvantages of using office memos to communicate with staff?

36. MEETINGS

How do you feel about meetings?

When was the last time you attended a meeting?

What do you think about lunch meetings?

Which do you prefer, formal or informal meetings? Why?

Have you ever 'dozed off' while in a meeting?

When was the last time you dozed off in a meeting?

Do you prefer traditional meetings or teleconferences?

37. CONFERENCES

How many conferences do you have in a year?

How do you feel about conferences?

Describe the last conference you attended.

38. TECHNOLOGY

How often do you answer phone calls in your current job?

How often do you use your cellphone at work?

What kind of technology do you use at the office?

How has technology changed the way we work?

How has technology changed the way we learn?

39. OFFICE ENVIRONMENT

How would you describe your current office environment?

How important is office environment?

What is your ideal work environment?

How many co-workers can you count as friends?

How do you feel about office politics?

How rampant is office politics in your company?

**** BONUS SPEAKING CARDS
SECTION ****

40. MEDIA

If you could keep only one form of media, which would you choose?	Is there such a thing as an unbiased source of news?
Radio is over a hundred years old. Why hasn't it ever been replaced by a more modern form of media?	What would happen if the media just stopped?
How influenced are you by the media?	How can students use different parts of the media to improve their language skills?
Should the government control the press?	Are newspapers becoming obsolete?

41. HOTELS

Would you like to work in a hotel?	What are the advantages and disadvantages of staying in a hotel?
Do you use the spa and leisure facilities when you stay at a hotel?	If you were the manager of an old two-star hotel that was in danger of closure, how would you try to make it profitable again?
How would you describe a typical day's work of a hotel receptionist?	What is your opinion of large, all-inclusive resort hotels?
Do you think it is acceptable to take things such as bathrobes, soap, etc, from a hotel room when you leave?	Does your behaviour differ when staying in a hotel compared to when you are at home?

42. LANGUAGES

What are the advantages and disadvantages of English becoming a global language?	Which language do you think would be the best global language?
What body language do you use in your culture?	Is preserving a dying language as important as preserving an endangered species?
Apart from English, which other language would you like to learn?	Do you agree that English is essential for success in one's career?
What age is the best to start learning a new language?	What is more important when speaking a foreign language: fluency or accuracy?

43. TECHNOLOGY

Has technology made our lives more complicated?	Do technological advances increase the gap between rich and poor?
Which areas of technology are the most important to teach at school?	Which invention has had a more positive impact on our lives: the mobile phone or personal computer?
Do you agree that technology has made us lazy?	Do you believe that advances in technology causes job losses?
If mobile phones disappeared one day, how do you think people would cope?	In your opinion, which industry has been most transformed by technology?

44. ART

How would you describe your relationship with art?	What paintings, drawings, or sculptures do you have in your home?
Is collecting works of art a good investment?	What's the point in owning a valuable piece of art if it has to be kept locked away?
Do you go to art exhibitions, galleries, antique markets?	What is your definition of art?
Who is the most famous artist from your country?	Is there any public art in your city?

45. HISTORY

Do you think it is important to have a knowledge of history?	What period of history would you like to learn more about?
Should history lessons focus on politics and war, or on social changes?	Which local historical figure has had the greatest impact on your country?
What do you think of the recent history of your country, the past 30 years?	Which historical figure would you like to meet?
Do you think history repeats itself?	Are you proud of the history of your country?

46. BOOKS

How important is reading books?	What should be the roles of libraries in modern life?
If you could write a book, what kind of book (genre) would it be?	Would you go to bookshops more often if they were friendly places with comfortable armchairs and coffee shops?
Could you live in a world without books?	What is the worst book that you've ever read?
Have you read more than one book by the same author?	How can we encourage children to read more?

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Resources: 6 Videos on Emotional Intelligence

The Power of Emotional Intelligence –
Travis Bradberry

<https://www.youtube.com/watch?v=auXNnTmhHsk>

You aren't at the mercy of your
emotions – your brain creates them – Lisa
Feldman Barrett

<https://www.youtube.com/watch?v=0gks6ceq4eQ>

6 Steps to Improve Your Emotional Intelligence – Ramona Hacker

https://www.youtube.com/watch?v=D6_J7FfgWVc

Learning Human Values Via Emotional Intelligence – Ruby Bakshi Khurdi

<https://www.youtube.com/watch?v=4YCAo8kxOHs>

Your Forensic Mirror: Applying Emotional Intelligence To Achieve Success – Paula Clarke

<https://www.youtube.com/watch?v=McG6tETL93s>

The People Currency: Practicing Emotional Intelligence – Jason Bridges

<https://www.youtube.com/watch?v=7z0asInbu24>

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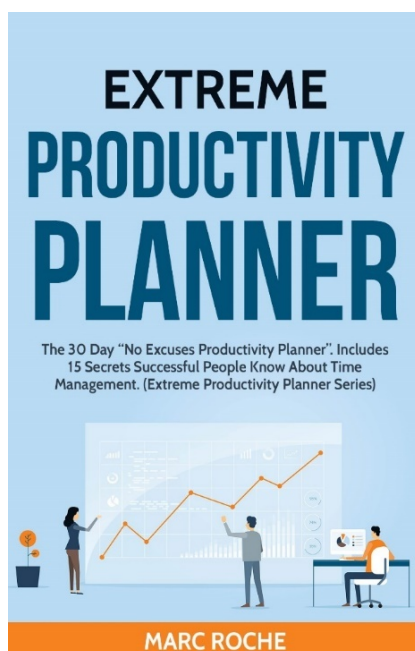
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